

Empowering communities to create change:
hybridizing Appreciative Inquiry and World Café to inform Asset-Based Community
Development

by

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Abstract

As we engage and evaluate communities in the hopes of building upon their assets, it is important that we encourage participation by community members through various engagement methods. This research aims to explore how Asset-Based Community Development is informed by community engagement through the processes of Appreciative Inquiry and World Café. The research was conducted during the summer of 2022 by Minneapolis Health Department Healthy Living Initiative members at the Minneapolis Public Housing Authority property of Glendale Townhomes. By evaluating the community engagement model of Appreciative Inquiry to inform the content of the World Café discussion, I conclude that Asset-Based Community Development can be greatly informed to create change.

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Introduction

What makes a person healthy? Can health be measured purely by one's weight or should the socioeconomic situation of the individual be taken into account to understand health? The Centers for Disease Control and Prevention (CDC) recognizes five key Social Determinants of Health that greatly impact the health of communities throughout the country. These determinants are economic stability, access to quality education, access to quality health care, built environment, and community context (Social Determinants of Health, n.d.). Addressing the social determinants of health through policy, systems, and environmental changes is essential for creating health equity. Community development and health equity are intrinsically linked as community development informs the economic and built environment in which a person finds themselves and promotes solidarity and agency for the disenfranchised in a community (Bhattacharyya, 2004:6).

Without the input of the community, it is extremely difficult to create lasting and sustainable change. As we look to create a community project or program, we must consider the issues through the lens of the community most affected by the change. Change through community projects or programs, is best informed if the practitioner first considers who identifies the issues' how these issues are analyzed; and how projects or programs are implemented within the community (Hasan, 2022).

Community development builds solidarity and promotes agency in communities through following the principles of participation in community, self-help, and demand (Bhattacharyya, 2004: 5). Looking to create sustainable change within a community, we must look to promote leadership and ownership of the process from the community itself; who knows what is most

appropriate for the community besides those who live in it? Further, taking a bottom-up approach to engagement, asking community members to identify issues within the community that they feel are the most urgent and involve them in every step of the development of creating projects or programs that address the problems identified by the community. As we develop initiatives, we must focus on the assets and resources within the community (Hasan, 2022). Focusing on the resources and assets that exist within the community as a means of creating change is called Asset-Based Community Development, a term coined by John McKnight and Jody Kretzmann, faculty members at the Center for Urban Affairs at Northwestern University (McKnight, 2017: 1). Asset-Based Community Development focuses on building on assets that exist within a community and mobilizing stakeholders and community members to build on their assets (Collaborative for Neighbor Transformation n.d.: 2). Once we decide to focus on the assets of the community and utilize the methods of Asset-Based Community Development, we are faced with the decision of what method of community engagement we will use to begin identifying assets.

Although there are many community engagement methods, for this report, I will focus on the methods of World Café and Appreciative Inquiry due to their natural alignment through the focus on creating change by identifying assets and strengths within the community. Founded on the belief that wisdom is rooted in thinking together, World Café mimics the setting of a café and guides small groups in multiple rounds of the conversation focused on a specific topic. Asset-Based Community Development can be informed through World Café as it focuses on creating a deep understanding of made through understanding shared experiences and ideas around an issue that affects the community (World Café, n.d.). Appreciative Inquiry approaches community engagement at its core by focusing on the organization's or community's assets and assuming that

systems work best when focusing on what is going right in the system and why it is going right. After identifying what is right, participants are asked to create new ideas for success by building on what is working (What is Appreciative Inquiry, 2023).

These methods are effective on their own but would hybridizing these existing community engagement methods help us better inform Asset-Based Community Development? This report will explore the idea of hybridizing World Café and Appreciative Inquiry through the example of the engagement process that the Healthy Living Initiative of the Minneapolis Health Department developed in the summer of 2022 at the Minneapolis Public Housing Authority property, Glendale Townhomes.

By creating an engagement plan that focused on stakeholder and community input while being low-burden, conversational and fun, and useful, the Healthy Living Initiative leveraged the power of the community of Glendale Townhomes to understand the existing assets of the community. Each step of the engagement process informed the next; the Healthy Living Initiative leveraged community connections through trusted messengers who assisted with the collection of 139 surveys and interviewing 48 residents, which extended the reach of the engagement beyond the spaces that the staff of the Healthy Living Initiative could access. The final step of the engagement process was a Community Conversation attended by 70 people representing partner organizations and Glendale Townhomes residents that hybridized World Café and Appreciative Inquiry to foster the beginning stages of creating lasting community change.

As a Public Health Specialist and a member of the Healthy Living Initiative, I was deeply involved in the team conducting this evaluation and engagement process. This report will at this work through the format of a case study, first providing literature that supports my research.

Then, I will explain the community context and the evaluation process. I will analyze the process and provide my recommendations for repeating this research in other settings. There is much potential for this work. to be looked over the process and give you continue and for those conducting Asset-Based Community Development practices in the future to utilize these two engagement methods that work together better to understand the conditions and context of the community.

Review of the Literature

Before a project begins, it is imperative that the organization or individual who is working within the community understands the context in which the community is situated. The project that was undertaken by the City of Minneapolis Health Department was no exception to this rule. Members of the Healthy Living Initiative carefully designed a community engagement process that was iterative, conversational, and informative as they worked to understand the wants, needs, and desires of the residents of Glendale Townhomes. This literature review explores the principles of Asset-Based Community Development as well as the principles and strategies of community engagement and how community engagement can be leveraged in Asset-Based Community Development. Finally, this literature review will place a specific focus will be placed on exploring Appreciative Inquiry and World Café as methods of community engagement and how they can inform Asset-Based Community Development.

Asset-Based Community Development

Asset-Based Community Development is driven by the community and focuses on linking the assets that are specific to the smaller community to the environment of greater-community (ABCD Toolkit, n.d.:2). It is too easy for communities to take a pessimistic perspective and focus on what is lacking in the community instead of looking at the unique asset that each community contains. Asset Based Community Development takes the time to explore what assets exist within the community and subsequently mobilizes the assets to address what might be lacking in the community. Asset Based Community Development is built upon twelve guiding principles.

All members of a community have gifts. Many gifts go unrecognized, and we should seek the assets within the community and leverage them.

Community is built on relationships. Intentionally fostering these relationships is the foundation for successful Asset-Based Community Development.

Engage the community as citizens. People who fill leadership roles in their life must remember that the community is made up of citizens, not only clients.

Leverage existing relationships. Community leaders have trusting and influential relationships with other members of their community and will involve their neighbors in action.

Everyone cares about something. There is no true apathy in a community; apathy is bred through poor engagement. To get community members to participate, find what motivates them.

Find what motivates the community. Action happens when people are passionate about the issue.

Find individual motives. Small group conversations informed by surveying, asset mapping, and other data collection methods invites participation from the community.

Create opportunities to join in action. After identifying gifts and motivations, ask community members to participate.

Outside organizations should help, not lead. Ask the community to address the issue through questions and find their own solutions.

Create a citizen organization. Placing control in the hands of the community creates more effective community engagement efforts and gives autonomy in decision making to the community.

Sustainable change relies on the community. Outside institutions have very little capacity to create community change without the community engaged in finding solutions.

Institutions are servants of the community. Outside institutions should offer resources when asked but give the reigns to the community.¹

Asset Based Community Development builds shared meaning through Appreciative Inquiry and focuses on the social capital of the community which is being assessed. Asset Based Community Development bases itself on the theories of community economic development especially the convergence of the development paradigms of building or improving the economic systems and infrastructure, building the capacities of individuals, and building the capacity of the community to undertake such development (Manthie & Cunningham, 2003).

Asset Based Community Development is built upon five assets that are represented in every community – individuals, associations, institutions, physical assets, and connections. Individuals, or residents of the community, are an asset based on the assumption that everyone has a gift that benefits their community. Associations are small groups such as clubs, volunteer groups, or any group of individuals who are working towards a common goal. Associations are vital for the mobilization of the community to implement programs that influence change. Institutions consist of individuals who are paid for their time such as government agencies, schools, private businesses, and non-profit organizations. Physical assets include the money that can be used to implement change and the land, buildings, and space that is contained within the community. Connection is the sharing of assets through relationship building (ABCD, n.d.: 3- 4).

Focusing on the assets of a community promotes a sense of community pride that is sometimes lacking in communities that are undergoing intervention. It is easy to get bogged down by perceiving what is lacking in your life, but it can be difficult to see any sort of asset in your community. When intervening in a community using Asset Based Community

¹ ABCD Toolkit, n.d.: 2 - 3

Development, the community development practitioner can inspire the community that they are working in to focus on what already exists and build upon these assets to create more sustainable change in their community.

Community Engagement

To create more sustainable change, involving the community in the design of, authority over, and delivery of services (Milton et. al., 2011:317). Community engagement in research can take many forms ranging from participatory research based in the community, the evaluation of empowerment within the community, community action, and rapid appraisal of participation within the community (Ahmed & Palmero, 2009:1380). Furthermore, there is a hierarchical structure of community engagement models with informing the community at the bottom of the hierarchy, and complete control of the community at the top (Milton et. al., 2011:317).

Community engagement should be efficient, proficient, and equitable as it acts as the groundwork of joint decision-making, joint action, and fosters communities to lead action in response to their own issues (Scottish Community Development Centre, 2015:6).

The National Institute of Health's Clinical and Translational Science Awards Consortium Community Engagement Key Function Committee Task Force on the Principles of Community Engagement published the second edition of the Principles of Community Development in 2011. In chapter two of this publication, the authors outlined nine principles that create the successful community informed research. The first of these principles is being able to communicate the purposes and goals of the engagement efforts clearly to the population that will be engaged. In this communication, is it important for those directing the engagement to focus on improvement within the community by asking community members to identify what they perceive as what

needs to be changed and involve them in each step of creating this change, from planning to implementation to evaluation (46 – 47).

The second principle outlined by the Clinical and Translational Science Awards Consortium Community Engagement Key Function Committee Task Force on the Principles of Community Engagement implores those who are engaging a community to become familiar with the culture, networks, power structures, economics, demographics, history, and experiences of the community with outside groups. It is especially important for those conducting community engagement to gain an understanding on the community's perceptions of them or the groups with whom they are affiliated. Understanding how the group is perceived by the community allows the group to identify what they may need to overcome before engaging with the community as well as what kind of strengths they may be able to build upon within the community as they begin their engagement process (Community Engagement Key Function Committee Task Force on the Principles of Community Engagement, 2011:47 – 48).

Establishing relationships and trust within the community by working with community leaders, both formal and informal, is the third principle of community engagement. Ensuring that there is a full range of both formal and informal leaders and organizations allows for a diversity of opinions and understandings of the issues within the community. Regardless of the size of the group that will be engaged, it is imperative that the groups that are convening have a full understanding of any potential risk that they are taking by participating in the group (Community Engagement Key Function Committee Task Force on the Principles of Community Engagement. 2011:48 – 49).

Next, it is important for those who are engaging the community accept that self-determination belongs to the individuals who make up a community. External actors cannot

control the autonomy within the community to act in its own best interest. As the adage says, you can take a horse to water, but you cannot make it drink. This applies to engaging with communities; the group engaging the community can guide them in their journey to creating change, but sustainable change lies within the motivation of the actors within the community itself (Community Engagement Key Function Committee Task Force on the Principles of Community Engagement, 2011:49 – 50).

To create change, there must be a partnership between the community and outside entities. The fifth principle of community engagement recognizes that community engagement often takes place within the context of socioeconomic conditions that create disparities between the community and the greater population, and thus must respond to these conditions appropriately. Literature shows that creating equal partnerships between the community and outside providers or programs creates lasting change. Creating the opportunity for all involved in the group to learn together and allowing each voice to be heard in conversation creates a mutual respect and leads to more sustainable change (Community Engagement Key Function Committee Task Force on the Principles of Community Engagement, 2011:50 – 51).

The sixth principle of community engagement promotes the recognition of and respect for the diversity that exists within the community. All steps in the community engagement process must be informed by the cultural web of the community itself to create effective and lasting change. Knowing that there is often more than one cultural context within a community as well as other forces at play should be the foremost step in developing and implementing community engagement programs. Understanding mores illustrates that the engagers are coming to the community with respect and a willingness to learn throughout the engagement process

(Community Engagement Key Function Committee Task Force on the Principles of Community Engagement, 2011:51)

A sustainable engagement process is centered in identifying and building upon existing assets within the community. The seventh principle of community engagement stresses the importance of starting engagement by focusing the unique resources that exist within the community and using those resources as the steppingstones to create an engagement process. Building capacity within the community that focuses on existing assets creates more camaraderie between the engagers and the community itself, especially if the community is involved from the beginning of the planning process (Community Engagement Key Function Committee Task Force on the Principles of Community Engagement, 2011:51 – 52).

The penultimate principle of community engagement reminds the organizations and individuals that engage communities or who seek to create change that they will not be in control throughout the entire process of engagement. Effective community engagement changes relationships and how strength and capacity are shown by organizations and institutions when acting on issues. Flexibility in responding to changes is vital to effective community engagement and being set in one's ways disallows for dynamic engagement to occur (Community Engagement Key Function Committee Task Force on the Principles of Community Engagement 2011:52).

The ninth and final principle of community engagement is a reminder that collaboration is not a short-term commitment. The engaging organization, community, and any other identified stakeholders must be willing and able to commit to this collaboration and see it to its completion. Sustained engagement is more likely to happen when the early stages of the process include community members and stakeholders actively participate in the entire process (Community

Engagement Key Function Committee Task Force on the Principles of Community Engagement 2011:53).

The overall quality and impact of the community engagement process can be measured using several standards that were developed by the Scottish Community Development Centre. The first of these standards is inclusion. By holding themselves to the standard of inclusion, the group doing the engagement will identify and include stakeholders that will be affected by the engagement. These stakeholders often include community members and organizations that operate in the community. The next standard is support, meaning that the engagers will find and mitigate any potential barriers for community participation. Ensuring there is a purpose for the engagement that is rooted in mutual understanding is the third standard, planning. The fourth standard to which an engager should hold themselves is working together, or effective and efficient collaboration. Identifying and using engagement methods that appropriately align with the process is the next standard – methods. The seventh and final standard is communication. Communication should be done regularly and clearly without the use of any jargon (Scottish Community Development Centre, 2015:9). These standards inform both each other and the impact of the engagement.

Effective Community engagement can nurture more positive outcomes within the community including creating more space for the community to participate; building relationships between communities and organizations, businesses, or other entities; effectively using the assets of the community to address issues; giving those who may have difficulties participating an avenue to have authority in decisions that impact them; and creating more open public service planning, development, and implementation that responds directly to community needs (Scottish Community Development Centre, 2015:7).

Appreciative Inquiry

The etymology of Appreciative Inquiry illustrates the basic idea of this method of research. Appreciation refers to two ideas. The first defines appreciation as being one's position relative to others through which they recognize, value, affirm, and ingratiate their surroundings. The second definition is that of the increasing of value or worth of an object through operational processes. Inquiry results in learning, exploration, discoveries, and authentic understandings of perspectives that may differ from one's own resulting in the impetus for development (Bright et al., 2006:286 – 287).

Appreciative Inquiry allows for individuals to tell their stories and validate their own experiences through working with their community members. Appreciative Inquiry allows dormant stories to fruit and builds on the strengths of the stories and their positive attributes. Understanding the background stories of the community members reassures everyone in their understanding of common experiences. Participants are taught to value the stories of their community and the lessons learned from attending an appreciative will seep into their day-to-day lives (Richards, 2016:250).

Rooted in socio-rationalist and social constructionist assumptions that promote the thoughtful engagement of the community, the assumption at the core of Appreciative Inquiry is that a foundational level of strength and potential resources preexist in every group. Acting under this assumption, the focus is concentrated on what good already exists and how that good can be improved upon instead of focusing on what may or may not be lacking in the community or organization. Participation in Appreciative Inquiry allows individuals to have a conversation around a topic that increases the perceived values of relationships and allows participants to

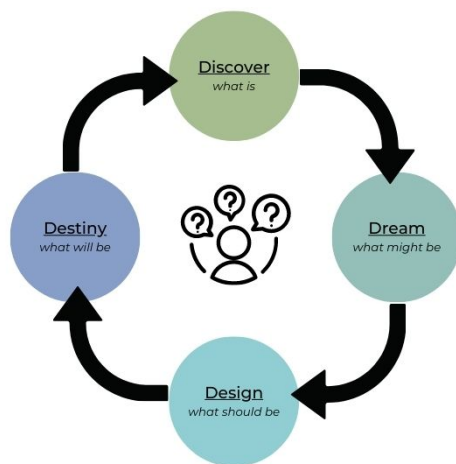
focus on what the current situation is and to dream to what might be in the future (Bright et al., 2006:287 – 288).

There are three basic beliefs in which Appreciative Inquiry is rooted, the first being that questions should focus on what practices have produced the greatest successes, learnings, and partnerships. Focusing on these practices encourages participants to take a step back and consider what success has looked like in the past and to use these successes as roadmaps for the future. Next, Appreciative Inquiry recognizes that there is an inherent connection between all human beings and therefore no one person can be an objective observer. Thus, evaluation should serve as powerful means to create the future. Finally, Appreciative Inquiry offers continuity. The assumption should not be that there was anything wrong with the past, but as the successes upon which Appreciative Inquiry focuses should act as our guide to creating a better future (Watkins et al., 2011).

The most common model of conducting Appreciative Inquiry is the 4-D model which is broken into four phases: discover, dream, design, and destiny (Richards, 2016:251).). As an iterative process, each phase informs the next to create a wholistic understanding of what works within a community and how strengths can be built upon to create success in the future. The first phase, discovery (what is), is the phase in which the community defines the best of the existing situation. Individual stories are shared first in pairs and then to the whole group. The group then works to identify recurring themes from the peak experiences described by the participants. After these patterns are defined, the group moves to the second phase, dream (what might be). In the dreaming phase, participants envision the perfect symbiosis of their community. This is usually done through visualization exercises that focus on a holistic image of the future. Bringing themselves back down to earth, participants move to the third phase of Appreciative Inquiry,

design (what should be). In this phase the group define the ideal, and collectively develop the ways and means through which this ideal can be reached. Decisions and collaborations are made, and a concrete vision is created. The fourth D, destiny (what will be), begins. The destiny phase is the culmination of the three previous phases and the beginning of the implementation of changes developed during design. This phase is never truly complete; with the implementation of each change, new challenges are met, and adaptations must be made. Truly, Appreciative Inquiry is a continuous process and as the destiny phase is explored, new Appreciative Inquiry dialogues will occur (Boyd & Bright, 2007:1026 – 1027).

Figure 1. 4-D Model of Appreciative Inquiry



Asset-Based Community Development and Appreciative Inquiry go hand in hand; Appreciative Inquiry as a method of community engagement invites participants to focus on the assets within their community to inform change. As previously discussed, conversations that focus on what is working within the community energize participants as they discuss shaping their collective futures. Instead of feeling bogged down by what is going wrong or what is

lacking from within their lives, participants in Appreciative Inquiry are invited to focus on how success these successes, or assets, are then used to design change.

