



Community Engagement Process Development

Public Participation Playbook

Created by Public Participation Partners

in association with Alta Planning + Design and City of Raleigh residents



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I. INTRODUCTION

WHAT IS PUBLIC ENGAGEMENT?

Public engagement for the City of Raleigh is any process that involves Raleigh residents in city problem solving or decision-making and uses their input to make sustainable decisions that affect their communities.

WHY IS IT IMPORTANT?

Public engagement fulfills the City's commitment to Raleigh residents by defining goals, identifying the needs of communities, and determining key audiences. It creates an opportunity for City staff to ensure that the decisions made reflect the needs of residents and provides a platform for residents to guide those decisions.



The engagement professional's role is often to identify barriers to participation and help people to overcome them. Professionals face increasing responsibility to make it easier for the public to become engaged and stay engaged in a way that is meaningful and convenient for them."

(Source: Planning for Effective Public Participation, Foundations in Public Engagement, IAP2 International Federation 2016, p.21)



Public participation can lead to well-informed decisions when decision-makers have complete information – in the form of community knowledge, values, and perspectives obtained from the public – that can be applied to the decision-making process. Decisions that incorporate the perspectives and expertise of all stakeholders are more achievable and sustainable because they consider the needs and interests of all participants, including vulnerable/marginalized populations. In addition, public participation helps participants better understand project





impacts to their community and creates opportunities for participants to become invested in the project outcomes.

As a result, decisions that are informed by public participation processes are seen as more legitimate and are less subject to challenge. Decision-makers who fully understand stakeholder interests also become better communicators and are able to explain decisions and rationale in terms stakeholders understand and in ways that relate to stakeholders' values and concerns.

1.1 ENGAGEMENT REGULATIONS AND GUIDELINES

WHAT IS REQUIRED?

To ensure that the City’s policies, services, and activities do not discriminate against any individuals or exclude or deny them from participation, the following regulations and guidelines must be followed:

Governmental Engagement Regulations & Guidelines		The Age Discrimination Act of 1975: Prohibits agencies that receive federal financial assistance from discriminating based on age.
		The Americans with Disabilities Act of 1990: Ensures the rights of disabled individuals to participate and benefit from the services, programs, or activities of any public entity.
		Title VI of the Civil Rights Act of 1964: Prohibits agencies that receive federal financial assistance from discriminating based on race, color, or national origin, including matters related to language access for limited English proficient (LEP) persons.
		Executive Order (EO) 13166, Improving Access to Services for Persons with Limited English Proficiency: Requires agencies that receive federal financial assistance to ensure meaningful access to Limited English Proficiency (LEP)* persons in the form of translated written materials, language assistance, and concise, understandable, and readily accessible documents and notices.

**An LEP person is any individual that does not speak English as their primary language and who has a limited ability to read, write, speak, or understand English.*

Public agencies that receive federal financial assistance for transit and transportation projects are required to comply with all listed regulations.

Public agencies that do not receive federal financial assistance for their projects are not required to comply with Executive Order 13166 or Title VI of the Civil Rights Act; however, it is recommended that efforts are made to comply with the Americans with Disabilities Act.

Types of project that only require ADA compliance:

- Transit corridor studies
- Transit design projects
- Transportation planning and design projects that require environmental studies
- Corridor studies that require environmental studies and/or federal permits
- Census outreach and education

EQUITABLE ENGAGEMENT PRACTICES

Based on engagement recommendations and guidelines, it is recommended that the following practices be implemented for all city projects to ensure that the public participation process is fully inclusive and does not limit or deny access to participation:

- Include statements on public meeting notices that access to language services and disability accommodations are available and provide requested services at public meetings.
 - ◊ Example: “Assistance for Deaf and Hearing Impaired available; call 919-996-#### (voice) or 919-996-#### (TDD) at least # days in advance of meeting. Assistance for limited ability to read, speak, or understand English available; call (Project Manager) at 919-996-#### at least # days in advance of meeting.
- Work with community-based organizations and other stakeholders to identify and inform LEP individuals of outreach activities.
- Include public meeting notices in local newspapers in languages other than English.
- Provide public meeting notices on non-English language radio and television stations.

