P U B L I C
PARTICIPATION
M A N U A L

Investing in Portland's Future

PDC
PORTLAND DEVELOPMENT COMMISSION

July 1, 2007

PDC Public Affairs Department

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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 assist staff in planning and carrying out effective public participation. It is not a "cookbook" with hard and fast rules, but rather is intended as a resource for staff with all levels of experience in public processes. 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.

PDC Public Participation Policy

The PDC Board of Commissioners has adopted a Public Participation 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** ─ *The foundation for successful public participation is opening channels of communication early with partners and stakeholders, and developing collaborative working relationships with them.*

- **Inclusive and respectful** ─ *Everyone's participation will be welcome. An effort will be made to identify, invite and encourage stakeholders to be involved early in public participation processes; and their input and feedback will be given careful and respectful consideration.*

- **Adaptable and Creative** ─ *The extent, timing, manner, and outcomes of public participation activities will necessarily vary to suit the circumstances and magnitude of a particular project or decision, and facilitate maximum public participation.*

Definitions

Aren'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 a meeting or process that is advertised as "public involvement" entails merely "informing" them about decisions already made.

The graphic below illustrates the correlation and differences among the terms used to describe public participation. The term "Public Participation" takes in all levels of "public" information, education, relations, outreach, input, involvement and collaboration. Public outreach is a basic element needed for any level of public participation. The intensity of participation increases from left to right, beginning with one-way information to two-way communication and collaboration.
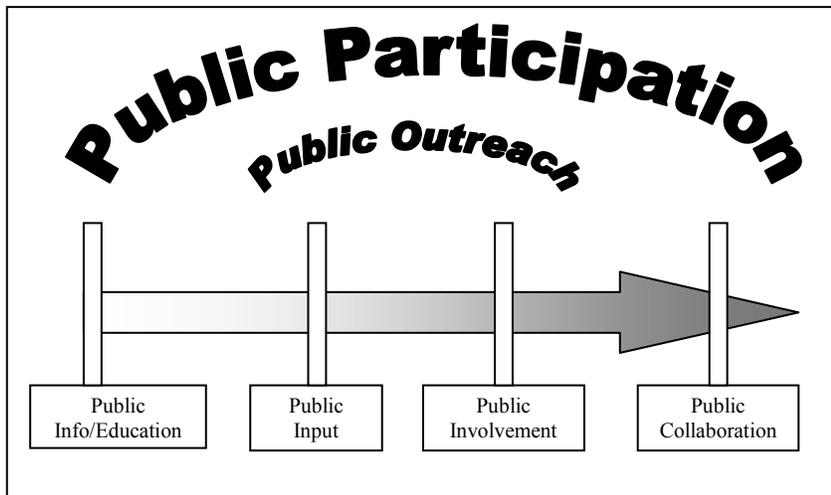
- **Public Participation** describes any process that strives to inform, gather input or involve the public regarding decision-making processes. Public participation is the umbrella term to describe all levels of "public" information, education, relations, outreach, input, involvement and collaboration. Depending on the project, a public participation plan may only involve a level of public information.

- **Public Information** is one-way communication from PDC to the public with the goal of providing balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.

- **Public Education** involves hands-on public participation with the goal of deeper public understanding about the project, program or activity, e.g. questions and answer sessions, guided tours, etc.

- **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 the project, 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 <u>two-way communication</u>.

- **Public Collaboration** is 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. This level of participation involves more time to successfully coordinate and implement and requires support and resources from higher levels of management.

- **Public Outreach** identifies and invites target audiences and stakeholders to participate in a public participation activity, whether to learn about a project or issue or 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. Also assists in providing meaningful mitigation measures for a project or program.

- **Stakeholders** are any individual, group of individuals, organization or political entity that has an interest in or is 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.

II. Why Public Participation is Important

There are intrinsic benefits in having the community informed, engaged and involved in our projects.

Public participation 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)*
- 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 increasingly engaged in community development. *(PDC Strategic Plan Trend)*

Public participation is an integrated business operating philosophy of PDC.
- We are committed to continuous improvement of all that we do and providing the highest possible quality service to our customers. (PDC Strategic Plan: Vision and Strategy)
- We are sensitive and responsive to our clients' needs. (PDC Value)
- We embrace the diverse nature of others, both within our organization and the wider community we serve. (PDC Value)
- We seek diversity in our workplace and community and in ideas. (PDC Value)
- We collaborate with others for the maximum benefit of those we serve. (PDC Value)
- We take pride in building relationships and alliances with stakeholders and the public, valuing their contributions. (PDC Value)
- We conduct business with integrity and relate to staff and external stakeholders with courtesy, respect and professionalism. (PDC Leadership Philosophy)

Public participation 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."
- Involve citizens in the assessment of needs and solutions and identifying troublesome issues early. Public participation promotes citizen "ownership" of decisions and projects.
- Involve citizens in the early stages of planning.
- Effective public participation enhances public trust and PDC's credibility in the community.

III. When to do Public Participation

With the fundamentals of public participation clarified, the next important consideration is timing—understanding when public participation will be most effective.

In some instances, public participation is prescribed by law or is a requirement of the grant or funding source. Some examples:

- o When adopting or amending an Urban Renewal Plan, Oregon law prescribes certain public notices and hearings prior to adoption.
- o The PDC Board of Commissioners can only adopt resolutions in an open public meeting.
- o 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 for 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 or implementation plan 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. **Project Planning**: When PDC is creating a development study or plan for a specific site or area to implement 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:
     - Freemont/MLK Vision Study
     - Killingsworth Block
     - Kennedy School
     - Fire Station #1 Relocation
     - Burnside Bridgehead Project
     - Alberta Streetscape Project
     - South Waterfront Greenway Implementation Strategy

3. **Strategies and Programs**: When PDC is developing an implementation strategy or program to guide future efforts and investment by the Commission to meet Urban Renewal Plan or City goals.

> **Examples:**
> - Gateway Regional Center URA Housing Implementation Strategy
> - Lents Town Center URA Economic Development Strategy
> - Lents Town Center Residential Street Improvement Program

Even when public participation may not be required for a specific project or situation, it might well be a worthwhile and important activity that will add value or credibility to a project or decision. Appropriate public participation activities are **highly** recommended for projects where:

1. PDC has flexibility with elements of a project that could impact stakeholders and/or neighborhoods (e.g., timing, construction use closures, minor design elements, retail strategy, etc.).

2. There is significant public interest in a specific project that PDC is contemplating, or undertaking (e.g., Grant Warehouse, Headquarters Hotel).

3. A PDC project follows or is a continuation of another public project in the same area and community interest has been or is heightened by the previous project.

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

Deliver 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 and Communicate Roles and Responsibilities
9. Gather and Disseminate Input and Results
10. Evaluate Effectiveness of the Public Participation Process and Activities

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 used to explain the project to those persons subsequently engaged in public participation activities of the Plan. This will also help communicate the boundaries of public participation in planning, program development or decision processes.

2.   Assess Level of Public Concern or Interest

To determine the appropriate level of public participation 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 to anticipate the public's level of interest or concern regarding a project or program.

The Assessment Worksheet will help you think about questions you might ask to gauge the level of public interest or concern.

3.   Determine Level of Public Participation Needed

After assessing the level of public interest or concern using the worksheet, it will be easier
to plan for the appropriate level of public participation. The Public Participation Spectrum
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 almost always require more than one
level of participation.

4.   Identify Public Participation Goals

After determining the appropriate level of public participation for the project, the next step
is to define your goals for inviting the public to participate. Refer to the "Promise to the
Public" column in the Public Participation Spectrum 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:

Could this be an opportunity to . . .
- ✔   Create a better project
- ✔   Incorporate other community or city goals into the project
- ✔   Benefit from public input, involvement or buy-in regarding the project
- ✔   Collaborate with other overlapping local taxing districts or city councilors
- ✔   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
- ✔   Strengthen or repair public trust

5.   Identify Stakeholders

With goals and tools in hand, it is easier to identify stakeholders and what level of public
outreach is needed. Various methods for identifying stakeholders are outlined in Chapter
V, Step #5:
- ✔   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 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 general public feedback on a project, but is not as helpful if you need informed and experienced input related specifically to the project at hand.

Be very careful, thoughtful and strategic about the tools you 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. Public information and input need to be timed early enough to provide the public adequate opportunity to influence the decision. A more detailed list of considerations regarding public participation timing is provided in Chapter V, Step # 7.

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 Roles and Responsibilities Worksheet to help organize roles and responsibilities for project staff. Most importantly, identify an overall public participation manager responsible for tracking progress and completing each activity. Clearly identify who your "ultimate decision makers" are with regard to the project. This will be very helpful to have before beginning the development of public information materials and making presentations to stakeholders, who will want to know how, when and by whom the decision is going to be made.

9.   Gather and Disseminate Input and Results

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 necessary 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. It also shows the public how their input has been translated and influenced the project, policy or program.

10.   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 the evaluation is a further way of

partnering with the public and creating a transparent process. 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 in Chapter 5, Step #10.