World Café

The World Café method of inquiry is an informal method of creating community change. This method is a discussion of potential gaps in services and development of programming for the future. World Café creates an intimate discussion that focuses on creating an understanding between the views and knowledge of a large group of people (Löhr et al., 2020). One of the most important parts of the World Café is recruiting as diverse of a group of participants as possible so that the conversations that occur have varying perspective represented. This method encourages people to engage in a dialogue with others that they may not have interviewed otherwise, giving the individuals the possibility to gain knowledge and perceptions outside of their immediate circle (Löhr et al., 2020). This method is designed to be as inclusive as possible and to promote conversations about issues important questions that affect an entire community (Löhr et al., 2020). These conversations serve as a core process for humans to bridge into common identity and purpose with their neighbors while building their relationships and connecting their ideas. A World Café allows participants to create a more holistic understanding of issues while creating a thicker blanket of information (Brown et al., 2002).

The goal of the World Café is to create a conversational process that is structured yet comfortable for those who participate. The World Café is made up of at least three 20-minute small group discussions, these discussions are focused on the same question, and the results of the discussions are shared back to the large group. After each 20-minute session, the individuals change Tables and therefore change their small group, thus promoting diverse perspective

sharing. By recording main ideas from each conversation, patterns can be identified, group knowledge grows, and possible actions may immerge (Löhr et al., 2020).

World Café is rooted in seven principles. The first is context setting. The context of a World Café is made up of three elements, the purpose, participants, and the parameters. These three elements interact and build upon each other and create the environment in which the conversation takes place. The purpose must be clarified through understanding the larger situation surrounding the conversation; understanding the assumptions within your own design; having a clear sense of why the conversation is happening; and illuminating the idea potential outcomes of the conversation. Finding the right participants is key to creating the context of the World Café. There are obvious participants who will be in attendance, but it is important for the World Café facilitators to ensure that those who will be affected by any outcomes of the conversation. The third part of the context of a World Café is defining the parameters. Parameters design the flow of the entire process of the World Café. How will you approach learning and conversation in the World Café? Will you have any pre-event activities such as planning meetings? Will you send out formal invitations? How will you follow up with participants after the World Café? Where will the World Café occur? What resources will be needed for the event? How long will set up take? Once you have answered these questions, defined who your participants will be, and have a purpose for the conversation, the context is set (Brown & Isaacs, 2005:50 – 59).

The second principle of World Café is to create a comfortable space for the event. A comfortable space is a welcoming space for participants. Tables should be inviting, and participants should feel that their opinion is valid – etiquette should be established, and the room should agree on the rules outlined by the etiquette. A welcoming and informal environment

creates a neutrality, everyone feels comfortable in their own skin. Quality conversation will naturally occur. The space should not reflect the sterile environment of a formal business meeting – there is no one presenter, the community is the presenter, and the goal of the meeting is the conversation itself (Brown & Isaacs, 2005:60 – 78).

During a World Café, the questions being asked should be important. Properly formed questions energize participants to innovate and lead to creative strategies and solutions to the issues that are being addressed. A powerful question is a question that we do not assume to already know the answer to and should be open ended to promote thoughtful responses that lead to deeper exploration of solutions. Strategic questions should allow us to focus intentions and encourage the shared capacity to create ideas to design the next phase of development. Asking big questions casts a wider need for innovation, creativity, and energy as we reap knowledge from the community and create a shared future (Brown & Issacs, 2005:79 – 93).

A World Café will not be successful if everyone does not contribute. As part of the hospitable environment that is created through the second principle of World Café, it should be established that everyone's opinion is valid and creating a foundation for a solution is based in collaboration and not through criticizing the experience of the other participants. Strengthening bonds and encouraging the contribution of all furthers the intention of the World Café, allowing for more innovation to happen as solutions are discussed. When everyone has an equal seat at the Table, the potential for creative problem solving is endless (Brown & Issacs, 2005:94 – 105). Encouraging connection with new people and sharing knowledge throughout the group, or cross-pollinating ideas, is the fifth principle of World Café. World Café should link people who do not normally interact thus deepening the sense of community felt by participants through developing a deeper understanding of the unique experience of everyone in the group. Small, focused

conversations between new people broadens the horizon of our understanding of the problem at hand and potential solutions. Moving from our group and entering a completely new group allows us to share the knowledge we gained to an even wider group of people and compare our learnings to theirs. Like the honeybee moves from flower to flower, a World Café participant moves from group to group, at each step sprinkling a little bit of their new wisdom and gaining wisdom from others (Brown & Issacs, 2005:95 – 121).

The penultimate principle of World Café is listening for patterns that arise through the small group conversations, any insights that come to light during conversations, and any deeper questions that may be formed. A World Café should weave a tapestry of diverse experiences that will reflect a pattern of mutual experience that was before unnoticed. World Café participants listen not only on their own, but as a part of the group to find these patterns and follow the thread to new insights from the conversation. Each participant is listening and learning together, and patterns are uncovered through the mutual educational experience. Collaborative learning happens through the visual aspect of the World Café as well. Each Table has its own space to map out the conversation through supplied writing surfaces and utensils, these maps will develop into an illustration of the flow of the conversation as each group evolves with each round. Having a tangible example of patterns and insights allows the group to compare the individual conversations and come to a mutual understanding of the shared experience of the World Café (Brown & Issacs, 2005:122 – 136).

Now, we arrive to the seventh and final principle of the World Café: gather and distribute the shared knowledge gained through the experience. The final portion of a World Café should include a large group discussion of what was discovered during the Café. This conversation should be designed to foster a real dialogue while also giving participants the ability to evolve

learnings together. The visual representations of conversations that are gathered during the conversation are one way to display the insights gained during the conversation, they can be posted on the walls of the room in which conversation took place, however there are many creative ways to summarize and disseminate the collective findings to the community; in the end, it is up to the participants to design how the information is shared (Brown & Issacs, 2005:137 – 153).

As a method of community engagement, World Café can inform Asset-Based Community Development in a few ways. If the questions for the rounds of the World Café are crafted correctly, the experience can focus entirely on what assets are perceived by the community. World Café offers a diversity of opinions meshed into a larger picture of the experience of the community. These diverse opinions may lead to the discovery of assets that would not have been considered without the cross-pollination of ideas that occurs throughout each stage of the World Café. The visualization techniques allow for tangible mapping of assets within the community and can show where gaps may exist that had not been previously considered. Asset-Based Community Development thrives when an engaged community is working towards a common goal through common understandings.

Conclusion

When working in Asset-Based Community Development, leveraging community engagement processes can inform the definitions of the assets within the community. These assets can be further defined and discovered through the practices of Appreciative Inquiry and World Café as a means of developing the community's own understandings of what is working well in the community and designing a future based upon these strengths. Informing Asset-Based Community Development through Appreciative Inquiry and World Café offers a unique ability

to engage the community in defining their own assets. Furthermore, Appreciative Inquiry and World Café models focus on developing an ideal world for the community that is being engaged which continues the question of how they may be used in tandem to better understanding how the community views its own issues, strengths, and ideal future.

There is plenty of room for further research on the interactions between Asset-Based Community Development and community engagement, especially when considering utilizing the methods of World Café and Appreciative Inquiry. Further, this literature review is limited in it's discussion because it focuses on only World Café and Appreciative Inquiry as methods of community engagement for Asset-Based Community Development. The world of community engagement is certainly not limited to these two methods. Research should be done on informing Asset-Based Community Development through other community engagement techniques and further hybridization of methods should be explored.

Context

To understand the process of hybridizing World Café and Appreciative Inquiry in Asset Based Community Development, it is important to understand the community and financial context under which this work was done. Being grant funded, the project had extremely specific goals and very tight timeline for implementation. Goals of the grant that funded this work included working with specific priority populations as defined by the Center for Disease Control in the original request for proposal. Thus, the Minneapolis Health Department had to identify specific communities in which to implement the work. Having existing relationships with partner organizations was a deciding factor in the decision to work with the Minneapolis Public Housing Authority in both highrise buildings and multi-family townhomes. This section will explore the specifics of the grant that funded the work and the community that participated in the conversation that sparked the hybridization of World Café and Appreciative Inquiry.

Racial and Ethnic Approaches to Community Health (REACH) Grant

For many, the understanding of our health is restricted to physiological and psychological symptoms that can be diagnosed by a medical professional. In recent years, the discussion of health has begun to include a sociological understanding of external factors that influence health just as deeply as a genetic predisposition to certain conditions. The term social determinants of health entered the public health sector in 1999 when Michael Marmot and Richard Wilkinson published a book by the same name. In 2023, public health understands the social determinants of health as factors beyond our control such as the situations we are born into and the systems that shape day-to-day life (Osmick and Wilson, 2020). Determinants are understood to be one's

access to quality education; access to quality health care; built environment; social and community context; and economic stability.

Recognizing how the social determinants of health have created inequities in health outcomes for minority populations in the United States, the Center for Disease Control began funding the Racial and Ethnic Approaches for Community Health (REACH) grant in 1999. The 2018 REACH notice of funding opportunity (NOFO) promised five-years of funding for programs that gave communities opportunities for improving health, preventing chronic disease, and reducing health disparities in populations of racial and ethnic groups that have the greatest risk of diseases such as hypertension, type 2 diabetes, and obesity.

The Minneapolis Health Department was not awarded funding for the full five-year REACH grant cycle in 2018 but received the opportunity to accept two-years of funding from 2021 – 2023 for projects focusing on the two priority populations of urban American Indians and Black or African-born Americans. To begin the important work with these populations, the Minneapolis Health Department identified key partners in the city with strong ties to the community. A key partner identified to work with the Black and African-born populations was the Minneapolis Public Housing Association (MPHA). The focus of this project is work done by the Minneapolis Health Department to engage the population of Glendale Townhomes, an MPHA property in the Prospect Park neighborhood.

Why Glendale?

When applying for the Fiscal Year 2018 – 2023 REACH grant, the Minneapolis Health Department chose to work with the priority populations of urban American Indians and Black or African born residents of Minneapolis. Minneapolis Public Housing Authority high rise,

townhome, and scattered site properties are mostly comprised of people of color, many of whom are Black or African born. Glendale Townhomes was identified as an important place to implement REACH funded work because most of the community is East African and the family-centered nature of the townhomes allowed the team to create change in a built environment that could influence children for years to come.

Beyond the Minneapolis Public Housing Authority, Glendale Townhomes is also serviced by organizations that the Minneapolis Health Department had successfully partnered with on previous initiatives, Volunteers of America, and East Side Neighborhood Services. Glendale also has the advantage of being located directly next to Luxton Park and the Luxton Park Recreation Center, which bring the community together on a semi-regular basis with programming such as a walking club, produce distributions, and youth programming. Existing partners had worked hard to become trusted messengers within the community, thus allowing for easier community engagement processes, landscape assessments, and program implementation.

Glendale Demographics

Public data shows that there are 200 townhomes and multi-unit homes owned and operated by the Minneapolis Public Housing Authority (MPHA). Glendale Townhomes comprises 184 of these townhomes. This data also shows that, of MPHA properties, townhomes are some of the most diverse, with 96% of the population in these townhomes identifying as people of color. Townhomes owned by MPHA also represent the highest percentage of children (57%) and households with employment income (71%). Townhomes, like other MPHA properties and programs (high rises and housing voucher programs) have a 34% rate of Somali head of households (Minneapolis Public Housing Authority, 2019).

History of Glendale Townhomes

Franklin Delano Roosevelt's New Deal and the United States Housing Act of 1937 gave rise to public housing in the United States of America. Like the rest of the country, Minneapolis' residents were affected by the Great Depression and the thought of housing for urban poor was one that sparked hope for the future. In 1938, Minneapolis erected the first public housing development in Minnesota, Sumner Field.

When America entered World War II, the supply of materials and manpower nationwide was limited, and the construction of new housing development slowed across the country. When contractors were able to begin construction again in 1945, the want for profit overran the want for public housing, and Minneapolis ended up in need of 80,000 low-income housing units without the means to create these units.

Hubert Humphrey, then the mayor of Minneapolis, saw the need for public housing in the city and began to address the issue through a three-point plan. The first point of this plan was a door-to-door campaign to ensure that every room that could house a person in the city was occupied. The second point was to require all governmental and private agencies to obtain prefabricated emergency housing. The third and final point of Mayor Humphrey's plan was to increase the number of private housing units available in the City of Minneapolis.

After many tireless efforts to obtain more low-income housing units for Minneapolis residents, Mayor Humphrey and the Mayor's Housing Committee established Minneapolis Veterans Trailer Housing Inc., a nonprofit that set up a temporary housing colony in North Minneapolis. The temporary housing of the trailers added some relief to the housing crisis in Minneapolis but not nearly enough to make a dent in the worsening crises throughout the city. In December of 1945, Mayor Humphrey told the city council that "the housing crisis in

Minneapolis continues to intensify at a most alarming rate, and the need for immediate and effective action becomes more and more urgent with the passage of each day.”

In 1947, the Minnesota State Legislature passed the Municipal Housing and Redevelopment Act allowing for each municipality to develop its own housing authority to oversee redevelopment of blighted areas and create new affordable housing within the city limits. Mayor Humphrey jumped at this opportunity and created the Minneapolis Housing and Redevelopment Authority (MHRA) before the end of 1947. Three-years later, in 1950, MHRA identified a former gravel-pit in the Prospect Park neighborhood to become the location of a new public housing project, Glendale Townhomes. MHRA contracted architects from Larson and McLaren and mechanical engineers Richard Evans and G. M. Orr from Fleisher Engineering and Construction to design the development. Once plans were approved, construction began in 1951 and was finished ahead of schedule a year later in 1952.

Figure 2 Glendale Property Line Map, Building Location Plan, New Street Alignment, July 1951



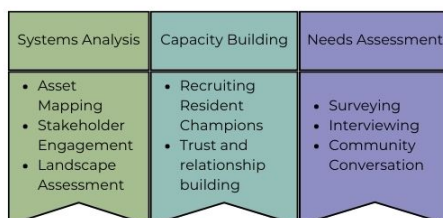
At first, Glendale’s population was comprised mostly of the families of U.S. war veterans. Slowly, Glendale began to reflect the changing demographic makeup of Minneapolis as

more and more Black American families moved to the city with the promise of work. For almost 70 years, Glendale Townhomes were the only MPHA development that catered directly to families making it an appealing destination for refugees and immigrants who have crossed the ocean to call Minnesota their home. Southeast Asian, East African, and Latino families have created a community drenched in culture and optimism.

Process

Understanding how the Healthy Living Initiative (HLI) of Minneapolis Health Department (MHD) came to host a World Café style Community Conversation that was greatly informed by Appreciative Inquiry practices, we must first explore the evaluation process that took place during the summer of 2022. This process was rooted in a formative a developmental approach that focused on connecting questions to community issues and giving community members a voice, and can be divided into three sections: systems analysis, capacity building, and needs assessment. This chapter will be divided according to the aforementioned sections; first focusing on the systems analysis by describing the individual steps that took place including asset mapping, stakeholder engagement, and landscape assessment. The second section will focus on capacity building through the recruitment and leveraging of Resident Champions, paid community liaisons who assisted with engagement activities and cultural understanding. The final section will focus on the needs assessment and will describe the process of community engagement through surveying and interviewing which culminated in the Community Conversation that was informed by all evaluation efforts throughout the summer.

Figure 3 Process of Evaluation



The evaluation process was built upon four values identified by HLI staff.

Conversational and Fun

It was theorized that ensuring buy-in by the community and the stakeholder group would be easier if the process was engaging and thought provoking instead of sterile and formal. Making engagement feel conversational should also lessen the pressure on participants and reduce the hierarchical structure between the evaluator and the public. HLI staff wanted to give autonomy to the community and reducing this hierarchy assisted in developing this self-determination.

Low-Burden

To further relieve pressure on the community, the HLI staff designed the steps of the evaluation to be quick and optional. The theory behind this value was that more community members would participate if they did not perceive the engagement activity as time consuming.

Iterative

Each stage should be informed by the previous, allowing the process to go a little deeper with each engagement activity without increasing the burden on the participant. The iterative process also allows for participants to gain a better understanding of the thoughts of their community, and acts as an informal means of member checking for the researchers.

Useful

Data collected should be useful for the researchers, community, and stakeholders. Useful data creates for tangible change.

With these values in mind, HLI staff began their engagement process.

Systems Analysis

To begin the evaluation process of the health environment at Glendale Townhomes, HLI staff conducted a systems analysis. A systems analysis allows a researchers to collect qualitative and quantitative data on the built and social environment in their place of study. Such analysis

allows for researchers to focus on the associations, institutions, and physical assets of the community of focus. A systems analysis should be iterative and useful for the engagement process. Thus, the HLI staff analyzed first the assets of the community using Geographic Information System (GIS) asset mapping. The asset map then informed engagement with stakeholders from community organizations. After the engagement process began, HLI staff conducted interviews with community partners to collect data on existing community programs and resources.

Figure 4 Process of Systems Analysis



Phase 1: Asset Mapping

Members of the Research and Evaluation (ERE) team of the Minneapolis Health Department began asset mapping by utilizing Geographic Information System (GIS) software. Assets that were mapped included food shelves², grocery stores, community gardens, farmers' markets or free produce distributions, schools, and clinics. Figure 5 is the completed GIS asset map. The area in the gray box is the Prospect Park neighborhood of Minneapolis and the small

² *Food Shelf* is the colloquial term for a food pantry, in the state of Minnesota. Food Shelves provide free food to individuals in need throughout the state.

black circle in the middle represents Glendale Townhomes. Looking at the map, it is easy to see that the entire neighborhood of Prospect Park lacks many resources within a reasonable distance. For example, there is only one grocery store within the confines of Prospect Park and only one clinic. From this asset map, HLI staff could plainly see that something needed to be done to improve the health environment at Glendale Townhomes.

Figure 5 Asset map of Glendale Townhomes and surrounding area



Phase 2: Stakeholder Engagement

As HLI staff began the process of Asset-Based Community Development at Glendale Townhomes, the first identified and engaged with important stakeholders that represented the associations and institutions that serve Glendale Townhomes. The first group to be engaged were staff from the Minneapolis Public Housing Authority (MPHA), the organization that supports all residents of Glendale Townhomes. HLI staff also identified the need to engage with East Side

Neighborhood Services (ESNS), a Minneapolis-based nonprofit that provides many services throughout the city. At Glendale Townhomes, ESNS operates the on-site food shelf and provides after school care for youth at nearby Luxton Park. The third group of stakeholders identified were representatives from Volunteers of America (VOA), a national nonprofit that supports low-income individuals. At Glendale Townhomes, VOA is contracted by MPHA to provide on-site social workers and community health workers (CHWs) for residents. Engaging these stakeholders was a vital first step in this process to ensure all institutions and associations understood the purpose of the project and these organizations would buy-in to any programming decisions that might be made.

January 10, 2022: Stakeholder Group Kickoff Meeting

Attendees of this meeting included MPHA staff members, staff from VOA, staff from ESNS, and HLI staff. Meeting goals were to create and understanding of the project's purpose, scope, and plan; build a preliminary plan for needs assessment; and identify individual's desired roles within the project.

