

# **PDC**

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**PORTLAND DEVELOPMENT COMMISSION**

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## **Public Participation Manual**

**March 18, 2005**

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## I. Introduction

This Manual has been developed by PDC Public Affairs staff with assistance from a PDC Public Participation Team to provide PDC staff with help in understanding, planning, and carrying out effective Public Participation efforts. It is not a “cookbook” with hard and fast rules, but rather is intended to be a resource for staff to use in developing a successful public participation plan or activity. The information, checklists, graphs and recommendations have been compiled from a variety of international, national and local resources developed by both private and public entities (see bibliography).

### How this Manual is organized

While public participation is important, it is not always easy, nor is every attempt at public participation effective. This Manual answers questions about “why”, “when” and “how” to successfully plan and implement public participation activities that will add value to your overall project or program. It also provides guidelines and a template for developing a public participation plan, along with helpful resources, to make the most of the public participation activities you undertake.

### Definitions

Isn't “public information” and “public involvement” the same thing? As public participation tools, they are related but fundamentally different. It is important to understand the distinction and use these and other terms correctly. The public is particularly annoyed when we advertise a meeting or process as “public involvement” but there is really no opportunity for involvement, and all we're doing is “informing” them about decisions already made.

- **Public Participation** includes any process that informs the public and/or involves the public in problem solving or decision-making and that uses public input to make better decisions. Public participation includes all levels of “public” information, education, relations, outreach, input, involvement and collaboration.
- **Public Information / Education** is one-way communication between PDC and the public to provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.
- **Public Input** is community feedback on a proposal, analysis or alternatives. Requires a response from the public, but limited opportunity for public dialogue. Sponsoring agency should demonstrate how public input may influence a decision or plan.
- **Public Involvement** is to work directly with the public throughout a process to ensure that issues, aspirations and concerns are consistently understood and considered by staff in planning and decision making. Involvement includes many elements of both public information and public outreach, but adds a third dimension of two-way communication.
- **Public Collaboration** to collaborate with members of the public in some or all aspects of a decision including the development of alternatives and the identification of a preferred solution. These informal and formal partnerships also promote communication and/or assistance in implementing a policy or project.

- **Public Outreach** identifies and invites target audiences and stakeholders to participate in a public involvement activity, to learn about a project or issue, or to market PDC products and services, i.e. business assistance and home improvement programs.
- **Public Relations** is the dissemination of information to the media and the public, with an emphasis on the promotion of a particular policy, project or solution.
- **Stakeholders** are any individual, group of individuals, organization or political entity that has an interest in or are potentially impacted by a Commission policy, program or project.
- **Target Audiences** are identified in a public participation plan as specific private or public individuals, groups and strategic partners within the larger community who are impacted by and whose participation is needed or highly desirable to achieve an identified public participation or project goal. Individuals or groups could include small business owners or a neighborhood association within an urban renewal area.
- **Strategic Partners** are individuals and groups within the region that can affect the success or failure of PDC projects and activities in the community, e.g. City Council, local taxing jurisdictions, Portland Planning Commission, Urban Renewal Advisory Committee members, developers, and community or business leaders.

### **PDC Public Involvement Policy** *(include resolution #)*

The PDC Board of Commissioners has adopted a Public Involvement Policy to guide staff as to when and how to involve the public in PDC planning and decision processes. The policy identifies the activities and projects that require public participation. However, when public participation is optional, the policy encourages staff to create public participation opportunities when appropriate and useful to the project. The policy establishes these **Guiding Principles** for all PDC public participation activities:

- **Building relationships and trust** - *Open channels of communications and collaborative working relationships with organizations, partners and stakeholders are valued as a key foundation for achieving success.*
- **Inclusive and respectful** - *Everyone's participation will be welcome. Anyone with a known interest in an issue will be identified, invited and encouraged to be involved early in a public involvement process, and their input will be given careful and respectful consideration.*
- **Adaptable and Creative** - *Extent, timing, manner, and outcomes of public involvement processes will necessarily vary to suit the circumstances and magnitude of a particular project, and facilitate maximum stakeholder participation.*

## II. Why Public Participation is Important

So why spend the time, energy and money to organize public meetings, seek public input and send out brochures to property owners? Is it because we have to? Or are there more intrinsic benefits in having the community informed, engaged and involved in our projects?

Actually, it's all of the above.

### **It is an established governing philosophy of the City of Portland, and an ongoing expectation of the general public and elected officials.**

- As elected officials and staff of the City of Portland, we believe that effective citizen involvement is essential to good governance. (*City of Portland Citizen Involvement Principles*)
- City Agencies are responsible for proactively involving the public in the development of plans and policies that affect the livability, safety or economic vitality of a neighborhood... (*Proposed City Code*)
- The public is demanding greater accountability of its public managers, and there is strong expectation of public participation in setting organizational priorities. (*PDC Strategic Plan Trend*)
- Portland citizens are smarter, savvier and engaged in community development. (*PDC Strategic Plan Trend*)

### **It is an integrated business operating philosophy of PDC.**

- Committing to continuous improvement of all that we do and providing the highest possible quality service to our customers. (PDC Strategic Plan: Vision and Strategy)
- Being sensitive and responsive to our clients' needs. (PDC Value)
- Embracing the diverse nature of others, both within our organization and the wider community we serve. (PDC Value)
- Seeking diversity in our workplace and community and in ideas. (PDC Value)
- Collaborating with others for the maximum benefit of those we serve. (PDC Value)
- Taking pride in building relationships and alliances with stakeholders and the public, valuing their contributions. (PDC Value)
- Conducting business with integrity and relate to staff and external stakeholders with courtesy, respect and professionalism. (PDC Leadership Philosophy)

### **It is important for PDC's success.**

- PDC has strong and reliable community support (PDC Strategic Plan Outcome)
- Yearly polling of actual clients/customers and community partners reveals favorable attitudes/experiences with PDC. (PDC Strategic Plan Performance Indicator)
- Effective public participation reduces risks of litigation and project delays and helps PDC avoid revisiting decisions.

### **“People have a tendency to agree with something they helped create” by . . .**

- Involving citizens in the assessment of needs and solutions and identifying troublesome issues early, public participation can promote citizen “ownership” of decisions and projects.
- Enhancing public trust and PDC's credibility in the community.

### III. When to do Public Participation

Now that you understand the fundamentals of public participation, you need to know when to use them.

In some instances, public participation is prescribed by law or is a requirement of the grant or funding source, and you need to follow prescribed procedures. Some examples:

- When adopting or amending an Urban Renewal Plan, Oregon law prescribes certain public notices and hearings prior to adoption.
- The PDC Board of Commissioners can only adopt resolutions in an open public meeting.
- U.S. Department of Housing and Urban Development (HUD) requires recipients of federal funds (Community Development Block Grants) to follow a detailed citizen participation plan that includes public hearings, public comments and publication of the “Consolidated plan and grant application.”

According to the PDC Public Participation Policy, the requirement to do public participation is triggered by the three types of projects or activities described below:

1. **Major Policy Decision:** When PDC is developing a major policy, implementation plan, or **budget** that will be adopted by the PDC Board of Commissioners and/or the Portland City Council.

**Examples:**

- Urban Renewal Area Plans (or amendments)
- City Economic Development Strategy
- Annual PDC Budget

2. **Development Area Project:** When PDC is creating a development strategy or ‘vision’ for a specific site or area per an adopted Urban Renewal Plan or strategy; or when PDC is the lead agency in a similar activity outside of an Urban Renewal Area.

**Examples:**

- Major feasibility studies or redevelopment plans
  - ✓ Burnside Bridgehead Project
  - ✓ Alberta Streetscape Project
  - ✓ South Waterfront Greenway Implementation Strategy
- Site specific development strategy
  - ✓ Killingsworth Block
  - ✓ Kennedy School
  - ✓ Fire Station #1 Relocation

3. **Area Development Strategies or Programs** : When PDC is developing an implementation strategy to guide future efforts and investment by the Commission to meet Urban Renewal Plan or City goals; or designing a program to implement a specific plan goal.

**Examples:**

- Area Development Strategies
  - Gateway Regional Center URA Housing Implementation Strategy
  - Lents Town Center URA Economic Development Strategy
- Programs
  - Lents Town Center Residential Street Improvement Program

Even though public participation may not be required for a specific project or situation, it might well be a worthwhile and important activity that should be used anyway because it will add value or credibility to a project or decision.

Appropriate public participation activities are **highly** recommended for projects where,

- a) PDC has flexibility with elements of a project that could impact stakeholders and/or neighborhoods (e.g., timing, construction use closures, minor design elements, mixed-use strategy, public spaces, etc.).
- b) There is significant public interest in a specific project that PDC is contemplating or undertaking (e.g., Grant Warehouse, Headquarters Hotel).

When undertaking optional public participation activities staff should also follow PDC guidelines and best practices in planning and carrying out those activities.



*Delivering bad news to the public sooner rather than later – “It’s not like wine, it doesn’t get better with age.”*

## IV. How to Do Public Participation

### In Ten Easy Steps

1. Project Description
2. Assess Level of Public Concern or Interest
3. Determine Level of Public Participation
4. Identify Public Participation Goals
5. Identify Stakeholders
6. Select Tools
7. Create Schedule of Public Participation Activities
8. Identify Roles and Responsibilities
9. Evaluate Effectiveness of the Public Participation Process and Activities
10. Disseminate the Information

#### 1. Describe the Project

The first step in developing a public participation plan is to provide a project description and background to lay the foundation for a successful and achievable public participation process within the timeline, geographic area, staff and budget limitations of the overall project. This information will be how you explain the project to those persons subsequently engaged in public participation activities of the Plan. This will also help you establish the boundaries of public participation in planning, program development or decision making processes.

#### 2. Assess Level of Public Concern or Interest

To determine the appropriate level for involving the public it is important to assess the degree to which the public considers the issue significant. The public will become involved according to its perception of the seriousness of the issue. Therefore, it is important that you anticipate the level of public interest or concern regarding your project or program.

A **worksheet on page** -- will help you think about the types of question you might ask to gauge the level of public concern.

#### 3. Determine Level of Public Participation Needed

After you assess the level of public interest or concern using the worksheet, it will be easier for you to decide at what level the public needs to be involved in the decision process or planning. The **graph on page** -- illustrates the four levels of public participation: Public Information, Public Input, Public Involvement and Public



Collaboration. Each of these levels serves a different purpose with a different outcome. A public participation plan will usually involve more than one level of participation.

#### 4. Identify Public Participation Goals

Now that you have determined the appropriate level of public participation for your project, you can define your goals for inviting the public to participate in the project: Make sure you refer to the “Promise to the Public” column in the **Public Participation Spectrum on page 13** as you refine your goals. You may also mix different levels of participation, along with media and public outreach components, in your goals. Here are questions to consider as you develop one to three goals.

This could be an opportunity to . . .

- ✓ Strengthen or repair public trust?
- ✓ Raise visibility of PDC Commissioners in the local community?
- ✓ Enhance specific project milestones or decision processes?
- ✓ Promote good news, programs or projects sponsored by PDC?
- ✓ Benefit from public input, involvement or buy-in regarding the project?
- ✓ Proactively respond to media interest in the project or program?
- ✓ Collaborate with other overlapping local taxing districts or city councilors?

#### 5. Identify Stakeholders

With your goals and tools in hand, you will have a clearer idea of who your stakeholders are and what level of public outreach is needed. Various methods for identifying your stakeholders are outlined on **Page --**.

- ✓ Bull’s Eye Approach
- ✓ Community Landscape
- ✓ Stakeholder Inventory
- ✓ Getting Past the “Usual Suspects”
- ✓ Non-Traditional Audiences / Hard-to-Reach Stakeholders

#### 6. Select Tools

Different public participation goals typically require different tools and approaches. The **“Public Participation Toolkit**, “which begins on **page --**, is organized by the four levels of public participation, making it easier to pick tools that match public expectations and the desired level of participation. Here are some lessons learned in selecting the right tool for the right goal.

- ✓ Large public meetings can be valuable ways to generate ideas, but poor vehicles to statistically quantify public opinion or strategize next steps.
- ✓ A neighborhood meeting is a valuable way to get insight into the viewpoint of some of the neighborhoods’ leaders, but if the issue at hand affects a few specific blocks, door-to-door contact with residents on those specific blocks may be a better approach.

- ✓ Hosting an open house may be a good way to encourage public feedback on a project, but is not as helpful if you need informed and experienced input related specifically to the project at hand.



*Keep in mind that PDC staff needs to be very careful, thoughtful and strategic about the tools they select because every public participation activity either builds a bridge or a barrier for the next activity or future projects.*

## 7. Create a Schedule

Any public participation plan should include a detailed timeline of the planning, program development or decision making processes as well as the public participation activities within that process. Information provided to the public and input from the public need to be timed so that the public is provided the opportunity to impact the decision. A more detailed list of considerations regarding public participation timing is provided on [page 19](#).

## 8. Identify Roles and Responsibilities

Identify everyone who has a role and/or responsibility in the planning, program development or decision making processes. See the [worksheet on page](#) -- to help you organize your thinking about roles and responsibilities. Most importantly, identify an overall public participation manager responsible for tracking progress and completing each activity. You will also want to clearly identify who your “ultimate decision makers” are with regards to the project. This will be very helpful to have upfront as you begin developing public information materials and making presentations to your stakeholders, who will want to know how and when the decision is going to be made and by whom.

## 9. Evaluate Effectiveness

Evaluation should be an explicit part of the design for any public participation activity or plan. Too often, evaluation is ignored or begun too late to help improve the project. Involving stakeholders in designing and conducting evaluation is a further way of partnering with the public and creating a transparent process. PDC staff needs to constantly monitor and evaluate the outcomes of its public participation efforts throughout the life of the project and make revisions as needed. Methods to evaluate a project, activity or program are outlined on [page](#) --.

## 10. Disseminate the Information

If your public participation goals include public input, involvement or collaboration, you have the added responsibility of disseminating the public’s input to decision makers and back to the public at large. This “feedback loop” on [page 28](#) is a necessary component of public participation planning to demonstrate to the public that their time and effort has been well invested and their comments and concerns have been understood and accurately communicated to decision makers.

## v. How to Develop a Public Participation Plan

Developing a clear plan at the beginning of a planning or decision-making process will go a long way in pre-empting misunderstandings about how public input will be used and how final decisions are made. Ultimately, the plan will help you, development partners, key stakeholders, and the community at large to generate, identify and understand the best opportunities for the public to influence the decision making process. The Plan should include:

- All the goals
- Timelines
- Planned activities
- Key decision points
- Project parameters or milestones that require or would benefit from public input.

You should develop the public participation in coordination with the PDC Public Affairs early in the planning process and using the approved template. The template and its attachments may be modified from time to time. To ensure that you are using the most up-to-date version, download the template from IRA before each use, or contact Public Affairs to verify that the document template has not changed. You may also contact Public Affairs staff for advice and best practices for public participation planning and implementation.

Once you have drafted the Plan, submit a copy to Public Affairs Department for review and approval. The approved Plan should be made available to the general public and project participants by posting it on the PDC website as well providing electronic or hard copies, as appropriate. It is a good idea to start each public participation activity with a reminder to participants of the overall Plan and how that activity fits within the Plan. Also, as changes are made to the plan, you should update the published plan and communicate changes to stakeholders.

Obviously, if you are doing a single event for a project that does not otherwise require public participation, your Plan is basically just for the one event. See the PDC Public Participation Policy [Link] to understand when a plan is required.

What follows are the nine steps to creating a public participation plan.



*It may be useful to invite key stakeholders in your public participation planning. These individuals may help identify other community stakeholders and non-traditional outreach tools while also promoting more community buy-in for your overall public process and project.*

## **Step #1: Project Description and Background**

The first step in developing a public participation plan is to provide a project description and background to lay the foundation for a successful and achievable public participation process within the timeline, geographic area, staff and budget limitations of the overall project. This information will be how you explain the project to those persons subsequently engaged in public participation activities of the Plan. This will also help you establish the boundaries of public participation in planning or decision processes.

Respond to the bullet points below as briefly as possible. Include any additional information that may affect your public participation planning. Respond to points that relate to your project, as some may not apply.

1. Describe your desired project or program outcome in one sentence. (Deliverables, i.e. policy, code change, new facility, revised program, approved funding priority)

Fill in the blank

2. Describe the project or program as it relates to adopted legal or binding policies, plans, laws, public investment in the project, project budget, goals and milestones.

Fill in the blank

3. Describe the planning or decision making processes and identify who the ultimate decision makers are. Clarify “decided” and “undecided” issues and identify decision points where public input could influence final decision, i.e. “what’s on the table?”

