

Minneapolis
City of Lakes

Community Engagement Process Model Guidebook

For City Departments

2006

**Communications Department
301M City Hall
350 South 5th St
Minneapolis, MN 55415**

Table of Contents

Purpose of this Guide _____	3
Acknowledgements _____	4
Background _____	5
When to Engage the Community _____	6
Community Engagement Cycle _____	8
Community Engagement Process Model _____	9
Step 1: Identify pending departmental project or activity _____	10
<i>Step 1: Worksheet</i> _____	11
Step 2: Does legislation require community engagement? _____	12
<i>Step 2: Worksheet</i> _____	13
Step 3: Plan to meet legislative requirements _____	14
Step 4: Assess Potential Community Impact _____	15
<i>Step 4: Strategies to Assess Community Issues and Dynamics</i> _____	16
<i>Step 4: Worksheet</i> _____	17
Step 5: Consult with the CE Coordinator _____	18
Step 6: Record decision not to consult if appropriate _____	19
Step 7: Identify key stakeholders _____	20
<i>Step 7: Worksheet</i> _____	22
Step 8: Assess level of engagement needed _____	23
<i>Step 8: Worksheet</i> _____	24
Step 9: Identify tools and methods for the engagement _____	25
<i>Step 9: Worksheet</i> _____	26
Step 10: Consult as needed with the CE Coordinator _____	27
Step 11: Develop the CE plan _____	28
Step 12: Implement the plan _____	29
Step 13: Evaluate success against measures _____	30
<i>Appendix One: Level of Impact Assessment Tool</i> _____	31
Criteria for Determining the Impact _____	32
<i>Appendix Two: Levels of Engagement</i> _____	35
<i>Appendix Three: Consultation Methods</i> _____	37
<i>Appendix Four: CE Report Template</i> _____	41
<i>Appendix Five: Checklist for Community Engagement</i> _____	43
<i>Appendix Six: Evaluation Questions</i> _____	44
<i>Appendix Seven: Useful Websites</i> _____	45

Purpose of this Guidebook

The City of Minneapolis Communications Department has produced this guidebook to help departments incorporate a standardized community engagement process model around decision-making into their business practices. Departments can use this guidebook, along with the consultative services of the Community Engagement Coordinator to plan new and ongoing community engagement activities around pending departmental decisions. The goal is to enhance and standardize community engagement practices around decision-making, and better manage resident expectations citywide.

Please direct questions and comments to:

Department of Communications
City of Minneapolis
350 South Fifth Street
Minneapolis, MN: 55415
(612) 673-3000

Acknowledgements

The Minneapolis Community Engagement Process Model outlined in this guidebook was developed through a review of existing community engagement government models and literature, discussions with department leaders in the City of Minneapolis, and consultations with other community leaders and consultants. It was an iterative process drawing on the experience and input of government and non-government practitioners.

We want to thank the following departments for taking part in the survey and interviews which were used to help provide information and direction for this guidebook.

- Assessor
- City Attorney
- Civil Rights
- Community Planning and Economic Development
- Finance
- Fire
- Health and Family Support
- Human Resources
- Police
- Public Works
- Regulatory Services

A word of acknowledgement must go to the Minneapolis Community Engagement Working Group which published its report in the end of 2003. Their report provided a great deal of direction and groundwork on the state of community engagement activities in the City. Many of the ideas and thoughts in this guidebook stem from the work done by the CE Working Group. In addition, we looked outside Minnesota and included work and ideas being employed by others in the area of Community Engagement.

Background

In 2004, the Minneapolis City Council directed the Communications Department to coordinate the City's community engagement efforts by assisting departments in their engagement planning. The purpose of this directive was to work toward fulfilling Council's City Goal to "Enhance Community Engagement."

"The voices of individuals and the community are valued and will be heard and involved at appropriate points in the City's decision-making processes. The City will be more effective and efficient in how we communicate with and engage communities, and will work to include those who are typically under-represented in public dialogue. We will focus our engagement in a manner that supports the long-term strength of the community." (City Goal and Expectation #8)

Why is it important to engage the community?

Community engagement refers to the many ways in which the City connects with its residents and communities in the development and implementation of policies, programs, and services. It is the process of working collaboratively with the community to address issues affecting their lives.

Furthermore, Engagement acknowledges the right of residents to have a say and to get involved in the business of government.

Benefits of an appropriately engaged community to the work of the City include the following:

- ◆ Greater diversity of views expressed;
- ◆ Mutual learning among participants;
- ◆ Community acceptance of a project or decision;
- ◆ Previously unknown special needs may be accommodated;
- ◆ Post-implementation costs are avoided for agencies and departments (Instead, education occurs early in project life-cycle.);
- ◆ Improved relationship with community;
- ◆ Mutual respect among stakeholders;
- ◆ Increased project efficiency;
- ◆ Increased buy-in among participants.

The City of Minneapolis has implemented many successful community engagement strategies in deciding upon the design and delivery of services. Often strategies have failed to take into account basic engagement planning techniques, or sufficiently involve under-represented groups. This inconsistent process planning around decisions has resulted in a lack of public awareness as to when and how they will be engaged.

The CE Process Model in this guidebook, along with consultation of the new Community Engagement Coordinator in the Communications Department, will help departments evaluate decisions to change, enhance or remove projects and activities to more consistently and effectively apply engagement strategies at appropriate points. This is a first step to standardizing engagement practices citywide, better managing community expectations, better involving the community in decision making, and being more effective and efficient in how we communicate with stakeholders.

When to Engage the Community

Engagement is undertaken by a department when decisions are to be made that create, remove, or change a City service, activity or project. Engagement should be viewed as extending throughout the life of a project or activity rather than being a “one off” exercise or “add-on.” It should begin early in the planning stage. While most projects are suited to some level of community engagement, some projects may allow a greater level of involvement than others. It is necessary therefore to carefully evaluate each pending departmental decision, per the instructions in this manual, to help plan your engagement strategy.

After an analysis of City engagement practices, we concluded that the activities listed by departments naturally fall into two different categories:

- 1) Engaging the community for the purpose of getting input/feedback regarding a city decision and**
- 2) Being involved in the community to deliver programs or services, volunteer or educate the public.**

While both may include a range of city responses, from simply providing information to face-to-face contact with community members, there is a key distinguishing feature of what (for the purposes of this report and the oversight function) we will call community engagement: **Community engagement always involves an impending city government decision.** Some examples from the activities identified by departments illustrate how this key distinguishing feature helps set engagement apart from involvement in the community.

In the course of our research, the Police Department cited the Police Activities League (PAL) as one of their community engagement efforts. While this is a positive outreach program with many benefits for the community, based on our criteria it is not community engagement. Instead, it is a service program (or involvement in the community). No decision is being made through PAL that will alter police services to the public. Similarly, Regulatory Services cited thermometer give-a-ways at Farmer’s Market to test food temperature as an engagement activity. It is an effective public relations activity, and may in fact aid in the prevention of food-borne illness, but it is not community engagement. Again, the purpose of this particular interaction with the public is not to involve the public in a decision about services. It is instead, merely *providing* service.

Alternatively, Health and Family Services holds public meetings to receive input on what people think are important criteria for issuing grant money to the community. In this case, a decision is being made about the distribution of grant dollars and has the potential to have an impact on residents. When the Police Department plans to launch an initiative to address a crime problem, they often meet with members of communities of color. A decision is being made in this case, perhaps on specific crime-fighting tactics, or where to concentrate enforcement geographically. In most cases, the public does not make the final decision. However, they are engaged at an appropriate level, so that the Department can make an informed decision, and the community is informed that a decision is being made.

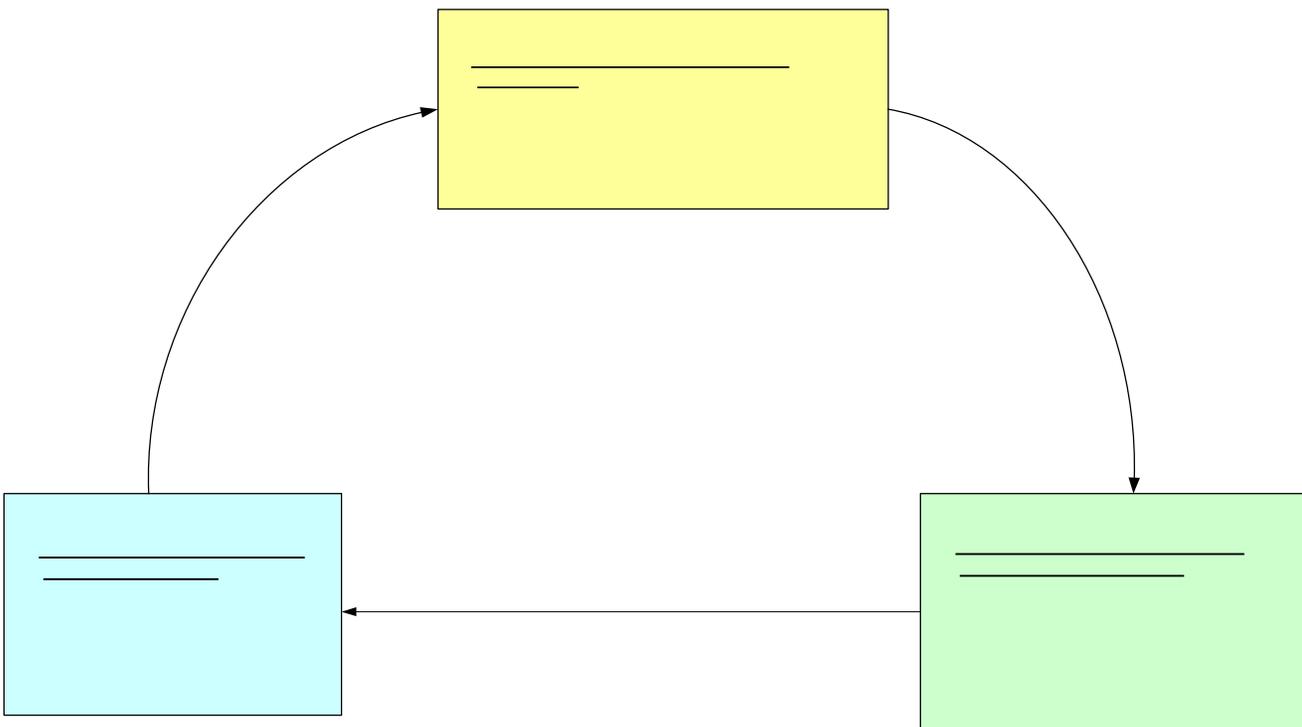
The scope of contact with the public in both involvement in the community and engagement includes a broad range of activities. In the case of involvement in the community, contact ranges from public education to an in-person service program (taking kids on a canoe trip through the Police Activities League). In the case of engagement, contact ranges from informing the community of a City decision that will be made, to meeting with the community to receive input that may inform the decision.

