

Shaping the Future Together: TIERS Framework for Practical Public Engagement at the Local Level



The Institute for Local Government (ILG) has developed a framework to support and assist any local government with planning and executing public engagement efforts. The Framework consists of five pillars for successful community engagement: Think, Initiate, Engage, Review and Shift.

Why TIERS? The TIERS Framework has been developed in direct response to what we have heard from local elected officials and staff across California. In 2015, ILG conducted a statewide survey and found that 69 percent of respondents said they do not have the sufficient staff, knowledge and financial resources for public engagement. These findings mirrored the results of a 2013 ILG & Public Agenda survey which found that 69 percent of respondents thought a lack of resources and staff could stand in the way of a deliberative [public engagement] approach.

Further, there is a lack of standard best practices for authentic and effective public engagement, which leads to a lack of common understanding of what public engagement is and how to approach it. The TIERS Framework and its companion program, the TIERS Learning Lab, provide a step-by-step approach to public engagement.

How Can Your Agency Benefit from Public Engagement?

Local governments will benefit from public engagement in the following ways:

- Improved local agency decision making and actions, with better impacts and outcomes
- More community buy-in and support, with less contentiousness
- Better identification of the public's values, ideas and recommendations
- More informed residents
- More constructive discussion and decision making
- Faster project implementation with less need to revisit again
- More trust in each other and in local government
- Higher rates of community participation and leadership development



THINK

Step 1: Self-Assessment

- Public Engagement Project Assessment
 - Quick Assessment (1-4 hours)
 - Deeper Assessment (8 hours to 6 weeks)
 - *Template Provided*
- Agency Assessment
 - Davenport Institute's "How are WE Doing?" assessment tool

Step 2: Consider Public Engagement Approach

- Draft Public Engagement Approach for your Specific Effort
 - *Template Provided*
- Draft Public Engagement Approach for Agency Wide Application
 - Review your agency's public engagement policies and practices, including current staffing
 - Conduct an analysis of the public engagement functions and needs across your agency

Step 3: Contemplate Community Landscape

- Create or update a list of local community based organizations (CBOs) and others to inform outreach efforts
- Identify diverse locations to hold meetings with target audiences in mind
- *Template Provided*



INITIATE

Step 1: Draft Public Engagement Approach

- Choose a mix of in-person and online activities
 - Consider the timeline, budget, staff time implications (your department and other departments as applicable)
 - Who will facilitate events? Who/ how will data gathered be input, analyzed, summarized?
 - What might go wrong? How might your approach mitigate for challenges?
 - *Template Provided*

Step 2: Develop Outreach Plan

- Create an Outreach Plan
 - Consider what you know from your 'community landscape' listing; who you are trying to reach, how much time and money available
 - *Template Provided*

Step 3: 'Reality Check'

- Are there local, state or federal laws or regulations you need to consider?
- Are there internal organizational 'politics' or challenges to take into consideration?
- Are there larger 'Political' issues to keep in mind?
 - For example: Is there an upcoming election? A significant recent incident?

“Society is strongest when we all have a voice. Engaged communities are often more vibrant and healthier.”

- The James Irvine Foundation



ENGAGE

Step 1: Implement Outreach Plan

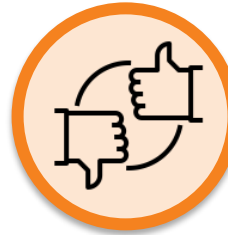
- Implement your plan, prioritizing outreach
- Ensure targeted audiences are represented (authentically) within your plan
 - Double check with local leaders to ensure authentic voices are reached

Step 2: Implement Public Engagement Approach

- Execute your plan; ensure roles are clear; adjust as appropriate
- *Template Provided*

Step 3: 'Reality Check'

- Are there internal organizational 'politics' or challenges that have changed and need to be considered?
- Check in with key community leaders on a regular basis to understand new or coming issues; mitigate accordingly



REVIEW

Step 1: Evaluate Public Engagement Approach

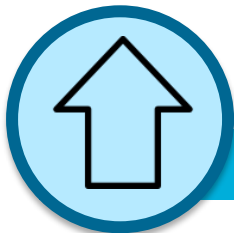
- What worked? What could have gone better? See ILG resources like Rapid Review Worksheets
- Is training needed for any staffers in order to execute more effectively in the future? (e.g. facilitation skills; graphic design; survey question construction; meeting design)

Step 2: Evaluate Outreach Plan

- What worked? What could have gone better?
- Is training needed for any staffers in order to execute more effectively in the future? (e.g. challenging people; communications skills; small group facilitation)
- Are there community leaders with whom the agency should build stronger ties?

Step 3: What Barriers Did You Overcome?

- What internal organizational barriers did you overcome?
- What other political barriers did you overcome?



SHIFT

Step 1: Internal Organizational

- Consider beneficial organizational shifts
 - For example: public engagement assigned within job description(s); commitment to train electeds and staff in public engagement policy and/or skills; ongoing communication strategies that go beyond traditional methods such as ethnic media
 - Send out periodic surveys to understand satisfaction with public engagement related efforts and policies
 - Ask for help when needed from organizations like ILG, Davenport Institute and/or consultants

Step 2: External |Your Community

- Consider beneficial shifts in external relations
 - For example: set and track metrics related to in-person and phone meetings with diverse and underrepresented community members, choose time bound goals; engage with local leadership programs

Step 3: Policy Change

- Consider policy review/ change/ adoption
 - Commitment to review public engagement related policies if they have not been systematically reviewed in the last ten years; Adopt a resolution demonstrating commitment to public engagement

TIERS Public Engagement Learning Lab

The TIERS Public Engagement Learning Lab is an interactive, results-oriented 6 month program led by ILG that provides participants in California local government with hands-on instructions, exclusive TIERS public engagement tools, individualized support of your public engagement project, follow up private consulting, and peer-to-peer learning.

Program Benefits + Takeaways:

- 1 Reframe your public engagement from a necessary burden to a beneficial and productive process
- 2 Learn new tactics and tools to manage and respond to diverse viewpoints and navigate contentious stakeholders
- 3 Learn how to drive higher turnout for your big events
- 4 Gain new ideas and digital strategies to move your public engagement 'Beyond the Usuals' and reach new residents and stakeholders
- 5 Increase your organization's internal buy-in for your public engagement work
- 6 Connect with others in your region to share real-world case studies and provide mutual support for successful public engagement work

To learn more about the TIERS Learning Lab and other training opportunities in your region, please contact ILG's Public Engagement Program at publicengagement@ca-ilg.org

About the Institute for Local Government

The Institute for Local Government's (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

To access the Institute's resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.

The TIERS Framework was developed with a generous grant from The James Irvine Foundation.



THINK

Initial Assessment

Purpose of this template: To contemplate the various components, resources and constraints that come into play when planning a public engagement process.

Directions: Fill in the document the best you can; you do not need to go in order.