V. Developing a Public Participation Plan

Developing a clear plan at the beginning of a planning or decision-making process clarifies how public input will be used and how final decisions are made. Ultimately, the plan will help staff, 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:

- Public Participation Goals
- Timelines
- Planned activities
- Key decision points
- Project parameters or milestones that require or would benefit from public input.
- Feedback with participants

Develop the public participation plan in coordination with PDC Public Affairs staff early in the planning process using the approved Plan 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. 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 the 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 as by 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, 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. Refer to the PDC Public Participation Policy to understand when a plan is required.

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

It may be useful to include 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 used to explain the project to those persons subsequently engaged in public participation activities. It will also help 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 the 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 to 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 recommended 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. As you assess public interest or concern, be aware that the minimum level of public participation will be public information and education. 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 Interest and Concern

Assessment Questions	Very Low	Low	*Moderate*	*High*	*Very High*
1. What is the anticipated level of conflict, controversy, opportunity 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, project or program?					
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?					
Count number of checks in each column					
Multiply number of checks by the weight	X1	X2	X3	X4	X5
Enter column score					
Add total of all five columns					
Divide total score by number of questions	/10				
Average score *(Desired Level of Public Participation Spectrum)*					

Adapted from the International Association of Public Participation's "Public Expectations Worksheet"

See Public Participation Spectrum to view level of public participation that would match the public's interest in the project.

Step #3: Determine Level of Public Participation

Based on your <u>average score</u> 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 - 1.9)	Solicit Input / Consult (2 – 2.9)	Involve (3 - 3.9)	Collaborate (4 - 4.9)
<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			
✔ Fact sheet ✔ Press Release ✔ Open House ✔ Tour / Site Visit	✔ Public Meeting ✔ Appreciative Inquiry ✔ Focus Group ✔ Survey	✔ Workshop ✔ Design Charrettes ✔ Citizen advisory committee	✔ Working Group ✔ Joint Venture ✔ Commissioner-led advisory committee

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 your responsibility to fully understand the impact of your 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?

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 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 list below is an example of public participation goals that need to be considered when developing tools. They are the driving force for the overall public participation plan and project schedule as you complete each section as you move through the planning process.

(Example)

1. Inform and educate the public at large regarding public resources, public benefits and technical benefits to the Portland community as a result of the project. (Inform)

2. Consult and incorporate feedback from vendors and telecommunications community regarding business plan, ownership model, technology and public resources. (Input)

3. Recruit "interested parties" to integrate their expertise into the RFP process and respond to concerns and questions raised by the public. (Involve)

4. Promote national recognition for Portland for innovation and leadership in applying new technology to community building and economic development. (PR)

Step #5: Identify Stakeholders and Strategic Partners

After you establish 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 identify 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 from and involve in 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.

✔ The 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.
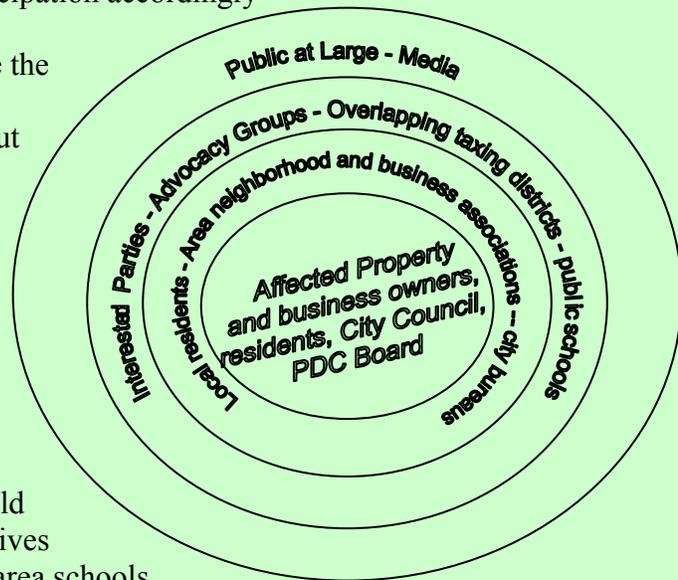
Taxing District Partners within the City of Portland:

o City of Portland
o Multnomah County
o Metro
o TriMet
o Port of Portland
o Multnomah Educational Service District
o Portland Public Sch. District
o David Douglas Sch. District
o Parkrose School District
o Portland Community College

2) You can also use the "**Community Landscape**" as a 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:

1st Tier: Key Stakeholders:
- Local residents and property, and business owners who would be impacted by the project

2nd 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 [web link, page #]

3rd Tier: Interested Parties
- Anyone who has expressed interest in the project
- Advocacy groups (local and regional)
- Overlapping Taxing Districts
  - ✓ 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

4th Tier: Media and Public at Large

3) Conduct a "**Stakeholder Inventory"** of the 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.
- ✔ Find out where community groups and organizations gather or meet.
- ✔ Research the public participation history of the project area.
    - Neighborhood coalition offices
    - Newspaper stories
    - Neighborhood newsletters
    - Interviews with local advocacy groups, associations and organizations
    - 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
    - Culturally diverse groups, e.g. age, language, custom, religion
    - Overlapping taxing districts

Public trust is easily lost and arduously gained.

(Example) EXTERNAL WORKSHEET
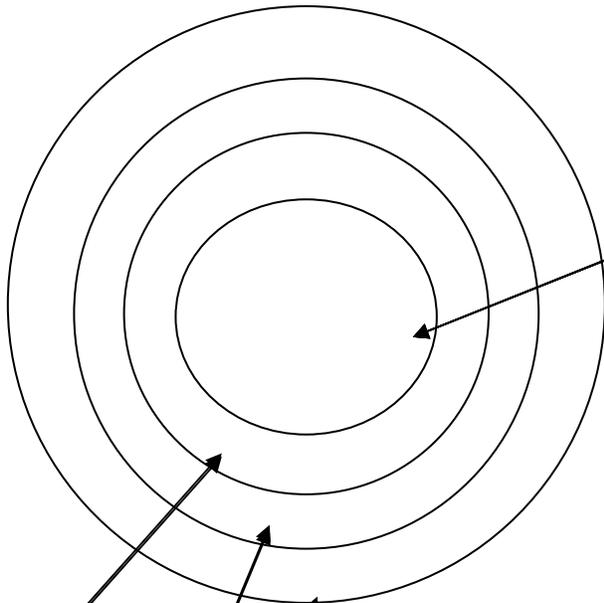
The Committee identified project stakeholders under the following categories.

✔ ***Stakeholders in the bull's eye*** will be the audiences that the team and PDC will communicate with most frequently and, if appropriate, seek input and involve in the decision process.

Steering Committee, City Commissioners, TriMet, Intel, PPSD, Bureau of Technology Services, City of Gresham.

✔ The ***second stakeholder* category** includes other citizens active in the city's established neighborhoods and business associations and city bureau staff working in the area. The Committee will invite some of these stakeholders to provide input and/or participate in the decision-making process.

Low income community advocacy groups, Community Development Corporations, Urban League of Portland, City neighborhood and business associations, educational institutions, such as community colleges, vocational schools and public and private universities, Native American Youth Association, Regional Arts and Culture Council, PICA, Personal Telco, Portland Business Alliance, Portland Office of Transportation, Multnomah County, Portland Office of Emergency Management, Police Department, Fire & Rescue

✔ The ***third category of stakeholders*** will extend to interested parties, other school districts and local taxing districts representing all or portions of the Portland metropolitan area: Multnomah County, Clackamas County, David Douglas School District, Parkrose School District, Multnomah Educational School District, and neighboring Cities: Beaverton, Lake Oswego, Tualatin, and Milwaukie.

✔ Finally, ***the Public at large*** is an important stakeholder to keep informed about the project. The media, including radio, television and print, will be very useful in keeping the public informed. Below are outreach opportunities to provide public information and education about the project.
- *Technology Fair Conference (in Spring)*
- *City Club – Business & Technical Issue Group Forum*
- *Open Development Lab – Conference*
- *Media; Oregonian, Portland Business Journal, Portland Monthly, National Technology media (all)*

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
- ✔ Distribution of project or program pamphlets 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 (to be approved by Public Affairs Department)
- ✔ Media outreach to minority newspapers, e.g. 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
- ✔ Literature translated for non-English speakers
- ✔ Reference the City's Office of Neighborhood Involvement mailing lists

Expanding Public Participation

For many public participation processes, a real challenge is reaching beyond the same few participants and expanding to include a wider and diverse representation of stakeholders. The trick is to identify and facilitate the involvement of hard-to-reach groups in your overall plan to complement the "regular" in-the-know crowd:

- Avoid conflicts with prescheduled community events or meetings. Check ONI's website for listing of regularly scheduled neighborhood meetings.

- Present or attend already scheduled meetings with existing groups or organizations.

- 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.

- Conduct door-to-door surveys or canvassing.

- Provide a diversity of input opportunities, including website, surveys and telephone hotlines.

- Accommodate the schedules of identified stakeholders.