To illustrate the distinction further, consider a hypothetical public health education program that a department wishes to change in order to target a different group of people. Prior to making that change, the department engages the community per the standards and protocols that are being established in the Communications Department as a means of influencing decisions about service delivery. In this case, the public health education itself is **NOT** engagement. However, going to the community to inform them about a change to the program, and to solicit ideas about how to change the program **IS** engagement.

It has been noted that it is neither effective nor appropriate to engage the community if a final decision has been made on an issue, unless the purpose is solely to provide information and not allow for changes in the decision. This might occur in those situations where a purely procedural or technical decision has been made where time was critical and would not permit preliminary engagement work. However, departments should develop proactive strategies to minimize these situations.

Community Engagement (CE) Cycle

This Community Engagement Cycle, in conjunction with the evaluation process and CE Coordinator advice, is the high-level approach departments should take to improving department engagement. This meta-level evaluation is the method departments should use to inform City Council when looking at policy needs and changes for community engagement. At Steps 1 and 2 and 3 in the Cycle, departments will refer to the Community Engagement (CE) Process Model and accompanying tools.

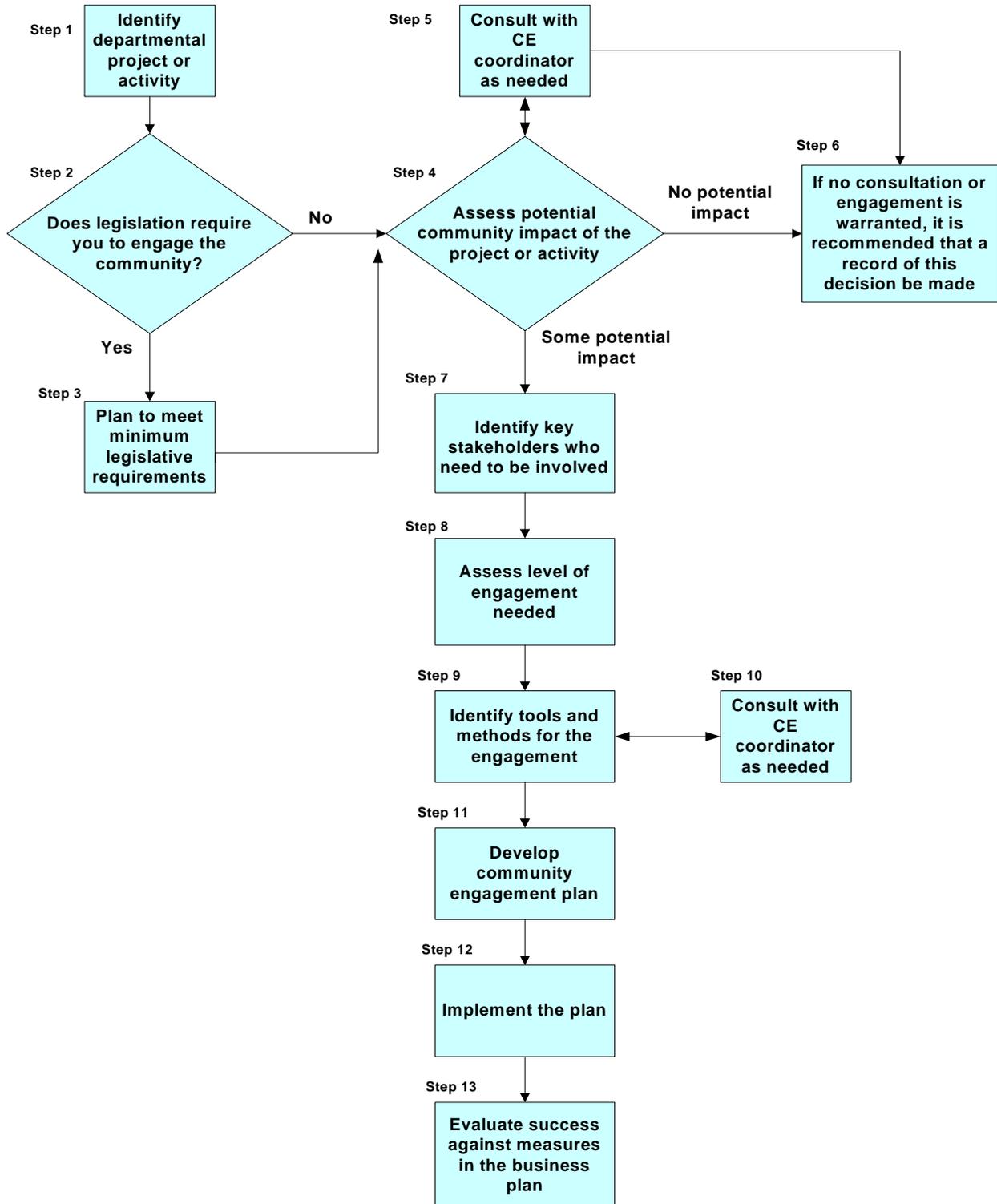


There are three essential steps to improving and standardizing the City’s engagement practices:

1. Planning
 - Use CE Process Model to ensure consistent City standards
 - Set goals for improving reach and customer satisfaction
2. Engaging
 - Employ appropriate and consistent techniques based on CE process planning and evaluation
 - Work with CE Coordinator to identify strategies
3. Evaluating
 - Measure results and establish baselines

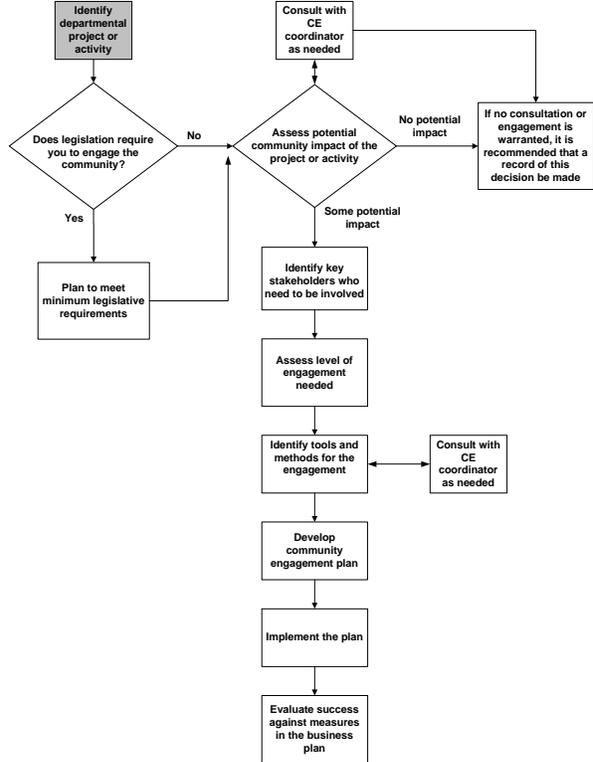
The Community Engagement Process Model

The CE Process Model (and associated tools) is designed to provide departments with a consistent process to follow when evaluating projects or activities that involve decision making that will affect stakeholders. This does not mean that each department has to pursue the same type of engagement methods. The CE Process Model allows each department the freedom and creativity to customize the decision making and engagement process as needed. It will, however, ensure a standard approach to engagement and community involvement in decision making.



Step 1

Identify departmental project or activity



Action



When a decision is pending regarding the creation, removal, or changes in a City service, project or activity, departments should carry that decision through the steps in the CE Process Model.

Phase 1 of the Community Engagement Cycle

Set goals for Improvement of Community Engagement

- a) Increase reach/awareness
- b) Improve customer satisfaction (with engagement)
- c) Improve understanding of process / managing expectations
 - Define the **Negotiable** and **Non-Negotiable** Aspects of your project

Key department tasks and activities that routinely involve decisions that impact service should be reviewed against the Community Engagement Process Model to determine how community engagement methods can be standardized and improved activity by activity. It is essential that more than one member of a department be involved in this review process. This is not an exact science, and collaboration among colleagues is necessary to effectively evaluate the appropriate level of engagement.

Key Questions



1. Is there a role for stakeholders in decision-making around this activity?
2. Are other departments going to be involved in this activity? If so, plan for collaboration accordingly to avoid duplicative efforts.
3. What are the negotiable and non-negotiable aspects of my project? What can be changed and what has been already decided?

Step 1: Worksheet

Identifying the CE Activity

Project Title:

Date:

Department:

CE Representative:

Step One – Identify the CE Project or Activity:

Summarize the project, program, or service

Engagement Goal

What things do you expect to learn by engaging the community on this project?

Negotiable Aspects

Non-Negotiable aspects

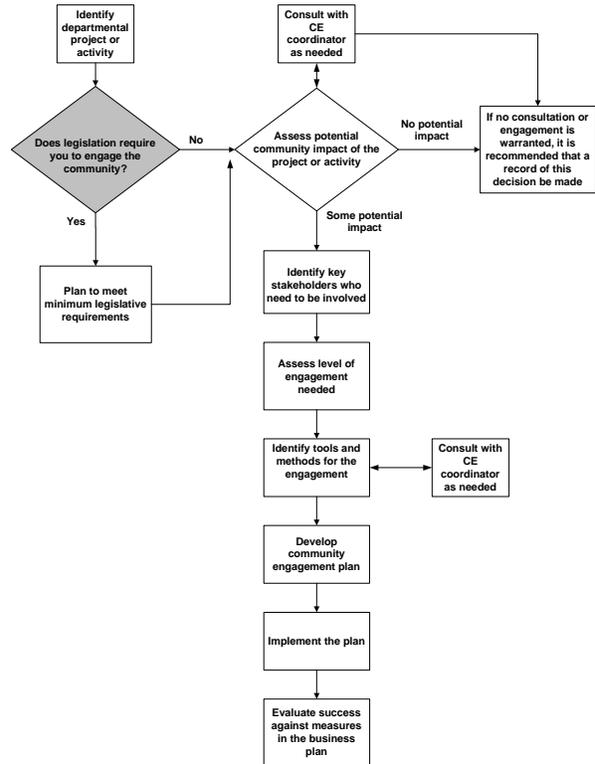
Engagement Message

What are the messages that will be conveyed throughout the CE project?

Step 2



Action



Each department must identify any legislative requirements or Council policy where specific community engagement actions are specified. Departments may be required to meet certain requirements or standards in implementing a community engagement plan.

Also, Council policy may establish standard levels that must be met through this process model. Ensure that you are aware of the outcomes and standards expected.

Key Questions



1. Where do we look for information to determine if legislative requirements apply to our task or activity?
2. What current City Council policies direct specific engagement outcomes or standards?

Step 2 and Step 3: Worksheet Engagement Requirements

1) Is there legislation or Council policy requiring you to consult? If yes, go to question 2, if either no or don't know, go to question 5:

Yes No Don't Know

2) Who are you required to consult with? (Groups, individuals or constituencies)

3) What methods are you required to use when engaging the community?

