



AMPLIFY PDX
Amplifying the Portland Community Voice

COMMUNITY ASSESSMENT WORKBOOK

The Community Assessment Workbook is the product of Mosaic Planning Group's six-month planning and community development project, *AmplifyPDX*. Mosaic Planning Group, in partnership with Bureau of Planning and Sustainability, developed this Community Assessment Workbook to help Portland communities initiate a process to build capacity, identify and prioritize needs and take action.



Becky Bodonyi - Project Manager
Julia Crain - Public Engagement Manager
Rowan Steele - Communication Manager & Client Liaison
David West - Data & Design Manager

www.mosaicplanning.org
mosaicplanninggroup@gmail.com

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Client

Matt Wickstrom, SE District Liaison
City of Portland Bureau of Planning & Sustainability

Advisors

Dr. Ellen Bassett
Dr. Sumner Sharpe, FAICP

Partners

Brentwood Darlington Neighborhood Association
Woodstock Neighborhood Association
Portland State University Toulon School of Urban Studies & Planning

Advisory Committee

Afifa Ahmed-Shafi, Office of Neighborhood Involvement
Kate Allen, Portland Housing Bureau
Noelle Dobson, Oregon Public Health Institute
Angie Evens, Woodstock Neighborhood business owner
Robin Fenske, Brentwood-Darlington Neighborhood Association
Terry Griffiths, Woodstock Neighborhood Association
Brian Hoop, Office of Neighborhood Involvement
Paul Leistner, Office of Neighborhood Involvement
Marty Stockton, Bureau of Planning and Sustainability
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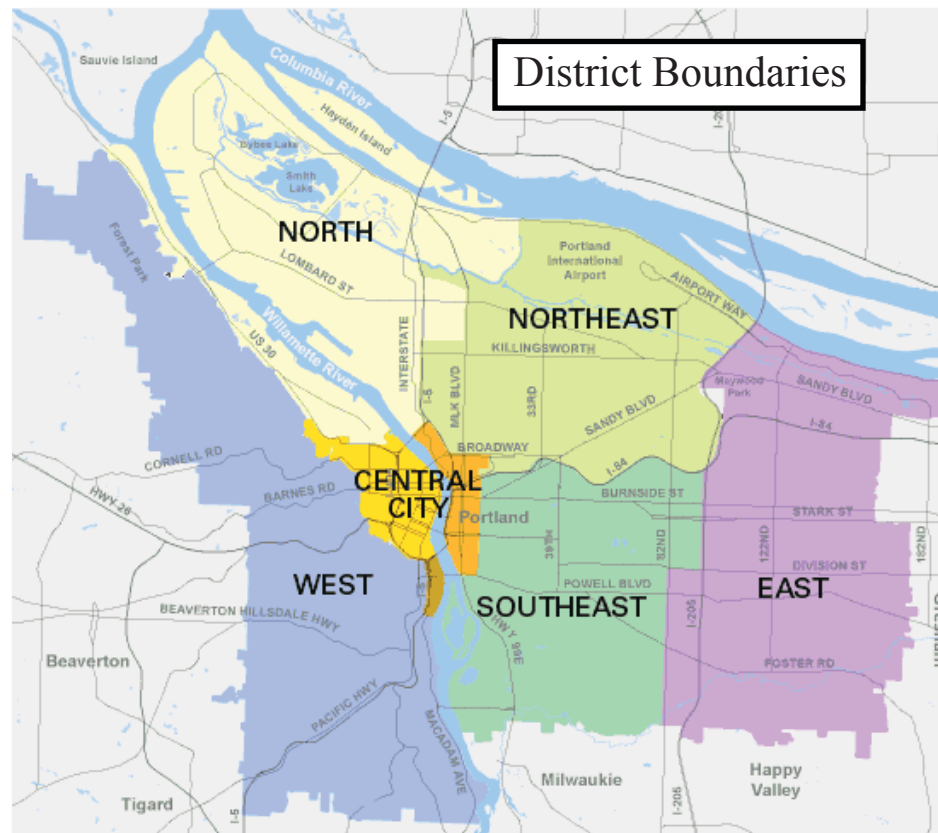
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DISTRICT LIAISON RESOURCE

The Bureau of Planning and Sustainability's (BPS) District Liaison Program will be an excellent resource while applying the Community Needs Assessment process. This program connects Portland communities to the City by assigning a planner, or District Liaison, to serve defined areas (see map). The District Liaisons are BPS' primary contact between communities, city agencies, and nonprofit groups on local planning and development matters. In particular, your District Liaison is responsible for working on issues that affect your community's vitality and livability. It is recommended that you involve your District Liaison before and during the needs assessment. For more information:

Phone: 503-823-7700

<http://www.portlandonline.com/bps/index.cfm?c=38941>



WHAT IS AMPLIFYPDX?

This Community Assessment Workbook is part of *AmplifyPDX*, a needs assessment process that empowers communities and encourages them to play a greater role in planning their future. A needs assessment is designed to examine what works, what doesn't, and what needs to change in a community. The Workbook is a tool that walks Portland communities through the *AmplifyPDX* needs assessment process, the goal of which is to promote high quality of life for all Portlanders.

It is no surprise that communities change often and quickly. This Workbook can help you prepare for that change by taking a snapshot of where your community is today, and aid in the development of strategies to get you to where you want to be in the future.

Rooted in principles of inclusivity, equity, and collaboration, the *AmplifyPDX* process differs from traditional neighborhood planning in three key ways. First, it lets you define your community and the problems you want to address. Your community has valuable local knowledge. Tapping this expertise is what's needed to lead the community assessment. This Workbook allows you to customize and control the needs assessment process to best address the concerns of your community.

Secondly, the *AmplifyPDX* process promotes partnerships. Most people agree that many voices are better than one.

This approach encourages working across neighborhood boundaries to determine and address shared needs.

Thirdly, a diverse coalition of stakeholders indicates your community is a willing, organized, and dedicated partner. This aids the City in responding to your needs.

Using this Community Assessment Workbook will empower your community and will put you in a better position to address local needs and partner with the City in future planning efforts.

FIVE REASONS TO CONDUCT A COMMUNITY NEEDS ASSESSMENT

1. It organizes and empowers your community
2. It helps you prioritize problems and understand which can be addressed by your community
3. It helps you identify common values
4. It is an equitable way to capture a broad range of concerns
5. It assists in turning problems into opportunities



OVERVIEW OF THIS WORKBOOK



The Community Assessment Workbook is a powerful tool. It will walk you and your community through the steps needed to assess, prioritize, and address your needs. While parts of this process can be hard, each chapter is designed to minimize these challenges.

Defining “community” can be difficult because most people are a part of many different communities. However, by collaborating with your neighbors it should be possible to identify common areas or groups everyone can agree belong in the community. **Step One: Getting to Know Each Other** involves identifying the range of community stakeholders that should be included in the assessment process.

Once stakeholders have been identified and relationships established, it is time to begin assessing your community’s needs. Discussions should concentrate not just on needs, but also community assets and opportunities. Depending upon what your community hopes to accomplish, this phase may involve interviews, small group discussions, and community workshops. **Step Two: Gathering Information** is intended to provide you with the resources needed to accurately assess local needs and assets.

Step Three: Advocating for your Needs is your community’s opportunity to determine the best approach to address priority needs and opportunities. Because

your community has the power and capacity to recognize needs, you also have the ability to resolve many of them. However, as you already know, some needs require involvement from the City or other organizations to resolve. This is the stage in the community assessment where you assign responsibility to address needs.

Materials and activities are referenced throughout the Workbook. This includes exercise instructions, worksheets, and other resources. These can be found in the **Appendix**.

This Workbook contains a number of steps that require time and energy. While this may seem daunting, this process is designed for collaboration and communication between the City and your community. If you have questions or feel overwhelmed, contact your District Liaison the Bureau of Planning and Sustainability. You can reach the Bureau’s front desk by calling 503-823-7700.



HOW TO USE THIS WORKBOOK

It is recommended that communities move through the Workbook from start to finish, completing all three steps in the suggested order. It may take a series of months, but it will provide the most thorough and effective approach for building strong relationships and involving a broad range of community stakeholders. Also, if you intend to use the City as a resource, you'll need to complete the assessment from start to finish.

The step-by-step process is designed to take communities from the simplest Getting to Know Each Other step to an outcome with clearly stated needs, proposed solutions, and an understanding of who is responsible for addressing them. It is especially designed for working across neighborhood boundaries or encouraging new partnerships between groups that don't traditionally work together. It is also appropriate for newly formed community groups, groups seeking to increase participation, or groups with decision-making challenges.

The community assessment can be started by a range of individuals or groups. For example, District Liaisons, community-based organizations or institutions, Neighborhood Associations or District Coalitions are all possibilities.

GETTING STARTED

- Three neighborhood associations who want to deal with shared local problems
- A group of residents who have concerns over poor access to quality food and more generally want to improve the quality of life for themselves and their neighbors
- A community organization that is working with a low-income population in a specific area of the city

RECOMMENDATIONS FOR A SUCCESSFUL COMMUNITY ASSESSMENT PROCESS:

- Contact your District Liaison at the Bureau of Planning & Sustainability before getting started as they can connect you with resources and answer any questions. Keep them up to date on your progress during the needs assessment process.
- Define your community carefully at the start, but be flexible and allow others to join throughout the process.
- A good facilitator is someone who encourages full and fair participation, keeps the conversation moving forward, and remains as neutral as possible. Often this can be one or two individuals from the group, but in many cases it is helpful to have someone from a community organization. In some cases, it may be appropriate for City staff to facilitate.
- Small committees are a good working group size as they maintain efficiency and ease of coordination but don't place an excessive workload burden on one person.
- More involvement from a greater number of individuals and groups will garner more attention from funders and decision-makers.
- Be patient and don't try to address too much at once. A good needs assessment process takes time to develop. Letting the process play out over the course of months - rather than rushing through the steps - will create better results.