The meeting began with brief introductions and a background of the REACH grant for participants that represented partner organizations. Participants identified that they were worried about the ongoing COVID pandemic; the digital divide between residents and partner organizations; a decrease in usage of the ESNS Food Shelf due to an influx of food programming that brought food directly to residents' doors; a lack of nutrition and cooking knowledge amongst residents; a lack of access to fresh produce; and, an influx of food waste due to the increased food programming that is available to community. Participants did identify that they were excited about having resident-informed assessments that will guide program development through concrete details and ideas.

Participants defined success as an increase in physical activity programming, community events, and community meals; more resident engagement and participation; increased trust between residents, MPHA staff, VOA social workers, and VOA community health workers; and better engagement practices with residents of public housing.

Members of the stakeholder group were asked to identify how active a role they would like to take as the project moved on and the group agreed upon the next steps in the process. It was decided that HLI staff would meet one-on-one with stakeholders to gain a better understanding of the role that each group plays at Glendale Townhomes and identify any key themes present in the community.

February 7, 2022: Stakeholder Group Meeting

The same group of stakeholders convened for this meeting with the addition of VOA Community Health Workers (CHWs). The purpose of the meeting was to agree on the what, who, and the how of assessments and to clarify roles and responsibilities for the assessment process.

VOA identified their current efforts at MPHA high rise which include offering social services in most high rises and community health worker presence in the buildings as well. The hope of VOA is to establish a similar system at Glendale with community health workers and social services available to residents. Social workers have built solid relationships with some of these families and a community health worker was scheduled to begin building relationships with residents at Glendale Townhomes. Both identified workers spoke Somali, and the community health worker spoke Oromo and Amharic as well. VOA committed to an offline

meeting to develop a matrix of roles and responsibilities for social service workers and community health workers.

The stakeholder group committed to inventorying current services and qualitative perspectives from providers. This included individual interviews with each service provider that would then be compiled into a matrix. The purpose of the matrix was to help analyze the system as a whole – to see if there was any duplication in services, any gaps that are apparent, and opportunities to create a more efficient system. The group discussed engaging residents in the process, solidifying that the groups who should be engaged are youth, adults, and elders. Partners hoped to learn where residents are getting their food and if on-site programming is meeting their cultural and dietary needs. Stakeholders also identified the lack of a resident council as a major obstacle to creating change, although there had been previous attempts to create a council, they had little success due to lack of resident interest.

Phase 3 Landscape Assessment

MHD staff then conducted seven interviews with representatives of MPHA, VOA, ESNS, and Parents in Community Action (PICA) Head Start. Interviews allowed for each partner organization to describe their programming depth, what services they provide, and the roles of their staff. During the interviewing process, MHD staff were able to begin to understand how residents are receiving communications about existing programming; how eligibility for programming is determined; what data is being collected and how progress is being tracked; existing collaborations between organizations; the strengths and assets of existing programming; and gaps in programming.

Figure 6 Process of Systems Analysis



After the partner interviews were concluded, MHD staff analyzed the interview data and separated the data into four main themes of work: health and wellness; coordination and collaboration; nutritious food access; and community engagement. These themes would inform the engagement work for the remainder of the project. Each theme had obvious strengths and assets, and gaps and challenges concerning the current health environment at Glendale Townhomes, Table 1 summarizes the themes from stakeholder interviews. Staff also summarized the resident involvement and participation in the four main buckets of work, whether residents are engaged or not engaged, results can be found in Table 2. Finally, staff made initial recommendations to the stakeholder group, this data can be found in Table 3.

Table 1 Matrix of Themes from Partner Interviews

	Health and Wellness	Coordination & Collaboration	Nutritious Food Access	Community Engagement
Strengths & Assets	Social worker and CHW connect residents	MPHA property management commitment	ESNS food shelf accessible four days per week	Luxton Park after school youth program

	to resources and solve problems Home management prevents evictions Existing support for documentation, appointments, and medication management Staff with language skills	Luxton Park space can be used to start engagement programs Partners who are involved with residents Long term relationships with social workers Monthly Partner meetings	Convenience store in neighborhood Staff with language skills at food shelf Luxton Park produce and meal distributions	Reading and life skills classes Luxton Park family and youth activities Mediation between parents and youth
Gaps& Challenges	No current health classes No support groups Need for mental health resources ESNS nursing checks ended Lack of exercise and walking opportunities in the park Staff shortages	No existing resident council No coordination between service providers Lack of trust between partners and residents Lack of information sharing mechanism Lack of staff with cultural knowledge at Luxton Park Lack of adult education classes Insufficient access to reliable Internet	Lack of major grocery store Insufficient fresh produce Lack of fresh produce suppliers Difficulty meeting demand for culturally specific food Need for children's food resources Lack of resident feedback opportunities	No existing resident council Lack of licensed teachers and social workers at Luxton Park Lack of homework support capacity Language barriers Lack of trust Lack of multifamily programs Distracted parents Lack of visibility

Table 2 Matrix of Resident Engagement

	Health and Wellness	Coordination & Collaboration	Nutritious Food Access	Community Engagement
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Strengths & Assets	Residents receive health support from CHW and social worker	Property Management VOA ESNS Luxton Park	Somali and Oromo speaking staff at the food shelf All residents can access food shelf	Youth programs ran by three staff 30 - 40 youth benefitting from programming
Gaps& Challenges	Lack of health classes, exercise space, chronic disease education, and support groups	No close coordination between partners Lack of information sharing mechanisms Lack of coordination with Prospect Park Neighborhood Association	No way for residents to provide feedback No evaluation of food items and preferences	Youth beyond 6th grade and elders are not involved in park programming

Table 3 Matrix of Initial Recommendations

	Health and Wellness	Coordination & Collaboration	Nutritious Food Access	Community Engagement
Suggestions	Establish wellness classes and support groups	Establish newsletter Implement surveys to gather resident priorities	More funding to purchase fresh produce and culturally relevant food	Expand programming to include adult education and multifamily programs

After completing the landscape assessment and discovering recurring themes in health and wellness, coordination and collaboration, nutritious food access, and community engagement, MHD staff and stakeholders identified the need to work with trusted community messengers to ensure that programs fit the needs and wants of community members and would sustain itself after the end of REACH grant funding, so they moved to the next step of their evaluation process: capacity building.

Capacity Building

MPHA staff identified a few residents would likely be interested in partnering with the HLI throughout the summer. These residents took on the role of Resident Champions, or liaisons between HLI staff and the community of residents at Glendale Townhomes. The third principle of community engagement calls for those working within a community to establish relationships and trust by working with the formal and informal leaders of the community (Community Engagement Key Function Committee Task Force on the Principles of Community Engagement. 2011:48 – 49). Working with the trusted leaders who volunteered to be Resident Champions aided in legitimizing the HLI to the community of Glendale Townhomes.

Resident Champion Recruitment

Ten residents were identified serve as champions with the city, this group was comprised of youth, adults, and elders, which allowed for city staff to cast a wide net of engagement goals, ensuring that the voices of most of the residents of Glendale Townhomes were heard. Offering an incentive can critical when working with any group of individuals, and the Resident Champions were no different. Initially, the HLI had planned on offering gift cards as incentives for attending Resident Champion meetings, but a recent change in City policy eliminated the use of gift cards as compensation. Thus, Resident Champions had to become paid contractors with the City.

Each resident champion signed a Memorandum of Understanding (MOU) that outlined their work expectations and the amount that would be paid per activity. Resident Champions were paid \$15, the hourly minimum wage of the city of Minneapolis and could earn up to \$525 by participating in nine activities outlined in their MOU. These expectations were as follows:

1. Provide feedback to MHD staff on resident outreach efforts throughout the summer.
2. Complete a short health survey.
3. Recruit ten Glendale residents to complete a short health survey.
4. Complete a short health interview with MHD staff.
5. Recruit ten Glendale residents to complete a short health interview.
6. Assist MHD in conducting health interviews.
7. Participate in a community meeting.
8. Recruit ten Glendale residents to participate in a community meeting.
9. Participate in three meetings or phone calls with MHD staff to review resident feedback and help identify health priorities and needs.³

Once resident champions were recruited and they had signed the MOU with the City of Minneapolis, HLI staff began training them in on how to assist with various aspects of the engagement process. Resident Champions were taught how to conduct surveys and interviews, and were important to encouraging participation by other residents in the various evaluation events through the summer.

Considering the principles of Asset-Based Community Development, working with Resident Champions exemplifies at least three of the principles - leveraging existing relationships' creating opportunities for citizens to join in action' and creating a citizen organization. By putting so much responsibility into the hands of the residents of Glendale Townhomes, HLI staff hoped to strengthen their foothold in the community and create more sustainable change by having the residents control the change.

³ A complete copy of the official MOU signed by Resident Champions can be found in Appendix A.

Needs Assessment

The needs assessment represents the hybridization of Appreciative Inquiry and World Café. Continuing to hold to the evaluation values that were identified at the beginning of the engagement process, the stages of the needs assessment were designed to be conversational and fun; low burden; iterative; and useful. Using the themes that were identified during the stakeholder engagement process, HLI staff focused the evaluations on health and wellness, food and nutrition, and community engagement.

The first phase of the process was surveying. Surveys were designed to take no more than 10-minutes and easy for participants to complete. The questions in each section of the survey were designed to follow a similar sequence so that limited instructions were needed. Surveys were offered in English, Somali, and Oromo, the three most common languages spoken by residents of Glendale Townhomes and were conducted at various community events throughout the summer of 2022. The results of the survey informed the questions asked in the one-on-one interviews, the next phase of the process.

Resident interviews were designed to take no more than 20-minutes to complete. Each section of the survey was designed in a similar way with some open-ended questions and some yes-or-no questions. Again, interviews were offered in English, Somali, and Oromo. The responses from the interviews informed the final stage of the process, the Community Conversation.

The final stage of the evaluation process was a Community Conversation styled to follow the flow of a World Café. The full design and flow of the conversation will be later discussed, but it should be noted that the Community Conversation took place over the course of two hours on a Friday evening. HLI staff took time at the beginning of the event to share the work that had

been done up to that point and the reason for the project. Information was presented in both English and Somali and a meal was provided at the end of the event for participants.

To ensure evaluation was completed in a quick but meaningful way, MHD staff created a timeline for resident engagement. By the end of June 2022, Glendale residents were to have completed the survey; by mid-July 2022, Glendale residents were to have participated in informational interviews; and by the end of August 2022 Glendale Residents, MHD staff, VOA staff, ESNS staff, and MPHA staff were to have participated in a Community Conversation dedicated to identifying health priorities and needs in Glendale Townhomes.

There is no perfect evaluation process, and this is no exception to the rule. As illustrated by Table 4 below, the percent of the population represented in the samples from each evaluation step is less than ideal to represent the opinions of the total population of Glendale Townhomes. It could be that the evaluation process was too rushed to obtain significant samples, or there was not a diversity in events attended for surveying, or the net that was cast for the interviews was not wide enough; interviews were limited to Resident Champions, their social circles, and residents who attended Community Health Worker office hours. Anecdotally, a Resident Champion did mention that she knew people who decided to not attend the Community Conversation because they felt that the entire engagement process was completely aimed at one specific demographic of residents at Glendale instead of the entire community.

Table 4 Community Participation in Engagement Activities

Total Population	Event	Participation	Population Represented
620	Surveys	139	22%
	Interviews	48	7%
	Community Conversation	70	9%

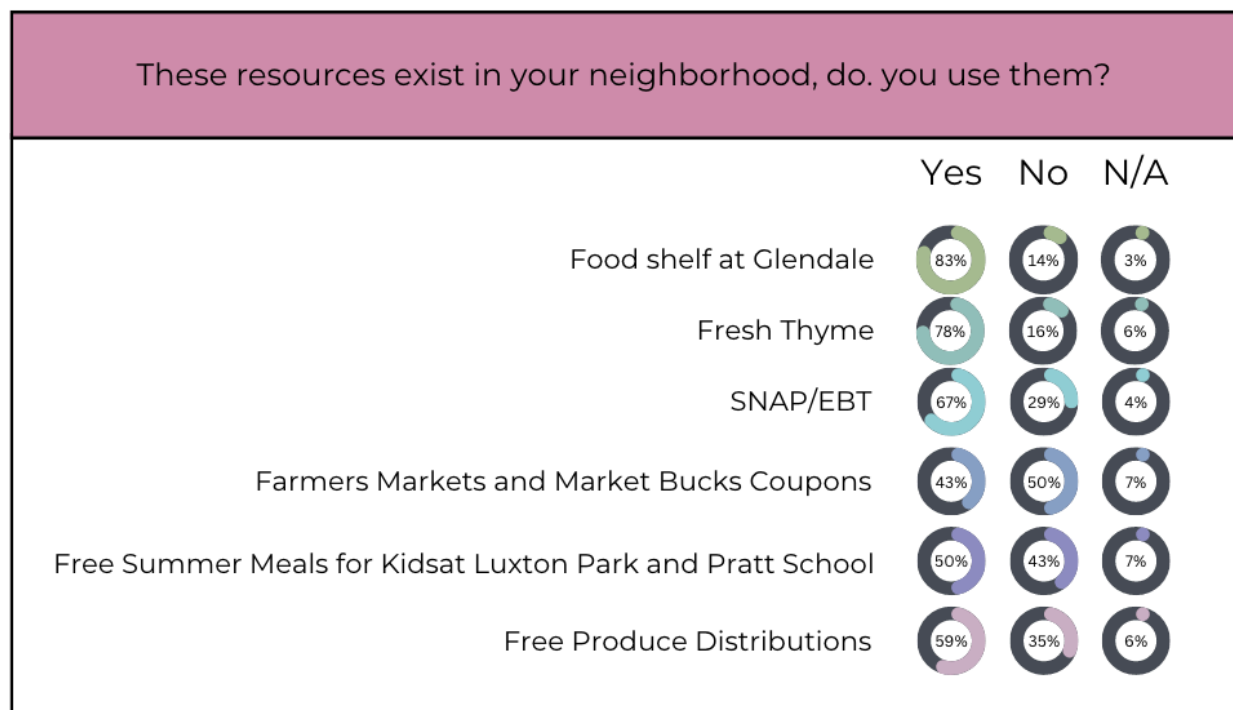
Resident Surveys

The hope of HLI staff was to collect 150 surveys to represent 25% of the population of Glendale Townhomes. The 139 surveys that were collected, represent 22% of the population of Glendale Townhomes. A full list of survey questions can be found in the Appendix B. Surveys were collected at various events in the summer including free produce distributions and a free jazz event at Luxton Park, some were collected during food shelf hours. MHD staff, the on-site Community Health Worker, and Resident Champions all conducted these surveys. To best match the demographics of Glendale Townhomes, the surveys were offered in English, Somali, and Oromo. If a resident did not have the ability to read, the facilitator would read the questions aloud to them and record their responses. The surveying process conducted by MHD is imperfect; there was no communication between partners regarding who had been surveyed, so the results may be incorrect due the potential for multiple responses from the same individual. Some survey respondents were also children who did not have complete knowledge of their family's food and health environments.

Survey Responses – Nutritious Food Access

To better understand the food landscape at Glendale Townhomes, residents were asked about their use of current resources (Figures 7 and 8) and what resources they might be interested in receiving in the future (Figure 9). Existing resources that were identified were free fresh produce giveaways during the summer; free summer meals for kids at Pratt School and Luxton Park; farmers markets and Market Bucks coupons; SNAP/EBT debit card for food; Fresh Thyme grocery store; and the food shelf at Glendale.

Figure 7 Resident Reported Use of Food Resources

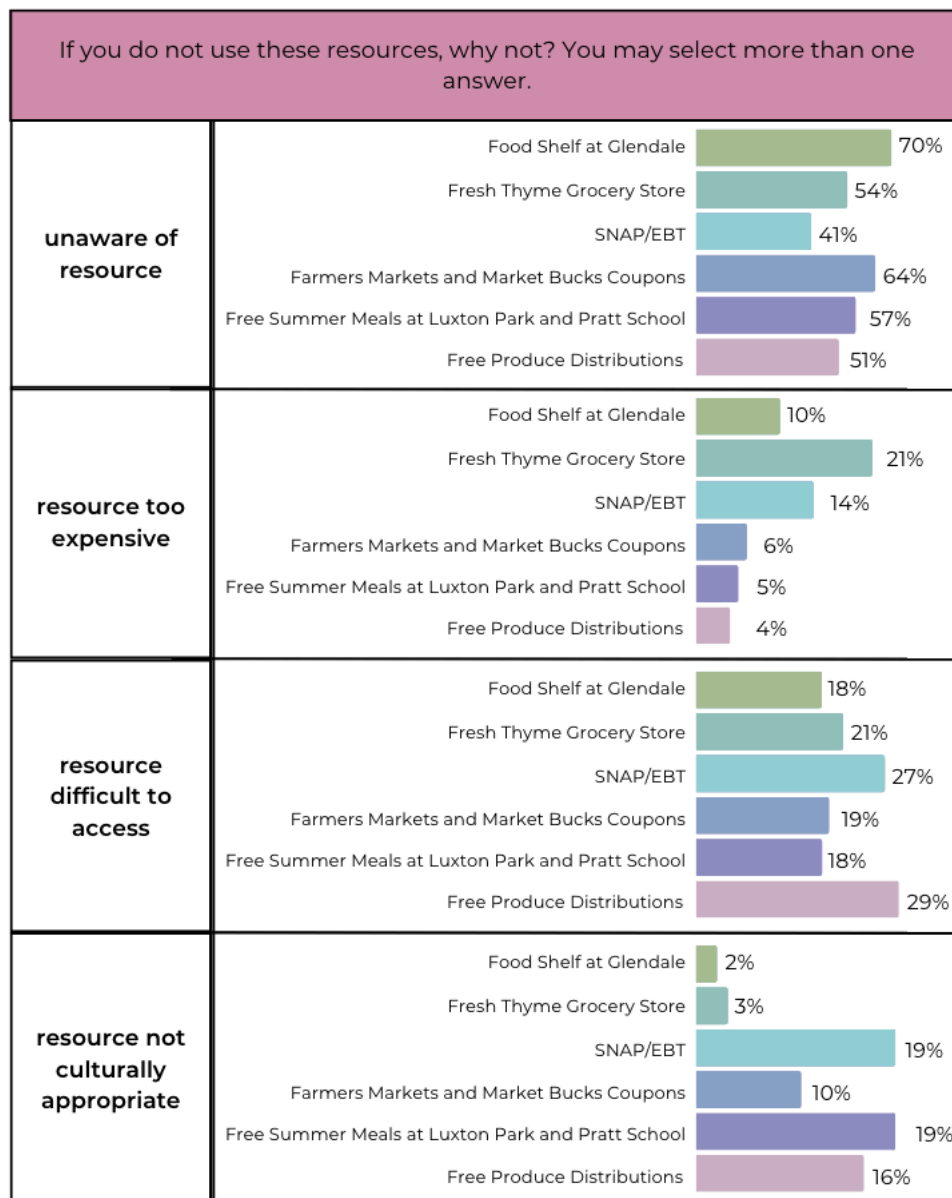


From the results above, it seems that most respondents are aware of and using most of the food resources available in their neighborhood. Some resources would not be available to all residents such as the free summer meals, which are only available to students under the age of 18.

Respondents were asked to clarify why they do not use resources that are available to them. MHD staff identified four categories to define why residents may not use these resources: not being aware of the resource; difficulty accessing the resource; the resource being too expensive; and the resource not aligning with cultural needs.

