COMMUNITY ENGAGEMENT SURVEY

Survey, Guide, and
Data Dictionary

CENTRAL
VALLEY
COMMUNITY
FOUNDATION

DRIVE
DEVELOPING THE REGION'S
INCLUSIVE & VIBRANT ECONOMY

April 2024

DRIVE Community Engagement Survey

Thank you for taking the time to complete this survey. This survey will take approximately 15 minutes to complete.

Remember…

- there are no right or wrong answers

- thoughtful and honest responses will provide the most valuable information, and

- your responses to this survey are confidential and will only be shared anonymously

This survey asks questions about your organization's community engagement efforts. **Community engagement involves working collaboratively with people affiliated by geography, special interest, or similar situations to address issues affecting them.** Please select the answer that best applies to your organization.

CENTRAL VALLEY COMMUNITY FOUNDATION

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Part 1 Community Engagement Strategies

These questions ask about your organization's community engagement in the past year. Please select the answer that corresponds to your best and most accurate answer.

1. In the past year, what resident engagement strategies were used by your organization? *[select all that apply]*

   ☐ Fact sheets
   ☐ Brochures
   ☐ Websites
   ☐ Open houses
   ☐ Newsletters
   ☐ Press releases
   ☐ Newspaper articles
   ☐ Reports
   ☐ Videos
   ☐ Social media posting
   ☐ Information tables at fairs, festivals, etc.
   ☐ Workshops
   ☐ Roundtables
   ☐ Citizen advisory committees
   ☐ Consensus building workshops
   ☐ Charrettes (a charette is a meeting in which project stakeholders attempt to resolve conflicts and map solutions)
   ☐ Participatory decision making events (an event soliciting community advice and recommendations to incorporate into decisions)
   ☐ Citizen juries (assembling a "jury" of residents to deliberate and decide on a policy issue, dilemma, or decision)
   ☐ Ballots (giving residents decision making power through voting)
   ☐ Participatory budgeting (residents decide how to spend part of a budget)
   ☐ Other engagement strategies? *[text response]*_____
   _____
   _____

2. Do you collect demographic data when you conduct community engagement?

   ☐ Never
   ☐ Occasionally
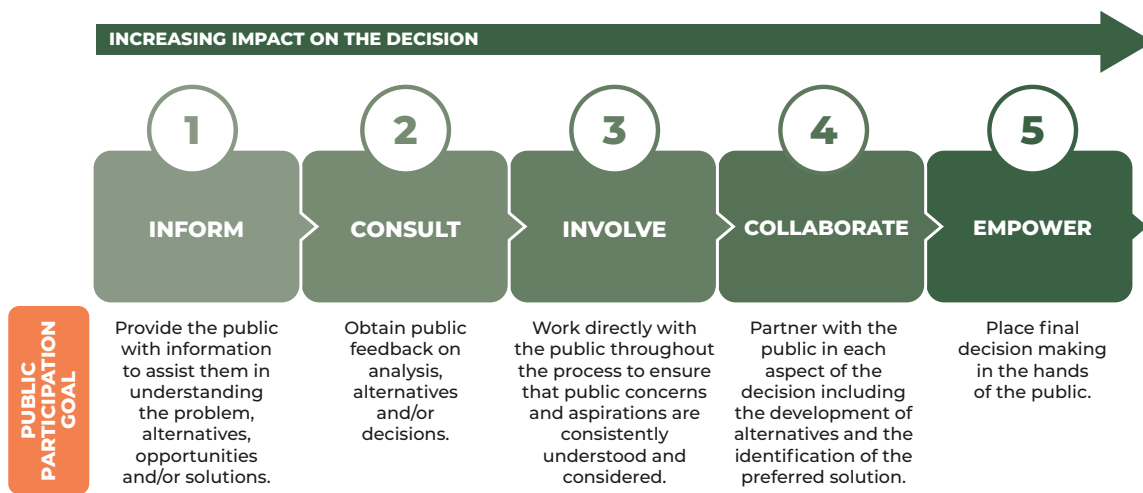   ☐ Frequently
   ☐ Always

2a. If yes, what demographic data do you collect?

☐ Race/ethnicity
☐ Gender
☐ Residential zip code
☐ Other _____

3. Is your community engagement reaching the residents who are most impacted by your programs and services?

☐ Yes
☐ No

4. Please take a moment to reflect on the community engagement strategies you identified in Question 1. Where do your organization's activities fall within the powershifting levels of the IAP2 Spectrum pictured here?