GETTING TO KNOW EACH OTHER

PURPOSE:

This step helps establish new relationships, strengthen old ones, and build trust among community members.

Here you will define your community and agree on a common set of values to guide your needs assessment. Your community will also establish a Work Team and a Steering Committee to manage and coordinate the process.

Establishing a set of common values and building trust takes time, be patient and let this process unfold as it is important to ensure you're reaching a wide array of stakeholders. The energy your community invests in this process now will greatly benefit the following steps.

MAJOR TASKS:

A: DEFINE YOUR COMMUNITY

B: ESTABLISH COMMUNITY VALUES

C: FORM LEADERSHIP TEAMS



STEP

A. DEFINE YOUR COMMUNITY

Communities come in all shapes and sizes and everyone has a different view on where their geographic community begins and ends. This is because people rarely meet their daily needs within the boundaries of a single neighborhood. Similarly, most people associate themselves with a variety of communities. For example, residents of one neighborhood may work across town or they may attend church in another neighborhood. Different neighborhoods and groups each represent a different type of community.

Since communities differ for each person and overlap in many instances, defining a community with physi-

cal boundaries is a challenge. For your needs assessment process, it is important to develop a definition that describes your community. Think creatively and inclusively. The exercises in this section are intended to help you begin to identify who is in your community and the boundaries of your needs assessment. These exercises are meant to be completed at the same time with the ultimate goal of developing a concise community definition and a preliminary stakeholder list for future activities.

CREATE A FACTSHEET

Appendix A

Use data and resources about your community to better understand demographics (characteristics of who lives in your community) and historical context. See appendix for a list of possible resources, or contact your District Liaison to help you with this task.

DEVELOP ASSET MAP

Appendix B

An Asset Map is a list of resources within the community, which include associations, institutions, individuals, economic drivers, and physical amenities. Use the master list of associations and the sample asset map in the appendix to build your own.



EXERCISE: DEFINING YOUR COMMUNITY

Goal: Create a single statement or series of statements about how your group views community.

1. If your group is geographical in nature (e.g., neighborhood association), look at maps and determine basic boundaries.
2. Is there a central spot with high activity or a “Main Street” within these boundaries? If so, think about who uses the businesses, organizations, or other amenities.
3. Are there people who work, go to school, or worship in the area?
4. Are there groups within your community that you would like to hear more from? Ethnic groups? Interest groups?

Sample Community Definition:

“Our community is centered around Elm Street and 16th Ave and extends for 1/2 mile in all directions from that intersection. Most vital to our process will be getting input residents, parents of children at Hoover Elementary School, and business owners/users along Broad Street. We would like, in particular, to engage low income residents, Ukrainian newcomers, and local environmental advocates.”

B: ESTABLISH COMMUNITY VALUES

Just as individuals use their values when making decisions, communities rely on a common set of values to make decisions related to their quality of life. You are now ready to bring different stakeholders together to identify and determine common interests and shared values. Using your asset map and preliminary stakeholder list, invite these individuals and organizations to a community gathering. At the workshop, use the exercises below as an opportunity to meet your neighbors and other community members, begin to establish relationships, and build the trust necessary to carry out the remainder of the needs assessment.

VALUES IDENTIFICATION

Appendix C

This group activity asks people to brainstorm a list of values they consider vital to the community's well-being. Discussion and dot-voting help participants determine what values are most important to the whole community.

POINT & STRING MAP

Appendix D

This activity has participants locate their home on a map, plot it, and connect it with string to frequent destinations such as grocery store, park, work, and social gathering space.

D: FORM LEADERSHIP TEAMS

Good leadership is essential. While every member of the community is important, it is recommended that your community establish a Steering Committee and Work Team that will form the foundation of the needs assessment process. The Steering Committee is the

decision-making body that guides the assessment and Work Team is a smaller group of people who handle the day-to-day logistics. This is a model that has worked well in other communities, but it may need to be adapted to fit your community's unique situation and experience.

STEERING COMMITTEE

Formation of the Steering Committee must be completed with intention. Members of the team should be inclusive and representative of the community it serves. The Steering Committee should also be able to accommodate new members if key stakeholders are identified later in the process.

ROLES & RESPONSIBILITIES

- To act as the decision-making body and to guide the assessment process implemented by the Work Team
- To write and adopt a vision statement for the community's assessment process
- To document the assessment process and to achieve transparency by keeping records of decisions and recommendations as well as the methods and tools used to reach them
- To ensure an inclusive and equitable assessment process because everyone has a right to participate

WORK TEAM

The Work Team is a smaller group of individuals responsible for planning and organizing the assessment process under the guidance of the Steering Committee. There should be around four or five people on the Work Team, all of whom should understand that it takes a fair amount of time to assume this role.

ROLES & RESPONSIBILITIES

- Handling the day-to-day logistics of conducting a community assessment including, but not limited to, developing a meeting plan, organizing events, summarizing feedback from community members, and assembling an action plan
- To make concerted efforts to reach out to and incorporate the voices of a wide range of stakeholders
- To strive for a neutral and facilitative leadership approach: members must be committed to working on behalf of all community members and seeking solutions that are best for the entire community

TRACKING YOUR PROGRESS

Now that you've read through the first step of your needs assessment, use this checklist to track and document your progress. You should now have a good idea of who your community is, who you'll be working with during this process, and who is in charge of keeping the group moving forward.

☐ **Fact Sheet**

☐ **Asset map or
Preliminary Stakeholder List**

☐ **Community Values**

☐ **Work Team Members**

☐ **Fill in your Community Definition for the
needs assessment**

☐ **Steering Committee Members**

Name	Affiliation



GATHERING INFORMATION

PURPOSE:

This step is intended to guide you and your community through the process of collecting, describing, and categorizing your community's needs, concerns, and assets. The focus here is to engage the diverse set of voices that you listed in Step 1 while also continuing to identify additional stakeholders. The goal is to encourage participants to think productively about community challenges and opportunities and to come up with solutions that leverage community assets and meet community needs.



STEP

MAJOR TASKS:

- A: DEVELOP AN OUTREACH PLAN
- B: IMPLEMENT AN OUTREACH PLAN
- C: CREATE LIST OF COMMUNITY-IDENTIFIED NEEDS AND ASSETS

A: DEVELOP AN OUTREACH PLAN

Now it is time to start engaging your community on the issues that will help you define your needs. You are ready to lay out a clear plan for your information gathering campaign. An outreach plan describes the activities and the sequence in which they will occur, and how you will advertise the needs assessment process and any associated events.

It is important at this step to determine what information needs to be collected from your community members while remembering that information gathering goes in two directions and will require leadership to be open and transparent. You must find ways to clearly articulate just what it is that the process is being used

to accomplish. It is extremely important in this process to ensure that you do not set up unreasonable expectations. As the process moves along, try to gauge what your community participants are envisioning as the outcome, and be as clear as possible about the realities, as the leadership teams see them. It is common and understandable for communities working together to become passionate about the causes most important to them, and to expect that their ideas will be realized. Particularly when discussing items of suggested importance to government, it must be made clear that the result of this process is an assessment of needs and opportunities, and that it is not a guarantee of action by the City.

GUIDING PRINCIPLES FOR A NEEDS ASSESSMENT PROCESS

- **Transparency:** Keep the process open.
- **Honesty:** Create trust and keep the process clear and goal oriented.
- **Clear Expectations:** Make sure the public knows their role and work to minimize frustration that drives participants away.
- **Inclusivity:** Involve community groups and members that are often left out and honor different perspectives.
- **Careful Reporting:** Maintain good records to inform future decisions.
- **Fairness:** Analyze in clear and sensible fashion and do not favor interests of one group over another.



A: DEVELOP AN OUTREACH PLAN {CONTINUED}

Ideally, several information gathering techniques will be used in concert with one another because different people like to engage in different ways. You do not, however, have to incorporate all of the methods into your assessment. Often, the best way to start the process involves face-to-face discussions through interviews or workshops, but there are circumstances where a survey or a coffee klatch may be a better fit.

Based upon your understanding of your community, which combination of methods is the best approach? This will require careful consideration by the leadership team to determine what best fits the needs of your assessment. On the following page, you'll find a selection of suggested techniques to help identify community needs and assets; in the Appendix you'll find more information about each of these methods including specific examples. You may also find it helpful to seek advice from people who have conducted similar outreach activities. For example, your District Liaison, local community-based organizations, or the Office of Neighborhood Involvement are good places to start. In selecting methods, it is important to consider what questions you are asking and what kind of informa-

tion you want to know. Here is a list of categories that you should consider addressing in your community assessment:

- Jobs and Job Training
- Housing
- Youth and Adult Education
- Community Gathering Spaces
- Open Space & Parks
- Commercial & Retail Development
- Community & Human Services
- Infrastructure & Public Utilities
- Transportation & Traffic Safety
- Environmental Quality
- Public Safety
- Healthy Food
- Arts & Culture
- Planning, Zoning & Land Use

Use the checklist and sample outreach plan on page 22 to organize your thoughts and begin sketching out your own outreach strategy.

RECOMMENDED METHODS FOR ASSESSING NEEDS & ASSETS

WORKSHOP

Appendix E

An interactive meeting targeted at producing a tangible product or completing a task. Intended for 25 or fewer people, it is likely that you'll need to hold more than one.