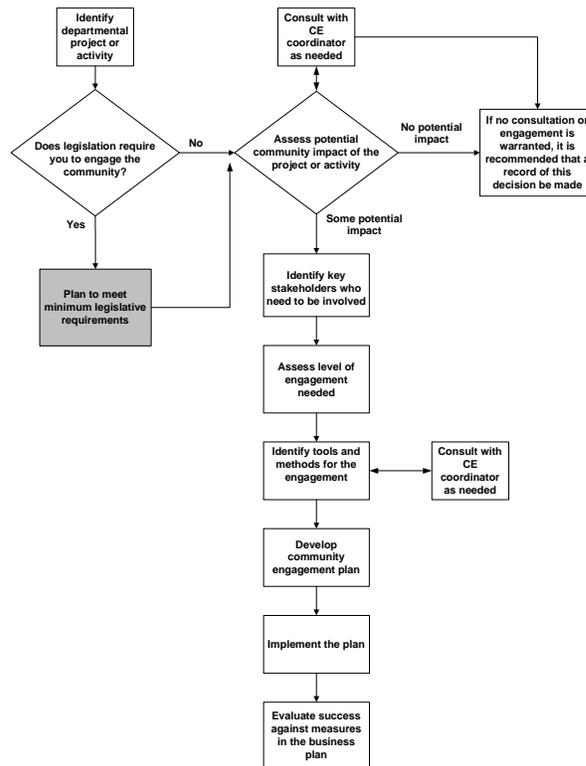
4) Will those methods effective enough to engage the community in this project?

5) If you answered no or don't know in question 1, Will your final decision be better informed by engaging the community in this project? Please explain your answer.

Step 3

Plan to meet minimum legislative requirements

Action



Include legislatively mandated and Council policy minimum standards regarding engagement activities in the engagement plan. While minimum requirements may be mandatory, departments should still determine whether or not it might be effective to go beyond minimum requirements. The specified requirements, standards or outcomes must be considered necessary, but they may or may not be sufficient for effective community engagement for your given pending decision.

Key Questions

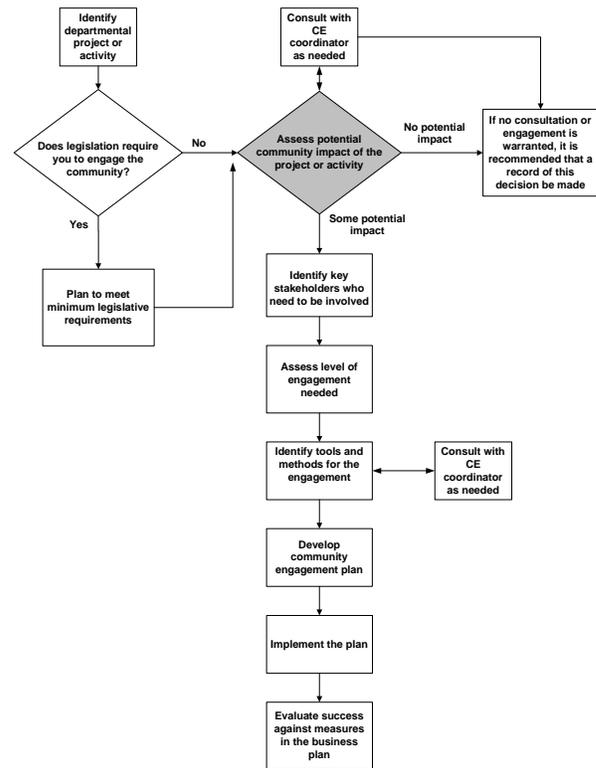


1. Should we go beyond the minimum requirements for legislative compliance for community engagement around this pending decision? (This question may best be answered upon completion of the Community Engagement Process Model).

Step 4



Action



Community engagement efforts must apply the same risk assessment and risk management strategies as you would apply to any project your department is undertaking. Poorly conducted CE activities can be worse than not having engaged the community at all.

The attached “Level of Impact Assessment Tool” outlines four (4) impact levels, where impact relates to the “*effect of a decision on the community*”. These levels are based on the assumption that any pending decision relating to a change in a department project, service or action will have some real or perceived impact on the community.

To determine the Level of Impact, staff will first need to determine the community group/s and stakeholders that are affected by the project, issue, service or action. As well as the current issues. It may be appropriate to involve Community Engagement staff in making these decisions.

The criteria that departments should use to determine the Level of Impact of a pending department decision is provided in the attached criteria table. Examples of activities are provided to assist staff to more accurately make their assessment. (See **Appendix One**)

Key Questions



1. Who are your stakeholders? Are they local, regional, or statewide?
2. What is the community demographic? Are they accessible for meetings or is distance and timing an issue?
3. What is the community’s cultural background? How can they be effectively engaged?
4. What skills and knowledge do community members have? How can these best be harnessed?
5. What is the potential level of risk or impact to the public of this decision to change a service, project or activity?
6. How will we determine who might be affected by this issue or project?

Strategies to Assess Community Issues and Dynamics

Strategy One: Media Research

Helps you monitor print and electronic media and store information relevant to your department and the City. A review of this information can be useful and help to identify the following:

- The types of issues being reported relating to your department/issue/project.
- The level of interest by community organizations or residents in your issue/project.
- The extent to which media coverage is positive or negative.
- The history on how issues have arisen and how they have been responded to.
- The Media/Communications strategy used in the past.

 The results of the **media research may help you identify key community members** for later contact and also start to understand the level of concern (positive or negative) associated with your issue/project.

Strategy Two: Community Profiling

Helps you describe the stakeholder mix and determine appropriate strategies for engagement. Community profiling may be especially relevant for regional or statewide projects. For any given area, you may identify a range of community characteristics such as:

- Population, age, and education level.
- Community and minority group make-up.
- Household, business, industry make-up.
- Existing social infrastructure – networks, community centers, schools, and churches.
- Expectations regarding interaction with government.
- Land use.

 **Community profiling may help you identify appropriate methods for engaging** with communities.

Strategy Three: Level of Concern around Issues and Review Past Engagement

A community and issue analysis clarifies the level of concern and level of impact various community members have regarding the project. This information helps with your risk assessment and with developing a process of engagement.

- **Review past engagement** done around similar issues or in the same community. The more you know of the issues or the more contact you have had with the community about the project, the better the information you will generate.
- **The greater the negative experience** with dissimilar groups working collaboratively within a community, the more likely it is that separate meetings will be needed to manage the dynamics.
- **The higher the level of concern**, the more sensitive the issues are and the more interest the project will attract. Resources, timing, and active participation will be key considerations.
- **The higher the level of concern**, the more communities will actively seek to influence the outcomes. Consider being proactive. Approach these communities initially and seek their involvement and agreement to the processes of engagement.
- **Where communities are indifferent**, encourage these communities to participate in the process of engagement through local meetings or random “cold-call” surveys (face-to-face, phone, electronic).

 This strategy **may help you identify levels of engagement and methods** to engage the community.

Step 4: Worksheet - Impact & Risk Factor Analysis

Complete the template by doing the following steps:

1. Enter your stakeholders in the appropriate boxes:
2. Check the risk factors that you think might apply with any stakeholders:

Level of Impact of Pending Decision	Stakeholders	Risk Factors
Level 1 High Impact Broad Geographic Area		<input type="checkbox"/> Widespread public interest or desire for information. <input type="checkbox"/> Media exposure likely, potentially controversial. <input type="checkbox"/> Legislative action or interest <input type="checkbox"/> Potentially significant resistance. <input type="checkbox"/> Other, please explain
Level 2 High Impact Local Geographic Area		<input type="checkbox"/> Strong local resistance <input type="checkbox"/> Limited media exposure <input type="checkbox"/> Limited legislative interest <input type="checkbox"/> Other, please explain
Level 3 Low Impact Broad Geographic Area		<input type="checkbox"/> Media attention, probably not controversial <input type="checkbox"/> Legislative action or interest <input type="checkbox"/> Potential widespread public interest or desire for information <input type="checkbox"/> Other, please explain
Level 4 Low Impact Local Geographic Area		<input type="checkbox"/> Potential for unexpected localized resistance <input type="checkbox"/> Potential for unexpected limited media exposure <input type="checkbox"/> Other, please explain

1. How is your project/issue being reported in the media?

Degree of Interest: High Medium Low Not applicable Unknown

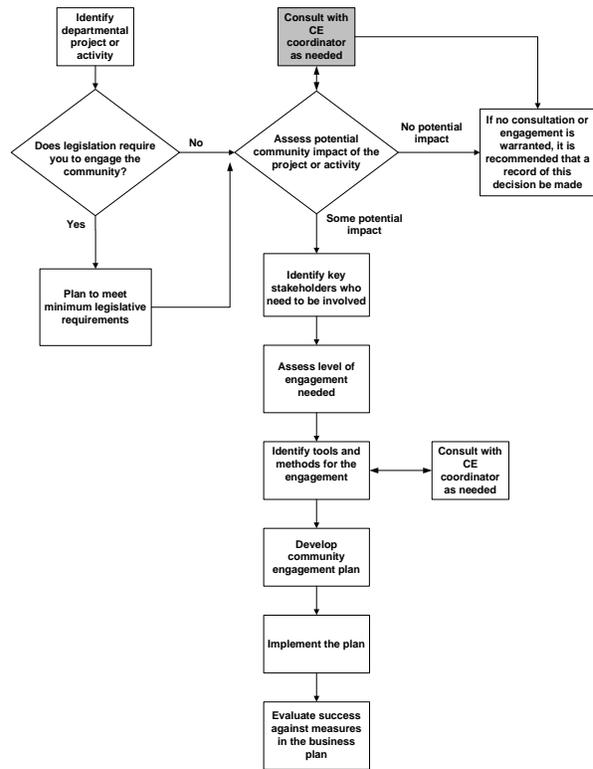
2. Have you have effective engagement experiences with this community/this issue in the past?

- Successful with similar issue (review previous strategies used – focus on improvements)
- Successful with similar community (review previous strategies used – focus on improvements)
- Not successful with similar issue (review evaluation form / lessons learned)
- Not successful with similar community (review evaluation form / lessons learned)
- New CE activity- issue and community (Apply all steps in the CE Model)

Step 5

**Consult with
CE
coordinator
as needed**

Action



The position of Community Engagement Coordinator was created to provide consultative support to all Minneapolis departments to improve and standardize engagement practices. The CE coordinator is responsible for providing advice, consultation, training and coaching to departments on community engagement during any phase of a project or activity.

The CE Coordinator will provide support or reassurance when an outside opinion on impact analysis or engagement methods is needed. Working with the CE coordinator can allow departments to share responsibility for key decisions. If you are not sure where to start in the assessment of your project or activity, or you want a second opinion, you should contact the CE coordinator.

In addition, the CE Coordinator is responsible for auditing departmental engagement plans to ensure consistent application of the CE Process Model.