INCREASING IMPACT ON THE DECISION

1 INFORM	**2 CONSULT**	**3 INVOLVE**	**4 COLLABORATE**	**5 EMPOWER**
Provide the public with information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	Obtain public feedback on analysis, alternatives and/or decisions.	Work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	Partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	Place final decision making in the hands of the public.

PUBLIC PARTICIPATION GOAL

☐ Inform
☐ Consult
☐ Involve
☐ Collaborate
☐ Empower

Source: Adapted from the International Association for Public Participation (IAP2) Spectrum of Public Participation.

5. Did you change any programs, practices, or policies as a result of your community engagement strategies? Y/N If yes, please describe. *[text response]*

6. Please describe any other impacts (positive or negative) from your community engagement strategies? (Consider impacts on relationships, power balance, your organizations' goals, resident capacity, staffing needs, funding, etc.) *[text response]*

For the next two questions, please consider all the different types of community engagement your organization conducted in the past year.

7. Which resident engagement activities did you spend the most time and energy on? Please list the top five, with one being the most time and energy intensive. *[text response]*

   1.

   2.

   3.

   4.

   5.

8. Which resident engagement activities positively impacted your work the most? (Consider impacts on relationships, power balance, your organizations' goals, resident capacity, staffing needs, funding, etc.) Please list the top five, with one having the biggest impact. *[text response]*

   1.

   2.

   3.

   4.

   5.

Part 2 Engaging Residents

9. For each group of residents, please indicate whether the group is adequately engaged in your organization's community engagement efforts. *[select one]*

	Adequately engaged	Under-engaged	N/A: not an eligible client group
a. Youth (ages 0 – 17)			
b. Adults (ages 18 – 64)			
c. Seniors (age 65+)			
d. Unhoused			
e. Renters			
f. Homeowners			
g. Non-residents			
h. American Indian residents			
i. Southeast Asian residents			
j. Asian residents			
k. Latino/a/x residents			
l. Black residents			
m. White residents			
n. Multi-race residents			
o. Neighborhood organizations			
p. Faith-based groups			
q. LGBTQ+			
r. Residents with disabilities			
s. Veterans			
t. Business employees			
u. Business owners			
v. Local government officials			
w. Southwest Fresno residents			
x. Southeast Fresno residents			
y. Downtown Fresno residents			
z. Northwest Fresno residents			
aa. Monolingual (non-English) speakers			

10. If you have identified one or more groups above as being under-engaged, please select the SINGLE under-engaged group you think is most important to engage at this time:

    Enter the letter of the under-engaged group here: *[text response]*_____
    All groups are adequately or over-engaged at this time

10_other.

Are there any additional groups of residents that have not been listed that you would consider as under-engaged within your organization? Please describe. *[text response]*_____
_____
_____
_____

Part 3 Removing Barriers to Community Engagement

11. For each item, please select the answer that best applies to your organization's community engagement efforts. *[select one]*

    a.   **Meetings were held in centrally accessible places**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

    b.   **Meetings were held at convenient times for all**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

    c.   **Childcare was provided, when needed**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

☐ N/A: not applicable to my organization

    d.   **Transportation was provided, when needed**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

☐ N/A: not applicable to my organization

    e.   **Food was provided**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

    f.   **Compensation was provided for participation**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

    g.   **Translation was provided at meetings, when needed**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

☐ N/A: not applicable to my organization

    h.   **Materials were translated, when needed**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

☐ N/A: not applicable to my organization

i. **Materials were written at appropriate reading level (e.g., avoided jargon)**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

j. **Materials were reviewed to ensure they were culturally appropriate for the intended recipients**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

k. **Training was provided to community members on relevant topics**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

l. **Our organization made a conscious effort to develop new leaders**

☐   ☐   ☐   ☐
Strongly disagree   Disagree   Agree   Strongly agree

Part 4 Outcomes of Community Engagement

12. Please rate how well you think your organization did each of the following.

a. **Focus on problems that the community thinks are important**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

b. **Value community perspectives**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

c. **Let community members know what is going on with the project**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

d. **Change plans as a result of community input**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

e. **Involve community members in making key decisions**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