Category	Fill in if applicable	Note
Title of effort		Internal title or formal title.
Time horizon		Weeks/ months.
Geographic focus		Whole jurisdiction or subsection; be specific.
Target outreach groups		E.g.: Homeowners, renters, youth, ethnic groups, business owners, parents of afterschool program recipients.
Level of public input desired	<i>Tip: Address this category when resource constraints are clear.</i>	Could depend on: the amount of time/ resources available; significance of issue; what just happened or is coming soon with other engagement. See also IAP2 Engagement Spectrum

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Potential components of in person engagement		E.g.: Small meetings with stakeholders, focus groups, town hall, workshops, open house, listening sessions (similar to coffee with a cop).
Digital components	<i>Tip: At a minimum have info easily accessible on your website.</i>	E.g.: Website; surveys; instant polling; ideation; etc.
Outreach efforts	See Outreach Template	
Potential locations to hold events/ meetings		E.g.: Community Centers, schools, libraries, government buildings, faith-based, community rooms at institutions such as banks, foundations, non- profits, etc.
Lead staff		Name(s); roles
Supporting staff		E.g.: PIOs, Manager’s Office, CAO’s Office, Director’s Office, I.T., printing department; utilities (for mailers), etc.
Consultant(s) (If applicable)		Name(s)/ role(s)

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Role(s) of Electeds		E.g.: Welcoming at meetings in their area, keeping those with keen interest in the loop regularly; involving elected/ their staff in planning of events.
Key stakeholders		<p>Quick list of a few key stakeholders; these folks should have various perspectives on the issue(s). Make phone calls to run these very first ideas by them. At least three phone calls (example script below)</p> <ul style="list-style-type: none"> • This is __. I’m exploring an issue and I was hoping to get some quick, initial feedback from you on it – if you have time. • It’s __Name issue __; we’ve got about __weeks/mo__ to connect with the community on their views so we are exploring how we might do that. • What are your initial, just gut level thoughts on what the (City/County/Special District) should do? • [If appropriate] Right now we are contemplating __activities... What do you think? • This is my final question, If I was going to call 3 more folks on this who do you think we should reach out to?
Budget	<p>\$:</p> <p>Staff time:</p>	<p>If no dollar budget, note ‘in house’ or in-kind resources that are important. Staffing: Be sure to consider how much time it is likely to take to input public feedback, analyze and/or theme input, and, if applicable, prepare input summary for public view.</p>



<p>Tricky potential issues</p>		<p>Consider <u>Internal challenges</u> (eg. Over these three months we are switching IT servers; over these months our Director is retiring).</p> <p>Consider <u>External challenges</u> (eg. very vocal group will be against; a business is being built in that area and residents are still upset about how that went; Measure __ failed two months ago and people might associate this with that; A recent police shooting has neighborhood on edge and especially distrustful of government).</p>
<p>Legal consideration</p>		<p>Policy or legal issues to consider- work with your legal counsel (city attorney, county council, etc.).</p>
<p>What happens with public input</p>		<p>If a resident asks “What happened to my input/ suggestion” what are you going to say.</p>

About the Institute for Local Government

The Institute for Local Government’s (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact publicengagement@ca-ilg.org

To access the Institute’s resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Public Engagement Approach “Cheat Sheet” | ILG Ideas for Activities

In Person Efforts	<p>‘Smaller’ Engagement efforts... <i>(Nabatchi & Leighninger would call it ‘thick’ participation)</i></p> <p>Examples:</p> <ul style="list-style-type: none"> ○ ‘Coffee’ meetings w 1 or 2 stakeholders ○ Small group meetings (one stakeholder group for ex) ○ House parties ○ Focus groups (informal) 	<p>Questions to ask (as applicable)</p> <ul style="list-style-type: none"> ○ Who will facilitate? ○ Who will take notes ○ Who will compile comment gathered? ○ Who/ how will data be ‘themed’ and analyzed ○ How/ when will public see what happened to their comment?
	<p>‘Larger’ Public Meetings <i>(Nabatchi & Leighninger might call some of these ‘thin’ participation)</i></p> <ul style="list-style-type: none"> ○ Workshop ○ Townhall ○ Gallery Walk ○ Table Level Facilitated Groups (6-8 people per table) ○ Open Space ○ Conversation Cafe ○ Other dialogue techniques <p>(Using combinations of these approaches)</p>	<p>Questions to ask (as applicable)</p> <ul style="list-style-type: none"> ○ Who will facilitate? ○ What options provided for providing comment (hand written/ verbal/ post-it/ dots/ etc.) ○ Who will compile comment gathered? ○ Who/ how will data be ‘themed’ and analyzed ○ How/ when will public see what happened to their comment? ○ What will be done with ‘off-topic’ comments or concerns ○ What is ‘Plan B’ if there are very disruptive folks / people with very strong emotions/ concerns? ○ How will in-person input be aggregated with input received on-line? Who will do this?
Digital Efforts	<p>INFORM level... (present information)</p> <ul style="list-style-type: none"> ○ Website ○ Newsletter ○ Blogs ○ Infographics ○ Visual simulations 	<p>CONSULT level... (ask community for input on defined issue)</p> <ul style="list-style-type: none"> ○ Survey ○ Poll ○ Budget challenge
	<p>INVOLVE level... (community helps to define the issue w their input)</p> <ul style="list-style-type: none"> ○ Ideation ○ Prioritization ○ Mapping ○ Online forum ○ Trade off exercises 	<p>COLLABORATE level...(community helps decide and/or implement)</p> <ul style="list-style-type: none"> ○ Interactive community planning platforms ○ Joint data generation apps ○ Collaborative writing/ hacking ○ Neighbor to neighbor apps

More detailed examples...

Element	Staffing. # of Staffer(s);	Cost. Beyond staff time is there a cost for the element	Time. How time intensive?. 1-5 (1 less intensive, 5 very intensive)
[Example] Survey Monkey (internal)	1 or 2 staffers (draft and review)	No. Our agency already has a subscription	1. Won't take too long to draft and send
[Example] 'Coffee meetings' w 10 key stakeholders	2 lead staffers. Some meetings together; some divided.	Very little. (coffee!) Travel.	1-3. depends on project
[Example]Tech Engagement Tool - Budget	All immediate team members; IT staffer(s)	8-30k for vendor services	5 because of all the folks we will need to keep in the loop

Examples of organizations that provide facilitation (or conflict resolution) skills training: (ILG does not endorse providers) See resource table for handouts.

- ❖ IAP2. Annual North America skills symposium (generally in February or March).
- ❖ Community at Work / Sam Kaner.
- ❖ CSAC Institute. Offers facilitation skills training periodically. <http://www.counties.org/csac-institute-excellence-county-government>
- ❖ Pepperdine School of Public Policy. July 28-30, 2017. Advanced Public Engagement.
- ❖ Annette Straus Institute / Larry Schooler. 3-day Public Engagement Training.
- ❖ Peninsula Conflict Resolution Center. Community/ Civic Engagement training and Mediation/ Facilitation Skills training.
- ❖ UC Davis Collaboration Center. Professional concentration in conflict resolution; classes in facilitation, mediation and community engagement.
- ❖ Converge CRT / Deb Marois. Facilitation and collaboration.

Other Resources that May Be of Interest

For creating surveys, Likert scale examples:

<http://www.extension.iastate.edu/Documents/ANR/LikertScaleExamplesforSurveys.pdf>

Finding ethnic media outlets (ILG does not endorse any of these websites)

<http://diycampaigns.com/media-outlets/radio-stations/>

<http://radio-locator.com>

[https://en.wikipedia.org/wiki/Category:Spanish-language media in California](https://en.wikipedia.org/wiki/Category:Spanish-language_media_in_California)

<http://newamericamedia.org/network/>

<http://www.abyznewslinks.com/vietn.htm>

<http://thehmongtribune.com/> (559 phone number)

<http://hmongtvnetwork.com/> (broadcast fr Fresno)

Interesting report, The Ethnic Media in America: The Giant Hidden in Plain Sight ;

https://www.americanprogress.org/wp-content/uploads/kf/POLL_EXECUTIVE_SUMMARY.PDF

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



About the Institute for Local Government

The Institute for Local Government's (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact Madeline Henry at mhenry@ca-ilg.org

To access the Institute's resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.





THINK

Community Landscape

Purpose of this template: To document the wide variety of potential stakeholder groups in your community. This will help to ensure those you target in your **outreach plan** are reflective of the diversity in your community.

Directions: Fill out sheet to the best of your ability. After initial attempt, connect with stakeholders to fill in gaps, check assumptions.

Example Type	Fill in if applicable	Examples
Adult education		Community College, Adult training programs
Agricultural groups / associations		Almond Growers Association
Arts groups		Music, visual, dance, theatre, ethnic, etc.
Business (large)		Corporations, large farms, big box retailers, tech companies, warehouses, factories, universities, hospitals
Business (Small)		Restaurants, family-owned retail, hair salons, pet grooming, etc.
Chamber(s) of Commerce		Some areas have more than one.

