

PUBLIC PARTICIPATION GUIDELINES



July 2011

City of Eugene



A Framework for Culturally Competent Outreach

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Public Participation Guidelines

CITY OF EUGENE, OREGON

SECTION 1: INTRODUCTION

Why Public Participation Guidelines?

By involving the public in identifying priorities and solutions, the City can better understand community concerns, ensure they are reflected in city policies, practices, and programs and provide for the equitable provision of services for all its constituents. Public participation also helps maintain vital democracy and can lead to better solutions with greater community buy-in.

These guidelines can help you think about, plan, and execute public participation activities. While the guidelines are not a comprehensive set of instructions on public participation, they do present useful suggestions for how to be culturally competent in your activities. The guidelines are grounded in the City's Vision:

Diversity and Equity are core values of the City of Eugene where diversity and human rights are integral parts of all city programs. We are committed to working with our community to make Eugene a safe, dynamic and livable place. As a municipal government, we recognize our position of power and privilege and the influence of our actions on our community. It is our responsibility to ensure equitable outcomes in decision-making, policies, and service delivery for everyone. To ensure these outcomes, our workforce needs to reflect the community we serve and possess the skills to deliver culturally competent services.

Cultural competence refers to an ability of organizations and staff to interact effectively with people, families, and communities of all cultures (i.e., race/ethnicity, disability, gender, socioeconomic status, religion, age, or sexual identity). A key component of this ability is not assuming to already know how others would like to be treated. The City of Eugene is committed to this principle of treating all members of our community as they would like to be treated through listening and dialogue.

How the Guidelines Were Created

In 2008, the City of Eugene contracted with the Community Planning Workshop (CPW) at the University of Oregon to assist in developing a framework for public participation. CPW spent nine months asking community members how they would like to communicate and engage with the City and how they would

like the City to communicate and engage with them in conjunction with gathering input for the Diversity and Equity Strategic Plan (DESP). The work of CPW was further refined and expanded in 2011 as part of the implementation of DESP Action Item 5.1: Develop City-wide guidelines on engagement with the community. This document, *Public Participation Guidelines*, is the culmination of those efforts. While the document has evolved significantly, it is considered a living document that will provide public engagement guidance and continue to be revised and updated with staff experiences and community needs.

It was originally intended to create separate sections about how to do outreach with different communities of people such as Latino, African American, low-income, women in the workforce, etc; however, it was soon discovered that although some people had very specific ideas about engaging with the City, many concepts cut across race, religion, physical ability, gender, sexual preference, and income level. Therefore, the framework was based on the concepts of cultural competency (ask people how they would like to be treated) and universal design or access (create environments where everyone will feel comfortable). These guidelines present best practices for public participation that can be used when working with anyone and stress the idea of asking for suggestions and clarification when needing specific information.



SECTION 2: VALUES & PRINCIPLES OF PUBLIC PARTICIPATION

Values for Public Engagement

These “Values for Public Engagement” are grounded in principles identified by the International Association of Public Participation (IAP2) and the National Coalition for Dialogue and Deliberation and reflect best practices. They are intended to set a standard for the City’s approach to public participation. Staff are expected to strive for consistency and evaluate their process, from planning to implementation, in terms of how well it measures up to these core values.



Careful Planning and Preparation

- Initiate timely and early involvement in process planning, design and delivery.
- Select a process that serves a clearly defined purpose and addresses the needs of all participants, including the City.
- Coordinate public engagement processes to make the best use of participants’ time and efforts.
- Provide sufficient information that is accessible to people with different abilities and culturally appropriate to the audience so they may participate in a meaningful way.

Inclusion and Demographic Diversity

- Seek out and facilitate the involvement of those potentially affected by or interested in an outcome.
- Enhance quality outcomes by including diverse people, voices, ideas and information.

Collaboration and Shared Purpose

- Emphasize collaborative approaches that acknowledge competing public needs and priorities and support working toward the common good of the community.
- Encourage all involved to listen to each other and remain open to new ideas and different perspectives.

Transparency and Trust

- Value, respect and appreciate the perspectives and insights of all participants.
- Be clear and open about the process and provide a timely, readily accessible public record.
- Respond to participants in a timely way to let them know how their input was considered in the outcome.

Impact and Action

- Ensure that the role of public engagement in the decision-making process is clearly defined and communicated.
- Use public engagement efforts to contribute to council and staff decisions on policies and the types and levels of services provided by the City.
- Foster mutual understanding and respect for decisions and their impact on the community.

Sustained Engagement and Participatory Culture

- Value quality public engagement and a culture of participation as essential to the health of the community.
- Promote continuing education on public engagement activities and techniques.
- Evaluate public engagement activities for effectiveness.

Principles for Interacting and Engaging with the Community

Community members shared their perspectives on how to best interact with and engage them in city policy and program discussions. The following principles were heard across all communities.

People do not want to be studied. People want to be treated as people, not research subjects. Public engagement is a reciprocal activity in which you want to gather information from the public and the public wants to be heard and respected. Consider the language you use and how you frame and ask questions. Generally, it is more effective to use questions tailored to an individual's ideas and concerns and to ask him or her in a conversational manner.

Many people just want to be heard and believed. Rather than directing responses, let community members tell their stories.

Listen to people's stories. Many people just want to be heard and believed. Rather than directing responses, let community members tell their stories. If you listen to what they have to say, the information that you are looking for is often embedded within. A one-sided conversation (i.e., your talking and not listening) will negatively impact your current participation activity as well as future ones.

Use established community networks. Engage established community networks to disseminate information and develop a relationship with that community. Eugene is full of active leaders trying to make changes in their respective communities and who serve as “gatekeepers” into specific communities. They can help city staff tap into the already established community networks by introducing staff to other people or by inviting community members to events. Many people are more likely to participate in a meeting or discussion if they are invited by someone who they already know and trust. However, connecting people takes time; city staff need to be aware of the time that it takes community leaders to help them and should try to develop a reciprocal relationship that supports and adds value to both parties.

Spend time building relationships. Spending time developing relationships builds trust and will enhance the quality of communication between you and the community. Commit to spending time on the relationship building phase before you start to conduct “official” city outreach. For example, attend community meetings and events, which may require you to work outside of regular staff time including nights and weekends. Although the relationship building requires effort and time, the connections will facilitate greater ease in your public involvement processes in the future.

Recognize diversity within various communities. Each community has a great diversity within it. Not all Asian community members, for example, are the same. Do not assume that all individuals in a community have the same issues and like to be communicated with in the same way. This is where the fundamental building block of cultural competency comes in – *ask, do not assume.*

Learn about the community you want to involve. Do not operate from preconceived notions. Develop an understanding of any past or present, positive or negative relationships the group you want to conduct outreach with or involve might have with the City. Some groups feel hurt by the City or feel like the City is not “on their side.” Ask other city staff what they know and talk to community leaders. You must balance acknowledging the historic issues while at the same time trying to move the relationship forward. As with recognizing the diversity within communities, it is important here to ask questions and not to assume.

Some groups feel hurt by the City or feel like the City is not “on their side.” Ask other city staff what they know and talk to community leaders.

Demonstrate results from public involvement. Outreach and involvement are good, but it must be backed with action.

Participants want to know what happens to their input. Does it make a difference for them to be involved? What happened in the project or process? Community members who have participated in conversations surrounding issues that remain unsolved may have become discouraged and might be less likely to want to participate in the future. To prevent this discouragement, demonstrate how input will be used to address the issue of concern. If input is only being used to assess the situation, that should be made clear from the beginning.

SECTION 3: DEVELOPING YOUR PUBLIC PARTICIPATION STRATEGY

Public participation involves careful planning. This section outlines some key steps and questions to ask before launching a public participation activity. These questions highlight best practices identified by community-based practice experts, International Association of Public Participation (IAP2), and other organizations as well as Eugene-specific considerations.

Step 1: Define the purpose for and level of public participation

Step 2: Learn about the communities you want to involve

Step 3: Clarify your decision process - select your techniques

Step 4: Ask key questions when planning activities

Step 5: Follow through after the activity

Step 1: Define the purpose for and level of public participation

Begin by clarifying the problem/opportunity to be addressed and the decision to be made. A strength/weaknesses/opportunities/challenges (SWOC) analysis is a good place to start. It can help you define the constraints and possibilities facing your process. Consider the following questions before you begin planning your public participation activities:

- What attributes of the target population could strengthen your process? Examples may include skills, resources, energy, commitment, past successes and strong leadership. How can these strengths be used to advance the project and avoid barriers?
- What attributes of the target population could harm your process? Examples may include overwork/fatigue, past failures or lack of prior success, weak leadership, lack of skills/resources, complacency, poverty, and language/cultural barriers. How can they be overcome or managed?
- What external conditions could increase the likelihood of positive outcomes? Examples may include opportunities for capacity building, a sense of urgency and timing (coincides with other openings for success like funding availability).
- What external conditions could damage outcomes? Examples may include funding cuts (people are afraid of losing what they have left), local economic conditions, public opinion aligned against you and poor timing (conditions create no sense of urgency).
- How do we use our strengths to overcome the challenges? How do we maximize or “exploit” the opportunities that exist?

Determine who the final decision-maker is and how the public participation activity is going to contribute to the project. At what level should you engage the public? Are you giving information, asking for advice, or collecting ideas? Be honest about how you will use ideas and what decision, if any, the public is making (refer to Table 1). Also, consider what the outcome of the public outreach will be; what can community members expect to see when this project is done?

Table 1: IAP2 Public Participation Spectrum

	Inform	Consult	Involve	Collaborate	Empower
Public Participation Goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/ or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the Public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decision to the maximum extent possible.	We will implement what you decide.
Example Techniques	Fact sheets Websites Open Houses	Public meetings Public comments Surveys Focus groups	Workshops Deliberative polling	Citizen advisory committees	Citizen juries Ballots

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Refer to the worksheets in Appendix A to help determine the appropriate level of public participation for your project. It is important to select a public participation level that balances both internal (City) and external (public) expectations. If external expectations are significantly higher, you will want to discuss how to resolve this discrepancy within your team. If the organization thinks it only needs to inform the community and your stakeholders indicate they want to collaborate on a decision, there will be dissatisfaction with your process. While the worksheets will help you determine a primary level of participation for your process, it may be appropriate to mix spectrum levels for different activities selected.

Conduct interviews with key community members who represent a range of viewpoints. Consider asking:

- *What do you see as the primary issues and potential impacts?*
- *How important is this issue to you or your group?*
- *What are your expectations for involvement and decision-making?*
- *What groups or individuals are already involved in this or similar issues?*
- *Who are the opinion leaders (whom do others listen to)?*
- *What potentially affected stakeholders are not likely to be represented by a group?*
- *What is the community's experience with public participation?*
- *What would make this effort credible?*

Step 2: Learn about the communities you want to involve

It is important to identify the target populations and to get to know their perspectives on the issue or decision to be made before your process is designed. Spend some time familiarizing yourself with the key concerns of your target audience and their past involvement, if any, with the City. The population may be a geographically defined group of people (neighborhood), it may be the general public, or it may be a certain “community” of people (Latino). Think carefully about exactly who you are trying to reach, why and how best to approach them. Consider those groups that are not typically involved and more difficult to reach and keep in mind that each community contains distinct sub-groups of people.

- *CONSULT REMINDERS FOR ENTERING A COMMUNITY (APPENDIX A) FOR HELPFUL TIPS ON BUILDING COMMUNITY RELATIONSHIPS AND BECOMING AWARE OF YOUR OWN ASSUMPTIONS ABOUT GROUPS YOU MAY BE WORKING WITH.*

This self-reflection is often overlooked yet it is a critical component to being effective with communities that are often underrepresented in the decision-making processes.

Consult existing resources to understand the demographics of your target populations. Get out of the office and spend some time in the community in which you will be working. Consider what existing housing conditions, presence or absence of amenities (shopping, services, recreation options, etc.) and access to public transportation tells you about the needs of the community. Knowing just a little bit about your target population and the conditions in which they live helps you ask better questions and build trust.

Develop an initial stakeholder list and begin talking to key representatives to better define and understand the target population, their issues and expectations (see sidebar for guidance). Check for consistency between your organization's and the community's perceptions of the issues, decision to be made and anticipated level of participation. Consult the results of your internal and external expectation worksheets. Is the selected level on the public participation spectrum consistent with what you heard from the community? The process is likely to face problems if significant disparities are not addressed.

Step 3: Clarify your decision process - select your techniques

It is very important that everyone involved (you, project team, public, others) understands the process that will be followed, before techniques are selected and activities planned. A flowchart or some other documentation is recommended to outline the actions, steps, timelines, participants, decision makers and responsibilities to ensure a shared understanding and alignment of expectations. Keep in mind that quality public participation follows a logical and transparent decision process that involves the public throughout. There is certain to be a loss of trust if the public is involved after options are established or, even worse, a preferred option predetermined although not “officially” selected. Table 2 shows a sample decision process that considers what the public needs to effectively participate (and maintain trust).

Table 2: Sample Decision Process and Public Needs

Decision Process	Public Needs
Define the problem/opportunity and decision to be made	Clear understanding of the scope of the decision
Gather information	Full range of objective information about the issue to be addressed
Establish decision criteria	Clear understanding of the criteria by which the alternatives will be evaluated
Develop alternatives	Balanced alternatives that include stakeholder issues and concerns
Evaluate alternatives	Clear comparison of alternatives
Make decision	Clear understanding of who made the decision and how stakeholder issues were considered

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Set realistic targets for what you are trying to achieve at each step that reflect your chosen level on the public participation spectrum. For example, if you are gathering information, will you identify the process and sources and simply share it with the public (Inform) or are you gaining agreement first with stakeholders on the information to be collected as well as the process and sources (Collaborate)? Being clear on your objectives at each step will help you select the appropriate techniques.

Step 4: Ask key questions when planning activities

Ask yourself the following questions when designing your public participation activity.

Do I work with anyone whom I should talk to before doing this activity?

Utilize the knowledge of City staff. The organization has many individuals with extensive experience in public participation. Chances are there is someone that has experience with the issue, community and the public participation techniques you will be using. Learn from them. Consult the Staff Contacts for Public Involvement in Appendix C. Consider the topic or issue being addressed and what area of the organization has some relevant expertise. For example, you may want to connect with the Equity and Human Rights Team for input on social equity or human rights issues. If neighborhood associations are on your stakeholder list it may be helpful to discuss strategies with Neighborhood Services. Consider other City boards and commissions as a resource in providing guidance on approaching their particular issues and target populations. Most departments have Public Information Officers or Outreach Coordinators who may also have useful suggestions or resources to help.

Are there existing community networks that I can take advantage of?

Start by consulting with a leader of the community you are trying to reach (see Community Contacts, Appendix D). Tapping into these communication channels will help you access community members. Consider asking someone who is well-respected within the community to help you access or activate the community network, help facilitate activities, or possibly edit outreach materials to ensure cultural competency. However, remember that long lasting relationships are reciprocal and both parties need to feel the benefit of the relationship.

If I want to talk to a group of people, should I go to a pre-existing community meeting or should I create a meeting and invite community members to it?

Before answering this question, you must understand the trade-offs involved with using preexisting meetings or creating project specific meetings.

Many community members suggested that the City use pre-existing community meetings as a way to access community members.

Using this method, the City does not have to recruit people to come to a meeting. The group is already there, feels safe, and has experience talking with each other. These meetings range from very formal to very casual. As an outsider coming into the meeting, you must play by their "rules." You must use the amount of time that they give you on the agenda, come to the meeting at their prescribed time, and conduct yourself in a manner that is congruent with the norms of the group. If you develop your own meeting, you have a little more flexibility with how much time you have to discuss the topic, where the meeting is going to be, and the tone of the meeting, but you also have to recruit people to participate. These trade-offs are very project specific and must be assessed in regard to the purpose of the participation function.

Is the location for my activity or event accessible and comfortable?

If you are going to a pre-existing meeting, you obviously will not be selecting the meeting location. However, if you are planning your own meeting, selecting a location is important. When selecting a location consider:

1. What kind of environment will support the meeting agenda?
2. Does your target audience have a specific geographic location within the City?
3. Will the facility meet the specific needs of your target audience?
4. Is the ambiance of the room conducive to your goals?

Consult *Creating Access to City of Eugene Programs, Meetings and Events – Guidelines for Meeting the Needs of Community Members with Disabilities* in Appendix E when planning your meeting or event. To help with your event planning a list of potential event/meeting facilities is provided in Appendix F.

What kind of incentive can I provide?