The number of respondents to this section of the survey exceeds the number of respondents who indicated “no” in the previous section. There are a few potential reasons for this inconsistency, the most likely is that the directions were unclear either on the survey itself or in the explanation from the person who was conducting the survey.

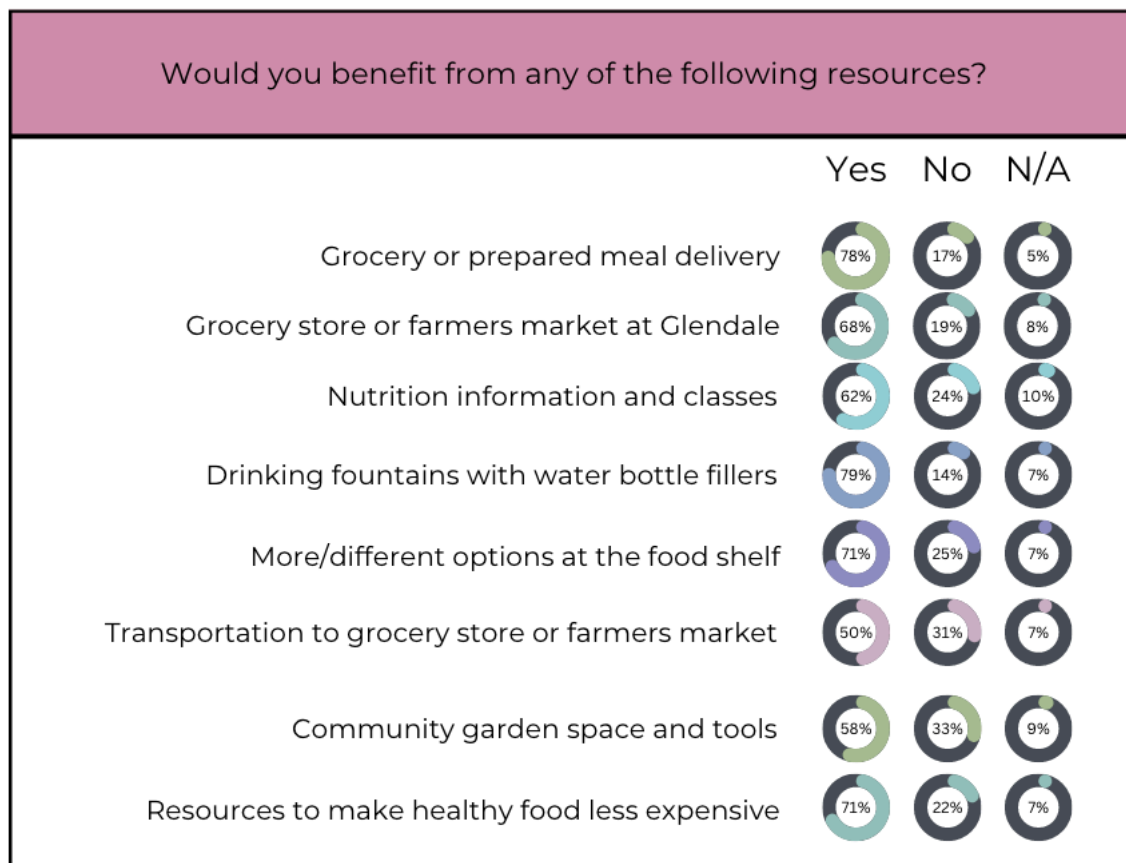
Figure 8 Resident Reasoning for Not Accessing Existing Resources



HLI staff were also curious about what programming residents of Glendale Townhomes would like to see started in their neighborhood. There were eight potential programs proposed in the survey – a grocery or prepared meal delivery; a grocery store or farmers market in Glendale; nutrition information and classes; drinking fountains with water bottle fillers; more or different options at the food shelf; transportation to the grocery store or farmers' market; community

garden spaces; and resources to make healthy food less expensive.

Figure 9 Resident Interest in Potential Food Programming



Respondents didn't seem extremely interested in the resources that would be dedicated to them growing their own food or assistance with transportation to the grocery store, but they did show interest in expanding access to on-site food resources such as a grocery delivery service or expanding the selection at the food shelf. HLI staff used the responses for developing interview questions surrounding food that will be described later on.

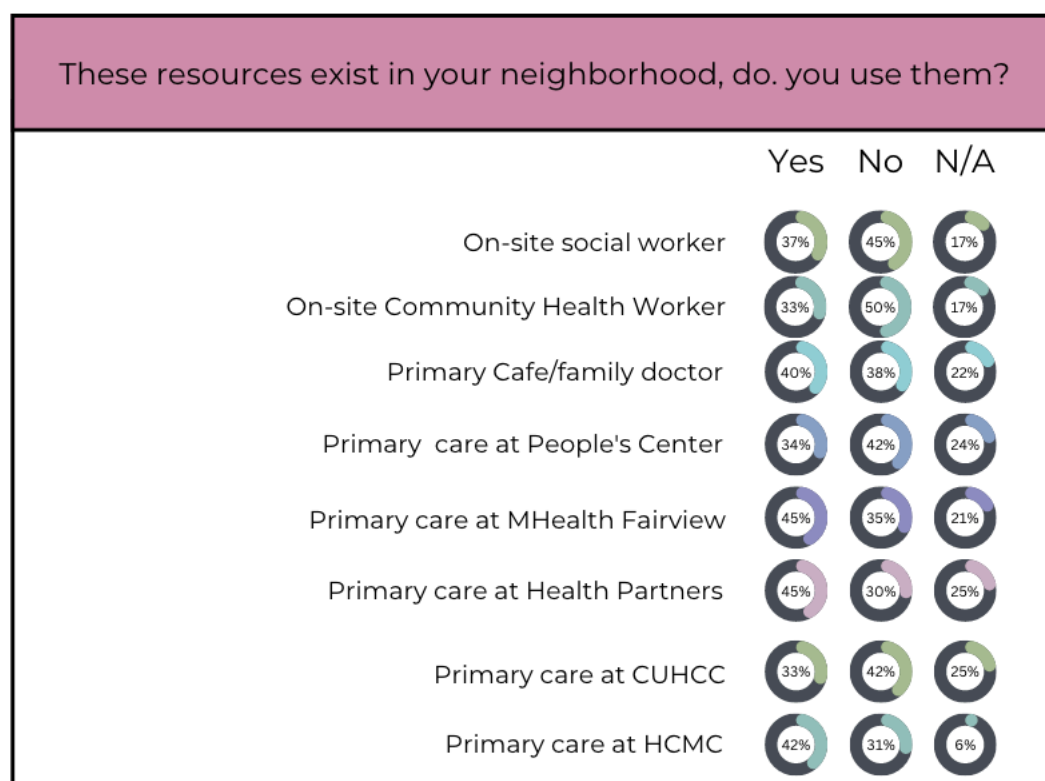
Survey Responses – Health and Wellness

Next, residents were asked about their use of available health resources (Figure 10), why they might not use health resources (Figure 11), and what potential health programs they may be

interested in participating in (Figure 12). There were quite a few youth respondents did not know about their family’s use of health resources and left these questions blank.

Existing resources that were identified by HLI staff were having a primary care physician and/or having a primary care physician at nearby clinics or hospitals including Hennepin Healthcare/HCMC, Community University Health Care Center (CUHCC), People’s Center Clinics and Services, MHealth Fairview, and HealthPartners. The residents of Glendale Townhomes also can access an on-site community health worker and an on-site social worker as needed.

Figure 10 Resident Reported Use of Health Resources



From the results above, it seems that most residents are not accessing existing health resources nearby, especially low was the number of residents accessing the on-site services of the Community Health worker and social worker.

As with the food portion of the survey, HLI sought to understand why residents do not access resources. The same four categories were used to understand why these resources are not being accessed. Instead of asking why residents do not access the various healthcare clinics, HLI focused their attention to why residents do not access the on-site social worker, on-site community health care worker, and why they do not access a primary care physician or family doctor. Again, the numbers of respondents for this section of the questionnaire do not align with the actual number of respondents who said “no” in the previous section, this could be with general confusion about the layout of the survey or unclear instructions for this section.

Figure 11 Resident Reasoning for Not Accessing Existing Resources



MHD sought to understand what resources residents would be interested having brought to their neighborhood. Staff identified eleven potential programs that could be brought to Glendale Townhomes to address healthcare discrepancies. These programs included a walking club; group exercise classes; group wellbeing classes; bike skills classes; chronic disease screening; support for accessing healthcare; support with transportation; individual sessions with

a community health worker; group sessions with a community health worker; consultations with pharmacists about medications; and chronic disease self-management support.

Figure 12 Resident Interest in Potential Health Programming



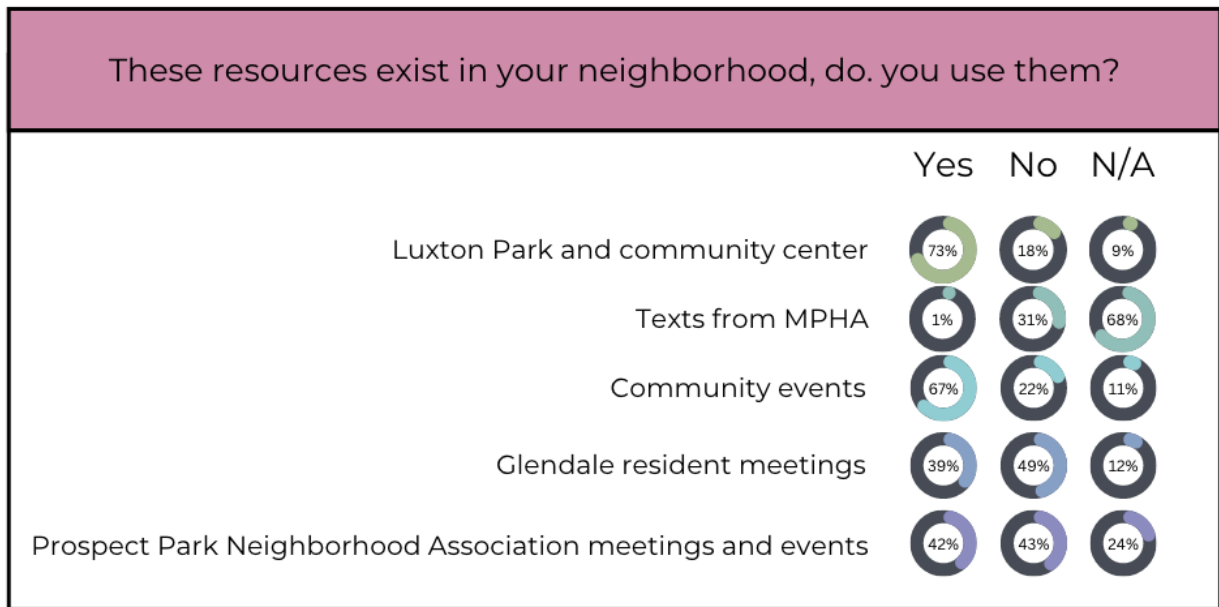
There seems to be an overall apathy to bringing new health programming to Glendale Townhomes. Most were interested in group exercise classes or a walking club, but chronic disease self-management and working with pharmacists or the Community Health Worker are not the top priority for Glendale residents. HLI staff used the above responses to develop interview questions surrounding health and wellness that will be described later.

Survey Responses – Community Engagement

The final component of the resident survey was to gauge the successes and failures of community engagement opportunities in Glendale Townhomes and the surrounding neighborhood. Like the two previous sections, residents were asked about their current use of resources (Figure 13), reasons they don't use existing resources (Figure 14), and what resources they may benefit from in their neighborhood (Figure 15).

HLI staff identified Luxton Park and the community center; texts from the Minneapolis Public Housing Authority (MPHA); community events; Glendale resident meetings; and meetings and events hosted by the Prospect Park Neighborhood Association (PPNA).

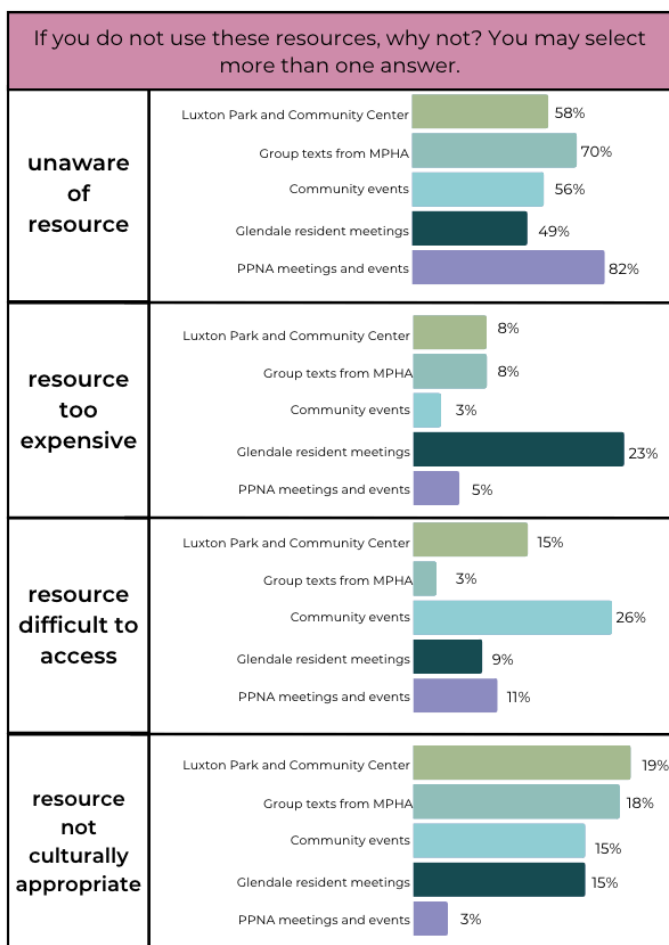
Figure 13 Resident Reported Use of Community Engagement Resources



The results above show that very few residents are enrolled to receive texts from MPHA and that very few participate in meetings with other residents. However, many residents seem to be accessing Luxton Park and the community center and attending community events when they happen.

To understand why residents do not use these resources, HLI staff put forth the same four potential reasons that residents may not be accessing these resources. As with the previous two sections, the number of respondents for these questions do not align with the number of respondents who answered “no” to the previous question. Again, this could be from confusion over the layout of this survey or unclear instructions.

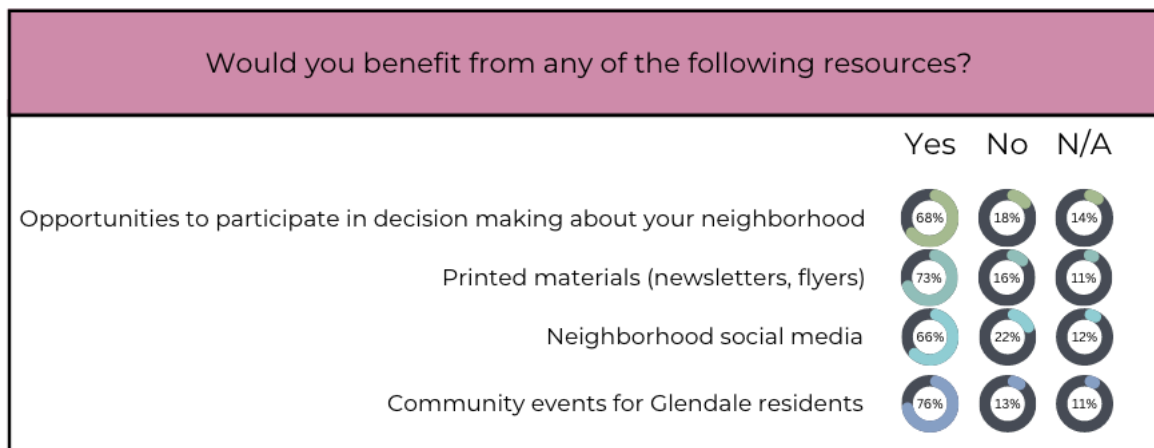
Figure 14 Resident Reasoning for Not Accessing Existing Resources



HLI staff identified four potential ways to expand resident engagement in Glendale townhomes. These suggestions were community events for Glendale residents; neighborhood social media; printed materials such as newsletters and flyers; and opportunities to participate in

decision making about their neighborhood.

Figure 15 Resident Interest in Potential Engagement Activities



Residents seemed most interested in receiving printed materials and more community events for Glendale residents. Many residents were also interested in having more opportunities to participate in decision making about things that affect them and their neighborhood. The answers to these questions informed the questions about community engagement that were created for the resident interviews.

Evaluation activities needed to be completed by the end of summer 2022, and, because the entire process was rooted in being iterative, the surveys needed to be completed quickly. HLI staff, Resident Champions, and other evaluators finished their surveying by the 30th of June and entered into a Survey Monkey link by the 6th of July, 2022. Reviewing report surveys also gave HLI staff the opportunity to identify any potential duplicate entries prior to analyzing the final data.

Data was synthesized and compiled into a brief report that was shared with Resident Champions and the stakeholder group so that the results could be disseminated into the community in a prompt and appropriate way by trusted messengers. Over the next week, HLI

staff used survey responses to design the prompts for the one-on-one interviews that took place from July 11th to 22nd.

Resident Interviews

The next step in the engagement process was conducting one-on-one interviews with residents that volunteered to participate. Interviews were conducted by MHD staff, resident champions, and the on-site community health worker. Resident champions, MHD staff, and the on-site community health worker have language skills in Somali, Oromo, and English meaning that interviews could be conducted in the participant's native tongue. The interviewer was responsible to translate their interviewee's responses to English, if needed. In total, the interview took about 20 minutes to complete.

These resident interviews acted as member checking and allowed MHD staff to confirm the results of the surveys while diving deeper into how residents of Glendale Townhomes interact with existing resources. Interviewees were identified through their responses to the survey; if they were interested in participating in the interview, they were able to write their name and contact information on the last page. Other interviewees were identified during visits with the Community Health Worker, while some were recruited by the Resident Champions. In total, 48 interviews were conducted, representing 7% of the total population of Glendale Townhomes. These interviews were done in a conversational way and the interviewer did not record the audio, instead they took notes of the interviewee's responses. Responses were either recorded on a paper report or directly into a Survey Monkey link and then analyzed by MHD staff to inform schedule and topics of the Community Conversation.

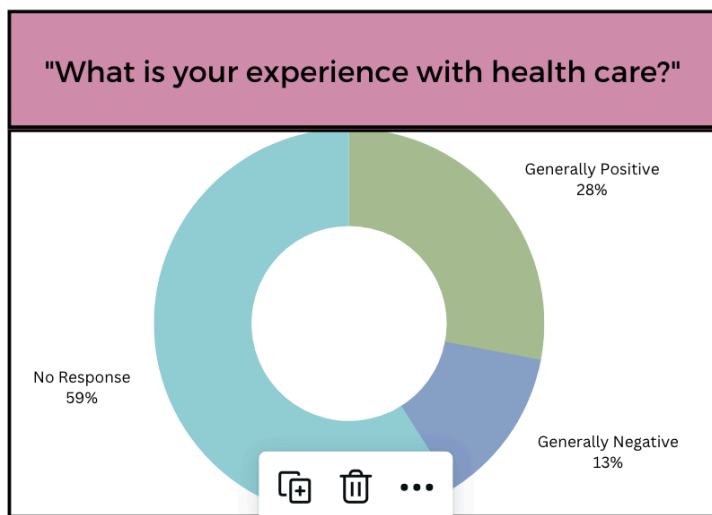
The interviews consisted of eleven questions exploring the same topics as the surveys. First, interviewees answered five questions about their healthcare habits and how their healthcare

needs are met. They were then asked five questions about their food purchasing habits including where and how they get their food. Finally, interviewees answered one question about engagement. The full list of interview questions can be found in Appendix C.