- Provide project materials and/or notices to apartment complexes, schools and religious organizations.
- Conduct public meeting and other outreach activities in spaces that are accessible for the disabled.
- Offer assistance for the hearing impaired at public meetings by providing American Sign Language interpreters or provide project information in writing and using graphics or other visual methods.
- Offer assistance for visually impaired by using large print in written materials and following Web Content Accessibility Guidelines 2.0 (WCAG 2.0) for all online content.
- Offer assistance to low-literacy individuals by ensuring that all written materials are written at an 8th grade reading level or less.
- Conduct public meetings on various days and times to accommodate the elderly, shift workers, and individuals with children.
- Conduct public meetings in locations that are accessible by transit.
- Provide an activity corner or childcare for all on-site public meetings.

Types of projects that are not typically required to comply with federal engagement regulations and guidelines unless federally funded:

- Area Studies
- Capital Improvement Projects
- Comprehensive Plans
- Neighborhood Plans
- Ordinance Updates
- Park Plans



II. ENGAGEMENT PLANNING

INTRODUCTION

Planning for the public engagement process is a crucial step in ensuring that engagement efforts are effective. Defining the goals and objectives for the public engagement process provides clarity about the engagement process. This step will help to minimize risk, avoid unnecessary expenditures of effort and resources, and reduce challenges to the process. Ideally, engagement planning should begin before a project contract is advertised to ensure that adequate staff time and financial resources are allocated to support the desired engagement process.

PLANNING FOR ENGAGEMENT HELPS AGENCIES

- ☑ Define engagement goals
- ☑ Identify the community's needs
- ☑ Determine key audiences
- ☑ Develop a method for measuring success
- ☑ Ensure that a public participation process
 - ✓ is needed
 - ✓ fits the context of the project
 - ✓ is based on a clear understanding of the challenge or problem

2.1 DRAFT THE PUBLIC ENGAGEMENT PLAN

WHAT IS A PUBLIC ENGAGEMENT PLAN?

A public engagement plan outlines the process of involving the public in a decision-making process. It describes engagement goals and objectives, identifies key stakeholders, and outlines specific approaches and tools used to accomplish those goals. The plan should be used to guide the implementation of public engagement activities for all stages of the decision-making process that require public input. The plan can be an internal document or can be made public to educate residents about the city's plans for outreach and dialogue. Public engagement plans should be designed to be flexible based on the project and the public needs. It is necessary to create a clear and detailed plan for your engagement process prior to implementing any engagement activities. It is necessary to create a clear and detailed plan for your engagement process prior to implementing any engagement activities.

WHY IS IT IMPORTANT?

It is important to develop the public engagement process based on the needs of the community, not the convenience of the project team or agency. This includes the selection of communication strategies and engagement activities. The following steps will guide you through the process of developing an effective engagement plan.

2.2 DEFINE THE DECISION PROCESS

All projects require agencies to make decisions regarding how public funds will be used. Public engagement must follow a logical and transparent process that allows the public to understand how and why the decisions were made. Agencies can lose public trust by not involving the public in the decision-making process or by waiting until possible or preferred options have already been determined to ask for feedback.

To avoid this, it is important for engagement staff to understand the project's decision-making process so that they can plan their public engagement process to support it. Without a clear understanding of what type, how, and when decisions are made for a project, it is difficult to determine when and how to include the public in the decision-making process. The Decision Process Checklist will help you to identify the decision-making process for your project.

Plans for public engagement help to:

- ✓ Outline the steps that will be taken at each public input point and the data used to support the selected methods and tools.
- ✓ Offer consistency in implementation of strategies.
- ✓ Provide clear guidance to document and measure the effectiveness of engagement strategies that can provide insight for future projects.

DECISION PROCESS CHECKLIST

1. Define the purpose for the project:

- What is the problem to be solved or the decision to be made?
- What is the agency's position on the project?
- What types of actions are being considered?

2. Define the decision:

- What decisions need to be made during and as a result of the project?
- Who will make the decisions?
- What information will be used to make the decision?
- How will decisions be made?

3. Define the public's role:

- At what points in the decision-making process can the public most usefully contribute?
- What information is needed from the public to make the decision?
- What are the potential obstacles to obtaining public input (known controversy, budget, time, public distrust, etc.)?
- What decisions need to be made after engagement and how will the public be involved in that process?