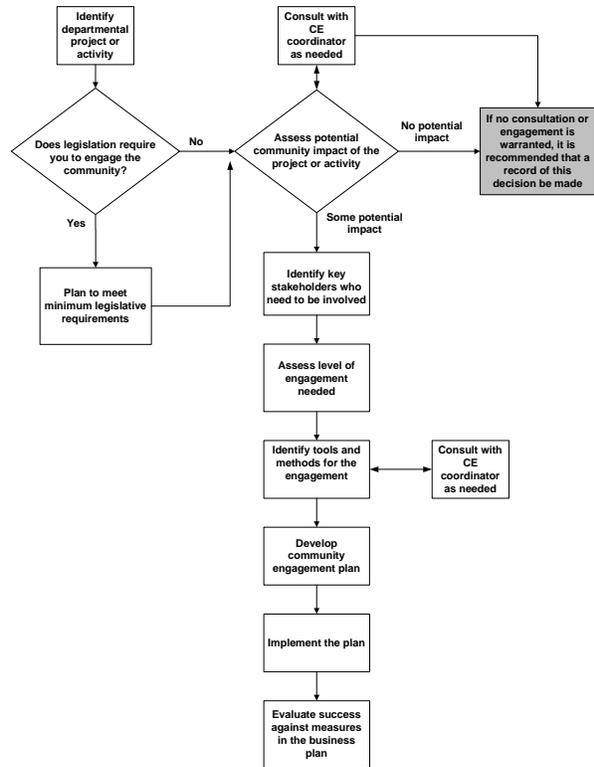
Key Questions



1. Is the department confident about a given task's assessment of impact?
2. Would it help to have a second opinion?
3. Are we following the CE Process Model completely, and recording our steps clearly so that the CE Coordinator can provide efficient oversight?

Step 6

If no consultation or engagement is warranted, it is recommended that a record of this decision be made



Action



If it is determined that no engagement of the community is warranted for a given decision, we recommend recording the reasons for not engaging the community. The CE coordinator will be maintaining a list of these documents for periodic review of City engagement standards and the effectiveness of decisions where the community was not involved.

Key Questions

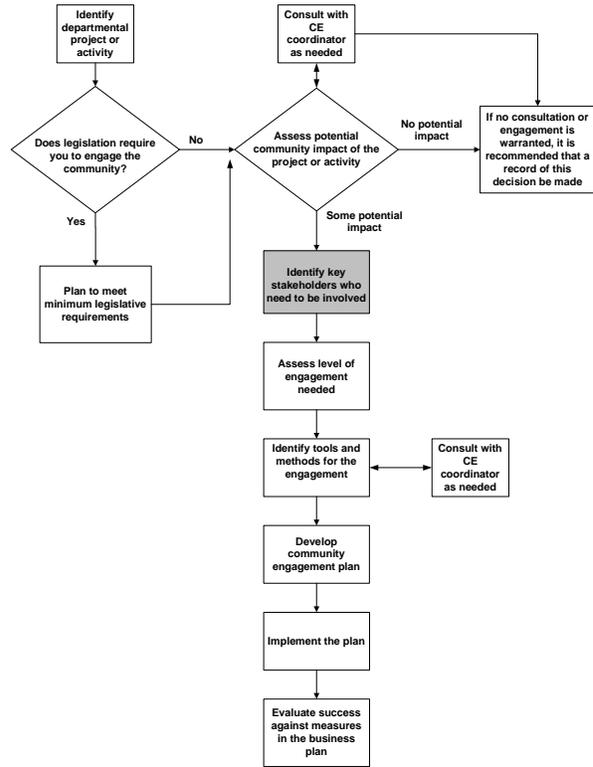


1. How will my department efficiently and effectively record decisions not to engage?
2. How can my department utilize this record (in the evaluation phase of the Community Engagement Cycle) to monitor of the effectiveness of our engagement?

Step 7

Identify key stakeholders who need to be involved

Action



Stakeholders are anybody likely to be affected by a decision to change a department service, activity or project.

Knowing who your stakeholders are will allow better selection of community engagement methods, and a greater understanding of the perspectives that might influence your particular pending decision.

Stakeholders are those individuals or groups who have a vested interest in the outcomes of the decision undertaken by your department. Key factors here depend on the ability, interest and capability of the stakeholder group to provide input or assistance. The level of involvement employed will vary depending on the issue and the perceived impact of the issue. Expectations of involvement must be carefully managed to minimize frustration.

Many residents and community members may wish to be involved only if the issue is one that has relevance to their lives and circumstances. What is essential is that residents should be able to participate if they wish to do so. It is the obligation of the City of Minneapolis to ensure sufficient information is provided about the issue so residents can make an informed choice.

These Four Main Stakeholder Groups are classified according to their differing types of authority:

- I. Elected Officials**
- II. Institutional:** Boards, Commissions, Unions, NRP
- III. Non-institutional:** Neighborhood organizations, Business Associations, Cultural Groups, Non-profit Groups, Block Clubs
- IV. Individuals:** Residents, Homeowners

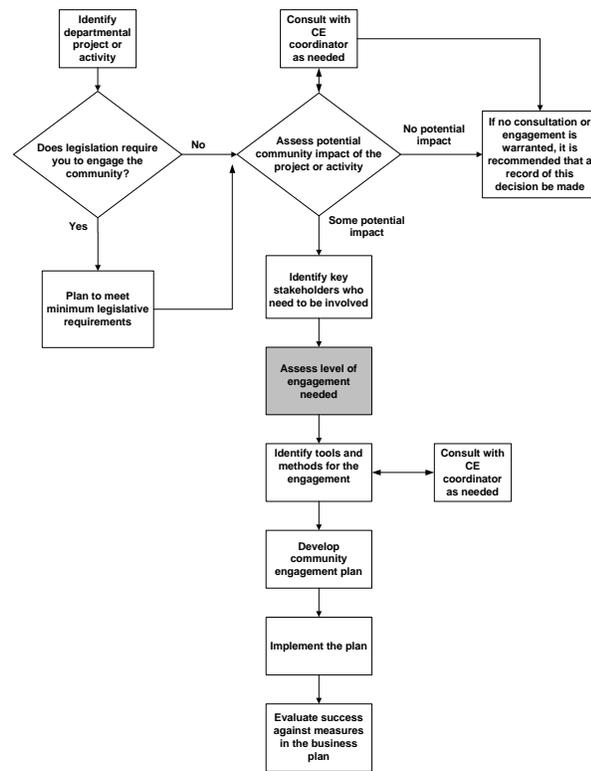
Key Questions



The following questions may aid in identifying potential stakeholders:

1. Who is responsible for implementing the results of a pending decision?
2. Who might be affected by the decision negatively or positively?
3. Who are the representatives of those likely to be affected?
4. Who can make a contribution?
5. Who is likely to mobilize for or against the decision?
6. Whose absence from participation will detract from the final result?
7. Which City departments have an interest in the decision?
8. Who has information that might make the decision making effort more effective?

Step 8



Action



To be able to manage expectations and provide appropriate opportunities for public participation:

1. Review the negotiable and non-negotiable aspects of your project (identified in Step 1)
2. Keeping the needs, desires, hopes and fears of identified stakeholder groups in mind, follow the information in **Appendix 2** to answer the key questions below, and determine the level of participation into which your project fits.
3. The purpose of providing this standardized decision process is to assure a consistent approach when departments employ engagement methods.

Key Questions



➤ Please see the Chart on Levels of Engagement (Appendix 2) to answer the following questions. (Remember that different stakeholder groups may need to be considered individually).

1. Which are the non-negotiable aspects of your project? No room for changes. Use Level 1 only.
2. Which are the negotiable aspects of your project? Allow public participation. Use Levels 2-5
3. What do you need to do? Educate and Inform, Gather information, Discuss and Involve, Partner and Collaborate, or Authorize?
4. What do you need the community to do? How can they participate?

Step 8: Worksheet Levels of Engagement

Matching Levels and Conditions to determine the adequacy of methods and strategies for ensuring community participation.

1. What needs to be done?

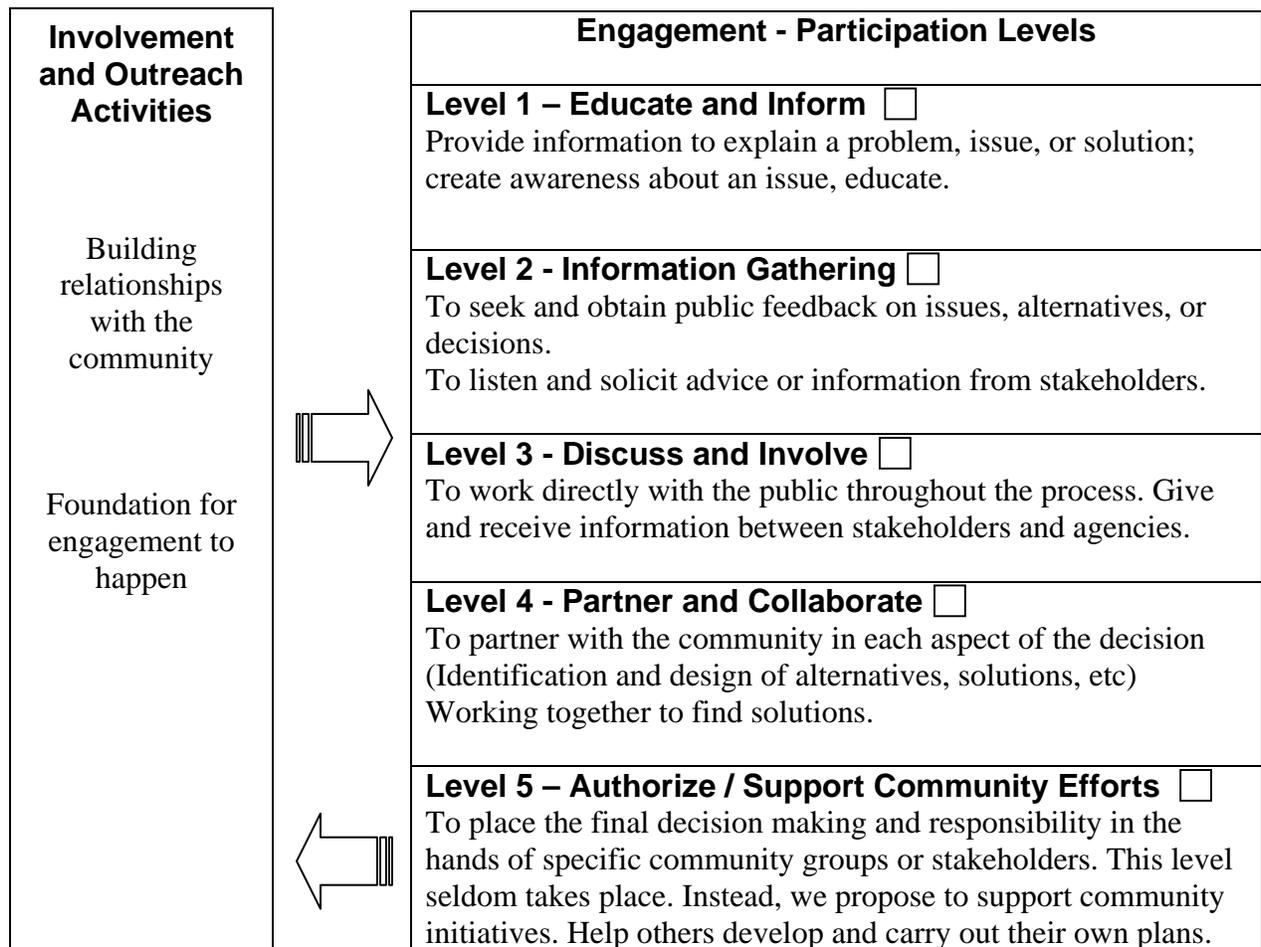
Non-negotiable aspects:

Staff Actions

Negotiable aspects:

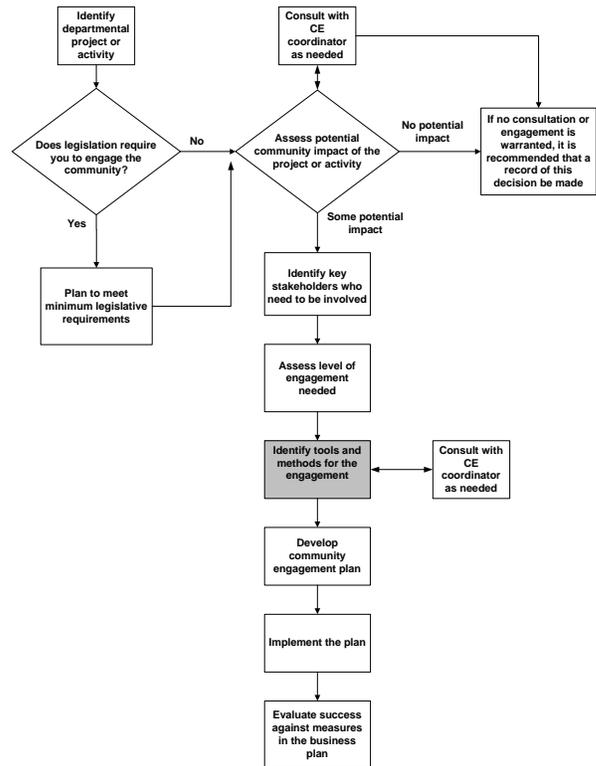
Community Actions

2. What level of participation do you think you will need to ensure that the community will get involved with your project? Check the appropriate levels:



Step 9

Identify tools and methods for the engagement



Action



In this step we will be choosing the most appropriate methods to involve stakeholders at the appropriate levels.

To select the appropriate engagement methods we will need to use:

- The Engagement Goal (negotiable/non-negotiable aspects) identified in step 1
- The Levels of Impact identified in step 4
- The Stakeholders identified in step 7
- The Levels of Engagement identified in step 8

Appendix 3 lists a variety of strategies and methods for engaging the community. Some of the advantages and disadvantages of each are also identified. Many of these methods are already used in the City of Minneapolis including focus groups, surveys, advisory boards, etc. Each method relates to the level of involvement determined in Step 8, and may be used depending on the type of decision the department is trying to make. The key in this step is to select a strategy or method that will allow you to obtain the desired level of involvement as determined by the CE Process Model.

Key Questions



1. Which methods best match the level of involvement needed for the decision making?
2. Do we have enough knowledge to use the strategy selected?
3. What are our time frames for a final decision to be made?
4. Does the strategy/method of engagement ensure under-represented groups will be sufficiently involved?
5. How do the numbers of people we want to get involved fit with the possible methods for involvement?
6. Will we need external facilitation for the effort?

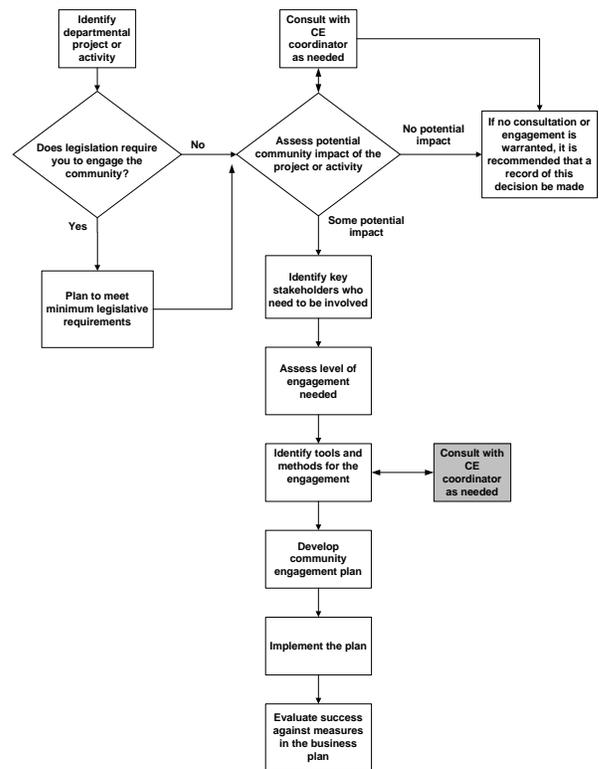
Step 9: Worksheet

Choosing an appropriate engagement method

Managing Expectations	Stakeholders	Levels of Engagement	Suggested methods
Non-Negotiable Aspects		<p>level 1: educate and information This first level is a one-way communication tool. Use it when you want to provide information and you are not asking for feedback or input. However, you are likely to hit problems if all you offer is information and people are expecting more involvement.</p>	
Negotiable Aspects		<p>level 2: consultation – information gathering Consultation is appropriate when you can offer people some choices on what you are going to do - but not the opportunity to develop their own ideas or participate in putting plans into action.</p>	
		<p>level 3: discuss and involve - deciding together Deciding together is a difficult level, because it can mean giving people the power to choose without fully sharing the responsibility for carrying decisions through.</p>	
		<p>level 4: partner and collaborate - acting together - Acting together may involve short-term collaboration or forming more permanent partnerships with other stakeholders.</p>	
		<p>Level 5: authorize / supporting local initiatives - The authorize level seldom happens. - Instead, we want to encourage supporting independent community-based initiatives. This means helping others develop and carry out their own plans.</p>	

Step 10

**Consult with
CE
coordinator
as needed**



Action



One of the key roles for the Community Engagement Coordinator will be to help educate and update departments on the various methods and techniques that are available for a community engagement effort. Several relatively new techniques (e.g. search conferences, scenario development and on-line engagement) have been developed more recently and can provide excellent input when used. If departments are not familiar with the techniques, they will be able to call on the CE Coordinator for information and or training as needed.

Key Questions

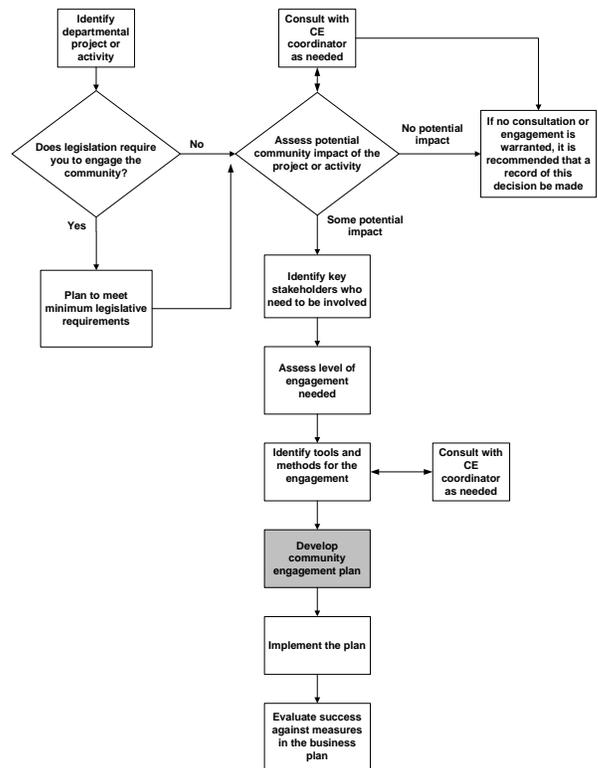


1. Are we familiar with the strategy or technique selected?
2. Do we know how to go about the particular CE activity that we have selected?
3. What other tools or methods are available for community engagement?
4. Will we need outside facilitation for the effort?

Step 11



Action



A good plan will have solid timelines, resources needed and clear accountability for who needs to do what and when. A good plan should also list the methods that will be used to evaluate the effectiveness of the CE activity. **More about measuring effectiveness will be discussed in Step 13.** Finally, it is advisable to make an informal communication to elected officials of the impacted geographic area before completion of the plan. Elected officials often know the people, organizations, and groups who most need to be engaged on a particular issue.

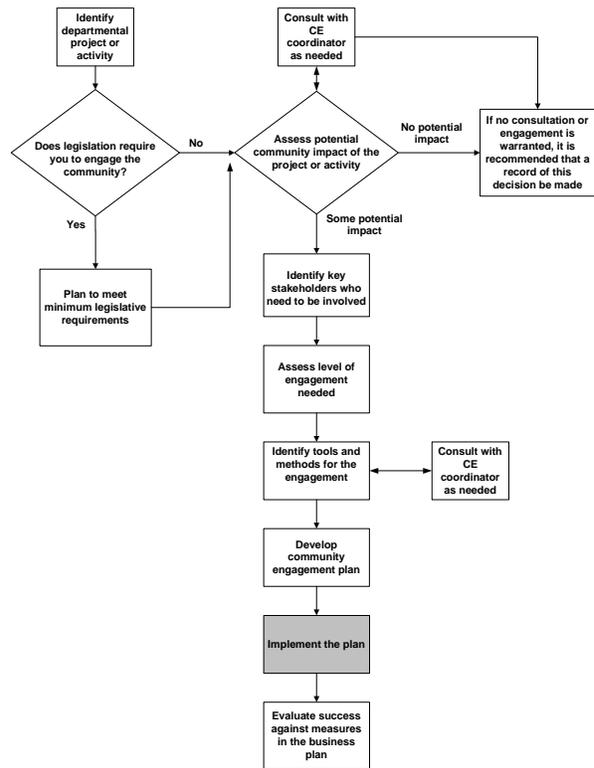
Appendix Four includes a template to be used by departments when planning and reporting a CE activity.

Key Questions



1. How will we document the CE plan for our pending decision?
2. Who will need to be involved in the CE planning?
3. How will we ensure that we have the appropriate stakeholders involved?
4. Have we informally contacted elected officials before completion of the plan?

Step 12



Action



Phase 2 of the Community Engagement Cycle: Implement / Engage

In this step the plan is carried out. Tasks already assigned are executed, stakeholders may now become involved and some level of assessment may already be taking place. Contingency plans may need to be invoked as issues arise with stakeholders and resources that have been allocated.