INTERVIEWS

Appendix F

A one-on-one conversation using pre-determined questions. They allow for in-depth, personal storytelling and are often a good way to begin a needs assessment because you can gain an understanding of some of the key issues facing a community.

WALKABOUT

Appendix G

A way of exploring a community on foot to uncover the strengths and weaknesses of the area. Done in a small group, the Walkabout should spark conversation about what's missing, what could be done better, and what already works well.

COFFEE KLATCH

Appendix H

An informal and unstructured way of gathering community input. By making yourself available in a popular community gathering location, you provide people an opportunity to approach you on their own terms to discuss what is on their minds.

SURVEYS

Appendix I

A way of gathering information using a pre-determined set of questions that can be administered on paper, on a computer, or verbally.

FOCUS GROUPS

Appendix J

A type of interview used to gather information from a small group of people. Using targeted questions, the group discusses a particular topic in-depth while participants are given an opportunity to share their opinions in an open environment.



Recommended Workshop Exercise:

NEEDS & ASSETS MAP

What is Needs & Asset Mapping?

Need & Asset mapping is a way to ask residents to identify what works, what doesn't, and plan for the future. The process is intended to encourage a community to consider its strengths & concerns, organize around a vision, and plan solutions.

Why Map Assets?

Mapping assets as well as needs is a more complete way to discuss neighborhood issues. Instead of focusing resources toward outsiders, this process asks a community to identify assets in the form of skills, infrastructure, and capacity. Mapping will promote connection between the personal and physical assets in a neighborhood as well as efficiently target resources toward neighborhood improvement.

Materials needed:

- Maps (If a map cannot be easily attained, contact your District Liaison at BPS for assistance)
- Red and Green Markers
- Evaluation Sheets

Instructions:

1. As small groups, gather around maps to talk about areas of concern and opportunity in each area of focus.
2. Ask participants to draw directly on the map using red markers for areas of concern and green for areas of opportunity. Are there vacant lots ripe for commercial development? Use the green marker to indicate it is an opportunity and provide the rationale for that claim on the evaluation sheet. For areas of concern, identify them and try to come up with at least one concrete way to alleviate this problem. For instance, if graffiti is a problem in your community, identify one or two projects or approaches you could take to combat graffiti.
3. Move forward with prioritization process, using a procedure like sticky dot voting or issue bucket allocation discussed in Step 3.

B: IMPLEMENT AN OUTREACH PLAN

Now that you've selected methods for your needs assessment and you know what information you're seeking, it's time to let the rest of your community know how they can get involved and how they can make their voices heard.

Implementation of the Outreach Plan involves carrying out the activities you've identified, collecting peoples' stories and input, and documenting the process. To do this you'll need to reach a broad audience. Use the following recommended methods to help you get the word out to encourage community participation in the needs assessment.

HOW TO GET THE WORD OUT!

- **Talk** to your friends, family, & neighbors. Word of mouth through personal connections is often the most effective way to generate interest in a process like this.
- **Attend** a community meeting and talk to them about the project.
- Put up **flyers** in local businesses with contact information and any events you might be planning. Try to make the flyers as clear and eye-grabbing as possible.
- **Speak to people** outside of local businesses. Tell them about your process as they enter. This is good practice for articulating your interests throughout the community assessment.
- **Build a website.** Many sites like "Wordpress" or "Weebly" allow you to set up a free interactive website or blog in minutes. Alternatively, often times there are people in your community who have website development skills who are willing to help.
- Contact local community or faith-based organizations to see if they have a newsletter or can make an announcement to their membership.
- Community Mailings.
- Contact the City of Portland's Office of Neighborhood Involvement or the Bureau of Planning and Sustainability for more ideas on outreach.

B: IMPLEMENT AN OUTREACH PLAN {CONTINUED}

BASIC SAMPLE OUTREACH EVENT PLAN

Date & Location: Our community workshop will be held on Oct. 28th from 6:30 pm - 8:30 pm at the Woodlinton Community Center.

Outreach Method(s): We will be hosting a workshop to discuss community needs (large group activity) and conduct a mapping exercise (small group activity).

Materials/Resources Needed:

- Several maps of the community
- Colored markers
- Tape
- Scratch paper
- Snacks and coffee
- Childcare

Roles & Responsibilities:

- BPS will be providing the maps of the community and surrounding area
- James and Mary will be facilitating the workshop and have asked Kim to take notes
- Cynthia has taken the lead on getting food and coffee from local businesses
- Kyle and Eric are going to do room set up and clean up
- Betty and Jim will be providing childcare and will be bringing kid books, crayons, and a puzzle
- Eric will get markers and other office supplies

Advertising Event:

- Scott will be listing the event on the website in the local paper
- Betty and Eric are going to flier local businesses
- Kim will make an announcement at the multi-cultural center and neighborhood association meeting
- Everyone is planning to talk to at least 5 neighbors or friends

C: LIST OF COMMUNITY-IDENTIFIED NEEDS AND ASSETS

After conducting your assessment activities, you'll have collected a fair amount of input about your community's needs and assets. You may have heard some of the same issues over and over again and some things may have just been mentioned once or twice. Regardless of its frequency, anything you heard should be included on a master list of community needs and assets as a way of recording everything that community members shared during the assessment. Issues that were mentioned more than once, however, should just be listed as a single item. You may also want to consider using a map to present those needs and assets that can be associated with a particular area.

A community need may be large or small, specific or broad. Sometimes, a community will have a need for more affordable housing in general, or perhaps it specifically needs affordable family-sized rental units. Similarly, increased pedestrian safety throughout the community may be a need but community members may also say that the intersection of 5th and Main Streets is really dangerous for walkers and bicyclists. Both scales of need are important and are useful to talk about; broader categories of need leave room to continue brainstorming and identify more specific needs later but small-scale needs are often easier to think about because they are concrete and often experienced on a day to day basis. Neither is a "wrong" answer and keeping track of both kinds of need is essential.

SAMPLE LIST OF COMMUNITY-IDENTIFIED NEEDS AND ASSETS

NEEDS:

Affordable Housing

- Family-sized apartments near Main Street
- More opportunities for affordable homeownership

Access to Healthy Food

Places for Children to Play

- New playground equipment at Oak Park
- Child care services

Family wage jobs

ASSETS:

- Oak Park
- Vacant industrial land
- High-frequency transit
- Bike lanes
- Neighborhood plaza in front of the library

This abbreviated list is to note the different scales of needs and assets



TRACKING YOUR PROGRESS

You have now worked through the second step of your assessment and have a good understanding of your community's needs and assets. Use this checklist to track and document your progress on this step's major tasks.

- ☐ **Design Outreach Plan: select assessment methods, set deadlines, acquire materials, advertise**
- ☐ **Gather information and organize community feedback**
- ☐ **Assemble Comprehensive List and Map of Community Needs & Assets**

NOTES





ADVOCATING FOR YOUR NEEDS

PURPOSE:

During this step, your community will agree upon needs, prioritize key action items, assign responsibility and report to the city.

The first task is to organize and prioritize needs and opportunities in an open and transparent manner. Next, you will discuss a range of possible solutions. Finally, your community must decide on the best option and assign responsibility, for example, is this a need that can be addressed within your community, or will outside assistance be necessary for solving the problem.

After responsibility is assigned, you can check in with the City and notify them of your priority needs, let the City know what your community is capable of taking responsibility for, and where the City can provide assistance.

MAJOR TASKS:

A: AGREE UPON NEEDS

B: PRIORITIZE KEY ACTION ITEMS

C: ASSIGN RESPONSIBILITY

D: COMMUNICATE WITH THE CITY

3
STEP

A: AGREE UPON NEEDS

By the end of Step 2, you will have learned about many community needs and assets. You'll now want to take time to review this list with the community and make sure your list reflects everything that was said. There are a variety of ways to take the information back to the community, and you can use the ideas on this page to get you started thinking about the best approach for your community. Keep in mind that you may want or need to use a few different methods to reach the most people.

At the same time, you should begin asking people about what needs are the most important. Using the compre-

hensive list of identified needs, community members should be asked to deliberate and consider the need and where it ranks in relation to the others. One suggestion is to organize needs by category, especially if you heard about a lot of smaller scale, specific needs. Having the list of assets presented next to the list of needs is useful, as it may help individuals determine which needs should be addressed with the most urgency or which needs could be addressed more easily by leveraging existing community resources. A popular method to help community members prioritize needs is Sticky Dot Voting (see page 28).

TAP INTO EXISTING EVENTS

Get on the agenda for community meetings, ask to have a booth at an organization's Open House, or set up a table at neighborhood block parties. There are always lots of events going on in your community. Use these to your advantage, and take the assessment findings out into the community to hear what others have to say.

WEBSITE

Capture written feedback through an online survey or comments. While this is relatively easy, you do not necessarily know who you are hearing from and you may not reach a very broad audience. However, you get feedback from those who cannot attend an event.

OPEN HOUSE

An Open House allows community members to come and go on their own time to view results more informally. You're likely to hear and observe the reactions of a broader audience.

TOWN HALL

A Town Hall brings together interested parties at a formal event to learn about and respond to results. Using presentations and facilitated activities, a Town Hall requires participants to attend at the same time.



B: PRIORITIZE

KEY ACTION ITEMS

Once your needs have been pared down and ranked by importance, you may vote on key action items to meet these needs. This is best accomplished at a community meeting like a Town Hall with a facilitator discussing each prioritized need and asking participants to propose solutions. These should be tracked on the board in the front of the room. If necessary, use small groups to do the first round of brainstorming. Keep in mind that brainstorming should generate a long list of potential solutions and no ideas are thrown out at this stage.