Offering incentives for participation in meetings, workshops or surveys can be effective and necessary part of involving some communities. Many people are willing to give their time for “free” while others want some sort of compensation. Regardless, providing food at a meeting or holding a raffle drawing are two simple ways to thank people for taking the time to be involved. The City has had good survey response rates when providing free pool passes or Hult Center tickets. Be cognizant of the type of incentives you provide; they should be meaningful to participants.

If I am serving food, did I consider participant dietary needs?

Serve a variety of food that can meet with several dietary needs and restrictions. Try to be aware of different needs and restrictions (vegetarian, dairy-free, low-sodium, kosher) when purchasing food for your event.

How can I encourage participation from families?

Recognize that community members with children require special considerations. Parents may want to attend an event but do not have childcare.

Although it can be logistically difficult, providing high-quality childcare at your public participation functions is recommended.

Not only does this allow parents to attend, it also shows that you understand the situations of families and want to support them as much as possible. You can also consider holding family events where parents are encouraged to bring their children and you have activities for the children as well as the adults so that everyone gets to provide input into the project.

Holding meetings at various times during the day and in the evening also supports families. Some parents may have child care for their children during the day and may be able to come to a meeting while their child is in school or in day care.

Where/How am I going to advertise this event to reach the desired population?

Your first step should be to create a communication plan that focuses on using the existing community networks. Think about using listservs, hanging posters in places where the desired population might go, developing flyers to be distributed by community organizations, and submitting articles or posting announcements in publications that serve your target population.

Should I use technology to help advertise the event or collect input?

Social media outlets such as Twitter, My Space and Facebook may be good ways to disseminate information and gather input. While these are relatively new technologies for public agencies to use, many community members use technology as their primary way of communicating and gathering information. During our research, many community members indicated that email was their preferred method of communication with the City.

According to local social service providers, low-income individuals will often keep their Internet connection even if they have very limited financial resources. Similarly, youth indicated that they are connected to the Internet and rely on MySpace and Facebook for information and networking. Members of the disability community suggested using video conferencing instead of teleconferencing for meetings.

How can I use local media for this activity?

The media can help inform people about your project and opportunities for public participation. They are a key element to most public participation events. Typical media outreach tools include press releases, media advisories, or press conferences or events. These tools are used to notify media outlets of a newsworthy event or topic that deserves to be covered by their organization. Most city departments have Public Information Officers or Outreach Coordinators who are happy to help you use these tools for your activities and events. For more information about staff resources see Appendix D.

Paid media can also inform the public about involvement opportunities and include advertisements that are placed in a publication, online, or on the radio. You can contact the media outlets advertising department to get their prices and learn if they offer any discounts for public service or government organizations. Creating effective ads that clearly communicate key messages is important. Involving someone with professional design or marketing experience in creating ads can help ensure the good use of funds and a successful advertisement.

Once you have media attention, you want to make



sure that either you or your assigned spokesperson is prepared to answer questions or be interviewed. It will be important to have key messages and talking points ready. Excellent media guides are available online (see Section 6), and you may also want to consult your department's Public Information Officer.

How can I make written and verbal communication understandable to the target population?

Remember that not everyone is as familiar with the project as you are. Keep written and verbal communication simple, avoid legal and institutional jargon and do not assume that everyone knows the background of the project or its implications. Provide information that is user-friendly and available in multiple formats (print and digital).

You have a responsibility to make sure information is accessible to the audience you are trying to involve. Depending on your target population, you may need to translate materials into another language or provide translation services at your meeting or event. It is important to plan (and budget) to meet these needs. Sight or hearing impaired persons may need information in different formats or specialized equipment to access your information as it is being presented. Do not be afraid to ask participants how best to meet their needs. The following statement should be included in your outreach materials:

We are committed to access for all participants. All events are held in wheelchair accessible rooms. Assistive listening devices (if available), sign or Spanish-language interpretation, note taking and materials in alternative formats can be provided with one week notice prior to the meeting. To arrange for these services, contact staff at 682-_____.

Be prepared to follow through on any requests for accommodation.

Does the meeting date conflict with any religious holidays or community events that may involve your target populations?

Avoid scheduling on days that may exclude groups from participating because they are observing a religious holiday or attending an event important to their community. Consult with your stakeholder groups about conflicts with other meetings and events. Check with the City's event calendar and the Public Information Team to identify potential conflicts.

Have I considered ways to make my event align with the City's Triple Bottom Line?

The Triple Bottom Line framework (TBL) is designed to help you evaluate your choices in terms of social equity, environmental health and economic prosperity. Many of the suggestions in these guidelines address the social equity aspects of public engagement but you may want to consider environmental and economic ones. For example, if planning an event, look at choices for location – which are well served by transit, biking

IDEAS ON CALENDARS TO CHECK BEFORE SCHEDULING AN EVENT:

- Religious Holidays (Internet)
- City Events (city website)
- School Districts – Eugene 4j and Bethel
- Hult Center
- Cuthbert Amphitheater
- Matthew Knight Arena
- University of Oregon events
- University of Oregon Athletics
- Lane County Fair
- KLCC

and/or walking? If you need food, equipment or other services to support the event, have you considered local vendors? Is the food organic? Are there ways to reduce waste from the event? Giving your attention to these kinds of questions will help you design a more sustainable event. Contact the Sustainability Liaison at x5017 for tools to help you apply the TBL framework.

Step 5: Follow through after the activity

The outreach or engagement activity is only the beginning of building lasting and meaningful relationships. What happens AFTER your activity is just as important as the actual activity. Community members want to know how their input will be used and if changes are going to occur. Your task is to be clear with the participants about what they do and do not have influence over and how the decisions are going to be made.

Did I evaluate the activity?

According to IAP2 the four main reasons to evaluate public participation activities are:

1. Support continuous ongoing improvement of your project;
2. Assess the performance of your project against its objectives;
3. Provide input to future projects; and
4. Support improvement of the practice (how resources were spent, what benefits were received).

Depending on the activity, the evaluation process can be a quick personal debrief or a written evaluation by participants; though the best assessment always comes directly from participants. Throughout the process, be sure to ask participants how the process is going and how their needs are being met. Use evaluation forms at the end of public meetings, informal calls and meetings with key stakeholder groups. You can use this feedback to write a project debrief that will provide guidance to the next public participation process.

Did I develop a follow-through plan, articulate it to participants, and then do it?

Community members would like to know how their input is used. As the activity facilitator, you should know exactly how the information will be used and then develop a follow through plan to keep those interested participants informed.

The best thing to do is ask the participants what kind of follow through they would like. Would they like the summary report from the outreach event emailed or mailed to them? Would they like it posted on a project website? Do they want to be informed of all future meetings related to the project? Would they like to be alerted to other city projects? How would they like to review the final document?

Asking participants what they would prefer does not mean that you have to do all the things that they suggest; however, if you tell them that you will mail them a copy of the report – you need to follow

As the activity facilitator, you should know exactly how the information will be used and then develop a follow-through plan to keep those interested participants informed.

through and do it. This is where trust is built or destroyed. You and the participants need to reach a common ground where they feel respected and you can perform based on the resources that you have.

Did I provide contact information for someone who can answer more questions about the project?

Good customer service means giving community members contact information for reliable and knowledgeable people who can answer their questions in a timely manner. It is okay if you do not know all the answers, but you should know how people can get them or offer to find out the answer and contact that person back.

Did I express my gratitude in a meaningful way?

There are many different ways to express gratitude (e.g., email, in person after the event, mailed thank you note, etc.). One way may not be better than another; only you will know the right way to thank people who participated in your event. The most important thing is that you do thank them. Remember, public involvement and outreach is about relationship building and showing respect.

Do I have a strategy to demonstrate results from the public participation?

In general, community members want to see the City take action based on public participation. Community members who have participated in conversations surrounding issues that remain unsolved may become discouraged and might be less likely to want to participate in the future. To prevent this discouragement, the City should demonstrate how the input helped shape the decisions that were made.

Am I committed to nurturing the relationships that I built during the public participation process?

Building a relationship cannot be done in a day. It is important to stay in contact with participants and community leaders, even when you do not immediately need their help. Continue to go to group meetings and show up at community events.

The more people see you, the more comfortable they will feel talking to you.

Continue to understand the issues and challenges of community organizations that participated in your events and consider how the City can leverage its resources to help community partners.

How can I advocate and encourage city leadership to continue to openly discuss the most difficult diversity and human rights issues within the community?

Community members want to see change. They want to directly see how being involved in conversations with and about the City contributes to a higher quality of life. They want to see city leadership continue to discuss issues once the “crisis” is over and create systematic changes. While you may not be the one making the decisions, you, as a city staff person, can advocate and encourage city leadership to continue to discuss issues and search for solutions.

SECTION 4: IDEAS FOR PUBLIC PARTICIPATION TECHNIQUES

Section 2 presented guiding principles of public participation and Section 3 presented steps for developing culturally competent public participation strategies. This section provides suggestions from Eugene community members on ways they would like to be engaged and other examples of public participation techniques. This section is not a comprehensive list of public participation techniques. It can provide some useful ideas that you may use as a starting point in thinking about activities that will meet your participation goals. As a reminder, Table 3 below shows the different levels of engaging the public and offers some general examples of techniques for each level. Consult the International Association for Public Participation (IAP2) Public Participation Toolbox (Appendix B) for more options.

Table 3: IAP2 Public Participation Spectrum and example techniques

	Inform	Consult	Involve	Collaborate	Empower
Example Techniques	Fact sheets Websites Open Houses	Public meetings Public comments Surveys Focus groups	Workshops Deliberative polling	Citizen advisory committees	Citizen juries Ballots

Suggestions from the Community

An important part of cultural competency is asking the public or the community members you are trying to engage how they want to participate. For these guidelines, people in Eugene were interviewed and asked for suggestions on how they would like to be engaged. Here are some of their suggestions:

- **Communicate through schools** – Collaborate with the school district so that schools can be a vehicle for disseminating information. The City could list events or give information in school newspapers/newsletters or through morning announcements.
- **Attend fairs and festivals** – Booths at fairs and festivals are a good way to communicate with people and distribute short surveys or information about certain projects. It also allows the City to leverage its outreach resources by partnering with other agencies and community groups.
- **Hold “Sit-down-with-the-Mayor” meetings** – Mayor and some councilors could hold meetings where community member can sit down with them and hear about what is going on in the City and ask questions.
- **Include information in electric bill mailings** – Partner with EWEB to put city information into electric bill mailings.
- **Develop a telephone number for City meeting schedule** – The current method of displaying the upcoming meeting calendar on the City’s website does not work very well for those who are visually impaired. Having a dedicated telephone number to call and listen to a pre-recorded

message of what upcoming meetings are going to be held, when and where, etc., would make getting engaged and staying involved a lot easier.

- **Use established city programs** – For example, library programs for children are very successful. The Recreation Division also has extensive programming that is a great way to engage youth by targeting groups of youth enrolled in after school programs, camps, classes, and youth groups.
- **Utilize technology** – Web services such as Facebook and Twitter are good ways to provide information. E-mail is also a powerful means to contact residents and let them know what's going on. The City's website is another great way to give up-to-date information about city events and other things happening in the community. It is critical that web-based information is comprehensive and kept up-to-date.
- **Conduct surveys** – When conducting surveys, use both e-mail and postcards. The more a resident sees reference to the survey, the more important it feels. Consider the fact that many people do not have easy access to the Internet; therefore, mail surveys may be a better, yet more expensive, option.
- **Place comment box at public places** – For example, install comment boxes at LTD bus stations, Food for Lane County, and the Mission for community members to provide comments and suggestions to the City.
- **Use E- Involvement** – Online surveys such as Survey Monkey provide a means for the public to weigh in on various topics and without having to identify themselves. For example, Transportation Planning staff has used e-surveys to gather information and opinions as part of Eugene's transportation system update.
- **Go to pre-existing meetings or community organizations** – Meetings or methods that are too "official" can be intimidating for some community members. The City should continue to send people out to existing community meetings. Several communities are well established and connected through ethnic, religious, or social service organizations. Leaders in those organizations can serve as the communication hub between the communities and the City.
- **Have an informal gathering with immediate neighbors to discuss issues** – Invite neighbors who live in the same apartment complex or neighborhood to get together and have a conversation with a city representative about the issues that are on their mind. This allows staff to get a very localized perspective on projects or issues. For example, Public Works Engineering engages very local groups when planning neighborhood street improvements.



- **Hold one-on-one meetings** – Some people do not feel comfortable speaking in front of a crowd. These people may have great ideas and suggestions, but might feel too embarrassed to speak up. The City should have an option at meetings or outside of the meeting for one-on-one conversations with those who are interested.
- **Hold a forum** - The City hosts open forums where people can go to express their ideas and concerns. Forums also bring different communities together and foster a greater understanding of the people involved. The AmericaSpeaks Facilitators Resource in Appendix A offers good examples of how to facilitate these types of meetings. Examples include the sessions held to explain, gather input and collaborate with community members on the Envision Eugene initiative.
- **Link with events and activities for youth** – To involve young people, consider connecting with activities or events that involve youth like City Recreation programs, school assemblies, or music events. Be aware of topics or projects that may be of particular interest to youth. For example, Parks and Open Space staff engaged a number of young people in planning skate park facilities around town.



Other Techniques to Consider

In addition to the IAP2 Toolbox and community members' ideas listed above, many city staff members have a great deal of experience and expertise in public participation. Consider consulting with these staff members about the techniques that have worked best for them in the past (see Appendix C).

Techniques below are just a sampling of the many ways the City effectively engages the public.

- **Use video to convey information** – As a multi-media (images and sound) channel of communication, video can be a very powerful tool in explaining complex issues. This type of information also is very appealing to younger audiences.
- **Use focus groups** – Bringing small, representative groups together to provide feedback on information and involvement approaches for specific issues or projects allows the City to be more effective and efficient by pre-testing messages and anticipating perspectives that staff may not initially have. See *Focus Groups – Planning Tools* in Appendix A for guidance.
- **Continue to use public forum at Council meetings to gather input** – Providing regular opportunities for people to directly address the Council and the community (through cable TV coverage) lets community members speak to issues and concerns of interest to them.

- **Use the City’s established advisory bodies** – The City has a number of advisory bodies that include individuals with connections to other networks that can enhance your outreach. Consult boards and commissions staff to schedule time on an agenda. Neighborhood associations are also considered advisory to the City and are an important segment of the community to include in any public participation process. Many of them have their own communication networks (email lists, websites, and newsletters) that can be a resource for disseminating information. Neighborhood Services distributes a weekly packet of community news to all neighborhood association board members that is also available to other departments to include content.
- **Listening Circles** – Several staff and community members have been trained in collaboration and consensus techniques. These activities may be useful on issues where there is community conflict. Consulting with trained staff members (listed in Appendix D) may help identify if these activities would be appropriate to use.
- **Use context-sensitive design and similar collaborative approaches to planning community improvements** – An example is the collaborative design process used on the Crest Drive improvement project.
- **Be sure people understand how to be effective in the representative government process** – This includes providing readily accessible information about how to contact local officials and information about how to participate in public hearings and legal processes such as remonstrance and referendum.
- **Form, use and empower citizen panels on topics of significance in the community** – Groups such as the Eugene Planning Commission and the Eugene Budget Committee have significant decision-making authority. Other groups, such as the Street Repair Review Panel and the Human Rights Commission, work directly with staff to develop key policy recommendations that affect the quality of life for all Eugene residents. Recruitment and retention of community members to these citizen panels is very important.

SECTION 5: RESOURCES

Improving Your Skills – Training Resources

It is important to continue seeking opportunities to hone your skills in the area of public involvement. Staff are encouraged to seek out internal and external opportunities to develop professionally in this area. The opportunities listed below are just a sampling of what is available.