f. **Seek community input and help at multiple stages of the process**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

g. **Help community members gain important skills from involvement**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

h. **Build on strengths within the community**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

i. **Foster collaborations in which community members are real partners**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

j. **Enable community members to voice disagreements**

☐ Very poor ☐ Poor ☐ Good ☐ Excellent

k.   **Delegate decision-making power to community members**

☐   ☐   ☐   ☐
Very poor   Poor   Good   Excellent

l.   **Treat community members' ideas with openness and respect**

☐   ☐   ☐   ☐
Very poor   Poor   Good   Excellent

m.   **Include community members in plans for sharing findings**

☐   ☐   ☐   ☐
Very poor   Poor   Good   Excellent

n.   **Make plans for community-engaged activities to continue for many years**

☐   ☐   ☐   ☐
Very poor   Poor   Good   Excellent

o.   **Put systems in place to ensure continued two-way communication between community members and organization leaders**

☐   ☐   ☐   ☐
Very poor   Poor   Good   Excellent

p.   **Recruit community members for positions within the organization**

☐   ☐   ☐   ☐
Very poor   Poor   Good   Excellent

Part 5 Reflections

13. What went well with your organization's community engagement efforts? *[text response]*

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

14. What would you do differently next time? *[text response]*

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

15. What skills, capacities, or support does your organization need to strengthen its community engagement in the future? *[text response]*

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Part 6 General Information

16. Are you… *[select one]*

☐ Female
☐ Male
☐ Non-binary/non-conforming (a person who does not identify with any gender)
☐ Other

16a. Do you identify as transgender?

☐ Yes
☐ No
☐ Prefer not to say

17. What is your race/ethnicity? *[select all that apply]*

☐ Native American or Alaska Native (*if selected, ask 17a*)
☐ Asian (*if selected, ask 17b*)
☐ Latino/a/x (*if selected, ask 17c*)
☐ Black (*if selected, ask 17d*)
☐ White (*if selected, ask 17e*)
☐ Other (*if selected, ask 17f*)

If you selected Native American or Alaska Native:

17a. Please select all of the following American Indian and/or Alaska Native race/ethnicity categories that make up part of your identity. [select all that apply]

☐ Aztec
☐ Big Sandy Band of Western Mono Indians
☐ Blackfeet Tribe
☐ Chuchansi Tribe
☐ Chumash Tribe
☐ Dumma Tribal Government
☐ Dumna Wo-Wah Tribal Government
☐ Hupa Tribe
☐ Mayan
☐ Me-Wuk Tribe
☐ Miwok Tribe
☐ North Fork Band of Mono Indians
☐ Dunlap Band of Mono Indians (aka Mono Tribal Council of Dunlap)
☐ Native Village of Barrow Inupiat Traditional Government
☐ Navajo Nation

☐ Nome Eskimo Community
☐ Northern Band of Mono-Yokuts
☐ Picayune Rancheria of Chukchansi Indians
☐ Paiute-Shoshone Tribe
☐ Santa Rosa Indian Community of the Santa Rosa Rancheria (Tachi Yokuts)
☐ Sierra Foothill Wuksachi Yokuts Tribe
☐ Table Mountain Rancheria
☐ Traditional Choinuymni Tribe
☐ Tule River Indian Tribe of the Tule River Reservation
☐ Wukchumni Council
☐ Wukshumni Tribe
☐ Other *[text response]*

_____
_____

If you selected Asian:

17b. Please select all of the following Asian race/ethnicity categories that make up part of your identity.
[select all that apply]

- ☐ Chamorro
- ☐ Chinese
- ☐ Filipino
- ☐ Hmong
- ☐ Japanese
- ☐ Korean
- ☐ Native Hawaiian
- ☐ Punjabi
- ☐ Samoan
- ☐ Vietnamese
- ☐ Other *[text response]* _____

If you selected Latino/a/x:

17c. Please select all of the following Latino/a/x race/ethnicity categories that make up part of your identity.
[select all that apply]

- ☐ Argentinian
- ☐ Cuban
- ☐ El Salvadorian
- ☐ Guatemalan
- ☐ Indigenous of Mexico (e.g., Mixteco, Zapoteco)
- ☐ Mexican / Mexican American
- ☐ Nicaraguan
- ☐ Portuguese
- ☐ Puerto Rican
- ☐ Other *[text response]* _____