Interview Responses – Health and Wellness

Interviewees were first asked about their healthcare experience. Responses to this question varied, most interviewers did not indicate a response for this question but those who did receive a response mostly reported positive experiences with healthcare, these responses can be found below in Figure 16. It is unclear why most of those interviewed did not respond to this prompt. It is possible that this was evaluator error, but there is no certain answer since responses were recorded as notes instead of transcribed from a recording.

Figure 16 Resident Response to Experience with Healthcare



The second question was repeated from the survey and asked the interviewee if they currently access a primary care physician and the location of their primary care physician, responses can be found in Figure 17 and Figure 18 respectively. Again, there is a surprising number of interviews with no indication of a response to this question.

Figure 17 Resident Response on Use of Primary Care

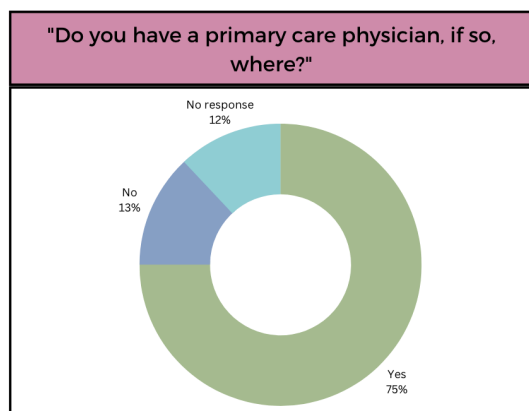
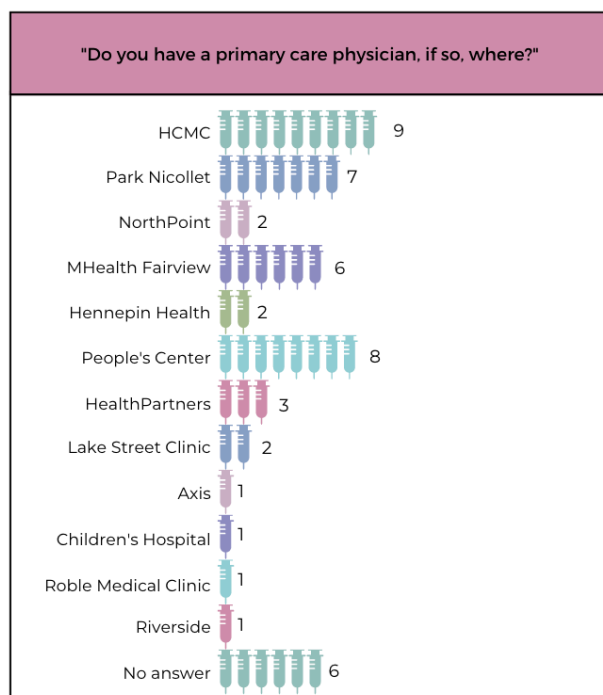


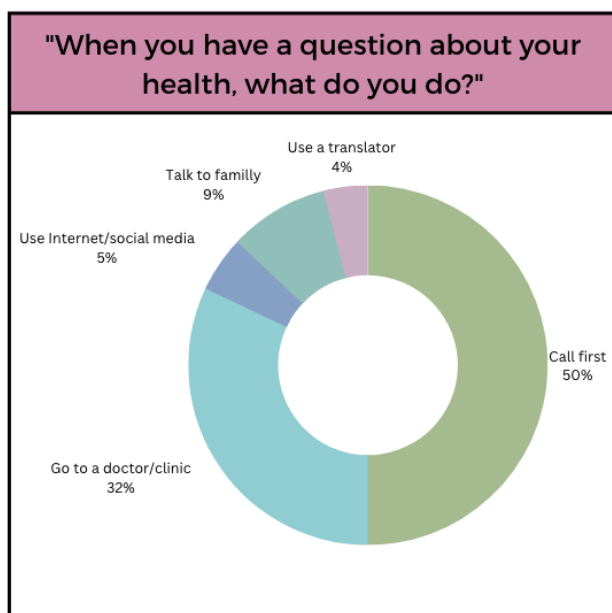
Figure 18 Resident Primary Care Location



HLI staff wanted to gain a better understanding of how Glendale residents receive information about health and wellbeing. The third question of the interview was "When you have a question about your health, what do you do?" This question is the first of the interviews to have a 100% response rate. Most residents indicated that they will call a doctor before going to the

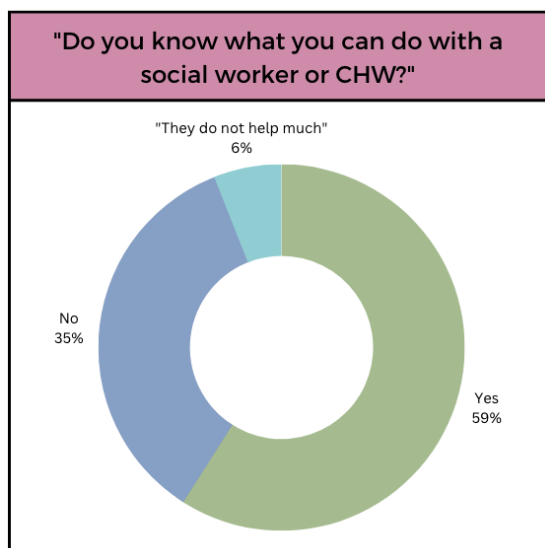
hospital if they have a question about their health. The next most popular response was going immediately to the doctor or the clinic to get answers to questions about health. Responses to this question are found in Figure 19.

Figure 19 Resident Response on Asking Health Questions



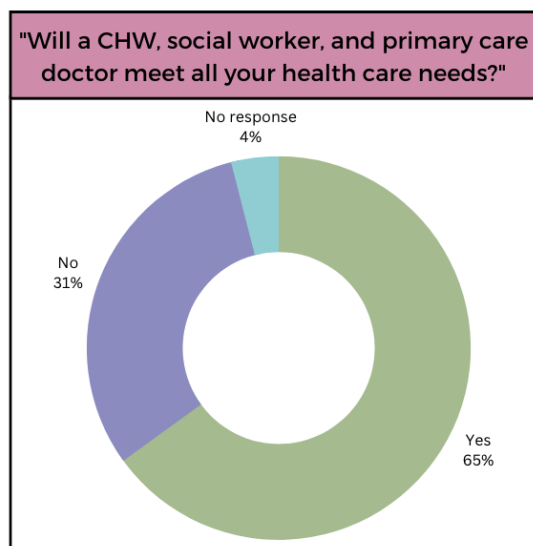
Results from the health and wellness portion of the surveys showed that very few residents used the on-site resources of the social worker and the Community Health Worker. To better understand why this resource is being underutilized, HLI staff asked interview participants if they knew how to use the services of the Community Health Worker. As illustrated by Figure 19, most of the interviewees indicated that they knew what a social worker and Community Health Worker do, however there is a perception that they do not do much to help.

Figure 20 Response on Knowledge of Social Workers or Community Health Workers



The final question about health and wellness that was posed to interviews was if residents think working with a Community Health Worker, social worker, and a primary care physician meets all of their health care needs. Most respondents did indicate that working with these three resources would meet health care needs, however a significant number responded that they do not think that their healthcare needs would be met by these services.

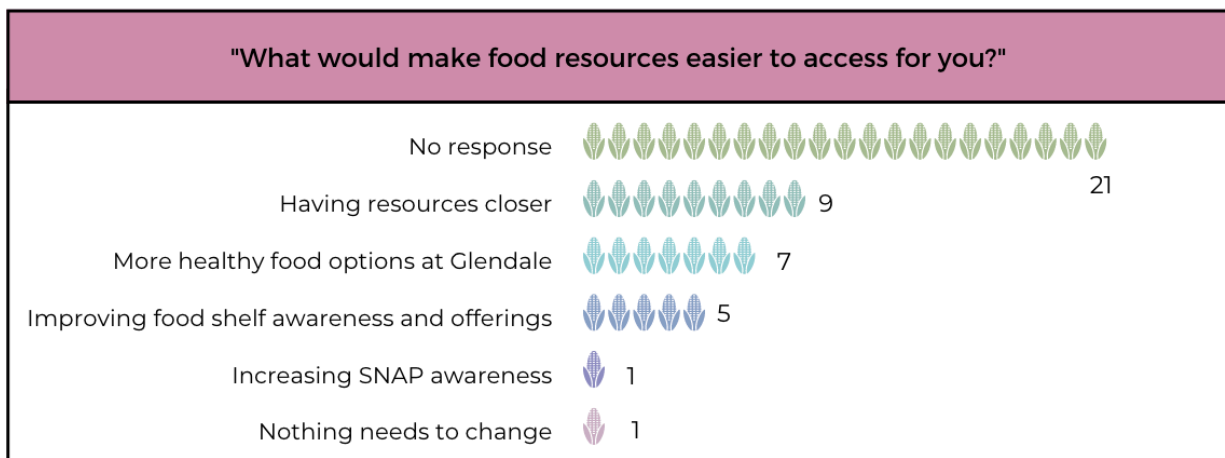
Figure 21 Resident Perceived Efficacy of a Social Worker and Community Health Worker



Interview Responses – Nutritious Food Access

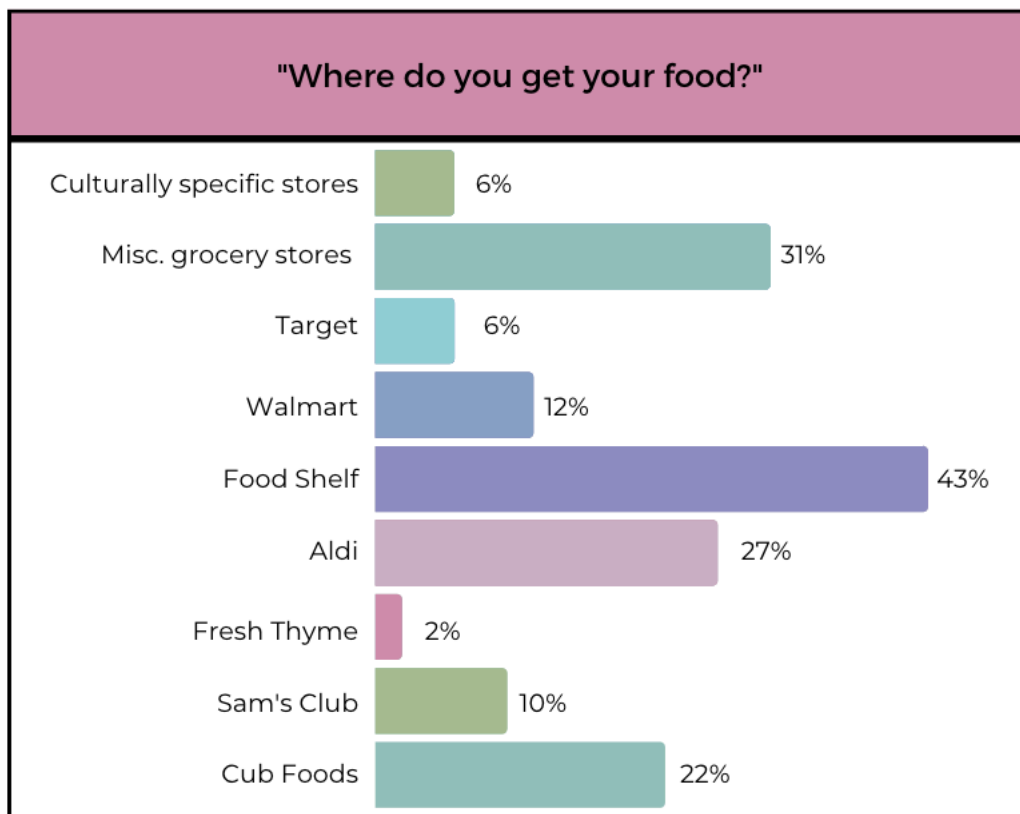
Interviewees were first asked what they think would make food resources easier for them to access. Again, many interview sheets were returned without an answer to this question, but those who did answer highlighted wanting resources closer to them; an increase in healthy food options in the neighborhood; and improving the awareness of and the offerings at the on-site food shelf. Responses can be found in Figure 22.

Figure 22 Resident Response on Making Food Access Easier



Interviewees were then asked where they get their groceries. The most common response was the one-site food shelf, but this could be because many interviews were conducted at the food shelf. The nearest grocery store, Fresh Thyme was the least common place that residents go to their their food. Aldi is the next closest grocery store, and Cub Foods and Target are equidistant from Glendale Townhomes. There are no Walmart or Sam's Club stores in the city limits of Minneapolis.

Figure 23 Resident Response on Where They Get Their Food



SNAP recipients in the state of Minnesota have access to a voucher program called "Market Bucks" to increase the amount they have to spend at a farmers' market. Survey data showed that most residents did not know about farmers' markets or the Market Bucks voucher program. HLI staff wished to clarify if respondents didn't know about farmers' markets entirely, As shown in Figure 23, most interviewees knew about farmers markets and how to access them.

HLI staff hoped to verify the survey results of interest in a prepared food or grocery delivery service in the neighborhood. The responses found in Figure 25 contradict the findings of the survey. Many residents noted that they preferred to go grocery shopping and prepare their meals at home instead of through delivery services.

Figure 24 Resident Knowledge of Farmers Markets

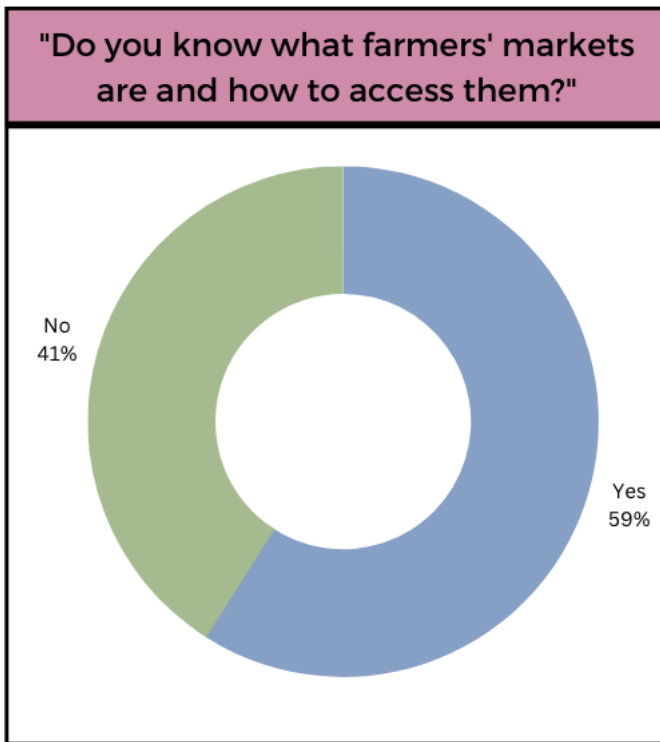
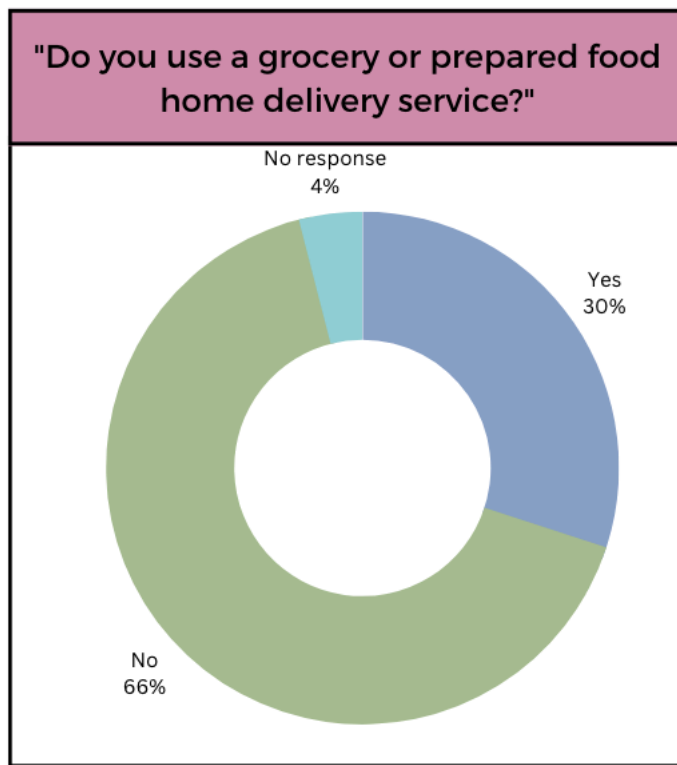
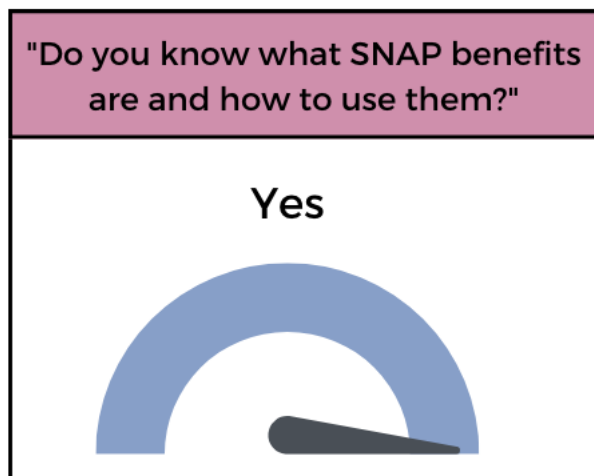


Figure 25 Resident Use of Prepared Grocery or Meal Services



Finally, the HLI wanted to know if Glendale residents knew about SNAP and how to use SNAP/EBT benefits. As show below, 100% of residents know about SNAP benefits and how to use them.

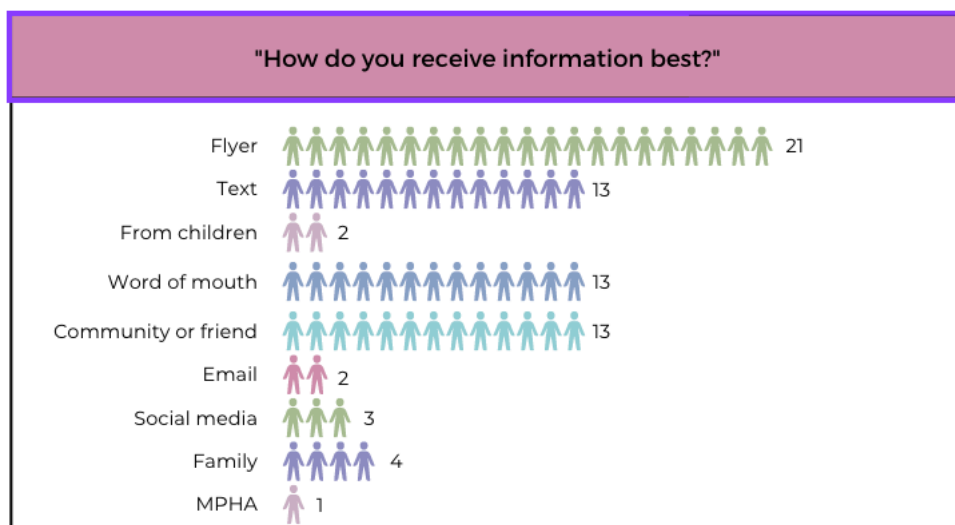
Figure 26 Resident Knowledge of SNAP



Survey Responses: Community Engagement

HLI staff wanted to understand the resident's preferred means of communication. This data was important for understanding how to share findings from the evaluation process. As shown in Figure 27, the responses to this question mirrored the survey results.