City Training Opportunities

- Dealing with Angry People
- Working Better Together
- Creating an Equitable Environment
- PowerSpeak
- Exploring Culture
- Human Rights Community
- Cultural Competency
- Disability Awareness

Other Trainings Opportunities

The International Association of Public Participation's Certificate Program is intended to provide a broad-based learning experience covering all of the foundations of public participation. Developed in consultation with practitioners from around the world, the training provides useful tools for designing and implementing effective public participation programs. Upon completion of the following three modules, students are awarded a Certificate in Public Participation from IAP2:

- Planning for Effective Public Participation
- Communications for Effective Public Participation
- Techniques for Effective Public Participation

Online Resources

Websites that provide useful information

- City of Eugene Diversity and Equity Strategic Plan 2009-2014: http://cesrvpp09/portal/server.pt/gateway/PTARGS_0_891_359985_0_0_18/DESptag.v15.pdf
- Eugene Springfield Consolidated Plan - A Five Year Strategic Plan for Housing and Community Development: <http://www.eugene-or.gov/development>
- Neighborhood Association Neighborhood Analyses: <http://www.eugene-or.gov/nassociations>
- International Association for Public Participation: www.iap2.org

- The Saguaro Seminar: Civic Engagement in America. This project focuses on expanding what we know about our levels of trust and community engagement and on developing strategies and efforts to increase this engagement: <http://www.bettertogether.org>
- The Community Toolbox is an online resource providing practical, step-by-step guidance in community-building skills. See Cultural Competence in a MultiCultural World: http://ctb.ku.edu/en/tablecontents/chapter_1027.aspx
- Save the Children produced this well-done media interview guide: <http://www.unicef.org/sowc03/childrenskit/pdf/media-tips-eng.pdf>
- A thorough and useful media interview guide from the National Interagency Fire Center: http://www.wildfirelessons.net/documents/NIFC_Media_Interview_Guide_2005.pdf
- The Center for Plain Language is an advocate for clear communication and plain language in government, business, non-profits, and universities – everywhere: <http://centerforplainlanguage.org/>

Appendix A

TOOLS

[IAP2 Level of Participation Assessment Questions](#)

[Reminders for Entering a Community](#)

[Focus groups – Planning Tools](#)

[AmericaSpeaks Facilitator Resources](#)

IAP2 LEVEL OF PARTICIPATION ASSESSMENT QUESTIONS

For help determining what level of public participation is appropriate for your project complete the assessment process described in the following worksheets: *Public Expectations Worksheet*, *Internal Expectations Worksheet*, and *Spectrum Level Expectations Summary* (Planning for Effective Public Participation, Internal Associations of Public Participation, 2006.) The results of these worksheets can give you a general sense of the level of public participation recommended for your project.

Public Expectations Worksheet

Directions: Follow instructions in left column, and then, check appropriate boxes.

Assessment Questions	Very Low	Low	Moderate	High	Very High
1. What is the probable level of difficulty in addressing the problem or opportunity?					
2. What is the potential for public outrage related to the project?					
3. How important are the potential impacts to the public?					
4. How much do major stakeholders care about problems, and the opportunity to be a part of the decision process?					
5. What degree of participation does the public appear to want?					
Count number of checks in each column					
Multiply number of checks by weight	x1	x2	x3	x4	x5
Enter column score					
Add total of all five column scores					
Divide total score by the number of questions	/5	/5	/5	/5	/5
Average score					

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Achieving Diversity and Equity Strategic Plan Action Item 5.1: Develop City-wide guidelines on engagement with the community

Score Indicates:

1-2 Very Low to Low

2-3 Low to Moderate – recommendation: at least Consult

3-4 Moderate to High – recommendation: probably Involve

4-5 High to Very High – recommendation: minimum Involve, consider opportunities for Collaborate or Empower, if feasible

Internal Expectations Worksheet

Directions: Check the appropriate boxes for questions 1 to 8. Then, follow instructions in left column.

Assessment Questions	Very Low	Low	Moderate	High	Very High
1. What is the legally required level of public participation?					
2. To what extent do internal staff members believe the public could help improve the outcome of this project?					
3. At what levels do internal staff members perceive public interest in the project?					
4. What is the potential for the public to influence the decision-making process?					
5. What level of media interest do you anticipate?					
6. What is the likelihood that decision-makers will give full consideration to public input?					
7. What levels of resources are likely to be available to support public participation?					
8. What is the anticipated level for political controversy?					
Count number of checks in each column					
Multiply number of checks by the weight	x 1	x 2	x 3	x 4	x 5
Enter column score					
Add total of all five column scores					
Divide total score by the number of questions	/8	/8	/8	/8	/8
Average Score					

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Score Indicates:

- 1-2 Very Low to Low
- 2-3 Low to Moderate – recommendation: at least Consult
- 3-4 Moderate to High – recommendation: probably Involve
- 4-5 High to Very High – recommendation: minimum Involve, consider opportunities for Collaborate or Empower, if feasible

Summarize the expectation assessment

The Spectrum Level Expectations Summary matrix below provides a visual summary of the expectations assessment. Plot the level as it was assessed for each of the key participants. On the basis of the plotting, what level on the IAP2 Spectrum will you recommend?

Spectrum Level Expectations Summary

Expectations of the Key Participants	Inform	Consult	Involve	Collaborate	Empower
1. What level of public participation was forecast by the sponsor prior to doing the assessment?					
2. What level of public participation do key stakeholders’ desire and/or expect?					
3. What level of public participation do managers and technical staff support?					
4. What level of public participation do the decision makers support?					

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Based upon evaluation of the external and internal expectations, what level of participation from the Spectrum would be appropriate?

Are there some benefits and opportunities for some elements of the decision process to be at a higher spectrum level? If so, what might they be?

Now, you should have a general idea what level of participation is needed for your project. Keep in mind that if any marks registered in “very high” level, careful evaluation should be given to the level of public participation even if the average score was otherwise low.

REMINDERS FOR ENTERING A COMMUNITY

(Adapted from Finn & Jacobson, Hick, 2001, Curry-Stevens, 2008)

Entry to Community is prolonged as you build relationships and understand the complexities of the environment. The uniqueness of the community context takes time to understand.

Entry: Start Slowly. Understand the players and the power that is held. Inform people about yourself. Build some relationships. Ensure project is well-grounded.

Principles:

- Begin where the people are and respect their value system.
- Make broad contacts - not just at the top levels
- Make sure you resist being the expert
- Attempt to find out who has the power and credibility to mobilize and organize others into action. (*from Bill Lee, 1996, p.60*)

Other Community Entry Recommendations:

- Acknowledges your prejudices, fears, concerns and put them out of your way.
- Practice noticing - hear what people say, what they talk about, think about & what they mean.
- Relax and allow the community to tell its story to you - engage with the community.
- Immerse yourself in the community, connecting with its people.
- Respect and value them. Be thankful for what they share with you. Appreciate them and their way of life.
- Value your own intuition & ways of knowing.
- Find you in the experience and keep it with you.
- Know your ability to work through differences: Core assumptions are essential to the work.

Most of these items are self - preparation for doing the work that you can undertake outside of the community work:

- Realize you can't understand their reality - you will work hard to deeply come to know their reality, but that you cannot fully empathize (can't bracket enough of ourselves to know the other; empathy is only a second - best understanding of the other)
- Know that your good intentions are not enough - you have so much more to unlearn of your superiority and to reject dominant discourse and stereotypes to understand the "other."

- You won't really know what anyone else is experiencing.
- Working outside of our experience is a life - long learning process; be patient and rigorous on your preparation work.
- Explore the roots of your assumptions about others - especially negative ones.
- Recognize that others start from a place of distrust in you, as a privileged outsider. This is essential to preservation of their community; trust is a feature of privilege. You have to work toward trust and creating relationships based on trust.
- Know that dynamics of oppression and privilege are working all the time. To do otherwise is a feature of privilege.
- Part of privilege is being able to keep it hidden. So don't. Own the ways in which you are not the same as your community.
- Know and accept that you will make mistakes.
- When confronted by others, be still and quiet, see what is yours to carry.
- Don't jump into the "fix it" mode.
- Find safe places to go with your pain. Do not expect others to make it better for you.
- A good ally knows that non - action is complicity with relationships of domination. It is passive participation in the oppression.

FOCUS GROUPS – PLANNING TOOLS

(Curry-Stevens, 2008, drawing heavily from Morgan, 1997)

1. What is your question?
2. What methodology is appropriate for your question?
 - Will you do a supplemental questionnaire that might “contaminate” the process? How can you best contain this influence?
3. What are your reasons for using a focus group?
4. Participants - Morgan’s advice:
 - Comfortable strangers - so avoid assumptions but don’t have significant divides in the room
 - But Morgan says to create a homogenous group in terms of social location / you need to decide what degree of differences you ideally want in your group.
 - What differences in status and authority are likely to exist? What problems could this create about participation and authenticity and giving voice to personal experience and perceptions?
 - Core attention must be paid to lack of privacy in participation. What do you want to ask people to agree to?
 - Will you pay them? What will you provide for them (ensure no costs are incurred by them)
 - Don’t aim for random sampling (you can never generalize). So instead think “purposively” and this will lead you to ideas of who to include.
 - What bias does this introduce into your focus group and your project? You don’t want to get rid of this bias but you don’t want to ignore it.
 - Recruiting numbers - get more than you need.
5. Tuning in - what are the potential participants’ concerns? What do you need to do to prepare yourselves for working with this group?
6. Invitation - how would you introduce your topic? What would you tell them about your project and your goals of the focus group? What benefits will they receive from participating? What are the potential harms in participating? What will or could happen in they refuse to participate?
 - Develop an introduction and invitation script
 - Will you send out interview questions first? Do you want any advance preparation for participants? (consider pros and cons of this - I recommend it as the potency of recollections is weak)
 - What are the requirements for participants and participation? How will you find out if participants meet your eligibility requirements? Be specific.
 - Also use this time to identify required resources and who is responsible for equipment, space, contact with participants, transcribing, coding, analysis etc.

7. Developing good focus group questions

The Focus group strengths are:

- Identifying commonalities and divergence among the group - being able to “share and compare” is the best strength of focus groups.
- Begin with an opening statement, ideally written notes before beginning
- Sharing experiences rather than opinions is best. Also better is asking for perspectives (that includes opinions & attitudes) without emphasizing areas such as opinions that can divide the group.
- Don't try to focus on observing their behavior - use a different methodology for this.
- Ask them about their priorities within the topic. Speculating can be avoided.
- Make a choice about high and low level of moderator involvement. Be able to defend this choice.
- Will you have “rules” for the group? What will these be? Morgan typically has things like talk to one person at a time, no side conversations, no one dominating.
- Will you do a follow up 1-2 days after? What will you ask? Who will do it?

8. Number of focus groups

- Significant problems exist with just one focus group. It is impossible to tell if the ideas held by the group are unique and it is also impossible to tell if there have been uneven levels of authenticity among the members.
- Is this problem a concern for you? Why or why not?

9. Focus group dynamics

- Keeping people on-topic without being controlling (creates resistance) or leading (unduly influences them)
- Equalizing participation
- Introduce new topics when interest begins to fade.
- Provide prompts - ideally using their words and interests as segues to new areas.
- Check out your thinking on the topic (items they have missed or not emphasized)
- Limit “groupthink” this invites disagreement
- Focus groups can stifle contradictions among the group (similar to “groupthink”)
- Check out assumptions or obscure language or inferences about something-make content explicit

10. The role of the co-facilitators

Who will be the team? Who is onsite during the focus group? What are each person's roles? Ensure you have agreement about the required depth and breadth of the time to be spent on the different questions.

11. Understand focus groups as an intervention in itself

You may catalyze energy, interest, effort and/or awareness among participants. So, be prepared to connect them to ongoing change efforts, or to roll them into your work in a more significant way. Understand you may have (unintentionally, perhaps) built some mobilizing energy that is the antidote to despair. So, what can you offer here?

AMERICASPEAKS FACILITATOR RESOURCES

Facilitation Overview

Facilitation is a way of providing leadership without taking control. A facilitator's job is to get others to assume responsibility and to take the lead. Facilitators make their contribution by:

- Providing a process that helps participant use time efficiently to make high-quality contributions.
- Creating an environment where participants enjoy a positive, stimulating conversation in a respectful manner.
- Guiding group discussion to stay on track.
- Providing a means to collect all input from the participants.
- Making sure assumptions are surfaced and tested.
- Supporting participants in managing their own interpersonal dynamics.
- Managing disagreement or conflict using collaborative methods.
- Helping the participants communicate effectively.

Best Practices and Facilitation Skills

All good facilitation relies on judgment in the moment as to how best to move the conversation forward. In a given situation, some or all of the following skills and techniques can be helpful:

FACILITATION SKILL	EXAMPLE OF INTERVENTIONS
<ul style="list-style-type: none"> • Warm up group prior to engaging in dialogue 	<p>"I am xxx. I will be facilitating the conversation, inviting everyone to participate and assuring that your thoughts and ideas are entered into the computer. Let's go around and quickly give your name and where you are from."</p>
<ul style="list-style-type: none"> • Allowing participants to reflect 	<p>Before we start, let's take a minute to individually consider our own thoughts about the discussion question and our responses. Write your ideas on page x in the Yellow Booklet.</p>
<ul style="list-style-type: none"> • Explain your role, as well as the purpose and process of the meeting 	<p>"I volunteered to facilitate a table discussion because I believe in this process, xxx . As a facilitator, my job is to encourage constructive dialogue so that everyone can actively participate. I will stay neutral and not share my own ideas or opinions throughout the day. So let's go around and quickly give our answers to these four questions..."</p>
<ul style="list-style-type: none"> • Setting up discussion 	<p>So our task in the next 20 minutes is to explore the question of...</p>
<ul style="list-style-type: none"> • Drawing out participants 	<p>I want to make sure that we get a chance to hear from everyone. Let's give ____ a chance to speak up if they would like...</p>
<ul style="list-style-type: none"> • Listen actively and paraphrase 	<p>Look people in the eye, use attentive body language and paraphrase what they are say. "Let me see if I can repeat your point in slightly different words. I want to make sure I understand what you are saying." Or "Are you saying....?"</p>
<ul style="list-style-type: none"> • Stay neutral 	<p>Focus on the process and avoid offering your opinions about the topic under discussion. Give examples that are in the materials rather than from your experience.</p>

• Respectfully cutting someone off to equalize participation	I appreciate the ideas and enthusiasm and I want to see if we could get some other folks into this conversation as well...
• Listening deeply	So what I hear you speaking to is a concern about...do I restate that accurately?
• Exploring different points of view	So ___ has talked about the importance of X, and ___ has raised some concerns with X, I'm wondering how others see it.
• Testing for support among ideas	There seem to be several people who share the view that...what level of consensus does this reflect?
• Balance content and process	It is time to move on to the next discussion question because there is an important vote coming up...If there is time to get back to this discussion we will do that...
• Managing the allotted time	We need to get back on track; we have about 5 minutes left and I want to see if there are any other key ideas that we've not heard so far...
• Testing for clarity/shared agreement on laptop entry	Does this statement convey what you've been saying about...in what way can it be re-written to more accurately reflect our conversation?

Best and Worst Facilitator Practices

<i>Some Of The <u>Worst</u> Things A Facilitator Can Do</i>	<i>Some Of The <u>Best</u> Things A Facilitator Can Do</i>
<ul style="list-style-type: none"> • Remain oblivious to what the group thinks or needs • Tell the group what to do • Use leading questions (for example, "Don't you think...") • Not listen carefully to what is said • Lose track of key ideas • Try to be the center of attention • Get defensive • Put down people • Unassertively manage conflict • Let a few people or a community leader dominate • Never check how the meeting is going • Be overly passive on the process • Push ahead on an irrelevant agenda 	<ul style="list-style-type: none"> • Create an open and trusting atmosphere • See yourself as a servant to the group's needs • Make the participants the center of attention • Speak in simple and direct language • Work hard to stay neutral • Display energy and excitement • Treat all participants as equals • Make notes that reflect what participants mean • Listen intently to totally understand what is being said • Periodically summarize a complex array of ideas so that they form a coherent summary • Know how to use a wide range of discussion methods • End on a positive and optimistic note

<ul style="list-style-type: none"> • Let discussion get badly sidetracked • Be insensitive to cultural diversity issues • Use inappropriate humor • Evaluate what the group says or does (instead, ask them to evaluate their own thinking, decision-making, analysis, etc.) 	
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AmericaSpeaks' Table Facilitator Skills and Qualities

Skilled volunteer table facilitators are crucial to the success of AmericaSpeaks' town meetings and the work is varied, challenging and fun. Facilitators are responsible for drawing out equal participation from their table of ten participants, focusing the group's conversation and holding respectful space for differences of opinion and communication styles.

Specifically, table facilitators 1) ensure that every participant has a productive experience in discussing the focus questions at their table and 2) capture the essence and nuance of table discussions so ideas can accurately be reflected in feedback themes and in the final report. To achieve these two goals, facilitators maintain the following roles and responsibilities during the meeting:

- Establish ground rules and get participants engaged in the conversation
- Maintain focus on discussion questions within the program sequence
- Ensure participants are/remain engaged and can safely share their views
- Encourage balanced participation and depth of ideas
- Capture key points on laptop and submit ideas consistently
- FACILITATORS DO NOT:
 - Insert own opinions
 - Act as content expert
 - Disagree with participants through verbal and nonverbal communication
 - Drive conversation according to own areas of interest

AmericaSpeaks' volunteer facilitators take every measure possible to ensure that the discussion is not biased and to provide a neutral space for the meeting participants to understand the information and make judgments about this difficult set of issues. This includes adhering to AmericaSpeaks' commitment to neutrality and modeling the following skills:

- Experience facilitating small group face-to-face deliberation, building toward consensus, while holding respectful space for difference
- Able to adhere to a tightly-timed program, but also able to respond to real-time changes in design and directions from the lead facilitator
- Deep listening skills, ability to hear both unique individual voices and also collective themes
- Comfortable with diversity on many dimensions

- Comfortable with the expression of strong emotions and able to support this expression, integrating the substantive content back into the conversation
- Able to stay in a neutral facilitation role despite any personal opinions regarding the content of the conversation

Statement of Neutrality

AmericaSpeaks takes pride in its reputation as an honest and neutral advocate for public participation. We play a unique role in the policymaking process by serving as a non-partisan convener of forums that provide the public with an opportunity to make decisions about important issues without fear of manipulation or bias. Our ability to help citizens and elected officials come together around tough public issues is dependent on our commitment to maintaining this neutral role.