After a list of possible actions has been created, use one of the prioritization approaches on this page to have participants decide upon the best approach to meeting prioritized needs. Again, presenting community assets alongside the identified needs will be useful for prioritizing and decision-making as a reminder of the resources that exist and that could be leveraged to address issues of concern.

STICKY DOT VOTING

Appendix K

Participants are given a set number of stickers which they use to indicate which issues are most important to them. Those issues with the most “votes” are considered high priority.

ISSUE BUCKETS

Appendix L

Allows participants to act as decision-maker and choose how to make financial allocations. Using play money and buckets for each need, participants will begin to recognize the challenge of making decisions with scarce resources.

PRIORITIZATION MATRIX

Appendix M


A tool to foster discussion and to reach consensus on which actions are the most important to pursue in order to address previously prioritized areas of need. A prioritization matrix utilizes previously agreed upon criteria to evaluate potential actions.

THINGS TO CONSIDER WHEN IDENTIFYING PRIORITIES


- Whose needs are you assessing? For example, neighborhood residents, a specific group within the community (seniors, homeless, single parents, etc.), or businesses? With that in mind, who benefits from addressing each need?
- Does addressing the need reduce existing disparities or help people that are less well off?
- What is the expense of addressing each need? Will outside funding be needed to address the problem?
- What other resources will be needed to complete this project? Do these resources (volunteers, expertise, skills, etc.) exist in the community?
- Is there an issue of time sensitivity that forces the need to be addressed immediately? How long will it take to adequately address the need?
- What, if anything, is already being done to address the identified needs? If there are already initiatives being undertaken by the City or a community group to solve a problem, it may or may not be the best place to invest more resources. If you need help identifying whether a particular need is being addressed, contact your District Liaison.




C: ASSIGN RESPONSIBILITY



Once you have distilled needs into a set of key action items, it is time to assign responsibility. Is the action something the community can take care of or does it require the City to take responsibility?




If the action can be carried out by the community, choose a lead person for the initiative, and organize a strategy for running meetings, volunteer events, and delegating responsibilities to complete the project.




If the action must be led by the City, community members should be assigned to advocate for the community, meet with City Officials, and monitor the situation. Look for people with experience and some level of knowledge on the topic. The City may not consider your community's needs a priority and completing a community assessment is not a guarantee that the City will immediately solve the issue. Approach the City as a partner, seeking to collaborate and have a conversation about how your community's needs might be addressed and what alternative solutions might be considered.




D: COMMUNICATE WITH THE CITY



In **Appendix N**, you will find an assessment report template and a brief example, which will be useful for communicating with the City and the broader community the results of the needs assessment and the next steps. Your community's report should include:

- 
1. Action Item
 2. Statement of Purpose or Need
 3. Lead and Partners
 4. Related Opportunities or Assets
 5. Timeframe



In the spirit of collaboration, the key action items the community is taking responsibility for should be shared with the City in addition to a list of community needs requiring the City's help. Your community's commitment and the support that you've garnered will demonstrate that it is in the City's best interest to work with you.

WHO IS RESPONSIBLE?

BEST ADDRESSED BY THE CITY:

Issue:

-Dangerous Intersection for Pedestrians

Opportunities/Approaches:

-City should install traffic-calming devices

Responsibility:

-Community Transportation Committee established

-Will write public memo and set up meetings with District Liaison and Bureau of Transportation

BEST ADDRESSED BY COMMUNITY:

Issue:

Landscaping at Community Center is Unattractive

Opportunities/Approaches:

-Organize community volunteer gardening event

-Gather donations from local landscaping companies

Responsibility:

-Bob Johnson and Marjorie Washington will spearhead event in May

BEST ADDRESSED BY COMMUNITY AND CITY COLLABORATION:

Issue:

Graffiti on Oak Ave, between 10th and 12th streets.

Opportunities/Approaches:

-City: Speak with Police Department about enforcement and greater police presence.

-Community: Discuss better nighttime lighting options with local businesses and organize a neighborhood monitoring program.


Responsibility:

Local Business Association and Watch Committee will follow up and report back in February on progress.












TRACKING YOUR PROGRESS



Congratulations! You have completed the third and final step of the Community Assessment Workbook. You should now have a plan to take action to begin addressing some of your community's most pressing needs. Use this checklist to track and document your progress on this step's major tasks.

- 
- ☐ **Present comprehensive list (and map) of needs and assets to community for review**
- 
- ☐ **Brainstorm potential actions to address needs; prioritize most important projects**
 - ☐ **Determine key initiatives moving forward**
- 
- ☐ **Assign responsibility for key initiatives**
 - ☐ **Communicate with the City and your community by creating an Assessment Report**
- 
- ☐ **Set a future date, or a regular schedule for following up on progress that has been made on key initiatives**
- 
- 
- 

NOTES:





APPENDIX OF RESOURCES

APPENDIX A: CREATE A FACTSHEET

APPENDIX B: DEVELOP ASSET MAP

APPENDIX C: VALUES IDENTIFICATION

APPENDIX D: POINT & STRING MAP

APPENDIX E: WORKSHOP

APPENDIX F: INTERVIEWS

APPENDIX G: WALKABOUT

APPENDIX H: COFFEE KLATCH

APPENDIX I: SURVEYS

APPENDIX J: FOCUS GROUPS

APPENDIX K: STICKY DOT VOTING

APPENDIX L: ISSUE BUCKETS

APPENDIX M: PRIORITIZATION MATRIX

APPENDIX N: COMMUNITY ASSESSMENT REPORT TEMPLATE

APPENDIX A: CREATE A FACTSHEET

Your District Liaison at BPS should be able to provide you with a simple factsheet describing the demographic makeup and other relevant data on the neighborhoods in the geography that you have defined. Use this factsheet to expand your knowledge on who lives in and uses your community assets on a regular basis. It is also useful to explore the history of your community, the social and demographic changes, past planning efforts including neighborhood plans, and previously identified issues of concern. The resources below are meant to be a jumping-off point, however, because no one knows more about a community than those who live there or travel there on a regular basis.

DEMOGRAPHIC & HISTORICAL RESOURCES

- Bureau of Planning and Sustainability: Neighborhood Plans and other relevant planning documents
- Office of Neighborhood Involvement
- District Coalition Office
- Neighborhood Associations
- Community-Based Organizations & Institutions
- Community Development Corporations

APPENDIX A: CREATE A FACTSHEET {CONTINUED}

BRENTWOOD-DARLINGTON
NEIGHBORHOOD FACT SHEET

BASIC STATS:

Total 2000 Population: **11,420**
Total 2010 Population: **12,994**
2000-2010 Pop Growth Rate: **14%**
(10% in PDX as a whole)
2005-09 Per Capita Income: **\$22,133**
(\$29,282 in PDX as a whole)
Percentage Rental Households: **30%**
(41% in PDX as a whole)
Percentage Family Households: **63%**
(52% in PDX as a whole)
% with Higher Ed Degree: **13%**
(32% in PDX as a whole)

2010-11 PUBLIC SCHOOLS:

Elementary: **929**
Middle: **417**
High School: **448**
Total: **1,794**
Students as % of Population: **15%**
(8% in PDX as a whole)

INFRASTRUCTURE:

Size in Acres: **1,122**
Total Street Miles: **44**
Unimproved Street Miles: **5 (12%)**
(3% in PDX as a whole)
Sidewalk Miles: **10.0 (23%)**
(49% in PDX as a whole)
Bike Rte. Miles: **11 (25% of streets)**
(30% for PDX as a whole)
Bus Stops: **78**
Bus Stops per Square Mile: **45**
(37 in City as a Whole)



RACE:

Diversity Index¹: **48%**
(46% for PDX as whole)
Percent White: **67%**
(72% in PDX as a whole)
Percent Black: **4%**
(6% in PDX as a whole)
Percent Hispanic: **14%**
(9% in PDX as a whole)



* Represents likelihood that two residents, chosen at random belong to different race or ethnic groups
Numbers are derived from Census Bureau estimate for 2000 & 2010 Census, ACS 2005-2009 estimates, RLIS GIS database and ODE education data. Margins of error not listed here.

APPENDIX B: DEVELOP ASSET MAP

Master List of Associations

Developed by the Asset-Based Community Development Institute

Consider this list as a place to begin brainstorming about community assets. By no means does it capture every organization or association – or category thereof – that may exist in your community. Instead, it is intended to serve as a reminder of the range and diversity of stakeholders and provide ideas about how you might be able to connect with them. Use this Master List of Associations along with the sample asset map and blank worksheet in this Appendix to begin creating your own community's asset map that will list institutions, individuals, associations, and physical amenities that are a part of your community.