Step #6: Identify Public Participation Tools

Different goals may require different public participation tools. 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 on how to improve public participation efforts in URA.
- Tool: Conduct a URAC survey

Level of Participation: Public Involvement
- Goal: Involve key stakeholders in the evaluation process, making recommendations to the Commission and supporting Commission's final decision.
- Tool: Convene Citizen Evaluation Committee to review proposals, report findings and make recommendation to the Commission.

With the project or URA team:
Brainstorm tools (see example below) that meet your goals and level of participation. 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. Have team vote and identify preferred tools from list. The Public Participation Toolkit provides a menu of tools categorized by the level of public participation. Each tool includes a brief description, along with benefits and constraints.

(Example: tools identified)

EXTERNAL WORKSHEET: Public Participation Plan

Tool	Description	Level of Participation
1.Project Website (4)	*PDC hosts WIFI Project website on its home page. Design and content assistance from Committee advisory.*	*Public Education and Information*
2.Event Forum (3)	Event will feature headliner speakers and will focus on drawing on Portland creative communities to engage the public in the broader issue and questions of technology.	Public Education
3. Forum with Expert Panel (3)	Public event and expert panel hosted by Committee and organized by PDC and other self-selected members of Committee. Committee will identify local and regional experts to provide information and education about the proposed technology. Invite stakeholders identified in plan.	Public Education
4.Appoint citizen representatives to RFP Evaluation Committee (3)	*Committee or Commissioners will appoint interested citizens to participate in the RFP Evaluation Committee.*	*Public Involvement*
5.Media outreach (3)	*The Committee will collaboratively develop and implement a media strategy with assistance from PDC and staff from Commissioners office to document/highlight key project milestones and successes.*	*Public Information*

6. *Open House with Plenary Workshops (1)*	*Invite target stakeholders identified in Public Participation Plan and conduct extensive outreach for Open House. Provide information stations and scheduled workshops during a time that is most convenient for members of the public*	*Public Input*
7. *Bidders conference (1)*	*Host event for vendors to ask questions about and respond to Request for Proposal.*	*Public Information and Education*
8. Individual meeting with vendors and telecom industry (0)	Members of the Committee will respond to vendor inquiries, and schedule and present at individual meetings as requested, to solicit input from vendors and representatives regarding interest in project and current capabilities. PDC will answer questions and address potential concerns.	Public Input
9. Topic for Speakers Bureau (0)	Add project topic to PDC's new Speakers Bureau Program	Public Education

Step #7: Schedule and Plan Activities

It is essential that planning for public participation takes place 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:
After you have selected the tools you are going to use, 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. Identify, as a team, the goals and level of participation that each tool will accomplish.

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

- Will staff be able to respond to the public in a timely manner during the process? If not, consider adjusting the schedule to accommodate data collection and other necessary tasks.

- Are there fixed or planned milestones in the planning or decision making processes that staff must meet?

- Are there legal, legislative or budgetary deadlines being imposed on the project?

- Are there lead times 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 at each decision process step? Plan sufficient time for effective techniques and compilation of public input at each step in the decision making process.

- How long will 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 or if the project requires 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?

(Example)
EXTERNAL WORKSHEET
The team selected tools: 1, 4, 5, 6, and 7, each tool was assigned a date for implementation and identified with corresponding goals and level of participation to ensure that the promise to the public would be satisfied.

Timeline	Tool	Public Participation Goals				Level of Public Participation		
		Goal 1	Goal 2	Goal 3	Goal 4	Inform	Input	Involve
May 2005	Project Website	X		X		X	X	
May 2005	Media Outreach	X			X	X		
June 15, 2005 Prior to RFP	Forum Style Workshop	X	X	X		X	X	
July 10, 2005	Bidders Conference			X		X	X	
July 1, 2005	Appoint Citizen Rep to RFP Committee		X					X

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 organize your project team and identify decision makers, which will be important as you develop public information materials and make

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.

EXTERNAL WORKSHEET: Project Roles and Responsibilities

| | | Stakeholders | Responsible Parties | |
Timeline	Tool	Group(s)	External	Internal

Step #9: Feedback Loop

If your public participation goals include public input, involvement or collaboration, you have the added responsibility of gathering and 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

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 Commissioners 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 phone calls or letters to key stakeholders.

- Email update or summary of input to project mailing list.

- 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 and post on PDC website.

- PDC's Major Projects, Policy Action and Programs System (Project Status Reports to Commissioners, IRA toolkit).

- PDC Executive Director's Report.

EXTERNAL WORKSHEET: Public Participation Plan (Example)

To assure that public input is given proper consideration and utilized effectively the team agreed to use the following strategy to disseminate the information

Tool	Input Received	Dissemination	Responsible Party
Project Website	▪ Email messages ▪ Phone calls ▪ Written letters	1. Acknowledge incoming emails and voicemail within three business days. 2. Summarize public comments received in a monthly summary to be reviewed and discussed by Steering Committee. 3. Provide a copy of public comment summary to Committee, PDC Executive Director and the offices of Commissioners and Mayor offices. (to review and keep on record) 4. Project Fact Sheet (updated weekly or as needed) 5. PDC Leadership reports - ongoing	Rashid Toni
Workshop	▪ Comment Cards ▪ Question & Answer ▪ Workstation Discussion	1. Add to Project FAQ (weekly) 2. Project Fact Sheet (updated weekly or as needed) 3. Steering Committee monthly summary 4. PDC Leadership reports – ongoing 5. Summarize public comments from Workshop and provide copy of summary to Committee, PDC Executive Director and offices of Commissioners and Mayor. (to review and keep on record)	Rashid Toni Christine
Bidders Conference	▪ Two-way dialogue	1. Vendor Q&As will be added to RFP addenda by the City Bureau of Purchases 2. Vendor Q&As will post to City Bureau of Purchasing Portlandonline.com	Rashid City Bureau of Purchases
Media Outreach	▪ Phone calls ▪ Public Inquiries ▪ Media inquiries	1. Return call and document conversation 2. Post to website 3. Report to Steering Committee 4. Report to Rashid 5. Commission Report 6. Manager Report	Christine Rashid Committee Spokesperson

Step #10: 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 with ideas for how to develop your tool and evaluate an activity or process.

Here are some qualitative questions to incorporate into an evaluation assessment:

- 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 considered / used?
- Why did stakeholders choose not to 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?
- Did participants feel that their hopes and concerns were heard?

Quantitative questions are also helpful to include, however, keep in mind that they don't necessarily measure effectiveness:

- Number of meetings hosted
- Number of participants who attended or testified at a meeting
- Number of evaluation completed
- Budget and staffing for a public participation event or activity.

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. Document 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. To ensure that the survey will be statically valid, consider bringing in trained professionals to develop and implement. 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.

Example

Evaluation			
What	**When**	**Who**	**Tool**
To evaluate whether goals for Forum were achieved	07/01/05 Following Forum Event	Project Steering Committee w/ PDC public participation staff	Project Team Debriefing
To evaluate all Public Participation tools used	9/01/05 After project is completed	Project Steering Committee w/PDC public participation staff	Evaluation form to evaluate all Public Participation tools used

VI. Advisory Committees

The establishment of committees is a tool frequently used 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.*

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/expertise or representatives of project partners, constituency groups and stakeholders.

Appointing Authority: PDC Board of Commissioners Chairperson

Example:
- 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:
- Central City Review 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 Department 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, increasing public input, discussing alternative solutions and building public consensus over key or controversial issues related to a PDC project, program, policy or plan.
2. **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.
3. **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.
4. **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.
5. **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.
6. **Evaluation 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.

Committee Formation

The formation of any advisory committee should include the following basic elements *(adapted 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:

   Advisory groups range dramatically in size from 3 to 21 members. There should be enough people to have a solid nucleus in spite of inevitable absences, but not so many that participation by all members becomes 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. This is also the time to decide which participants will serve as voting members, and which will serve in an advisory capacity to the group. Project team should also consider consulting with community member to identify desired member skills, interest or representation as well as to recruit potential candidates.

   When convening a new citizen advisory committee, PDC staff should develop a menu of desired skills, professional background, interest, experience and representation for potential members. Then staff should use this menu to solicit names of potential candidates from the public and other community stakeholders. Ultimately, it would be a PDC department director would appoint individual members.

3. Term limitation and turnover:

   With regards to standing committees, 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. Members' 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 an orientation to their responsibilities. 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.

Other issues that might be considered:

- Communication with the media, PDC Commissioners or City Council
- Attendance at non-committee meeting events, e.g. public hearings.
- Electing a spokesperson to publicly present committee findings.

5. Facilitation:

A facilitator may be an independent third party or a committee-selected chair person selected by the committee. 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, or other informal voting techniques, such as thumbs-up, verbal assent and head nodding. It is important for groups to decide or know what their decision making process will be in advance. Keep in mind that if a group is going to work by consensus, they should also develop a "fall back" method for making decisions. If approved ahead of time, a group may decide to allow for a 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. <u>Ground Rules:</u>

   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 the 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. <u>Meeting Frequency and Duration</u>

   Advisory group meetings 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. <u>Documentation:</u>

   Ongoing advisory groups must know or determine how to communicate their advice to the PDC Board of Commissioners, Executive Director and/or appropriate appointing authority. Some may simply meet or present to the Board, while others will put their advice in writing. In the case of advisory committees that work by consensus, considerable time may be spent in discussing how to articulate the advice.