Differentiating Process and Content

A facilitator's role is to manage the process and leave the content to the participants. When a meeting leader is neutral on the content and actively orchestrates the action, he or she is acting as the 'process leader' or facilitator. The differences between Content and Process include the following:

<i>Content: What</i>	<i>Process: How</i>
The Content of meetings is what is discussed. The content is expressed in the flyers and the agenda. Because it is the verbal part of the meeting, the content is obvious and typically consumes the attention of the participants	Process deals with how things are discussed: the methods, procedures, format and tools used. Because the design of the meeting is done beforehand, not all are aware of the careful attention to process.

The Differences between Debate and Dialogue

The facilitator helps create a safe environment for being honest and for truly listening to one another. The intent is dialogue, not debate. When people are encouraged to advocate for their beliefs and attempt to "be right," opportunities for dialogue are diminished. The differences between Debate and Dialogue include the following:

<i>Debate</i>	<i>Dialogue</i>
Assumes there is a right answer and you have it	Assumes that many people have pieces of the answer and that together they craft a new solution
Combative: participants attempt to prove the other side wrong	Collaborative: participants work together toward common understanding
About winning	About exploring common ground
Listening to find flaws and make counter-arguments	Listening to understand, find meaning and agreement
Defending assumptions as truth	Revealing assumptions for re-evaluation
Critiquing the other side's position	Re-examining all positions
Defending one's own views against those of others	Admitting that others' thinking can improve on one's own

Searching for flaws and weaknesses in other positions	Searching for strengths and value in others' positions
Seeking a conclusion or vote that ratifies your position	Discovering new options, not seeking closure

Common Communication Tips for Maintaining Good Conversations

There is no single formula for a good table discussion. Some are lively and full of creative dissent, while others may be thoughtful and quick to arrive at consensus. In either case, good table conversations are safe, balanced and constructive. To achieve this, the facilitator's goal is to listen and connect with participants without questioning their right to their unique opinions. The following sample statements and facilitator techniques can draw people out and get deeper discussion:

- **Encouraging:** Can you tell me more about that?
- **Clarifying:** What is it about this specifically that feels problematic to you?
- **Summarizing:** Let me see if I understand what you have just said...
- **Acknowledging:** I can see you feel upset right now; it is okay to respectfully express emotion.
- **Open Questions:** What would you like to see happen? How can you express that as a recommendation?
- **Reframe:** One of our ground rules is to avoid personal attacks, can you re-state that in different language so that we can understand the important point you want to make?

Ways to Adjust Communication for Different Personality Types

- Keep your language simple
- Maintain a patient presence and posture
- Try to clarify messages in light of what may seem like the intent
- When in doubt, ask for clarification
- Do not assume that an inability to communicate easily reflects a lack of ideas – draw them out

When Someone Tries to Dominate the Conversation

Often people tend to dominate a conversation for a couple of reasons: 1) They may have a tendency not to clue into others; 2) They don't feel they've been properly heard or understood; and/or 3) They feel very strongly about advocating for their ideas and positions. Some suggestions to minimize the negative impact of dominating participants include:

- Summarize what you have heard and ask if there is anything you are missing
- Acknowledge the importance of their perspective and let them know that it has been captured in the computer and will be included in the theme team's work
- Maintain consistent eye contact with them and speak directly about the need to get "all of the voices" into the conversation
- If repetitive points are made, ask what new information they can add so that you can compare this perspective to others at the table

Four Body Language Signs to Watch for and What They Mean

If participants at the table disengage, often you will notice this first through their non-verbal communication. Here are some signs to look out for that can help you “invite people back into the discussion” if they check-out:

- General facial misbehavior (grimacing, frowning, rolling eyebrows, etc) – someone’s emotional reactions are ahead of their ability to manage them and they may need to be validated or acknowledge
- Arms folded/turned away – (if not resting) Folding arms may indicate a feeling of resistance or protection against some sort of verbal attack or disagreement with others’ views
- Lack of eye contact – someone is uncomfortable or searching for understanding
- Sighing/heavy breathing – someone does not have words to match their thoughts and feelings

Techniques for Defusing Tense or Explosive Situations

- **Be attentive and patient:** Keep in mind that s/he will become less angry as you let him or her vent and express him/herself.
- **Be sincere:** Empathy and validation can defuse the situation if they are expressed genuinely.
- **Be calm:** Try to remove your own anger or fears from the discussion.
- **Allow person to vent:** If they are not making an unsafe situation for anyone, allow an angry person to let off steam and release the anger and use your communication skills to direct it to productive statements that can be recorded.
- **Try to get listener’s attention:** An angry person wants to know that others are paying attention--use your body language to show this.
- **Allow them to be heard:** An angry person wants someone to listen to his or her point of view--validate the feelings you hear so that the speaker can know you appreciate how angry s/he is --do this as long as their expression does not adversely impact others or take more time than is fair/balanced.
- In addition to the above, you can also:
 - Look for the value of the input and acknowledge it.
 - Avoid responding defensively
 - Ask open-ended questions to channel emotion
 - Ask clarifying questions; summarize
 - Invite them to take a break if they need to gather their thoughts
 - Refer to ground rules, agenda, task, and/or desired outcomes and indicate that the behavior appears to be taking the group away from its task or is counter to the ground rules
 - Ask for cooperation and state what you want

Some of these concepts are based on the *Facilitation at a Glance* by Ingrid Bens, 1994

Source: <https://sites.google.com/a/americaspeaks.org/oboe-facilitators/meeting-materials>

Facilitator Interventions

General Approach	Ideas of what to say or do
<i>Encourage participation</i>	Sometimes it's hard to get conversation started or to have people elaborate on their opinion.
	"Please, David, won't you get us started on this topic?" "I'm not sure I understand your idea, would you say more?" For an ongoing group, this is something you can do after the meeting in preparation for the next one. Check in with those who didn't participate. "Thanks so much for coming. I hope next time you'll feel more comfortable joining in the dialogue. Let me know if I can help that in any way."
<i>Don't be defensive</i>	If you're challenged, accept the criticism, thank the person for their observation, and check in with the group.
	"Oh, you think I'm pushing too hard? Thanks for bringing it up. Do others of you feel that way? OK, let's talk about where to go from here." (If scribing comments) "I'm sorry I didn't capture what you said correctly. Please, tell me how to edit what I've got."
<i>Discourage meeting hogs</i>	Some people just can't stop talking . . . There are things to say:
	"Sorry to interrupt you, John, but I think you've gotten your point across. Let's hear from some of the other people here tonight." "Sally, I hear your anger around this issue. I want to check in with the rest of the group to learn if their experiences are similar." "I'm sorry to be 'the heavy' here, but we've only got 5 more minutes for this topic on the agenda and I can see there are other people who want to weigh in on the topic."
	There are things to do.
	I've moved so I'm close to the person talking, even put my hand on their shoulder, as a way to get them to stop. Call for a break. Talk to the person one on one after the meeting and share your observations so it doesn't happen next time. Point out that a person loses influence if they are too dominant.
<i>Don't talk too much</i>	Every moment the facilitator takes is a moment the group's work is not being done. Be succinct.
	Silence is a motivator for others to speak. Don't jump in too soon!
<i>End the meeting on time</i>	Move agenda items to the next meeting.
	Summarize and say "thank you" and let people go home. You need to be true to the time commitment you've asked others to make or, over time, they will find reasons to not come at all.
<i>Use your body language</i>	Actions really do speak louder than words.
	Move to "center stage" if you need to gain control of the group. Hold up your hand to "stop" interruptions.
<i>Avoid process battles</i>	Although you've spend hours developing a process, others may have a different idea.
	"Your idea is an interesting one, which way does the group want to proceed?"
<i>Show enthusiasm!</i>	Groups will take a cue from your optimism...
	Be energetic, attentive and encouraging.

TECHNIQUES TO SHARE INFORMATION

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
BILL STUFFERS			
Information flyer included with monthly utility bill	Design bill stuffers to be eye-catching to encourage readership	Widespread distribution within service area Economical use of existing mailings	Limited information can be conveyed Message may get confused as from the mailing entity
BRIEFINGS			
Use regular meetings of social and civic clubs and organizations to provide an opportunity to inform and educate. Normally these groups need speakers. Examples of target audiences: Rotary Club, Lions Clubs, Elks Clubs, Kiwanis, League of Women Voters. Also a good technique for elected officials.	KISS! Keep it Short and Simple Use "show and tell" techniques Bring visuals	Control of information/presentation Opportunity to reach a wide variety of individuals who may not have been attracted to another format Opportunity to expand mailing list Similar presentations can be used for different groups Builds community goodwill	Project stakeholders may not be in target audiences Topic may be too technical to capture interest of audience
CENTRAL INFORMATION CONTACTS			
Identify designated contacts for the public and media	If possible, list a person not a position Best if contact person is local Anticipate how phones will be answered Make sure message is kept up to date	People don't get "the run around" when they call Controls information flow Conveys image of "accessibility"	Designated contact must be committed to and prepared for prompt and accurate responses May filter public message from technical staff and decision makers May not serve to answer many of the toughest questions
EXPERT PANELS			
Public meeting designed in "Meet the Press" format. Media panel interviews experts from different perspectives. Can also be conducted with a neutral moderator asking questions of panel members.	Provide opportunity for participation by general public following panel Have a neutral moderator Agree on ground rules in advance Possibly encourage local organizations to sponsor rather than challenge	Encourages education of the media Presents opportunity for balanced discussion of key issues Provides opportunity to dispel scientific misinformation	Requires substantial preparation and organization May enhance public concerns by increasing visibility of issues

 An IAP2 TipSheet provides more information about this technique.
TipSheets are included as part of the course materials for IAP2's Techniques for Effective Public Participation.

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
FEATURE STORIES			
<p>Focused stories on general project-related issues</p>	<p>Anticipate visuals or schedule interesting events to help sell the story</p> <p>Recognize that reporters are always looking for an angle</p>	<p>Can heighten the perceived importance of the project</p> <p>More likely to be read and taken seriously by the public</p>	<p>No control over what information is presented or how</p>
FIELD OFFICES			
<p>Offices established with prescribed hours to distribute information and respond to inquiries</p>	<p>Provide adequate staff to accommodate group tours</p> <p>Use brochures and videotapes to advertise and reach broader audience</p> <p>Consider providing internet access station</p> <p>Select an accessible and frequented location</p>	<p>Excellent opportunity to educate school children</p> <p>Places information dissemination in a positive educational setting</p> <p>Information is easily accessible to the public</p> <p>Provides an opportunity for more responsive ongoing communications focused on specific public involvement activities</p>	<p>Relatively expensive, especially for project-specific use</p> <p>Access is limited to those in vicinity of the center unless facility is mobile</p>
HOT LINES			
 <p>Identify a separate line for public access to prerecorded project information or to reach project team members who can answer questions/obtain input</p>	<p>Make sure contact has sufficient knowledge to answer most project-related questions</p> <p>If possible, list a person not a position</p> <p>Best if contact person is local</p>	<p>People don't get "the run around" when they call</p> <p>Controls information flow</p> <p>Conveys image of "accessibility"</p> <p>Easy to provide updates on project activities</p>	<p>Designated contact must be committed to and prepared for prompt and accurate responses</p>
INFORMATION KIOSKS			
<p>A station where project information is available.</p>	<p>Make sure the information presented is appropriately tailored to the audience you want to reach.</p> <p>Place in well traveled areas.</p> <p>Can be temporary or permanent.</p>	<p>Can reach large numbers of people.</p> <p>Can use computer technology to make the kiosk interactive and to gather comments.</p>	<p>Equipment or materials may "disappear".</p> <p>Information needs to be kept up to date.</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
INFORMATION REPOSITORIES			
Libraries, city halls, distribution centers, schools, and other public facilities make good locations for housing project-related information	<p>Make sure personnel at location know where materials are kept</p> <p>Keep list of repository items</p> <p>Track usage through a sign-in sheet</p>	<p>Relevant information is accessible to the public without incurring the costs or complications of tracking multiple copies sent to different people</p> <p>Can set up visible distribution centers for project information</p>	Information repositories are often not well used by the public
LISTSERVES AND E-MAIL			
Both listserves and email are electronic mailing lists. With listserves, anyone can register on the listserv to receive any messages sent to the listserv. With e-mail, someone needs to create and maintain an electronic distribution list for the project.	<p>People read and share e-mail quite differently from hard copy mail. Thus you must write messages differently.</p> <p>Augment with hard copy mail for those who prefer it or who don't have ready e-mail access.</p> <p>To share information of any sort including notifying stakeholders when new material is posted to a Web site, inviting them to upcoming meetings, including comment and evaluation forms, sharing summaries of meetings, comments and input, etc.</p>	<p>As an inexpensive way to directly reach stakeholders</p> <p>When you hope people will pass on messages to others since electronic-based mail is much easier to share than hard copies</p>	Can be difficult to maintain accurate, current e-mail addresses as these tend to change more frequently than postal addresses.
NEWS CONFERENCES			
	Make sure all speakers are trained in media relations	Opportunity to reach all media in one setting	Limited to news-worthy events
NEWSPAPER INSERTS			
A "fact sheet" within the local newspaper	<p>Design needs to get noticed in the pile of inserts</p> <p>Try on a day that has few other inserts</p>	<p>Provides community-wide distribution of information</p> <p>Presented in the context of local paper, insert is more likely to be read and taken seriously</p> <p>Provides opportunity to include public comment form</p>	Expensive, especially in urban areas

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
PRESS RELEASES & PRESS PACKETS			
Press Releases	Fax or e-mail press releases or media kits	Informs the media of project milestones	Low media response rate
Press packets (provides resource and background information plus contact information)	Foster a relationship with editorial board and reporters	Press release language is often used directly in articles Opportunity for technical and legal reviews	Frequent poor placement of press release within newspapers
PRINT ADVERTISEMENTS			
Paid advertisements in newspapers and magazines	Figure out the best days and best sections of the paper to reach intended audience Avoid rarely read notice sections	Potentially reaches broad public	Expensive, especially in urban areas Allows for relatively limited amount of information
PRINTED PUBLIC INFORMATION MATERIALS			
Fact Sheets	KISS! Keep It Short and Simple	Can reach large target audience	Only as good as the mailing list/distribution network
Newsletters	Make it visually interesting but avoid a slick sales look	Allows for technical and legal reviews	Limited capability to communicate complicated concepts
Brochures	Include a postage-paid comment form to encourage two-way communication and to expand mailing list	Encourages written responses if comment form enclosed	No guarantee materials will be read
Issue Papers		Facilitates documentation of public involvement process	
Progress Reports			
Direct Mail Letters	Be sure to explain public role and how public comments have affected project decisions. Q&A format works well		
RESPONSIVENESS SUMMARIES			
A form of documentation that provides feedback to the public regarding comments received and how they are being incorporated	May be used to comply with legal requirements for comment documentation. Use publicly and openly to announce and show how all comments were addressed	Responsiveness summaries can be an effective way to demonstrate how public comments are addressed in the decision process.	With a large public, the process of response documentation can get unwieldy, especially if Web-based comments are involved.
TECHNICAL INFORMATION CONTACTS			
Providing access to technical expertise to individuals and organizations	The technical resource must be perceived as credible by the audience	Builds credibility and helps address public concerns about equity Can be effective conflict resolution technique where facts are debated	Limited opportunities exist for providing technical assistance Technical experts may counter project information