4. Determine how decisions will be communicated:

- How will decisions made at each level be communicated to stakeholders, the affected community, and the public?

2.3 DEFINE PUBLIC ENGAGEMENT GOALS AND OBJECTIVES

The second step in the public engagement planning process is to identify the public engagement goals and objectives for your project. Setting goals is crucial for the engagement process because they determine how engagement is conducted, and can help you to understand the limitations, constraints, and resources required to implement the engagement process.

When setting engagement goals, keep in mind how engagement regulations and guidelines may apply to your engagement process. Other considerations include:

- Why do you need to conduct public engagement?
- What do you hope to achieve from public engagement?

Objectives for public engagement help to:

- ✓ Ensure that the public participation process is incorporated into the decision-making process
- ✓ Select the appropriate outreach tools and techniques and evaluate engagement outcomes
- ✓ Make it easier to develop and evaluate success measures

Demographic Profile Engagement Considerations

Race



If there is a notable presence of people of color and/ or immigrant groups, then consider the following:

- Are there any cultural, religious, political, or historical factors that may influence or serve as barriers to their engagement? (ex: appropriate meeting venues, meeting times/dates, perception of safety in government interactions, etc.). If possible, consider contacting community leaders to identify best methods to engage these groups.
- Is it possible that these groups could be disproportionately or adversely impacted by the final decision? If yes, consider conducting small group meetings with these groups to identify ways to avoid or mitigate potential negative or adverse impacts.

Poverty



If there is a notable presence of low income and/or zero car households, consider:

- Holding meetings at multiple times of day and on weekends to accommodate shift workers.
- Holding meetings in geographically accessible locations and/or providing transportation to/from meetings.
- Offering child care and refreshments.
- Ensuring that all online outreach uses mobile friendly platforms and do not require application downloads to view.

LEP



- According to N.C. Department of Transportation standards, if at least 50 adults of a Block Group's population within a language group speak English less than very well, then it is recommended that oral interpreters be provided at meetings and targeted media advertising be used to reach these individuals.
- Federal guidelines state that if a language group that speaks English less than very well exists within the outreach area that either has 1,000 adults or makes up 5% of the aggregate population (with at least 50 adults), then translated meeting and notification materials should be provided.

Education



- If there is a notable presence of residents with less than a high school education, consider lowering the reading level of all outreach materials.

Demographic Profile Engagement Considerations

Disability



After reviewing disability status data, if there are residents with disabilities within the project outreach area, consider:

- Providing American Sign Language (ASL) interpreters at public meetings by participant request (see the access to language services and disability accommodations statement on p. 5).
- Following ADA accessible recommendations for print and visual materials.
- Providing phone-in lines or video conferencing sessions for public meetings.
- Providing staff to assist disabled participants.
- Holding meetings in accessible venues.
- Including a request for accommodations statement on all meeting notices.
- Following Web Content Accessibility Guidelines 2.0 (WCAG 2.0) for all online meeting content.

Age



If there is a notable presence of senior residents, consider:

- Limiting the use of online or social media outreach and instead use direct mailers.
- Following ADA accessible recommendations for print and visual materials.

If there is a notable presence of youth, consider:

- Incorporating methods to obtain their input through essays, poster contests, video submissions, or interactive visioning exercises during public meetings.

Housing



If there are renters living in the project outreach area, consider:

- Ensuring that all mailed notices are sent to the property owner AND physical address.
- Asking apartment property managers to distribute notices using their communication channels and/or to host popup events to allow the project team to engage residents.

2.8 SELECT COMMUNICATION TOOLS

A project's success is linked to the effectiveness of its communications methods directed towards the right stakeholders at the right times during the project. Communication tools provide participants the opportunity to receive information needed to participate in a meaningful way. There are two primary techniques for sharing information for a public engagement process: Awareness campaigns and information/education programs.

Appendix C outlines the most widely used communication methods and includes information on when each type is best used, the level of participation it elicits, and the resources required.



Awareness Campaigns

Level of participation: inform

Awareness campaigns are conducted to make people aware of an upcoming opportunity to be involved in an engagement process or announce a decision or action. Awareness campaigns focus on getting people's attention through limited information. Awareness campaigns are best used to announce the launch of a project or notify residents of an upcoming meeting or survey, upcoming construction, or a final decision (ex: plan recommendations).