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Example Type	Fill in if applicable	Examples
Community Based Organizations		Non-profits, Neighborhood Organizations
Community health and wellness		Hospitals, clinics, dentists, bike and running groups, etc.
Environmental groups		Sierra Club, Friends of the River, etc.
Ethnic media		Radio, TV, Print, Prominent Digital
Ethnic oriented community groups/ centers		Reference could be census info on ethnic breakdown (Latino, Vietnamese, Korean, etc.) e.g Assyrian American Association
Faith based		Churches, Synagogues, Mosques, etc.
Food banks		Or other locations to connect with working poor
Libraries		Individual libraries, friends of the library groups
Gay, lesbian, bisexual groups		CSU San Bernardino Pride Center, Rainbow Pride Youth Alliance, gaycentralvalley.org, MoPride Inc.
Good government groups		League of Women Voters
Immigrant related organizations		Advocacy groups; Legal service providers

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Example Type	Fill in if applicable	Examples
Informal Leaders		Folks on boards of community groups; youth sports coaches
Labor organizations		Unions
Parks and recreation		Department within local jurisdiction
Disability organizations		Advocacy groups, Independent Living Centers
Safety		Community Emergency Response Teams (CERT)
Schools		Superintendent level, district, individual schools, PTA
Senior citizen groups		Senior centers, clubs,
Service clubs		Rotary, Kiwanis
Social equity / Social justice		Social Justice Research Partnership, Girls Fly!, Fathers and Families of San Joaquin
Other municipalities		Water districts, cemetery districts, air, recreation, Police, Fire Dept.
Sports groups		Youth sports such as soccer, volleyball; Adult rec leagues, Senior leagues

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Example Type	Fill in if applicable	Examples
Veterans		American Legion, veterans centers, VA hospital, advocacy groups
Youth - After school related		Youth Boxing league
Youth- other		Early Childhood Education – First 5
Other:		Knitting clubs; book clubs

Double check: do the people/groups on your community landscape list (above) reflect the diversity in your community?

- Socioeconomic
- Race/Ethnicity
- Geographic
- Gender
- Age
- Other

About the Institute for Local Government

The Institute for Local Government’s (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact publicengagement@ca-ilg.org

To access the Institute’s resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Public Engagement Approach “Cheat Sheet” | ILG Ideas for Activities

In Person Efforts	<p>‘Smaller’ Engagement efforts... <i>(Nabatchi & Leighninger would call it ‘thick’ participation)</i></p> <p>Examples:</p> <ul style="list-style-type: none"> ○ ‘Coffee’ meetings w 1 or 2 stakeholders ○ Small group meetings (one stakeholder group for ex) ○ House parties ○ Focus groups (informal) 	<p>Questions to ask (as applicable)</p> <ul style="list-style-type: none"> ○ Who will facilitate? ○ Who will take notes ○ Who will compile comment gathered? ○ Who/ how will data be ‘themed’ and analyzed ○ How/ when will public see what happened to their comment?
	<p>‘Larger’ Public Meetings <i>(Nabatchi & Leighninger might call some of these ‘thin’ participation)</i></p> <ul style="list-style-type: none"> ○ Workshop ○ Townhall ○ Gallery Walk ○ Table Level Facilitated Groups (6-8 people per table) ○ Open Space ○ Conversation Cafe ○ Other dialogue techniques <p>(Using combinations of these approaches)</p>	<p>Questions to ask (as applicable)</p> <ul style="list-style-type: none"> ○ Who will facilitate? ○ What options provided for providing comment (hand written/ verbal/ post-it/ dots/ etc.) ○ Who will compile comment gathered? ○ Who/ how will data be ‘themed’ and analyzed ○ How/ when will public see what happened to their comment? ○ What will be done with ‘off-topic’ comments or concerns ○ What is ‘Plan B’ if there are very disruptive folks / people with very strong emotions/ concerns? ○ How will in-person input be aggregated with input received on-line? Who will do this?
Digital Efforts	<p>INFORM level... (present information)</p> <ul style="list-style-type: none"> ○ Website ○ Newsletter ○ Blogs ○ Infographics ○ Visual simulations 	<p>CONSULT level... (ask community for input on defined issue)</p> <ul style="list-style-type: none"> ○ Survey ○ Poll ○ Budget challenge
	<p>INVOLVE level... (community helps to define the issue w their input)</p> <ul style="list-style-type: none"> ○ Ideation ○ Prioritization ○ Mapping ○ Online forum ○ Trade off exercises 	<p>COLLABORATE level...(community helps decide and/or implement)</p> <ul style="list-style-type: none"> ○ Interactive community planning platforms ○ Joint data generation apps ○ Collaborative writing/ hacking ○ Neighbor to neighbor apps

More detailed examples...

Element	Staffing. # of Staffer(s);	Cost. Beyond staff time is there a cost for the element	Time. How time intensive?. 1-5 (1 less intensive, 5 very intensive)
[Example] Survey Monkey (internal)	1 or 2 staffers (draft and review)	No. Our agency already has a subscription	1. Won't take too long to draft and send
[Example] 'Coffee meetings' w 10 key stakeholders	2 lead staffers. Some meetings together; some divided.	Very little. (coffee!) Travel.	1-3. depends on project
[Example]Tech Engagement Tool - Budget	All immediate team members; IT staffer(s)	8-30k for vendor services	5 because of all the folks we will need to keep in the loop

Examples of organizations that provide facilitation (or conflict resolution) skills training: (ILG does not endorse providers) See resource table for handouts.

- ❖ IAP2. Annual North America skills symposium (generally in February or March).
- ❖ Community at Work / Sam Kaner.
- ❖ CSAC Institute. Offers facilitation skills training periodically. <http://www.counties.org/csac-institute-excellence-county-government>
- ❖ Pepperdine School of Public Policy. July 28-30, 2017. Advanced Public Engagement.
- ❖ Annette Straus Institute / Larry Schooler. 3-day Public Engagement Training.
- ❖ Peninsula Conflict Resolution Center. Community/ Civic Engagement training and Mediation/ Facilitation Skills training.
- ❖ UC Davis Collaboration Center. Professional concentration in conflict resolution; classes in facilitation, mediation and community engagement.
- ❖ Converge CRT / Deb Marois. Facilitation and collaboration.

Other Resources that May Be of Interest

For creating surveys, Likert scale examples:

<http://www.extension.iastate.edu/Documents/ANR/LikertScaleExamplesforSurveys.pdf>

Finding ethnic media outlets (ILG does not endorse any of these websites)

<http://diycampaigns.com/media-outlets/radio-stations/>

<http://radio-locator.com>

[https://en.wikipedia.org/wiki/Category:Spanish-language media in California](https://en.wikipedia.org/wiki/Category:Spanish-language_media_in_California)

<http://newamericamedia.org/network/>

<http://www.abyznewslinks.com/vietn.htm>

<http://thehmongtribune.com/> (559 phone number)

<http://hmongtvnetwork.com/> (broadcast fr Fresno)

Interesting report, The Ethnic Media in America: The Giant Hidden in Plain Sight ;

https://www.americanprogress.org/wp-content/uploads/kf/POLL_EXECUTIVE_SUMMARY.PDF

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



About the Institute for Local Government

The Institute for Local Government's (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact Madeline Henry at mhenry@ca-ilg.org

To access the Institute's resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.





INITIATE

Meeting Logistics Template

Purpose of this template: To help you think through logistical preparation for an in person meeting.

Directions: Fill out sheet to the best of your ability.

Item	Fill in if applicable	Note
Meeting locations		Consider nontraditional locations; avoid 'city hall' or headquarters if possible.
Legal check		Must be ADA compliant.
Room set up		Does room accommodate the set up you want. Enough tables, chairs? What size tables? Rectangle? Round? Table clothes needed or not? Avoid 'classroom' or theatre style seating if possible. Rounds of 8 to 10 are good default.
Signage		Can you post signs to help people find location?