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
TECHNICAL REPORTS			
Technical documents reporting research or policy findings	Reports are often more credible if prepared by independent groups	Provides for thorough explanation of project decisions	Can be more detailed than desired by many participants May not be written in clear, accessible language
TELEVISION			
Television programming to present information and elicit audience response	Cable options are expanding and can be inexpensive Check out expanding video options on the internet	Can be used in multiple geographic areas Many people will take the time to watch rather than read Provides opportunity for positive media coverage at groundbreaking and other significant events	High expense Difficult to gauge impact on audience
WORLD WIDE WEB SITES			
 Web site provides information and links to other sites through the World Wide Web. Electronic mailing lists are included.	A good home page is critical Each Web page must be independent Put critical information at the top of page Use headings, bulleted and numbered lists to steer user	Reaches across distances Makes information accessible anywhere at any time Saves printing and mailing costs	Users may not have easy access to the Internet or knowledge of how to use computers Large files or graphics can take a long time to download

TECHNIQUES TO COMPILE AND PROVIDE FEEDBACK

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
COMMENT FORMS			
<p>Mail-In-forms often included in fact sheets and other project mailings to gain information on public concerns and preferences</p> <p>Can provide a Web-based or e-mailed form</p>	<p>Use prepaid postage</p> <p>Include a section to add name to the mailing list</p> <p>Document results as part of public involvement record</p>	<p>Provides input from those who would be unlikely to attend meetings</p> <p>Provides a mechanism for expanding mailing list</p>	<p>Does not generate statistically valid results</p> <p>Only as good as the mailing list</p> <p>Results can be easily skewed</p>
COMPUTER-BASED POLLING			
<p>Surveys conducted via computer network</p>	<p>Appropriate for attitudinal research</p>	<p>Provides instant analyses of results</p> <p>Can be used in multiple areas</p> <p>Novelty of technique improves rate of response</p>	<p>High expense</p> <p>Detail of inquiry is limited</p>
COMMUNITY FACILITATORS			
<p>Use qualified individuals in local community organizations to conduct project outreach</p>	<p>Define roles, responsibilities and limitations up front</p> <p>Select and train facilitators carefully</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>
DELPHI PROCESSES			
<p>A method of obtaining agreement on forecasts or other parameters by a group of people without the need for a face-to-face group process. The process involves several iterations of participant responses to a questionnaire and results tabulation and dissemination until additional iterations don't result in significant changes.</p>	<p>Delphi processes provide an opportunity to develop agreement among a group of people without the need for meeting</p> <p>Delphi processes can be conducted more rapidly with computer technology.</p> <p>You can modify the Delphi process to get agreement on sets of individuals to be representatives on advisory groups, to be presenters at symposia, etc.</p>	<p>Can be done anonymously so that people whose answers differ substantially from the norm can feel comfortable expressing themselves.</p> <p>A Delphi process can be especially useful when participants are in different geographic locations.</p>	<p>Keeping participants engaged and active in each round may be a challenge.</p>
IN-PERSON SURVEYS			
<p>One-on-one "focus groups" with standardized questionnaire or methodology such as "stated preference"</p>	<p>Make sure use of results is clear before technique is designed</p>	<p>Provides traceable data</p> <p>Reaches broad, representative public</p>	<p>Expensive</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
INTERNET SURVEYS/POLLS			
<p>Web-based response polls</p>	<p>Be precise in how you set up site; chat rooms or discussion places can generate more input than can be reviewed</p>	<p>Provides input from individuals who would be unlikely to attend meetings</p> <p>Provides input from cross-section of public, not just those on mailing list</p> <p>Higher response rate than other communication forms</p>	<p>Generally not statistically valid results</p> <p>Can be very labor intensive to look at all of the responses</p> <p>Cannot control geographic reach of poll</p> <p>Results can be easily skewed</p>
INTERVIEWS			
 <p>One-to-one meetings with stakeholders to gain information for developing or refining public involvement and consensus-building programs</p>	<p>Where feasible, interviews should be conducted in person, particularly when considering candidates for citizens committees</p>	<p>Provides opportunity for in-depth information exchange in non-threatening forum</p> <p>Provides opportunity to obtain feedback from all stakeholders</p> <p>Can be used to evaluate potential citizen committee members</p>	<p>Scheduling multiple interviews can be time consuming</p>
MAILED SURVEYS & QUESTIONNAIRES			
 <p>Inquiries mailed randomly to sample population to gain specific information for statistical validation</p>	<p>Make sure you need statistically valid results 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 valid 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>
RESIDENT FEEDBACK REGISTERS			
 <p>A randomly selected database of residents created to give feedback to an agency, business, or organization about its services, priorities, project or contentious issues.</p>	<p>Think through what terms the participants should have. In the United Kingdom, 2 years is common.</p> <p>Using an independent company to select the participants will help allay any cynical concerns of “handpicking” residents to get the answer sponsors want</p>	<p>Useful in gathering input from “regular” citizens, on an ongoing basis, instead of just from representatives of interest groups or those who more typically come to meetings, participate on advisory groups, etc.</p> <p>Provides useful input without requiring people to come to meetings</p>	<p>Panel may not be credible with the larger community if people feel they have not been selected fairly.</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
TELEPHONE SURVEYS/POLLS			
Random sampling of population by telephone to gain specific information for statistical validation	Make sure you need statistically valid results before making investment Survey/questionnaire should be professionally developed and administered to avoid bias Most suitable for general attitudinal surveys	Provides input from individuals who would be unlikely to attend meetings Provides input from cross-section of public, not just those on mailing list Higher response rate than with mail-in surveys	More expensive and labor intensive than mailed surveys

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
APPRECIATIVE INQUIRY PROCESSES			
 <p>Appreciative inquiry is a systematic process that uses the art and practice of asking questions and building upon narrative communications to surface imagination, innovation and commitment to action.</p>	<p>Requires “whole system” involvement; participants should be a microcosm of the potentially affected public.</p> <p>Process requires an especially high level of engagement by core team members.</p>	<p>Creates high level of engagement and commitment to change as an ongoing process, not a one-time event.</p> <p>Fosters positive, grassroots level action</p> <p>Connects the community by celebrating stories that reflect the best of what is and has been.</p>	<p>Participants need to “own” and co-create the process. Core team members may burn out.</p> <p>Given the high level of engagement, people expect to see changes as a result of the process.</p> <p>The sponsor of the process needs to be truly committed to the outcomes.</p>
CHARRETTES			
 <p>Intensive session where participants design project features</p>	<p>Best used to foster creative ideas</p> <p>Be clear about how results will be used</p>	<p>Promotes joint problem solving and creative thinking</p>	<p>Participants may not be seen as representative by larger public</p>
CITIZEN JURIES			
 <p>Small group of ordinary citizens empanelled to learn about an issue, cross-examine witnesses, make a recommendation. Always non-binding with no legal standing</p> <p>More Info: Citizen Jury® The Jefferson Center www.jefferson-center.org or www.soc.surrey.ac.uk/SRU/SRU37.html</p>	<p>Requires skilled moderator</p> <p>Commissioning body must follow recommendations or explain why</p> <p>Be clear about how results will be used</p>	<p>Great opportunity to develop deep understanding of an issue</p> <p>Public can identify with the “ordinary” citizens</p> <p>Pinpoint fatal flaws or gauge public reaction</p>	<p>Resource intensive</p>
COFFEE KLATCHES – KITCHEN TABLE MEETINGS			
<p>Small meetings within neighborhood usually at a person's home</p>	<p>Make sure staff is very polite and appreciative</p>	<p>Relaxed setting is conducive to effective dialogue</p> <p>Maximizes two-way communication</p>	<p>Can be costly and labor intensive</p>
COMPUTER-ASSISTED MEETINGS			
<p>Any sized meeting when participants use interactive computer technology to register opinions</p>	<p>Understand your audience, particularly the demographic categories</p> <p>Design the inquiries to provide useful results</p> <p>Use facilitator trained in the technique and technology</p>	<p>Immediate graphic results prompt focused discussion</p> <p>Areas of agreement/disagreement easily portrayed</p> <p>Minority views are honored</p> <p>Responses are private</p> <p>Levels the playing field</p>	<p>Software limits design</p> <p>Potential for placing too much emphasis on numbers</p> <p>Technology failure</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
DELIBERATIVE DIALOGUES			
 <p>A systematic dialogic process that brings people together as a group to make choices about difficult, complex public issues where there is a lot of uncertainty about solutions and a high likelihood of people polarizing on the issue. The goal of deliberation is to find where there is common ground for action.</p>	<p>Considerable upfront planning and preparation may be needed. The deliberation revolves around 3 or 4 options described in an Issue or Options booklet.</p> <p>Process should be facilitated by a trained moderator.</p> <p>Deliberation should occur in a relatively small group, about 8 to 20 people. A larger public may need to break into several forums, requiring more moderators.</p>	<p>Participants openly share different perspectives and end up with a broader view on an issue.</p> <p>A diverse group identifies the area of common ground, within which decision makers can make policies and plans.</p>	<p>Participants may not truly reflect different perspectives.</p> <p>Participants are not willing to openly discuss areas of conflict.</p>
DELIBERATIVE POLLING PROCESSES			
 <p>Measures informed opinion on an issue</p> <p>More Info: The Center for Deliberative Democracy http://cdd.stanford.edu</p>	<p>Do not expect or encourage participants to develop a shared view</p> <p>Hire a facilitator experienced in this technique</p>	<p>Can tell decision makers what the public would think if they had more time and information</p> <p>Exposure to different backgrounds, arguments and views</p>	<p>Resource intensive</p> <p>Often held in conjunction with television companies</p> <p>2- to 3-day meeting</p>
DIALOGUE TECHNIQUES			
 <p>An intentional form of communication that supports the creation of shared meaning.</p>	<p>Dialogue requires discipline to intentionally suspend judgment and fully listen to one another. Participants need to be open to communication that engages both thinking and feeling.</p> <p>Participants need to feel safe to speak truthfully.</p> <p>It is important to carefully craft questions to be addressed in dialogue.</p>	<p>The group engages in “the art of thinking together” and creates shared meaning on a difficult issue.</p> <p>A new understanding of a problem or opportunity emerges.</p>	<p>Participants are “ready” to engage in dialogic communication. They may not be able to move from individual positions and reflectively listen to each other.</p>
FAIRS & EVENTS			
 <p>Central event with multiple activities to provide project information and raise awareness</p>	<p>All issues — large and small — must be considered</p> <p>Make sure adequate resources and staff are available</p>	<p>Focuses public attention on one element</p> <p>Conducive to media coverage</p> <p>Allows for different levels of information sharing</p>	<p>Public must be motivated to attend</p> <p>Usually expensive to do it well</p> <p>Can damage image if not done well</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
FISHBOWL PROCESSES			
A meeting where decision makers do their work in a “fishbowl” so that the public can openly view their deliberations.	The meeting can be designed so that the public can participate by joining the fishbowl temporarily or moving about the room to indicate preferences.	Transparent decision making. Decision makers are able to gauge public reaction in the course of their deliberations.	The roles and responsibilities of the decision makers and the public may not be clear.
FOCUSED CONVERSATIONS			
 <p>A structured approach to exploring a challenging situation or difficult issue by using a series of questions arranged in four stages:</p> <p>Objective — Review facts</p> <p>Reflective —Review emotional response</p> <p>Interpretive — Review meaning</p> <p>Decisional — Consider future action</p>	<p>Plan the series of questions ahead of time and don’t skip a step.</p> <p>May be used in many different settings, from debriefing a process to exploring the level of agreement on a given topic.</p> <p>Be clear on the intent of the conversation.</p>	<p>People learn new information and insights on a complex issue.</p> <p>People learn to respect and understand other views.</p> <p>The decisional steps leads to individual or collective action.</p>	<p>People jump ahead to interpretation or decisions and lose the meaning of the structured process.</p>
FOCUS GROUPS			
 <p>Message testing forum with randomly selected members of target audience. Can also be used to obtain input on planning decisions</p>	<p>Conduct at least two sessions for a given target</p> <p>Use a skilled focus group facilitator to conduct the session</p>	<p>Provides opportunity to test key messages prior to implementing program</p> <p>Works best for select target audience</p>	<p>Relatively expensive if conducted in focus group testing facility</p> <p>May require payment to participants</p>
FUTURE SEARCH CONFERENCES			
 <p>Focuses on the future of an organization, a network of people or community</p> <p>More Info: Future Search Network www.futuresearch.net</p>	<p>Hire a facilitator experienced in this technique</p>	<p>Can involve hundreds of people simultaneously in major organizational change decisions</p> <p>Individuals are experts</p> <p>Can lead to substantial changes across entire organization</p>	<p>Logistically challenging</p> <p>May be difficult to gain complete commitment from all stakeholders</p> <p>2- to 3-day meeting</p>
MEETINGS WITH EXISTING GROUPS			
<p>Small meetings with existing groups or in conjunction with another group’s event</p>	<p>Understand who the likely audience is to be</p> <p>Make opportunities for one-on-one meetings</p>	<p>Opportunity to get on the agenda</p> <p>Provides opportunity for in-depth information exchange in non-threatening forum</p>	<p>May be too selective and can leave out important groups</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
ONGOING ADVISORY GROUPS			
 <p>A group of representative stakeholders assembled to provide public input to the planning process.</p> <p>May also have members from the project team and experts.</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>Provides for 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>Sponsor must accept need for give-and-take</p> <p>Time and labor intensive</p>
OPEN HOUSES			
 <p>An open house encourages the public to tour at their own pace. The facility should be set up with several informational stations, each addressing a separate issue. Resource people guide participants through the exhibits.</p>	<p>Someone should explain format at the door</p> <p>Have each participant fill out a comment sheet to document their participation</p> <p>Be prepared for a crowd all at once — develop a meeting contingency plan</p> <p>Encourage people to draw on maps to actively participate</p> <p>Set up stations so that several people (6-10) can view at once</p>	<p>Foster small group or one-on-one communications</p> <p>Ability to draw on other team members to answer difficult questions</p> <p>Less likely to receive media coverage</p> <p>Builds credibility</p>	<p>Difficult to document public input</p> <p>Agitators may stage themselves at each display</p> <p>Usually more staff intensive than a meeting</p>
OPEN SPACE MEETINGS			
 <p>Participants offer topics and others participate according to interest</p> <p>More Info: H.H. Owens & Co. www.openspaceworld.com</p>	<p>Important to have a powerful theme or vision statement to generate topics</p> <p>Need flexible facilities to accommodate numerous groups of different sizes</p> <p>Ground rules and procedures must be carefully explained for success</p>	<p>Provides structure for giving people opportunity and responsibility to create valuable product or experience</p> <p>Includes immediate summary of discussion</p>	<p>Most important issues could get lost in the shuffle</p> <p>Can be difficult to get accurate reporting of results</p>
PANELS			
<p>A group assembled to debate or provide input on specific issues</p>	<p>Most appropriate to show different news to public</p> <p>Panelists must be credible with public</p>	<p>Provides opportunity to dispel misinformation</p> <p>Can build credibility if all sides are represented</p> <p>May create wanted media attention</p>	<p>May create unwanted media attention</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
PUBLIC HEARINGS			
<p>Formal meetings with scheduled presentations offered. Typically, members of the public individually state opinions/positions that are recorded.</p>	<p>May be required by sponsor and/or legal requirement</p>	<p>Provides opportunity for public to speak without rebuttal</p>	<p>Does not foster constructive dialogue</p> <p>Can perpetuate an “us vs. them” feeling</p>
PUBLIC MEETINGS			
 <p>An organized large-group meeting usually used to make a presentation and give the public an opportunity to ask questions and give comments. Public meetings are open to the public at large</p>	<p>Set up the meeting to be as welcoming and receptive as possible to ideas and opinions and to increase interaction between technical staff and the public.</p> <p>Review all materials and presentations ahead of time.</p>	<p>Participants hear relevant information and have an open opportunity to ask questions and comment.</p> <p>People learn more by hearing others’ questions and comments.</p> <p>Legal requirements are met</p>	<p>The meeting escalates out of control because emotions are high.</p> <p>Facilitators are not able to establish an open and neutral environment for all views to be shared.</p>
REVOLVING CONVERSATIONS (ALSO KNOW AS SAMOAN CIRCLES)			
 <p>Leaderless meeting that stimulates active participation</p> <p>More Info: Larry Aggens www.involve.com</p>	<p>Set room up with center table surrounded by concentric circles</p> <p>Need microphones</p> <p>Requires several people to record</p>	<p>Can be used with 10 to 500 people</p> <p>Works best with controversial issues</p>	<p>Dialogue can stall or become monopolized</p>
STUDY CIRCLES			
 <p>A highly participatory process for involving numerous small groups in making a difference in their communities.</p>	<p>Study circles work best if multiple groups working at the same time in different locations and then come together to share.</p> <p>Study circles are typically structured around a study circle guide</p>	<p>Large numbers of people are involved without having them all meet at the same time and place.</p> <p>A diverse group of people agrees on opportunities for action to create social change.</p>	<p>Participants may find that the results are hard to assess and may feel that the process didn’t lead to concrete action.</p> <p>It may be difficult to reach and engage some segments of the community.</p>
SYMPOSIA			
<p>A meeting or conference to discuss a particular topic involving multiple speakers.</p>	<p>Provides an opportunity for presentations by experts with different views on a topic.</p> <p>Requires upfront planning to identify appropriate speakers.</p> <p>Needs strong publicity.</p>	<p>People learn new information on different sides of an issue.</p> <p>Provides a foundation for informed involvement by the public.</p>	<p>Experts don’t represent different perspectives on an issue.</p> <p>Controversial presenters may draw protests.</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
TASK FORCES – EXPERT COMMITTEE			
A group of experts or representatives formed to develop a specific product or policy recommendation	<p>Obtain strong leadership in advance</p> <p>Make sure membership has credibility with the public</p>	<p>Findings of a task force of independent or diverse interests will have greater credibility</p> <p>Provides constructive opportunity for compromise</p>	<p>Task force may not come to consensus or results may be too general to be meaningful</p> <p>Time and labor intensive</p>
TOURS AND FIELD TRIPS — GUIDED AND SELF-GUIDED			
 <p>Provide tours for key stakeholders, elected officials, advisory group members and the media</p>	<p>Know how many participants can be accommodated and make plans for overflow</p> <p>Plan question/answer session</p> <p>Consider providing refreshments</p> <p>Demonstrations work better than presentations</p> <p>Can be implemented as a self-guided with an itinerary and tour journal of guided questions and observations</p>	<p>Opportunity to develop rapport with key stakeholders</p> <p>Reduces outrage by making choices more familiar</p>	<p>Number of participants is limited by logistics</p> <p>Potentially attractive to protestors</p>
TOWN MEETINGS			
A group meeting format where people come together as equals to share concerns.	<p>Town meetings are often hosted by elected officials to elicit input from constituents.</p> <p>There are cultural and political differences in the understanding of the term “town meeting.” It may be interpreted differently wherever you are working.</p>	<p>Views are openly expressed.</p> <p>Officials hear from their constituents in an open forum.</p>	<p>The meeting escalates out of control because emotions are high.</p> <p>Facilitators are not able to establish an open and neutral environment for all views to be shared.</p>
WEB-BASED MEETINGS			
Meetings that occur via the Internet	<p>Tailor agenda to your participants</p> <p>Combine telephone and face-to-face meetings with Web-based meetings.</p> <p>Plan for graphics and other supporting materials</p>	<p>Cost and time efficient</p> <p>Can include a broader audience</p> <p>People can participate at different times or at the same time</p>	<p>Consider timing if international time zones are represented</p> <p>Difficult to manage or resolve conflict</p>