If you selected Black:

17d. Please select all of the following Black race/ethnicity categories that make up part of your identity.
[select all that apply]

- ☐ African American
- ☐ Ethiopian
- ☐ Haitian
- ☐ Jamaican
- ☐ Nigerian
- ☐ Somali
- ☐ Other *[text response]* _____

If you selected White:

17e. Please select all of the following White race/ethnicity categories that make up part of your identity. *[select all that apply]*

- ☐ Armenian
- ☐ Egyptian
- ☐ English
- ☐ German
- ☐ Irish
- ☐ Italian
- ☐ Lebanese
- ☐ Other *[text response]* _____

If you selected Other:

17f. Please enter any other race/ethnicity categories that weren't previously mentioned that make up part of your identity. *[text response]*

_____

18. What is your current residential zip code? *[numeric]* _____

19. Are you a veteran? [select one]

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

20. What is your date of birth? (mm/dd/yyyy) *[text response]* _____

21. How many years have you lived in the United States? *[numeric]* _____

22. What is your highest level of education completed? *[select one]*

- ☐ Elementary school to 8th grade
- ☐ Some high school, no diploma
- ☐ High school graduate, diploma or the equivalent (e.g., GED)
- ☐ Some college credit, no degree
- ☐ Trade/technical/vocational training
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional degree
- ☐ Doctorate degree

23. What is your current job title? *[text]* _____

_____

24. Is your organization partnering with any other DRIVE Initiatives? If so, please select all that apply.

☐ Civic Infrastructure [if selected, please answer question 24a]
☐ Opportunity Corridor
☐ Fresno's Impact Economy
☐ F3
☐ Next Generation Aviation
☐ Betting Big
☐ Downtown 2.0
☐ Wealth Creation
☐ Community Justice Network
☐ K-16 Collaborative
☐ Pre-Conception to FIVE
☐ UCSF Fresno School of Medicine
☐ Career Nexus
☐ Permanent Affordable Housing
☐ No, my organization is currently only partnering with one DRIVE Initiative

24a. Which Civic Infrastructure Hub(s) do you work with? *[select all that apply]*

☐ Familias En Accion
☐ A Hopeful Encounter
☐ Another Level Training Academy
☐ Generation Changers
☐ Lowell CDC
☐ Highway City CDC
☐ Jackson CDC
☐ Martin Park
☐ Live Again Fresno
☐ Friends of Calwa
☐ Hidalgo CDC
☐ Intermediary to Civic Infrastructure

25. What is your name (first and last)? *[text]* _____

26. What is your email address? *[text]* _____

27. Is there anything else that you'd like to share that we didn't ask about in this survey? *[text]*

_____

_____

_____

DRIVE Community Engagement Survey Guide

CENTRAL VALLEY COMMUNITY FOUNDATION

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Community Engagement involves working collaboratively with people affiliated by geography, special interest, or similar situations to address issues affecting them.[1] It positions those impacted by decisions — regarding policies, public benefits, and the distribution of resources — as key partners in the decision-making process. Evidence shows that programs with meaningful community engagement result in better community outcomes (such as local infrastructure improvements and connections with services), and resident outcomes (like social capital, empowerment, and skill building), as compared to programs without community engagement.[2] Community engagement within DRIVE aims to ensure that community members who have been historically, socially, and economically disadvantaged have buy-in, co-create solutions, and are actively engaged as decision-makers across DRIVE programs and activities.

Why measure community engagement?

The DRIVE theory of change posits that community engagement is required to shift power, build relationships and connectedness, and support inclusive economic growth in the Central Valley. This survey was designed to test this hypothesis by evaluating how community engagement efforts have impacted DRIVE work. The survey items will help DRIVE initiative leads reflect on their current community engagement approaches, assess whether current activities support the intended level of powershifting, and start a discussion regarding new or improved community engagement approaches.

What are we measuring?

The items in this survey assess whether DRIVE community engagement efforts meet the six UNICEF Core Community Engagement Standards.[3] The Standards set forth the requirements for creating an enabling environment for meaningful community engagement. The Standards align with principles of a human rights-based approach, a United Nations guiding principle, maintaining that community members should have a voice and role in the processes and issues that affect them. The Standard's characteristics of effective community engagement were used to guide the construction of the survey instrument. Specifically, survey items corresponding to each core standard were drawn from existing item or were developed to operationalize these characteristics.