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Item	Fill in if applicable	Note
Wall space accessibility		Are you allowed to put tape on wall (blue painters tape)? Are there impediments like columns or permanent artwork that could be problematic?
Natural light		Ideal space has natural light.
Refreshments		Important to have refreshments; if not allowed in room is there an adjacent room or foyer that allows refreshments? Consider cultural overlay.
Transportation		Ideal location should be easy to access by multiple modes of transportation.
Childcare		Ideal location accommodates childcare.
Interpretation		Do you need to consider an interpreter? For how many languages? Is someone under contract now?



Item	Fill in if applicable	Note
Cultural competency		Given target audience are their cultural considerations?
Audio Visual (A/V)		Do you have audio visual needs; microphone. If using mics have AT LEAST two. Do you have a computer? Do you need a screen to project onto? Is there internet access in the building?
Registration		How will sign in (if at all) or other welcoming work? Will there be handouts?
Note taking		Who will take notes? What training do they have? Are expectations about level of detail clear? Is same person who is taking notes at meeting / event 'finishing' them for public consumption? Will the notes be sent out to participants or posted somewhere?
Plan B and C		What could go wrong? Create "Plan Bs" for everything you can think of.



About the Institute for Local Government

The Institute for Local Government's (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact publicengagement@ca-ilg.org

To access the Institute's resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments

THINK

INITIATE

ENGAGE

REVIEW

SHIFT



INITIATE

Outreach Template

Purpose of this template: To identify the communication outlets that make sense for your public engagement effort.

Directions: Read through the tips and then fill out the tables the best you can; you do not need to go in order.

Outreach Questions to Consider

- What level of engagement is your agency looking to create? The spectrum ranges from informing residents to consulting them to empowering them to make a decision.
- What resources does your agency already have on-hand? Are there funds to acquire additional resources?
- Are there existing outreach efforts underway that can be utilized for this new effort?
- Is there a stakeholder/interested group already providing related outreach that can be partnered with?
- Do the proposed outreach activities fit with what you know about the needs of the target populations?
- Remember: When designing outreach activities for your community, one size doesn't fit all. Using a combination of different media types can increase the chance that you will reach beyond the usual participants.

Types of Media to Consider

Category	What It Is	How to Use It
Earned media	Also called free media, this is publicity gained through editorial influence.	Reach out to the community, talk to people one-on-one and to groups at their meetings. Encourage word of mouth amongst residents. Speak to leaders from a wide range of groups (such as school, business, faith based, advisory boards, task forces, health and neighborhood).
Ethnic media	Produced by and for immigrants, racial, ethnic and linguistic groups.	Identify which groups of community members you hope will attend based on demographics and/or who could be affected by the project. Translate outreach materials as needed and share with appropriate community groups. For tips of partnering with ethnic media view this tip sheet .

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Owned media	Communication channels that are within one's control, such as websites, blogs, or email.	Use local government agency accounts in online social networks (e.g., Twitter, Facebook, Instagram etc.) Send relevant information out in a timely manner via e-blasts, press releases, blog posts, etc.).
Social media	Websites and applications that enable users to create and share content or participate in social networking.	Announce the meeting and invite people using pages/accounts in online social networks (e.g., Twitter, Facebook, Instagram). Include directions, transit routes and suggestions about parking.

Tools to Consider

Consider using the following tools as appropriate. Utilize at least three different categories, and as many tools as makes sense.

Category	Examples	Brainstorm List For Your Project	How You Will Execute
[Example] Print		Utility Mailer	What is timeline for inclusion? Is an amendment needed to graphic designer's contract? Who needs to review?
Print	Brochures, Fact Sheets, News Releases, Feature Articles, Inserts, Flyers, Newsletters, Letters to the Editor, Direct Mailing		
Electronic	Public Service Announcements (PSAs), Videos, Emails, Radio Interviews, Public Television, Online Bulletin Boards, Social Media, Website, E-Newsletter, Surveys		

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Category	Examples	Brainstorm List For Your Project	How You Will Execute
Visuals	PowerPoint slides, Photos, Displays, Exhibits, Poster/ billboards, Signs		
Personal contact	Workshops, Presentations, Meetings, Interviews, Surveys, Press Events, Conferences, Community Events		

About the Institute for Local Government

The Institute for Local Government's (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact publicengagement@ca-ilg.org

To access the Institute's resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments





ENGAGE

Facilitation Plan Template

Purpose of this template: To develop a plan for an effective (and smooth running) meeting and plan for what might go wrong.

Directions: Use this template to begin creating a facilitation plan similar to the table below. The following tips provide guidance and things to consider when planning a meeting/event. After the initial attempt at a facilitation plan, it is a good practice to connect with stakeholders to fill in gaps and check your assumptions.

Draft Facilitation Plan

#	Time	Amount of time (# of minutes)	Agenda Item	Lead Person	Notes
1	9:00	15 mins	Welcome and Introductions	Sarah Rubin, Facilitator	Blah, blah...
2	9:15				

Tips for Planning and Facilitating Meetings

What is a facilitator?

A person who focuses on the structure of a meeting and group processes; this allows participants to focus on substance and move effectively toward their desired outcomes. A key role the facilitator plays is to recognize what meeting processes or tools are needed and when to use them.

A facilitator can play a number of roles:

- Scribe
- Record
- Timekeeper
- Lead discussion
- Keep a queue for comment

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments

THINK

INITIATE

ENGAGE

REVIEW

SHIFT

The facilitator can plan and facilitate. Key components are outlined below. The facilitator needs to be careful not to be perceived as “an advocate for the project”. Or if they are an advocate, to be clear about that up front. It is best, however, in the spirit of public participation if the role of the facilitator is to assist with the process of gaining all perspectives and see if there is a path to building consensus.

Planning Meetings

Initial Preparation

Item	Fill in
Why is the meeting being held?	
What is the purpose of the meeting? Why are we gathering?	
What tasks are planned?	
What are the goals of the meeting?	
Is this meeting part of a larger goal/ effort?	
Who is invited? Are the right people there?	
When is the meeting to be held? How much time is planned for the meeting? Is it the right amount of time?	
Where is the meeting to be held? Is location appropriate?	
Is the meeting room set up properly?	

Public Agenda

The agenda that will be distributed to the meeting participants and/or public.

Annotated or Facilitators Agenda

As seen at the top of page 1, this type of agenda can include all the detail you desire. If it helps you to feel more confident, you can write out your talking points in the notes area of the annotated agenda or facilitation plan.

Developing Desired Meeting Outcomes

Meeting goals or desired outcomes can be developed before, during, or after you outline your meeting agenda. Be sure each one of your agenda items connects to a meeting goal/ desired outcome. Conversely, be sure each desired meeting outcome has a related agenda item.

Tips for Building a Successful Agenda

1. Ensure multiple voices are heard (not just yours as facilitator) as far as presenters.
2. Use icebreakers that create opportunities for participants to know who is in the room.
3. Consider appropriate length for presenters. Ideally do not present information “at” people for more than 10 minutes.
4. Will there be an opportunity for everyone to speak?
 - a. Structured opportunities for all to speak include:
 - i. Pairs. Have ‘neighbors’ (or dyads) discuss an issue
 - ii. Structured Go Around. Have each person share a thought on an issue
 - iii. [To a lesser degree but another option] Divide group into two “sides” of room (two medium size groups)
5. Consider learning styles (visual, tactile, auditory).
6. Acknowledge the efforts of those who helped plan the meeting and/or those who have completed action items from the previous meeting.
7. Provide short 5-10 minute breaks for participants every couple of hours.
8. Consider the final “take away” your most influential members will leave with.
9. Always use a method that properly closes out a meeting. Provide next steps, any follow ups and/or announcements.