Fill in the blank

4. Describe the geographic area. Optional – include aerial or GIS map of target area with street names and area landmarks.

Fill in the blank

5. Describe prior public participation activities undertaken in developing the project, policy, plan or budget.

Fill in the blank

6. Identify internal and External Resources: e.g. mailing lists, organizational contacts, project partners and reports

Fill in the blank



*Remember that your Public Participation Plan is a public document that you will share with your stakeholders and the public at large.*

## Step #2: Assess Level of Public Concern or Interest

The results of this worksheet can give you a general sense of the level of public participation that you would recommend for the project. You may have additional questions that are important to the community to include in this assessment. In addition, a minimum level of public participation may be prescribed by regulation or federal grant requirements, in which case this worksheet might be useful in determining whether the minimum level is sufficient or a higher level should be considered. If any marks register at the “very high” level, careful evaluation should be given to the level of public participation even if the average score was otherwise low.

### **With the project or URA team:**

Complete this assessment with all members of the project team at the table. You might consider inviting outside stakeholders as well to participate in this assessment.

### **INTERNAL WORKSHEET: Assessing Public Concern and Interest**

<b>Assessment Questions</b>	<b>Very low (1)</b>	<b>Low (2)</b>	<b>Moderate (3)</b>	<b>High (4)</b>	<b>Very High (5)</b>
1. What is the level of existing controversy, conflict or concern on this or related issues?					
2. How significant are the potential impacts to the public?					
3. How much do the major stakeholders care about this issue?					
4. What degree of involvement does the public appear to desire?					
5. What is the potential for public impact on the potential decision or project?					
6. How significant are the possible benefits of involving the public?					
7. How serious are the potential ramifications of NOT involving the public?					
8. What level of public participation does the Commission and/or directors desire or expect?					
9. What is the possibility that the media will become interested?					
10. What is the probable level of difficulty in solving the problem or advancing the project?					
<b>Count number of checks in each column</b>					
<b>Multiply number of checks by the weight</b>	X1	X2	X3	X4	X5
<b>Enter column score</b>					
<b>Add total of all five columns</b>					
<b>Divide total score by number of questions</b>	/10				
<b>Average score (Desired Level of Public Participation Spectrum)</b>	*				

\*See [Chart on page](#) for illustration of the level of public participation that would match the public’s interest in the project.

### Step #3: Determine Level of Public Participation

Based on your average score from the “Assessment” worksheet, use the “Public Participation Spectrum” below to identify the appropriate level of public participation for your project. Note that each level has a different obligation and outcome and your public participation activity or plan may involve more than one level of participation.

#### INTERNAL WORKSHEET: Assessing Level of Public Participation

Increasing Level of Public Participation			
Inform (1-2)	Solicit Input / Consult (2-3)	Involve (3-4)	Collaborate (4-5)
<u>One-way communication</u> between PDC and the public to provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.	Seek public feedback on a proposal, analysis or alternatives. Requires a response from the public, but limited opportunity for public dialogue.	Work directly with the public throughout the process to ensure that issues, aspirations and concerns are consistently understood and considered. Includes elements of public information and outreach, but adds a third dimension of <u>two-way communication</u> .	To collaborate with the public on some or all aspects of the planning or decision including the development of alternatives and the identification of the preferred solution.
Promise to the Public			
We will keep stakeholders informed	We will keep stakeholders informed, listen to and acknowledge concerns, aspirations and provide feedback on how public input influenced the decision.	We will work with stakeholders to ensure that their concerns, aspirations and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to stakeholders for direct advice and innovation in formulating solutions and incorporate their recommendations into the decisions to the maximum extent possible.
Example of Tools to use			
<ul style="list-style-type: none"> <li>✓ Fact sheet</li> <li>✓ Press Release</li> <li>✓ Open House</li> <li>✓ Tour / Site Visit</li> </ul>	<ul style="list-style-type: none"> <li>✓ Public Meeting</li> <li>✓ Appreciative Inquiry</li> <li>✓ Focus Group</li> <li>✓ Survey</li> </ul>	<ul style="list-style-type: none"> <li>✓ Workshop</li> <li>✓ Design Charrettes</li> <li>✓ Citizen advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ Working Group</li> <li>✓ Joint Venture</li> <li>✓ Commissioner-led advisory committee</li> </ul>

Adapted from the IAP2 Public Participation Spectrum

*The basic difference between public awareness and public education programs:*  
*Awareness: Making the horse aware that there is a trough of water.*  
*Education: Teaching the horse to drink from the trough – assuming the horse is thirsty or interested.*

## Step #4: Identify Public Participation Goals

As you identify your goals, be sure they address the assessed level of public participation identified in Steps 2 and 3. For example, the assessment will help you determine whether the community just needs to be informed, or whether they should have the opportunity to be involved in decision-making. It's the responsibility of staff to fully understand the impact of their project or issue on the community and form realistic public participation goals to match the issue, stakeholders and project needs.

Also consider how you will keep stakeholders informed throughout the process. Will you need to update stakeholders who enter the process after it starts or inform stakeholders regarding the final decision and how public input influenced the final outcome?

Here are examples of public participation goals:

### Level of Participation: Public Information

- Goal: Inform and educate the public about how brownfields are assessed and redeveloped

### Level of Participation: Public Input

- Goal: Solicit Input from URAC and TAC members to improve and revise URAC Operating Procedures and public participation efforts in URA.

### Level of Participation: Public Involvement

- Goal: Key stakeholders are involved in the evaluation process, making recommendations to the Commission and supporting Commission's final decision.

### **With the project or URA team:**

Brainstorm public participation goals for the project. Depending on the scope of the project and the level of public participation assessed in step #2, you may have between two to five goals. Be sure to label each by the level of participation: information, input, involvement or collaboration. Have team combine goals or identify the highest priority goals for the project.

The table below will guide you in developing goals and tools for your overall public participation plan and project schedule. Complete each section as you move through the planning process.

### **EXTERNAL WORKSHEET: Public Participation Plan (Example)**

<b>Level of Participation</b>	Public Involvement	
<b>Promise to the Public</b>	We will provide feedback on how public input influenced the decision.	
<b>PP Goal</b>	PDC staff will work with the community to assess and prioritize brownfield sites	
<b>Tool</b>		
<b>Stakeholders</b>		
<b>Timeline/Tasks</b>		
<b>Media</b>		
<b>Budget / Resources</b>		
<b>Information needed</b>		
<b>Evaluation</b>		
<b>Commission Role</b>		
<b>Assigned Staff</b>		

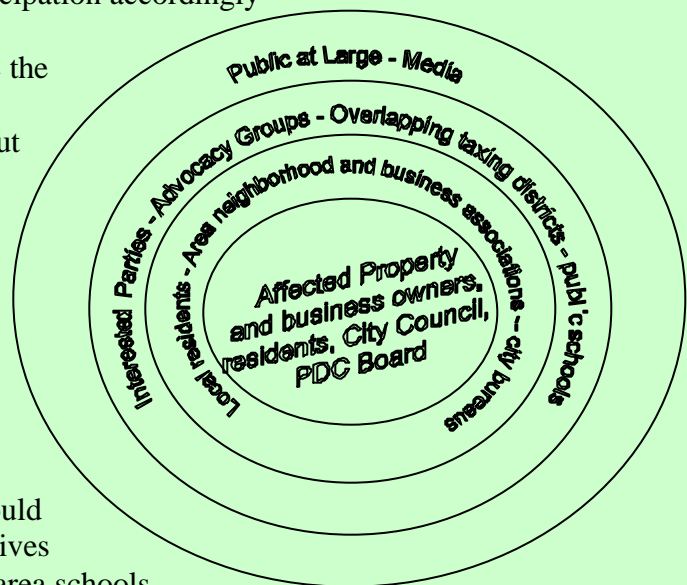
## Step #5: Identify Stakeholders and Strategic Partners

After you establish your goals and tools, the next step is to identify stakeholders – any individual, group of individuals, organization or political entity with a stake in the outcome of a decision or a known interest in the project, program or activity. Here are three techniques to help identify your stakeholders for public outreach:

- ✓ Bull’s Eye
- ✓ Community Landscape
- ✓ Stakeholder Inventory Checklist

1) In the “**Bull’s Eye**” approach, consider all of the stakeholders that you would list in this diagram and select the level of public participation accordingly

- ✓ Stakeholders in the bull’s eye would be the audiences you communicate with most frequently and, if appropriate, seek input and involve in the decision process.
- ✓ The second stakeholder category includes other residents in the surrounding community, established neighborhoods and business associations and staff from other city bureaus working in the area.
- ✓ Your third category of stakeholders would extend to interested parties, representatives from advocacy and non-profit groups, area schools and other taxing districts representing all or portions of your project area.
- ✓ Finally, the Public at Large is also an important stakeholder to keep informed about the project. The media, including radio, television and print, can be very useful in keeping the public informed.



### **Taxing District Partners within the City of Portland:**

- City of Portland
- Multnomah County
- Metro
- Tri-Met
- Port of Portland
- Multnomah Educational Service District
- Portland Public Sch. District
- David Douglas Sch. District
- Parkrose School District
- Portland Community College



2) You can also use the “**Community Landscape**” as your guide as most communities are comprised of formal and informal networks, including neighborhoods, businesses, churches, schools, community based organizations, special interest groups and private citizens. Consider non-traditional audiences as well when identifying key stakeholders, i.e. minority and low-income residents, persons with disabilities, and renters.

Here’s a general list of examples to get you started on scoping the community landscape:

1<sup>st</sup> Tier: Key Stakeholders:

- Local residents and property, and business owners who would be impacted by the project

2<sup>nd</sup> Tier: Stakeholder Groups

- City Council
- Neighborhood Associations
- Business Associations
- Citizen advisory committees
- Not-for-profit organizations and community development corporations
- Other City bureaus and Planning Commission
- Non-Traditional Audiences[0] [web link, page #]

3<sup>rd</sup> Tier: Interested Parties

- Anyone who has expressed interest in the project
- Advocacy groups (local and regional)
- Overlapping Taxing Districts[0]
  - ✓ Metro
  - ✓ TriMet
  - ✓ Port of Portland
  - ✓ Multnomah County
  - ✓ Community Colleges
  - ✓ Multnomah Educational Service District
- Public School Districts
  - ✓ David Douglas
  - ✓ Parkrose
  - ✓ Portland
- Elected officials: State, regional or federal legislators
- Adjacent cities or jurisdictions

4<sup>th</sup> Tier: Media and Public at Large

- 3) Conduct a “**Stakeholder Inventory**” of your project area to identify how and which stakeholders have been involved in past community issues and activities. This will be helpful when considering who to involve when forming a citizen advisory committee or doing outreach for a public meeting. You will want to reach out to and involve both new and old faces. It will also help later when identifying the best forums to inform and involve stakeholders.

**CHECKLIST:**

- ✓ Create a demographic profile of the project area (PDC GIS staff)
- ✓ Ask key members of the community who they think will be interested in the issues.
- ✓ Research the public participation history of the project area.
  - Neighborhood Coalition Offices
  - Newspaper stories
  - Neighborhood Newsletters
  - Interviews with local advocacy groups
  - Interviews with staff from other city bureaus working in project area
- ✓ Identify and characterize individuals and groups to be included in the process:
  - Affected groups/individuals
  - Neighborhood Associations and Coalition Offices
  - Advocacy groups, e.g. affordable housing, watershed councils, land use groups
  - Business or industry groups, e.g. chambers of commerce, business associations
  - Church groups and social service providers
  - Educational institutions, e.g. K-12, public schools, community colleges
  - Interested groups/individuals not directly affected
  - Cultural diversity, e.g. age, language, custom, religion
  - Overlapping taxing districts



*Public trust is easily lost and arduously gained.*

## Outreach to Audiences Not Engaged in Formal Public Networks

Reaching these stakeholders is an important but sometimes challenging component for a public participation plan. These audiences are typically defined as individuals or groups not engaged in traditional public participation processes or community involvement networks. As such, they may require information or approaches different from those used in working with formal organizations, e.g. neighborhood or business associations. Many of these audiences often are ethnic minorities or lower-income people. Reaching these audiences requires planning customized outreach efforts and using community partners, such as public service agencies and informal community or church leaders as “information dissemination agents” within the community. Here are some tips to reach these audiences:

### Checklist:

- ✓ Informal presentations at community churches and other gathering places
- ✓ Project or program pamphlets left in churches, public libraries and post offices.
- ✓ Host community conference or open house event
- ✓ Exhibit a Project Display at an annual community event (e.g. Good in the Hood, Lents Founders’ Day)
- ✓ Appearances on radio call-in shows (e.g. KEX, OPB, Spanish Radio)
- ✓ Media outreach to minority newspapers (The Skanner, El Hispanic News, Asian Reporter)
- ✓ Public outreach and information via social service providers
- ✓ Local health clinics, day care centers, senior centers and Head Start facilities
- ✓ Door-to-door outreach to apartment complexes.
- ✓ Parent Teacher Associations and/or school-community liaisons
- ✓ Literature translation
- ✓ Student backpacks

## Getting Past the “Usual Suspects”

For many public participation processes, the real challenge is reaching past the “same few” participants and expanding representation from a wider diversity of stakeholders. The trick is to identify and facilitate the involvement of hard-to-reach groups in your overall plan to balance out your “regular” crowd:

- ✓ Avoid conflicts with prescheduled community events or meetings
- ✓ Present or attend already scheduled meetings with existing groups
- ✓ Host displays or “Open House” events in public places, e.g. malls, libraries, parks
- ✓ Distribute meeting or informational flyers by hand going door-to-door, works for both neighborhoods and business districts.
- ✓ Host public meetings at sites that are easily accessible by public transit and at times that are most convenient for target groups
- ✓ Avoid scheduling meetings on holidays and popular times for religious services, e.g. Rosh Hashanah, Cinco de Mayo, MLK’s Birthday, or Sunday mornings and Wednesday evenings.

### INTERNAL WORKSHEET: Issue Identification and Management

Stakeholders	Issue Identification	Issue Management
1. URAC members		
2. Property and business owners along Main Street,		
3. Bureaus: BES and BHCD		
4. Main Street Business Association		
5. Elected representatives from state legislature, Metro, and Multnomah County		
6. Creekside watershed council		
7. Homeowners living along Creekside within two miles of the study area.		

**With Project or URA Team:**

Brainstorm list of stakeholders and strategic partners. If issues are identified with a particular group or stakeholder, list that in the Internal Worksheet entitled “Issue Identification and Management” below. Keep these issues in mind when proposing public participation tools and outreach.

**EXTERNAL WORKSHEET: Public Participation Plan (Example)**

<b>Level of Participation</b>	Public Involvement
<b>Promise to the Public</b>	We will provide feedback on how public input influenced the decision.
<b>PP Goal</b>	PDC staff will work with the community to assess and prioritize brownfield sites
<b>Tool</b>	Form Community / Stakeholder Task Force to develop assessment criteria, establish prioritization process, prioritize sites based on final assessment and forward recommendations to PDC Executive Director and PDC Board of Commissioners
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• URAC members</li> <li>• Property and business owners along Main Street,</li> <li>• Bureaus: BES and BHCD</li> <li>• Main Street Business Association</li> <li>• Elected representatives from state legislature, Metro, and Multnomah County</li> <li>• Creekside watershed council</li> <li>• Homeowners living along Creekside within two miles of the study area.</li> </ul>
<b>Timeline/Tasks</b>	
<b>Media</b>	Creekside Crier, The Oregonian Send Task Force meeting agendas to reporters. Use Task Force members as spokes persons, along with PDC Chairman and Executive Director.
<b>Budget / Resources</b>	
<b>Information needed</b>	<ul style="list-style-type: none"> <li>• List/mail addresses of URAC and TAC members as possible task force member</li> <li>• Brownfield Assessment experts to present at Task Force meetings</li> <li>• Briefing books for Task Force members to include EPA grant, grant guidelines, membership roster, brownfield primer and newspaper articles.</li> <li>• Organize fact finding tour for Task Force</li> <li>• Description and timeline of decision process</li> </ul>
<b>Evaluation</b>	
<b>Commission Role</b>	
<b>Assigned Staff</b>	

## Step #6: Identify Public Participation Tools

Different goals may require different public participation tools. You will need to select the tools that will accomplish your public participation goals and meet the “Promise to the Public” commitment for each level of public participation. Be clear about your goals for public participation BEFORE you pick a tool or vehicle.