- Addiction Prevention and Recovery Groups
- Advisory Community Support Groups (i.e. friends of...)
- Animal Care Groups
- Anti Crime Groups
- Block Clubs or Home Owners Associations
- Business Organizations/ Support Groups
- Charitable Groups and Drives
- Civic Events Groups
- Disability/Special Needs Groups
- Cultural Groups
- Environmental Groups
- Education Groups
- Elderly Groups
- Family Support Groups
- Health Advocacy and Fitness Groups
- Heritage & Ethnic Organizations
- Hobby and Collectors Groups
- Men's Groups
- Mentoring Groups
- Mutual Support Groups
- Neighborhood Improvement Groups
- Political Organizations
- Recreation Groups (i.e. sports leagues)
- Religious Institutions & Groups
- Service Clubs
- Social Groups (i.e. bingo clubs, book clubs)
- Social Cause/Advocacy/Issue Groups
- Union Groups
- Veteran's Groups
- Women's Groups
- Youth Groups

APPENDIX B: DEVELOP ASSET MAP {CONTINUED}

Sample Asset Map

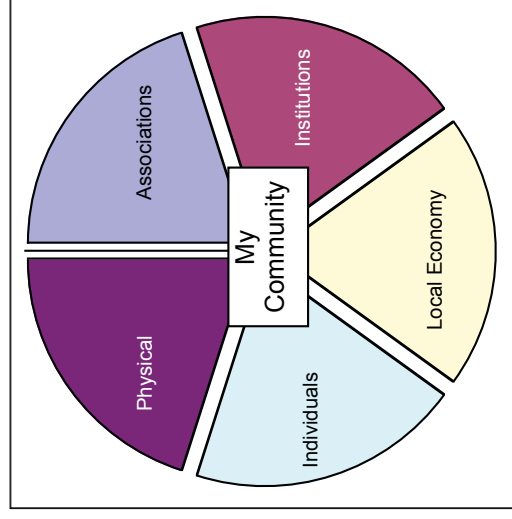
Developed by the Asset-Based Community Development Institute

Associations

Animal Care Groups
Anti Crime Groups
Block Clubs
Business Organizations
Charitable Groups
Civic Events Groups
Cultural Groups
Disability/Special Needs Groups
Education Groups
Elderly Groups
Environmental Groups
Family Support Groups
Health Advocacy and Fitness
Heritage Groups
Hobby and Collectors Groups
Men's Groups
Mentoring Groups
Mutual Support Groups
Neighborhood Groups
Political Organizations
Recreation Groups
Religious Groups
Service Clubs
Social Groups
Union Groups
Veteran's Groups
Women's Groups
Youth Groups

Physical Space

Gardens
Parks
Playgrounds
Parking lots
Bike Paths
Walking Paths
Forest / Forest Preserves
Picnic areas
Campsites
Fishing spots
Duck ponds
Zoos
Wildlife center
Natural Habitats - coastal, marine, amphibian
Bird Watching Sites
Star Gazing Sites
Housing
Vacant Land & Buildings
Transit stops and facilities
Streets



Individuals

Gifts, Skills, Capacities, Knowledge
and Traits of:

Youth
Older Adults
Artists
Welfare Recipients
People with Disabilities
Students
Parents
Entrepreneurs
Activists
Veterans
Ex-offenders

Institutions

Schools
Universities
Community Colleges
Police Departments
Hospitals
Libraries
Social Service Agencies
Non Profits
Museums
Fire Departments
Media
Foundations

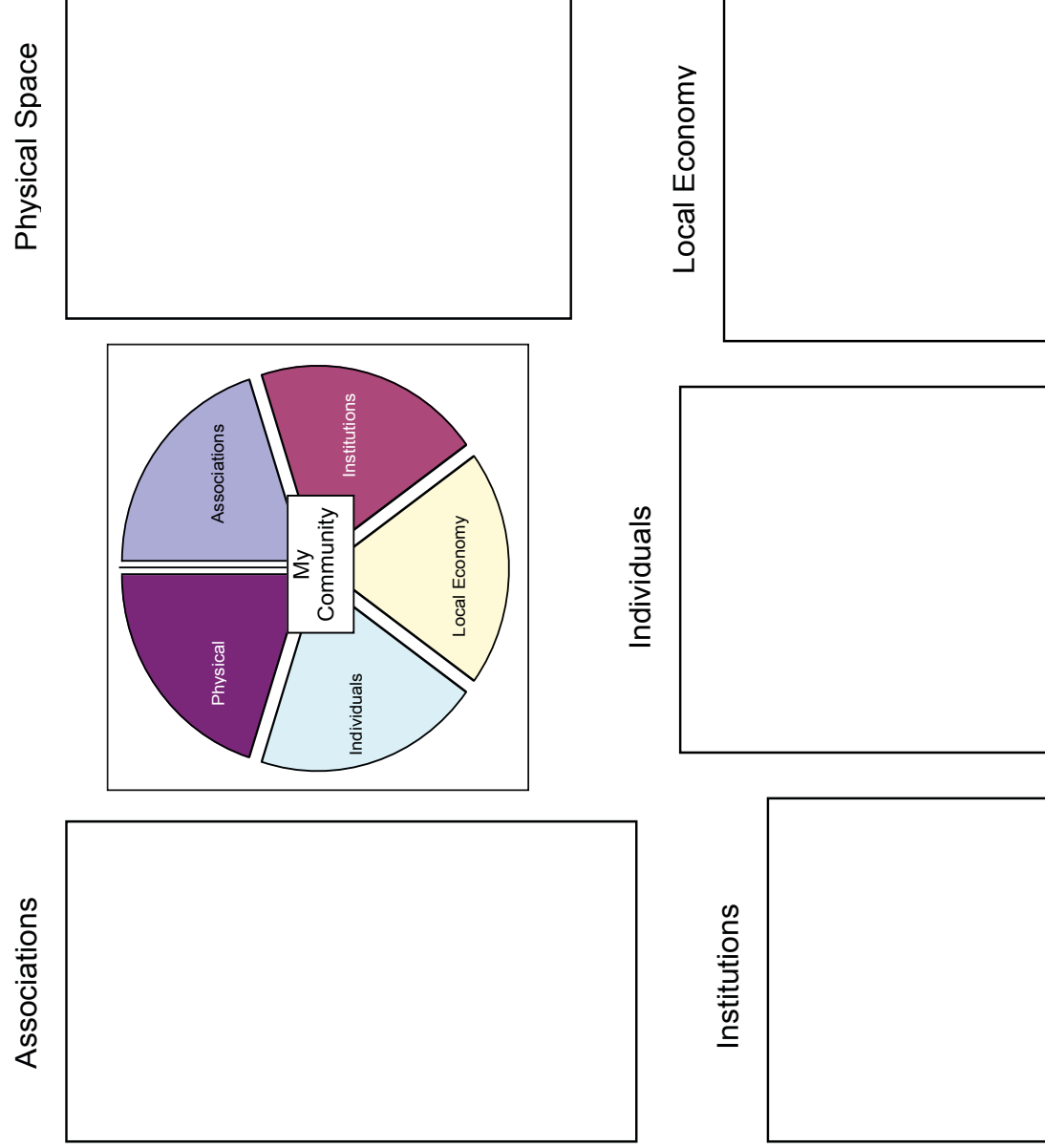
Local Economy

For-Profit Businesses
Consumer Expenditures
Merchants
Chamber of Commerce
Business Associations
Banks
Credit Unions
Foundations
Institutional - purchasing power
and personnel
Barter and Exchange
CDCs
Corporations & branches

APPENDIX B: DEVELOP ASSET MAP {CONTINUED}

Your Community Asset Map

Developed by the Asset-Based Community Development Institute



APPENDIX C: VALUES IDENTIFICATION

What is the Values Identification?

The values identification activity is a process to identify a common set of values to guide community decisions.

Why Identify Common Values?

Much like the values that guide individual choices, commonly held values will help guide community decisions. For example, if your neighborhood values intergenerational relationships, maybe adding specific features to a local park might provide activities in which older and younger adults may participate together. For example, a community garden or afterschool mentor program.

Things to think about:

This process is highly dependent upon participation. It is advisable to encourage others to share, to create an environment of acceptance, and to challenge people to listen to their neighbors. Much of the value of this process is derived from meeting new people and sharing your commonalities.

How to Identify Common Values?

1. Using the sample values list to get the conversation rolling (pg. 41), work in small groups to brainstorm the values each individual holds. This list should consist of the values that compelled them to attend the meeting or workshop.
2. Give participants 5 similarly colored stickers and ask them to place the stickers next to the 5 values they value most highly. They can put the stickers on five different values, or multiple stickers on the same value if it is extremely important to them.
3. Examine the distribution of stickers to begin to understand the most prominent community values. Often, some of these values are similar or overlapping. Look for themes, combine values, or change to a word that is all encompassing. Discuss how these values should guide this process moving forward.
4. Create a mission statement using these values and use this mission statement to guide future plan.

APPENDIX C: VALUES IDENTIFICATION {CONTINUED}

LIST OF VALUES

Abundance	Efficiency	Impartiality	Reflection
Acceptance	Empathy	Independence	Relaxation
Accessibility	Encouragement	Industry	Reliability
Activeness	Energy	Ingenuity	Resilience
Adaptability	Enjoyment	Integrity	Respect
Appreciation	Entertainment	Intelligence	Security
Attractiveness	Excellence	Intimacy	Self-reliance
Balance	Excitement	Inventiveness	Sensitivity
Beauty	Fairness	Judiciousness	Serenity
Belonging	Faith	Justice	Service
Calmness	Family	Knowledge	Sharing
Camaraderie	Financial independence	Leadership	Silence
Capability	Flexibility	Learning	Simplicity
Care	Freedom	Liveliness	Solidarity
Charity	Friendliness	Longevity	Solitude
Cleanliness	Frugality	Loyalty	Speed
Comfort	Fun	Making a difference	Spontaneity
Commitment	Generosity	Open-mindedness	Stability
Compassion	Giving	Openness	Stillness
Conformity	Grace	Order	Strength
Connection	Gratitude	Originality	Synergy
Consistency	Growth	Perseverance	Teamwork
Cooperation	Guidance	Persistence	Timeliness
Creativity	Happiness	Philanthropy	Traditionalism
Credibility	Harmony	Playfulness	Tranquility
Decisiveness	Health	Pleasure	Trust
Dependability	Helpfulness	Pragmatism	Uniqueness
Depth	Honesty	Preparedness	Utility
Dignity	Hopefulness	Privacy	Variety
Diversity	Hospitality	Proactivity	Vision
Economy	Humility	Prosperity	Vitality
Education	Humor	Reasonableness	Watchfulness
Effectiveness	Imagination	Recreation	Youthfulness

APPENDIX D: POINT & STRING MAP

What is the Point & String Map activity?