Appendix Five is a Checklist to keep track of the implementation of your engagement activity.

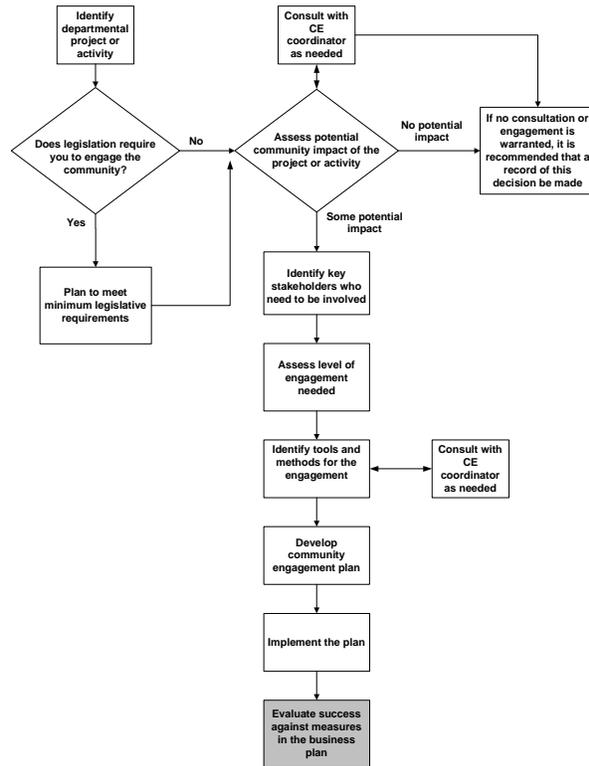
Key Questions



1. Are we prepared with contingency plans in case of problems?
2. What other additional resources might be needed at this point?
3. How will we monitor the progress of our plan?
4. At what point(s) should we involve the stakeholders in the implementation of the plan?

Step 13

Evaluate success against measures in the business plan



Action



The Community Engagement Cycle starts with Planning, then Engagement occurs, and finally the effort is **Evaluated**. Overall success of the CE plan is measured against project process, methods used and overall impact achieved.

Phase 3 of Community Engagement Cycle

Evaluate success of Community Engagement Efforts:

- a) Establish baselines
- b) Focus on areas identified in consultant report
- c) Include capacity and resource needs assessment

Key Questions



Appendix Six includes some key evaluation questions that will help you to review the success of your CE activity or project over its entire lifecycle (Plan, Engage and Evaluate).

1. What do we do if we are not satisfied with the success of our CE planning effort?
2. How can we further improve our efforts for CE?
3. How can we celebrate success and insure a repeat performance?

Appendix 1

Level of Impact Assessment

The Level of Impact Assessment consists of four (4) impact levels, where impact relates to the “effect of a decision on the community”. It is important to recognize that the Level of Impact does not necessarily dictate the methods of community engagement to be used; however the assessment can guide departments in the direction of similar methods for similar City-initiated decisions. Impact can be anticipated whenever there is an expected behavior change, compliance change or change in a delivered service. The impact levels are as follows:

Level of Impact of Pending Decision	Brief Description	Risk Factors
Level 1 High Impact Broad Geographic Area	High level of impact on the whole or a large part of Minneapolis.	<ul style="list-style-type: none"> • Widespread public interest/desire for information • Media exposure likely, potentially controversial • Legislative action or interest • Potential significant resistance
Level 2 High Impact Local Geographic Area	High level of impact of a local nature, e.g. a local area, specific community or user group.	<ul style="list-style-type: none"> • Strong local resistance • Limited media exposure • Limited legislative interest
Level 3 Low Impact Broad Geographic Area	Lower level of impact on the whole or a large part of Minneapolis	<ul style="list-style-type: none"> • Media attention, probably not controversial • Legislative action or interest • Potential widespread public interest or desire for information
Level 4 Low Impact Local Geographic Area	Lower level of impact of a local nature, e.g. a local area, specific community or user group.	<ul style="list-style-type: none"> • Potential for unexpected localized resistance • Potential for unexpected limited media exposure

These levels are based on the assumption that any decision to change a project, issue, service or action will have some real or perceived impact on the community. Always assume there is impact.

It may be appropriate to involve Community Engagement staff in making these decisions. The approach to involving other Community Engagement staff should be determined early in the process, as recommended in the Community Engagement Process Model flowchart. There should always be a discussion among department staff since this is not an exact science.

Criteria for Determining the Impact

The criteria that departments should use to determine the ‘level of impact’ of a decision to change, remove, or add a project, issue, service or activity is provided in the following criteria table. Examples of activities are provided to assist staff to more accurately make their decision.

Use the following criteria to determine the likely “level of impact” of your decision to change a project, issue, service or activity:

Level of Impact of Pending Decision	Criteria (one or more of the following)	Examples
<p>Level 1</p> <p>High Impact, Broad Geographic Area</p>	<ul style="list-style-type: none"> • High level of real or perceived impact, change or risk across a large part of Minneapolis (Mpls.) • Any significant impact on attributes that are considered to be of high value to the whole of Mpls., such as the natural environment or heritage • Any impact on health, safety or well being of the Mpls. community • Potential high level of interest across Mpls • Potential high impact on State or regional strategies or directions • Current or ongoing policy discussion regarding an event issue or initiative • Current Council direction on a project or issue • Potential high degree of controversy or conflict for the whole of Minneapolis 	<ul style="list-style-type: none"> • Staffing level of Fire Department • Decisions regarding major housing developments or high profile economic developments • Public Safety • City wide “core services” • Transportation • Police programs and issues • Local Environment Plan • A change to land categorization, e.g. community to operational land • Disability Action Plan • Development of City wide goals • Removal or key changes of a facility or service catering across Mpls. • Provision of a district or regional facility, e.g. indoor sports center • Changes to or impact on natural land or waterway (where the natural values could be affected)

Level of Impact of Pending Decision	Criteria (one or more of the following)	Examples
<p style="text-align: center;">Level 2</p> <p>High Impact, Local Geographic Area</p>	<ul style="list-style-type: none"> • Same intensity of impact as Level 1 but on a smaller area or group of people • High level of real or perceived impact, change or risk on a local area, small community or user group/s of a specific facility or service. • The loss of, or significant change to, any facility or service to local community. • Potential high degree of controversy or conflict at a limited local level. 	<ul style="list-style-type: none"> • Neighborhood Group concerns and issues • Police Substations • Neighborhood economic development • Change to or loss of valued activity or program, e.g. local youth activity • Local street road closure
<p style="text-align: center;">Level 3</p> <p>Low Impact, Broad Geographic Area</p>	<ul style="list-style-type: none"> • Lower, although still some real or perceived impact, change or risk across Minneapolis. • Potential for some controversy or conflict. • Potential for some though not significant impact on State or regional strategies or directions. 	<ul style="list-style-type: none"> • Improvements to a Minneapolis wide service, e.g. recycling. • Upgrade of a district or regional facility. • Changes to Customer Service processes, e.g. hours of operation. • Attendance at a community wide event. • Review of community needs, e.g. Survey, recreation needs assessment.

Level of Impact of Pending Decision	Criteria (one or more of the following)	Examples
<p>Level 4</p> <p>Low Impact, Local Geographic Area</p>	<ul style="list-style-type: none"> • Same intensity as Level 3 but on a smaller area or group of people • Lower level of real or perceived impact or change of risk on a local area, small community or user group/s of a specific facility or service. • Only a small change or improvement to a facility or a service at the local level. • Low or no perceived risk of controversy or conflict at the local level. 	<ul style="list-style-type: none"> • Local street upgrade with no major disruption of access to business or homes • Changes to a local activity program, e.g. timing or venue/location

At any time during a decision to change a project, issue or activity, it may be necessary to reassess the Level of Impact and vary the community engagement approach accordingly, due to a change in the situation or recognition of implications.

Appendix 2

Levels of Engagement

Matching Levels and Conditions to determine the adequacy of methods and strategies for ensuring community participation

Levels of Participation	When Appropriate	When Inappropriate	Suggested methods
<p>level 1: educate and information This first level is one-way communication tool. Use it when you want to provide information and you are not asking for feedback or input. However, you are likely to hit problems if all you offer is information and people are expecting more involvement.</p>	<ul style="list-style-type: none"> - You have no room for changes and must follow one course of action. - An authority is reporting a course of action which is internal and doesn't affect others. - At the start of a consultation or other process, with the promise of more opportunity to participate later 	<ul style="list-style-type: none"> - You are seeking to empower community interests. Information is necessary for empowerment, but seldom enough on its own (choose levels 3, 4 or 5). - There are alternatives and others have a legitimate interest in developing them (levels 3 or 4). 	<ul style="list-style-type: none"> - Print: leaflets, newsletters, etc. - Briefing the media through press releases and press conferences. - Presentations in forums, workshops, fairs, etc. - Advertising through posters, radio, or press. Film or video. - Avoid any methods which imply that people can have a say.
<p>level 2: consultation – information gathering Consultation is appropriate when you can offer people some choices on what you are going to do - but not the opportunity to develop their own ideas or participate in putting plans into action. You may consult on the problems, offer some options, allow comment, take account and then proceed - perhaps after negotiation. You are not asking for help in taking action</p>	<ul style="list-style-type: none"> - You want to improve a service. - You have a clear vision and plans to implement a project or program and there are limited options. - These options can be set out in terms which community interests can understand and relate to their own concerns or needs. - The initiator of the proposals can handle feedback and is prepared to use this to choose between or modify options. 	<ul style="list-style-type: none"> - You aren't going to take any notice of what people say. - You are seeking to empower community interests (choose levels 3, 4 or 5). - You are not clear what you wish to do and are seeking ideas (choose levels 3 or 4). - You don't have the resources or skills to carry out the options presented, or other means of implementing (choose levels 4 or 5). 	<ul style="list-style-type: none"> - Surveys and market research. - Public Meetings - Consultative committees. - Simulations where the options and constraints are clear. - These methods may be used in conjunction with information-giving and presentational techniques, for example: - Advertisements. - Media briefing. - Leaflets and posters. - Exhibitions and videos
<p>level 3: discuss and involve - deciding together Deciding together is a difficult level, because it can mean giving people the power to choose without fully sharing the responsibility for carrying decisions through.</p>	<ul style="list-style-type: none"> - When it is important that other people 'own' the solution. - You need fresh ideas. - There is enough time. 	<ul style="list-style-type: none"> - You have little room for changes (choose levels 1 or 2). - You can't implement decisions yourself (choose levels 4 or 5). 	<ul style="list-style-type: none"> - Information-giving methods to start the process. - Stakeholder analysis to identify who should be involved. - Brainstorming, Nominal Group Technique, Surveys to develop some options. - Cost/Benefit Analysis to make choices. - Strategic Choice, Planning for Real, and other simulations as powerful overall techniques. - Action Planning to decide what next.