Here are examples of selecting tools to achieve identified goals:

### Level of Participation: Public Information

- Goal: Inform and educate the public about how brownfields are assessed and redeveloped
- Tool: Create a Brownfield Primer to distribute and post on the web

### Level of Participation: Public Input

- Goal: Solicit Input from URAC members to improve public participation efforts in URA.
- Tool: Conduct a URAC survey

### Level of Participation: Public Involvement

- Goal: Key stakeholders are involved in the evaluation process, making recommendations to the Commission and supporting Commission’s final decision.
- Tool: Convene a Citizen Evaluation Committee to review proposals, report findings, and make a recommendation to the Commission.

### **With the project or URA team:**

Brainstorm tools that meet each of your identified goals. In some cases you may need more than one tool to reach non-traditional audiences or key stakeholders. Conversely, you may have tools that accomplish more than one goal. This is also the time to discuss media and public outreach, and other types of information you will need for your public participation activities.

The **Public Participation Toolkit** provides a menu of tools categorized by the level of public participation. Each tool includes a brief description of each, along with benefits and constraints.

## **EXTERNAL WORKSHEET: Public Participation Plan (Example)**

<b>Level of Participation</b>	Public Involvement
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<b>Timeline/Tasks</b>	
<b>Media</b>	Creekside Crier, The Oregonian Send Task Force meeting agendas to reporters. Use Task Force members as spokes persons, along with PDC Chair and Executive Director.
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<b>Evaluation</b>	
<b>Commission Role</b>	
<b>Assigned Staff</b>	

## **Step #7: Schedule and Plan activities**

It is essential that planning for public participation be done as early as possible when a project is proposed or being planned. To implement your plan effectively, you must coordinate the timing of public participation activities with decision processes and project milestones. Information provided to the public and input from the public need to be timed so that public input can be factored into the decision process.

### **With the project or URA team:**

Select the tools you are going to use. Juxtapose the identified tools with the proposed project timeline. As a team, decide how these tools will be incorporated into the project decision process and timeline so that public participation enhances the decision process and/or outcome.

Here are some points to keep in mind as you schedule public participation events and activities:

- Will PDC staff be able to respond real-time to the public during the process? If not, a system to bridge gaps must be implemented.
- Are there any fixed or planned milestones in the planning or decision making processes that staff must meet?
- Are there any legal, legislative or budgetary deadlines being imposed on the project?
- Are there any lead times involved necessary for gathering public resources, hiring consultants, augmenting the team's participation skills?
- Are there any elections or other political factors affecting timing?
- How much time is required within each decision process step to effectively employ the desired techniques?
- How long will needed studies or data gathering take to generate adequate information for the public?
- How much time does the public require to respond to inquiries? Can the schedule be adjusted if the public asks for more time?
- Does the original schedule for making decisions provide sufficient time for the public to become meaningfully involved? If not, is there sufficient flexibility in the schedule to achieve the public participation goals?

## EXTERNAL WORKSHEET: Public Participation Plan (Example)

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<b>Timeline/Tasks</b>	2/28/03	Select members and convene task force by the. Meet twice a month, Wednesday, 7-9 PM. Meetings open to the public.
	4/30/03	Task Force develops assessment criteria and prioritized properties to be assessed
	4/30/03	Hire consultant team to conduct assessments
	5/31/03	Task Force finalized prioritization process
	7/1/03	Assessments completed by June 2003.Task Force reviews assessments and prioritizes properties for remediation and redevelopment
	8/15/03	Executive Director reviews and forwards task force recommendations to the Board
	8/15/03	PDC Commission approves list
	TBD	PDC staff hires consultant to begin remediation phase.
	12/27/03	Remediation completed by end of 2003. Grant report submitted
<b>Media</b>	Creekside Crier, The Oregonian Send Task Force meeting agendas to reporters. Use Task Force members as spokes persons, along with PDC Chairman and Executive Director.	
<b>Budget / Resources</b>		
<b>Information needed</b>	<ul style="list-style-type: none"> <li>• List/mail addresses of URAC and TAC members as possible task force members</li> <li>• Brownfield Assessment experts to present at Task Force meetings</li> <li>• Briefing books for Task Force members to include EPA grant, grant guidelines, membership roster, brownfield primer and newspaper articles.</li> <li>• Organize fact finding tour for Task Force</li> <li>• Description and timeline of decision process</li> </ul>	
<b>Evaluation</b>		
<b>Commission Role</b>		
<b>Assigned Staff</b>		



## **Step #8: Identify Roles and Responsibilities**

Identify everyone who has a role and/or responsibility in the project planning or decision process. Determine roles and responsibilities for project and technical staff, public affairs staff, managers, PDC directors and commissioners and other internal and external resources. The worksheet below will help you organize your project team and identify your decision makers, which will be important as you develop public information materials and make presentations.

### **With the project or URA team:**

Fill out the worksheet below to ensure that each team member knows their roles and responsibilities throughout the project and who is involved in the decision process. This would also be a good opportunity to discuss budget and resources for the project and public participation activities. Some of this information may be gleaned from the project charter.

### **INTERNAL WORKSHEET: Project Roles and Responsibilities**

<b>Roles</b>	<b>Specific Individuals in these Roles</b>	<b>Responsibilities for each individual for this Project</b>
1. Who are the ultimate decision makers?		
2. Who is providing funds for the project?		
3. Is there a formal appeal process and if so what is it?		
4. Who is the project sponsor or manager?		
5. Who are the key PDC team and technical staff for this project?		
6. What individuals outside the project may be important to the credibility of public participation?		
7. What internal resources with special expertise will be important to the process, such as graphics support?		
8. What outside resources with special expertise may be important to the process, such as independent technical experts?		

## EXTERNAL WORKSHEET: Public Participation Plan (Example)

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<b>Evaluation</b>		
<b>Commission Role</b>	8/15/03	Will approve final list of properties.
<b>Assigned Staff</b>	<ul style="list-style-type: none"> <li>• Mary Jones (project manager)</li> <li>• Don Smith and Jill Mayfield (key project team members)</li> <li>• Julie Marx (media and event coordination)</li> <li>• Joe Smith (outside consultant, financial reporting)</li> <li>• Executive Director (reviews and forwards final list to Commission)</li> </ul>	

## **Step #9: Evaluate Public Participation Plan and Activities**

Evaluation is an ongoing tool used by PDC to assess and improve the public participation process as it moves forward, both for individual events and activities and for the entire process once a project is completed.

Evaluation should be incorporated into the project schedule and public participation activities. It should evaluate the public participation process and tools and the overall effectiveness of a project in achieving stated goals and objectives. The best assessment always comes directly from participants. Throughout the process, be sure to ask them how the process is going and how needs are being met.

### **With the project or URA team:**

Identify an evaluation technique for each public participation tool selected. This list below will provide the team ideas for how to develop your tool and evaluate an activity or process.

Here are some questions to incorporate into your evaluation assessments:

- Did stakeholders think that PDC Commissioners and staff were sincere in their desire to obtain public input?
- Did participants believe they had the information needed to contribute at the level they desired?
- Did participants perceive that their input was fairly considered during the process?
- Was it clear to participants how their input was used?
- Why did stakeholders who did not participate not become involved?
- Was the final decision generally acceptable to the public? How do you know?
- How satisfied were participants that their input was used to arrive at the final decision?

Evaluation tools you might choose to use:

- ✓ Informal Feedback – Make a point of talking to stakeholders on a routine basis to ask how they perceive the process and its outcomes. Record the conversation or relevant points.
- ✓ Interviews – More formal settings are sometimes appropriate when you need to gather a lot of feedback.
- ✓ Questionnaires – Short, to-the-point questionnaires can be used periodically or at the end of events to get a sense of things. Be sure to include contact information: name of project manager, email address and phone number.
- ✓ Peer evaluations – Ask practitioners who are not involved in the project to sit in on a meeting or review materials to provide feedback.

- ✓ Debriefs – Always pull the full team together following a public participation activity to create a shared learning environment; agree to adjustments and needed changes for future activities.
- ✓ Formal Surveys – If you need statistically valid information, consider using a formal survey that could be mailed or done by telephone or email. PDC staff could conduct yearly surveys with citizen advisory committees. Be sure to include contact information: name of project manager, email address and phone number.
- ✓ End of Project evaluation – End of project evaluations are often best performed by an independent group that was not involved in the original project. It is important that the assessment be conducted against the actual goals of the project, not against some set of goals identified after the fact by the evaluation team.

## EXTERNAL WORKSHEET: Public Participation Plan(Example)

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<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Results presented at public meetings to URAC and Commissioners</li> <li>• Formal survey distributed to Task Force AFTER work has been completed</li> <li>• Host informal debriefing with Task Force at Paul's Pub AFTER work has been completed.</li> </ul>	
<b>Commission Role</b>	8/15/03	Will approve final list of properties.
<b>Assigned Staff</b>	<ul style="list-style-type: none"> <li>• Mary Jones (project manager)</li> <li>• Don Smith and Jill Mayfield (key project team members)</li> <li>• Julie Marx (media and event coordination)</li> <li>• Joe Smith (outside consultant, financial reporting)</li> <li>• Executive Director (reviews and forwards final list to Commission)</li> </ul>	

## **Step #10: Feedback Loop**

If your public participation goals include public input, involvement or collaboration, you have the added responsibility of disseminating the public's input to decision makers and back to the public at large. This "feedback loop" is a necessary component of public participation planning to demonstrate to the public that their time and effort has been well invested and their comments and concerns have been understood and accurately communicated to decision makers. Along with this "feedback loop," be sure to explain to the public, the media and decision makers how public input shaped the project or influenced the decision process.

### **With the project or URA team:**

Discuss how the public input will be shared with both decision makers AND with the community at large. This could be a good brainstorming exercise.

Here are some ideas to get you started. Using a combination of these ideas rather than one single tool is highly recommended:

- Presentations or reports to the PDC Commissioner or City Council
- PDC Project web site with section to summarize how public input will be/was used in the decision making process.
- Follow up letters to key stakeholders
- Urban Renewal Area or project newsletter that explains how public input will be/was used in the decision making process
- Media outreach, i.e. press release or referring reporters to key stakeholders
- Meeting minutes or summaries shared with committee members and decision makers
- PDC's Major Projects, Policy Action and Programs System (Project Status Reports to Commissioners, IRA toolkit)
- PDC Executive Director's Report

## VI. Sample Public Participation Plan

### *Creekside URA Brownfields Project*



#### **Project outcome:**

Develop selection criteria that will help identify and prioritize properties for assessment, clean-up and redevelopment.

#### **Project Description**

PDC has recently received a \$500,000 grant from the U.S. Environmental Protection Agency to develop criteria to assess and remedy suspected brownfields within the Creekside

URA. The URA is composed of both residential single-family detached houses along the Creekside creek (approximately 60 percent of the URA) and small businesses along Main Street (remaining 40 percent). PDC will work with BES and BHCD, along with its “Showcase Community Brownfields” Program staff, to develop assessment criteria and remedies already being applied in this area. The EPA grant will leverage funds already appropriated in PDC’s FY 2002-2003 budget for brownfield clean up and redevelopment for targeted properties on Main Street that intersect the creek.

#### **Project Milestones:**

- Publicly announce grant award
- Develop selection criteria
- Assess identified properties and prioritize properties for clean up and redevelopment
- PDC Commission approves prioritized list of properties for brownfield remediation
- Hire consultants for remediation
- Clean up completed

#### **Decision Process:**

- PDC project manager and team work with property owners and stakeholders to develop selection criteria and identify properties for assessment. Hires consultant to complete assessments, then works with stakeholders to prioritize properties.
  - Community members could help develop selection criteria and prioritization process.
- PDC Executive Director reviews proposed priorities, approves presenting proposal to Board of Commissioners

- PDC Commission reviews and approves proposed priorities for brownfield remediation.
  - Public could testify at public meeting.

#### **Clarify “decided” and “undecided” issues**

- Grant guidelines mandate that funds be used within the Creekside URA
- PDC has determined that the best use of the grant is to leverage monies already budgeted for properties along Main Street that intersect the creek.
- Grant guidelines mandate that the funds be used for assessment and remediation only.

#### **Prior public participation activities undertaken in developing the related plan or budget**

- The Creekside URAC supported PDC staff pursuing EPA grant for brownfield redevelopment along Main Street.
- Creekside URAC supported FY 2002-2003 budget appropriating funds for brownfield remediation for properties along Main Street that intersect the creek. Budget also approved by PDC Board of Commissioners and City Council.
- PDC Staff partnered with Main Street property owners to draft EPA grant application.

#### **Summary of stakeholders and issues**

- Creekside URAC: Supported grant application, vocal advocates for the project. Representatives for the watershed council and BES are sitting members. Potential conflict of interest with committee member Don Paul; he has expressed interest in serving as an assessment consultant for the project.
- Property and business owners along Main Street: Most business owners are supportive of the process. Mr. Smith, who owns one of the largest lots along the creek on Main Street, has refused to allow PDC or its consultants access to his property to do initial assessment.
- Creekside Watershed Council: Would like to see more funds dedicated to assessment and clean up for residential properties along Creekside. They want to be involved in the selection criteria and assessment process.
- City Bureau of Environmental Services: Have expressed strong interest in being involved in the selection criteria and assessment process.

#### **Legal or binding decisions and documents relevant to your project, program or activity**

- EPA Grant requirements

#### **Geographic Location:**

Map attached. Creekside URA is on the east side of the Willamette River, just north of the City of Ducktown. URA is approximately 30 square miles; target study area is 5 square miles, encompassing 8 creekside properties.

#### **Internal and External Resources:**



- Creekside URAC and mailing list
- PDC FY 2002-2003 Budget

For More Information, contact Joann Smith, 503-823-0000, [smithj@pdc.us](mailto:smithj@pdc.us) or Visit PDC's website: [www.pdc.us](http://www.pdc.us)

**Steps #4, 5, 6, and 8:**      **Identify Public Participation Goals, Tools, Stakeholders, schedule, responsibilities and evaluation methods**

## EXTERNAL WORKSHEET: Public Participation Plan

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<b>Promise to the Public</b>	We will provide feedback on how public input influenced the decision.
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<b>Tool</b>	Form Community / Stakeholder Task Force to develop assessment criteria, establish prioritization process, and prioritize sites based on final assessment and forward recommendations onto PDC Executive Director and PDC Board of Commission.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• URAC members</li> <li>• Property and business owners along Main Street,</li> <li>• Bureaus: BES and BHCD</li> <li>• Main Street Business Association</li> <li>• Elected representatives from state legislature, Metro, and Multnomah County</li> <li>• Creekside watershed council</li> <li>• Homeowners living along Creekside within two miles of the study area.</li> </ul>
<b>Schedule/Tasks</b>	<ul style="list-style-type: none"> <li>• Select members and convene task force by the end of February 2003. Meet twice a month, Wednesday, 7-9 PM. Meetings open to the public.</li> <li>• Task Force develops assessment criteria and prioritized properties to be assessed by the end of April 2003.</li> <li>• Hire consultant team to conduct assessments by end of April 2003.</li> <li>• Task Force finalized prioritization process by May 2003.</li> <li>• Assessments completed by June 2003.</li> <li>• Task Force reviews assessments and prioritizes properties for remediation and redevelopment by July 2003.</li> <li>• Executive Director reviews and forwards task force recommendations to the Board by August 15<sup>th</sup>.</li> <li>• PDC Commission approves list at its August 15<sup>th</sup> meeting.</li> <li>• PDC staff hires consultant by September 30, 2004, to begin remediation phase.</li> <li>• Remediation completed by end of 2003. Grant report submitted December 27, 2003.</li> </ul>
<b>Media</b>	Creekside Crier, The Oregonian Send Task Force meeting agendas to reporters. Use Task Force members as spokespersons, along with PDC Chairman and Executive Director.
<b>Budget / Resources</b>	Staff time, meals or refreshments at task force meetings to be held in the evenings (check to see if grant could cover costs). Consultant team for assessment phase paid through EPA grant (to be reimbursed).
<b>Information needed</b>	<ul style="list-style-type: none"> <li>✓ List/email addresses of URAC and TAC members as possible task force members</li> <li>✓ Brownfield Assessment experts to present at Task Force meetings</li> <li>✓ Briefing books for task force members: to include EPA grant, grant guidelines, Task Force roster, brownfield primer, newspaper articles</li> <li>✓ Organize fact-finding tour for Task Force. (Car pool)</li> <li>✓ Description/Timeline of decision making process</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>✓ Results presented at public meetings to URAC and Commissioners.</li> <li>✓ Formal survey distributed to Task Force AFTER work has been completed</li> <li>✓ Host informal debriefing event at Paul's Pub AFTER work has been completed.</li> </ul>
<b>Commission Role</b>	Exec. Dir. presents list of prioritized properties to Commission on August 15, 2003.
<b>Decision Maker</b>	PDC Executive Director and PDC Board of Commissioners
<b>Assigned Staff</b>	<ul style="list-style-type: none"> <li>✓ Mary Jones (PP lead, Task Force convener and facilitator)</li> <li>✓ Joe Smith (PDC brownfield expert)</li> </ul> (See internal Worksheet – Step #7 that follows)

## Step #7: Project Roles and Responsibilities

### **INTERNAL WORKSHEET: Project Roles and Responsibilities**

<b>Roles</b>	<b>Specific Individuals in these Roles</b>	<b>Responsibilities for each individual for this Project</b>
1. Who are the ultimate decision makers?	PDC Commissioners	To approve proposed priorities for brownfield remediation
2. Who is providing funds for the project?	U.S. Environmental Protection Agency, individual City Commissioners	To consider or request a review of PDC Commission's decision
3. If the decision can be appealed, who would be responsible to review the request?	PDC Executive Director	To reviews proposed priorities, approves presenting proposal to Board of Commissioners
4. Who has overall management responsibility for the project?	Project Manager, Creekside URA team, PDC Public Participation Specialist	To develop and implement PP Plan and activities. Public Participation Specialist reviews and approves final PP Plan
5. Who are key PDC team and technical staff for this project?	Mary, Joe, Don and Samantha	To develop and coordinate implementation of PP Plan
6. What individuals outside the project may be important to the credibility of public participation?	Main Street business and property owners, Creekside business association, EPA staff, Creekside Watershed Council	To participate on Community / Stakeholder Task Force
7. What <b>internal resources</b> with special expertise will be important to the process, such as graphics support?	Public Participation Specialist, Graphic Designer, Legal Department and Website Content Manager	To develop outreach materials (flyer and website) and ensure that assessment criteria and prioritization process are in compliance with EPA grant guidelines.
8. What <b>outside resources</b> with special expertise may be important to the process, such as independent technical experts?	Showcase Brownfield Community staff (BHCD) and Consultant	To guide stakeholders in identifying criteria for brownfield assessment and developing prioritization process.