TECHNIQUE	THINK IT THROUGH	WHAT CAN GO RIGHT?	WHAT CAN GO WRONG?
WORKSHOPS			
 <p>An informal public meeting that may include presentations and exhibits but ends with interactive working groups</p>	<p>Know how you plan to use public input before the workshop</p> <p>Conduct training in advance with small group facilitators. Each should receive a list of instructions, especially where procedures involve weighting/ ranking of factors or criteria</p>	<p>Excellent for discussions on criteria or analysis of alternatives Fosters small group or one-to-one communication</p> <p>Ability to draw on other team members to answer difficult questions</p> <p>Builds credibility</p> <p>Maximizes feedback obtained from participants</p> <p>Fosters public ownership in solving the problem</p>	<p>Hostile participants may resist what they perceive to be the “divide and conquer” strategy of breaking into small groups</p> <p>Several small-group facilitators are necessary</p>
WORLD CAFES			
 <p>A meeting process featuring a series of simultaneous conversations in response to predetermined questions</p> <p>Participants change tables during the process and focus on identifying common ground in response to each question.</p>	<p>Room set-up is important. The room should feel conducive to a conversation and not as institutional as the standard meeting format.</p> <p>Allows for people to work in small groups without staff facilitators.</p> <p>Think through how to bring closure to the series of conversations.</p>	<p>Participants feel a stronger connection to the full group because they have talked to people at different tables.</p> <p>Good questions help people move from raising concerns to learning new views and co-creating solutions.</p>	<p>Participants resist moving from table to table.</p> <p>Reporting results at the end becomes awkward or tedious for a large group.</p> <p>The questions evoke the same responses.</p>

Appendix C

STAFF CONTACTS & RESOURCES

Central Services		
Jan Bohman	Community Relations Director	Jan.L.Bohman@ci.eugene.or.us
Francisca Johnson	Community Engagement Analyst	Francisca.E.Johnson@ci.eugene.or.us
Michael Kinnison	Neighborhood Services Manager	Michael.J.Kinnison@ci.eugene.or.us
Lorna Flormoe	Neighborhood Planner	Lorna.R.Flormoe@ci.eugene.or.us
Rene Kane	Neighborhood Planner	Rene.C.Kane@ci.eugene.or.us
Raquel Wells	Equity and Human Rights Manager	Raquel.C.Wells@ci.eugene.or.us
Mike Penwell	Facilities Design & Construction Mgr.	michael.j.penwell@ci.eugene.or.us
Jeff Perry	Court Administrator	Jeff.J.Perry@ci.eugene.or.us
Mia Cariaga	Assistant Finance Director	Mia.Cariaga@ci.eugene.or.us
Planning and Development		
Laura Hammond	Community Outreach Coordinator	Laura.A.Hammond@ci.eugene.or.us
Stuart Ramsing	Building Permit Services Manager	Stuart.G.Ramsing@ci.eugene.or.us
Ethan Nelson	Waste Prev./Green Bldg Manager	Ethan.a.nelson@ci.eugene.or.us
Carolyn Weiss	Metro Planning	Carolyn.J.Weiss@ci.eugene.or.us
Terri Harding	Senior Planner	Terri.i.harding@ci.eugene.or.us
Jason Dedrick	Associate Planner	Jason.p.Dedrick@ci.eugene.or.us
Stephanie Jennings	Community Development	Stephanie.A.Jennings@ci.eugene.or.us
Public Works		
Eric Jones	Public Affairs Manager	Eric.R.Jones@ci.eugene.or.us
Kathy Eva	Stormwater Information Specialist	Kathy.A.Eva@ci.eugene.or.us
Cathryn Stephens	Director, Airport Marketing and Public Relations	Cathryn.E.Stephens@ci.eugene.or.us
Rob Inerfeld	Transportation Planning Manager	Rob.Inerfeld@ci.eugene.or.us
Lindsay Selser	Transportation Planner	Lindsay.R.Selser@ci.eugene.or.us
Kurt Yeiter	Transportation Senior Planner	Kurt.m.Yeiter@ci.eugene.or.us
Gary McNeel	Senior Transportation Analyst	Gary.a.Mcneel@ci.eugene.or.us
Kelly Darnell	POS Marketing and Outreach Manager	Kelly.A.Darnell@ci.eugene.or.us
Neil Bjorklund	POS Planning Manager	Neil.H.Bjorklund@ci.eugene.or.us
Emily Proudfoot	POS Landscape Architect	Emily.A.Proudfoot@ci.eugene.or.us
Angelin Singh	Wastewater Division Office Manager	Angelin.Singh@ci.eugene.or.us
Katie Blair	PWM Program Coordinator	Katie.A.Blair@ci.eugene.or.us
Fire		
Jo Eppli	Public Information Officer	Joann.C.Eppli@ci.eugene.or.us
Sandra Johnston	Public Education Deputy	Sandra.K.Johnston@ci.eugene.or.us

Achieving Diversity and Equity Strategic Plan Action Item 5.1: Develop City-wide guidelines on engagement with the community

Police		
Melinda McLaughlin	Public Information Director	Melinda.A.mclaughlin@ci.eugene.or.us
Jenna McCulley	Public Information Coordinator	Jenna.B.mcculley@ci.eugene.or.us
Library, Recreation and Cultural Services		
Kathy Madison	Marketing, PR Manager	Kathy.Madison@ci.eugene.or.us
LaVena Nohrenberg	Customer Experience Manager	LaVena.R.Nohrenberg@ci.eugene.or.us
Laura Philips	Volunteer Coord./Public Information	Laura.A.Philips@ci.eugene.or.us
Billie Moser	Community Events Manager	Billie.C.Moser@ci.eugene.or.us
Isaac Marquez	Asst Community Events Manager	Isaac.R.Marquez@ci.eugene.or.us
Libby Tower	Hult Center Marketing and Public Relations Manager	Libby.J.Tower@ci.eugene.or.us
Andy Fernandez	Recreation Manager	Andy.Fernandez@ci.eugene.or.us
Amber Lunch Dennis	Web Marketing Asst.	Amber.L.Dennis@ci.eugene.or.us

Appendix D

NETWORKING OPPORTUNITIES & COMMUNITY CONTACTS

NETWORKING OPPORTUNITIES

The following is a list of events identified by community members that the City could use for opportunities to get to know people and build relationships and trust within the community. This list is just the beginning and should be added to when city staff learn about or attend other events in the community.

Green Homes Show	January, Fairgrounds
Asian Celebration	February, Fairgrounds
Earth Day Celebration	April, EWEB Plaza
Saturday Market	April-November, Downtown
Obon and Taiko Festival	July, Alton Baker Park
Multicultural Festival	July, Sheldon Community Center
Lane County Fair	August, Fairgrounds
First Friday Art Walk	Year round
Eugene Celebration	August, Downtown
Fiesta Latina	September, Washington-Jefferson Park
Holiday Market	November-December, Fairgrounds
Campbell Senior Center Holiday Market	December, Campbell Senior Center

COMMUNITY CONTACTS

Throughout this framework we have stressed using existing community networks to assist you with your public participation. Knowing how to tap that existing network is the hard part. Lane Community College and the University of Oregon have already created wonderful directories that we did not try to duplicate and serve as a good starting point.

LCC's Diversity Yellow Pages (<http://www.lanecc.edu/diversity/vlibrary/directory.html>).

In addition, we have compiled a list of community organizations, identified by people participating in our involvement process, which serve diverse populations within Eugene and are not listed on the LCC nor UO resource directories. Together these resources provide a broad list of organizations serving specific communities. However, this is a living document and organizations will change and new ones will surface. This list should be updated

Disability Community		
Oasis	541-687-9178	www.oasisnet.org
Shelter Care	541-6861262	www.sheltercare.org
Lane Independent Living Alliance	541-607-7020	www.lilaoregon.org
Senior and Disabled Services	541-682-4038	www.sdslane.org
Lane County Mental Health	541-682-3608	www.lanecounty.org/hhs
Lane County Developmental Disability Services	541-682-3892	www.lanecounty.org/departments/hhs/devdis
Lane Transit District – Accessible Transportation Committee	541-682-6100	www.ltd.org/ridingltd/accessibleservices
City of Eugene – Adaptive Recreation Services at the Hilyard Community Center	541-682-5311	www.eugene.or.gov
Arc of Lane County	541-343-5256	www.arclane.org
Seniors		
Senior and Disabled Services	541-682-4038	www.sdslane.org
Low -Income		
Lane County Health and Human Service	541-682-4035	www.lanecounty.org/hhs
NEDCO	541-345-7106	www.nedcocdc.org
White Bird	541-342-4357	www.whitebird.org
Veteran's Memorial Association	541-338-4074	www.vfw.org
St. Vincent DePaul	541-687-5820	www.svdpc.us

Food for Lane County	541-343-2822	www.foodforlanecounty.org
First Place	541-342-7728	<ul style="list-style-type: none"> • www.svdp.us, • 1995 Amazon Parkway Ct.
Eugene Mission	541-344-3251	1542 W. 1 st Ave. Eugene, OR. 97440
Station 7	541-689-3111, 1-888-689-3111	www.lookingglass.org
Shankle Safe Haven	541-741-7726	www.safehaven.org
Volunteers in Medicine	541-685-1800	www.vin-clinic.org
Community Health Centers of Lane County/Riverstone Clinic/ Charnelton Clinic	541-682-3550	www.lanecounty.org, 151 W. 7 th Ave, Eugene 2073 Olympic St. Springfield
Royal Avenue Shelter	541-461-2845	www.sheltercare.org
Buckley House	541-343-6512	www.wfts.org
Youth		
Looking Glass/Station 7	541-689-3111, 1-888-689-3111	www.looking glass.org
City of Eugene-Youth Rec. Programs		www.eugene.or.gov
Juventud Faceta (Youth Group)	541-746-6022	www.amigosmsc.org
CSC-Young Father's Program	541-345-3628	www.cslc.org/youngfathers.html
Women		
United Way	541-741-60000	www.unitedwaylane.org
CASA of Lane County	541-981-3132	www.cas-lane.org
Womenspace	541-485-6513	www.womenspaceinc.org
LGBTQ		
Queer Eugene Community Resources		www.queereugene.com
The Gender Center	541-870-5202	PO Box 12140 Eugene, OR 97440
Latino		

AMIGOS	541-746-6022	www.amigosmsc.org
Centro Latino Americano	541-687-2667	http://centrolatinoamericano.org
Juventud Faceta (Youth Group)	541-746-6022	www.amigosmsc.org
Eugene-Springfield Solidarity Network	541-736-9041	www.solidaritynetwork.org
Social Justice Committee of Unitarian	541-607-0204	www.uueugene.org
CAUSA	503-269-5694	www.causaoregon.blgspot.com, ranfis@causaoregon.org
Downtown Languages	541-686-8483	www.downtownlanguages.org
LCC ESL Program	541-463-5253	www.lanecc.edu
African American/Black Community		
Back2Back (Community Alliance of Lane County)	541-4851755	www.calclane.org
Asian Community		
Powerhouse Worship Asian	541-514-8608	www.phworshipcenter.org
Eugene Chinese Church	541-338-0810	ecchurch@yahoo.com
Eugene Japanese Baptist Church	541-688-2915	www.ejbcoregon.com
Religion/Faith Based		
The Jewish Community Relations Council	541-465-6937	
Jewish Federation of Lane County	541-484-2541	www.jewishfedlc.org
Temple Beth Israel	541-485-7218	www.tbieugene.org
Church of Latter-Day Saints	541-687-9419	768 E. 16 th Ave. Eugene, OR 97401
Dharmalaya	541-342-7621	356 Horn Ln. Eugene, OR 97404, www.dharmalaya.in
Lane Interfaith Alliance	541-747-3887	www.interfaitheugene.org



Appendix E

CREATING ACCESS TO CITY OF EUGENE FACILITIES, PROGRAMS, AND EVENTS

GUIDELINES FOR OPTIMIZING ACCESSIBILITY FOR COMMUNITY MEMBERS

**City of Eugene
City Manager's Office
Office of Human Rights and Neighborhood Involvement
99 West 10th Avenue, Suite 116
Eugene, Oregon 97401
ehroffice@ci.eugene.or.us**

January 2014

ACCESSIBILITY of City of Eugene Facilities, Programs, and Events

What is the expectation regarding accessible programs, meetings, and events?

As a core value, the City of Eugene is committed to ensure City services are accessible, inclusive, and equitably provided. Our goal is to integrate universal access into the very fiber of the organization by design of programs, services, and activities to serve all community members. When considering accessibility for people with disabilities, it is important to review the entire program, service, or activity as well as the specific policies, procedures, facility, materials, equipment, and technology impacting service delivery and communication. City of Eugene facilities are reviewed in an ongoing basis for ADA compliance, and the City is currently implementing its seventh ADA Transition Plan to meet our goal of full ADA compliance. The Staff Accessibility Quarterly Round Table meets regularly to discuss current accessibility projects and challenges different departments encounter in creating access. Central Services also has a Departmental Advisory Committee which specifically gives feedback on accessibility topics called the Accessibility Advisory Group. Each of these forums, as well as designated staff contacts in each department, are committed to making the City of Eugene's facilities, programs, and services accessible for all in our community. For additional information or resources, please contact the Equity and Accessibility Analyst in the City Manager's Office.

What is the ADA and how is it relevant?

The Americans with Disabilities Act of 1990 (ADA) gives Civil Rights protection to people with disabilities. It is a clear, national mandate for the elimination of discrimination against individuals with disabilities and it gives enforceable standards for eliminating discrimination. The Act is divided into separate titles that cover different areas. The three that are most relevant to City employees are:

Title I – Employment Standards

Title II – Public Services or Public Entities

Title III – Public Accommodation (Services from private entities)

Title II requires all City facilities, programs, and services to be accessible to people with disabilities. While the ADA concerns civil rights for people with disabilities, many of the requirements and guidelines can be expanded to meet the City's broader universal access goals for all community members.

Primary Title II requirements include:

Program Accessibility: City facilities, programs, and services, when viewed in their entirety, must be readily accessible to and usable by people regardless of ability. Program accessibility is attained most readily through a direct accommodation request from the community member to the City department organizing the event or providing the service.