The Point & String Map activity is an exercise to encourage participants to think about how they live within their community, understand their patterns of use, and learn more about their neighbors.

Why use the Point & String Map activity?

This is a process to assess need within a geographical area. If you're working in a neighborhood, the individuals participating in the assessment process will consider what they need within certain boundaries. Exploring how residents live, the frequency of their travel to meet daily or weekly needs, and what they depend on within these boundaries will illuminate opportunities for projects that will better meet community quality of life needs.

Questions to Consider:

- What would be nice to have closer to home?
- Are there places participants travel that are worth the time and expense?
- Are there assets that would be nice to have closer?

Instructions:

Materials:

- Large Map mounted on a bulletin board or foam core
- Tacks
- String

1. Using maps, string and tacks, ask participants to mark their home base and using string connect their home base to their top 5 destinations. Destinations to consider include grocery stores, service providers, workplaces, social settings such as your church, hang outs, and local library, and recreational facilities.
2. Listen to participants as they engage in this process to capture what they say about the process, their neighborhood, and their common experiences.
3. Ask participants to reflect on the process and discuss why they are leaving their neighborhood to meet those needs. Ask them to track the reasons on a hand out.
4. Convene as a large group to discuss these choices and use this process to begin to think about needs and assets.

APPENDIX E: WORKSHOP

What is a workshop?

A workshop is a creative, interactive meeting where the facilitators have determined one or more exercises designed to gather information or build relationships through a shared learning experience.

Why use a workshop?

When done right, workshops can be a fun and engaging method for acquiring information. The loose, interactive nature of workshops helps to encourage participation from people who don't prefer the typical meeting structure. They can also be an excellent tool for reaching a broad audience in a brief time, and can work well in both large and small group settings.

Workshops often create an environment for mutual learning. This structure aids the process as additional information can be gathered as people learn through other participant's thoughts and ideas. Not only are workshops great for gathering information, but they can also be used to share information as well. This is often done through dialog between participants or from the facilitator. Shared learning experiences are a powerful way to build community and support.

When is it best to use a workshop?

Workshops are a great way to engage people around a specific topic. Most needs assessment process will have at least one workshop, if not many. They can be used throughout the process as either foundation building exercises or for sharing and refining results. As a foundation builder, workshops should be used to share information and to build trust between participants. In many cases, workshops can be used to create physical data, such as asset maps or community land use patterns. This information can be build upon by others in the community, or by the same group at a different time.

Things to think about:

Workshops require a good bit of planning to be effective. As a workshop facilitator, make sure that you are comfortable with the activities you'll be conducting and that you have the necessary supplies and assistance. It is extremely important to be flexible when it comes to conducting workshops, as the number of participants greatly impacts the type of activities that are applicable and the way they function. Be prepared to divide the workshop participants up into small groups for specific exercises and then have every group report back to the larger group after the activity is over.

Information can come fast and furious during a workshop. In some cases, the activities will capture all of the important data. However, in most situations, it is good to have someone other than the facilitator document the information being shared. This can be particularly effective if done in an open, transparent manor so workshop participants can be confident that their thoughts are being recorded accurately. Writing comments on a large paper that is visible to all typically accomplishes this.

Workshops can be conducted in multiple languages. It is important when planning a workshop to thoughtfully consider who is expected to participate and make sure that there will be an interpreter if languages other than English will be used. Make sure that the interpreter is not only a fluent translator, but also culturally competent.

Sometimes an incentive is needed to encourage attendance by making it enjoyable and easier to participate. This is usually done by providing food and/or childcare.

When reviewing what was said during the workshop, look for common themes and patterns, key words or phrases, and any new questions that were brought to attention. After summarizing the results, consider sharing them with the workshop participants to ensure their accuracy.

APPENDIX F: INTERVIEWS

What is an interview?

An interview is a direct conversation with someone on a specific topic of interest. This is a common type of information gathering and can be conducted in person or over the phone. There are two general types of informational interviews that are recommended for a needs assessment: unstructured interviews (conversation revolves loosely around a general topic) and structured interviews (conversation follows a specific set of predetermined questions)

Why use interviews?

Interviews are a good way to get in-depth, personal information. Similarly, they are fairly easy to conduct, given that they need minimal resources and often draw upon skills that many people already possess. For example, the ability to listen, ask thoughtful questions, and hold a conversation.

When is it best to use interviews?

Unstructured informational interviews are typically used at the onset of an information gathering process. They can be effective for learning what questions to ask in future structured interviews. Phone interviews are often used to save time when an interviewer has a large number of interviews to carry out. Phone interviews can also be conducted in situations where there is a large distance between the interviewer and interviewee. However, many times in-person informational interviews are the most effective, given that many people respond best to face-to-face conversations.

Things to think about:

Consider tape recording the interview but be sure to get permission before you start recording. People who do personal interviews for professional and academic purposes often transcribe their interviews afterwards so they can review and analyze them word-for-word. For your purposes, simply bringing some paper to scribble notes on should be sufficient.

If a translator is needed, make sure that your interpreter is not only fluent in the desired language, but also culturally competent. This can go a long way toward receiving accurate and valuable information.

Depending on the information being shared, interviews can often be very personal experiences. For an interviewer to be successful at acquiring the desired information, trust and respect must be established. This can be built by being honest and open about what you hope to achieve from the interview and what the information will be used for. It may take time for certain groups or community members to be comfortable speaking with you. This makes it extra critical that you, as an interviewer, act in a manner that encourages future participation. It is customary for an interviewer to send thank you notes to interviewees.

As a rule of thumb, it is recommended that an interview always start with some friendly conversation or simple questioning to break the ice. As people warm up to you and get comfortable with being interviewed, they'll be more likely to answer harder, more personal questions. Given that interviews are usually only conducted with one person at a time, a series of interviews can be a long process. Sometimes it is best to interview key community members first, and then use other techniques to engage larger audiences, for example, focus groups, workshops, or surveys.

Sample questions:

- Ice breaker: what are your favorite things to do in your community?
- What types of activities do you do with your neighbors?
- What do you value about your community? What makes you proud?
- What are the greatest needs in your community?
- What changes would you like to see in your community?
- If it were up to you, how would you solve these local problems?
- Is there anything else you'd like to share?

APPENDIX G: WALKABOUT

What is a walkabout?

A walkabout is a way of exploring a community on foot to uncover the strengths and weaknesses of that particular area. Done in a small group, the walkabout should spark conversation about what is missing in the community, what could be done better, and what already exists and is working well.

Why use walkabouts?

Walkabouts provide an opportunity to thoroughly explore a community and to take the time to feel what it is like to be in a particular place. By including at least two people, the walkabout will show what the community looks like through different sets of eyes. While walkabouts tend to highlight the physical nature of a community and the ease of getting around by walking, the conversations between participants are likely to touch community strengths, concerns, and needs that are less tangible. It is important to capture these reflections as well.

When is it best to use walkabouts?

Walkabouts are very useful for understanding the walkability of a community. For example, they will help residents identify places where they feel unsafe as a pedestrian and they will describe the types of goods and services that can be found nearby. Walkabouts are also a good tool to use if you have a particular group of people you want to speak to including families, youth, Seniors or people that rely on public transit to get around. Walkabouts are a great way to begin building trust and strengthening relationships between community members; if you are working in a particular neighborhood, it is an activity that could even be undertaken by neighbors on a block by block basis. Lastly, walkabouts could be a fun and interactive tool to get people involved early. Have community members do a walkabout and bring their findings to a community workshop – they'll be prepared for any number of mapping activities!

Things to think about:

- Providing a map of the area that is being explored through the walkabout can be very helpful. Encourage participants to mark the route that they take on the map.
- Encourage participants to take photos of what they see and experience during their walkabout. Be sure the precise location of where the photo was taken is noted.
- The walkabout can be informal and done on one's own time or they can be facilitated by a project leader.
- Be aware of and sensitive to individuals with special needs, including those who may speak a different language. Bring along someone who can translate.

For related resources, check out:

- The sample walkabout checklist in this Appendix.
- Walkability Checklist by Partnership for a Walkable America (www.walkableamerica.org/checklist-walkability.pdf)
- Walking Audit Workshop by Walkable Communities, Inc. (www.walkable.org/assets/downloads/walking_audits.pdf)

APPENDIX G: WALKABOUT {CONTINUED}

How Walkable Is Your Community?

Developed by the Pennsylvania Department of Transportation

Getting started Pick a place to walk, like the route to the local school, a friend's house, or just somewhere fun to go. Read over the checklist before you go, and as you walk note the locations of things you would like to change. At the end of your walk, give an overall rating to each question. Then add up the numbers to see how you rate your walk.