**Step #2: Assess Level of Public Concern/Interest**

**INTERNAL WORKSHEET: Public Expectations**

<b>Assessment Questions</b>	<b>Very low (1)</b>	<b>Low (2)</b>	<b>Moderate (3)</b>	<b>High (4)</b>	<b>Very High (4)</b>
1. What is the level of existing controversy, conflict or concern on this or related issues?			X		
2. How significant are the potential impacts to the public?				X	
3. How much do the major stakeholders care about this issue?					X
4. What degree of involvement does the public appear to desire?				X	
5. What is the potential for public impact on the potential decision or project?				X	
6. How significant are the possible benefits of involving the public?					X
7. How serious are the potential ramifications of NOT involving the public?				X	
8. What level of public participation does the Commission and/or directors desire or expect?		X			
9. What is the possibility that the media will become interested?				X	
10. What is the probable level of difficulty in solving the problem or advancing the project?					
<i>Count number of checks in each column</i>	1	1	1	5	2
<i>Multiply number of checks by the weight</i>	X1	X2	X3	X4	X5
<i>Enter column score</i>	1	2	3	20	10
<i>Add total of all five columns</i>	36				
<i>Divide total score by number of questions</i>	36/10				
<i>Average score (Desired Level of Public Participation Spectrum)</i>	<b>*3.6 = Moderately High</b>				

\*See Chart following this worksheet for illustration of the level of public participation that would match the public's interest in this project.

**Step #3: Assessing Level of Public Participation**

Average Score of Public Interest or Concern: 3.6

**INTERNAL WORKSHEET: Assessing Level of Public Participation**

<b>Increasing Level of Public Participation</b>			
<b>Inform (1-2)</b>	<b>Solicit Input / Consult (2-3)</b>	<b>Involve (3-4)</b>	<b>Collaborate (4-5)</b>
<p><u>One-way communication</u> between PDC and the public to provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.</p>	<p>Seek public feedback on a proposal, analysis or alternatives. Requires a response from the public, but limited opportunity for public dialogue.</p>	<p>Work directly with the public throughout the process to ensure that issues, aspirations and concerns are consistently understood and considered. Includes elements of public information and outreach, but adds a third dimension of <u>two-way communication</u>.</p>	<p>To collaborate with the public on some or all aspects of the decision including the development of alternatives and the identification of the preferred solution.</p>
<b>Promise to the Public</b>			
<p>We will keep stakeholders informed</p>	<p>We will keep stakeholders informed, listen to and acknowledge concerns, aspirations and provide feedback on how public input influenced the decision.</p>	<p>We will work with stakeholders to ensure that their concerns, aspirations and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.</p>	<p>We will look to stakeholders for direct advice and innovation in formulating solutions and incorporate their advice and recommendations into the decisions to the maximum extent possible.</p>
<b>Example of Tools to use</b>			
<ul style="list-style-type: none"> <li>✓ Fact sheets</li> <li>✓ Press Releases</li> <li>✓ Web site</li> </ul>	<ul style="list-style-type: none"> <li>✓ Public Meetings</li> <li>✓ Comment Cards</li> <li>✓ Surveys</li> </ul>	<ul style="list-style-type: none"> <li>✓ Workshops</li> <li>✓ Design Charrettes</li> <li>✓ Citizen Advisory Committees</li> </ul>	<ul style="list-style-type: none"> <li>✓ Working Group</li> <li>✓ Joint Venture</li> </ul>

Adapted from the IAP2 Public Participation Spectrum

## VII. Advisory Committees

The establishment of committees is a tool frequently used as a way to involve representative stakeholders and/or project partners more directly in planning, program development or decision making processes. Generally, committees are advisory in nature as opposed to a “board” or “commission” that would normally have legislative or fiduciary responsibilities. Committees are typically used by boards and commissions, as well as project staff, to investigate or research an issue or matter more closely and provide advice or recommendations to the decision-makers.



*Keep in mind that advisory groups cannot substitute for broader public involvement. Parallel processes are necessary to provide an opportunity for the broader public to participate in decisions to be made on specific issues.*

To clarify different types of committees, PDC uses the following terminology and guidelines.

### Standing Committee

**Definition:** An ongoing Committee appointed by the PDC Board of Commissioners which meets regularly to address specific issues covered by the Committee's Charter.

**Role:** Advisory to the Board, unless given specific authority.

**Composition:** Persons with pertinent knowledge or expertise and/or representatives of project partners and stakeholders.

**Appointing Authority:** PDC Board of Commissioners Chairperson

**Examples:**

- Urban Renewal Advisory Committee

### Special Committee

**Definition:** A temporary Committee appointed by the PDC Board of Commissioners to address a special issue and disbanded once the task is completed.

**Role:** Advisory to the Board, unless given specific authority.

**Composition:** Persons with pertinent knowledge or expertise and/or representatives of project partners and stakeholders.

**Appointing Authority:** PDC Board of Commissioners Chairperson

**Examples:**

- Solicitation Evaluation Committee
- Siting Committee

## Ad Hoc Committee

**Definition:** A temporary committee or group established to provide advice and/or assistance to a standing or special committee, or PDC project staff; and disbanded once the task is completed.

**Role:** Advisory to the appointing authority.

**Composition:** Persons with pertinent knowledge or expertise and/or representatives of project partners and stakeholders.

**Appointing Authority:**

*Issue will be given to PDC Board for consideration*

- PDC Board of Commissioners
- Standing Committee
- Special Committee
- PDC Executive Director
- PDC Director

**Ad Hoc Committee Types:** There are a variety of common committee types that could be established and are characterized by some subtle differences. Generally, staff should only recommend and use one of the following:

1. **Citizen Advisory Committee.** A forum for airing concerns, increase community input, discussing alternative solutions and building public consensus over key or controversial issues related to a PDC project, program, policy or plan.
2. **Task Force.** This type of committee would typically explore an issue in depth, often serving as a creative source of ideas for the policy or decision-makers.
3. **Workgroup.** This type of committee would typically be assigned a specific item or issue of a larger project or policy matter to research and propose alternative solutions or a recommendation.
4. **Technical Advisory Committee.** This type of committee would typically be composed of representatives of partnering agencies, project developers, and professional experts for the purpose of monitoring some technical activity during the planning or construction phase of a project or program.
5. **Selection Advisory Committee.** This type of committee would typically be used to evaluate proposals received from a public solicitation and make findings and/or selection recommendations.
6. **Project and Program Advisory Committee.** This type of committee would typically be formed to monitor and provide feedback and/or advice throughout the implementation of a specific project or program.

## Committee Formation.


The formation of any advisory committee should include the following basic elements (*adopted from IAP2 Techniques for Effective Public Participation*):

### 1. Mission/Charter:

Ongoing advisory groups need to understand why they have been convened and to have a clear sense of purpose and the scope of topic on which their advice will be sought. They can be designed to fit anywhere on the spectrum from Consult through Collaboration. PDC's urban renewal advisory committees (URACs) are used for public involvement purposes -- to reflect the concerns and issues of affected stakeholders, serve as an important link to the community and provide comment on PDC projects and programs.

### 2. Membership:

While advisory groups range dramatically in size, 15-21 members are ideal. There should be enough people to have a solid nucleus in spite of inevitable absences, but not so many members that participation by all members is difficult. Size will need to be balanced against the need to have full representation of interests. An ongoing advisory group can be designed to provide a balance across a broad range of characteristics, including: interest, representative of an organization, geographic and demographic.

 *When convening a new citizen advisory committee, PDC staff might consider developing a menu of desired skills, professional background, interest and experience for potential members. This would be a useful tool in soliciting input from other stakeholders as to who might be recruited for this new committee.*

### 3. Term limitation and turnover:

Members may be appointed to serve for specific terms. Recruitment efforts will be easier if potential members know they will serve for a specified period of time. Two or three year terms are typical. Member's terms should be staggered so that only a portion of the group will be new with each recruitment period to maintain some institutional knowledge. This approach allows a balance between the values of long-term understanding and fresh perspectives.

### 4. Roles and Responsibilities:

All advisory group members should be provided some orientation to their responsibilities as members of the advisory group. Individual members generally should not speak for the advisory group, only for themselves, unless designated by the group as its spokesperson. At a minimum, members should:

- Read, learn and absorb information quickly and accurately



- Attend meetings regularly
- Articulate their interests, concerns and perspectives on any issue being addressed.
- Maintain an open mind regarding other views
- Focus on the “big picture”
- Work as a team member
- Participate collaboratively in group decision-making
- Constructively manage conflict between themselves and others in the group.

#### 5. Operations:

A facilitator may be an independent third party or a committee selected chair person. Regardless of which tool is selected, effective, independent facilitation is often one of the most important elements of a highly functioning advisory group. A facilitator helps the group stay on track and achieve its objectives. A facilitator can help assure that all diverse viewpoints represented on the group are treated respectfully. In addition, a facilitator can help ensure that the processes used by the group support development of advice that is responsive to the Board of Commissioners’ needs.

#### 6. Decision Making Process:

To some extent, the purpose and mission of the group will dictate the way the group makes decisions. Formal processes, like Roberts Rules of Order, are less common than consensus-based procedures. It is important for groups that work by consensus to develop a “fall back” method for making decisions. If approved ahead of time, a group may decide to allow for simple or super (two-thirds) majority vote to provide the basis for a decision. Providing the opportunity for minority reports can also provide a mechanism for those with different views to express their concerns.

#### 7. Ground Rules:

The group should agree to some basic ground rules for their discussions. Post the ground rules at every meeting, so that if discussion gets off track or someone is dominating the discussion, the chair or facilitator can remind the group of previously agreed-to-ground rules. Examples include:

- Listen carefully and speak honestly
- Respect the views of others
- Keep an open mind
- Critique issues, not people
- Allow everyone to speak without dominating the conversation
- Take responsibility for the success of the meeting

#### 8. Meeting Frequency and Duration

Advisory group meeting should be held as often as is necessary. On a long-term project with lots of issues, meetings may be held at regular intervals like monthly or

quarterly. Groups that advise on a specific project may decide to schedule their meetings to coincide with decision points or important milestones. Also, it will be important to note in the group's charter if committee meetings will be open to the general public.

The number and length of meetings are important factors to potential members during recruitment. The most important factor is that meetings are scheduled to meet the needs and schedules of decision makers and board members.

#### 9. Documentation:

Ongoing advisory groups must know or determine how to communicate their advice to the PDC Board of Commissioners. Some may simply meet or present to the Board, while others will put their advice in writing. In these cases for advisory committees that work by consensus, considerable time may be spent in discussing how to articulate the advice.

All meeting should be documented, including attendance, the agenda, any decisions made or actions taken, and handouts. The detail should be sufficient so that a member of the committee who was not able to attend can understand what occurred. Use a summary format and resist the tendency to make them too detailed (he said, she said) unless merited based on the topic of discussion.

Distribute the meeting summary as soon after the meeting as possible and ask for corrections at the start of the next advisory committee meeting or via email prior to. Post these meeting summaries on the PDC website so they are available to the general public.

## **Open Meetings**

### ***Does that mean meetings of an ad hoc committee need to be “open” to the general public?***

Technically, no. However when an ad hoc committee is established as part of a public participation plan, there would normally be more awareness and interest among the general public in the work of the committee, and a desire to attend meetings.

### ***What type of meetings should generally be open to the public?***

- Meetings of a citizen advisory committee
- Meetings of a task force

### ***What type of meetings should generally not be open to the public?***

- Meetings of a selection advisory committee where confidential information and frank discussions are critical to the group performing their task.
- Meetings of a work group that is basically doing research or developing alternative solutions that will eventually be considered by a standing committee (at a public meeting).
- Meetings of a technical advisory committee or a project advisory committee
- Keep in mind that in any of the above examples a committee and staff could decide that they want/need public input or feedback on a particular item and could hold an open house or hearing for that purpose.

### ***If an ad hoc committee meeting is open to the public, what do I need to consider?***

- Generally, such committees are established for the primary reason of allowing a small group of people to become (if they are not already) “experts” on a particular issue or matter and apply their skills, knowledge and perspectives to performing their assigned task. This means that their meetings are primarily designed for them to do their work, meaning discussions and information sharing among themselves and staff.
- Non-committee members in attendance need to be informed of the above, and reminded that they are allowed to observe, but not participate in the meeting.

### ***What if the press wants to attend a meeting that is otherwise not open to the public?***

- Contact Public Affairs

## VIII. Public Meeting and Event Notice Requirements

The basic guidelines of the **Oregon Public Meetings Law (ORS 192.620)** are:

- Meetings must be open to the public
- Advance notice of meetings is required
- Minutes of meetings/summaries must be kept
- Votes must be recorded.

Technically, this law only applies to the Board of Commissioners and any committee established by the Board. As a PDC practice, however, any other ad hoc committee established by PDC should also follow the spirit of this law to the maximum extent practical and reasonable given the specific purpose of the committee. Though there is discretion in this regard, staff needs to understand and carefully consider whether committee meetings should be open to the public or not. For more information, see:

- Board Meetings Policy
- URAC Operating Procedures

### **Meeting Information to include in Notification**

Project managers are responsible to notify identified stakeholders and the public at large for public meetings sponsored by PDC. Public meetings and events should be advertised at least two weeks before to provide the media and the community, particularly smaller weekly newspapers and neighborhood associations, enough lead time to include the meeting notice in their publications and make announcements at monthly meetings. Notices must include the following:

- Date, time and location of the event
- Brief description of the meeting and/or format and purpose of the meeting
- Meeting or event sponsor(s)
- Transit or bus lines for meeting location
- Staff contact information – email and telephone number
- PDC's website address: [www.pdc.us](http://www.pdc.us)

Other items you might consider including in your meeting notice:

- Meeting agenda
- Brief description of project background
- Map or geographic description of project
- Other project partners, i.e. city bureaus and non profit organizations
- PDC mission statement

## **Notification Requirements**

If the public event or meeting is sponsored by PDC, project managers are required to:

- Post on IRA, [www.pdc.us](http://www.pdc.us) and City's Portland Online
- Advertise in The Oregonian
- Notify PDC's Public Affairs Department
- Notify PDC Commissioners and Executive Director

In addition to the notice requirements, you are encouraged to use as many tools as needed to reach the broader community, beyond key stakeholders and stakeholder groups. Here are some ideas:

- Flyers in students' backpacks
- Posters in libraries, supermarkets or community centers
- Paid notices in weekly newspapers or neighborhood newsletters
- Postcards mailed to a target geographic area or audience
- Presentations at existing community or business meetings
- Post event notices on listservs and electronic bulletin boards (Helpful Lists and Resources)
- Media advisory or press release

## IX. Meeting / Event Planning and Logistics

### Scheduling a Meeting or Event

Unless otherwise stipulated by the committee's charter, meetings should be scheduled for dates and times that are most convenient for the participants. The following are tips for scheduling a meeting or event.