Figure 27 Resident Responses Best Method of Communication



The deadline for completing interviews was July 29th, 2022. report notes from the facilitators were entered into Survey Monkey, and HLI staff synthesized the data using Excel and found common themes in the responses. Planning for the Community Conversation had already begun, but the information from the interviews was used to inform the content of the questions to be discussed by attendees.

Community Conversation

The final step in the needs assessment of Glendale Townhomes was a Community Conversation hosted in mid-August. The Community Conversation is where MHD staff hybridized Appreciative Inquiry and World Café community engagement methods to create a meaningful conversation amongst residents, stakeholders, and MHD staff.

The purpose of this conversation was to share with the community what MHD staff had learned through the first two stages of the needs assessment. The staff members participating in the engagement work throughout the summer had become familiar faces around Glendale Townhomes, and residents were eager to see the fruits of the engagement process. Developing the plan for the Community Conversation began at the same time as the planning of the entire engagement process and evolved as the engagement process progressed. As staff developed the plans for the Community Conversation, they naturally settled on the World Café model as the best model to ensure a meaningful and productive conversation, but arranging the discussion into specific rounds posed some challenges for staff. Through further discussions, the MHD team began to incorporate the strength-minded approach of Appreciative Inquiry into their design. This section will discuss first the method of World Café, then the approach of Appreciative Inquiry, and finally, how MHD staff hybridized the two to create the Community Conversation

at Glendale Townhomes. The successes and shortcomings of this process will be discussed later in this chapter.

World Café

Facilitating a World Café hinges on recognizing that all people have essential and unique understandings of their environment. The World Café encourages participants from all walks of life to come together in conversation with a common goal to discuss. Through these conversations, collective knowledge is recognized as it evolves. Creating comfortable spaces that foster trust can lead to conversations between people who would not normally interact, which can create a level playing field for the community and help people to see how their opinions and experiences may be similar. Six principles create a World Café. When these principles are used in conjunction, a café can create a lively dialogue among participants, spark creative solutions to the presented problem or question, and create the action potential (Brown, 2022:3-4). These principles are:

1. Create a comfortable Environment
2. Choose questions that matter
3. Encourage participation
4. Connect diverse ideas and groups
5. Listen for patterns, insights, and deeper questions
6. Share back discoveries

Create a Comfortable Environment

The hosts of the World Café must create a space that is welcoming to participants and ensures they are comfortable to be themselves and share their thoughts. The first step in making this space is through the invitation presented to would-be participants. The invitation should

spark curiosity and emphasize that the conversation will be open to all who wish to participate. Participants should feel excited to join the conversation and think that their attendance is essential and will create a better understanding of the question (Brown, 2002:3-4).

Figure 28 is the flyer created by MHD staff, posted at Luxton Park, and distributed to residents of Glendale Townhomes to promote the Community Conversation. This flyer has inviting colors and includes information on what will be discussed, when and where the discussion will take place, and lets potential participants know that food will be provided. The stakeholders assembled early in the community engagement process were individually invited by MHD staff.

Figure 28 Community Conversation Flyer



It is also essential that hosts of a World Café create a welcoming physical environment for participants. The space should be designed to mirror an actual café; multiple small Tables should be set up in the room to promote intimate conversation among four to five participants. Larger tables invite more participants and can hamper the quality of the conversation. The tables should look inviting to participants with Tablecloths and other amenities if possible. The host should also make sure that there are reports and writing utensils on each table to encourage

participants should note what they discuss and allow each group to see the ideas of the previous groups at their Table (Brown, 2002:3-4).

The Community Conversation hosted by MHD staff took place in the community center's gymnasium at Luxton Park, which didn't do much for the space's ambiance. The only available tables were 72 x 30" white banquet tables that belonged to the community center. Twelve of these Tables were placed in the middle of the gymnasium, and six folding chairs were evenly placed around each Table. Each Table was provided multiple pages from Post-it Sticky Easel Pads, pens, and other materials to facilitate the conversation. MHD staff also set up a projector to share the findings from surveys and interviews and provide instructions for participants.

Choose Questions that Matter

Questions used at a World Café should keep participants' interest and elicit energetic answers (Brown, 2002:4-5). The conversation should center on topics that are important to those who are participating. Thus, hosts must ask questions that matter to create stimulating conversations among World Café attendees. These questions shouldn't have implicit next steps to solve perceived problems. They should allow participants to think creatively and ask more profound questions.

MHD staff focused their questions on health and food access for residents of Glendale Townhomes. After drafting a few initial questions, staff met with Resident Champions for feedback on them before finalizing. It was important for HLI staff to complete the questions with representatives of the community; the terminology that is used in the Health Department can be more academic and filled with jargon than that of the public; having residents give feedback on the questions allowed for HLI staff to step back and evaluate their vocabulary to better interact with the community. The group decided on a prompt and two questions. To begin the

conversation, HLI staff prompted conversation amongst participants by asking them to “think of a time [they] felt healthy and share it with [their] group.” Participants were asked to describe how they felt, where they were, who they were with, and what they were doing. This prompt helped set the conversation's tone and acted as an icebreaker for community members. Two rounds of group conversation were planned, and the questions asked of the group were “what do you use to be healthy” and “what exists in your ideal food environment.”

Encourage Participation

To have a productive World Café, facilitators must ensure that all participants feel empowered to share their opinions and ideas with their group. Having small groups of participants at each Table allows for each voice that would like to be heard in conversation to have time to speak. Some World Cafés might include talking objects that permit only the person holding them to speak at each Table, but that is not always necessary. Ensuring that each participant feels like a valued contributor builds trust and fosters a safer environment for conversation (Brown, 2002:5).

The Community Conversation hosted by HLI staff did not include talking objects but did promote active contributions from those who attended. Facilitators did establish expectations of respect at the beginning of the Community Conversation to encourage an equal playing field for conversations to occur and to limit the number of interruptions that might occur. Participants held each other to this respect and, for the most part, made sure everyone at the Table could express themselves if they wanted.

Connect Diverse Ideas and Groups

Each round of a World Café allows individuals to interact with a different group of people. This changing of groups has been likened to the natural process of cross-pollination; a

bee moving plant-to-plant is sharing the plant's genetic code with another, and so on. Cross-pollination in World Café promotes interactions between groups who normally may not interact, allowing individuals to challenge their perspectives and gain a more robust understanding of the issue being discussed. The general practice of the World Café is to introduce the discussion, have three rounds of small-group conversation that last about thirty minutes, and have a final large-group discussion to share discoveries with the entire group. As each group moves from table-to-table, it is standard practice for one participant to remain at the table they first sat at to share about the previous conversation with the new group (Brown, 2002:6-7).

Groups are asked to separate as they choose new tables to promote a diversity of conversation within each discussion period. Attendees will bring their insights from previous conversations and build upon the foundation of their first conversation with new insights from each subsequent round of discussion. Some World Café facilitators will have participants return to their original group for the final round of small-group discussions to merge the ideas found in each conversation into a coherent potpourri of insights (Brown, 2002:6-7).

One of the most critical aspects of the Community Conversation was ensuring that the voices of the residents of Glendale Townhomes were heard by those who bring programming to the neighborhood. Representatives from Minneapolis Public Housing, VOA, and ESNS attended the Community Conversation and were encouraged to interact closely with the community members. The structure of the Community Conversation diverged from World Café in that Table hosts were identified before the event and trained as facilitators. Hosts included trusted community members and MHD staff. Attendees did not change Tables throughout the rounds of discussion, so the potential for cross-pollination of ideas was limited to the final, larger group discussion.

Listen for Patterns, Insights, and Deeper Questions

Conversations during a World Café naturally give way to discovering patterns that occur in the collective understanding of the current situation. Themes will be easier to recognize if groups can reflect on their previous conversations. Reflecting and synthesizing the conversation with your group before moving to a different group allows for new insights and connections. At the end of all rounds of discussion, the entire group reconvenes for a conversation of the whole. This discussion should not be formal or analytical. Instead, it should offer time for a mutual reflection among the entire group to find themes or questions that may have arisen during the conversation.

The Community Conversation facilitated by HLI staff ended with a free meal provided by HLI staff from a local halal restaurant. During the dinner, casual discussions arose surrounding the results of the Community Conversation. After people were done eating, the group discussed the found patterns, insights, and questions that occurred during the conversation. The table facilitator's notes were collected and analyzed for themes by HLI staff later.

Share Back Discoveries

Throughout the World Café conversation, members can write their thoughts on reports provided by the facilitators. This allows participants to have a tangible representation of the discussion. Writing down the ideas and opinions of the group may make it easier for participants to make deeper connections between each idea. Cafés can end with each Table posting their written responses for all group members to see. Posting them can be an essential data-gathering tool for facilitators and visually represent the next steps.

HLI staff provided each Table with large sticky note sheets, writing utensils, and icons that represented different aspects of food environments and ways that individuals feel healthy;

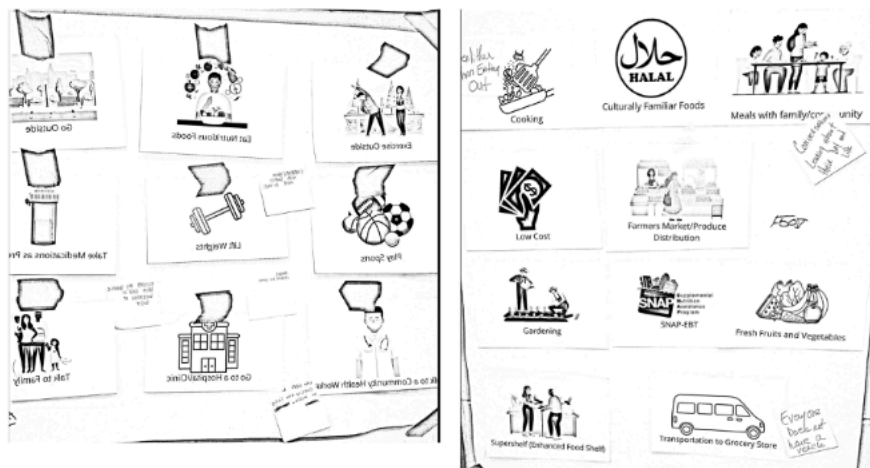
these icons can be found below. Participants were welcome to write on the report, glue or tape icons to the report, and design their ideas of how they hope to create a healthier Glendale. At the end of World Café, Table facilitators placed large sheets of paper on each Table on the wall for the entire group to view. MHD staff took pictures of the final reports for final data analysis.

Figure 30 is an example of a completed table report.

Figure 29 Icons Used at World Café



Figure 30 Examples of Complete Table Pages



Appreciative Inquiry

When presented with an issue, one's immediate response often focuses on what is lacking or going wrong to create or perpetuate the issue. Concentrating on the problem immediately establishes a mindset rooted in deficit, thus having the potential to impact the creative problem-solving process negatively and the experience of those convening to discuss the issue at hand. Appreciative Inquiry challenges the traditional focus on the deficit when solving problems, instead focusing on what is going well, what the best possible environment could be, and what changes can be made to foster this best possible environment.

The foundation of Appreciative Inquiry is the sociological theory of social constructionism which focuses on how people develop their knowledge of their surroundings. The central tenant of social constructionism is that there is no one actual reality or truth; an individual's truth comprises the reality of the context in which they live. Each person's reality is created and informed by the perceptions and dialogues of the individual as well as shared understandings (Coghlan, Preskill, and Catsambas, 2003:9-11). When applied together, these theories, combined with imagery's power, create the five core principles and the eight assumptions of Appreciative Inquiry.

The principles of Appreciative Inquiry are as follow:

1. The Constructivist Principle. This principle recognizes that multiple realities exist based on the experience of the individual, what is known and what lies below the surface of the community are intrinsically linked
2. The Principle of Simultaneity. This principle recognizes that since reality is a continuously evolving social construction, it is influenced by inquiry, and it is important that questions get to the root of how the individuals are co-creating their futures.
3. The Poetic Principle. This principle recognizes that reality is constantly being influenced by multiple players, thus, those who are inquiring can choose which part of this reality they study.
4. The Anticipatory Principle. This principle recognizes that the future is shaped by the behavior of the community; if the future is based in positive thinking and imagery, then the actions of the organization or community will be positive.
5. The Positive Principle. This principle recognizes that it is human nature to nourish happiness; the more positive questions that are being asked, the more engaged the group will be, and any changes that are made will be more successful and sustainable in the long run.

From the five core principles of Appreciative Inquiry, eight assumptions were developed. These eight assumptions are the base of all processes and methods in the practice of Appreciative Inquiry. When taken with the above principles, we can begin to understand the thinking that informs the practice of Appreciative Inquiry. These assumptions are as follow:

1. There is always something that works.
2. Our focuses become our realities

3. Reality is constantly being created and everyone experiences reality in their own way.
4. Asking question influences the group in some way.
5. We are more comfortable facing the unknown future when we bring parts of the known past with us.
6. We should bring the best parts of the past into the future with us.
7. Differences should be valued.
8. Reality is created by our language.⁴

Four-D Model of Appreciative Inquiry

In this Appreciative Inquiry model, four stages of conversation occur discovery, dream, design, and destiny. Each phase informs the other, and eventually, the cycle will repeat itself as the organization or community sees the repercussions of implementing their designed ideal environment. Framing the evaluation and engagement process through the lens of the Four-D model of Appreciative inquiry is beneficial because it provides a concrete road map for evaluation. Having each stage clearly defined with a goal for each step gives the evaluator a good starting point for determining the questions and means of the evaluation.

Discover: What Is

The discovery phase is the first phase of the Four-D model of Appreciative Inquiry. This phase is rooted in the question of what exists and what constitutes the best parts of the current situation. In traditional Appreciative Inquiry practices, the discovery phase happens between two interview participants sharing their experiences. The pairs then share these experiences with the

⁴ Coghlan, A. et. al, 2003:10

larger group, and the group works to identify any common themes in the participants' experiences (Coghlan et al., 2003).

The discovery phase of the Glendale Community Conversation happened well before the event. The evaluation throughout the summer, surveying and interviewing Glendale residents and stakeholders, allowed MHD to discover existing strengths of Glendale that could be stepping-stones for the Appreciative Inquiry process. MHD staff shared back their findings with attendees of the Community Conversation at the beginning of the event as the introduction to the conversation.

Dream: What Could Be

In traditional Appreciative Inquiry facilitation, the dream phase occurs after the group has identified themes from the individual interviews. The groups are asked to picture their organization or community functioning at its absolute best (Coghlan et al., 2003). The dream phase places no limits on what participants can imagine for their organization. Pie-in-the-sky ideas that seem far-fetched are plausible in the dream phase. Participants are invited to envision the results of their discussions – what might we create when we build upon our strengths? Participants are expected to think about their ideal future holistically and broadly so that any potential dream is not missed.

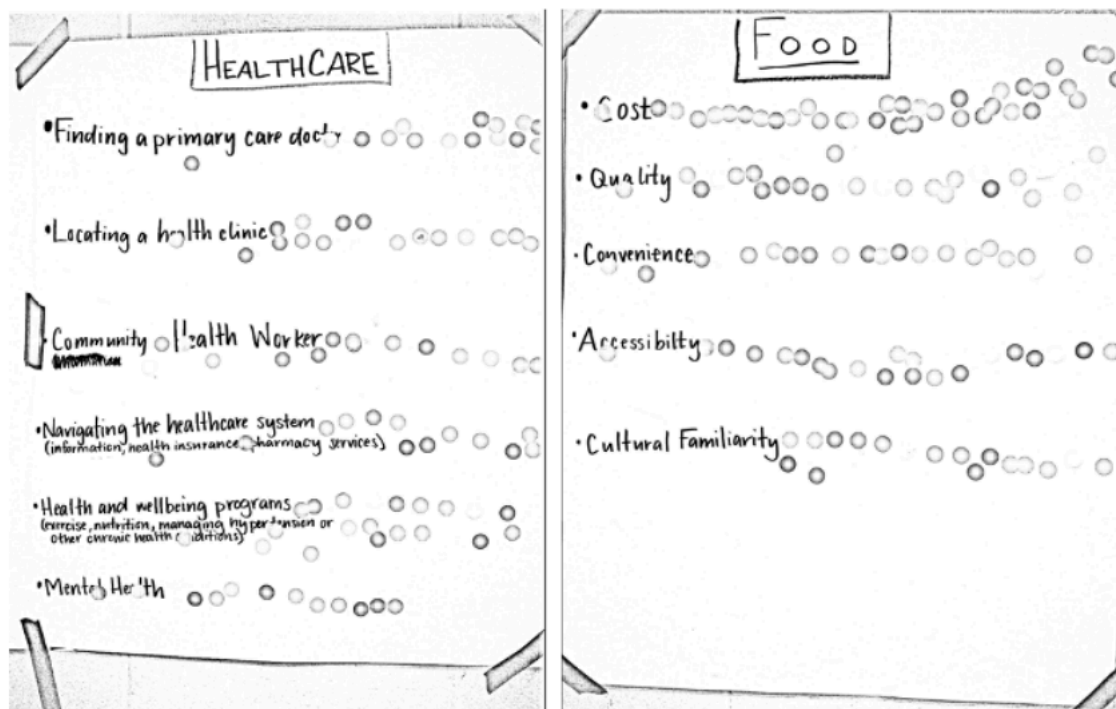
The dream phase of the Community Conversation hosted by MHD staff was treated as an icebreaker amongst participants at their tables. Participants were prompted to “think of a time that you felt healthy and share it with your group, where were you, who were with you with, what were you doing.” Each participant introduced themselves and then answered the prompt. The Table facilitator wrote down key themes and recurring phrases as participants answered.

Design: What Should Be

The next step in the Four-D model of Appreciative Inquiry is the design phase. In this stage, participants are asked to develop strategies, make decisions, and create connections that can influence positive change. The designing phase allows participants to utilize their existing environment and resources to develop strategies that move the organization or community in a positive direction (Coughlan et al., 2003). In the design phase, participants take their dreams and begin whitening them down to an achievable ideal that the group can achieve together.

The Community Conversation's design phase was centered on two questions about general health and built food environments. The first question asked was, "what do you use to feel healthy." Participants discussed this question with each other and used the provided icons to represent their common themes. Participants were also asked, "what exists in your ideal food environment," again, they discussed the question with each other and used the provided icons to design their ideal food environment. Participants in the Community Conversation ended by participating in dot voting on their health and food environment priorities as they left the event. Dot voting results can be found in Figure 31.