1   Alter, Driver, Frumento, Howard, Shufstall & Whitmer (2017). *Community Engagement for Collective Action: A handbook for practitioners. Invasive Animals CRC, Australia.*

2   O'Mara-Eves, Brunton, Oliver, Kavanagh, Jamal, & Thomas (2015). The effectiveness of community engagement in public health interventions for disadvantaged groups: A meta-analysis. *BMC Public Health, 15(1), 1-23.*

3   Unicef Minimum Quality Standards and Indicators for Community Engagement, 2020.

The survey also helps respondents assess the level of influence residents have over decision-making processes, based on the IAP2 Spectrum of Public Participation[4], which sorts strategies into five categories: inform, consult, involve, collaborate, empower. Project leaders can use the IAP2 Spectrum of Public Participation to select appropriate engagement activities based on level of power- shifting needed in a given context.

How often should we use this tool to measure community engagement?

This survey can be administered on an annual basis.

How was this survey developed?

A team of evaluation experts from the Central Valley Community Foundation and Sankofa Consulting conducted a literature review to operationalize community engagement, identify key principles, and identify existing surveys that assess community engagement efforts. Most peer-reviewed journal articles that surfaced during the search related to community engagement in the context of Community Based Participatory Research, but few validated survey instruments existed. We identified two surveys that had been tested for validity/reliability: the Perceived Community Engagement Survey ("PCES," Rafael, 2016)[5], and a survey developed by Goodman, et. al, 2017.[6] Several other instruments[7][8] and toolkits[9][10][11] contained items that were not previously validated, but were useful to inform our survey development. New items were drafted only when existing items were not available. All survey items were reviewed by experts and were pre-tested on a small sample of individuals for readability, understanding, and acceptability.

4   International Association for Public Participation. Spectrum of Public Participation. https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf

5   Rivera (2016). The Perceived Community Engagement Survey: Structure, Reliability, and Validity of a Community-based Organization Measure of Engagement with the Broader Community.

6   Goodman, Thompson, Arroyo Johnson, Gennarelli, Drake, Bajwa, & Bowen (2017). Evaluating community engagement in research: quantitative measure development. *Journal of Community Psychology*, 45(1), 17-32

7   Colibri and Blue Dot Consulting (2021). City of Minneapolis: Community Engagement Evaluation.

8   Nexus Community Partners: Community Engagement Assessment Tool.

9   Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options.

10 Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government.
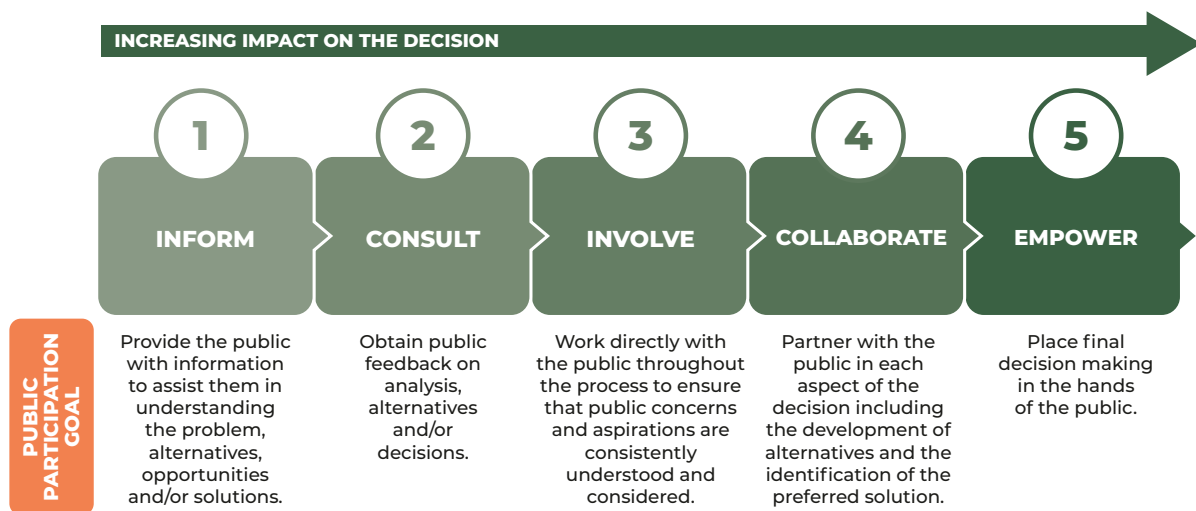
11 Alter, Driver, Frumento, Howard, Shufstall & Whitmer (2017). Community engagement for collective action: a handbook for practitioners. Invasive Animals CRC, Australia.