RATINGS: Use a rating scale of 1 to 6:

1 = awful 2 = lots of problems 3 = some problems 4 = good 5 = very good 6 = excellent

Location of Your Walk: **From:** _____ **To:** _____

1. Did you have room to walk? (Check all that apply)

- ☐ Plenty of room to walk
- ☐ Missing sidewalks in places
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks blocked with poles, vendors, shrubbery,
- ☐ Dumpsters, cars, construction equipment, tables, chairs, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Too narrow sidewalks - too much foot traffic
- ☐ Something else? _____

Locations of Problems (notes):

Circle Rating: 1 2 3 4 5 6

APPENDIX G: WALKABOUT {CONTINUED}

<p>2. Was it easy to cross streets? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Easy to cross <input type="checkbox"/> Road was too wide <input type="checkbox"/> Traffic signals made us wait too long or not enough time to cross <input type="checkbox"/> Needed striped crosswalks or traffic signals <input type="checkbox"/> Parked cars blocked our view of traffic <input type="checkbox"/> Trees or plants blocked our view of traffic <input type="checkbox"/> Needed curb ramps or ramps needed repair <input type="checkbox"/> Something else? _____ <p>Circle Rating: 1 2 3 4 5 6</p>	<p>Locations of Problems (notes):</p>
<p>3. Do drivers respect pedestrians? Drivers.... (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Were courteous and yielded the right of way <input type="checkbox"/> Pulled out of driveways without looking <input type="checkbox"/> Did not yield to people crossing the street <input type="checkbox"/> Turned into people crossing the street <input type="checkbox"/> Sped up to make it through traffic lights <input type="checkbox"/> Drove through red lights or stop signs <input type="checkbox"/> Bicyclists on sidewalks <input type="checkbox"/> Something else? _____ <p>Circle Rating: 1 2 3 4 5 6</p>	<p>Locations of Problems (notes):</p>

APPENDIX G: WALKABOUT {CONTINUED}

<p>4. Was it easy to follow safety rules? Could you: (Check all that apply)</p> <ul style="list-style-type: none"><input type="checkbox"/> Cross at crosswalks or where you could see and be seen by drivers?<input type="checkbox"/> Stop and look left, right and then left again before crossing streets?<input type="checkbox"/> Walk on sidewalks or shoulders facing traffic where there were no sidewalks?<input type="checkbox"/> Cross with the light?<input type="checkbox"/> Something else? _____ <p>Circle Rating: 1 2 3 4 5 6</p>	<p>Locations of Problems (notes):</p>
<p>5. Was your walk pleasant? (Check all that apply)</p> <ul style="list-style-type: none"><input type="checkbox"/> Needed more grass, flowers or trees<input type="checkbox"/> Scary dogs<input type="checkbox"/> Scary people<input type="checkbox"/> Dark areas, poorly lit<input type="checkbox"/> Too much noise<input type="checkbox"/> Dirty, lots of litter, trash, or dog droppings<input type="checkbox"/> Too many empty buildings or lots<input type="checkbox"/> Something else? _____ <p>Circle Rating: 1 2 3 4 5 6</p>	<p>Locations of Problems (notes):</p>

APPENDIX G: WALKABOUT {CONTINUED}

<p>6. Where can you walk to in your neighborhood? (Check all that apply)</p> <ul style="list-style-type: none"><input type="checkbox"/> Playground<input type="checkbox"/> Grocery Store<input type="checkbox"/> Convenience Store<input type="checkbox"/> Restaurants<input type="checkbox"/> Shopping Street / Downtown<input type="checkbox"/> Swimming Pool<input type="checkbox"/> Schoolyard<input type="checkbox"/> Church/Temple/Mosque<input type="checkbox"/> Bus / Trolley / Subway<input type="checkbox"/> Grandparents/Relatives<input type="checkbox"/> Friends<input type="checkbox"/> Something else? _____ <p>Circle Rating: 1 2 3 4 5 6</p>	<p>Locations of Problems (notes):</p>
--	--

How does your neighborhood stack up? Add up your ratings and decide Question (1) _____ + (2) _____ + (3) _____ + (4) _____ + (5) _____ + (6) _____ **TOTAL**

<p>SCORING</p> <p>32-36: Celebrate! You have a great neighborhood for walking.</p> <p>28-31: Celebrate a little. Your neighborhood is pretty good.</p> <p>21-27:</p>	<p>Okay, but it needs work.</p> <p>14-20: It needs lots of work. You deserve better than that.</p> <p>Lower than 14: It's a disaster area, take a bodyguard.</p>
---	--

APPENDIX G: WALKABOUT {CONTINUED}

Found some problems?

Here are some things you can do to improve the walkability of your neighborhood.

Ways to Take Action

ISSUE	WHAT YOU CAN DO YOURSELF	WHAT YOU CAN GET DONE IN SHORT TERM	WHAT YOU CAN GET DONE OVER TIME
Walking Safety Conflicts w/ vehicles, unsafe crossing	Document conditions and contact local papers	Request police enforcement, write to your local municipal representative & write to your local traffic or streets Department to improve facility conditions	Contact federal, state, & local legislators to press them for better enforcement of existing laws & write laws to put walking on at least an equal footing with driving.
Walking Facilities Missing, decrepit or obstructed sidewalks	Take pictures, contact building owners to request repair to their sidewalks	Contact municipal and state district engineers of the traffic or transportation department to inspect. Contact your local paper's troubleshooter.	Contact federal & state legislators to improve Department of Transportation's budget allocation for pedestrian facilities.
Walking Destinations	Attend local zoning meetings to support mixed land use in your area. Support local businesses and public transit.	Press local officials to support appropriate mixed use in neighborhoods & avoid zoning or parking policies that limit living, working, and shopping in the same area.	Contact federal & state legislators to improve funding for mass transit & support mixed use neighborhoods through policy and funding.

APPENDIX H: COFFEE KLATCH

What is a coffee klatch?

A coffee klatch is an informal gathering where one makes themselves available for discussion in a highly visible location, often a coffee shop or public space. A coffee klatch can be conducted as a group discussion or as a series of one on one conversations. This is often dependent on the number of people who show interest in the subject.

Why use coffee klatch?

Coffee klatches are an effective way of speaking to a large number of people over a fairly short period of time, in addition to being an effective tool for reaching a broad range of community members. Coffee klatches are also useful because many people are more open to conversing when they are in an environment where they feel comfortable. In this regard, a coffee klatch can be used to get input from people who don't enjoy or participate in formal meetings or interviews.

When is it best to use a coffee klatch?

Coffee klatches are useful in conjunction with other information gathering techniques, for example, interviews, workshops, and surveys. Due to its informal nature, coffee klatches can be a great tool for gathering information in areas where you may be viewed as an outsider or you are attempting to build relationships. Because of this, they are particularly effective at the onset of an information gathering process. However, coffee klatches are also helpful at filling in the holes in the outreach effort and can therefore also be useful at the later stages of the information gathering process.

Things to think about:

Let people come up to you and start the conversation. Putting up a sign or balloons may help people feel welcome to approach and let them know you're available for conversation. A coffee klatch is designed to be a balance between asking predetermined questions and a casual conversation. One doesn't want to be too prescriptive in their approach to guiding the conversation, but you should be opportunistic about shaping the discussion. Consider providing an incentive to people who chat with you, like a cup of coffee or a pastry. When reviewing what was said during the coffee klatch, look for common themes and patterns, key words or phrases, and any new questions that were brought to attention.

Sample questions:

- Tell me about your community's strengths.
- What do you value about your community? What makes you proud?
- What are the greatest needs in your community?
- What changes would you like to see in your community?
- Who is responsible for getting things done in your community?
- What places do you visit locally?

APPENDIX I: SURVEYS

What is a survey?

A community survey is a way of gathering information using a pre-determined set of questions that can be administered on paper, on a computer, or verbally. Questions may be open-ended, where respondents use their own words to provide an answer, or closed-ended, where respondents must select an existing answer or agree or disagree with a statement. Designing a survey can be challenging and a survey should not be the only method of gauging the needs and assets of a community.

Why use a survey?

Surveys can be administered in a number of ways – through the mail, over the phone, and online. You have the potential to reach a great number of people, and surveys provide quantitative data that can be analyzed and quantified. Surveys are often anonymous and may encourage individuals to share opinions that they would not do so publicly.

When is it best to use surveys?

Surveys are a good tool to get a broad overview of issues that are important to a community and to reach a fair number of people though response rates can vary.

Things to think about:

- Clearly define the purpose of the survey, and be able to specifically state what information you want to get by conducting the survey.
- Keep questions simple and easy to understand. Write questions that all respondents will interpret the same way.
- Test the survey before conducting it officially. Revise your survey based on feedback from test participants.
- Be aware that surveys always represent a sample of the population you are trying to reach and may not accurately represent

the community’s needs as a whole. Respondents, particularly with mailed surveys, are self-selected.

- Open-ended questions are more challenging to analyze and summarize but they often provide thought-provoking information.
- Solicit demographic information including age, gender, tenancy, household income, household make up and other attributes.

Sample questions:

Please rate each of the following items on a scale of 1 to 5 when you:

- 1 = strongly disagree
- 2 = disagree
- 3 = undecided
- 4 = agree
- 5 = strongly agree

The following is a need or concern in your community

Affordable Housing	1	2	3	4	5
Child Care	1	2	3	4	5
Crime/Public Safety	1	2	3	4	5
Family Wage Jobs	1	2	3	4	5
Senior Housing	1	2	3	4	5
Other_____	1	2	3	4	5

Continued on Following Page...

APPENDIX I: SURVEYS

Select our community's three greatest needs and prioritize them by placing a 1, 2, or 3 in front of the issue where 1 is the highest priority and 3 is the lowest priority.