- Avoid meeting dates or times that conflict with other scheduled meetings within the community or of stakeholders, e.g. neighborhood association meetings, community fairs, etc.
- Strive to establish a "regular" pattern to the meeting dates if working with a citizen and/or stakeholder committee.
- Avoid dates on which members of the community will be observing religious or holidays, e.g., Rosh Hashanah, Cinco de Mayo and Martin Luther King Jr. Day.
- Determine need for translating literature or an interpreter for public testimony
- The average meeting should not exceed 90 minutes in length. Two to two and a half hours is ideal for a public event, such as an open house or workshop

### Selecting a Meeting Location

The site of a meeting or event should be:

- Accessible to people with disabilities, e.g. hearing, visual or wheelchair.
- A non smoking facility (*state requirement for all public meetings*)
- Accessible to public transit, e.g. MAX, streetcar and bus lines.
- Consider parking for participants.
- Large enough to comfortably accommodate committee members and any anticipated audience.
- Open to all and where no person would face discrimination on the basis of race, creed, color, sex, age, national origin, sexual orientation or gender identity.
- Generally convenient to committee members and key stakeholders.
- Within proximity to the site of a related project.
- Accommodate audio and visual needs, e.g. room acoustics, lighting, sound system, and technical equipment needs.
- Free and/or cost effective (Assemble a list of locations/sites that are free. List in Helpful Resources Section).

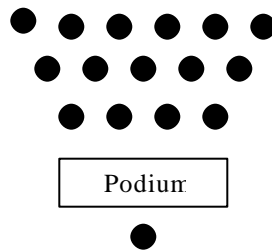
## Configuring the Room

It is worth putting some thought into room configuration, e.g. seating formation, speakers, lighting and acoustics. Room configuration can heavily impact the outcome of a meeting, both positively and negatively. For example, room setup facilitates the goal of an event by influencing the way an audience responds to the information presented. On the flip side, if the goal of an event is to solicit public input, but the public is seated behind a panel of speakers, members of the audience may feel that event sponsors are more interested in what speakers have to say rather than input from the community.

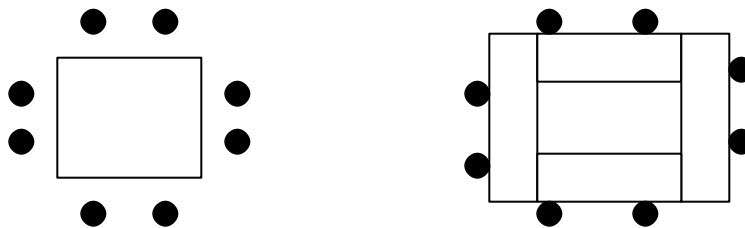
👉 *Putting presenters or a committee on a stage separates them from the audience and creates a physical and emotional distance from the audience.*

Each of the following seating arrangements has its pros and cons and should be given careful consideration in light of the meeting purpose and participants.

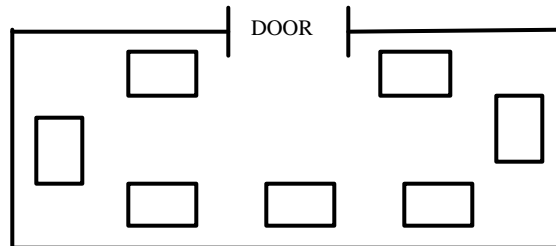
Classroom Style: By seating people in “classroom” style, there is an obvious tendency for the person at the head of the “class” to talk or inform. Generally, the presenter sits or stands in the front of the room facing all the other persons in attendance. The audience should be seated in rows that radiate out from the speaker rather than straight rows that make visibility difficult. This is a functional set up if the purpose of the meeting is public information rather than public input and involvement.



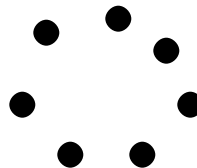
Hollow square style calls for a closed rectangular seating, usually around tables. Many of PDC’s advisory committees are set up this way to encourage give-and-take discussion. This is an effective set up for public input and involvement activities. This arrangement is useful when an audience is anticipated, as it allows everyone on the committee to see the audience, and vice-versa.



Round Robin is a useful setup when the goal of an event is public information and input. Each table can serve as information and input station for different aspects of a project or program. The configuration is *not conducive* if the goal of the event is public involvement as it doesn't facilitate small group discussions or decision making.

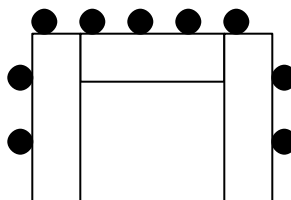



Closed Circle: To make the seating arrangement more intimate and informal, remove all tables and be seated in a closed circle. This is an excellent set up for public input and involvement. Creates environment so that all participants in the circle are given equal time to share their ideas.



Horse Shoe or Open "U": This is the most frequent and most effective room set up. It allows members at the table to see and talk to one another while also providing better visibility for the general public to watch speakers and discussions.

This configuration is often used for **committee meetings** committees whose meetings are open to the public. It allows all members to be seated as equals at the table and see all members around the table. The setup can also help distinguish the committee members from others in attendance.



 *Sit the committee at the opposite end of the room from the main access doors so people leaving and entering the room cause less disruption to the committee.*



## **Setting the Meeting Agenda**

All meetings should have an agenda.

- Standing committees usually have a prescribed process for preparing and publicizing agendas in advance of each meeting. [See: [URAC Operating Procedures](#)]
- Ad hoc committees will generally be less formal than a standing committee, but should follow these general guidelines.
- Normally, committee meetings should last no longer than 90 minutes; preferably 60 minutes.
- Public forums, hearings or open houses should also have an agenda or schedule that is provided or visible to all attendees; and read/explained to attendees during welcome and introductory remarks.

Guidelines regarding URAC meeting logistics, notice, agendas, voting and meeting summaries are outlined below and in PDC's [URAC Operating Procedures](#).

The following are some tips to help you make your next meeting successful, effective and maybe even fun.

### **Before The Meeting**

- State the purpose of the meeting.
- Develop an agenda in cooperation with key participants.
- Distribute the agenda and circulate background material, lengthy documents or articles prior to the meeting so members will be prepared and feel involved and up-to-date.
- Choose an appropriate meeting time. Set a time limit and stick to it, if possible. Remember, members have other commitments. They will be more likely to attend meetings if you make them productive, predictable and as short as possible.
- If possible, arrange the room so that members face each other, i.e., a circle or semi-circle. For large groups, try U-shaped rows.
- Choose a location suitable to your group's size. Small rooms with too many people get stuffy and create tension. A larger room is more comfortable and encourages individual expression.
- Use visual aids for interest (e.g., posters, diagrams, etc.). Post a large agenda up front to which members can refer.

### **During The Meeting**

- Greet members and make them feel welcome, even late members when appropriate.

- If possible, serve light refreshments; they are good icebreakers and make your members feel special and comfortable.
- Start on time. End on time.
- Review the agenda and set priorities for the meeting.
- Stick to the agenda.
- Encourage group discussion to get all points of view and ideas. You will have better quality decisions as well as highly motivated members; they will feel that attending meetings is worth their while.
- Encourage feedback. Ideas, activities and commitment to the organization improve when members see their impact on the decision making process.
- Keep conversation focused on the topic. Feel free to ask for only constructive and non-repetitive comments. Tactfully end discussions when they are getting nowhere or becoming destructive or unproductive.
- Keep minutes of the meeting for future reference in case a question or problem arises.
- Summarize agreements reached and end the meeting on a unifying or positive note. For example, have members volunteer thoughts of things they feel have been good or successful or reiterate the organization's mission.
- Set a date, time and place for the next meeting.

### **After The Meeting**

- Write up and distribute minutes within 3 or 4 days. Quick action reinforces importance of meeting and reduces errors of memory.
- Discuss any problems during the meeting with other officers; come up with ways improvements can be made.
- Follow-up on delegation decisions. See that all members understand and carry-out their responsibilities.
- Give recognition and appreciation to excellent and timely progress.
- Put unfinished business on the agenda for the next meeting.
- Conduct a periodic evaluation of the meetings. Note any areas that can be analyzed and improved for more productive meetings.

# Equipment Supply Checklist

<p><b>PUBLIC OUTREACH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Email/Listservs</li> <li><input type="checkbox"/> Mailed Invites</li> <li><input type="checkbox"/> Phone Calls</li> <li><input type="checkbox"/> Community Meetings</li> <li><input type="checkbox"/> Notices in community newsletters</li> <li><input type="checkbox"/> Announcements at other meetings</li> </ul>	<p><b>WELCOME TABLE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Event Sign in sheets             <ul style="list-style-type: none"> <li>o # of copies _____</li> </ul> </li> <li><input type="checkbox"/> Name tags             <ul style="list-style-type: none"> <li>o PDC Staff</li> <li>o Members of the Public</li> </ul> </li> <li><input type="checkbox"/> Evaluation Forms</li> <li><input type="checkbox"/> Comment Cards</li> </ul>	<p><b>MEETING SPACE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reservations _____</li> <li><input type="checkbox"/> Room Size _____</li> <li><input type="checkbox"/> Tables / Chairs</li> <li><input type="checkbox"/> Room Set Up (meeting purpose)</li> <li><input type="checkbox"/> Room prep and clean up</li> <li><input type="checkbox"/> Handicap accessible</li> <li><input type="checkbox"/> Accessible by transit (bus#)</li> </ul>
<p><b>POSTCARDS INVITES FLYERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Request Public Affairs assistance             <ul style="list-style-type: none"> <li>o Graphic design</li> <li>o Copyediting</li> <li>o Web design</li> </ul> </li> <li><input type="checkbox"/> Use Printer Services</li> <li><input type="checkbox"/> Design &amp; produce             <ul style="list-style-type: none"> <li>o # of Copies _____</li> </ul> </li> <li><input type="checkbox"/> Electronic files             <ul style="list-style-type: none"> <li>o PDF</li> <li>o Word Version</li> </ul> </li> <li><input type="checkbox"/> Link on PDC Website</li> <li><input type="checkbox"/> Link on PortlandOnline</li> <li><input type="checkbox"/> Post on IRA</li> <li><input type="checkbox"/> Link to Community Partners sites</li> </ul>	<p><b>PROGRAM MATERIALS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PDC Quarterly</li> <li><input type="checkbox"/> PDC Corporate folder</li> <li><input type="checkbox"/> PDC Case Studies</li> <li><input type="checkbox"/> All URA map (color)</li> <li><input type="checkbox"/> Individual URAMaps</li> <li><input type="checkbox"/> URA Accomplishments map</li> <li><input type="checkbox"/> PortlandMaps (laptop)</li> <li><input type="checkbox"/> Questionnaire Game (kids)</li> <li><input type="checkbox"/> URA Bingo boards (kids)</li> <li><input type="checkbox"/> Development             <ul style="list-style-type: none"> <li>o DOS Program</li> </ul> </li> <li><input type="checkbox"/> Economic Development             <ul style="list-style-type: none"> <li>o Enterprise Zones</li> <li>o Storefront grants</li> <li>o Quality Job</li> <li>o Regional Fact Book</li> <li>o Reg. Ambassadors</li> </ul> </li> <li><input type="checkbox"/> Housing             <ul style="list-style-type: none"> <li>o Home Repair</li> <li>o Lead Abatement</li> <li>o Homeownership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Podium</li> <li><input type="checkbox"/> Microphones</li> <li><input type="checkbox"/> Stopwatch</li> <li><input type="checkbox"/> Lighting</li> <li><input type="checkbox"/> Acoustics</li> <li><input type="checkbox"/> Table Skirting</li> <li><input type="checkbox"/> Booth piping</li> <li><input type="checkbox"/> Electricity required</li> <li><input type="checkbox"/> Internet access required</li> <li><input type="checkbox"/> AV/Sound system needs</li> </ul>
<p><b>ADVERTISEMENTS &amp; MEDIA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Request Public Affairs assistance?             <ul style="list-style-type: none"> <li>o Draft Press Releases</li> <li>o Media Advisory</li> <li>o PDC Quarterly (timing)</li> <li>o Post in Don's Weekly Reports</li> <li>o Biweekly Oregonian public meeting notice</li> </ul> </li> <li><input type="checkbox"/> Public Service Announcements (PSA)             <ul style="list-style-type: none"> <li>o Television</li> <li>o Radio</li> </ul> </li> </ul>	<p><b>REFRESHMENTS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hot Beverages</li> <li><input type="checkbox"/> Hot &amp; Cold Beverages</li> <li><input type="checkbox"/> Beverages &amp; Pastries or Snacks</li> <li><input type="checkbox"/> Full Meal Breakfast/Lunch/Dinner</li> </ul>	<p><b>PDC BOOTH ITEMS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tablecloth</li> <li><input type="checkbox"/> Tabletop Display</li> <li><input type="checkbox"/> 24/7 Post it Notes</li> <li><input type="checkbox"/> Pens/pencils</li> <li><input type="checkbox"/> Pads of paper</li> <li><input type="checkbox"/> Flipchart</li> <li><input type="checkbox"/> Markers</li> <li><input type="checkbox"/> Tape</li> <li><input type="checkbox"/> Display Maps</li> </ul>
<p><b>EQUIPMENT RESERVED</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LCD Unit- Powerpoint</li> <li><input type="checkbox"/> Laptop (wireless?)</li> <li><input type="checkbox"/> Portable Screen</li> <li><input type="checkbox"/> Projector</li> <li><input type="checkbox"/> Digital Camera (Julie)</li> </ul>	<p><b>DISPLAY HOLDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multi Business Card</li> <li><input type="checkbox"/> Multi Flyer</li> <li><input type="checkbox"/> Tri-fold Brochures</li> <li><input type="checkbox"/> Easels</li> </ul>	<p><b>SIGNAGE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Event door signs</li> <li><input type="checkbox"/> Sandwich boards</li> <li><input type="checkbox"/> Directional signage</li> <li><input type="checkbox"/> PDC Banners             <ul style="list-style-type: none"> <li>o 10x10</li> <li>o Pull Ups</li> </ul> </li> </ul>

## X. Helpful Lists and Resources

This section will help staff identify ways to reach targeted audiences and stakeholders. These lists are not intended to be exhaustive of all newspapers, listservs or organizations, but rather a good starting point to help staff think about different outreach opportunities. Suggestions from staff are welcomed and will be added as they are received.

### **Listservs / Email:**

Email notices, electronic bulletin boards and local and regional listservs are cheap, efficient and effective ways of promoting an event, providing meeting schedules and agendas, and updates on projects. You might also consider personal or professional listservs that you are currently a member of. This method is so popular, even the City of Portland provides a local email notification service through its Office of Neighborhood Involvement. Here is a list of others you might want to take advantage of depending on your target audiences:

- Office of Neighborhood Involvement (E-Newsletter and PortlandOnline City Calendar)
  - [oninotification@ci.portland.or.us](mailto:oninotification@ci.portland.or.us)
- Coalition for Livable Future
  - [teresa@clfuture.org](mailto:teresa@clfuture.org)
- Portland State University Urban and Regional Planning Program
  - [uspstud-m@lists.pdx.edu](mailto:uspstud-m@lists.pdx.edu)
- Portland State University's Community Economic and Development Program
  - [cd-usp@lists.pdx.edu](mailto:cd-usp@lists.pdx.edu)
- Lewis and Clark College: Environmental Law Program / Lin Harmon Walker
  - [lh@lclark.edu](mailto:lh@lclark.edu)
- Old Town/Chinatown Crier
  - [carolmccreary@comcast.net](mailto:carolmccreary@comcast.net)
- CNRG / Community Nonprofit Resource Group: Networking group for young nonprofit and government professionals based in the Portland, Oregon area
  - [cnrqpd@yahoo.com](mailto:cnrqpd@yahoo.com)
- PDC Quarterly Listserv – Carey Siemers, Listserv Manager
- APNBA / Alliance of Portland Neighborhood Business Associates
  - [www.apnba.com](http://www.apnba.com)
- City Small Business Advisory Council

### **Blogs:**

Short for “web log”, a blog is a web page that serves as a publicly accessible journal for a person, organization or business. Typically updated daily, blogs often reflect topics of interest to the author. *\*Please consult Public Affairs staff if you decide to use this tool.*

- Portland Communiqué (blog)
  - [editor@communique.portland.or.us](mailto:editor@communique.portland.or.us)

### **Press / Media:**

Posting meeting announcements, providing project updates, writing letters to the editor, and sending out press releases are excellent public relations tools for public information and outreach. Identify the newspaper(s) or newsletter(s) that are best suited for your target audience and public participation goals. All media activities must be coordinated with Public Affairs staff per PDC's Communications and Media policies.