   All meetings 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 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 an evaluation 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.
- Scheduling a time for public comment, if appropriate.
- Provide time at the beginning or end of the meeting for public comment. Also announce at the beginning of the meeting or on the meeting agenda when public comment will be taken.

What if the press wants to attend a meeting that is otherwise not open to the public?
- Contact Public Affairs

VII. Meeting 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 staff 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. 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 format and purpose of the meeting
- Meeting or event sponsor(s)
- Transit or bus lines to the meeting location
- Staff contact information – name, title, email and telephone number
- PDC's website address: 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 and City's Portland Online
- Send meeting notification to Public Affairs Department via IRA event posting
- Advertise the meeting in *The Oregonian*

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

- Work with parent teacher associations (PTA) to include 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
    - See the Resources and Reference section
- Media advisory or press release
- Notify key representatives in minority communities.

VIII. 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. Check ONI website for listing of regularly scheduled neighborhood meetings and events.

- Strive to establish a "regular" pattern to the meeting dates if working with a citizen and/or stakeholder committee. Accommodate the schedules of identified stakeholders.

- 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. Birthday.

- Determine the need for translating literature or an interpreter for public testimony

- Depending on the topic and goal of the meeting, an average meeting should not exceed 90 minutes. A public event like an open house or workshop should be 2 to 2 ½ hours.

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.

- Convenient 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.

- Responsive to audio and visual needs, e.g. room acoustics, lighting, sound system, and technical equipment needs.

- Free and/or cost effective.

Configuring the Room

It is worth putting some thought into how the room is set up, including seating arrangement, speakers, lighting and acoustics. Room configuration can heavily impact the outcome of a meeting, both positively and negatively. Room setup affects the goal of an event by influencing the way an audience responds to the information presented. For example, 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 than in 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.
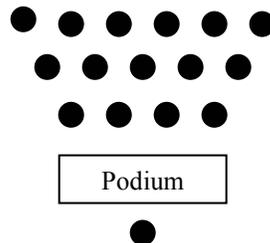
Hollow square style calls for a closed rectangular seating, usually around tables. Many of PDC's advisory committees are set up this way to encourage give-and-take discussion. This is an effective set up for public input and involvement activities. This arrangement is useful when an audience is anticipated, as it allows everyone on the committee to see the audience, and vice-versa. The audience could be seated on the perimeter or to one side of the room.
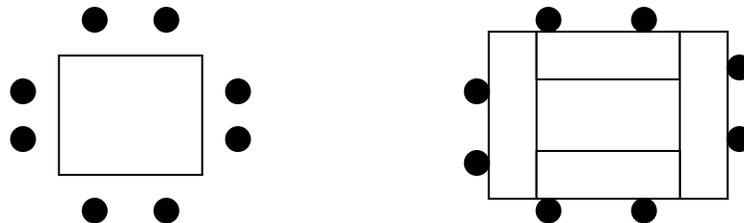
Round Robin is a useful setup when the goal of an event is public information and input, such as an open house. Each table can serve as an information and input station for different aspects of a project or program. The configuration may *not be conducive* for public involvement if it doesn't facilitate small group discussions or decision making.
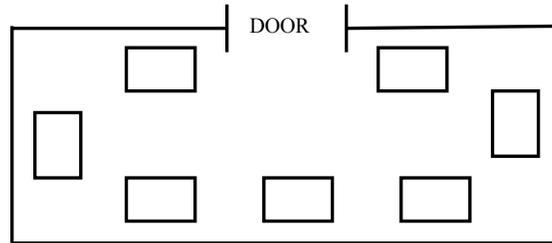

Closed Circle: To make the seating arrangement more intimate and informal, remove all tables and be seated in a circle. This is an excellent set up for public input and involvement. where all participants are given equal time to share their ideas.
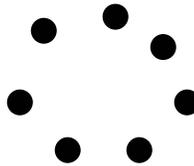
Horse Shoe or Open "U": This is the most frequent and most effective room set up. It allows members at the table to see and talk to one another while also providing better visibility for the general public to watch speakers and discussions.

This configuration is often used for **committee meetings** that 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.
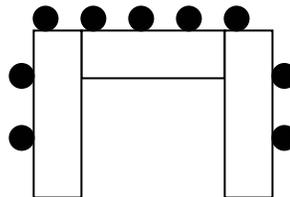
Seat the committee at the opposite end of the room from the main access doors so people leaving and entering the room cause less disruption to the committee.

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 is read or explained to attendees.

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 latecomers.

- Serve light refreshments to make your members feel special and comfortable. (as allowed per PDC policy)

- 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 decisions from highly motivated members who 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.

- If appropriate, take meeting notes or comments on flipchart or board visible to all participants.

- 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, ask members to point out a positive or successful element of the meeting or reiterate the organization's mission.

- Set a date, time and place for the next meeting.

After The Meeting

- Write up and distribute minutes to committee members within 3 or 4 days for review and feedback. Quick action reinforces the 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

PUBLIC OUTREACH
- ☐ Email/Listservs
- ☐ Mailed Invites
- ☐ Phone Calls
- ☐ Community Meetings
- ☐ Notices in community newsletters
- ☐ Announcements at other meetings

POSTCARDS INVITES FLYERS
- ☐ Request Public Affairs assistance
  - ○ Graphic design
  - ○ Copy editing
  - ○ Web design
  - Use Printer services
- ☐ Design & produce
  - ○ # of Copies _____
- ☐ Electronic files
  - ○ PDF
  - ○ Word Version
- ☐ Link on PDC Website
- ☐ Link on Portland Online
- ☐ Post on IRA ☐
- ☐ Link to Community Partners sites

ADVERTISEMENTS & MEDIA
- ☐ Request Public Affairs assistance?
  - ○ Draft Press Releases
  - ○ Media Advisory (events)
  - ○ PDC Quarterly (timing)
  - ○ Post in Don's Weekly Mayor's Report
  - ○ Biweekly Oregonian public meeting notice
- ☐ Public Service Announcements (PSA)
  - ○ Television
  - ○ Radio

EQUIPMENT RESERVED
- ☐ LCD Unit – PowerPoint
- ☐ Laptop (wireless?)
- ☐ Portable Screen
- ☐ Projector
- ☐ Digital Camera (Julie)

WELCOME TABLE
- ☐ Event Sign in sheets
  - ○ # of copies_____
- ☐ Name tags
  - ○ PDC Staff
  - ○ Members of the Public
- ☐ Evaluation Forms
- ☐ Comment Cards

PROGRAM MATERIALS
- ☐ PDC Quarterly
- ☐ PDC Corporate folder
- ☐ PDC Case Studies
- ☐ All URA map (color)
- ☐ Individual URA maps
- ☐ URA Accomplishments maps
- ☐ Portland Maps (laptop)
- ☐ Questionnaire Game (kids)
- ☐ URA Bingo boards (kids)
- ☐ Development
  - ○ DOS Program
- ☐ Economic Development
  - ○ Enterprise Zones
  - ○ Storefront grants
  - ○ Quality Job Program
  - ○ Regional Fact Book
  - ○ Ambassadors
- ☐ Housing
  - ○ Home Repair
  - ○ Lead Abatement
  - ○ Homeownership

REFRESHMENTS
- ☐ Hot Beverages
- ☐ Hot & Cold Beverages
- ☐ Beverages & Pastries or Snacks
- ☐ Full Meal Breakfast/Lunch/Dinner

DISPLAY HOLDERS
- ☐ Multi Business Card
- ☐ Multi Flyer
- ☐ Tri-fold Brochures
- ☐ Easels

MEETING SPACE
- ☐ Reservation_____
- ☐ Room Size _____
- ☐ Tables/ Chairs _____
- ☐ Room Set Up (meeting purpose)
- ☐ Room prep and clean up
- ☐ Handicap accessible
- ☐ Accessibility by transit (bus#)
- ☐ Podium
- ☐ Microphones
- ☐ Stopwatch
- ☐ Lighting
- ☐ Acoustics
- ☐ Table Skirting
- ☐ Booth piping
- ☐ Electricity required
- ☐ Internet access required
- ☐ AV/Sound system needs

PDC BOOTH ITEMS
- ☐ Tablecloth
- ☐ Tabletop Display
- ☐ 24/7 Post it Notes
- ☐ Pens/pencils
- ☐ Pads of paper
- ☐ Flipchart
- ☐ Markers
- ☐ Tape
- ☐ Display Maps

SIGNAGE
- ☐ Event door signs
- ☐ Sandwich boards
- ☐ Directional signage
- ☐ PDC Banners
  - ○ 10x10
  - ○ Pull Ups

IX. Helpful Lists, Resources and References

Stakeholder Outreach Resources and Lists

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 belong to. 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 use depending on your target audiences:

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

- – http://www.portlandarchitecture.com/
- "Back Fence", ONI sponsored and moderated community bulletin board for North Portland's eVolvement neighborhood on-line forum.
  - – http://www.portlandonline.com/northportland/index.cfm?c=35568

Press / Media:
Posting meeting announcements, providing project updates, writing letters to the editor and sending out press releases are good tools for public information and outreach. Identify the newspaper(s) or newsletter(s) 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.