This enables the community member to participate in “real time” at an event or when accessing a service or program. Examples include American Sign Language Interpreter or Closed Captioning for a deaf or hard of hearing participant; the accommodation of a service animal or furnishing of Braille or large print materials for a visually impaired or blind patron; or making sure a venue is wheelchair accessible for a community member with a mobility impairment. The community member communicates prior to an event requesting an appropriate accommodation via the City’s Accommodation Request process. Or, if the community member is accessing a service, the department makes an accommodation upon request of the community member to ensure successful use of the service. The City will make every effort to accommodate requests from community members by furnishing the preferred method of accommodation. There are times when this is not possible, and the City will provide accommodation through an alternate means. All accommodation requests and service options will be discussed with the community member.

The City continues to evaluate the accessibility of our programs, services, and facilities. Feedback from community is welcome. The City of Eugene strives to be inclusive by giving priority to accommodation options resulting in the most integrated setting service delivery. The community member is never charged for an accessibility accommodation.

Modifications of Policies/Procedures: The City must be prepared to reasonably modify policies, practices, and procedures to ensure access and equal opportunity to individuals with disabilities to participate and utilize services. The City is engaged in ongoing self-evaluation of current policies and procedures. Please consult your department’s Accessibility contact, or the Equity and Accessibility Analyst in the City Manager’s Office with any questions or concerns about accommodations and best practices for accessibility.

Effective Communication: The City is required to ensure that applicants, participants, and members of the general public have communication access that is equally effective as that provided to people without disabilities. The City must provide auxiliary aids, such as sign language interpreters, real time captioning, and written texts for people with hearing impairments, or Braille, large print, or screen-readable electronic formats of written documents for people with vision impairments. Often, but not always, providing auxiliary aids or information in alternative formats on a request basis is sufficient to provide equally effective communication. Effective communication is not limited to in person communication, but also extends to electronic communication (emails, websites), telephonic communication, and any other forms of publications or materials used in the course of business by the City. The City is in the process of developing a digital communication standard.

Administration Requirements:

- Designate a responsible employee to coordinate and ensure ADA compliance;
- Provide notice of ADA requirements (including information regarding the public of their rights to request program modifications);
- Inform the public about their rights under the ADA and how they can request modifications or auxiliary aides;
- Establish and publicize a grievance process;
- Conduct a self-evaluation of programs, services, and facilities, and make changes as necessary and where physical changes are needed, establish a transition plan to guide compliance.

Eligibility:

The ADA defines a person with a disability as a person who:

- Has a mental or physical impairment that substantially limits a major life activity;
- Has a record or history of impairment;
- Is regarded or perceived as having impairment.

A major life activity is defined as one the general population can perform without difficulty or accommodation and includes caring for oneself, performing manual tasks, seeing, hearing, speaking, breathing, working and learning.

Think YES. It is important not to make assumptions about what is or isn't required under the ADA. The scope of ADA impact changes as amendments and case law evolves. Please do not hesitate to consult with your department's Accessibility contact and/or the Equity and Accessibility Analyst in providing accommodations and reviewing the accessibility of your program and services.

CHECKLIST – MAKING MEETINGS, EVENTS, AND PROGRAMS ACCESSIBLE

- ✓ Include in program/meeting/event announcements notice of how to ask for an accommodation and be prepared to provide options.
- ✓ Choose meeting/event/program locations and times that:
 - are wheelchair accessible – both the event location and paths to location;
 - have assistive listening systems and/or no competing noise;
 - are near major public transportation routes, with accessible parking on site.
- ✓ Choose meeting times that take into account transportation schedules, safety considerations, day care needs, and other needs of attendees and presenters.
- ✓ Have an accessible restroom facility and drinking fountain.
- ✓ Choose meeting or event formats, materials, and content that are inclusive and flexible by design (reinforce materials using multiple senses and modes wherever possible) and can be provided in alternative formats, such as Braille, audio, large print, captioning, or through the use of interpreters.
- ✓ Meeting space and participation activities are configured with accessibility in mind.
- ✓ Identify an evacuation plan from the location that includes people with visual, auditory, and mobility impairments.

KEY POINTS TO CONSIDER ABOUT ACCOMMODATIONS

ASK and do not assume you know what works best! In fulfilling an accommodation request, ask the community member what specific accommodation they need to participate – not about the disability.

- **Never say no to a request until you have thoroughly exhausted all possibilities!**
If you are not sure if the requested accommodation can be provided, tell the community member you will find out how the City can make the accommodation and ask what the best way is for you to follow up with the community member to confirm how an accommodation will be made for him/her. Consult with the Equity and Accessibility Analyst if you have questions or concerns about specific accommodation types, methods, or service providers.
- **If in doubt, ask for help. The following people may provide assistance:**
 - Equity and Human Rights, x5177
 - Hilyard Community Center, x5311
 - Library Access Services, x8311

FREQUENTLY ASKED QUESTIONS ABOUT ACCOMMODATIONS

What constitutes wheelchair access?

Access is the ability to wheel into the location without obstructions, any steps, and/or ramp grades over 4% (1 inch rise for every 12 inches of length). Door clearance must be at least 32" wide and aisles want to be 36" if possible. Make sure when setting up the room that a person using a chair can move around between tables, shelving, doorways, etc. Also check that an accessible restroom is available on the same level or via elevator. The bathroom should allow for chair maneuverability along with enlarged stalls with grab bars. For more specific technical specifications, contact CE Building Permit Services at X5086.

What are auxiliary aids?

Auxiliary aids are any resources that help a person with a physical or intellectual impairment (vision, hearing, speech, and other cognitive functions) that substantially limits his or her ability to communicate. These include assistive listening equipment that amplifies sound, captioning of broadcasts and videos and live events for people with hearing disabilities and descriptive video for people with visual disabilities, computer screen-reading software for people with visual disabilities, Braille, sign language interpreters, and much more.

What is the definition of a service animal and must service animals be accommodated?

A service animal is a dog or miniature horse is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals under this definition. Companion and therapy animals do provide valuable services to their guides, however do not enjoy the same access to buildings and spaces service animals do.

ADA allows you to ask only two questions:

1. Is your animal a service animal?
2. What task(s) has this animal been individually trained to perform?

You may not ask a person about their disability, only what task their animal has been individually trained to perform. There is no certificate, license, or special vest required to identify the animal. In general, service animals meeting the ADA definition must be allowed. It is appropriate to ask that a service animal exhibiting dangerous or destructive behavior be removed, but it is not appropriate to require the person with a disability to leave just because the service animal is not behaving appropriately. The owner is, however, responsible to control their animal.

Who arranges accommodations?

It is the responsibility of the meeting/event/program organizer to arrange for the needed accommodations, in consultation with Equity and Accessibility Analyst. The costs associated with providing accessible services should be anticipated,

communicated, and budgeted to reflect the cost of doing business. This sets the expectation and enables explorations of alternative service strategies to provide access to all.

Who pays for any accommodations?

The sponsor of the meeting/training is responsible for any costs of providing reasonable accommodation services. Though this may cause program expenses to exceed budgets, reasonable expenses for accommodation are part of the cost of being an inclusive organization and will be supported by the City. Many accommodations are not very expensive. You are required to supply an appropriate accommodation to meet the requirement, but it does not have to be the most expensive one, even if that one is requested. Contact the Equity and Accessibility Analyst for additional information.

NOTICE OF ACCOMMODATION GUIDELINES

The ADA requires that the City of Eugene inform the public of their right to make accommodation requests. All meetings, trainings, and programs sponsored by the City of Eugene should be made accessible when given appropriate notice. One week notice is preferred. With less notice, facilitators will do the best they can to arrange appropriate accommodation. Participants should contact the sponsoring representative as soon as they know they will be attending and inform the representative of their needs for accommodation.

Use the following phrase on all public event promotional material:

We are committed to access for all participants. All events are held in wheelchair accessible rooms. For individuals who are deaf or hard of hearing, an interpreter, captioning, note taker or FM assistive listening system (if available) can be provided with one week notice prior to the event. Materials can be made available in alternate formats if requested in advance. To arrange for these or other accommodations, or for more information contact: _____ at (541) 682-_____.

GRIEVANCES

The ADA requires the government entities have in place and communicate a grievance procedure that can be accessed by people with disabilities (and people associated with people with disabilities) if they believe they have not been adequately accommodated because of a disability.

Questions, comments, and complaints about access to City of Eugene facilities, services, and events may be directed to:

Equity and Accessibility Analyst
99 W. 10th Ave. Suite 116
Eugene, OR 97401
541-682-5177
ehroffice@ci.eugene.or.us

ACCOMMODATION/AUXILIARY AID RESOURCE LIST

ACCOMMODATIONS FOR PEOPLE WHO USE WHEELCHAIRS

Wheelchair access:

For wheelchair access at events and programs, consider wheelchair maneuvering room once the room is filled. Create spaces at tables in seating areas where chairs are movable so that people who use wheelchairs can sit with the group. There should be at least 32 inches (preferably 36") of movement room around participant chairs, to refreshments, entrances and exits etc. Also check restrooms in the location for stalls with grab bars and maneuvering room.

For questions on wheelchair access, contact:

- Human Rights Center, x5177
- Hilyard Community Center, x5311
- Building Permit Services, x5086

ACCOMMODATIONS FOR PEOPLE WHO HAVE HEARING IMPAIRMENTS

See Appendix A for more suggestions for providing access to person who are deaf or hard of hearing.

Assistive Listening Systems

Assistive listening equipment provides amplified sound from people speaking into microphones to people using personal receivers. The following City of Eugene facilities contain permanently installed or portable assistive listening systems. Call the following extensions for more information on these systems.

McNutt Room, City Hall	x5010
Council Chamber, City Hall	x5010
Hilyard Community Center	x5311
Campbell Community Center	x5318
Hult Center (all performance areas and lobby area)	x5087
Saul Room, Atrium	x5481
2 nd and Chambers Classrooms	x7186
Bascom/Tykeson Room, Library	x5454

Suggestion: post signage indicating availability, plan on using equipment as a standard.

Sign Language Interpreters

The program/event sponsors are responsible for arranging and paying for interpreter services. It is appropriate to ask the employee who he/she has used previously for their staff meetings etc, or use the following resources for interpreter contacts:

- Human Rights Center, x5177
- Hilyard Community Center, x6305
- Municipal Court, x5019

Note taking

A person may request a note taker for several reasons. A person may have a hearing impairment and not use sign language. The training may require writing capability and the requestor may not be able to take notes.

Note Taker Options:

Minutes Recorders: The City no longer provides Minutes Recorders. Lane Council of Governments can be contracted with to provide this service at a cost of \$40.15 per hour. To make an appointment for a meeting call Ann Mortenson at 541- 682-4373 or e-mail: AMORTENSON@lcoq.org

Selectemp: 746-6200

There is a cost here also.

A City Employee Volunteer: Sometimes the requestor may want someone he/she knows to take notes. **This is only to be used if it is the preference of the employee needing the support and not in lieu of paying or arranging for the needed accommodation. Depending on the criticality of the content, this may not be an acceptable alternative.**

Real-time Captioning

The following contacts were supplied by Karen Swezey (kswezey@efn.org) at the Hearing Loss Association of America - Lane County chapter.

Elizabeth Archer 503.319.0122 (remote or on site captioning are options)

Janice Friend (541/683-7600) lcrcs@email.msn.com

Carol Studenmund, LNS Captioning in Portland (800/299-6200)

http://www.lnscaptioning.com/sub/LNS_WebStream.jsp

Captioned Videos

Since the implementation of the Americans with Disabilities Act, all commercially produced videos should be captioned. Check when renting or purchasing the video. Be sure that any TV you use will show the captioning before the session starts. Be sure to check this out **before** the session.

Non Captioned Videos

The following are some options to consider if the video is not captioned:

- **Interpreters**: Sign Language Interpreters will interpret videos, but this can be challenging. Be sure the interpreter is physically located so the person can watch the interpreter and the video at the same time.
- **Scripts/written information**: If the video is not captioned, check to see if the company has a script that could be sent. Requestors have used this successfully but reading the script before viewing the video or using it concurrently while the video is showing.
- **Previewing notes**: If you have enough time before the event you might have someone watch the video and take key notes that the person can use as a script either before or during the activity. Once again, this is only an option if the person can do a good job

and it meets the needs of the participant. Not an option to avoid costs.

Other options include webcasts, internet video, and relay services.

ACCOMMODATIONS FOR PEOPLE WHO HAVE VISUAL IMPAIRMENTS

See Appendix B for more suggestions for providing access to people who have visual disabilities.

Electronic Formats:

Many persons with visual impairments can convert electronic files to readable files on their computers. If someone requests this, ask which program formats are compatible with their software (Word documents, PowerPoint, .PDF files, email). Sometimes sending text in the body of an email works well. Reduce the amount of graphics and pictures in materials. Text works best for conversion. Check with the presenter for copyright violations.

Braille:

If someone requests written materials in Braille, contact the Human Rights Center (x5177) for resources. The more lead time on this the better. There will be a charge for this service. The Eugene Library has a Braille Printer. Check with the 3rd floor reference desk (x8311) for options and costs.

Audio Tape:

Someone may request a copy of the session on audio tape.

- Make sure to get permission from all presenters ahead of time; some presenters may not consent to being taped. Depending on the content of a meeting, you may not be able to do this for legal or participant comfort reasons. Check if you have any questions about the appropriateness of taping a session. Check with the presenter ahead of time if you are going to tape. This may be in copyright violation, or there may be restrictions on how you can use these tapes.
- If you don't have access to a tape recorder, check in with Minutes Recorders (x5232) to find out if one can be borrowed.
- Designate someone to be responsible for the tapes.
- Find a good location in the room a lot of background noise won't be picked up.
- Let the participants know that the session is being recorded.

OTHER ACCOMMODATIONS

There may be other accommodations requested by participants so they may fully participate in activities. Confer with the person making the request and if you have questions about requested accommodations or need ideas on how to accommodate consider these resources:

- Human Rights Center, X5177
- Hilyard Community Center, X6305
- Performance and Development , X5731

GRIEVANCE PROCEDURES

The ADA requires the government entities have in place and communicate a grievance procedure that can be accessed by people with disabilities (and people associated with people with disabilities) if they believe they have not been adequately accommodated because of a disability.

People with grievances about access to City of Eugene buildings, meetings, events, and/or program may be directed to:

City of Eugene Human Rights Program
99 W. 10th Ave. Suite 116
Eugene, OR 97401
541-682-5177
ehrcenter@ci.eugene.or.us

CITY OF EUGENE SELF EVALUATION

The ADA requires that government entities perform regular accessibility evaluations of their facilities and programs.

The Facility Management Division conducts a regular evaluation of City facilities for technical compliance with ADA, regularly updates the organization's ADA Transition Plan, and expends funds to incrementally upgrade all existing City facilities. By law, new buildings and remodeled buildings are constructed to meet or exceed ADA building requirements.

The City of Eugene's Diversity and Equity Strategic Plan (DESP) is a five-year plan adopted in 2009 which further commits the City organization to create and implement self-evaluation tools to re-examine space, furnishings, layout, etc. to ensure that they are accessible and culturally inclusive. This auditing will begin in 2001 and will assess functionality and user-friendliness of all programs and services, including both the public areas and work areas, and will supplement the evaluation conducted by Facility Management of the physical aspects of accessibility.

APPENDIX A

Suggestions for accommodating persons who are Deaf or Hard of Hearing

Each individual with hearing loss is unique and the type and degree of hearing loss is different. Therefore, people have different accessibility needs. For example, some people need only a bit more amplification, while others need more assistance, including “real time” or a sign language interpreter. Here are suggestions how to provide assistance for hard of hearing (HOH)/deaf individuals for meetings and lectures.