- Oregonian
- Tribune
- Daily Journal of Commerce
- Business Journal
- Portland Observer
- The Skanner
- Asian Reporter
- El Hispanic News
- Senior Northwest News
- District Coalition / Neighborhood Newspapers
- In and About
- Willamette Week
- Mid County Memo
- ONI Outreach and Involvement Handbook, page 34, Appendix

### **Neighborhood and Business Associations :**

The City's Office of Neighborhood Involvement provides yearly updates to its neighborhood directory, which provides contact names and information for all 95 neighborhood associations, 36 business district associations and 5 coalitions within the City of Portland's jurisdiction.

### **Other Business Groups:**

- Port of Portland
- Portland Oregon Visitors Association (POVA)
- Portland Business Alliance (PBA)
- Oregon Association of Minority Entrepreneurs (OAME)
- Association of Portland Neighborhood Business Associates (APNBA)
- Regional Partners
- Chambers of Commerce
  - ✓ Hispanic Chamber
  - ✓ Native American Chamber
  - ✓ African American Chamber
  - ✓ Philippine Chamber

### **Educational Institutions**

- Portland State University
- Oregon Health and Sciences University
- University of Oregon
- University of Portland
- Lewis & Clark College

- Concordia College
- Portland Community College
- Reed College
- Portland Public Schools District
- David Douglas Schools District
- Parkrose Schools District
- Multnomah Educational Service District

### Arts and Education

- Regional Art and Culture Council (RACC)
- Portland Institute of Contemporary Art (PICA)
- Pacific NW College of Art (PNCA)
- Anne Mangan (email link)

### Community Civic Groups

- Association of Community Organizations for Reform Now (ACORN)
- League of Women Voters (LOWV)
- Willamette Pedestrian Coalition
- City Club
- International Refugees
- Immigrant and Refugee Community Organization (IRCO)
- Metropolitan Alliance for the Common Good (MACG)

### Social

- Moose
- Elks
- Rotary
- Lions
- City Club
- Boy and Girl Scouts
- Faith Based Organizations

### Not-for-Profit Community:

Target Audiences often include local or regional advocacy groups and not for profit organizations working in the City of Portland. They are typically categorized by the following areas:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Smart growth/Land Use / Sustainability           <ul style="list-style-type: none"> <li>✓ 1000 Friends of Oregon</li> <li>✓ League of Women Voters</li> <li>✓ Coalition for Livable Future</li> <li>✓ Sustainable Northwest</li> </ul> </li> <li>• Transportation           <ul style="list-style-type: none"> <li>✓ Bicycle Transportation Alliance</li> <li>✓ Coalition for Livable Future</li> <li>✓ Portland Streetcar Inc.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Environment           <ul style="list-style-type: none"> <li>✓ Local Watershed Councils</li> <li>✓ Willamette Riverkeepers</li> <li>✓ OR League of Conservation Voters</li> <li>✓ Audubon Society of Portland</li> <li>✓ Three Rivers Land Conservancy</li> <li>✓ Sierra Club</li> </ul> </li> <li>• Housing:           <ul style="list-style-type: none"> <li>✓ Affordable Housing Now</li> <li>✓ Community Alliance of Tenants</li> </ul> </li> </ul> |
|---|--|

- ✓ Central City Concern
- ✓ Housing Development Center
- ✓ Community Development Network
- ✓ African American Alliance for Homeownership
- Taxpayer education
  - ✓ Citizens for Oregon's Future
  - ✓ Taxpayer Foundation of Oregon
- Environmental Justice
  - ✓ Environmental Justice Action Group
  - ✓ Urban League of Portland
- Work force / Business/ Unions
  - ✓ Youth Builders
  - ✓ Central City Work Force Workforce
  - ✓ Worksystems, Inc.
  - ✓ Workforce Network
  - ✓ Oregon Human Development Corporation
  - ✓ Chambers of Commerce
  - ✓ Portland Oregon Visitors Association
  - ✓ Oregon Tradeswomen Inc.
  - ✓ Columbia Pacific Building Trades
  - ✓ Oregon Building Congress
  - ✓ Worksystems, Inc.

If you want to do more research on public participation, here are some good places to start, along with creative ideas for reaching target audiences or forming and managing a citizen advisory committee:

- International Association for Public Participation, [www.iap2.org/practicionertools/corevalues/coreofvalues.html](http://www.iap2.org/practicionertools/corevalues/coreofvalues.html)
- The Community Development Society, [www.comm-dev.org/principles.htm](http://www.comm-dev.org/principles.htm)
- Center for Public Participation, PSU, Sara Ackerson
- Deliberative Democracy Project, University of Oregon, Ed Weeks
- Institute for Participatory Management and Planning, Monterey, California
- The Co-Intelligence Institute, Eugene, [www.co-intelligence.org/CIPol\\_publication.html](http://www.co-intelligence.org/CIPol_publication.html)

## PDC Public Participation Toolkit

<b>Tool</b>	<b>Description</b>	<b>Benefit</b>	<b>Constraint</b>
<b>PUBLIC INFORMATION:</b>			
<i>One-way communication between PDC and the public to provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.</i>			
Written Correspondence	Personally addressed letter informing residents of a project, issue, service or action	<ol style="list-style-type: none"> <li>1. All affected people receive the same information</li> <li>2. Record of communication</li> <li>3. Generally cost effective</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumes literacy levels of stakeholders</li> <li>2. Language translation may be required</li> <li>3. Assumes all stakeholders are known. May inadvertently omit unknown stakeholders.</li> </ol>
Pamphlet / Flyer	A leaflet designed to provide information on a particular meeting, event or activity.	<ol style="list-style-type: none"> <li>1. Enables presentation of the facts, ensuring an informed community.</li> <li>2. Potential to create a greater interest through appealing presentation.</li> <li>3. All stakeholders receive the same information.</li> <li>4. Record of communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. A more costly exercise</li> <li>2. Assumes literacy levels of stakeholders.</li> <li>3. Distribution gaps in a geographic area.</li> <li>4. Language translations may be needed.</li> <li>5. More lead time required.</li> </ol>
Newsletter	Periodic publication associated with a project, program or issue.	<ol style="list-style-type: none"> <li>1. Convenient to read and use as a reference.</li> <li>2. Can target specific stakeholders and groups.</li> <li>3. Potential to create a greater interest through appealing presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumes literacy levels of stakeholders</li> <li>2. Language translation may be required</li> <li>3. Costly and time consuming to produce or distribute.</li> <li>4. One-way communication.</li> </ol>
Email Notice	Email announcement informing stakeholders of a project, issue, service or action	<ol style="list-style-type: none"> <li>1. All affected people receive the same information</li> <li>2. Record of communication</li> <li>3. Generally cost effective</li> <li>4. Timely</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumes literacy levels of stakeholders</li> <li>2. Excludes stakeholders that do not have computer access</li> <li>3. Assumes computer literacy levels of stakeholders</li> </ol>
PDC Web Site Announcement	Post project information, renderings, graphics on PDC website and website of PDC partners	<ol style="list-style-type: none"> <li>1. All affected people receive the same information</li> <li>2. Record of communication</li> <li>3. Generally cost effective</li> <li>4. Enables presentation of the facts, ensuring an informed community.</li> <li>5. Potential to create a greater interest through appealing presentation.</li> <li>6. Can include more information and files than an email notice.</li> <li>7. Timely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Need outreach tool to initially direct people to the website.</li> <li>2. Assumes literacy levels of stakeholders</li> <li>3. Excludes stakeholders that do not have computer access</li> <li>4. Excludes stakeholders that do not speak English.</li> <li>5. Assumes computer literacy levels of stakeholders.</li> <li>6. Assumes all stakeholders will visit PDC website.</li> </ol>
Notice in local newspapers	Paid advertisement in local newspaper	<ol style="list-style-type: none"> <li>1. Broad distribution</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumes interested and affected people read newspaper and will see the meeting notification.</li> <li>2. Assumes literacy levels of stakeholders.</li> <li>3. Not timely.</li> <li>4. Cost of placing an advertisement</li> </ol>
Media Release / Media Briefing	PDC-generated news story pitched	<ol style="list-style-type: none"> <li>1. Creates awareness for an issue through local media</li> </ol>	<ol style="list-style-type: none"> <li>1. Subjective media reporting</li> <li>2. Risk of misrepresentation</li> </ol>



<b>Tool</b>	<b>Description</b>	<b>Benefit</b>	<b>Constraint</b>
	to local paper, radio or television outlets	2. Cost effective	3. Relies on media's interest in picking up the story. 4. Assumes literacy levels of interested and affected people 5. Assumes that interested and affected people read newspaper
Pitching news stories to association and community newsletters	Community interest story for targeted audience or geographic area.	1. Places information in local area which is accessible to affected stakeholders 2. Cost effective 3. Timely	1. Subjective media reporting 2. Risk of misrepresentation 3. Relies on media's interest in picking up the story. 4. Assumes literacy levels of interested and affected people 5. Assumes stakeholders read newsletter
Inviting stakeholders to submit stories or letters to a newspaper editor	Broadcast to community seeking written presentation of views on proposal / concept/activity	1. Useful as part of a wider consultation process 2. Broadens potential information source 3. Easy to implement 4. Enables formal comments on issues 5. Cost effective	1. Limits the opportunity for dialogue and clarification 2. Likely to only attract organized and motivated groups and individuals. 3. Assumes interested and affected people read the newspaper editorials. 4. Assumes literacy levels of stakeholders.
In Person Meeting	Informal/semi formal discussion either one to one or in small group	1. Capacity to discuss issues, exchange different points of views 2. Opportunity to develop rapport with individual community members	1. Tends to be customer initiated 2. Limits the number of people accessing information 3. Time consuming
On Site Display	On site information board describing proposed development / activity	1. Places information in local area which is accessible to affected stakeholders 2. Enables presentation of facts. 3. All viewers receive the same information.	1. Impact of information depends on the quality of the display 2. Assumes affected stakeholders will visit site and display 3. May need information translated into different languages. 4. Assumes literacy levels of stakeholders.
Displays in Other Locations (e.g. shopping mall)	Visual and/or auditory information is placed in an area of high public use to create public awareness.	1. Potential to capture and inform a wide cross section of the community 2. Enables presentation of facts. 3. All viewers receive the same information. 4. Can make presentation appealing.	1. Dependent on quality of display 2. May be a high cost if display is supported by staff to explain and answer questions. 3. Assumes affected stakeholders will visit site and display 4. May be costly and time consuming to develop display 5. May require translation of information. 6. Assumes literacy levels of affected stakeholders.
Groundbreaking Ceremonies and Dedications	On site structured speaker event to commemorate the beginning or completion of a project	1. Potential to capture and inform a wide cross section of the community 2. Media coverage – TV, print 3. Potential to generate interest thru appealing presentation and media coverage 4. Opportunity to create spirit of celebration for local community 5. Opportunity for PDC staff to	1. Extensive event organizing required 2. Identify and confirm appropriate spokesperson/. Speaker 3. A more costly exercise 4. Assumes decision is finalized 5. Time consuming to plan and host.

Tool	Description	Benefit	Constraint
PDC Speakers Bureau Program	Prepared presentations to existing community and business groups.	<p>interact and gather with community members</p> <ol style="list-style-type: none"> <li>1. Opportunity for PDC staff to interact and gather with community members</li> <li>2. Tailor presentation and Q&amp;A to specific audiences based on their interests or concerns.</li> <li>3. Enables presentation of facts.</li> <li>4. All viewers receive the same information.</li> <li>5. Can make presentation appealing.</li> <li>6. Cost effective</li> </ol>	<ol style="list-style-type: none"> <li>1. May need interpreter or have information translated into different languages.</li> <li>2. Staff presentation training needed.</li> <li>3. Scheduling and lead time required.</li> <li>4. Significant and committed staff time to organize program and provide ongoing scheduling.</li> </ol>
PDC Urban Renewal and Redevelopment Course	Partnership with Portland State University to organize and host urban renewal class	<ol style="list-style-type: none"> <li>1. Opportunity for two-way communication with members of the public.</li> <li>2. Tailor presentation and Q&amp;A to specific audiences based on their interests or concerns.</li> <li>3. Enables presentation of facts.</li> <li>4. All viewers receive the same information.</li> <li>5. Can make presentation appealing.</li> <li>6. Opportunity to partner with outside experts, community leaders and strategic partners</li> <li>7. Opportunity to present and discuss complex topics and issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Scheduling and lead time required.</li> <li>2. Significant and committed staff time to organize program and provide ongoing support.</li> <li>3. Cost for graduate assistant and class moderator.</li> <li>4. Need to advertise course with targeted audiences.</li> <li>5. Provide scholarships to community members (non credit)</li> <li>6. Limited class size disallows broad community participation.</li> </ol>
Information Repositories	Locations where project background materials are available for review and use by stakeholders. Often located in public libraries near project locations or in other locations convenient to community members.	<ol style="list-style-type: none"> <li>1. Provides people without computer access or experience the ability to review materials.</li> <li>2. Provides more transparency regarding project proposals.</li> <li>3. Supplements posting proposals or project information on PDC website.</li> </ol>	<ol style="list-style-type: none"> <li>1. Need to ensure updates are posted to remote repositories.</li> <li>2. Monitoring necessary to assure all materials remain in order and good repair.</li> <li>3. Need to advertise that information is available at repositories: hotline, website, meeting announcements and in newspaper advertisements.</li> </ol>

<b>Tool</b>	<b>Description</b>	<b>Benefit</b>	<b>Constraint</b>
<b>PUBLIC INPUT:</b> <i>Seek public feedback on a proposal, analysis or alternatives. Requires a response from the public, but limited opportunity for public dialogue.</i>			
Telephone Survey	Individual phone contact to complete formal survey or informally ask questions	<ol style="list-style-type: none"> <li>1. Personal approach tends to increase the level of response</li> <li>2. Capacity to reach a wide range of people in the community</li> <li>3. Ability to target specific stakeholder groups</li> <li>4. Relationship building w/strategic partners</li> <li>5. Could be designed to be statistically valid</li> </ol>	<ol style="list-style-type: none"> <li>1. Can be time consuming and costly depending on the number of calls and survey complexity</li> <li>2. Need to limit questions for ease of analysis</li> <li>3. Excludes people who do not have telephones</li> <li>4. Trained survey staff required to avoid biasing response</li> <li>5. Potential language barriers.</li> <li>6. Need to develop and pre-test non-biased questionnaire</li> </ol>
Written survey	Written structured survey to gather data / information	<ol style="list-style-type: none"> <li>1. Provides basis for assessing needs/trends or obtaining feedback on service/project</li> <li>2. Enables broad or targeted input</li> <li>3. Could be statistically valid</li> <li>4. Capacity to reach wide range of people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can be costly depending on sample size and survey development.</li> <li>2. Tend to be limited in closed questions for ease of analysis</li> <li>3. Assumes literacy levels of residents.</li> <li>4. Not a timely exercise.</li> <li>5. Potential language barriers.</li> <li>6. Need to develop and pre-test non-biased questionnaire</li> </ol>
Interface Surveys	Staff sets up a survey station at a community site (libraries, markets, schools, light rail station, and park) to survey passerbys.	<ol style="list-style-type: none"> <li>1. Provides basis for assessing needs/trends or obtaining feedback on service/project</li> <li>2. Enables broad or targeted input</li> <li>3. Ability to target specific stakeholder groups</li> <li>4. Personal approach tends to increase the level of response</li> <li>5. Cost effective</li> <li>6. Good tool to assess needs for immediate area.</li> <li>7. Provides one on one interaction between staff and stakeholders</li> <li>8. Could combine website information with survey.</li> </ol>	<ol style="list-style-type: none"> <li>1. May require materials to be translated.</li> <li>2. Need to develop and pre-test non-biased questionnaire</li> <li>3. Attracts most interested stakeholders</li> <li>4. Potential language barriers.</li> </ol>
Email / Listserv Survey	Written survey emailed to targeted audience.	<ol style="list-style-type: none"> <li>9. Capacity to reach a wide range of people.</li> <li>10. Ability to target specific stakeholder groups</li> <li>11. Provides basis for assessing needs/trends or obtaining feedback on service/project</li> <li>12. Could be statistically valid depending on development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attracts most interested stakeholders</li> <li>2. Tends to be limited in closed questions for ease of analysis</li> <li>3. Assumes literacy levels of residents</li> <li>4. Excludes people who do not have computer access</li> <li>5. Assumes computer literacy</li> <li>5. Not a timely exercise.</li> <li>6. May require materials to be translated.</li> </ol>