- *Asian Reporter*
- *Business Journal*
- *Daily Journal of Commerce*
- *District Coalition / Neighborhood Newspapers*
- *El Hispanic News*
- *In and About*
- *Mid County Memo*
- *The Oregonian*
- *Portland Mercury*
- *Portland Observer*
- *Portland State University Vanguard*
- *The Portland Tribune*
- *Senior Northwest News*
- *The Skanner*
- *Willamette Week*

City of Portland Neighborhood Associations and Coalitions:
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 7 coalitions within the City of Portland's jurisdiction.

- Central Northeast Neighbors (CNN)
- East Portland Neighborhood Office (EPNO)
- Neighbors West/Northwest (W/NW)
- Northeast Coalition of Neighborhoods (NECN)
- Southeast Uplift (SEUL)
- Southwest Neighborhood Information, Inc.
- North Portland Neighborhood Office (NPNO)

Other Business Groups:
- Port of Portland
- Portland Oregon Visitors Association (POVA)
- Portland Business Alliance (PBA)
- Oregon Association of Minority Entrepreneurs (OAME)
- Alliance of Portland Neighborhood Business Associations (APNBA)
  - o Umbrella organization for all individual business associations

- Regional Partners
- Hispanic Metropolitan Chamber
- Oregon Native American Chamber of Commerce
- African American Chamber of Commerce
- Philippine American Chamber of Commerce of Oregon

Educational Institutions
- Portland State University
- Oregon Health and Sciences University
- University of Oregon
- University of Portland
- Lewis & Clark College
- Concordia University
- Portland Community College
- Reed College
- Portland Public Schools District
- David Douglas School District
- Parkrose School District
- Multnomah Educational Service District

Arts and Education
- Regional Arts and Culture Council (RACC)
- Portland Institute of Contemporary Art (PICA)
- Pacific NW College of Art (PNCA)
- Anne Mangan (PDC Creative Services liaison)
- American Institute of Architects

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

Service Groups
- Moose International, Inc.
- Oregon Elks
- Rotary District 5100
- Lions Clubs International
- City Club of Portland
- Boy Scouts Cascade Pacific Council
- Girl Scouts Columbia River Council
- Faith-Based organizations
- Garden clubs
- Youth groups
- Sports groups

Not-for-Profit Community:
Target audiences often include local or regional advocacy groups and not-for-profit organizations working in the City of Portland. When contacting these organizations, or the educational and service groups above, make an effort to address the email or letter to a specific person rather than a "general address." Often times these non-addressed emails or letters don't reach the right person and/or tossed in the recycling. They are typically categorized by the following areas:

- Smart Growth/Land Use / Sustainability
  - ✔ 1000 Friends of Oregon
  - ✔ League of Women Voters
  - ✔ Coalition for Livable Future

- Transportation
  - ✔ Bicycle Transportation Alliance
  - ✔ Coalition for Livable Future
  - ✔ Portland Streetcar Inc.

- Work force / Business/ Unions
  - ✔ Youth Builders
  - ✔ Central City Concern Workforce
  - ✔ Worksystems, Inc.
  - ✔ Workforce Network
  - ✔ OR Human Development Corporation
  - ✔ Portland Oregon Visitors Association
  - ✔ Oregon Tradeswomen Inc.
  - ✔ Columbia Pacific Bldg Trades Council
  - ✔ Oregon Building Congress
  - ✔ NE Workforce Center

- Taxpayer education
  - ✔ Citizens for Oregon's Future
  - ✔ Taxpayer Foundation of Oregon

- Environment
  - ✔ Johnson Creek Watershed Council
  - ✔ Columbia Slough Watershed Council
  - ✔ Willamette Riverkeepers
  - ✔ Oregon League of Conservation Voters
  - ✔ Audubon Society of Portland
  - ✔ Three Rivers Land Conservancy
  - ✔ Oregon Chapter of Sierra Club
  - ✔ Friends of … organizations

- Housing:
  - ✔ Affordable Housing Now
  - ✔ Community Alliance of Tenants
  - ✔ Central City Concern
  - ✔ Housing Development Center
  - ✔ Community Development Network
  - ✔ African American Alliance for Homeownership

- Environmental Justice
  - ✔ Environmental Justice Action Group
  - ✔ Urban League of Portland

For more research on public participation, here are 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

- The Community Development Network

- Center for Public Participation, PSU, Sara Ackerson

- Deliberative Democracy Project, University of Oregon, Ed Weeks

- Institute for Participatory Management and Planning, Monterey, California

Public Participation Toolkit
(Adapted from the Warringah Council)

Virtually all projects will require more than one tool to successfully inform and/or involve the public, and typically, the tools will be from different categories / levels of public participation.

Tool	Description	Benefit	Constraint
PUBLIC INFORMATION: *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.			
Written Correspondence	Personally addressed letter informing residents of a project, issue, service or action	1. All affected people receive the same information 2. Record of communication 3. Generally cost effective	1. Assumes literacy levels of stakeholders 2. Language translation may be required 3. Assumes all stakeholders are known. May inadvertently omit unknown stakeholders.
Pamphlet / Flyer	A leaflet designed to provide information on a particular meeting, event or activity.	1. Enables presentation of the facts, ensuring an informed community. 2. Potential to create a greater interest through appealing presentation. 3. All stakeholders receive the same information. 4. Record of communication.	1. A more costly exercise 2. Assumes literacy levels of stakeholders. 3. Distribution gaps in a geographic area. 4. Language translations may be needed. 5. More lead time required.
Newsletter	Periodic publication associated with a project, program or issue.	1. Convenient to read and use as a reference. 2. Can target specific stakeholders and groups. 3. Potential to create a greater interest through appealing presentation.	1. Assumes literacy levels of stakeholders 2. Language translation may be required 3. Costly and time consuming to produce or distribute. 4. One-way communication.
Email Notice	Email announcement informing stakeholders of a project, issue, service or action	1. All affected people receive the same information 2. Record of communication 3. Generally cost effective 4. Timely	1. Assumes literacy levels of stakeholders 2. Excludes stakeholders who do not have computer access 3. Assumes computer literacy levels of stakeholders
PDC Web Site Announcement	Post project information, renderings, graphics on PDC website and website of PDC partners	1. All affected people receive the same information 2. Record of communication 3. Generally cost effective 4. Enables presentation of the facts, ensuring an informed community. 5. Potential to create a greater interest through appealing presentation. 6. Can include more information and files than an email notice. 7. Timely.	1. Need outreach tool to initially direct people to the website. 2. Assumes literacy levels of stakeholders 3. Excludes stakeholders who do not have computer access 4. Excludes stakeholders that do not speak English. 5. Assumes computer literacy levels of stakeholders. 6. Assumes all stakeholders will visit PDC website.
Notice in local newspapers	Paid advertisement in local newspaper	1. Broad distribution	1. Assumes interested and affected people read newspaper and will see the meeting notification. 2. Assumes literacy levels of stakeholders. 3. Not timely.

Tool	Description	Benefit	Constraint
			4. Cost of placing an advertisement
Media Release / Media Briefing	PDC-generated news story pitched to local paper, radio or television outlets	1. Creates awareness for an issue through local media 2. Cost effective	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 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. 4. Inform people who use facility but don't read newspaper or participate in other ways.	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. Opportunity to create a more creative and eye-catching display.	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	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
		media coverage 4. Opportunity to create spirit of celebration for local community 5. Opportunity for PDC staff to interact and gather with community members	
PDC Speakers Bureau Program	Prepared presentations to existing community and business groups.	1. Opportunity for PDC staff to interact and gather with community members 2. Tailor presentation and Q&A to specific audiences based on their interests or concerns. 3. Enables presentation of facts. 4. All viewers receive the same information. 5. Can make presentation appealing	1. May need interpreter or have information translated into different languages. 2. Staff presentation training needed. 3. Scheduling and lead time required. 4. Significant and committed staff time to organize program and provide ongoing scheduling.
PDC Urban Renewal and Redevelopment Course	Partnership with Portland State University to organize and host urban renewal class	1. Opportunity for two-way communication with members of the public. 2. Tailor presentation and Q&A to specific audiences based on their interests or concerns. 3. Enables presentation of facts. 4. All viewers receive the same information. 5. Can make presentation appealing. 6. Opportunity to partner with outside experts, community leaders and strategic partners 7. Opportunity to present and discuss complex topics and issues.	1. Scheduling and lead time required. 2. Significant and committed staff time to organize program and provide ongoing support. 3. Cost for graduate assistant and class moderator. 4. Need to advertise course with targeted audiences. 5. Provide scholarships to community members (non credit) 6. Limited class size disallows broad community participation.
Information Repositories	Make project materials available for public review. Locations include libraries near project locations or other sites convenient to the community	1. Provides people without computer access or experience the ability to review materials. 2. Provides more transparency regarding project proposals. 3. Supplements posting proposals or project information on PDC website.	1. Need to ensure updates are posted to remote repositories. 2. Monitoring necessary to assure all materials remain in order and good repair. 3. Need to advertise that information is available at repositories: hotline, website, meeting announcements and in newspaper advertisements.
Staffed information table at community sponsored events	Set up and staff a display and information booth at already scheduled events in the target area or community, e.g. summer concerts, street fairs, Nights Out Events.	1. PDC perceived as part of the community. 2. Opportunity for two-way communication w/public 3. Tailor presentation and Q&A to specific audiences based on interests or concerns. 4. Opportunity for PDC staff to interact and gather with community members 5. Could provide input opportunity via comment cards	1. May need interpreter or have information translated into different languages. 2. Tends to be customer initiated 3. Limits the number of people accessing information 4. Requires staffing