UNICEF Core Community Engagement Standards and Learning Questions

Participation	What type of community engagement strategies did you use? Who did you engage? How many people? Were they representative?
Inclusion	Were any groups excluded? Over-engaged?
Adaptability & Localization	What was done to remove barriers to participation and ensure that engagement activities were tailored for the local community?
Two-way Communication	Are mechanisms in place to support continued two-way communication between community members and initiative leaders?
Empowerment	To what extent was decision-making power shifted to the community?
Building on Local Capacity	Did the community engagement build the residents' skills or social capital?

IAP2 Spectrum of Public Participation

INCREASING IMPACT ON THE DECISION

1	**2**	**3**	**4**	**5**
INFORM	**CONSULT**	**INVOLVE**	**COLLABORATE**	**EMPOWER**

PUBLIC PARTICIPATION GOAL

Provide the public with information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	Obtain public feedback on analysis, alternatives and/or decisions.	Work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	Partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	Place final decision making in the hands of the public.

Source: Adapted from the International Association for Public Participation (IAP2) Spectrum of Public Participation.

DRIVE Community Engagement Survey Data Dictionary

This Data Dictionary provides information about the source of each survey item, including the citation and the language used in the original item. Additional information about the survey items are noted in "methods" and "analysis" sections.

CENTRAL VALLEY COMMUNITY FOUNDATION

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Part 1 Community Engagement Strategies

These questions ask about your organization's community engagement in the past year. Please select the answer that corresponds to your best and most accurate answer.

Part 1: Community Engagement Approaches and Tactics		
Item	**CVCF Item & Response Options**	**Original Item & Citations**
1	In the past year, what resident engagement strategies were used by your organization? [Fact sheets, brochures, websites, open houses, newsletters, press releases, newspaper articles, reports, videos, social media posting, information tables at fairs, festivals, etc., focus groups, surveys, interviews, public comment, public/community meetings, workshops, roundtables, citizen advisory committees, consensus building workshops, charettes, participatory decision making events, citizen juries, ballots, participatory budgeting, other]	"What resident engagement approach(es) or tactic(s) were used?" *Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.* Response options source: Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government, pp. 6-10.
2	Do you collect demographic data when you conduct community engagement? [Never, occasionally, frequently, always]	New item
2a	If yes, what demographic data do you collect? [Race/ethnicity, gender, residential zip code, other: _____]	New item
3	Is your community engagement reaching the residents who are most impacted by your programs and services? [Y/N]	New item

Part 1: Community Engagement Approaches and Tactics (Continued)		
Item	**CVCF Item & Response Options**	**Original Item & Citations**
4	Please take a moment to reflect on the community engagement strategies you identified in Item 1. Where do your organization's activities fall within the powershifting levels of the IAP2 Spectrum pictured here? [Inform, consult, involve, collaborate, empower] {IAP2 Spectrum of Public Participation pictured below this item}	*Source for IAP2 Spectrum of Public Participation: International Association for Public Participation. Spectrum of Public Participation. (IAP2 Spectrum - Inform)*
5	Did you change any programs, practices, or policies as a result of your community engagement strategies? [Y/N] If yes, please describe.	New item
6	Please describe any other impacts (positive or negative) from your community engagement strategies? (Consider impacts on relationships, power balance, your organizations' goals, resident capacity, staffing needs, funding, etc.) [open ended]	Did this engagement effort produce the intended impact or results? Why or why not? *Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.*
7	Which resident engagement activities did you spend the most time and energy on? Please list the top five, with one being the most time and energy intensive.	Which resident engagement activities did you spend the most time and energy on? Please list the top three, with one being the most time and energy intensive. *Source: Colibri and Blue Dot Consulting (2021). City of Minneapolis: Community Engagement Evaluation, Engagement Inventory Survey, pp. 61-63.*
8	Which resident engagement activities positively impacted your work the most? (Consider impacts on relationships, power balance, your organizations' goals, resident capacity, staffing needs, funding, etc.) Please list the top five, with one having the biggest impact.	New item

Methods: The root item for item 1, "What resident engagement approaches or tactics were used?" is taken from the Aspen Institute's Resident Engagement Guidebook.[12] The response options for item 1 and the reflection instructed on item 4 are adapted from the IAP2 Spectrum of Public Participation,[13] which is used to determine and select the level of the community's role in any public participation process. The Spectrum helps project leaders determine the level of influence residents will have over decision-making and select appropriate engagement activities or methods. Effective use of the Spectrum may increase the chances of maintaining community members' trust.