Awareness Campaign Tools:

- Social media posts
- Press releases
- Direct mailers
- Door hangers
- Flyers
- Emails



Education Programs

Level of participation: inform

Education programs are conducted to provide the public with an understanding of a particular topic prior to solicitation of comments or participation. Education programs are best used for updates to maps and ordinances, projects involving changes to land use or transportation facilities, and provision of new services or amenities.

Education Program Tools:

- Websites
- Videos
- Fact sheets
- Blogs
- Newsletters
- Story Maps

Social media is a great tool for promoting projects to the public. With over 72 percent of Americans using at least one type of platform, social media proves to be a free way to reach a large number of people in a way that is convenient for them (Pew Research Center, 2019). Users can receive project information, updates, and participation opportunities without going out of their way to do so. Posts on social media can:

- Announce the kickoff of a project
- Invite the public to attend a meeting or event
- Inform the public of updated project information
- Provide educational resources about a project to increase public understanding
- Solicit public input on a project

PRACTICAL GUIDELINES FOR USING COMMUNICATION AND FEEDBACK TOOLS

For web pages...

Reading on screens is tiring for the eyes and people read 25% slower online, so users scan pages for relevant information. So keep it short by:

- Putting key messages at the beginning (inverted pyramid).
- Keeping it concise and direct by including one idea per paragraph.
- Breaking text into digestible “chunks” with clear, concise headings.
- Bolding relevant words and use bulleted lists to make it easier to scan for content.
- Using plain language.
- Using action words and avoid the passive voice.
- Including internal sub-headings.
- Using links or attach documents for additional information.
- Proofreading! Typos will send people away from a page.

For social media...

- Designate someone to manage and monitor these activities, even if the project is not actively participating in social media. Monitor what others post about the project.
- Use links to avoid repeating details posted elsewhere.
- Determine frequency – too often is overkill but too infrequently is ineffective. Develop a communications schedule based on the communications purpose and project timeline.
 - ◇ Event announcements: post two weeks prior and twice during the week of the event, once on the day of the event.
 - ◇ Open survey promotion: post once a week throughout the comment period and two or three times during the final week, including the day before the close and the day of the close.

When preparing any type of communications, it is important to consider the following:

- Level of complexity of the information and how the audience will receive it
- Literacy levels and primary language of the intended audience
- Audience’s access to technology in terms of both logistics and skill
- How to communicate the information in a way that works best for the audience
- The different meaning of words in different communities
- Gender-specific protocols and sensitivities
- Presenting all information in a transparent way (honest, factual, easy to understand)
- Using multiple tools to deliver the information



COMMUNICATING WITH DIVERSE GROUPS

Effective communication strategies consider the diversity of the audiences that they attempt to reach. To ensure that messages reach all members of the community, it is necessary to use multiple communication tools and channels that are tailored to diverse residents. Consider using the methods described in Chart 4: Communication Methods for Diverse Groups to reach each identified group.

Chart 4: Communication Methods for Diverse Groups

Communication Method	People of Color and/or Immigrant Groups	Low-Literacy	Senior Citizens
Using minority media sources (newspapers, radio and television stations) to distribute information	✓		
Using traditional media sources (newspapers, radio, and television stations) to distribute information		✓	✓
Limiting the use of technical jargon and use simple language and graphics that are clear and easy to understand	✓	✓	✓
Providing materials and notices in languages that are most common to the outreach area	✓		
Providing printed materials and surveys			✓
Using photos that are representative of the targeted groups in materials	✓		
Asking schools, local businesses, faith-based and community organizations to distribute notices, surveys and newsletters	✓	✓	✓
Using direct mailers or door hangers	✓	✓	✓
Placing placards and digital advertising inside buses	✓		
Using short videos and social media to convey information	✓	✓	
Using large font and clear graphics in all materials			✓



III. IMPLEMENTATION

After a public engagement plan has been created, it can be implemented through outreach efforts like public meetings and surveys. These efforts provide crucial public input through community participation that shapes decision-making. However, engagement planning does not stop once in the implementation stage. Collaborating with other departments within your organization, coordinating logistics of public meetings, and developing a survey all require planning to ensure they effectively reach your community and create effective opportunities for public participation and feedback.