Levels of Participation	When Appropriate	When Inappropriate	Suggested methods
<p>level 4: partner and collaborate - acting together</p> <ul style="list-style-type: none"> - Acting together may involve short-term collaboration or forming more permanent partnerships with other stakeholders. - It involves both deciding together and then acting together. This means having a shared vision of what you want, and the means to carry it out. 	<ul style="list-style-type: none"> - One party cannot achieve what they want on their own. - The various interests involved all get some extra benefit from acting together. - There is commitment to the time and effort needed to develop a partnership 	<ul style="list-style-type: none"> - One party holds all the power and resources and uses this to impose its own solutions (choose levels 1 or 2). - The commitment to partnership is only skin deep (choose levels 1 or 2). - People want to have a say in making decisions, but not a long term stake in carrying out solutions (level 3). 	<ul style="list-style-type: none"> - Information giving methods to start the process. - Methods for deciding together to create a shared vision. - Team building exercises. - Design exercises. - Business planning exercises. - Interim structures like working parties and steering groups as a focus for decision making and accountability. - Longer-term structures through which you can work together.
<p>Level 5: authorize / supporting local initiatives</p> <ul style="list-style-type: none"> - The authorize level seldom happens. It means that the community is completely responsible for identifying problems, designing and implementing solutions and making all the decisions. - Instead, we want to encourage supporting independent community-based initiatives. This means helping others develop and carry out their own plans. 	<ul style="list-style-type: none"> - When there is a commitment to empower individuals or groups within the community. - When people are interested in starting and running an initiative. 	<ul style="list-style-type: none"> - Community initiatives are seen as 'a good thing' in the abstract and pushed on people from the top down. (choose levels 1, 2 or 3). - When there is no commitment to provide training and support. - When there aren't the resources to maintain initiatives in the longer-term. When time is very short. 	<ul style="list-style-type: none"> - An offer of grants, advice, and support - perhaps conditional on some commitment being made by the other stakeholders involved. - Workshops for helping community groups create a shared vision and plan their action. - Team building exercises. - Commitment planning. - Business planning exercises. - Workshops on design, fund-raising and publicity. - Visits to similar projects. - Interim structures like working parties and steering groups as a focus for decision making and accountability. - Longer-term structures controlled by community interests.

Appendix 3

Consultation Methods

Methods and Models	Considerations	Advantages	Disadvantages
<p>User Comments and Complaints</p> <p>Encourage feedback from users</p>	<p>Make feedback forms accessible</p>	<p>Provides input from those using the service</p> <p>Easy to set up</p> <p>Provides information about service's weaknesses and strengths</p>	<p>Not representative</p> <p>Essentially reactive to existing systems</p>
<p>Staff Feedback and Suggestions</p> <p>Encourage feedback and suggestions from frontline staff who deal with the public</p>	<p>Train staff to deal with comments and complaints</p> <p>Establish systems for obtaining feedback</p>	<p>Shows you value staff and are open to suggestions</p> <p>Valuable source of information on service use and users</p>	<p>Relies on staff effort</p> <p>Time consuming</p> <p>Doesn't necessarily provide representative views</p>
<p>Surveys and Questionnaires</p> <p>Inquiries sent randomly to sample population to gain specific information for statistical validation</p>	<p>Ensure statistically valid results are needed before making investment</p> <p>Survey/questionnaire should be professionally developed and administered to avoid bias</p> <p>Most suitable for general attitudinal surveys</p>	<p>Provides input from individuals who would be unlikely to attend meetings</p> <p>Provides input from cross-section of public, not just activists</p> <p>Statistically tested results are more persuasive with political bodies and the general public</p>	<p>Response rate is generally low</p> <p>For statistically valid results, can be labor intensive and expensive</p> <p>Level of detail may be limited</p> <p>May be perceived as a public relations tool</p>
<p>Small Neighborhood Meetings</p> <p>Small meetings within neighborhood, usually at a person's home</p>	<p>Issue relevant to neighborhood</p> <p>Make sure staff are very polite and appreciative</p> <p>May need to be aware of other neighborhood issues</p>	<p>Relaxed setting is conducive to effective dialogue</p> <p>Maximizes two-way communication</p>	<p>Requires a lot of labor to reach many people</p>
<p>Open Public Meetings</p> <p>Formal meeting with scheduled agenda</p>	<p>Accessible and convenient public location</p> <p>Publicize event</p> <p>Clearly defined objective</p> <p>Provide proper staffing and facilitation</p>	<p>Opportunity to provide information and obtain feedback</p> <p>Demonstrates commitment to public consultation</p> <p>Builds relationships with local community</p> <p>Relatively inexpensive</p>	<p>Not representative</p> <p>Localized knowledge only</p> <p>Large group format may be a barrier to some</p>

<p>Representative Groups</p> <p>Made up of people with particular interest in the issue. Contact may be through forums or discussion groups</p>	<p>Find relevant groups, what they do and who they represent</p> <p>Determine best contact method</p>	<p>Access to body of research</p> <p>Consultation with knowledgeable group</p> <p>Allows in-depth discussion</p> <p>Relatively inexpensive</p>	<p>Opportunity for individuals to capture discussion</p> <p>Not necessarily statistically representative</p> <p>Can be time consuming</p> <p>Large group format may be a barrier to some</p>
<p>Future Search Conferences</p> <p>Considering future scenarios and ways to influence outcomes in uncertain situations</p>	<p>Independent and skilled facilitator</p> <p>No pre-set proposals</p> <p>Seeks consensus</p>	<p>Allows an exchange of information</p> <p>Many viewpoints can be heard</p>	<p>Resource intensive</p> <p>Can be captured by large interest groups</p> <p>Difficulty in reaching a consensus</p>
<p>Face-to-Face Interviews</p> <p>One-to-one meetings with stakeholders to gain information on public concerns and perspectives</p>	<p>Where feasible, interviews should be conducted in person, particularly when considering candidates for citizens committees</p> <p>Take advantage of opportunity for citizens to input on how they participate</p> <p>Use trained researchers</p>	<p>Provides opportunities to understand public concerns and issues</p> <p>Provides opportunity to learn how to best communicate with public</p> <p>Can be used to evaluate potential citizen committee members</p>	<p>Scheduling multiple interviews can be time consuming and expensive</p> <p>Interviewers must engender trust or risk negative response to format</p> <p>Not necessarily representative</p>
<p>Focus Groups</p> <p>8-10 people led by trained facilitator in “one-off” discussion on particular topic</p>	<p>Selection of group is of primary importance</p> <p>May need to have several groups to investigate views from different perspective</p> <p>Value the input and commitment of group members</p> <p>Requires skilled facilitator</p> <p>Rewards/incentives may be offered</p>	<p>Allows for brainstorming of ideas</p> <p>Can include those who may usually be excluded (e.g., culturally and linguistically diverse groups)</p> <p>Allows in-depth discussions</p>	<p>May be costly</p> <p>Lack of confidentiality</p> <p>Qualitative information only</p> <p>Difficulty in prioritizing issues</p> <p>Does not lend itself easily to discussing sensitive issues</p>
<p>Public Hearings</p> <p>Formal meetings with scheduled presentations offered</p>	<p>Try to use informal meetings immediately before to build knowledge base</p>	<p>Provides opportunity for public to speak without rebuttal</p> <p>Meets legal requirements</p> <p>Puts comments on record</p>	<p>Does not foster dialogue</p> <p>Creates “us vs. them” feeling</p> <p>Minority groups not easily included</p>
<p>Community Facilitators</p> <p>Use qualified individuals in local community organizations to conduct project outreach</p>	<p>Define roles, responsibilities and limitations up front</p>	<p>Promotes community-based involvement</p> <p>Capitalizes on existing networks</p> <p>Enhances project credibility</p>	<p>Can be difficult to control information flow</p> <p>Can build false expectations</p> <p>Information capture can be difficult</p>

<p>Advisory Boards and Commissions</p> <p>A group of representative stakeholders assembled to provide public input to the planning process</p>	<p>Define roles and responsibilities up front</p> <p>Be forthcoming with information</p> <p>Use a consistently credible process</p> <p>Interview potential committee members in person before selection</p> <p>Use third party facilitation</p> <p>Ensure members communicate with their constituencies</p>	<p>Provides detailed analyses for project issues</p> <p>Participants gain understanding of other perspectives, leading toward compromise</p>	<p>General public may not embrace committee's recommendations</p> <p>Members may not achieve consensus</p> <p>Sponsors must accept need for "give and take"</p>
<p>User Panels</p> <p>A small group regularly assembled to debate or provide input on specific issues over a long period of time</p>	<p>Small size – no more than 12</p> <p>Have clear objective and time frame</p>	<p>Useful sounding board</p> <p>Relatively quick feedback</p> <p>Continuing dialogue</p> <p>Can build credibility if all sides are represented</p> <p>May provoke media attention</p>	<p>May provoke unwanted media attention</p> <p>Can polarize issues if not conceived and moderated well</p> <p>Users can become too closely linked to the organization</p>
<p>Consensus Conferences</p> <p>10-16 panel members come together to research a complex issue and then question expert witnesses before reaching a consensus decision</p>	<p>Requires high level of commitment from panel members</p> <p>Requires compilation of complex material for preparatory days</p> <p>Make available expert witnesses as determined by panel</p> <p>Requires skilled and independent moderator</p>	<p>Panel determine questions to ask witnesses leading to greater impartiality</p> <p>Open to public – transparent</p> <p>Provides informed deliberation</p>	<p>High-level commitment from panel</p> <p>Resource -intensive</p> <p>Costly</p> <p>Extensive preparatory work</p> <p>Not representative</p> <p>May be difficult to reach a consensus</p>
<p>Deliberative Opinion Polls</p> <p>Measures informed opinion on an issue during a 2-3 day meeting. Uses statistically significant sample</p>	<p>Do not expect or encourage participants to develop a shared view</p> <p>Requires skilled facilitator</p>	<p>Polling of an informed group</p> <p>Exposure to different backgrounds, arguments and views</p>	<p>Resource intensive</p> <p>Can be costly to set-up and pay expenses of those attending</p> <p>Not statistically represented</p>
<p>Written Consultation Exercises</p> <p>Inviting public submissions for written comments on specific proposals</p>	<p>Provide full details of issue for which views are sought</p> <p>Publicize event</p> <p>May need multiple format for documents</p> <p>Allow ample time to respond</p>	<p>Provides detailed information on the issue of those interested</p> <p>Elicits a considered view</p>	<p>Resource-intensive</p> <p>May have poor response rate</p> <p>Lengthy process</p>