Figure 31 Dot Voting Results



Destiny: What Will Be

The Four-D Approach's fourth and final "d" is the destiny phase. This is the implementation phase, and participants practice their designed strategies for an improved future. The destiny phase does not have a specific start or end date and is subject to change as the participants monitor their progress and work with each other to continue the conversation. The destiny phase is followed by the beginning of the discovery phase, and the cycle of Appreciative Inquiry starts again (Coghlan et al., 2003).

The destiny phase of the Glendale Community Conversation began after the event ended. MHD staff synthesized the data they collected to understand Glendale Townhomes' environment better. The data was shared back to partner organizations identified in the stakeholder group and Resident Champions with the intention of the Resident Champions sharing this information with their greater community. The phase is still ongoing as projects are implemented, and a new

cohort of Resident Champions assists in making sure these projects are culturally familiar and sustainable without the intervention of MHD staff.

Hybridizing World Café and Appreciative Inquiry

As MHD staff began to plan the Community Conversation, the initial idea of a World Café was intriguing as it is a low-barrier, comfortable conversation that facilitates a better understanding of the individual's experience within the community. However, a World Café requires about two hours to execute fully and inherent knowledge from participants on the process. The amount of time needed posed a few challenges to truly hosting a World Café at Glendale Townhomes; many residents work, have children, and would need childcare, and a language barrier between most MHD staff and residents of Glendale Townhomes exists. The inherent understanding of the process of World Café also created difficulty for the MHD team; many staff members were not fully trained to be facilitators and had responsibilities outside of this project throughout the summer. Furthermore, it was difficult for MHD staff to prepare the Resident Champions for facilitating World Café. The Resident Champions and MHD team only met twice before the Community Conversation, and not all Resident Champions attended both meetings.

When Appreciative Inquiry is traditionally used in conversation, each stage occurs at the beginning, starting with discovery. Given the size of the population, the multiple partner organizations that serve Glendale Townhomes, and the potentially sensitive topic matter that would be discussed, MHD staff began the discovery process well before the Community Conversation. By first convening the stakeholder group and conducting a landscape assessment with them, MHD staff started the discovery phase by understanding the community through the eyes of service organizations. The needs assessments of surveying and interviewing residents

allowed MHD staff to understand the community through their own eyes. Getting the discovery out of the way before the formal Community Conversation gave MHD team and Community Conversation participations more time to concentrate on the other steps of Appreciative Inquiry when they formally convened.

Using the method of Appreciative Inquiry to inform hosting a World Café allows the facilitator(s) to direct the conversation to focus on the assets that already exist in the community. Using the World Café method to host an Appreciative Inquiry session does limit some of the dreaming and designing that can be done; the set questions used in the World Café inform the dreaming and designing phases; however, having these set questions does not necessarily allow for each step of the Four-Ds of Appreciative Inquiry to take place organically. Appreciative Inquiry is, at its heart, an iterative process. In contrast, World Café, although casual, tends to be more scheduled, especially since participants are expected to move throughout the room and engage with other participants. The writing utensils, icons, and reports provided at each table make the designing phase more tangible, as participants can visualize their designed ideal.

Asset Based Community Development is greatly informed through Appreciative Inquiry conversations, as Appreciative Inquiry focuses on emphasizing what works in a community and building upon that foundation. Hosting extensive group discussions allows every participant to feel like they have a seat at the table and are empowered to influence change within their community. However, large conversations are only sometimes an efficient environment for the discovering, dreaming, designing, and destiny phases of Appreciative Inquiry. Hosting a World Café brings diverse groups of individuals together and helps a community to identify common themes in their shared experience; however, facilitators may have difficulty identifying the right questions for conversation without having a baseline understanding of the situation at hand.

Thus, performing the discovery phase of Appreciative Inquiry before convening the group informs facilitators on the situation at hand, allows them to design questions for rounds of the World Café that are rooted in dreaming and discovering, and engages the community before the conversation so that they are enthusiastic about participating and seeing the results of prior engagement efforts.

Analysis

World Café and Appreciative Inquiry naturally lend themselves to creating a prosperous Community Conversation when emphasizing a community's assets. Done in tandem, unique perspectives can be voiced, new connections can be made, and a common ground for development can be gained. Dreaming and designing with groups of people that an individual does not normally interact with fosters a renewed sense of community and reminds community members that they share common goals. Inviting stakeholders who represent community organizations that serve an area allows them to hear the opinions of their potential clientele, build trust with the community by participating, and begins the co-creation process between organizations and individuals. Bringing the community into these conversations and having them co-creating and implanting programming can help encourage programming sustainability without the intervention of governmental organizations such as the Minneapolis Health Department (MHD).

Successes

The hybridization of World Café and Appreciative Inquiry done by Minneapolis Health Department (MHD) staff was successful in many ways. First and foremost, the extended discovery phase allowed facilitators to gain a deeper understanding of the situation at Glendale Townhomes. It started the conversation amongst partners and residents on the health and food environment and successful means for collaboration and communication amongst partners and residents. Basing the values of community engagement on being fun for participants, low-burden, iterative, and useful prevented survey burnout by not asking individuals to continuously answer the same questions without seeing any results from their surveys. Member checking happened in the interview processes and at the beginning of the Community Conversation as

facilitators shared learnings from the previous phases of the engagement process with the participants.

Beginning the engagement process by identifying and convening representatives from organizations serving Glendale Townhomes was essential to bridge the trust between residents and these organizations by ensuring their participation at various events, including the Community Conversation. Engaging stakeholders also lends to the potential sustainability of new programs or initiatives resulting from synthesizing the data from the surveys, interviews, and Community Conversations. Eventually, stakeholders must approve, facilitate, or participate in new initiatives. Allowing them to have a voice at the table throughout the process helps to ensure their buy-in as these initiatives are developed.

Identifying and hiring Resident Champions was extremely important to the success of the engagement process by utilizing trusted messengers in the community. Beyond conducting interviews and surveys, Resident Champions shared findings and advertised events like Community Conversation. Resident Champions were vital in the planning of all engagement processes throughout the course of the summer of 2022. Resident Champions reviewed and made suggestions to the questions asked during surveys, interviews, and Community Conversation. Although MHD has some staff who are culturally competent with the East African immigrant community, the community is not homogenous; each neighborhood and community engage differently, and they attend different schools, mosques, and churches. Having Resident Champions ensured that MHD staff interacted with the community appropriately and respectfully. The work done to engage the district could only have happened with Resident Champions, who surveyed and interviewed residents and served as Table facilitators during the Community Conversation.

Knowing that the community was made up of a diverse group of individuals, many of whom speak languages other than English, using icons to convey different aspects of ideal food and health environments in Glendale allowed each Table to start with the same baseline understanding of what could make up these ideal environments. Having picture representations of what residents hope to see in their community gives an illustrative narrative to the ideal environment that speakers of many languages can understand. The dot voting process at the end of the Community Conversation gave participants one final opportunity to define what could work in their community. It aided in the illustration of what could be in the future.

Shortcomings

Although the Community Conversation and overall community engagement processes successfully connected MHD staff with the community and informed future programming at Glendale Townhomes, there are components of the engagement process and Community Conversation that fell short of achieving their goals. A general lack of administrative control over the surveying and interviewing process led to some redundancies as some respondents completed more than one survey, surveys were distributed to individuals who did not have complete knowledge of their family's food and health environments, and all data was not captured in the report responses of interviews.

Resident Champions, a fantastic resource in many ways, needed clarification in surveying and interviewing. This could be a need for proper instructions given to Resident Champions before beginning surveying or even a lack of clarity among MHD staff about what the surveying process would entail. The lack of coordination between MHD staff and Resident Champions did lead to some residents taking the survey more than once, potentially corrupting the data. The MHD team mitigated this by entering the reported survey results into Survey Monkey. Still, if

staff hadn't reviewed surveys, multiple responses may have been recorded from the same person. Allowing children to take the study did give some insight into the food environment of Glendale Townhomes but did not help gather information surrounding health and healthcare access.

Resident Champions also needed to gain proper training in conducting interviews. The data that was captured by their notes were very limited and sparse, with some answers only saying 'yes' when Respondents were asked to expand upon their answers. Having report notes of responses to the interviews prevented the MHD team from going through the onerous process of transcribing recorded interviews, but also did not capture complete responses meaning that some potentially critical qualitative data was missed in reporting. Again, this is likely the fault of MHD staff not administering proper training or outlining their expectations properly to Resident Champions.

An essential part of World Café is having a comfortable space with Tables for small group discussion. MHD staff worked with what they had available at Luxton Park. Still, the gymnasium is not the most comfortable place to convene—the harsh florescent lights, white walls, and echoing of voices deterred the space from feeling hospitable. Using large tables also created issues; more than five participants sat at some Tables, which did not foster an environment where everyone felt comfortable participating. Folding chairs are also not the most comfortable place for people to sit for an extended period, but, again, MHD staff were working with the supplies they were given.

A true World Café also promotes the cross-pollination of ideas and allows people to interact with others who may not be part of their usual circle. The Community Conversation did not include changing groups. Sharing back between small-group discussions was unorganized and didn't focus on identifying common themes. Instead, tables shared what they had spoken

about, and the group moved on to the next. There were language barriers within the community that prevented groups from changing to an extent; if a participant doesn't have the language skills to interact with their neighbor, then the discussion isn't going to go very far. Having groups change their makeup can lead to more creative and engaging conversations, and keeping the same group throughout the entire World Café can lead to more creative and exciting conversations. Keeping the same group throughout the entire World Café can lead to conversations feeling stale. Having a strict start time for Community Conversations ensures that all participants will be on the same page, reach an agreement on the expectations of the conversation, and have the opportunity to ask questions for clarification if needed. Many participants did not arrive on time and came in about halfway through the instruction period of the Community Conversation, this led to some confusion about how the conversation would work. MHD staff did not have microphones, meaning it was difficult for participants to hear the instructions, and there was an apparent need to be more clarity among participants about the process.

The shortcomings of this process can be mostly boiled down to a need for more transparent communication and instructions for the Resident Champions and participants. Although the relationship building was successful between MHD staff, partners, and Resident Champions, clarity around instructions and expectations would have made this process more successful. Still, it could have been more successful if everyone involved in surveying residents, conducting interviews, and facilitating the conversation had a clear understanding of the instructions and expectations of them. Using World Café and Appreciative Inquiry in tandem did result in a flourishing Community Conversation that has resulted in the initiation of some programming at Glendale Townhomes.

Summary

An informed evaluation and engagement process can significantly influence the success of Asset-Based Community Development. Basing the evaluation process on the principles of being conversational and fun, iterative, low-burden, and useful; alleviates some pressure on the group performing the engagement and can spark inspiration for participation in the process by community members. Following the principles and strategies of Appreciative Inquiry and encouraging participation in a Community Conversation based on the process of a World Café can reinforce the foundation of the evaluation process by focusing on positive attributes and creating thought-provoking conversations within the community.

The process of evaluation and engagement performed by the Minneapolis Health Department's Healthy Living Initiative during the summer of 2022 provides an excellent example of how informing change through Appreciative Inquiry and World Café can influence lasting change in a community. By not limiting the steps of the Four-D model of Appreciative Inquiry to one event, the Healthy Living Initiative created an engagement and evaluation process that informed itself and dug deeper into what residents of Glendale Townhomes saw as assets within their community. Member checking throughout the process allowed for a World Café style Community Conversation that had a clear purpose and focus on discussing assets and how these assets can be built upon themselves to create change in a community that can sustain itself beyond the intervention of outside organizations.

Reflection

As a member of the engagement team, I was involved with each step of the planning process and each of the meetings that occurred throughout the summer with stakeholders and residents. Engagement was done two years into the COVID-19 pandemic. This caused a few

issues in the process, including disengaged stakeholders during meetings possibly due to Zoom fatigue, a lack of complete and concrete training for Resident Champions on conducting interviews and surveys, and, finally, a general distrust towards the City of Minneapolis from members of communities of color post the murder of George Floyd in May of 2020.

Further, this work was completely funded by grant and therefore the parameters of what was evaluated and what could be implemented were clearly defined by the grant. The grant ends in September of 2023 and, although we are still working closely with Resident Champions, there is very little opportunity for the Healthy Living Initiative to begin a holistic engagement process again. There will be surveys and interviews done centering on specific programs that are being brought to the community, but there isn't opportunity for original stakeholder groups to convene to discuss what has changed in the last year since the evaluation process began.

Existing relationships are vital for Appreciative Inquiry and World Café to be successful especially when working with a diverse group of individuals. A few issues in the engagement process arose because of a lack of cultural understanding of how people spoke about their health. We were working with a large group of East African immigrants and, although we did have a team member who acted as a cultural liaison, our evaluation was not perfect because the majority of our team is Caucasian and lacked a deep understanding of how talking about health is perceived by this immigrant community.

The Healthy Living Initiative is becoming more legitimized in the community through the work that is being done with Resident Champions and there is further opportunity to deepen this work with the community, but because the Healthy Living Initiative is dependent upon grant funding for their work, the future of the relationship between residents and staff is tenuous at the

moment as REACH funding has not been secured (the application for the 2023 – 2028 REACH grant was submitted officially on April 7th, 2023).

Recommendations

Planning and hosting a Community Conversation combining World Café and Appreciative Inquiry is a relatively involved process. It depends significantly on building trusted partnerships between stakeholders, facilitators, and the greater community. Ensuring that the facilitation group budgets enough time to invest in the discovery phase will create a Community Conversation that is well-informed and relevant to the experiences of community members. This process also may be prohibitive if a facilitation group is not well-funded. Offering incentives for surveys and interviews often increases the sample size. Compensating community members for taking on extra work will help build a positive relationship between trusted messengers and facilitator groups. Materials including report surveys; recording devices and transcription services if they are being used; Tablecloths; writing utensils; and large pieces of report or poster board will add up in cost quickly. Finally, one of the best ways to ensure participation in an event is to promise food; hosting a Community Conversation in the evening with food available at the end can significantly increase the number of participants.

Beginning Engagement – Discover

Beginning the engagement process well before scheduling the Community Conversation allows for the discovery phase to be robust and inform the Community Conversation meaningfully. Using the strategy of Asset Based Community Development, the discovery phase will allow the practitioner to identify the five critical assets of Asset Based Community Development (individuals, associations, institutions, physical assets, connections) and how to build and connect them to the key themes that arise. During this phase, key stakeholders and

trusted messengers within the community will be identified. This phase could also be called Landscape Assessment or Systems Analysis.

The first step of this engagement process should be to identify and convene critical stakeholders. If the facilitator already has a date in mind for their Community Conversation, they should identify and convene stakeholders at least six months before. Convene the group of stakeholders, introduce them to each other, and schedule a time to meet with them one-on-one in informal interviews with each stakeholder. Record interviews and transcribe them to find common themes. Reconvene the stakeholder group, share key themes and assets identified, get reactions, and develop a plan for further engagement. It is hard to work and create change with an unengaged stakeholder group. If possible, meet in person instead of over Zoom or another video-conferencing software. Provide some sort of tactile engagement for participants such as fidget spinners or twist block cubes; as a participant in engagement processes, I have found that using these tools creates a more engaged group because it allows for people to get their energy out while fidget, or some people use them to help center their thoughts. There is a wealth of research done of the effectiveness of fidget toys such as the article *Fidget Toys Aren't Just Hype* written by Katherine Isbiter for The Conversation in May of 2017.

Next, facilitators should identify trusted messengers within the community. This could be done through partnerships with stakeholders with more of a foothold within the community, advertising the opportunity to community members, or hosting an informational session to explain the role and engagement process to the community to recruit interested participants. If possible, offer compensation to these trusted messengers. Convene the group and share findings from stakeholder interviews. Explain the plan for further engagement and answer any questions that may arise. Begin to discuss surveying community members.

Interviews should focus on the key themes and assets identified through interviews with the stakeholder group. Ideally, the facilitators will develop rapid surveys that cover various topics without being too involved for respondents. Share the survey with trusted messengers at a meeting, get feedback, edit, and meet again. Train the trusted messengers on surveying, identify events to survey at, and set a deadline for completion. Administer surveys and, if possible, offer an incentive for participation. Ask participants if they would like to continue participating in engagement in the future; if they are interested, get their contact information. After surveys have been completed, analyze, and synthesize the data. Share the data back with the trusted messengers and begin discussions on community interviews.

The results should inform interview questions of the surveys. Share potential interview questions with trusted messengers at a meeting, get feedback, edit, and meet again. Train the trusted messengers on interviewing; if time is on the side of the facilitators, offer recording devices to the trusted messengers and have facilitators or pay transcribers to transcribe interviews, input data, and find any key themes that arise. If transcription is not available to facilitators, ensure to properly train interviewers on capturing key data points on interview guides. Have trusted messengers conduct the interviews and, if possible, offer incentives to interviewees. Ask participants if they would like to continue participating in engagement in the future; if they are interested, get their contact information. Synthesize the interview data and share it with the trusted messenger group. Begin to plan the community conversation.

Schedule the event for a day at a time that works best for most community members and stakeholder group representatives; trusted messengers will have the best idea of when a community conversation would be best attended and received. Identify a central location that is easy for community members to access. If possible and necessary, arrange for food and childcare

for participants. Work with trusted messengers to develop a plan for hosting the event. Send formal invitations to stakeholder group representatives and those who indicated they would be interested in further engagement in their surveys and interviews. Advertise the event in public spaces with all necessary information. Convene trusted messengers and train them on the World Café and Appreciative Inquiry community engagement methods. Ensure that they completely understand the expectations and directions of the World Café.

World Café – Beginning

On the day of the Community Conversation, facilitators should arrive early to set up. Ideally, the room will be comfortable and inviting for participants. Small tables with four to five chairs around them should fill the space; tablecloths should be placed on the tables as well as paper, markers, and icons if the facilitators choose to use them. Having some sort of beverage available for participants as they enter is nice but optional. As the group enters, invite them to sit wherever. If the facilitators would like to use trusted messengers as table hosts, ensure the trusted messengers arrive early to choose their place. Budget some time into the schedule for people to be late. Ask participants to sign in with their names and contact information.

To begin the Community Conversation, facilitators should introduce themselves, the project, and the process of a World Café. Be sure to share a reason for the meeting and any key themes arising from previous engagement. Make sure that participants understand the process entirely. Establish rules for participation, including respect for people, their time, and their ideas. Have the tables become comfortable with each other by asking them to participate in answering an icebreaker question. After about five minutes, end the icebreaker and begin the first round of the World Café.

World Café – Dream

The first round of the World Café will be the second phase of Appreciative Inquiry, dream. During this phase, facilitators will ask about what might be in the ideal situation, building on the strengths of the community. Allow for about 30 minutes of discussion for this section. Table facilitators should take notes and encourage other participants to use the large sheets of paper and writing utensils to map out their ideas. Bring the group back to a large group discussion. Have tables share what they discussed and begin the process of changing small groups.

World Café – Design

Once participants are settled into their new groups, begin the discussion on designing the ideal. Participants should feel empowered to talk about developing what might be. Ask participants to focus on what has been working and how they can utilize those strengths to implement change. Again, allow for about 30 minutes of discussion. During this design process, it is ideal to have stakeholders interacting with the participants, this will allow the pie-in-the-sky thinking to be brought down to the realistic capacity of partner organizations and community members. Table hosts should be taking notes and encouraging other group members to do the same. Bring the group back to a large discussion. Have tables share what they discussed during the design phase. Ask Table hosts to put the pieces of paper on display for everyone to view. Facilitators should be taking notes to identify key themes.