1) Before a request, think of the following:

- a) Take a look at the room set-up and evaluate how HOH people will “see” the speaker in front (or the questioner in back). HOH people need to be able to clearly see the speaker’s face. Consider the seating arrangement. Would a different seating arrangement help? Is the light good enough? Will the room be darkened for slides? Will the speaker stand and talk from one place or move around the room?
 - b) Become familiar (“in a general sense”) with typical assistant listening devices and options, so you can answer questions and provide suggestions.
 - c) Evaluate what type of assistive listening device (ALD) works in a specific room. If you had a request for accommodations, would this room be the best place for the meeting / lecture?
 - d) TEST the ALD set-up early. Keep track of when the batteries have been replaced. Is there a possibility that they may go “down” during the meeting?
 - e) If a video will be shown, is it captioned, or do other assistance needed?
- 2) Ask the person requesting accommodations for specific suggestions. Don’t assume “one size fits all”; be flexible.
- 3) Sign language interpreters (SL) are really only for deaf individuals whose primary communication tool is SL. Don’t assume that people who are HOH know sign language. Even if they are familiar with some signs, they still might not be able to follow a SL interpreter for an extensive period.
- 4) Lip reading is difficult in a large setting or for an extensive period of time as it involves a lot of concentration and one cannot read all consonants. Most people who are HOH do just a little lip reading. This usually works only for a very small meeting.
- 5) Amplification via amplification or loop system will work for many HOH individuals (these tools can be used with or without hearing aids). Remember that “louder” is not necessary better! Many hearing aids have a telecoil switch or controls. By switching to the telecoil mode and using a neck loop an individual who wears hearing aids can cut out the background noise in a room and pick up the speaker who speaks directly into a microphone. Remember that anybody not speaking into a microphone will not be picked up

by the system. There are also microphones that can be passed around to speakers in the audience. Some directional microphones will also work.

- 6) In a small meeting, some people who are HOH might want to bring their personal pocket talker and set it in front of the speaker. Again, only those speaking within a specific distance will be picked up and all others will be shut out. It's best to test the set-up early.
- 7) For large meetings/lectures, where passing a microphone is not very practical, a note taker (transcriptionist level) is helpful. Handwritten notes work for some, but are often hard to read from a distance. A lap top with larger size display will work much better. The person taking notes should be experienced in taking summary notes. This will allow the HOH person to follow what is being set without getting everything verbatim.

This is also good set-up to consider for people for whom amplification alone does not work well. For example, some HOH people have a problem hearing sound and discriminating between different sounds (some consonants and frequencies are hard to pick up).

- 8) For very large meetings or lectures, where there are many interactions from the audience, the best assistance for a HOH is provided by using a real time captioner. This is a trained court reporter who has learned to use specific court reporting software (a sort of shorthand) to provide word-for-word "real time" assistance for the HOH or deaf person. The real time captioner will type every word spoken in the room in codes into a system, linked software will translate the codes into words and, with a projector, everything that is spoken in the room is "word-for-word" displayed on the screen for the HOH person to read. Not every court reporter is able to provide this service; they have to be specifically trained

Real time captioning is the best way for a HOH person, who has difficulties understanding well even with amplification, to keep up with long lectures / complex topics, and to participate in discussions and audience questions. For hard-of-hearing people who have a significant hearing loss, listening means utmost concentration and can be very tiring.

Ask presenters to be sure to speak clearly, repeat questions and let them know organizers may be giving them feedback if needed to make adjustments during the meeting/training (example: if the presenter turns his/her back often to the person lip reading, an organizer may need to remind him/her to not talk with his/her back to the room).

Some considerations on note taking:

- If a note taker is familiar with the content of the meeting, it can make it easier for him/her to take notes.
- If a note taker is using a laptop computer, he/she should be able to type at an appropriate speed (60 wpm). This can be a good way to capture notes in a computer file and make available to others later. The larger the computer screen, the better.
- A note taker should **not** use shorthand notes, but should be able to write quickly enough that the reader can follow along with the discussion.
- Ask for a note taker who is used to doing "summary notes."
- If someone requests "real time captioning", this is done by court reporters. They are able to capture exact text and verbiage on a display so you create a captioned discussion for the participant.

APPENDIX B

Suggestions for Accommodating People with Visual Disabilities

PowerPoint or other visual presentations at meetings

Imagine what you would need if you couldn't see a PowerPoint presentation or visual display at a meeting.

The following are some options for addressing the needs of people with visual disabilities:

- Consider the written words reinforcement for what's being verbalized. Instead of putting the essential presentation information in the PowerPoint portion and expect participants to get the information only from the written words on the screen or handout, paraphrase the information.

- If you know ahead of time that a person with visual impairments is attending the presentation, ask that person if he or she uses a screen reader and would be interested in advance materials. He or she might instead be interested in a Braille copy of the materials.

- When presenting pictures, graphs, or tables, summarize the main points verbally to the group.

- When showing video/DVDs, some publications are equipped with descriptive video, which describes the picture verbally when there is no narration or conversation.

Appendix F

Potential Meeting and Event Locations

Facility	Address	Contact info	Rooms	Capacity	Sound Syst	AV & Comp Equip	Assist Listen Dvcs	Wheelchair Access
Public Facilities								
Amazon Comm Ctr	2700 Hilyard	(541) 682-5373	Main Hall	90	No	Infocus W/IFI	Yes	Ramp
Amazon Comm Ctr	2700 Hilyard	(541) 682-5373	Meeting Room	15-35	No	Infocus W/IFI	Yes	Ramp
Atrium (Lobby or Saul or Sloat)	99 W 10th Ave	(541) 682-8817	1st Floor Lobby	50 or 20 (Saul) or 30 (Sloat)	No	WiFi	No	Ramp
Bethel Sch District, Cascade Middle Sch	1525 Echo Hollow Rd	(541) 689-0641	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Clearlake Elem Sch	4646 Barger Dr	(541) 689-0511	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Danebo Elem Sch	1265 Candlelight Dr	(541) 688-8735	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Fairfield Elem Sch	3455 Royal Ave	(54) 168-9375	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Irving Elem Sch	3200 Hyacinth St	(541) 688-2620	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Kalapuya High Sch	1200 N Terry St	(541) 607-9853	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Malabon Elem Sch	1380 Taney St	(541) 461-6421	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Meadow View K-8	1855 Legacy St	(541) 607-9700	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Prairie Mtn K-8	5305 Royal Ave	(541) 607-9849	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Shasta Middle Sch	4656 Barger Dr	(541) 688-9611	Various, Call	Varied	Both	Call	No	Ramp, Street Level
BSD, Willamette HS	1801 Echo Hollow Rd	(541) 689-0734	Various, Call	Varied	Both	Call	No	Ramp, Street Level
City Hall	777 Pearl Street	(541) 682-5010 or (541) 682-8374	McNutt	50 or 20 (Hill)	Built In	WiFi	Yes	Both
City Hall	777 Pearl Street	(541) 682-5010	Council Chambers	120	Built In	WiFi	Yes	Both
Campbell Sr Ctr	155 High St	(541) 682-5318	Meeting Room	20-35	Port	WiFi	Yes	Ramp
Campbell Sr Ctr	155 High St	(541) 682-5318	Main Hall	125-225	Port	WiFi	Yes	Ramp
Echo Hollow Pool	1655 Echo Hollow Rd	(541) 682-5525	Daydream Island	200	No	In Focus	No	Street Level

Facility	Address	Contact info	Rooms	Capacity	Sound Syst	AV & Comp Equip	Assist Listen Dvcs	Wheelchair Access
Public Facilities								
Eug Library - Downtown	100 W 10th Ave	(541) 682-5454 or (541)-682-5775	(Singer or Sunstone or Bascom or Tykeson)	28 (Singer) or 28 (Sunstone) or 50 (Bascom) or 56 (Tykeson)	Singer/Sunstone e: No Bascom/Tykeson n: Bit In	WiFi	No	Elevator
EWEB	500 E 4th Ave	(541) 685-7713	EWEB Training Center	90	Port	Call	No	All
Hillyard Comm Ctr	2580 Hillyard	(541) 682-5311	Main Hall	100-130	Port	WiFi	Yes	Street Level
Hillyard Comm Ctr	2580 Hillyard	(541) 682-5311	Meeting Room	15-35	No	WiFi	No	Street Level
Hult Center	7th & Williamette	(541) 682-5242	Soreng Theater	498	Bit In	AV (no comp)	Yes	Elevator & Ramp
Hult Center	868 High St	(541) 434-7000	10+ rooms, halls	10-800	Both	Call	No	Street, Ramps, Elev
Hult Center	7th & Williamette	(541) 682-5242	Studio One	70-225	Port	AV (no comp)	Yes	Elevator & Ramp
Lane Co-*Serbu Juv Justice Ctr	2727 MLK Jr. Blvd	(541) 682-4703	Carmichael Trng Rm	20	No	Call	No	Street Level
Lane Cty Public Svc Bldg	125 E 8th Ave	(541) 682-4003	RIS Conf Room	20	No	Call	No	Ramp
Lane Cty Public Svc Bldg (RIS)	125 E 8th Ave	(541) 682-4003	RIS Classroom	30, 40, 40	No	Call	No	Ramp
Lane Cty Public Svc Bldg (Harris Hall)	125 E 8th Ave	(541) 682-4333	Harris Hall	Call	Bit In	Call	Call	Ramp
Lane Events Center	796 W 13th	(541) 682-4292	11 Facilities	Varied	Port	No	No	Street Level
LCC	4000 E 30th Ave	(541) 463-3500	large and small mtg. rooms.	20-300	Port	Call	No	All
Lane ESD	1200 Hwy 99 N	(541) 461-8200	5 Classrooms	30-60	Port	Call	Yes	Street

Facility	Address	Contact info	Rooms	Capacity	Sound Syst	AV & Comp Equip	Assist Listen Dvcs	Wheelchair Access
Public Facilities								
LTD Conf Room	3500 E 17th	(541) 687-5555	LTD Admin	30	Portable	Call	No	All
Morse Family Farm	595 Crest Drive	(541) 682-5380	Historic house	20-40				
Peterson Barn Comm Ctr	870 Berntzen Rd	(541) 682-5521	Main Hall	75	Port	WiFi	No	Street Level
PW Maintenance	1820 Roosevelt	(541) 682-4800	Bldg 1 Conf Room	15-20	No	WiFi	No	Street Level
PW Maintenance	1820 Roosevelt	(541) 682-4800	Bldg 2 - Conf Room South or North	29 (south) or 52 (north)	Built In	WiFi	No	Street Level
PW Eng - Wells Fargo	99 E Broadway	(541) 682-5291	Les Lyle	20-40	No	WiFi	No	Elevator
PW Eng - Wells Fargo	99 E Broadway	(541) 682-5291	Willamette	20 or 21	No	WiFi	No	Elevator
PW Maintenance	1820 Roosevelt	(541) 682-4800	Conf Rooms North & South (comb)	81	Built In	WiFi	No	Street Level
River Rd Parks & Rec	1055 River Rd or 1400 Lake Dr	(541) 688-4052	Annex Bldg	100 or 100	Port	Call	Yes	Street Level
UO - Schitzer Museum of Art	868 High St	(541) 346-6491	Various	60-118	Both	Call	Call	All
UO - Erb Mem. Union	Various	(541) 346-6062	Various	Varied	Both	Call	Call	All
Washington Park Comm Ctr	2025 Washington	(541) 682-5351	Main Hall	75	No	WiFi	No	Ramp
UO - Baker Downtown Ctr	10th & High	(541) 346-4231	Various	12-130	Both	Call	No	Street Level
4J-Churchill High School	1850 Bailey Hill Rd	(541) 687-3421	Various, Call	30-1000	Both	WiFi, Call	No	Ramp, Street Level
4J-Cesar Chavez Elem Sc	1510 West 14 th Ave.	(541) 790-5300	cafeteria / library					
4J-Elm & Mid Sc (NEHS/Sheldon)	North Eug & Sheldon Area	(541) 790-6215	Various, specify sch	30-1000	Both	WiFi, Call	No	Ramp, Street Level
4J-Elm & Mid Sc (SEHS/C-hill)	South Eug & C-hill Area	(541) 790-5720	Various, specify sch	30-1000	Both	WiFi, Call	No	Ramp, Street Level
4J-No Eug High School	200 Silver Ln	(541) 687-3261	Various, Call	30-1000	Both	WiFi, Call	No	Ramp, Street Level
4J-Sheldon High School	2455 Willakenzie	(541) 687-3381	Various, Call	30-1000	Both	WiFi, Call	No	Ramp, Street Level
4J-So Eug High School		(541) 790-8000	Cafeteria & classrooms	20-120 ³	No	WiFi	No	Street Level

Facility	Address	Contact info	Rooms	Capacity	Sound Syst	AV & Comp Equip	Assist Listen Dvcs	Wheelchair Access
Private Facilities								
Campbell House	252 Pearl	(541) 343-1119	Various	12-75	No	InFocus TV	No	Street Level and Ramps
Days Inn	1859 Franklin B	(541) 342-6383	Meeting Room	20	No	TV, DVD	No	Street Level
Rexius Forest Products	Bailey Hill Rd	(541) 342-1835	Two Rooms	30	No	Call	No	Street Level
Hampton Inn	3780 W 11th Ave	(800) 426-7866	Meeting Room	30	Port	Call	No	Street Level
Courtyard by Marriott	3443 Hutton St	(800) 321-1211	McKenzie	40	No	WiFi	No	Street Level
RiverRidge Golf Course	3800 N Delta Hwy	(541) 345-9160	The Nines Pro Shop	50	No	WiFi	No	Ramp
Odd Fellows Hall	1233 Charnelton	(541) 345-4251	Hall, Gym	100	No	No	No	All
Laurelwood Golf Course	2700 Columbia	(541) 484-4653	Fireside Room	100	No	N/A	No	Ramp
St Mary's	1062 Charnelton	(541) 342-1139	Fellowship Hall	200	Port	No	No	Street Level
Irving Grange	1011 Irvington Dr	(541) 688-1651 (541) 688-6542	Carpet or Tile Room	200	No	N/A	No	Street
Mallard Banquet Hall	725 W 1st Ave	(541) 485-3825	N/A	240	Call	Call	No	Street
United First Methodist	1376 Olive	(541) 345-8764	Hall, Rooms	250	Port	Screen only	No	Street Level
Central Presbyterian	555 E 15th	(541) 345-8724	Fellowship Hall	262	Port	N/A	No	Street
Eugene Faith Center	1410 W 13th Ave	(541) 686-9244	Various	400	Both	Call	No	All
Hult Center (Cuthbert)	Alton Baker Park	(541) 762-8099	Cuthbert Amphitheater	5,000	Built In	N/A	Call	Street Level
St. Mary's Episcopal Church	166 E 13th Ave	(541) 343-9253		<150	Built In		Yes	Street Level
First United Methodist Church	1376 Olive	(541) 345-8764	Fellowship Hall	100+	Built In		Yes	Street Level
Phoenix Inn & Suites	850 Franklin Blvd	(541) 344-0111	Board Rm, Phoenix	12-120	Port	Call	No	Street Level
Downtown Ath Club	999 Willamette	(541) 484-4011	Ball, Sunset, Board, Club	12-300	Port	Proj Screen	No	street Level, Elevator
Hilton Conf Ctr	66 E 6th	(541) 342-2000	Various	200+	Port	Call	Call	All
Camp Harlow	3850 Cntry Frm Rd	(541) 683-5416	Various	20-250	Both	InFocus TV/DVD	No	Street Level and Ramps
Comfort Suites, Eugene	3060 E 25th Ave	343-7000	Board, Banquet, Mtg	20-60	Port	Call	No	Street Level

Facility	Address	Contact info	Rooms	Capacity	Sound Syst	AV & Comp Equip	Assist Listen Dvcs	Wheelchair Access
Non-profit Facilities								
Red Lion Hotel	205 Coburg Rd	(541) 342-5201	Estate, Banquet	30-50	Port	Call	No	Street Level
La Quinta	155 Day Island Rd	(541) 344-8335	McKenzie, Willamette	30-60	Port	Call	N	Street Level
Holiday Inn Express	2117 Franklin Blvd	(541) 342-1243	Mtg Rm, Oregon Rm	30-70	Port	Call	N	Street Level
Valley River Inn	1000 Valley River Wy	(541) 743-1000	8 rooms available	8-550	Port	Call	Call	All
Northwest Youth Corps	2621 Augusta St	(541) 349-5055	Classroom	30	Port	Call	No	Street
Tamarack Wellness Ctr	3575 Donald	(541) 344-2247	Various	50	Port	InFocus CD	No	Street
Northwest Youth Corps	2621 Augusta St	(541) 349-5055	Community Room	344	Port	Call	No	Street
Shedd Inst for the Arts	7th & Willamette	(541) 682-5242	Silva Concert Hall	2,455	Bit In	AV (no comp)	Yes	Elevator & Ramp
Shelton McMurphey Johnson	303 Willamette	(541) 484-0808	3 Rooms Avail	30-100	No	No	No	Main level only
Boys & Girls Club (main hall)	1545 W 22nd Ave	(541) 345-9939	Various	50-150	No	N/A	No	Street Level
Boy Scouts of America	2525 MLK Jr Blvd	(541) 485-4433	Conference Room	N/A	No	InFocus	No	Street Level and Ramps
W.O.W. Hall	291 W 8th Ave	(541) 687-2746	Hall	250-400	Call	No	No	Ramp

*May not be open to public use