The response options for item 1 include strategies across the Spectrum's five levels of public participation: inform, consult, involve, collaborate, and empower. The response options were taken from a 2020 New Zealand Government report, "Selecting Methods for Community Engagement."[14]

Analysis: The aim for items 1 & 4 is to assess the diversity and spread of community engagement activities across the IAP2 Spectrum of Public Participation and prompt reflection on whether engagement activities align with the intended level of powershifting. The endorsed engagement activities will be visualized on an IAP2 Spectrum to illustrate where each initiative's engagement efforts currently fall. Data across initiatives will be combined to assess the total number of community members engaged and their race, gender and zip code to assess gaps; the percentage of the initiatives that are using each engagement approach; and the percentage of initiatives that are engaging in activities at each of the five levels.

Descriptive statistics will be used to report the percentage of initiative leads who reported collecting demographic data sometimes or always and the percentages of each type of demographic data collected from respondents who collect demographic data. Descriptive statistics will be reported for the percentage of initiative leads that felt their community engagement reached the residents who are most impacted by your programs and services.

Qualitative data will be analyzed separately by two researchers using content analysis to identify themes. Results will be discussed and summarized in narrative form.

The aim of analysis for items 7 & 8 will be to evaluate, using the IAP2 Spectrum levels of public participation, where the initiatives are spending the most time with respect to their community engagement activities.

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12   Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.

13   International Association for Public Participation. Spectrum of Public Participation. https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf

14   Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government, pp. 6-10.

Part 2: Engaging Residents		
Item	**CVCF Item & Response Options**	**Original Item & Citation**
9	For each group of residents, please indicate whether the group is adequately engaged in your organization's community engagement efforts. a. Youth (ages 0 – 17) b. Adults (ages 18 – 64) c. Seniors (age 65+) d. Unhoused e. Renters f. Homeowners g. Non-residents h. American Indian residents i. Southeast Asian residents j. Asian residents k. Latino/a/x residents l. Black residents m. White residents n. Multi-race residents o. Neighborhood organizations p. Faith-based groups q. LGBTQ+ r. Residents with disabilities s. Veterans t. Business employees u. Business owners v. Local government officials w. Southwest Fresno residents x. Southeast Fresno residents y. Downtown Fresno residents z. Northwest Fresno residents aa. Monolingual (non-English) speakers [adequately engaged, under-engaged, N/A: not an eligible client group]	Original text not available. "The survey asks whether each group of residents. . . below is under-, over-, or adequately engaged, or underrepresented with engagement fatigue." a. Unhoused b. Youth c. American Indian residents d. Renters e. Southeast Asian residents f. Asian residents g. Latino/a/x residents h. African residents i. African American residents j. East African residents k. Seniors l. LGBTQIA+ m. Business employees n. Non-residents o. Homeowners p. Business owners q. White residents r. Neighborhood organizations s. Adults *Source: Colibri and Blue Dot Consulting (2021). City of Minneapolis: Community Engagement Evaluation, Engagement Inventory Survey, pp. 110-111.*

Part 2: Engaging Residents (Continued)		
Item	CVCF Item & Response Options	Original Item & Citation
10	If you have identified one or more groups as being under-engaged, please select the SINGLE under-engaged group you think is most important to engage at this time:	If you have circled one or more groups above as being not well represented, please select the SINGLE group you think is most important to add to the coalition at this time. Enter the number of the group in this box: _____ *Source: Sofaer S, Kenney E. (2000). Smokeless States Coalition Self-Assessment Survey II, p. 6.*
10_ other	Are there any additional groups of residents that have not been listed that you would consider as under-engaged within your organization? Please describe.	New item