Sample Agenda Template

TITLE

DATE | 9:00am-2:00pm

LOCATION

Lunch Provided

Purpose of the meeting:

Agenda

Time	Item	Lead
9:00-9:30am	Welcome <ul style="list-style-type: none"> • Introductions • Review Agenda 	_____, Program Manager; All
9:30-10:00am	Informative Agenda Item <ul style="list-style-type: none"> • Topic 1 • Topic 2 Outcomes:	Expert 1, Organization; Expert 2, Organization
10:00-10:45am	Interactive Agenda Item <ul style="list-style-type: none"> • Objectives and Desired Outcomes • Awards Program <i>Large and small group feedback</i> Outcomes:	____ (Facilitator); All
10:45-11:00am	Break	
11:00-11:20am	Informative Agenda Item <ul style="list-style-type: none"> • Topic 1 • Topic 2 Outcomes:	Expert 1, Organization
11:20am-12:15pm	Interactive Agenda Item <ul style="list-style-type: none"> • Topic 1 • Topic 2 <i>Small group breakouts.</i> Outcomes:	____ (Facilitator); All
12:15-12:45pm	Lunch	

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



12:45-1:45pm	Interactive Agenda Item <ul style="list-style-type: none"> • Topic 1 • Topic 2 <p><i>Large and small group feedback.</i></p> Outcomes:	_____ (Facilitator); All
1:45-2:00pm	Wrap Up <ul style="list-style-type: none"> • Summarize Outcomes • Next Steps • Meeting Evaluation 	All
2:00pm	Adjourn	All

Ground Rules

Ground rules help meeting participants establish appropriate ways to interact with each other during the meeting. You can suggest a set of ground rules or ask the group members if they would like to set ground rules. Example ground rules include:

- Listen to and show respect for others opinions
- No side bar conversations

Ground rules are not necessary for every meeting. It will be up to you to decide. Consider: how contentious are the issues at hand. How often will the group meet? Will new people come in and out? Will the participants remain the same?

Individual Contact

After you have created a draft agenda consider reaching out to one to three key meeting participants to ensure the desired meeting goals and related agenda content make sense to them. Adjust accordingly.

Design Team

For ongoing group meetings of a complex or controversial nature, consider having a “design team.” A design team would include two (or three) meeting participants who represent different perspectives. Having these folks participate in planning the meetings will help to ensure the meeting presents a balanced approach.

Distribute Meeting Materials

Be sure to distribute meeting materials on time. There should be agreement as to when materials will be distributed (i.e. two weeks, one week, three business days, etc.)

Refreshments

If possible, have refreshments at your meeting.

Shaping the Future Together: A Guide to Practical Public Engagement for Local Governments



Facilitating the Meeting

Arrive Early to Ensure Proper Set Up

Arrive with plenty of time to move tables around as desired, set out materials and sign-in sheets. Test any electronic equipment. Be sure to find out who to contact if your room is too hot or cold or if you have problems with any equipment. Find out where the restrooms are located. Pay attention to seating arrangement and room set up. Different room configurations work better or worse depending on the type of meeting and the level of conflict in the room.

Begin on Time/ Acknowledge Start Time

Ideally, you want to start all meetings on time. This shows respect for participants who arrive on time. There are instances where key meeting participants have not arrived and you need to delay the start of the meeting. In this case, make an announcement to the group that the meeting will begin in “about __ minutes”

Keep the Meeting on Track

Your job is to keep the meeting on track. Examples of common situations requiring intervention:

- 1) Side bar conversations
- 2) Staying on time
- 3) Never ending discussion
- 4) Returning from breaks
- 5) Challenging people

Side bar conversations

These folks might be bored. This may be because you have spent too much time on the topic, or because they are self-important, rude and unaware of the effect of their behavior on others. You cannot have an effective meeting when there are other meetings.

- Non-verbal.
 - Stand behind the people having the side bar conversation.
- Verbal.
 - Friendly reminder. “Just a reminder, we agreed to one conversation at a time today” or “We have about __ minutes of this presentation left; if everyone could please stay focused, and then we’ll have Q/A”.
 - Direct the reminder. Make eye contact, “One conversation at a time please”.
 - Personalize. “Jose, do you have a question of clarification” or “Jose, I can see you have something to contribute, when the speaker is finished I’ll put you first in the queue”.
 - If many are having side bar conversations. “Do we need to take a break?”

Staying on Time

- Off topic conversation. Consider using a “Parking Lot” list.
 - “You have raised an important issue; I am listing that on our Parking Lot list to ensure we discuss it at another time. At this time our focus is: _____.”
- Later agenda item. If something that will be covered later is brought up ask them if they can hold the thought. If it appears two agenda items should be combined, ask the rest of the group if they would like to combine them and take up the topic at hand now.

Never-ending Discussion

- Note the amount of time available for discussion at the beginning of the agenda item.
- Note how much time is left periodically during the discussion.
- Note how many additional speakers/comments you will likely have time for during the time allotted.
- If there are many in the queue, ask all to be very pointed to ensure all can contribute.
- If time looks short, ask the group what they want to do.
 - Shorten or eliminate another agenda item?
 - Take up the conversation at another meeting.
 - Extend the end time for the meeting (if so, by how many minutes).
- Acknowledge time constraint; ask if anyone need additional information before making a decision on the topic at hand.
 - If yes, more information is needed, propose another time to take up the agenda item.
 - If no, use that as an opportunity to close the discussion and move to action.

Returning from Breaks

- Do not be shy; find those in the ‘hallways’ to tell them you are starting.
- Enlist someone who is respected by others to tell folks you are starting back up.
- Find a couple key participants and start back with them; others will notice the meeting has started back up.
- Tell an individual that is in the hall you need their input on the next agenda item.

About the Institute for Local Government

The Institute for Local Government’s (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact publicengagement@ca-ilg.org

To access the Institute’s resources on public engagement, visit www.ca-ilg.org/engagement

© 2017 Institute for Local Government. All rights reserved.

THINK

INITIATE

ENGAGE

REVIEW

SHIFT



INSTITUTE FOR LOCAL GOVERNMENT

Promoting Good Government at the Local Level

PUBLIC ENGAGEMENT AND COLLABORATIVE GOVERNANCE

Assessing Public Engagement Effectiveness: Rapid Review Worksheets

Introduction: The Need for Assessing Public Engagement

Local officials are increasingly using a wide range of public engagement strategies to help them inform, consult with and deliberatively engage residents on topics such as land use, budgeting, housing, sustainability, health and environment, public safety and much more.

Typically, cities and counties devote a great deal of time and effort to the planning and delivery of public engagement processes. However, given the press of daily responsibilities, local officials often spend relatively little time assessing how these processes worked for the local agency and the community.

The assessment of local agency-sponsored public engagement is important as it enables local officials and others to gauge participant satisfaction, identify lessons learned, and make refinements and improvements in future efforts. These assessments can be helpful for public engagement efforts that are developed and delivered directly by a local agency as well as when they are managed and facilitated by consultants.

How these Rapid Review Worksheets Can Help

While there is a growing body of literature and experience about how to engage the public, there are few practical tools to gauge the success of these approaches.

Recognizing that local officials and staff have limited time and resources, the Institute for Local Government has created these online *Rapid Review Worksheets* to help local governments assess how well their public engagement processes worked.

Additional Resources for Planning Public Engagement Activities

The Institute's website (www.ca-ilg.org/engagement) offers local officials a variety of resources to guide public engagement design and planning efforts.

Through the use of these *Rapid Review Worksheets*, a local agency that has sponsored, organized and/or convened a public engagement process or activity can collect information from both participants and relevant local officials. The goal is to gauge the relative success of the process just completed and to guide improvements to future engagement activities.

A Guide to Upfront Process Planning

These *Rapid Review Worksheets* can also be useful at the public engagement planning stage. An early review of the questions contained in the worksheets can help guide the planning and design of the engagement process as well as ensure that the design and purposes of the engagement process match up with what the agency plans to evaluate.

How to Use the *Rapid Review Worksheets*

Within the full set of *Rapid Review Worksheets*, there are four general components (A, B, C, and D) that are available to help local agencies and others assess the success of their public engagement efforts. One or more of these evaluative components may be used depending on the interests and goals of the users.