AVOID DUPLICATION OF ENGAGEMENT EFFORTS

When planning to conduct engagement activities, it is important to identify other city departments conducting engagement to

align efforts and avoid duplication. Contact other departments at the start of your public engagement process to discuss the project and outreach plans and determine if they have any past experiences with the communities you are trying to engage, or are aware of specific stakeholders that should be contacted.

It is also helpful to identify any upcoming outreach conducted by other departments and any opportunities to collaborate to prevent participant burnout.

Likewise, if someone else from your agency does a project in the same location, your knowledge may be useful to their project. The sharing of project insights and stakeholder lists enables coworkers to pick up where you left off, and the contact will still be engaged with the organization even if not directly with you.

3.1 MEETING PLANNING AND IMPLEMENTATION

MEETING LOGISTICS

Proper planning for the logistics of community engagement activities is critical to sufficient resident turnout and participation. Consider the following logistical issues when preparing to conduct any type of public meeting.

LOCATION

Hold meetings in locations that are geographically close and familiar to communities or stakeholders. If possible, choosing a location within the study area is best because it creates a convenient, relevant location for residents to get to and makes travel easier.

RESOURCES

Consider what types of resources are needed for successful engagement. Depending on the stakeholders, you may need language services, refreshments, or childcare. Depending on your meeting type, you may have venue fees or need additional or specialized staff. Also determine what outreach supplies and equipment are needed to effectively advertise and conduct outreach activities, and to collect feedback.

REFRESHMENTS

Refreshments foster a more relaxed setting. Providing food at a meeting can be a way to increase meeting attendance. It allows parents to pick up their child and come directly to the meeting. When people go home first to eat, their willingness to attend a meeting may wane and they may remain at home. Often having a meal at a meeting provides neighbors an opportunity to get together and becomes a reason to attend the event. When choosing refreshments, make sure that the refreshments offered are appropriate for the time of day, and fit the budget.

TIME

Consider holidays (especially non-Christian holidays), other community events and activities, day of the week, and time of day when planning meeting dates and times to best accommodate the diverse socio-cultural characteristics within any given community. For example, evening meetings may not suit young families and the elderly, and Wednesday evening meetings may conflict with religious services. It is important to provide alternatives to ensure representative participation of any community.

BUDGET

When choosing an engagement method, you conduct an honest assessment of available resources and funding that can be allocated to outreach and engagement activities. Is your budget adequate to provide resources for materials printing, advertising, communication, venue and/or equipment fees, refreshments, translation/interpretation, and childcare?

STAFFING

Consider staffing availability when scheduling meetings. Who will provide staffing to help with meeting setup and breakdown, station management, and/or meeting facilitation? Do you have available staff that can attend weekend or evening meetings?

Chart 5: Survey Questions to Use

USE	Description	Example
Mutually exclusive, exhaustive options for close-ended questions	Answer choices should cover all possible options without overlap so the respondent's answer is clear.	Ex: What is your age? <ul style="list-style-type: none"> • Under 18 years old • 19-25 years old • 26-34 years old • 35-44 years old • 45-54 years old • 54 years old or older
Close-ended questions	If there are limited alternatives for a decision, do not ask open-ended questions for what the respondent would like to see. Keeping the responses relevant and closed will eliminate confusion and irrelevant answers.	Ex: Which proposed community center design do you prefer? <ul style="list-style-type: none"> • A • B • No Preference • Neither
Comments after questions	This allows participants to include additional information to supplement close-ended questions.	Ex: Please provide any comments about question 2 below.

Chart 6: Survey Questions to Avoid

AVOID	Description	Example
Double-barreled questions	These ask about two things in one question. Respondents may feel differently about the two options, but this type of question makes their perspective unclear.	Ex: "Do you like the proposed sidewalk and the creation of a bike lane? <ul style="list-style-type: none"> • Yes • No
Leading questions	These questions use overtly positive or negative language to encourage a respondent to answer a particular way. These questions will create biased results.	Ex: Do you support the beautiful new addition to the parkway? <ul style="list-style-type: none"> • Yes • No
Loaded questions	These questions include assumptions about the participant and require them to answer in a way that may not align with their actual opinions.	Ex: What do you love about the new median design?