World Café – Ending

If providing a meal, do so at the end. The group should still be buzzing from the previous conversations, and it is very possible that participants will continue their discussions into the mealtime. Talk about next steps, how findings from the conversation will be shared back with

participants and encourage participants to maintain their newfound connections well into the world outside of the conversation.

Continued Work – Destiny

Convene trusted messengers and stakeholders to discuss implementing any changes that were decided upon in the design. Encourage the experimentation of what might be. Continue to convene the groups as implementation begins. Continue to member check and ask the community what is working. The work will not end with the end of the World Café or the successful implementation of the design from Appreciative Inquiry. As the work progresses, note any reactions from the community. Continue occasionally meeting with the stakeholder group and community members who served as advisors throughout the original engagement process.

After some time has passed, begin the process again. The start of this second round of Appreciative Inquiry and community engagement may be structured differently than the first round. Consider the successes and shortcomings of your original process and let them inform how you begin the next round of Appreciative Inquiry. You may not have to do a second round of asset mapping. Still, the group of stakeholders and the community advisors may need to be changed to align with the community or project, or you may discover that you only initially engaged some potential stakeholder groups. There is also a chance that original participants may no longer wish to work on the project, and they should feel free to leave the group as they want to.

Opportunities for Further Research

The research done for this project is minimal; the evaluation process happened over one summer with one specific population. It would be helpful to test this theory with another population. Having more time to plan the engagement activities and training the community

leaders who will be leveraged in surveying and interviewing may lead to more reliable qualitative data for informing the Community Conversation. Clearly defining that the work will be rooted in Appreciative Inquiry to inform Asset-Based Community Development at the start allows evaluators to be more specific and direct in developing their survey and interview questions and process. Having a more clearly defined *discovery* phase could lead to a Community Conversation that gets deeper to the core of assets of the community in discussions. Further, following the true World Café model, having participants move from table to table, allowing for the proper cross-pollination of ideas, could create a more robust community conversation. If the opportunity presents itself, continuing to engage with the community after the implementation of the *destiny* phase allows the institution to work with the community to tweak any development that they have made to better fit the community's wants.

The residents of Glendale Townhomes live within the context of being low-income, primarily immigrant, and a community targeted for engagement by multiple non-profit and governmental organizations. It would be interesting to see this targeted engagement within a different community context, such as a neighborhood association or a small town. Operating a World Café Community Conversation informed by Appreciative Inquiry to create Asset-Based Community Development in a neighborhood that has more diversity in socioeconomic status, race and ethnicity, and other demographic factors may lead to more dynamic change. The residents of Glendale Townhomes all, for the most part, know each other or have their specific community within the larger community context that they have created for themselves, the Community Conversation that was hosted in August of 2022 did offer some bridging of these micro-communities. Still, it was limited to one occasion. A larger neighborhood context could allow for more community bridging by hosting more than one Community Conversation and

enforcing participants to sit with people with whom they do not have a strong pre-existing relationship.

Adding more rounds of surveying and interviewing to hone in on community and individual motivations to strengthen the community's interest in participating and sharing their gifts in designing the community's future. More rounds of conversations give more opportunity for those who participated in the discussion to connect with their neighbors and influence the decisions that are being made in their community. Ideally, formal or informal community organizations should be voluntary, though compensation is a valuable tool to spark initial interest in joining the organization.

Final Remarks

Asset Based Community Development naturally emphasizes the good within a community and utilizes that good to create change. Community development is based on the idea that an outsider cannot understand the situation of a community as an outsider; having stakeholders and community members engaged from the outset of creating change within the community might make more sustainable programs that are culturally appropriate and what the community wants. Communities are often surveyed by organizations on specific topics, but they may forget about the survey or not continue to pay attention to see if any change has been made. Survey fatigue can occur easily if a community is seen as a hotbed for potential change, so what can make an engagement process stand out? Convening stakeholders, utilizing trusted messengers, and being transparent with the project's purpose with community members will already make a project stand out as intentional within a community. Ensuring community engagement is fun, low-burden, iterative, and valuable will help ensure community members

stay involved in the development process. An advantageous way to gather feedback and create programs the community will accept is to engage them in a formal conversation.

Further, utilizing the methods of World Café and Appreciative Inquiry combined will emphasize the good of what already exists in the community, what could be in the community, and how the community will reach success. Having community members and stakeholders from organizations that serve the community participate in the engagement and evaluation process allows those who are doing the research to have a community that is engaged and inspired to create change.

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Appendix A - Resident Champion MOU

The Minneapolis Health Department is working closely with MPHA, Volunteers of America, and Eastside Neighborhood Services to make it easier for Glendale Townhomes residents to access nutritious foods, health programming, and healthcare services. You have been selected to serve as a “Resident Champion” to share your experiences as a Glendale resident and help support resident outreach efforts this summer.

Each Resident Champion will have the opportunity to earn up to \$525 for completing the following activities:

Activity	Timeline	#hrs	Payment
Provide feedback to MHD staff on resident outreach efforts throughout the summer	6/22/22 – 9/29/22	4 hours	\$60 (\$15/hr x 4 hr = \$60)
Complete a short health survey	By 6/30/22	30 minutes	\$7.50 (\$15/hr x 0.5 hr = \$7.50)
Recruit 10 Glendale residents and help them complete a short health survey	By 6/30/22	10 hours	\$150 (\$15/hr x 10 hr = \$150)
Complete a short health interview with MHD staff	By 7/16/22	30 minutes	\$7.50 (\$15/hr x 0.5 hr = \$7.50)
Recruit 10 Glendale residents to participate in a short health interview	By 7/16/22	5 hours	\$75 (\$15/hr x 5 hr = \$75)
Assist MHD staff in conducting short health interviews with 10 Glendale residents	By 7/16/22	5 hours	\$75 (\$15/hr x 5 hr = \$75)
Participate in a community meeting	By 8/31/22	2 hours	\$30 (\$15/hr x 2 hr = \$30)
Recruit 10 Glendale residents to participate in a community meeting	By 8/31/22	5 hours	\$75 (\$15/hr x 5 hr = \$75)
Participate in 3 meetings or phone calls with MHD to determine health priorities	By 9/15/22	3 hours	\$45 (\$15/hr x 3 hr = \$45)

Appendix B - Resident Survey Questions

Nutritious Foods:

These services currently exist in your neighborhood. Do you use them?

	Yes	No
Food shelf at Glendale		
Fresh Thyme grocery store		
SNAP-EBT debit card for food		
Farmers markets and Market Bucks coupons		
Free summer meals for kids at Pratt School and Luxton Park		
Free fresh produce give aways during the summer		

If you do not use these resources, why not?

	Did not know about it	Too expensive	Difficult to access	Not culturally appropriate
Food shelf at Glendale				
Fresh Thyme grocery store				
SNAP-EBT debit card for food				
Farmers markets and Market Bucks coupons				
Free summer meals for kids at Pratt School and Luxton Park				
Free fresh produce give aways during the summer				

How would you rate the food you eat? (1 – 10 scale, with 10 being best)

Would you benefit from any of the following resources?

	Yes	No
Grocery or prepared meal delivery service		
Grocery store or farmers market at Glendale		
Nutrition information and classes		
Drinking fountains with water bottle fillers		
More/different options at the food shelf		
Transportation to grocery store or farmers market		
Community garden space and tools		
Resources to make healthy food cheaper		

What other healthy food resources would you like to see in. your neighborhood?

Health and Wellness

These resources currently exist in your neighborhood. Do you use them?

	Yes	No
On-site social worker		
On-site community health worker		
Primary care/family doctor		
Primary care at People's Center Clinics and Services		
Primary care at MHealth Fairview		
Primary care at HealthPartners		
Primary care at Community University Health Care Center (CUHCC)		
Primary care at Hennepin Healthcare (HCMC)?		
Other primary care:		

If you do have a doctor, what clinic do you visit?

If you do not use these resources, why not?

	Did not know about it	Too expensive	Difficult to access	Not culturally appropriate
On-site social worker				
On-site community health worker				
Primary care/family doctor				

How would you rate your overall health and wellness? (1-10 scale, with 10 being best)

Would you benefit from any of the following resources?

	Yes	No
Walking club		
Group exercise classes		
Group wellbeing classes		
Bike skills classes – learn to ride a bike		
Chronic disease screening		
Support for accessing healthcare		
Support with transportation		
Individual sessions with a community health worker		
Group sessions with a community health worker		
Consultation with a pharmacist about your medications		
Chronic disease self-management support (to control diabetes or hypertension)		

What would you like to see improved about your health and wellness?

Communication and Engagement

These resources currently exist in your neighborhood. Do you use them?

	Yes	No
Luxton Park and Community Center		
Group texts from MPHA		

Community events		
Monthly Glendale resident meetings		
Prospect Park Neighborhood Association meetings and events		

If you do not use these resources, why not?

	Did not know about it	Too expensive	Difficult to access	Not culturally appropriate
Luxton Park and Community Center				
Group texts from MPHA				
Community events				
Monthly Glendale resident meetings				
Prospect Park Neighborhood Association meetings and events				

How would you rate communication and engagement in your neighborhood? (1-10 scale, with 10 being best)

Would you benefit from any of the following resources?

	Yes	No
Opportunities to participate in decision making about your neighborhood		
Printed materials (newsletters, flyers)		
Neighborhood social media		
Community events for Glendale Residents		

What other communication and engagement resources would you like to see in your neighborhood?

Ending question: are you interested in participating in a short interview in July to give additional thoughts and ideas about health and wellness programs and services for Glendale residents? If yes, please record name and phone number or email address.

Appendix C – Resident Interview Questions

In our survey, we learned that Glendale residents are getting healthcare in a log of different ways. We are hoping that you can help us understand more about how you access healthcare.

1. What is your experience with healthcare?
2. Do you have a primary doctor that you visit? If so, where?
3. When you have a question about your health, what do you do?
4. Do you know what you can do with a Social Worker or Community Health Worker?
5. Will a Community Health Worker, Social Worker, and primary care doctor meet all your healthcare needs? If not, why?

In our survey, we learned that the affordability of, access to, and awareness of food resources are barriers to eating healthily for Glendale residents. We are hoping that you can help us understand how to make this better.

1. What would make the food resources you want easier to access for you?
2. Where do you get your food?
3. Do you know what Farmer's Markets are and how to access them?
4. Do you use a grocery or prepared food home delivery service? Do you know which ones are available in your area?
5. Do you know about SNAP benefits and how to use them?

In our survey, we learned that Glendale residents receive information from many sources (including social media, tv, group texts, print flyers, and word of mouth). We are hoping that you can help us understand the best way to communicate about health and food services.

1. How do you receive information best?

Appendix D – Community Conversation Guide for Facilitators

Dreaming (visioning what could be) – 5 minutes

Ice Breaker: think about a time that you felt healthy and share if with your group.

Prompt: describe what *healthy* felt like, where you were, who was with you, and what you were doing.

Instructions:

- Invite everyone at your table to introduce themselves and answer the icebreaker
- Write down key words and phrases as participants share their responses

Designing (discussion what should be) – 30 minutes

Question 1: what do you use to be healthy?

Prompt: use the icons on the table to describe your answer. The icons represent different tools that you might use to be healthy. For example, when you're sick, you might call a family member for advice (telephone icon), or visit your doctor (doctor icon). To keep yourself from getting sick you might exercise (weight icons), eat health (fruit icon), or visit a park with your family (park icon).

Instructions:

- Read the question and the prompt
- Give everyone at the table time to reflect on the question individually (1 minute)
- Give everyone at the table time to reflect on the question individually (1 minute)
- Have a group discussion about the question (4 minutes)
- Pick out icons and arrange them on the large flip chart paper to reflect the group's experiences. Use post-it notes to add new ideas (10 minutes)

Write down detailed notes during the discussion. **Question 2:** what exists in your ideal food environment?

Prompt: use the icons on the table to describe your answer. The icons represent different things that you might want to see in your ideal food environment. For example, you may want to have fresh produce (fruit icon), family meals (table icon), transportation to the grocery store (bus icon), and food that is affordable (dollar sign icon). Think about the whole food environment when you're answering.

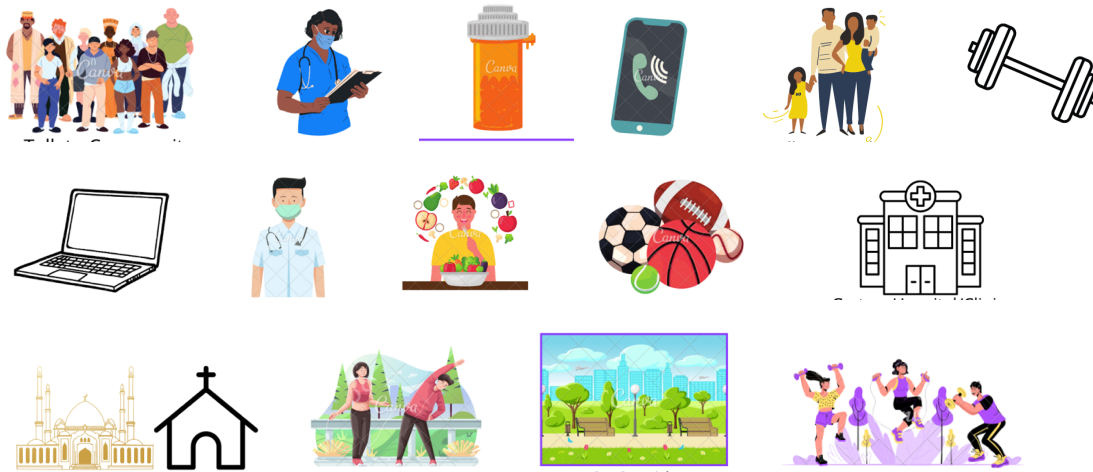
Instructions:

- Read the question and the prompt
- Give everyone at the table time to reflect on the question individually (1 minute)
- Give everyone at the table time to reflect on the question individually (1 minute)
- Have a group discussion about the question (4 minutes)
- Pick out icons and arrange them on the large flip chart paper to reflect the group's experiences. Use post-it notes to add new ideas (10 minutes)
- Write down detailed notes during the discussion

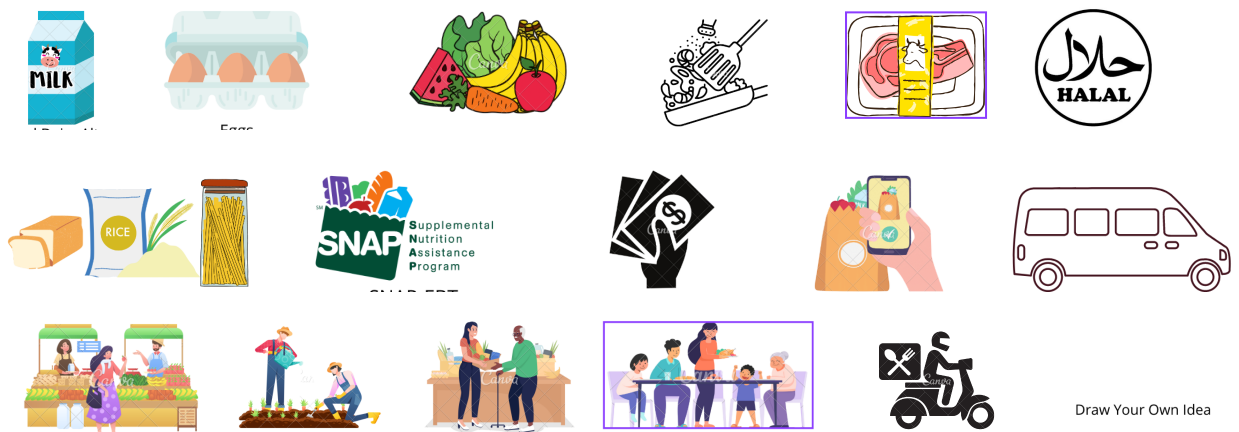
Appendix E – Icons Used for Community Conversation

All icons used were sourced from Canva, an online graphic design tool.

Health Icons



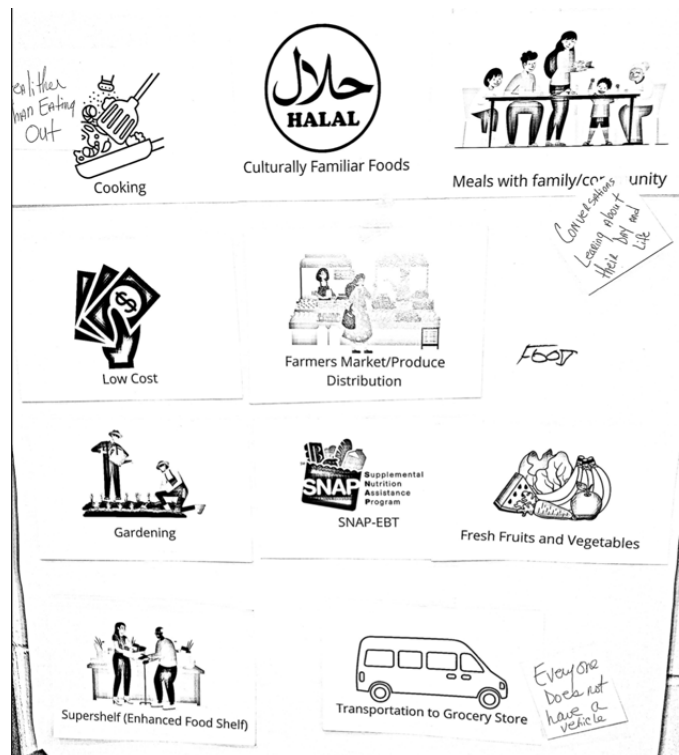
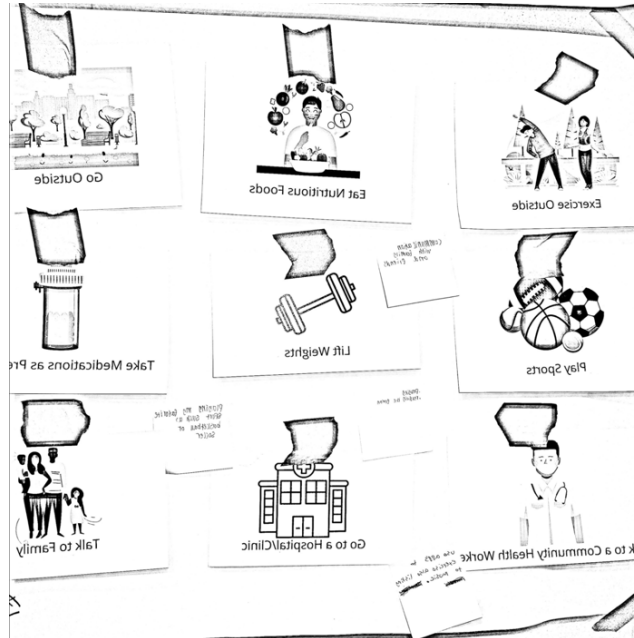
Food Environment Icons



Draw Your Own Idea

Appendix F – Example of Final Table Sheets from Community

Conversation



Appendix G – Dot Voting Results

