

Problem Statement	Issue	Suggested Solution/Remedy	Source of Ideas
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Public Involvement Task Force

Education and Training Workgroup

Summary of Problems, Issues and Solutions

Charge: Provide skill-building and leadership training for staff on best practices and for public at how the City works and how to be informed advocates for themselves.

Below is a summary of comments received to date broken down into problem, issue and solution statements. Source of ideas lists what constituency/summary document the idea originated from along with known examples of good models. This is meant to help each workgroup begin discussion and prioritization on the broad range of ideas. Not prioritized in any order. Some concepts duplicated in other workgroup summaries.

Public education and training

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Don't understand why I should care about an issue and how public involvement processes works when I first get involved.	At earliest point possible explain the steps by which a project will be decided and at what points may public have an impact (who, what, when, where, why?).	<ul style="list-style-type: none"> Require minimal common format in public involvement notices that answers who, what, when, where and why public are being asked to participate, economic impact, geographic focus. Focus on the why: always include description of possible reasons why an individual might want to pay attention, how does it impact their life. 	PI consultants mtg. African-Amer. Mtg. NW/SW mtg.
Do not understand land use notices and other public involvement notices, how to respond. <i>(Related to above topic.)</i>	Provide outline of steps an individual can take once they receive a notice, definitions of key words, description of who is making decision and bureau involved, etc.	<ul style="list-style-type: none"> Have one page outline or refer to a web page that defines common terms, steps in public involvement process, description of authority of decision making bodies, format a response needs to be in, deadlines, etc. 	Communities of color mtg.
Not generally aware of how to work with City and with other people when I want to take action on a City issue.	Neighborhood and community leaders need training so that they can be informed and effective advocates when working with the City.	<ul style="list-style-type: none"> Provide a training series open to the public on basic leadership skills including: organizational development, facilitation, parliamentary procedures, research, public speaking, basic land use, etc. 	Communities of color mtg. APANO/Latino mtg. Random comments Feb. 25 th mtg.

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Do not understand City budget process and how to get involved.	Provide overview of City budgeting process that includes how bureaus develop their budgets, division of responsibility for developing and deciding budget, how to get involved, etc.	<ul style="list-style-type: none"> • Develop a brochure and web page that outlines City budget making process and timeline, how to read description of a sample budget, who to contact in bureaus for more information, etc. • At beginning of City budget workshops and hearings provide a quick half hour orientation before event starts for people new to process. • OMF Web page could have scroll over pop-ups that explain budget items and links to other bureau sites for more info. • Provide comparison documents that compare last budget with proposed new budget. 	NW/SW mtg.
Don't understand how state, Metro and federal public involvement processes connect with City.	Provide links or contact info to Metro, State, and federal staff and for their public involvement resources.	<ul style="list-style-type: none"> • Incorporate references to State land use law/SB 100, Goal One; Metro 2040 Plan, Urban Growth Boundary concepts into any land use training or presentations related to those State and Metro laws. Provide contact info to their staff. • Have Metro coordinate metro wide leadership training program for staff and volunteer activists. • Have other government staff come to trainings to give quick presentations on their institutions' roles. 	NW/SW mtg.
Don't know difference between basic maintenance, and Capital Improvement Projects.	Even though they do not have significant public involvement, basic maintenance projects have a significant impact on residential neighborhoods and even more so with business districts.	<ul style="list-style-type: none"> • Ensure public notices differentiate between basic maintenance and capital improvement projects when describing what type of project you're referring to. • Develop a one page brochure and web page with definitions, and/or samples of differences. 	Business mtg.
Want opportunities too learn more about City systems like the PDOT/PSU class.	The Office of Transportation and PSU have a for-credit class individuals can take to learn details of Portland's transportation system. Other issues could have the same partnership.	<ul style="list-style-type: none"> • Explore opportunities for other partnerships with PSU continuing ed classes like the PDOT transportation class. i.e. Housing, land use, water, environmental services, planning, fire, parks/trees, etc. 	Business mtg.
Young people are not familiar with local civics,	Create more partnerships between City and schools to engage students	<ul style="list-style-type: none"> • Establish a partnership with PPS, David Douglas, Parkrose to coordinate presentations and volunteer 	Youth mtg.