Domestic Violence

- ___ prevention programs
- ___ intervention programs
- ___ transitional housing

Education

- ___ early development
- ___ school achievement/ standardized testing
- ___ dropout rates
- ___ English as a second language
- ___ adult literacy
- ___ teacher shortages
- ___ school violence
- ___ college access
- ___ college affordability

Environment

- ___ recycling
- ___ energy reduction
- ___ parks and recreation
- ___ pollution

Health

- ___ health insurance
- ___ free and low-cost care
- ___ prenatal care
- ___ immunization

Economy

- ___ vital local business
- ___ unemployment
- ___ minimum wage
- ___ poverty rates

Housing

- ___ affordable housing
- ___ homelessness
- ___ foreclosures

Human Needs/Services

- ___ foster care
- ___ child care
- ___ hunger/Infrastructure
- ___ public transportation
- ___ roads
- ___ sanitation

Public Safety

- ___ crime
- ___ drug sales
- ___ gangs
- ___ emergency preparedness

Seniors

- ___ in-home care
- ___ assisted living
- ___ prescription drugs

Youth Development

- ___ teen pregnancy
- ___ after school programs
- ___ juvenile incarceration

Other

- ___ please identify below

Sample questions courtesy of Blueprint for Change, www.blueprintforchange.org
For more on survey ideas, see the Community Toolbox at ctb.ku.edu

APPENDIX J: FOCUS GROUPS

What is a focus group?

A focus group is a type of interview used to gather information from a small group of people. Using targeted questions, the group discusses a particular topic in-depth giving participants an opportunity to share their opinions and feelings in an unconstrained, open environment.

Why use focus groups?

Focus groups reach more than one person at a time, and the energy from multiple people often helps generate new ideas, perhaps ideas that would not have come about otherwise. They are also useful because they can highlight complex issues, opinions and thoughts; focus groups are a way to get answers to questions that are difficult to ask on a paper survey or that are difficult to ask of large groups.

When is it best to use focus groups?

Focus groups are useful for gaining more insight into issues or needs that have been raised through other means and are of particular concern because of the frequency of their being mentioned, their severity, or their disparate effect on a certain group of people. Focus groups are also particularly good for engaging under-represented populations, especially when approaching potential participants through a trusted network or advocacy organization. For example, a focus group is a good option for talking to Seniors, tenants of affordable housing, or immigrants. A focus group is highly mobile and can be conducted almost anywhere; meeting focus group participants in a place that is familiar and comfortable for them is suggested.

Things to think about:

- A focus group requires a facilitator, someone who asks the questions and keeps participants on topic. The facilitator's job is to encourage thoughtful participation and elicit opinion: he/

she should prepare follow up or “probing” questions to ensure topics are fully explored and that every participant has a chance to provide input.

- Be sure that someone – not the facilitator – is recording what is being said. Another option is to tape-record the conversation.
- If the facilitator does not speak the participants' language, ensure you have a capable translator on hand.
- Consider providing an incentive – a small gift card to a local shop – to participants as a thank you for their time and input.
- When reviewing what was said during the focus group, look for common themes and patterns, key words or phrases, and any new questions that were brought to attention. After summarizing the results, consider sharing them with the focus group participants to ensure their accuracy.

Sample questions:

- What do you think are some strengths of your community?
- What do you think are some concerns facing your community?
- What do you value about your community? What makes you proud?
- What are the greatest needs in your community?
- What changes would you like to see in your community?
- How could the problems we've identified be improved or alleviated?
- How and why do you think these changes would improve the community?
- How might citizens help to address these issues?
- Is there anything else you'd like to share?

For more on focus groups, see the Community Toolbox at: ctb.ku.edu

APPENDIX K: STICKY DOT VOTING

What is Sticky Dot Voting?

In public meetings and other group discussions, many statements are made and it's important to understand whether or not other participants agree or disagree. Coming to consensus is difficult when many voices are involved. "Sticky Dot" Voting can help eliminate some of these challenges by allowing everyone to write down their view, present it to the group, and invite participants to express agreement or disagreement with a vote.

Why use the Sticky Dot approach?

Sticky dot voting promotes transparency of ideas, allows participants to express their opinions, and it eliminates some of the controversy of coming to agreement in large groups.

How to use the Sticky Dot Voting approach?

Each participant is given a certain number of sticky dots and is then asked to put one or more dots on ideas, values, approaches with which they most agree. You should not control the number of dots each person allocates to each idea; they can distribute them evenly or allocate them all in one area.

When should you use this approach?

Dot voting is great for making decisions and distilling down ideas through a democratic process.

Things to think about:

- Try not to overwhelm the voter with too many choices upon which to vote. Typically 20 options or less is ideal.
- If there are more than 50 participants, this process may get unwieldy.
- As a general rule, you allocate dots to voting participants using the following ratio:
 - 1 dot per voting item
- For example, if there are 80 items to vote on, 80 dots should be distributed among the voters. So if 20 people are voting, everybody gets 4 dots.
- Leave enough space for the dots.
- If a participant allocates more than one dot to one idea, you should ask them to overlap them to indicate they're all from one person.
- You can give different types of stakeholder's different colors to see how certain groups vote. This might tell you what is important for one group and the other.

APPENDIX L: ISSUE BUCKETS

What is Issue Bucket Voting?

Communities often have a great number of projects they would like to see realized in their neighborhoods, but community members may not be aware of the immense costs associated with projects. Just one park improvement could cost hundreds of thousands of dollars. Issue Bucket voting revolves around a scenario where participants are provided fake money, similar in amount necessary for infrastructure improvements, and asked to allocate resources toward projects.

Why use the Issue Bucket approach?

This approach is useful because issue bucket voting challenges participants to allocate scarce resources among a series of projects they would like to see realized. The process illuminates the challenges of public funding and choice and helps people to think creatively about leveraging limited resources to achieve desired goals.

How to use the Issue Bucket approach?

Each project is represented by a bucket and votes are represented with money. Depending upon how many projects are being considered, you should provide only enough money to fund one or two projects. Allocate those funds evenly among participants and then ask them to allocate their dollars toward the projects they would like to see completed. At the end, tally the total allocations and discuss amongst the group. Encourage creative discussion about maximizing funding potential.

Conversation topics:

- Did the projects you thought would be selected end up being funded?
- Why did residents make the choices they did?
- Did it help you understand the difficulty of funding public projects?
- How can partnerships help to get more done?
- Given the distribution of funds, which projects should be priority?

Things to think about:

- Do not overwhelm the voter with too many choices upon which to vote.
- An example of dollar allocation is, if there are three projects to vote on and each project costs roughly \$10M, but only one can be selected, \$10M should be distributed among voters. If there are 10 voters, that's \$1M per voter.

APPENDIX M: PRIORITIZATION MATRIX

What is a prioritization matrix?

A prioritization matrix is a tool to foster discussion and to reach consensus on which actions are the most important to pursue in order to address previously prioritized areas of need. A prioritization matrix utilizes previously agreed upon criteria to evaluate potential actions.

There are different types of matrices that your community can use to prioritize; this workbook will provide just two examples including a 2x2 values matrix and a detailed criteria matrix, a more standard approach.

When do you use a prioritization matrix?

You are ready to use a prioritization matrix after the community has taken time to brainstorm potential actions that address a particular need. For example, a community may have identified that improving street safety at 5th and Main Streets is a priority. There are multiple ways that this need could be addressed and a list of potential solutions (i.e. putting in crosswalks, installing speed bumps, allowing on-street parking, etc.) must be developed prior to employing a prioritization matrix. The process of prioritizing actions will need to be repeated for each category of need that has been deemed important to address.

The 2x2 Values Matrix

Use this matrix to measure how easily a particular action can be implemented and how well the action achieves community values. This matrix may even be used to brainstorm potential actions while simultaneously beginning to prioritize them based on two broad criteria. Your community should aim for easy to accomplish, high value actions – these are likely to be actions that community members can take themselves. By pursuing “easy” projects first, your community will experience early victories, bring attention to your efforts, and build momentum, encouraging others to get involved.

MATCHES COMMUNITY VALUES?	WELL >		
	< NOT AS WELL		
		< HARDER	EASIER >
		EASE OF ACCOMPLISHMENT	

APPENDIX M: PRIORITIZATION MATRIX {CONTINUED}

The Multiple Criteria Matrix

SAMPLE CRITERIA

ACTIONS TO ADDRESS NEED ONE		Urgency	Equity	Affordable	Quick Results	Meets Community Values
	Action 1					
	Action 2					
	Action 3					
ACTIONS TO ADDRESS NEED TWO						
	Action 1					
	Action 2					
	Action 3					

For each criterion, rate each action on a scale of 1 to 3 points where 1 – low, 2 – moderate, and 3 – high

Complete the matrix by rating each action and computing the overall priority score. High priority actions will have the greatest score.

The following are sample criteria. Your community should develop its own appropriate criteria before using this kind of prioritization matrix.

Urgency – is immediate action required?

Equity – benefits the most people with the most need

Affordable – consider how much money is needed to implement the action

Quick Results – consider how much time is needed to implement the action

Meets Community Values – action respects and reflects agreed upon community values

APPENDIX N: ASSESSMENT REPORT TEMPLATE

Action and a Brief Statement of Purpose or Need, Lead and Partners, Related Opportunities or Assets, and Timeframe - include a brief example

A brief description of the need.

Make list of Potential Approaches or Solutions.

Are there tools or assets that exist within our community that could be used to address the problem?

Are identified solutions/approaches best addressed by the City, community members, or both? Explain.

What Resources will be Required to Address the Problem?

Identify the individuals or group in your community who will be tasked with managing identified solutions. Make note of solutions that are internal to the community, and those which require advocacy at the City level.