Tool	Description	Benefit	Constraint
PUBLIC INPUT: *Seek public feedback on a proposal, analysis or alternatives. Requires a response from the public, but limited opportunity for public dialogue.*			
Telephone Survey	Individual phone contact to complete formal survey or informally ask questions	1. Personal approach tends to increase the level of response 2. Capacity to reach a wide range of people in the community 3. Ability to target specific stakeholder groups 4. Relationship building w/strategic partners 5. Could be designed to be statistically valid	1. Can be time consuming and costly depending on the number of calls and survey complexity 2. Need to limit questions for ease of analysis 3. Excludes people who do not have telephones 4. Trained survey staff required to avoid biasing response 5. Potential language barriers. 6. Need to develop and pre-test non-biased questionnaire
Written survey	Written structured survey to gather data / information	1. Provides basis for assessing needs/trends or obtaining feedback on service/project 2. Enables broad or targeted input 3. Could be statistically valid 4. Capacity to reach wide range of people.	1. Can be costly depending on sample size and survey development. 2. Tend to be limited in closed questions for ease of analysis 3. Assumes literacy levels of residents. 4. Can be time-consuming to conduct. 5. Potential language barriers. 6. Need to develop and pre-test non-biased questionnaire
Interface Surveys	Staff sets up a survey station at a community site (libraries, markets, schools, light rail station, and park) to survey passerbys.	1. Provides basis for assessing needs/trends or obtaining feedback on service/project 2. Enables broad or targeted input 3. Ability to target specific stakeholder groups 4. Personal approach tends to increase the level of response 5. Cost effective 6. Good tool to assess needs for immediate area. 7. Provides one on one interaction between staff and stakeholders 8. Could combine website information with survey.	1. May require materials to be translated. 2. Need to develop and pre-test non-biased questionnaire 3. Attracts most interested stakeholders 4. Potential language barriers.
Email / Web Survey	Written survey emailed to targeted audience.	1. Capacity to reach a wide range of people. 2. Ability to target specific stakeholder groups 3. Provides basis for assessing needs/trends or obtaining feedback on service/project 4. Could be statistically valid depending on development.	1. Attracts most interested stakeholders 2. Tends to be limited in closed questions for ease of analysis 3. Assumes literacy levels of residents 4. Excludes people who do not have computer access 5. Assumes computer literacy 5. Not a timely exercise. 6. May require materials to be translated. 7. Must advertise survey opportunity.

Personal Canvass	Door to door interviews with a geographic target audience	1. Opportunity for broad input 2. Can explain the purpose of the survey or project 3. Personal contact 4. Provides input from those unlikely to attend meetings	1. Not a statistically random sampling. 2. Need to develop and pre-test non-biased questionnaire 3. Low turnout can bias results 4. May require materials to be translated. 5. May need interpreters to contact stakeholders who do not speak English.
Staffed Public Exhibition	PDC staffs a formal exhibition of a plan or document at key locations for a set period of time	1. Gives all people in the community the opportunity to view and comment on a plan or strategy verbally and in writing 2. Allows community to participate on their own time. 3. Could combine website information with exhibition.	1. Requires a high level of promotion 2. Requires the allocation of additional time for planning process 3. Requires motivated people to respond 4. Assumes impacted and affected people will make extra effort 5. Attracts input from those most interested; not statistically valid 6. Materials may need to be translated. 7. Assumes literacy of affected stakeholders.
Focus Group Session	Semi-structured interview in a small group, with invited representative participants	1. Participants explore and build on issues 2. Allows in depth discussions	1. May not be representative of all interested and affected groups 2. Not necessarily a random sampling. 3. Limited use of information
General Public Meeting	Meeting with specific audience to present info and answer questions.	1. Opportunity to address issues and concerns before decisions are made. 2. Flexible format 3. Some two-way communication.	1. Limited opportunity to explore issues in depth. 2. Self-selected audience with specific agenda. 3. Difficult to generate turnout. 4. Requires extensive outreach to advertise meeting.
Comment Cards	Form given to people to complete and return – usually used at public meetings.	1. Can be conducted online 2. Learn information from people individually. 3. Opportunity for less vocal participants to share their views 4. Collect input at forum focused on providing information.	1. Results are not representative of larger population 2. Can't characterize public opinion based on comment cards alone. 3. Design the form to engage people in the effort, not just to answer specific project inquiries. 4. Potential language barrier
Community Feedback Board	Large interactive feedback board for participants to post goals or concerns on color-coded post it notes as part of a larger meeting or workshop.	1. Supplemental input tool at a public meeting. 2. Helps participants focus on the "big picture" issue rather than individual concerns. 3. Considers all of the unique aspects of a project or community. 4. Stakeholders share concerns and ideas w/others with different views. 5. Doesn't require public speaking 6. Effective recording device	1. Participants choose to participant and post their ideas. 2. Assumes literacy levels of stakeholders. 3. Potential language barriers to participation. 4. May not be representative of all interested and affected groups. 5. Average person may not feel comfortable participating. 6. Also provide comment cards as alternative.

Tool	Description	Benefit	Constraint
PUBLIC INVOLVEMENT: *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>.*			
Workshop	A structured approach to involve meeting participants to work through an issue and/or develop solutions. Can be selected participants or an open meeting. More effective with groups 10 to 30, but could have smaller groupings within a larger group.	1. Can produce a plan or recommended action or obtain specific feedback on plan, project or program 2. Enables the involvement of all participants 3. Good forum to work through issues or problems in a timely manner.	1. Requires participants to be open minded and represent a diversity of interests 2. Requires skilled facilitator (s). 3. Requires a detailed recording of notes 4. Costly depending on number of staff or consultants required. 5. Translation of materials or interpreters may be needed. 6. Need to brief workshop participants 7. Participants will have varying knowledge of the topic.
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"	1. Participants become informed of all aspects of an issue. 2. Good for less contentious issues or when seeking to generate public interest in a topic	1. Need to ensure that speakers give a balanced view 2. Competing with other scheduled meetings 3. Requires skilled facilitator(s). 4. Not necessarily a comfortable forum for all participants to participate.
Meeting with User or Stakeholders Groups	Attend group's regularly scheduled meeting to discuss and solicit feedback on broader community needs or issues	1. Involves people who would normally not have the interest or time 2. Provides rich source of information on needs and issues within the community 3. Relies on already scheduled meetings. 4. Less cost and staff preparation involved.	1. Requires facilitator who is skilled in relating to different groups and creating an interest in the topic 2. Existing groups are small cross section of the community – not a broad or diverse representation of stakeholders. 3. Significant staff time to attend and present at relevant meetings. 4. May require interpreters or translation services depending on stakeholder group.
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.	1. Broadcast of information to large group 2. Open to anyone who has an interest. 3. Everyone receives the same information 4. Opportunity for two-way communication. 5. Can talk to members of the community before a decision is finalized.	1. Requires good facilitation and management to ensure information exchange is handled well 2. Risk of control or disruption by interest groups / individuals 3. Requires good note taking to effectively capture public feedback 4. Preparation of displays, materials and handouts 5. Potential language barriers 6. Could limit participation by time or date of event. 7. One shot opportunity to reach affected stakeholders. 8. Public input needs to be focused and clearly articulated.
Personal Interviews	Face to face structured interviews	1. Obtain in-depth opinions and reactions	1. Requires preparation of questions and talking points.