3.3 COMMUNICATIONS TOOL IMPLEMENTATION

SOCIAL MEDIA POSTS

As more people have adopted social media use, the demographics of users has become more representative of the American public. Age as a demographic continues to show the most difference in social media usage with 90 percent of 18- to 29-year-olds using at least one platform in comparison to 40% of those 65 and older (Pew Research Center, 2019).

While social media can be extremely useful for reaching the public, social platforms present a great deal of information to each user and project information can get lost in the mix. Eye-catching posts and targeted ads can help project information stand out and increase the efficacy of this versatile tool.

How to Create Eye-Catching Posts

Simplicity and brevity are the two key elements to effective social media posts. The message should be short and convey only the most important information. Links to a project website or survey can help reduce the information needed, as interested audience members can click to learn more. Include a call-to-action on every post to make sure the audience knows what their next steps should be.

Social media posts should always be accompanied by an image, graphic, or video. Posts with visual elements have a significantly higher engagement rate than those without them.

Targeted Advertising

Many social media platforms offer an option for targeted advertising. Targeted ads use the data collected from individual behaviors online to assign characteristics to those individuals. When those characteristics are chosen for a new targeted ad, the ads are served to the individuals who have previously met that criteria.

SOCIAL MEDIA BEST PRACTICES FOR VISUALS

- ☑ Use City of Raleigh brand colors
- ☑ Use strong contrasting colors; make sure the text color can be seen on the background
- ☑ Use color, white space, or sizing to draw someone's eye to a particular piece of information
- ☑ Use consistent and easy to read fonts
- ☑ Use pictures that show the demographic diversity of the audience
- ☑ Limit text on images/graphics to the bare necessities; when in doubt, use the post itself to convey important dates, links, and messages rather than adding it to the image/graphic
- ☑ Research the best sizes for images/graphics; as each platform changes, so does the best size for posting
- ☑ Create videos that are no longer than 3 minutes when possible
- ☑ Include closed captioning or subtitles on videos so that the content can be understood without sound

Targeted ads can reach people based on their location, demographics like gender and age, income, personal interests, and more. When choosing the audience, it is important to make the criteria as specific as possible. Limit the audience to the specific age-range, location, and interests that might apply.

The first step to creating an effective targeted ad is to determine who your intended audience is and which platform will best reach that audience. While Facebook is the most commonly used social media platform, other platforms might be more appropriate for reaching your intended audience. For instance, Instagram tends to be more popular with non-whites and young adults that are 18- to 29-years-old (Perrin & Anderson, 2019).

The Pew Research Center is continually updating their statistics and can provide the most up-to-date information on social media usage. For more information visit the Pew Research Center website at <https://www.pewresearch.org/> and search for “Social Media Fact Sheet.”

The second step to an effective targeted ad is tailoring the ad design. Targeted ads should be just that: individualized for the intended audience. Use images, graphics, and messaging that appeals to that specific audience rather than a generic message that may appeal on a larger scale.

At the end of the allotted campaign time, review the ad insights. While the reach of a post can be an exciting metric, it may not be representative of the ad’s success. Analyze the click-through rate and cost-per-click; these metrics can say more about the ad’s efficacy and what the return on investment was for the campaign.

If the cost-per-click was relatively high, do not automatically rule out social media ads in the future. Take some time to determine what might have made the campaign more effective. Was the correct audience targeted? Could the advertisement have been more visually appealing? Did the information adequately convey the importance of the message? Spending time to evaluate the

TARGETED AD BEST PRACTICES

- ☑ Include a graphic, image, or video that conveys the topic you are addressing
 - ✓ Graphics should be in branded colors and have minimal text
 - ✓ Images should show people who represent your targeted audience
 - ✓ Videos should include closed captioning for ADA accessibility and for those who are scrolling without sound
- ☑ Include a call-to-action that lets the audience know what you want them to do (ex. “Learn more!” or “Take our survey!”)
- ☑ Use a concise message. Refer to Chart 7: Social Media Word/Character Count for Ads for more information.

analytics of individual posts and targeted ads can help reveal successful strategies and opportunities for improvement in future campaigns.

Engagement on social media promotes more engagement. Putting effort into growing a social media following and creating engaging posts will help these platforms reach more and more users. This, in turn, will result in a more informed and more engaged public in the future.