There is a review worksheet for public engagement participants: **Participant Review Instructions and Worksheet** (Worksheet A).

There is another worksheet for the relevant sponsoring and responsible local officials: **Local Official Sponsors/Conveners Review Instructions and Worksheet** (Worksheet B).

Participants and the relevant local officials complete their worksheets to express their respective perceptions of the public engagement process just completed. There are four possible responses to each of the twenty statements in these worksheets: *strongly disagree*; *somewhat disagree*; *somewhat agree*, and *strongly agree*.

Local government agencies can use *only* the participant worksheet in order to gauge the satisfaction and feedback of participants; or they may use *both* the participant worksheet (“A”) and the local official worksheet (“B”) to compare the responses of local officials who have sponsored/organized the public engagement activity to the responses of participants. Both of these worksheets offer the same basic statements and, used together, allow for a useful comparison of perceptions of sponsors and participants. Such a comparison can be instructive in terms of assessing a current public engagement activity and making changing improvements in future public engagement efforts.

Both the participant and the local official worksheet also allow opportunities for those completing the forms to quickly add and total the responses for the four subsections of each worksheet questionnaire. Each subsection focuses on a different aspect of the completed public engagement process: *preparation*; *participants*; *process*; and *results*. If participants are asked to total their responses to each section, they can get a quick picture of how each section ranked in comparison to the others. This can also be a useful starting point for a facilitated discussion

among participants about the public engagement process, if process sponsors wish to (and have time to) make this available.

There are six optional questions on Worksheet A and Worksheet B that follow the twenty basic worksheet statements. They primarily ask the respondent to reflect on his/her responses to the individual questions and to the subsection categories. These may be included or not depending on the interests of process sponsors.

The Participant Review Worksheet can be completed at the end of a public engagement meeting, or can be emailed or mailed later to participants with a request that they be returned. Obviously having participants fill it out before they leave a meeting will help ensure a better response, but this may not always be possible.

Local officials (or others involved in organizing, sponsoring and/or convening the public meetings) will typically fill out the Local Officials Review Worksheet no more than a few days after the public engagement process is complete. While this may be completed individually, it is preferable that the appropriate local officials meet together to collectively determine responses. If the local official worksheet is to be used, it is also preferable that the appropriate local officials complete their worksheets *before* they see the participant responses.

The third worksheet, the **Comparison Worksheet** (Worksheet C), is an Excel document that compares, side by side, the aggregated responses of participants and local officials to the same public participation assessment questions. Worksheet C contains a **Participants Tally Sheet**, a **Local Officials Tally Sheet**, and a **Comparison Sheet**. The tally sheets allow easy online computation of the responses from the Participant Worksheet (Worksheet A) and the Local Official Worksheet (Worksheet B). The aggregated responses from both tally sheets are automatically entered on to the Comparison Sheet.

The Comparison Worksheet provides insights into areas where participants and sponsors agree and disagree in their opinions about the completed public engagement process. This can help identify areas for reflection and improvement, and generate useful discussions among local officials about future public engagement processes. Discussion questions for process organizers/sponsors follow the Comparison Worksheet.

The fourth component of the *Rapid Review Worksheets* is the **Process Improvement Worksheet** (Worksheet D) that is intended to help local officials (and others if desired) to: a) discuss the responses from both participants and sponsors; b) address specific evaluative questions intended for local officials alone; and c) identify and document improvements. There is a chart that lists all twenty statements and provides space to note possible improvement ideas. This is followed by four “Additional Assessment Questions” that are particularly important for local officials to ask and answer. Finally, there is room to document “Priority Recommendations to Improve Public Engagement” so that ideas for improvements can be explained and memorialized for future reference and use.

Please note that all worksheets are products of the Institute for Local Government (ILG) and may not be altered.

Overall, this set of *Rapid Review Worksheets* lays out a four-step public engagement review process. Some local agencies may wish to use one or a number of these assessment steps; others may wish to follow all four. The following chart reviews each worksheet's purpose.

Worksheets Description Summary	
A.	Participant Review Worksheet A. A worksheet for public engagement participants to assess their experiences. This worksheet contains 20 statements, with four possible responses for each statement, that allow participants to indicate their perspectives on the public engagement process. As an option, the worksheet also includes a short list of questions that participants can reflect or comment on individually, or be used to guide discussions among participants.
B.	Local Official Sponsor/Convener Review Worksheet B. A worksheet for the local agency sponsors/conveners to provide their perspectives on how they believe participants experienced the public engagement process. (The 20 statements and response choices match those on the Participant Worksheet.) There is also a short list of questions that can be considered individually and/or be used to launch a discussion with the other local officials completing the worksheet.
C.	Comparison Worksheet C. An Excel document that provides side by side comparisons of the aggregated participant and local officials responses to the statements on Review Worksheets A and B, demonstrating similarities and differences between the views of participants and local agency officials. Two accompanying tally sheets allow easy online computation of these responses. There are also questions to guide initial discussion on these points by local officials.
D.	Process Improvement Worksheet D. A worksheet to guide local officials' discussions of information from Worksheet C, identify areas of improvement, and document these improvements for future public engagement processes. Discussions and recommendations can build on the compared responses of participant and local officials on the Comparison Worksheet (C) and from the specific additional questions for local official sponsor/conveners found on this worksheet.

Each component builds on the previous one, creating additional insights, documenting what has been learned, and clarifying how improvements can be made in future public engagement activities. However, local officials may choose to use only the Participant Worksheet A, or the Participant Worksheet A and the questions in step two and three of the Process Improvement Worksheet D.

You can find all of these forms on line at www.ca-ilg.org/rapidreview. For more information contact the Institute for Local Government, Public Engagement program, at 916.658.8208 or e-mail publicengagement@ca-ilg.org

Participant Review Worksheet A: Instructions for Use

At the completion of a public engagement process, an immediate assessment of the participants' experience is important. The following questionnaire offers a set of 20 statements that participants respond to by checking: *strongly disagree*; *somewhat disagree*; *somewhat agree*; or *strongly agree*. These responses provide a snapshot of participant opinions about the public engagement process. These responses can also provide a starting point for discussions with participants and among process sponsors/conveners.

Participants generally take no more than five or six minutes to complete the questionnaire. It may be best to copy the two-page questionnaire on the front and back of a single page to keep pages from getting separated.

It is helpful if each participant can be asked to add up and give the totals for the responses in each category of their individual questionnaire. (**Note that these are totals of the number values, not how many times the participants selected a “1” or “2” as a response.**) This addition allows participants to have a sense of what aspects of the process worked better, or less well, for them. This will add a few minutes to the time needed for evaluation. However if you wish to give participants the time to talk about their responses with each other and discuss the optional questions, these totals will be helpful.

The questions for reflection and discussion may be used to ask each participant to individually reflect on their answers to the worksheet questions or as preparation for joint discussions among participants. Of course, discussions are possible only if participants are in the room together rather than filling out the worksheets later and returning them by mail or email. The forms can also be submitted to public engagement organizers to add to the evaluative information collected.

This Worksheet can be used after a one meeting or multi-step public engagement process. If there is more than one kind of process or approach used to engage the public, it will probably be best to review each independently.

Worksheet C, an online Excel document, contains a Participants Tally Sheet (see explanation under “Comparison Worksheet C”) that can be used to easily aggregate the participant responses to all 20 statements and automatically add these “scores” to the Comparison Sheet.

Participant Review Worksheet A:

Meeting _____

Date: _____

Location: _____

Step One: Please rank the following statements from 1 to 4 depending on if you (1) strongly disagree, (2) somewhat disagree, (3) somewhat agree or (4) strongly agree. Circle 1, 2, 3 or 4 for each item, add up the totals for each category. [Example: 2 responses for “Somewhat Agree” = 6, 3 responses for “Strongly Disagree” = 3; Total for category = 9. Do the same for each category.]