		2. Opportunity to clarify concerns, exchange views and clarify points. 3. Cost effective	2. May not be representational of all stakeholders 3. Comments and feedback need to be recorded and/or shared with decision makers.
Site Tour / Meeting	Semi-structured or unstructured meeting at place of issue	1. Opportunity for affected parties to view/visualize issue, project or proposals 2. Opportunity to clarify concerns /exchange views	1. Requires balanced participation to resolve issues and make recommendations 2. Could be costly or time consuming to organize, 3. Limit participation by size or time of day.
Field Trip / Project Tour	Organized tour to educate, present info, and answer questions regarding a specific project, program or geographic area.	1. Interested or affected stakeholders gain personal understanding with first-hand knowledge about a site or project. 2. Opportunity to directly interact with affected stakeholders. 3. Good opportunity to build relationships between PDC and community leaders. 4. Opportunity for two-way communication and public feedback. 5. Everyone receives the same information. 6. Could be used for committee orientations or fact finding ventures. 7. Opportunity to invite media representatives and photographers.	1. Need lead time and staff support to organize tour and schedule participants. 2. Can use website or hotline to manage scheduling requests. 3. Can be costly to reserve bus, driver and refreshments. 4. Limited community participation 5. Potential language barriers. 6. Handicap access issues

PUBLIC COLLABORATION: *Collaborate with the public on some or all aspects of the planning or decision including the development of alternatives and identification of the preferred solution.*			
Committee of Management *(i.e. PBA – Downtown Retail Plan)*	Committee that works with PDC under delegated power to manage a service or project. Representation may be by appointment or by contract	1. Shares responsibility for the management of a facility and/ or delivery of a service 2. Involves community members in the care and control of local resources 3. Develop relationship with strategic partners.	1. Need to ensure broad involvement of interested individuals 2. Potential to be controlled by a select few. 3. Time consuming to manage ongoing committee.
Task Force	Group charged with accomplishing specific mission in a specific amount of time.	1. May represent a variety of perspectives. 2. Opportunity for meaningful two-way dialogue	1. Involves small number of stakeholders. Potential to be controlled by a select few. 2. Time consuming to manage ongoing committee. 3. Limited scope.
Advisory Committee	A forum for airing concerns, discussing alternative solutions and building public consensus over key or controversial issues related to a project, policy or plan.	1. Opportunity to maximize skills and resources within the community 2. Rich source of skills and abilities to complement the roles undertaken by the Board of Commissioners	1. Requires a skilled chairperson to maximize the contribution of all members 2. Public collaboration limited to those represented on the committee. 3. Communicating role of committee as "advisory" only.
Urban Renewal Advisory Committee *(URAC)*	Committee of private and public stakeholders appointed by the PDC Board of Commissioners to advise the Board regarding implementation of an urban renewal plan.	1. Can create strong sense of ownership by committee participants 2. Opportunity to maximize skills and resources within the community 3. Involves community members in review and recommendation of funding priorities for public monies 4. Cultivates informed community members to pass information to others	1. Requires a skilled chairperson to maximize the contribution of all members 2. Need to ensure broad involvement of interested individuals 3. Potential to be controlled by a select few 4. Potential conflict and public disengagement when Committee recommendations not acted on 5. Requires clarification of Committee's role and PDC's expectations
Joint Venture *(i.e. PFF - New Market Tax Credits)*	A formal arrangement with stakeholders or organizations to plan for and achieve a project or service, i.e. a funding joint venture	1. Greater commitment and responsibility from within the community to establish a facility or service 2. Less reliance on PDC staff, funding and other resources	1. Tendency for strong sense of ownership by groups that have contributed funds and time. 2. Requires legal relationship. 3. Required process to maintain public transparency regarding PDC relationship.

Conflict of Interest

An Urban Renewal Advisory Committee is established primarily to provide advice to the PDC Board. They are not to make decisions that have monetary benefit to a URAC member or relative of nor create a conflict of interest for a Public Official per Oregon law. However, all members of a URAC may have an interest in and may derive personal benefit from the activities carried out by PDC in implementing an Urban Renewal Plan. Therefore, in order to avoid even the "appearance" of a conflict, URAC members should follow the policy described in the following paragraphs.

URAC members are called upon to make recommendations that, if adopted, will have a broad impact on the entire URA and, in many circumstances, individual properties. Many URAC members may have property interests located in the URA, a business located in the URA, or a business that does work with property owners or businesses located in the URA. As such, URAC members may be met with conflicts of interest when participating in the URAC's business of submitting recommendations to the PDC Board. Because the PDC Board is not obligated to accept or enact any of the recommendations made by the URAC, URAC members cannot have actual conflicts of interest, although they may have potential conflicts of interest. An actual conflict of interest would not occur for a URAC member because there would be no certain or specific financial impact from a non-binding recommendation.

Oregon Government Standards and Practices laws define potential conflict of interest at ORS 244.020(14). A potential conflict of interest exists when an official takes action that could have a financial impact on that official, a relative of that official or a business with which the official or the relative of that official is associated.

When a URAC member is met with a potential conflict of interest, ORS 244.120(2)(a) requires that the nature of the potential conflict of interest be publicly disclosed. Such disclosure of a potential conflict of interest by a URAC member should be made upon review of the meeting agenda at the beginning of regular URAC meetings prior to any discussion or deliberation of any agenda items, otherwise such disclosure must occur prior to any deliberation or discussion of the matter in question. Once the disclosure has been entered into the public record the URAC member may participate in any subsequent discussion and vote on the matter giving rise to the potential conflict of interest. Each time a URAC member is met with a potential conflict of interest this disclosure must be made, but only one time on each occasion (ORS 244.120(3)).

If uncertain about whether or not a conflict of interest exists on a particular matter, the URAC member is encouraged to consult with the PDC General Counsel in advance of a meeting.

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. Gather and Disseminate 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)

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.

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

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

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

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

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	Low	*Moderate*	*High*	*Very High*
1. What is the anticipated level of conflict, opportunity, controversy, 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, project or program?					
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?					
Count number of checks in each column					
Multiply number of checks by the weight	X1	X2	X3	X4	X5
Enter column score					
Add total of all five columns					
Divide total score by number of questions	/10				
Average score *(Desired Level of Public Participation Spectrum)*	*				

*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

Increasing Level of Public Participation			
Inform (1-1.9)	**Solicit Input / Consult (2-2.9)**	**Involve (3-3.9)**	**Collaborate (4-4.9)**
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.	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 two-way communication.	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			
✔ Fact sheet ✔ Press Release ✔ Open House ✔ Tour / Site Visit	✔ Public Meeting ✔ Appreciative Inquiry ✔ Focus Group ✔ Survey	✔ Workshop ✔ Design Charrettes ✔ Citizen advisory committee	✔ Working Group ✔ Joint Venture ✔ Commissioner-led advisory committee

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

(Examples)

1. Inform and educate the public at large regarding public resources, public benefits and technical benefits to the Portland community as a result of the project. (Inform)

2. Consult and incorporate feedback from vendors and telecommunications community regarding business plan, ownership model, technology and public resources. (Input)

3. Recruit "interested parties" to integrate their expertise into the RFP process and respond to concerns and questions raised by the public. (Involve)

4. Promote national recognition for Portland for innovation and leadership in applying new technology to community building and economic development. (PR)

Public Participation Goals
1.
2.
3.
4.
5.

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 from 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.

✔ The *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.
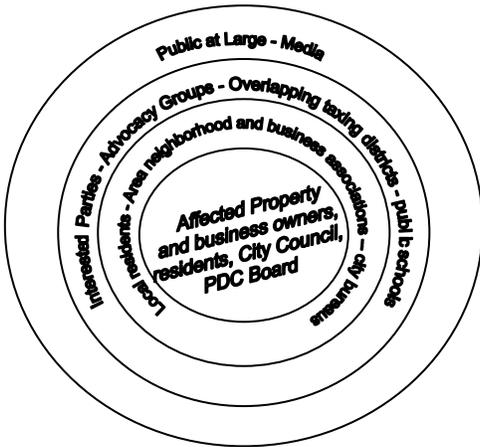
Example	Fill In
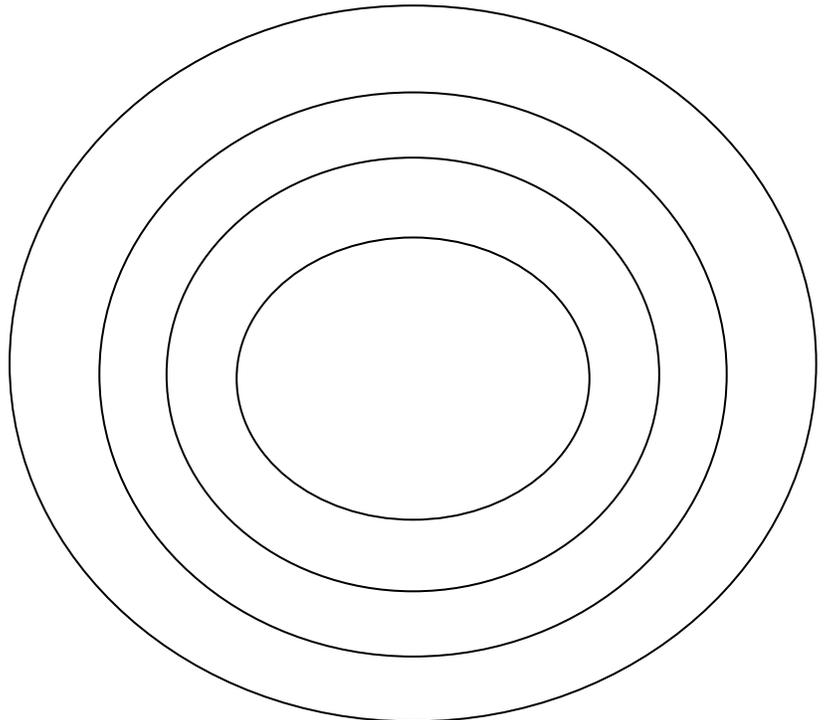
COMMUNITY LANDSCAPE

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
1st Tier: Key Stakeholders:	1st Tier: Key Stakeholders: ■ Local residents and property and business owners ■ Who would be impacted by the project
2nd Tier: Stakeholder Groups	2nd 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

3rd Tier: Interested Parties	3rd Tier: Interested Parties
	
	• Anyone who has expressed interest in the project
	• Advocacy groups (local and regional)
	• Overlapping Taxing Districts
	  ✓ 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

4th Tier: Media and Public at Large	4th 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
  - Culturally diverse groups, 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
- ✔ Distribution of project or program pamphlets 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
- ✔ Contact local parent-teacher associations to distribute flyers in students' backpacks

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: Involve key stakeholders 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

Tool	Description	Level of Participation
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

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?