<p>Open Days Community Exhibitions</p> <p>Informal events to inform citizens about an organization</p>	<p>Locate suitable venue</p> <p>Publicize the event</p> <p>Provide information displays</p> <p>Timing is important</p>	<p>Gives public flexibility to attend</p> <p>Allows contact with public and can provide ad-hoc feedback</p> <p>Publicize organization</p>	<p>May not be representative</p> <p>Feedback may be limited</p> <p>Difficulty in recording responses</p>
<p>Consensus-Building Exercises</p> <p>Help people reach consensus by focusing on the issues</p>	<p>Requires experienced mediators. Typically used to bring stakeholders together to reach consensus over an issue</p> <p>Round tables are one approach when adversarial groups are brought together</p>	<p>Helps people reach solutions they can all support</p> <p>Allows for different viewpoints to be expressed</p>	<p>High emotional commitment</p>
<p>Citizen Advisory Committees</p> <p>Intended to represent broader public views</p>	<p>Benefits from balanced committee</p> <p>Can be made up of variety of organizations from government and public</p> <p>Advice of committee should influence decision-making</p>	<p>Informs public, aids trust in government, reduces conflict</p>	<p>Not always a representative group</p>
<p>Referenda</p> <p>Issue put to popular vote</p>	<p>Initiated by government</p> <p>Issue should stand on its own (not complex question)</p>	<p>Incites discussion</p> <p>All voters have equal influence</p> <p>Results cannot be ignored</p>	<p>Expensive</p> <p>Potential for undue influence by organizations with greater resources</p> <p>Limited use</p>
<p>Information Technologies</p> <p>Using information technology as a means to inform and gather feedback (e.g., calls for submissions, completing online questionnaires, etc.)</p>	<p>Access to computers may be limited</p>	<p>Cost-effective after initial outlay</p> <p>Quick response rate</p> <p>Easy to keep information current</p> <p>Can incorporate large amount of data</p>	<p>Won't reach everyone</p> <p>Technical problems</p> <p>Requires expert staff</p> <p>Results can be unrepresentative</p>

Appendix Four:

Community Engagement Plan Report Template

CE Project Title:
Department:

Date:

Step One: Identify the CE project or activity

Summarize the CE project, program, or service

Engagement Goal

What things do you expect to learn by engaging the community on this project?

- **Negotiable Aspects:**

- **Non-Negotiable Aspects:**

Engagement Message

What are the messages that will be conveyed throughout the CE project?

Step Two: Does legislation require you to engage the community?

Step Three: Minimum legislative requirements – Are they effective enough to engage the community?

Step Four: Assess potential community impact of the project or activity

From the Level of Impact Assessment Tool ([Guidebook, Appendix One, page 32](#)) define the expected level of interest in the project. Identify real or perceived benefits on the community as a result of the project, and possible risks. What is the Media saying about those issues?

Step Five, Ten and Six: Consult with the CE Coordinator

Do you need support from the CE Coordinator? Explain your response.

Step Seven: Identify key stakeholders

Target Audience – *Who are the individuals, groups, organization who will be affected by the project?*

Wards involved:

Step Eight: Assess level of engagement needed

From *Levels of Engagement (Guidebook, Appendix Two, page 36)*, identify at what level do you need to engage the community?

Step Nine: Identify tools and methods for the engagement

Based on the list of *Consultation Methods (Guidebook, Appendix three, page 39)*, which engagement tools do you think will be effective to use in this project? Will they ensure that under-represented groups will be included?

Time frames: Determine the appropriate timeframe for the CE activity. Consider budget and decision making requirements.

Budget allocation: Have sufficient funds allocated to this CE activity? (If applicable)

Step Twelve: Implement the Plan

Please refer to the *Checklist for Community Engagement (Guidebook, Appendix Four, page 43)*

Step Thirteen: Evaluation and Feedback

How will the CE activity be evaluated? List recommendations/things learned from this project that can be used to improve future efforts. Please refer to *Evaluation Questions (Guidebook, Appendix Five, page 44)*

Feedback: How the results of this activity will be shared back to the stakeholders? Consider the needs of the participants – provide it in various ways to maximize accessibility.

Use of the results of the CE activity

How are going to use the information/public opinion gathered? How will stakeholders be informed of the final decision? Make sure stakeholders understand how their input was used.

Comments:

Appendix Five

Checklist for Community Engagement

STEP IN PROCESS	YES	NO
1. Have you identified and written a clear description of your CE activity ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you identified your engagement goal ? – What do you expect to learn by engaging the community on this project.	<input type="checkbox"/>	<input type="checkbox"/>
3. Managing expectations - Have you identified the limitations of the project or the non negotiable items?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have any decision already been made around your engagement project?	<input type="checkbox"/>	<input type="checkbox"/>
5. Evaluation - Have you decided the outcomes you are seeking from the CE activity?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does legislation requires you to engage the community?	<input type="checkbox"/>	<input type="checkbox"/>
7. Will you go beyond the minimum requirements for legislative compliance in this CE activity?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you determined the potential level of impact to the community? Appendix One, page 25 - CE Process Model Guidebook.	<input type="checkbox"/>	<input type="checkbox"/>
9. Are you aware of the community expected level of interest in your CE activity/issue?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are you aware of the possible risks and how could you overcome them?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you know who is possible to support your CE issue/activity?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you know who is possible to disagree with your CE issue/activity?	<input type="checkbox"/>	<input type="checkbox"/>
13. Have you identified your stakeholders ? (individuals, groups, organizations)		
14. Do specific population groups need to be targeted? (E.g. elderly, youth, people with disabilities, people from a non-English background?)		
15. Have you identified the appropriate level of engagement for your CE activity? Appendix Two, page 29 - CE Process Model Guidebook.	<input type="checkbox"/>	<input type="checkbox"/>
16. Have you determined what CE tools/methods you will use for this CE issue/project? Appendix Three, page 30 - CE Process Model Guidebook.	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the strategy ensure that under-represented groups will be involved?	<input type="checkbox"/>	<input type="checkbox"/>
18. Are you familiar with the tools/methods chosen?	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you need to consult with the Community Engagement coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
20. Do you have a realistic timeframe for your CE activity/project?	<input type="checkbox"/>	<input type="checkbox"/>
21. Do you have a plan to provide feedback to the participants of your CE activity? – consider special needs and various ways to maximize accessibility.	<input type="checkbox"/>	<input type="checkbox"/>
22. Are you keeping clear records of this CE activity? – participants, location, hours, costs, decisions made, outcomes, etc	<input type="checkbox"/>	<input type="checkbox"/>
23. Do you have a form for participants to evaluate your CE activity?	<input type="checkbox"/>	<input type="checkbox"/>
24. Do you have a general form for you to evaluate the planning process, the methods used, and the impact of this CE activity?	<input type="checkbox"/>	<input type="checkbox"/>
25. Will a final report be sent to departments/divisions involved to be used in the decision-making process?	<input type="checkbox"/>	<input type="checkbox"/>
26. Have you determined how will stakeholders be informed of the results of your activity or the final decision?	<input type="checkbox"/>	<input type="checkbox"/>
27. Could you make a list of recommendations /things learned from this project that can be used to improve future efforts?	<input type="checkbox"/>	<input type="checkbox"/>

Appendix Six

Evaluation Questions

Purpose of the evaluation:

- Ensure community engagement activities are effective.
- Provide evidence of the outcomes for accountability and reporting purposes.
- Assess the impact achieved with this activity.
- Share experiences and lessons learned.
- Improve community engagement practice.

OVERALL EVALUATION	YES	NO
1. Are you satisfied with the level of participation obtained in this activity?	<input type="checkbox"/>	<input type="checkbox"/>
2. Were your stakeholders aware of other ways to become involve with the City?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information gathered valuable for the decision-making process?	<input type="checkbox"/>	<input type="checkbox"/>
CE PROCESS - INFORMATION & CONSULTATION		
4. Did stakeholders feel they had access to information and the process?	<input type="checkbox"/>	<input type="checkbox"/>
5. Was the information appropriate and delivered in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>
6. After this activity, Is the community aware of your project/issue?	<input type="checkbox"/>	<input type="checkbox"/>
7. Did the information provided increase their level of understanding of the issue?	<input type="checkbox"/>	<input type="checkbox"/>
8. Did you gather a representative number of stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did specific targeted populations participate?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did people feel they were heard and their input was important?	<input type="checkbox"/>	<input type="checkbox"/>
11. Were the stakeholders satisfied with the number of opportunities to participate?	<input type="checkbox"/>	<input type="checkbox"/>
METHODS OF ENGAGEMENT		
12. Were the methods chosen appropriate to reach your audiences?	<input type="checkbox"/>	<input type="checkbox"/>
13. Did you have any difficulties implementing the methods?	<input type="checkbox"/>	<input type="checkbox"/>
14. Did your target audience find the methods appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
15. Were there “lessons learned” that could be applied to future strategies?	<input type="checkbox"/>	<input type="checkbox"/>
16. Did the methods used reach the objectives they were intended to address?	<input type="checkbox"/>	<input type="checkbox"/>
REPORT BACK TO STAKEHOLDERS & COMMUNITY		
17. Was the plan to provide feedback to stakeholders after the activity appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
18. Were the different ways to reach stakeholders to provide feedback effective?	<input type="checkbox"/>	<input type="checkbox"/>
IMPACT		
19. Has this CE activity increased public support regarding this issue?	<input type="checkbox"/>	<input type="checkbox"/>
20. Do you think the stakeholders feel more engaged to work with your department?	<input type="checkbox"/>	<input type="checkbox"/>
COST EFFECTIVENESS		
21. Was the CE activity produced within budget? (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
22. Did the results of the engagement justify the cost?	<input type="checkbox"/>	<input type="checkbox"/>
OTHER -		
23.	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>

Appendix Seven

Useful Websites

- **Minneapolis Boards and Advisory Commissions**
<http://www.ci.minneapolis.mn.us/boards-and-commissions/>
- **Citizen Driven Government Performance Measures**
<http://www.andromeda.rutgers.edu/~ncpp/cdgp/teaching/brief-manual.html>
- **City of Minneapolis Home Page**
<http://www.ci.minneapolis.mn.us/>
- **Community Connections Calendar**
<http://www.ccc.localevent.net/>
- **Strategy for Community Engagement Evaluation**
http://www.getinvolved.qld.gov.au/share_your_knowledge/evaluation/strategy/strategy.html
- **International Association for Public Participation**
<http://www.iap2.org/>
- **Evaluating Community Engagement**
<http://www.onlinelearning.qld.gov.au/materials/ce/ce/info/learning/guide/t6.htm>
- **Civic Engagement in America**
<http://www.ksg.harvard.edu/saguaro/>
- **CDBG Programs**
<http://www.hud.gov/offices/cpd/communitydevelopment/programs/index.cfm>
- **Alphabetical List of Community Engagement Techniques**
<http://www.iplan.nsw.gov.au/engagement/techniques/alphabetical.jsp>
- **Minneapolis Community Engagement Project**
- **Guides and Publications for Community Engagement**
http://www.getinvolved.qld.gov.au/share_your_knowledge/resources/guides_publications.html
- **Onadaga Citizens League**
<http://www.suce.syr.edu/community/ocl/about.htm>