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<p>how the City works and how they can make a difference.</p>	<p>in City decision-making processes, creating volunteer opportunities, outreach to schools by City officials, etc.</p>	<p>opportunities. Designate a staff coordinator.</p> <ul style="list-style-type: none"> • Coordinate presentations on how City works by elected officials and other City staff to make presentations to civic classes, environmental sciences, etc. • Develop partnerships between schools and neighborhood associations with volunteer opportunities for youth on: neighborhood clean ups, mural projects, door-to-door outreach, summer block parties, national night out, etc. • Create 4-8 week hands-on packaged curriculum/exercises to engage youth with staff as mentors. Mirror Rotary Club project, ask Phil Colombo. • Leadership Summit for youth. • Create online training program that appeals to youth. 	
<p>Do not understand the complexity of the issue, too intimidated to get involved.</p>	<p>Some projects are very complex and individuals or organizations may want to provide input but have not had capacity to research an issue.</p>	<ul style="list-style-type: none"> • Provide short orientation before scheduled public involvement meetings and events for community members to receive overview of background issues on a project and time for peer-to-peer education. • Develop topical manuals that provide indepth overview of issues and how decisions get made. i.e. "Facilities Siting Public Involvement Manual" 	<p>APANO/Latino Network mtg. Random comments</p>
<p>Public confused about difference between public involvement and public information.</p>	<p>Need to clarify difference between public involvement and information so that both staff and public can be clear on expectations of when its appropriate to participate and when they're only receiving info.</p>	<ul style="list-style-type: none"> • Replicate and use the International Association for Public Participation Spectrum that explains the difference. (See IAP2 website). 	<p>City staff mtg.</p>

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Staff education and training

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Current public involvement methodologies do not work with non-English speaking people.	Popular education can be used as a learning mode for people from non-western cultural backgrounds to comprehend how complex issues affect them using “socio-drama” theater.	<ul style="list-style-type: none"> Collaborate with County Capacitation Center and/or contract with community organizations to train staff on popular education models for public involvement. <i>(See Process Workgroup for implementing popular education.)</i> 	APANO/Latino mtg.
Staff are not familiar with expectations for how public involvement is to be implemented.	Once guidelines (expectations) are developed staff need to be educated what are expectations we have adopted.	<ul style="list-style-type: none"> Provide an orientation for staff on new guidelines for public involvement. 	PI consultants mtg. East/CNN mtg. City staff mtg.
Staff are not provided ongoing training in best practices for public involvement work.	Ongoing training needed for staff to keep up with changing best-practices in public involvement profession including use of the web, cultural competency, conflict resolution, etc.	<ul style="list-style-type: none"> Develop ongoing training program for staff on public involvement skills, current best-practices. Coordinate networking meetings for PI staff to meet on a regular basis for peer-to-peer training. Collaborate with County CIC program and Capacitation Center for training needs. Collaborate with PSU Hatfield School curriculum and classes on citizen involvement. 	APANO/Latino mtg. East/CNN mtg. City staff mtg. Feb. 25 mtg.
Staff not familiar with cultural competency skills needed to work with diverse constituencies.	Staff need skills trainings focused on cultural competency to effectively work with Portland’s diversifying population.	<ul style="list-style-type: none"> Contract with community organizations and trainers to provide skills building training series for staff to strengthen cultural competency skills. (Popular education, understanding City’s demographics, group format and communication skills in different cultures, etc. 	PI consultants mtg. APANO/Latino mtg.
No assurance in hiring process if new staff have public involvement skills, especially cultural competency.	Criteria for public involvement skill levels needed in hiring process, to assure new staff meet expectations established in new guidelines. (Especially around cultural competency.)	<ul style="list-style-type: none"> Establish criteria in hiring process for public involvement staff so that new hires meet new guideline expectations for public involvement skills. Provide HR training for managers of new public involvement guidelines/expectations so they are 	PI consultants mtg.

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		<p>familiar with skill sets needed in new hires.</p> <ul style="list-style-type: none"> Require applicants to provide list of courses taken in public involvement skills. 	
<p>Neighborhood Coalitions losing capacity to provide leadership trainings to neighborhood leaders.</p>	<p>Due to budget shortfalls neighborhood coalitions have not had enough staff to be advocates and provide board orientation and leadership training opportunities.</p>	<ul style="list-style-type: none"> Increase funding for Neighborhood Coalitions to provide leadership trainings on how to facilitate a meeting; how to organize a newsletter, email lists, web sites; land use 101; etc. Fund citywide coordinated leadership training program for neighborhood leaders. Develop training program to train volunteers to lead peer-to-peer leadership training, like the mediation program does. Collaborate with PSU and/or Ameri-corp to have student interns coordinate and lead leadership training program. 	<p>North/NE mtg. Random Comments Feb. 25 mtg.</p>
<p>Lack of consistency in skill level of Neighborhood Coalition staff to work with City.</p>	<p>City staff need consistency in skill sets, expectations and capacity of Neighborhood Coalitions to provide outreach services and have well trained staff.</p>	<ul style="list-style-type: none"> Incorporate Neighborhood Coalition staff in any training program designed for City staff. Incorporate Neighborhood Coalition staff in ongoing networking meeting for City staff, CPIN-Citywide Public Involvement Network. Incorporate into ONI contract with coalitions requirement for staff to meet certain skill levels in public involvement and/or provide remedial training. 	<p>City staff mtg.</p>
<p>ONI handbook for City staff not being utilized.</p>	<p>ONI public invol</p>	<ul style="list-style-type: none"> Update ONI Outreach handbook incorporating feedback and best practices indentified by the Task Force. Provide adequate funding to produce and distribute. 	<p>Random comments</p>