RATE YOUR EXPERIENCE				
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
CATEGORY 1: PREPARATION				
1. The notice, advertisement or invitation to participate was clear and welcoming.	1	2	3	4
2. Information about the meeting topic, provided to me before or at the meeting, helped prepare me to participate more effectively.	1	2	3	4
3. The purpose of the meeting was clear to me	1	2	3	4
4. Before the meeting, I believed that any <i>individual</i> views offered would be taken seriously by policymakers.	1	2	3	4
5. Before the meeting, I believed that any <i>collective</i> views or recommendations developed would be seriously considered by policymakers.	1	2	3	4
SUBTOTAL	+	+	+	=
CATEGORY 2: PARTICIPANTS				
6. The participants in the meeting reflected the diversity of the people and views of our community.	1	2	3	4
7. The mix of participants was appropriate for the topic of the meeting.	1	2	3	4
8. I felt comfortable with the other participants.	1	2	3	4
9. Meeting participants treated each other respectfully.	1	2	3	4
10. Other participants were constructive in their comments.	1	2	3	4
SUBTOTAL	+	+	+	=

RATE YOUR EXPERIENCE	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
CATEGORY 3: PROCESS				
11. The agenda and process for the meeting were appropriate for the topic and helped make the meeting productive.	1	2	3	4
12. There was sufficient opportunity for me to express my views about what I thought was important.	1	2	3	4
13. There was sufficient opportunity for participants to exchange views and learn from each other.	1	2	3	4
14. There was sufficient opportunity for participants to develop joint views or recommendations.	1	2	3	4
15. The facilitator(s) provided a safe, fair and well-managed environment for participants.	1	2	3	4
SUBTOTAL		+	+	+
CATEGORY 4: RESULTS				
16. I changed my thinking about the topic as a result of this public engagement process.	1	2	3	4
17. I believe that this meeting will result in better decisions on the topic discussed.	1	2	3	4
18. I understand how decision makers will use the results of this meeting.	1	2	3	4
19. If asked, I would participate again in meetings like this.	1	2	3	4
20. I would encourage other residents to participate in similar public engagement processes on this or other appropriate topics.	1	2	3	4
SUBTOTAL		+	+	+
TOTAL				=

Any comments you'd like to add? _____

Step Two (Optional): Questions for Reflection and/or Discussion:

1. Which individual statement(s) did you most strongly agree with? Why?

2. Which individual statement(s) do you most strongly disagree with? Why?

3. Which category of statements did you score highest? Why?

4. Which category of statements did you score lowest? Why?

5. For you, were there any surprising or unanticipated results from this public engagement process?

6. For you, what would have most improved this public engagement process?

Local Officials (Sponsors/Conveners) Review Worksheet B: Instructions for Use

At the completion of a public engagement process, it is also important for local agency sponsors/conveners to assess the process. This may include elected or appointed officials as well as staff, who were directly involved in process planning and delivery. Ideally, these would be individuals who had a chance to actually see the process, although this may not always be possible.

It is best if the local officials do not review the participant worksheets before they complete their own.

This response template offers a set of 20 statements - **matched to those of participants** - that can provide a starting point for discussions among local officials who have organized, convened and/or facilitated the process. The form can be used after a one meeting or multi-step public engagement process. However, if more than one kind of process or approach is used to engage the public, it will probably be best to review each independently.

It is preferable that those local officials who will fill out the questionnaire meet together to collectively discuss and complete a single questionnaire. This provides an opportunity for joint discussions and shared perspectives, and also prevents the need for tabulation of the multiple local officials' responses.

If local official sponsors/conveners do fill out this worksheet individually, there is a tabulation sheet, Local Officials Tally Sheet (see explanation under "Comparison Worksheet C") that will automatically aggregate the responses to each statement and automatically place the median score on the Comparison Sheet.

In either case, it is helpful to tabulate the responses to each **categorical section** of the questionnaire. This allows local officials to have a sense of what aspects of the process they believed worked better, or less well, for participants. If done individually this will add a few minutes to the time needed to complete the evaluation.

The questions for reflection and discussion at the end of the questionnaire may be used by local officials to individually or collectively reflect on their responses and begin to assess the public engagement process. Of course, discussions are possible only if participants are in the room together rather than filling out the worksheets individually.

Local Official Sponsors/Conveners Review Worksheet B:

Step One: Please rank the following statements from 1 to 4 based on *how you think participants experienced the public engagement process*: (1) strongly disagree, (2) somewhat disagree, (3) somewhat agree, or (4) strongly agree. Circle the 1, 2, 3 or 4 for each item, and, if requested, add up the totals for each category. [Example: 2 responses for “Somewhat Disagree” = 4, 3 responses for “Strongly Agree” = 12; Total for category = 16. Do the same for each category.]

ASSESS YOUR PERCEPTIONS OF HOW PARTICIPANTS EXPERIENCED THE PUBLIC ENGAGEMENT PROCESS	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
CATEGORY 1: PREPARATION				
1. The notice, advertisement and/or invitation to participate was clear and welcoming.	1	2	3	4
2. Information about the meeting topic, provided to attendees before or at the meeting, helped prepare them to participate more effectively.	1	2	3	4
3. The purpose of the meeting was clear to participants.	1	2	3	4
4. Before the meeting, participants believed their <i>individual</i> views would be seriously considered by policymakers.	1	2	3	4
5. Before the meeting, participants believed their <i>collective</i> views or recommendations would be seriously considered by policymakers.	1	2	3	4
SUBTOTAL	+	+	+	=
CATEGORY 2: PARTICIPANTS				
6. The participants in the meeting reflected the diversity of the people and views of our community.	1	2	3	4
7. The mix of participants was appropriate for the topic of the meeting.	1	2	3	4
8. Participants felt comfortable with each other.	1	2	3	4
9. Participants treated each other respectfully.	1	2	3	4
10. Those attending believed that other participants were constructive in their comments.	1	2	3	4
SUBTOTAL	+	+	+	=

ASSESS YOUR PERCEPTIONS OF HOW PARTICIPANTS EXPERIENCED THE PUBLIC ENGAGEMENT PROCESS	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
CATEGORY 3: PROCESS				
11. The agenda and process for the meeting were appropriate for the topic and helped make the meeting productive.	1	2	3	4
12. There was sufficient opportunity for participants to express their views about what they thought was important.	1	2	3	4
13. There was sufficient opportunity for participants to exchange views and learn from each other.	1	2	3	4
14. There was sufficient opportunity for participants to develop joint views and/or recommendations.	1	2	3	4
15. The facilitator(s) provided a safe, fair and well-managed environment for participants.	1	2	3	4
SUBTOTAL	+	+	+	=
CATEGORY 4: RESULTS				
16. Participants changed their thinking about the topic as a result of this public engagement process.	1	2	3	4
17. Participants believed that this meeting will result in better decisions on the topic discussed.	1	2	3	4
18. It was clear to participants how decision makers will use the results of this meeting.	1	2	3	4
19. If asked, those attending would participate in meetings like this again.	1	2	3	4
20. Participants would encourage other residents to participate in similar public engagement processes on this or other appropriate topics.	1	2	3	4
SUBTOTAL	+	+	+	=
TOTAL				

Step Two (Optional): Questions for Reflection and/or Discussion:

1. Which statement(s) among the 20 questions do you most strongly agree with? Why?

2. Which statement(s) do you most strongly disagree with? Why?

3. Which category of statements did you score the highest? Why?

4. Which category of statements did you score the lowest? Why?

5. Were there any surprising or unanticipated results from this public engagement process?

6. In your opinion, what would have most improved this public engagement process?

Comparison Worksheet C and Instructions for Use

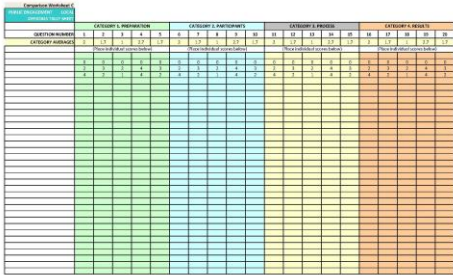
The third worksheet, the **Comparison Worksheet** (Worksheet C), is an Excel document that compares, side by side, the aggregated responses of participants and local officials to the same public participation assessment statements, and guides initial discussion on these points. This is often a discussion by local officials alone, but may be a joint discussion with participants or participant representatives. In some cases, this worksheet may be used by commissions or other local bodies who are charged with improving public engagement.