Chart 7: Social Media Word/Character Count for Ads

Social Media Platform	Word/Character Count for Ads
Facebook	<ul style="list-style-type: none"> • Main text: 14 words • Headline: 5 words • Description under headline: 18 words
Twitter	<ul style="list-style-type: none"> • Text: 70 to 100 characters long • Hashtags: 6 characters (typically singular words)
LinkedIn	<ul style="list-style-type: none"> • Text: 25 words long • Articles: 19,000-2,000
Instagram	<ul style="list-style-type: none"> • Text: 125 characters or less • Hashtags: 5 to 9 per post, each less than 24 characters
YouTube	<ul style="list-style-type: none"> • Video length: 3 minutes • Title: 70 characters • Description: first 157 characters appear in search results



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ADAPTED MATERIALS SOURCES

2.3 Define Public Engagement Goals and Objectives Adapted from: Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". *Management Review*. 70 (11): 35-36.

2.6 Establishing a Community Advisory Group Process table Adapted from *Community Engagement Network* (2005) 18, p. 15-16

2.11 How to Evaluate Adapted from: *Planning for Effective Public Participation, Foundations in Public Engagement*, IAP2 International Federation 2016, p.97

3.1.3 Managing Participation Adapted from: Larkins, Kim, *Tips for Facilitating Groups*, KSL Training, 2020

3.2 Survey Design "An easy to understand and successful survey" list Adapted from:

Kelley, K., Clark, B., Brown, V., & Sitzia, J. (2003). Good Practice in the Conduct and Reporting of Survey Research. *International Journal for Quality in Health care*, p. 261-266.

& de Jong, J., Hibben, K. C., & Pennell, S. (2016). Ethical Considerations. *Cross-Cultural Survey Guidelines*, p. 794-842.

3.3 Communications Methods Implementation: Social Media Word/Character Count for Ads chart Adapted from Shleyner, E. (2019). The Ideal Social Media Post Length: A Guide for Every Platform. Retrieved July 09, 2020, from <https://blog.hootsuite.com/ideal-social-media-post-length/>

4.2 Reporting Survey Results Adapted from: de Jong, J., Hibben, K. C., & Pennell, S. (2016). *Ethical Considerations. Cross-Cultural Survey Guidelines*, p. 794-842.



VI. APPENDIX

- A. MEETING TYPES CHART
- B. VISUAL DESIGN STANDARDS FOR THE VISUALLY IMPAIRED
- C. COMMUNICATIONS METHODS CHART
- D. DATA COLLECTION METHODS CHART
- E. TRADEOFF EXERCISES/ACTIVITIES FOR INTERACTIVE PUBLIC ENGAGEMENT
- F. MEETING PREPARATION CHECKLIST
- G. GLOSSARY OF TERMS

G. GLOSSARY OF TERMS

Glossary of Terms	
Term	Definition
Advisory groups	Provide oversight over the project planning process to ensure decisions have broad representation of the community. Advisory groups serve as an information channel between the project agency and the community. Members are selected to represent various project stakeholder groups. Advisory groups are best utilized for projects with numerous decisions needing public input or controversial projects.
Age Discrimination Act of 1975	A federal law that prohibits agencies that receive federal financial assistance for programs and activities from discriminating based on age.
Ambassadors	Individuals who are dedicated liaisons between communities and the project agency to assist in notifying, education, and involving residents in the public engagement process. As a best practice, ambassadors are typically compensated for their time and efforts through stipends and transportation fare.
Americans with Disabilities Act of 1990	Ensures the rights of disabled individuals to participate and benefit from the services, programs, or activities of any public entity regardless of funding sources.
Area studies	A type of planning project intended to develop a strategic plan to address the development, infrastructure, public services, transportation services, housing, amongst others, of a geographic location.
Awareness campaign	An engagement method used to bring the public's attention to a specific project or event through various communication modes.
Capital improvement projects	Projects intended to help maintain or improve a city asset
Card storming	A data collection method used in small groups to capture key ideas and issues and then organizing those ideas/issues into clusters.