Personal Canvass	Door to door interviews with a geographic target audience	<ol style="list-style-type: none"> <li>1. Opportunity for broad input</li> <li>2. Can explain the purpose of the survey or project</li> <li>3. Personal contact</li> <li>4. Provides input from those unlikely to attend meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Not a statistically random sampling.</li> <li>2. Need to develop and pre-test non-biased questionnaire</li> <li>3. Low turnout can bias results</li> <li>4. May require materials to be translated.</li> <li>5. May need interpreters to contact stakeholders who do not speak English.</li> </ol>
Staffed Public Exhibition	PDC staffs a formal exhibition of a plan or document at key locations for a set period of time	<ol style="list-style-type: none"> <li>1. Gives all people in the community the opportunity to view and comment on a plan or strategy verbally and in writing</li> <li>2. Allows community to participate on their own time.</li> <li>3. Could combine website information with exhibition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires a high level of promotion</li> <li>2. Requires the allocation of additional time for planning process</li> <li>3. Requires motivated people to respond</li> <li>4. Assumes impacted and affected people will make extra effort</li> <li>5. Attracts most interested Input not statistically valid</li> <li>6. Materials may need to be translated.</li> <li>7. Assumes literacy of affected stakeholders.</li> </ol>
Focus Group Session	Semi-structured interview in a small group, with invited representative participants	<ol style="list-style-type: none"> <li>1. Participants explore and build on issues</li> <li>2. Allows in depth discussions</li> </ol>	<ol style="list-style-type: none"> <li>1. May not be representative of all interested and affected groups</li> <li>2. Not necessarily a random sampling.</li> <li>3. Limited use of information</li> </ol>
General Public Meeting	Meeting with specific audience to present info and answer questions.	<ol style="list-style-type: none"> <li>1. Opportunity to address issues and concerns before decisions are made.</li> <li>2. Flexible format</li> <li>3. Some two-way communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Limited opportunity to explore issues in depth.</li> <li>2. Self-selected audience with specific agenda.</li> <li>3. Difficult to generate turnout.</li> <li>4. Requires extensive outreach to advertise meeting.</li> </ol>
Comment Cards	Form given to people to complete and return – usually used at public meetings.	<ol style="list-style-type: none"> <li>1. Can be conducted online</li> <li>2. Learn information from people individually.</li> <li>3. Opportunity for less vocal participants to share their views</li> <li>4. Collect input at forum focused on providing information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Results are not representative of larger population</li> <li>2. Can't characterize public opinion based on comment cards alone.</li> <li>3. Design the form to engage people in the effort, not just to answer specific project inquiries.</li> <li>4. Potential language barrier</li> </ol>
Community Feedback Board	A large interactive feedback board for participants to post their goals or concerns on color-coded post it notes as part of a larger meeting or workshop.	<ol style="list-style-type: none"> <li>5. Supplemental input tool at a public meeting.</li> <li>6. Helps participants focus on the "big picture" issue rather than individual concerns.</li> <li>7. Considers all of the unique aspects of a project or community.</li> <li>8. Stakeholders share concerns and ideas w/others with different views.</li> <li>9. Doesn't require public speaking</li> <li>10. Effective recording device</li> </ol>	<ol style="list-style-type: none"> <li>5. Participants choose to participant and post their ideas.</li> <li>6. Assumes literacy levels of stakeholders.</li> <li>7. Potential language barriers to participation.</li> <li>8. May not be representative of all interested and affected groups.</li> </ol>

<b>Tool</b>	<b>Description</b>	<b>Benefit</b>	<b>Constraint</b>
<b>PUBLIC INVOLVEMENT:</b> <i>Work directly with the public throughout the process to ensure that issues and concerns are consistently understood and considered. Includes elements of public information and outreach, but adds a third dimension of <u>two-way communication</u>.</i>			
Workshop	A structured approach to involve meeting participants to work through an issue and/or developing solutions. Can be selected participants or an open meeting. More effective with groups between 10-30, but could have smaller groupings within a larger group.	<ol style="list-style-type: none"> <li>1. Can produce a plan or recommended action or obtain specific feedback on plan, project or program</li> <li>2. Enables the involvement of all participants</li> <li>3. Good forum to work through issues or problems in a timely manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires participants to be open minded and represent a diversity of interests</li> <li>2. Requires skilled facilitator (s).</li> <li>3. Requires a detailed recording of notes</li> <li>4. Costly exercise depending on number of staff or consultants required.</li> <li>5. Translation of materials or interpreters may be needed.</li> <li>6. Need to brief workshop participants</li> <li>7. Participants will have varying degrees of awareness.</li> </ol>
Community Forum / Panel Discussion	Use panel of community leaders or experts to provide information and facilitate informed discussion and input on a topic. Could include "open mike"	<ol style="list-style-type: none"> <li>1. Participants become informed of all aspects of an issue.</li> <li>2. Good for less contentious issues or when seeking to generate public interest in a topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Need to ensure that speakers give a balanced view</li> <li>2. Competing with other scheduled meetings</li> <li>3. Requires skilled facilitator (s).</li> <li>4. Not necessarily a comfortable forum for all participants to participate.</li> </ol>
Meeting with User or Stakeholders Groups	Attend group's regularly scheduled meeting to discuss and solicit feedback on broader community needs or issues	<ol style="list-style-type: none"> <li>1. Involves people who would normally not have the interest or time</li> <li>2. Provides rich source of information on needs and issues within the community</li> <li>3. Relies on already scheduled meetings.</li> <li>4. Less cost and staff preparation involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires facilitator who is skilled in relating to different groups and creating an interest in the topic</li> <li>2. Existing groups are small cross section of the community – not a broad or diverse representation of stakeholders.</li> <li>3. Significant staff time to attend and present at relevant meetings.</li> <li>4. May require interpreters or translation services depending on stakeholder group.</li> </ol>
Open House / Fair	Gathering of large numbers of people to inform them of an issue and enable public comment. Can provide info stations for participants to learn and give input about a project. May involve displays, maps, handouts and presenters at one or more information booths.	<ol style="list-style-type: none"> <li>1. Broadcast of information to large group</li> <li>2. Open to anyone who has an interest.</li> <li>3. Everyone receives the same information</li> <li>4. Opportunity for two-way communication.</li> <li>5. Can talk to members of the community before a decision is finalized.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires good facilitation and management to ensure information exchange is handled well</li> <li>2. Risk of control or disruption by interest groups / individuals</li> <li>3. Requires good note taking to effectively capture public feedback</li> <li>4. Preparation of displays, materials and handouts</li> <li>5. Potential language barriers</li> <li>6. Could limit participation by time or date of event.</li> <li>7. One shot opportunity to reach affected stakeholders.</li> <li>8. Public input needs to be focused and clearly articulated.</li> </ol>
Personal Interviews	Face to face	<ol style="list-style-type: none"> <li>1. Obtain in-depth opinions</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires preparation of</li> </ol>

	structured interviews with specific stakeholders	<p>and reactions</p> <ol style="list-style-type: none"> <li>2. Opportunity to clarify concerns, exchange views and clarify points.</li> <li>3. Cost effective</li> </ol>	<p>questions and talking points.</p> <ol style="list-style-type: none"> <li>2. May not be representational of all stakeholders</li> <li>3. Comments and feedback need to be recorded and/or shared with decision makers.</li> </ol>
Site Tour / Meeting	Semi-structured or unstructured meeting at place of issue	<ol style="list-style-type: none"> <li>1. Opportunity for affected parties to view/visualize issue, project or proposals</li> <li>2. Opportunity to clarify concerns /exchange views</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires balanced participation to resolve issues and make recommendations</li> <li>2. Could be costly or time consuming to organize,</li> <li>3. Limit participation by size or time of day.</li> </ol>
Field Trip / Project Tour	Organized tour to educate, present info, and answer questions regarding a specific project, program or geographic area.	<ol style="list-style-type: none"> <li>1. Interested or affected stakeholders gain personal understanding with first-hand knowledge about a site or project.</li> <li>2. Opportunity to directly interact with affected stakeholders.</li> <li>3. Good opportunity to build relationships between PDC and community leaders.</li> <li>4. Opportunity for two-way communication and public feedback.</li> <li>5. Everyone receives the same information.</li> <li>6. Could be used for committee orientations or fact finding ventures.</li> <li>7. Opportunity to invite media representatives and photographers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Need lead time and staff support to organize tour and schedule participants.</li> <li>2. Can use website or hotline to manage scheduling requests.</li> <li>3. Can be costly to reserve bus, driver and refreshments.</li> <li>4. Limited community participation</li> <li>5. Potential language barriers.</li> <li>6. Handicap access issues</li> </ol>

**PUBLIC COLLABORATION:**

*Collaborate with the public on some or all aspects of the planning or decision including the development of alternatives and the identification of the preferred solution.*

<p>Committee of Management <i>(i.e. PBA – Downtown Retail Plan)</i></p>	<p>Committee that works with PDC under delegated power to manage a service or project. Representation may be by appointment or by contract</p>	<ol style="list-style-type: none"> <li>1. Shares responsibility for the management of a facility and/ or delivery of a service</li> <li>2. Involves community members in the care and control of local resources</li> <li>3. Develop relationship with strategic partners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Need to ensure broad involvement of interested individuals</li> <li>2. Potential to be controlled by a select few.</li> <li>3. Time consuming to manage ongoing committee.</li> </ol>
<p>Task Force</p>	<p>Group charged with accomplishing specific mission in a specific amount of time.</p>	<ol style="list-style-type: none"> <li>1. May represent a variety of perspectives.</li> <li>2. Opportunity for meaningful two-way dialogue</li> </ol>	<ol style="list-style-type: none"> <li>1. Involves small number of stakeholders. Potential to be controlled by a select few.</li> <li>2. Time consuming to manage ongoing committee.</li> <li>3. Limited scope.</li> </ol>
<p>Advisory Committee</p>	<p>A forum for airing concerns, discussing alternative solutions and building public consensus over key or controversial issues related to a project, policy or plan.</p>	<ol style="list-style-type: none"> <li>4. Opportunity to maximize skills and resources within the community</li> <li>5. Rich source of skills and abilities to complement the roles undertaken by the Board of Commissioners</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires a skilled chairperson to maximize the contribution of all members</li> <li>2. Public collaboration limited to those represented on the committee.</li> <li>3. Communicating role of committee as “advisory” only.</li> </ol>
<p>Urban Renewal Advisory Committee (URAC)</p>	<p>Committee of private and public stakeholders appointed by the PDC Board of Commissioners to advise the Board regarding implementation of an urban renewal plan.</p>	<ol style="list-style-type: none"> <li>1. Can create strong sense of ownership by committee participants</li> <li>2. Opportunity to maximize skills and resources within the community</li> <li>3. Involves community members in the reviewing and recommending funding priorities for public monies</li> <li>4. Cultivates informed community members to pass information onto others</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires a skilled chairperson to maximize the contribution of all members</li> <li>2. Need to ensure broad involvement of interested individuals</li> <li>3. Potential to be controlled by a select few</li> <li>4. Potential conflict and public disengagement when Committee recommendations not acted on</li> <li>5. Requires clarification of Committee’s role and PDC’s expectations</li> </ol>
<p>Joint Venture <i>(i.e. PFF - New Market Tax Credits)</i></p>	<p>A formal arrangement with stakeholders or organizations to plan for and achieve a project or service, i.e. a funding joint venture</p>	<ol style="list-style-type: none"> <li>1. Greater commitment and responsibility from within the community to establish a facility or service</li> <li>2. Less reliance on PDC staff, funding and other resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Tendency for strong sense of ownership by groups than have contributed funds and time.</li> <li>2. Requires legal relationship.</li> <li>3. Required process to maintain public transparency with regards to PDC relationship.</li> </ol>

## Conflict of Interest

All members of a URAC inherently have an interest in, and to varying degrees may derive personal benefit from the activities carried out by PDC in implementing an Urban Renewal Plan.

However, an Urban Renewal Advisory Committee is primarily established to provide “advice” to the PDC Board, and not make decisions having a direct effect of providing a monetary or non-monetary benefit to a URAC member or a relative of the member and constituting a conflict of interest for a Public Official per Oregon law.

In order to avoid even the “appearance” of a conflict, URAC members should do the following.

1. If a discussion is taking place on a matter that may have a direct financial impact on a member (or member’s relative) or entity that member represents, he or she should declare that conflict at the outset of discussion. ***The member may then participate in the discussion.***
2. If a vote is being taken by the URAC on a recommendation to the PDC Board that may have a direct financial impact on a member (or member’s relative) or entity that member represents, he or she should declare that conflict of interest upon the call for their vote. ***The member may then vote on the matter.***
3. If a vote is being taken by the URAC that will have a direct financial impact on a member (or member’s relative) or entity that member represents [i.e., the benefit will be implemented without the PDC Board or some other person or entity making an independent and final decision], he or she should declare that conflict of interest upon the call for their vote. ***The member must abstain from voting on the matter.***
4. If uncertain about whether or not a potential conflict of interest exists on a particular matter, the member is encouraged to consult with the PDC General Counsel in advance of a meeting.



## **XI. Public Participation Templates**

The following templates were designed to support the successful development of a public participation plan. They support “In Ten Easy Steps” in section IV of the manual “How to do Public Participation”. Copies of templates can be made and dispersed to the appropriate group when developing a public participation plan.

### **In Ten Easy Steps**

- 1.** Project Description
- 2.** Assess Level of Public Concern or Interest
- 3.** Determine Level of Public Participation
- 4.** Identify Public Participation Goals
- 5.** Identify Stakeholders
- 6.** Select Tools
- 7.** Create Schedule of Public Participation Activities
- 8.** Identify Roles and Responsibilities
- 9.** Evaluate Effectiveness of the Public Participation Process and Activities
- 10.** Disseminate the Information

## Step #1: Project Description and Background

Respond to the bullet points below as briefly as possible. Include any additional information that may affect your public participation planning. Respond to points that relate to your project, as some may not apply.

1. Describe your desired project outcome in one sentence. (Project deliverables, i.e. policy, code change, new facility, revised program, approved funding priority)

Fill in the blank

2. Describe the project as it relates to adopted legal or binding policies, plans, laws, public investment in the project, project budget, goals and milestones.

Fill in the blank

3. Describe the planning or decision process steps and identify who the ultimate decision makers are. Clarify “decided” and “undecided” issues and identify decision points where public input could influence final decision, i.e. “what’s on the table?”

Fill in the blank

4. Describe the geographic area. Optional – include aerial or GIS map of target area with street names and area landmarks.

Fill in the blank

5. Describe prior public participation activities undertaken in developing the project, policy, plan or budget.

Fill in the blank

6. Identify internal and External Resources: e.g. mailing lists, organizational contacts, project partners and reports

Fill in the blank



*Remember that your Public Participation Plan is a public document that you will share with your stakeholders and the public at large.*

## Step #2: Assess Level of Public Concern or Interest

### INTERNAL WORKSHEET: Public Concern and Interest Assessment

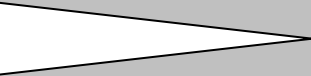
Assessment Questions	Very low (1)	Low (2)	Moderate (3)	High (4)	Very High (5)
1. What is the level of existing controversy, conflict or concern on this or related issues?					
2. How significant are the potential impacts to the public?					
3. How much do the major stakeholders care about this issue?					
4. What degree of involvement does the public appear to desire?					
5. What is the potential for public impact on the potential decision or project?					
6. How significant are the possible benefits of involving the public?					
7. How serious are the potential ramifications of NOT involving the public?					
8. What level of public participation does the Commission and/or directors desire or expect?					
9. What is the possibility that the media will become interested?					
10. What is the probable level of difficulty in solving the problem or advancing the project?					
<i>Count number of checks in each column</i>					
<i>Multiply number of checks by the weight</i>	X1	X2	X3	X4	X5
<i>Enter column score</i>					
<i>Add total of all five columns</i>					
<i>Divide total score by number of questions</i>	/10				
<i>Average score (Desired Level of Public Participation Spectrum)</i>	*				

\*See Chart on page 27 for illustration of the level of public participation that would match the public's interest in the project

### Step #3: Determine Level of Public Participation

- Enter the average score from the Assessment Worksheet: \_\_\_\_\_.
- Identify your public Participation level or levels using the Public Participation Spectrum below.