The **Comparison Worksheet** (Worksheet C) contains a **Participants Tally Sheet**, a **Local Officials Tally Sheet**, and a **Comparison Sheet**. The tally sheets allow easy online computation of the responses from the Participant Worksheet (Worksheet A) and the Local Official Worksheet (Worksheet B), and the aggregated responses are automatically entered on to the Comparison Sheet.

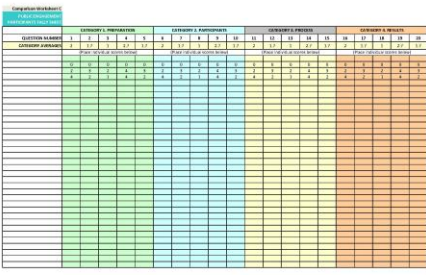
Review the compared responses to each statement on the Comparison Sheet. What individual statements and subsection categories were rated highest and lowest by participants? Where are the greatest similarities and differences in responses – for individual questions or for the subsection categories – between participants and local officials? What insights into the public engagement process do participant scores and these comparisons offer? Find discussion questions for process organizers/sponsors following the Comparison Worksheet.

To access the tally and comparison Excel sheets, visit www.ca-ilg.org/rapidreview.

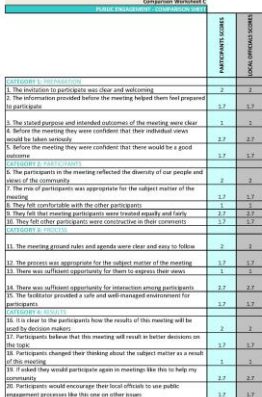
Participant Tally Sheet



Local Officials Tally Sheet



Comparison Sheet



Please note that the next worksheet (Process Improvement Worksheet D) offers the opportunity for further reflection on the information contained in Comparison Worksheet C, and provides additional evaluative questions for consideration by local official sponsors. Worksheet D also provides a place to identify and document ideas for improving public engagement processes in the future.

Discussion Questions

1. What individual statements and subsection categories were rated highest and lowest by participants? What does this suggest?
2. What individual statements and subsection categories were rated highest and lowest by local official sponsors/convenors? What does this suggest?
3. Which individual items reflect the greatest similarity – and greatest difference - in scores between participants and local officials? What does this suggest?
4. Which categories reflect the greatest similarity - and greatest difference - in scores between participants and local officials? What does this suggest?

Process Improvement Worksheet D and Instructions for Use

This worksheet (Worksheet D) has three parts:

- **Step One:** The first part of this worksheet provides an opportunity to brainstorm and discuss ideas for public engagement improvement based on a review of the Comparison Worksheet C.
- **Step Two:** The second part of this worksheet provides additional specific questions about the public engagement process that should be considered by the local agency sponsors/conveners.
- **Step Three:** The third part of this worksheet provides an opportunity to make and document recommendations intended to improve the local agency's next public engagement effort.

The work described in Worksheet D is best completed collectively, in meeting, by those local officials involved in the completed public engagement process.

Step One. First, identify for discussion the statements or general categories from the Comparison Worksheet C that you think require attention. These may be instances where the rankings of participants and officials are substantially different, or where comments by one or both groups suggest room for improvement. Discuss these together, one statement at a time, also reviewing any written comments provided on the participant worksheets (Worksheet A). Then include any points of learning or potential ideas for future improvements in the "Possible Improvements" column found under Step One. Discuss these, noting those ideas that have the greatest support. This is information that will be drawn on to help determine and document a final list of recommendations for improvements in Step Three.

Step Two. Next, review and discuss the four questions in the Step Two section of this Worksheet (D). These are important overarching questions about the public engagement process that will be particularly appropriate for local officials or for commissions or other local bodies who are charged with improving public engagement. Note any ideas for improvement as these may also become part of the final list of recommendations determined in Step Three.

Step Three. Finally, use the Step Three section of Worksheet D to discuss the ideas for improvements developed under Step One and Step Two and to determine and document the final decisions about the improvements you think would have the greatest positive impacts on your city's or county's next public engagement process.

You may also wish to use the information from this worksheet in follow-up communication with your recent public engagement participants. It is important that public engagement process participants know how their ideas, recommendations and evaluative comments were used by decision makers.

Process Improvement Worksheet D

Step One: Discuss and document ideas from Comparison Worksheet C or brainstorm new ideas for improvement based on Worksheet A and B Responses.

STATEMENT	POSSIBLE IMPROVEMENTS
PREPARATION	
1. The notice, advertisement and/or invitation to participate was clear and welcoming.	
2. Information about the meeting topic, provided to attendees before or at the meeting, helped prepare them to participate more effectively.	
3. The purpose of the meeting was clear to participants.	
4. Before the meeting, participants believed their <i>individual</i> views would be seriously considered by policymakers.	
5. Before the meeting, participants believed their <i>collective</i> views or recommendations would be seriously considered by policymakers.	
PARTICIPANTS	
6. The participants in the meeting reflected the diversity of the people and views of our community.	
7. The mix of participants was appropriate for the subject matter of the meeting.	
8. Participants felt comfortable with the other participants.	
9. Meeting participants treated each other respectfully.	
10. Meeting participants felt that other participants were constructive in their comments.	

STATEMENT	IMPROVEMENT
PROCESS	
11. The agenda and process for the meeting were appropriate for the topic and helped make the meeting productive.	
12. There was sufficient opportunity for participants to express their views about what they thought was important.	
13. There was sufficient opportunity for participants to exchange views and learn from each other.	
14. There was sufficient opportunity for participants to develop joint views and/or recommendations.	
15. The facilitator(s) provided a safe, fair, and well-managed environment for participants.	
RESULTS	
16. Participants changed their thinking about the topic as a result of this public engagement process.	
17. Participants believe that this meeting will result in better decisions on the topic discussed	
18. It was clear to participants how decision makers will use the results of this meeting.	
19. If asked, those attending would participate in meetings like this again.	
20. Participants would encourage other residents to participate in similar public engagement processes on this or other appropriate topics.	

Step Two: Additional Assessment Questions

These questions are not intended for tabulation but for discussion to help assess the overall success of a public engagement activity/process. These questions generally extend beyond the subject matter of the previous worksheets.

1.	<p>A Plan? Did appropriate local officials develop and approve a clear public engagement plan that included: a stated purpose, participation goals, a process design, a timeline, clear local official and staff roles, a budget, ties to any larger city or county public engagement goals, and how local officials would integrate recommendations into their ultimate decision making? Also, was there early input into the public engagement plan or design from members of intended participant communities? How could this public engagement plan have been improved?</p>
2.	<p>Internal Communications? Were you satisfied with the communications between and among appropriate local agency officials, staff and consultants (if any) during the public engagement process? How could this have been improved?</p>
3.	<p>External Communications? Were you satisfied with the external communications to the larger public during the public engagement process; to present the results of the process; or to communicate how decision makers used the information generated by the public? How could this have been improved?</p>
4.	<p>Policy Impacts? Do you believe the ultimate decisions made by the appropriate local agency or governing body were different and/or better than would have been the case without the public engagement activity/process? If yes, how so? How could this have been improved?</p>

Step Three: Priority Recommendations to Improve Public Engagement

Describe clearly the *priority* actions to be taken to make the identified improvements in your public engagement activities. Where appropriate, include the individuals/positions responsible for implementation. Add more than five if you wish

1.	
2.	
3.	
4.	
5.	