Glossary of Terms

Term	Definition
CEPD	Community Engagement Process Development. A City of Raleigh Planning Department project intended to improve the public participation processes used by the department for all long-range planning projects.
Community leader groups	Special interest groups that represent their communities and/or neighborhoods.
Community conversations	Impromptu conversations between project staff and community members that help to establish relationships and openness. Informal conversations can reveal unknown knowledge or opinions about the project and allows project staff to remain proactive in reducing conflict or tension.
Community leader	An individual who is deeply connected and trusted by other residents, business owners, religious leaders, community advocates and organizers to prioritize the wellbeing of their community. Community leaders are typically also long-term residents of their neighborhood community.
Corridor studies	A type of planning project that develops strategic policies to improve the function of a specific length of street infrastructure based on research, data, and community input.
Decision makers	Individuals in the project process who have the authority to make decisions related to budget, procurement, project direction, engagement methods and locations, etc.
Deliberative polling process	A structured process that allows participants to explore a specific issue or topic and then present their opinion after considering the pros and cons. A representative sample of the population fills out a questionnaire on their opinions on the issue, are provided with unbiased background material and information provided by subject matter experts and/or policy makers, and then asked to discuss the issues in small groups with trained facilitators. After this deliberation, participants fill out the original questionnaire again. The process is intended to last for a few days.

Glossary of Terms

Term	Definition
Demographic profile	An informational overview of race, gender, income, education, language, poverty level, housing tenure, age, disability, and zero car household data of a community. The data is typically obtained through the U.S. Census Bureau American Community Survey.
Digital literacy	The proficiency of an individual to utilize digital tools and technology with ease.
Education program	An engagement method that is focused on relaying information to the public about project updates or new amenities, facilities, and services.
Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency	Requires agencies that receive federal financial assistance to take reasonable steps to ensure meaningful access to their programs and activities by Limited English Proficiency (LEP) persons.
IAP2	International Association for Public Participation, an international organization focused on the developing and implementing public participation processes to help inform better decisions that reflect the interests and concerns of potentially affected people and entities.
Interactive map	A spatial depiction of an area that allows individuals to select and engage with features in the map. Some interactive maps allow individuals to create and/or edit features.
Limited English Proficiency (LEP) individual	Any person who does not speak English as their primary language and who has limited ability to read, write, speak, or understand English. Limited English Proficient (LEP) individuals are entitled to fair treatment by agencies receiving federal funding for any program or activity through Title VI of the Civil Rights Act of 1964. Public engagement activities and events for federally funded projects where more than 50 LEP individuals are residents are required to have language assistance with translated written material and translation services.

Glossary of Terms

Term	Definition
Meeting in a box	A conversation kit with discussion questions, worksheets, feedback questionnaires, and directions for recording and returning responses about projects or plans.
Meeting plan	An internal document that outlines how and what resources will be needed to conduct a meeting, including a meeting agenda and instructional guide for carrying out the meeting.
Mobile tours	Site visits to a community to get firsthand experience of community features, assets, and areas of concern.
Nominal group technique	Structured small-group discussion to develop a set of prioritized solutions or recommendations that represent the group's preferences.
Outreach area	A focused spatial area of residences, religious institutions, public institutions, businesses, and other community centers surrounding a project or study area who will be included in project mailing lists and geotargeted social media.
Outreach summary	A short, concise document that provides an overview of survey results, survey demographics, and meeting summaries.
Performance measure	Metric used to evaluate outreach methods and tools such as reach, social media impressions, etc.
Pop-up outreach	A method of outreach that involves attending community events with informational project materials and surveys
S-M-A-R-T	Specific, Measurable, Achievable, Relevant, Time sensitive. An acronym used to guide the creation and development of public engagement goals and objectives.
Stakeholders	Individuals, groups, or communities who may be impacted by the outcome of a project or decision.

Glossary of Terms

Term	Definition
Study circles	A small group process where a diversity of participants from a particular geographic location meet as separate groups several times to discuss critical issues using a structured process where each session builds on the one before it.
Title VI of the Civil Rights Act of 1964	Prohibits agencies that receive federal financial assistance from discriminating based on race, color, or national origin, including matters related to language access for limited English proficient (LEP) persons.
Virtual public meetings	A digital mode of public meetings hosted as an alternative to in-person sessions. They take place over the internet allowing participants to view project information and/or updates on their own schedule.



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