#### INTERNAL WORKSHEET: Assessing Level of Public Participation

<b>Increasing Level of Public Participation</b> 			
<b>Inform (1-2)</b>	<b>Solicit Input / Consult (2-3)</b>	<b>Involve (3-4)</b>	<b>Collaborate (4-5)</b>
<u>One-way communication</u> between PDC and the public to provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.	Seek public feedback on a proposal, analysis or alternatives. Requires a response from the public, but limited opportunity for public dialogue.	Work directly with the public throughout the process to ensure that issues, aspirations and concerns are consistently understood and considered. Includes elements of public information and outreach, but adds a third dimension of <u>two-way communication</u> .	Collaborate with the public on some or all aspects of the planning or decision including the development of alternatives and the identification of the preferred solution.
<b>Promise to the Public</b>			
We will keep stakeholders informed	We will keep stakeholders informed, listen to and acknowledge concerns, aspirations and provide feedback on how public input influenced the decision.	We will work with stakeholders to ensure that their concerns, aspirations and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to stakeholders for direct advice and innovation in formulating solutions and incorporate their recommendations into the decisions to the maximum extent possible.
<b>Example of Tools to use</b>			
<ul style="list-style-type: none"> <li>✓ Fact sheets</li> <li>✓ Press Releases</li> <li>✓ Web site</li> </ul>	<ul style="list-style-type: none"> <li>✓ Public Meetings</li> <li>✓ Comment Cards</li> <li>✓ Surveys</li> </ul>	<ul style="list-style-type: none"> <li>✓ Workshops</li> <li>✓ Design Charrettes</li> <li>✓ Citizen advisory committees</li> </ul>	<ul style="list-style-type: none"> <li>✓ Working Group</li> <li>✓ Joint Venture</li> </ul>

Adapted from the IAP2 Public Participation Spectrum

## Step #4: Identify Public Participation Goals

The table below will guide you in developing goals and tools for your overall public participation plan and project schedule. Complete each section as you move through the planning process.

### EXTERNAL WORKSHEET: Public Participation Goals

<b>Level of Participation</b>		
<b>Promise to the Public</b>		
<b>PP Goal</b>		
<b>Tool</b>		
<b>Stakeholders</b>		
<b>Timeline/Tasks</b>	Date	Description
<b>Media</b>		
<b>Budget / Resources</b>		
<b>Information needed</b>		
<b>Evaluation</b>		
<b>Commission Role</b>	Date	Description
<b>Assigned Staff</b>		

## Step #5: Identify Stakeholders and Strategic Partners

After you establish your goals and tools, the next step is to identify stakeholders – any individual, group of individuals, organization or political entity with a stake in the outcome of a decision or a known interest in the project, program or activity. Here are three techniques to help identify your stakeholders for public outreach:

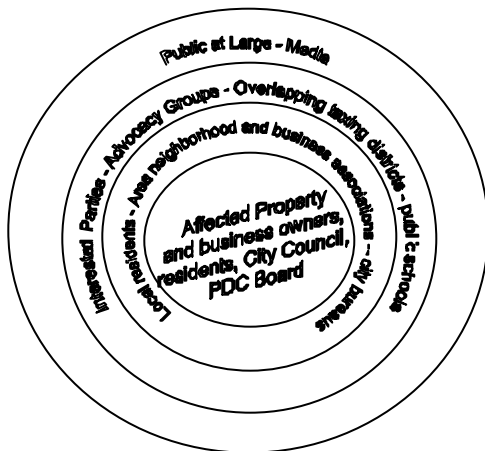
- ✓ **Bull's Eye**
- ✓ **Community Landscape**
- ✓ **Stakeholder Inventory Checklist**

### BULL'S EYE

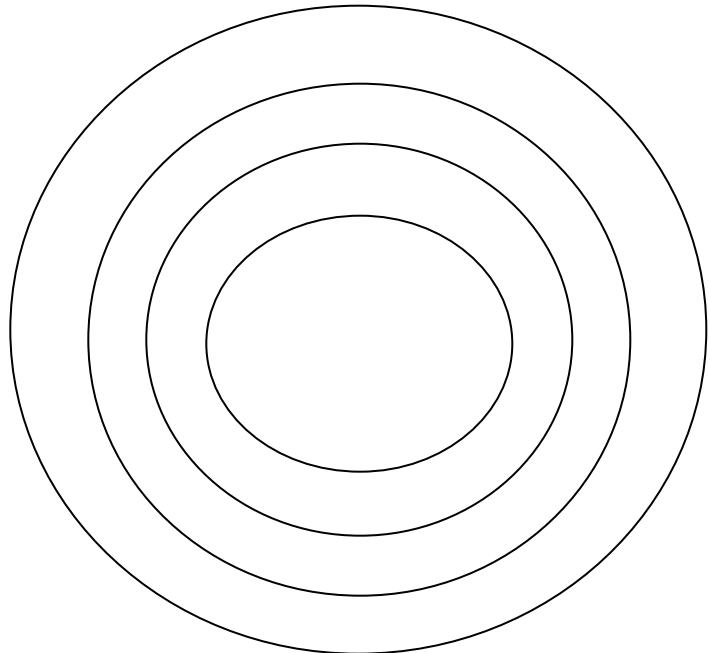
In the “**Bull's Eye**” approach, consider all of the stakeholders that you would list in this diagram and select the level of public participation accordingly

- ✓ *Stakeholders in the bull's eye* would be the audiences you communicate with most frequently and, if appropriate, seek input and involve in the decision process.
- ✓ The *second stakeholder* category includes other residents in the surrounding community, established neighborhoods and business associations and staff from other city bureaus working in the area.
- ✓ Your *third category of stakeholders* would extend to interested parties, representatives from advocacy and non-profit groups, area schools and other taxing districts representing all or portions of your project area.
- ✓ Finally, the *Public at Large* is also an important stakeholder to keep informed about the project. The media, including radio, television and print, can be very useful in keeping the public informed.

Example



Fill In



## COMMUNITY LANDSCAPE

Most communities are comprised of formal and informal networks, including neighborhoods, businesses, churches, schools, community based organizations, special interest groups and private citizens. Consider non-traditional audiences as well when identifying key stakeholders, i.e. minority and low-income residents, persons with disabilities, and renters.

### Example

#### 1<sup>st</sup> Tier: Key Stakeholders:

#### 1<sup>st</sup> Tier: Key Stakeholders:

- Local residents and property, and business owners
- Who would be impacted by the project

#### 2<sup>nd</sup> Tier: Stakeholder Groups

#### 2<sup>nd</sup> Tier: Stakeholder Groups

- City Council
- Neighborhood Associations
- Business Associations
- Citizen advisory committees
- Not-for-profit organizations and community
- Development corporations
- Other City bureaus and Planning Commission
- Non-Traditional Audiences[0] [web link, page #]

#### 3<sup>rd</sup> Tier: Interested Parties

#### 3<sup>rd</sup> Tier: Interested Parties

- Anyone who has expressed interest in the project
- Advocacy groups (local and regional)
- Overlapping Taxing Districts[0]
  - ✓ Metro
  - ✓ TriMet
  - ✓ Port of Portland
  - ✓ Multnomah County
  - ✓ Community Colleges
  - ✓ Multnomah Educational Service District
- Public School Districts
  - ✓ David Douglas
  - ✓ Parkrose
  - ✓ Portland
- Elected officials: State, regional or federal legislators
- Adjacent cities or jurisdictions

#### 4<sup>th</sup> Tier: Media and Public at Large

#### 4<sup>th</sup> Tier: Media and Public at Large

## STAKEHOLDER INVENTORY

Conduct a “**Stakeholder Inventory**” of your project area to identify how and which stakeholders have been involved in past community issues and activities. This will be helpful when considering who to involve when forming a citizen advisory committee or doing outreach for a public meeting. You will want to reach out to and involve both new and old faces. It will also help later when identifying the best forums to inform and involve stakeholders.

---

### Checklist:

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

### *Sample Checklist:*

- ✓ Create a demographic profile of the project area (PDC GIS staff)
- ✓ Ask key members of the community who they think will be interested in the issues.
- ✓ Research the public participation history of the project area.
  - Neighborhood Coalition Offices
  - Newspaper stories
  - Neighborhood Newsletters
  - Interviews with local advocacy groups
  - Interviews with staff from other city bureaus working in project area
- ✓ Identify and characterize individuals and groups to be included in the process:
  - Affected groups/individuals
  - Neighborhood Associations and Coalition Offices
  - Advocacy groups, e.g. affordable housing, watershed councils, land use groups
  - Business or industry groups, e.g. chambers of commerce, business associations
  - Church groups and social service providers
  - Educational institutions, e.g. K-12, public schools, community colleges
  - Interested groups/individuals not directly affected
  - Cultural diversity, e.g. age, language, custom, religion
  - Overlapping taxing districts



## **Outreach to Audiences Not Engaged in Formal Public Networks**

### Checklist:

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

### Sample Checklist:

- ✓ Informal presentations at community churches and other gathering places
- ✓ Project or program pamphlets left in churches, public libraries and post offices.
- ✓ Host community conference or open house event
- ✓ Exhibit a Project Display at an annual community event (e.g. Good in the Hood, Lents Founders' Day)
- ✓ Appearances on radio call-in shows (e.g. KEX, OPB, Spanish Radio)
- ✓ Media outreach to minority newspapers (The Skanner, El Hispanic News, Asian Reporter)
- ✓ Public outreach and information via social service providers
- ✓ Local health clinics, day care centers, senior centers and Head Start facilities
- ✓ Door-to-door outreach to apartment complexes.
- ✓ Parent Teacher Associations and/or school-community liaisons
- ✓ Literature translation
- ✓ Student backpacks

**INTERNAL WORKSHEET: Issue Identification and Management**

<b>Stakeholders</b>	<b>Issue Identification</b>	<b>Issue Management</b>
8.		
9.		
10.		
11.		
12.		
13.		
14.		

## Step #6: Identify Public Participation Tools

Different goals may require different public participation tools. You will need to select the tools that will accomplish your public participation goals and meet the “Promise to the Public” commitment for each level of public participation. Be clear about your goals for public participation BEFORE you pick a tool or vehicle.

Here are examples of selecting tools to achieve identified goals:

Level of Participation: Public Information

- Goal: Inform and educate the public about how brownfields are assessed and redeveloped
- Tool: Create a Brownfield Primer to distribute and post on the web

Level of Participation: Public Input

- Goal: Solicit Input from URAC members to improve public participation efforts in URA.
- Tool: Conduct a URAC survey

Level of Participation: Public Involvement

- Goal: Key stakeholders are involved in the evaluation process, making recommendations to the Commission and supporting Commission’s final decision.
- Tool: Convene a Citizen Evaluation Committee to review proposals, report findings, and make a recommendation to the Commission.

### EXTERNAL WORKSHEET: Public Participation Tools

<b>Level of Participation</b>		
<b>Promise to the Public</b>		
<b>PP Goal</b>		
<b>Tool</b>		
<b>Stakeholders</b>		
<b>Timeline/Tasks</b>	Date	Description
<b>Media</b>		
<b>Budget / Resources</b>		
<b>Information needed</b>	•	
<b>Evaluation</b>		
<b>Commission Role</b>	Date	Description
<b>Assigned Staff</b>		

## Step #7: Schedule and Plan activities

It is essential that planning for public participation be done as early as possible when a project is proposed or being planned. To implement your plan effectively, you must coordinate the timing of public participation activities with decision processes and project milestones. Information provided to the public and input from the public need to be timed so that public input can be factored into the decision process.

Here are some points to keep in mind as you schedule public participation events and activities:

- Will PDC staff be able to respond in a timely manner to the public during the process? If not, a system to bridge gaps must be implemented.
- Are there any fixed or planned milestones in the planning or decision process that staff must meet?
- Are there any legal, legislative or budgetary deadlines being imposed on the project?
- Are there any lead times involved necessary for gathering public resources, hiring consultants, augmenting the team's participation skills?
- Are there any elections or other political factors affecting timing?
- How much time is required within each decision process step to effectively employ the desired techniques?
- How long will needed studies or data gathering take to generate adequate information for the public?
- How much time does the public require to respond to inquiries? Can the schedule be adjusted if the public asks for more time?
- Does the original schedule for making decisions provide sufficient time for the public to become meaningfully involved? If not, is there sufficient flexibility in the schedule to achieve the public participation goals?

## Step #8: Identify Roles and Responsibilities

Identify everyone who has a role and/or responsibility in the project planning or decision process. Determine roles and responsibilities for project and technical staff, public affairs staff, managers, PDC directors and commissioners and other internal and external resources. The worksheet below will help you organize your project team and identify your decision makers, which will be important as you develop public information materials and make presentations.

### INTERNAL WORKSHEET: Project Roles and Responsibilities

Roles	Specific Individuals in these Roles	Responsibilities for each individual for this Project
1. Who are the ultimate decision makers?		
2. Who is providing funds for the project?		
3. Is there a formal appeal process and if so what is it?		
4. Who is the project sponsor or manager?		
5. Who are the key team and technical staff for this project?		
6. What individuals outside the project may be important to the credibility of public participation?		
7. What internal resources with special expertise will be important to the process, such as graphics support?		
8. What outside resources with special expertise may be important to the process, such as independent technical experts?		

**EXTERNAL WORKSHEET: Public Participation Budget/Resources**

<b>Level of Participation</b>		
<b>Promise to the Public</b>		
<b>PP Goal</b>		
<b>Tool</b>		
<b>Stakeholders</b>	•	
<b>Timeline/Tasks</b>	<b>Date</b>	<b>Description</b>
<b>Media /Outreach</b>		
<b>Budget / Resources</b>		
<b>Information needed</b>	•	
<b>Evaluation</b>		
<b>Commission Role</b>	<b>Date</b>	<b>Description</b>
<b>Assigned Staff</b>	•	

## Step #9: Evaluate Public Participation Plan and Activities

Evaluation is an ongoing tool used by PDC to assess and improve the public participation process as it moves forward, both for individual events and activities and for the entire process once a project is completed.

Evaluation should be incorporated into the project schedule and public participation activities. The best assessment always comes directly from participants. Throughout the process, be sure to ask them how the process is going and how needs are being met.

Here are some evaluation tools you might choose:

- ✓ Review records of all public participation activities, meeting minutes and public input.
- ✓ Informal Feedback – Make a point of talking to stakeholders on a routine basis to ask how they perceive the process and its outcomes. Record the conversation or relevant points.
- ✓ Interviews – More formal settings are sometimes appropriate when you need to gather a lot of feedback.
- ✓ Questionnaires – Short, to-the-point questionnaires can be used periodically or at the end of events to get a sense of things. Be sure to include contact information: name of project manager, email address and phone number.
- ✓ Peer evaluations – Ask practitioners who are not involved in the project to sit in on a meeting or review materials to provide feedback.
- ✓ Debriefs – Always pull the full team together following a public participation activity to create a shared learning environment; agree to adjustments and needed changes for future activities.
- ✓ Formal Surveys – If you need statistically valid information, consider using a formal survey that could be mailed or done by telephone or email. PDC staff could conduct yearly surveys with citizen advisory committees. Be sure to include contact information: name of project manager, email address and phone number.
- ✓ Formal program evaluation – Use a third party organization with program evaluation experience to conduct a formal evaluation of the program design and implementation.

## EXTERNAL WORKSHEET: Public Participation Evaluation

<b>Level of Participation</b>		
<b>Promise to the Public</b>		
<b>PP Goal</b>		
<b>Tool</b>		
<b>Stakeholders</b>	•	
<b>Timeline/Tasks</b>	Date	Description
<b>Media /Outreach</b>		
<b>Budget / Resources</b>		
<b>Information needed</b>		
<b>Evaluation</b>		
•		
<b>Commission Role</b>	Date	Description
<b>Assigned Staff</b>	•	



## Step #10: Feedback Loop

If your public participation goals include public input, involvement or collaboration, you have the added responsibility of disseminating the public's input to decision makers and back to the public at large. This "feedback loop" is a necessary component of public participation planning to demonstrate to the public that their time and effort has been well invested and their comments and concerns have been understood and accurately communicated to decision makers. Along with this "feedback loop," be sure to explain to the public, the media and decision makers how public input shaped the project or influenced the decision process.

Here are some ideas to get you started. Using a combination of these ideas rather than one single tool is highly recommended:

- Presentations or reports to the PDC Commissioner or City Council
- PDC Project web site with section to summarize how public input will be/was used in the decision making process.
- Follow up letters to key stakeholders
- Urban Renewal Area or project newsletter that explains how public input will be/was used in the decision making process
- Media outreach, i.e. press release or referring reporters to key stakeholders
- Meeting minutes or summaries shared with committee members and decision makers
- PDC's Major Projects, Policy Action and Programs System (Project Status Reports to Commissioners, IRA toolkit)
- PDC Executive Director's Report

### Feedback Loop

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