Timeline	Tool	Public Participation Goals				Level of Public Participation		
		Goal 1	Goal 2	Goal 3	Goal 4	Inform	Input	Involve

Step #8: Identify and Communicate 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?		

| Timeline | Tool | Goals | | | | Level of Participation | | | Stakeholders | Responsible Parties | |
		1	2	3	4	Inform	Input	Involve	Group(s)	External	Internal

Step #9: Feedback Loop

> If your public participation goals include public input, involvement or collaboration, you have the added responsibility of gathering and 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 Commissioners 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

Tool	Input Received	Dissemination	Responsible Party

Step #10: 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

Evaluation			
Evaluate what?	When	Who	Tool

Sample Public Participation Plan

[Placeholder: Develop Fictitious Sample Plan to Include at later date]

PDC Public Participation Policy

Draft as of 6/10/05

As a public agency entrusted to administer and invest public resources to accomplish a variety of goals and objectives that benefit the City of Portland, meaningful, timely and effective public participation in various aspects of PDC activities is essential to the successful implementation of Commission policies, programs and projects.

Meaningful public participation helps promote democracy and civic engagement, builds public trust in government and enhances the Commission's credibility within the community.

Effective public participation can improve the quality and effectiveness of our plans and decisions.

The purpose of this policy is to ensure that appropriate public participation processes and activities are incorporated into PDC planning and decision-making, and that they are consistent with these **Guiding Principles:**

- **Building relationships, trust and community capacity** — *The foundation for successful public participation is opening channels of communication early with partners and stakeholders, and developing collaborative working relationships with them. Effective public participation activities should leave neighborhoods and communities stronger and with increased capacity to influence their livability.*

- **Inclusive and respectful** — *Everyone's participation will be welcome. An effort will be made to identify, invite and encourage stakeholders to be involved early in public participation processes; and their input and feedback will be given careful and respectful consideration.*

- **Adaptable and Creative** — *The extent, timing, manner, and outcomes of public participation activities will necessarily vary to suit the circumstances and magnitude of a particular project or decision, and facilitate maximum public participation.*

B. Definitions.

1. **Public Participation** — *Any process that strives to inform, gather input or involve the public regarding decision-making processes. Public participation is the umbrella term to describe all levels of "public" information, education, relations, outreach, input, involvement and collaboration.*

2. **Public Information** — *A **one-way communication** from PDC to the public with the goal of providing balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.*

3. **Public Education** — *A hands-on public participation activity with the goal of deeper public understanding about the project, program or activity, e.g. questions and answer sessions, guided tours, etc.*

4. **Public Input** — *Seeking community feedback on a proposal, analysis or alternatives. Requires a response from the public, but limited opportunity for public dialogue.*

5. **Public Involvement** — *Working directly with the public throughout a process to ensure that the project, 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**.*

6. **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.*

7. **Public Outreach** — *Identifying and inviting target audiences and stakeholders to participate in a public participation activity, or to market PDC products and services..*

8. **Public Participation Plan** — *A customized plan for undertaking public involvement, information, education and/or outreach activities for a specific project or decision-making process.*

9. **Public Relations** ─ *The dissemination of information to the media and the public, with an emphasis on the promotion of a particular policy, project or solution.*

10. **Stakeholders** ─ *Any individual, group of individuals, organization or political entity that has an interest in or is potentially impacted by a Commission policy, program or project.*

11. **Target Audiences** ─ *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.*

C. **Required Public Participation.** Public participation ─ as outlined in a *Public Participation Plan* ─ is required and will be an integral component of project schedules, budgets, and Board decision-making processes for the following types of activities.

In the event any public participation activities are part of a scope of work being performed for PDC by others through a contractual arrangement (i.e., consultant or interagency agreement) PDC staff will maintain responsibility for planning and managing such public participation activities in accordance with this policy.

1. **Major Policy Decision**: When PDC is developing a major policy or implementation plan 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. **Project Planning**: When PDC is creating a development study or plan for a specific site or area to implement 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:
   - Freemont/MLK Vision Study
   - Killingsworth Block
   - Kennedy School
   - Fire Station #1 Relocation
   - Burnside Bridgehead Project
   - Alberta Streetscape Project
   - South Waterfront Greenway Implementation Strategy

3. **Strategies and Programs**: When PDC is developing an implementation strategy or program to guide future efforts and investment by the Commission to meet Urban Renewal Plan or City goals.

   Examples:
   - Gateway Regional Center URA Housing Implementation Strategy
   - Lents Town Center URA Economic Development Strategy
   - Lents Town Center Residential Street Improvement Program

4. **Other Laws**. Procedures for public notice and/or public participation contained in federal, state or local laws or regulations and applicable to a particular program or project activity shall be followed in lieu of any similar process otherwise required by this policy.

D. **Optional Public Participation**. Public involvement, information and/or outreach activities ─ including the development of a *Public Participation Plan* ─ are optional in PDC projects and activities that are not covered by Section B (above).

1. 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, retail strategy, etc.).

b) There is significant public interest in a specific project that PDC is contemplating, or undertaking (e.g., Grant Warehouse, Headquarters Hotel).

c) A PDC project follows or is a continuation of another public project in the same area and community interest has been or is heightened by the previous project.

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

3. Development of a *Public Participation Plan* is highly recommended whenever multiple public participation activities are planned for a project or process.

E. Extent of the public participation. Whether required or optional, the extent of public participation will necessarily vary based on a variety of factors, including:

- The desired outcome (e.g., policy, plan or decision).
- Geographic scope and impact.
- Financial magnitude of public investment.
- Relationship to existing public policies and plans.
- Extent and diversity of stakeholder impacts and interest.

Additional details, suggestions and resources for designing a public participation process are contained in a *Public Participation Manual* maintained by the Public Affairs Department.

1. **Major Policy Decisions** will generally require more formal steps in the public participation process such as public hearings and Board meetings; and involve the broadest range of stakeholders.

2. **Project Planning** will typically have a focused range of stakeholders and these common steps.

a) Visioning

b) Planning

c) Designing

d) Implementation Plan/Strategy

3. **Strategies and Programs** will typically have a focused range of stakeholders and a unique process to suit the desired outcome.

F. Public Participation Plan.

1. The purpose of a *Public Participation Plan* is to provide a clear description to stakeholders of why, when and how they can participate. Having a clear *Plan* at the beginning of a process will help alleviate misunderstandings during and at the end of the process about how input is to be used and decisions made.

2. Prior to starting a project that includes required or optional public participation activities, a *Public Participation Plan* containing a schedule and description of all the planned public participation activities needs to be prepared and approved by the Public Affairs Director.

3. During the public participation process it is entirely appropriate to revise the *Plan* or schedule as circumstances require, so long as that is clearly articulated to the stakeholders, and the revised *Plan* is approved and modified to reflect changes.

4. Additional details, suggestions and resources for designing a *Public Participation Plan* are contained in a *Public Participation Manual* maintained by the Public Affairs Department.

G. Authorities and Responsibilities.

1. **Executive Director**. The Executive Director is responsible for ensuring compliance with this policy.

2. **Public Affairs Director**.

    a) The Public Affairs Director is responsible for and authorized to approve all Public Participation Plans.

    b) The Public Affairs Director is responsible for developing and maintaining a *Public Participation Manual* for staff to use as a resource in developing a *Public Participation Plan* and carrying out related public participation activities.

       This Manual will contain standard PDC practices and procedures, as well as suggestions, tips and best practices recommended by public participation professionals.

    c) The Public Affairs Director is responsible for ensuring that this Policy and PDC practices contained in the *Public Participation Manual* are in compliance with City Code and associated standards and procedures related to pubic participation.

    d) The Public Affairs Director, in collaboration with PDC Human Resources, is responsible for providing training and technical support to staff in meeting the requirements of this policy and integrating effective public participation in PDC projects and programs.

3. **Directors and Managers** are responsible for ensuring that projects under their supervision incorporate public participation plans and activities that promote and support the guiding principles of this policy.

4. **Project managers and staff** are responsible for promoting and implementing effective public participation activities in projects and programs that they supervise or support.

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