Methods: Item 9 is taken from the Engagement Inventory Survey, developed for the City of Minneapolis. The answer choice "faith-based groups" was added because Butterfoss et. al, (2006) found that groups that are most often inadequately represented include business and faith-based groups, minority groups, youth, and older adults.[15] The response options "Southwest, Southeast, Downtown, and Northwest Fresno residents" were added to assess geographic representation in community engagement activities. Several other items (residents with disabilities, veterans, and local government officials) were added because our pilot test results showed that these were common "write-in" responses for under-engaged groups. Item 10 is taken from the Smokeless States Coalition Self-Assessment Survey II.[16]

Analysis: Descriptive statistics will be used to report the percentage of initiative leads who perceive each group as under-engaged. We can compare results to those of the Minneapolis city staff respondents who took the same survey.

15   Butterfoss (2006). Process evaluation for community participation. *Annual Review of Public Health, 27(1), 323-340.*

16   Sofaer S, Kenney E. (2000). Smokeless States Coalition Self-Assessment Survey II. New York: Sch. Public Aff. Baruch Coll. City Univ. N.Y.

Part 3. Removing barriers to community engagement		
Item	CVCF Item & Response Options	Original Item & Citation
11	For each item, please select the answer that best applies to your organization's community engagement efforts. [4-point scale: strongly disagree, disagree, agree, strongly agree] a. Meetings were held in centrally accessible places b. Meetings were held at convenient times for all c. Childcare was provided, when needed (add option "N/A: not applicable for my organization") d. Transportation was provided, when needed (add option "N/A: not applicable for my organization") e. Food was provided f. Compensation was provided for participation g. Translation was provided at meetings, when needed (add option "N/A: not applicable for my organization") h. Materials were translated, when needed (add option "N/A: not applicable for my organization") i. Materials were written at appropriate reading level (e.g., avoided jargon) j. Materials were reviewed to ensure they were culturally appropriate for the intended recipients k. Training was provided to community members on relevant topics	Respondents were asked to "Please select an option" based on a 5-point Likert scale, for 79 statements, including the statements listed below: a. Meetings are held in centrally accessible, comfortable places and at convenient times for all b. Meetings held in centrally accessible comfortable places and at convenient times for all c. Childcare is provided, if needed d. Food is provided e. Our coalition reviewed its activities and products to ensure they culturally appropriate for the intended recipients f. New members receive an orientation and copies of relevant background materials g. Training is provided to members on relevant topics h. Our coalition makes made a conscious effort to develop new leaders i. We use a mentoring or "buddy system" to help less experienced members learn what is needed *Source: Washington State Health Care Authority, Coalition Assessment Tool (CAT) Survey.*

Methods: Item 11 is taken from the Washington State Health Care Authority, Coalition Assessment Tool (CAT) Survey.[17] The research team selected relevant items from the 79-item CAG Survey. Items were added to assess the provision of transportation, compensation, translation, and reading level of materials.

Analysis: Descriptive statistics will be reported of the percentage of initiatives that endorsed each barrier reduction strategy.

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17   Washington State Health Care Authority, Coalition Assessment Tool (CAT) Survey. https://theathenaforum.org/coalition-assessment-tool-survey-pdf

Part 4. Outcomes of community engagement		
Item	**CVCF Item & Response Options**	**Original Item & Citation**
11	Please rate how well you think your organization did each of the following. [4-point scale: very poor, poor, good, excellent]. a. Focus on problems that the community thinks are important b. Value community perspectives c. Let community members know what is going on with the project d. Change plans as a result of community input e. Involve community members in making key decisions f. Seek community input and help at multiple stages of the process g. Help community members gain important skills from involvement h. Build on strengths within the community i. Foster collaborations in which community members are real partners j. Enable community members to voice disagreements k. Delegate decision-making power to community members l. Treat community members' ideas with openness and respect m. Include community members in plans for sharing findings n. Make plans for community-engaged activities to continue for many years o. Put systems in place to ensure continued two-way communication between community members and organization leaders p. Recruit community members for positions within the organization	Please rate how well you think the academic team did each of the following… a. Focus on health problems that the community thinks are important. (Principle 1) b. Value community perspectives. (Principle 2) c. Let community members know what is going on with the project (Principle 3) d. Change plans as a result of community input (Principle 4). e. Involve community members in making key decisions (Principle 4) f. Seek community input and help at multiple stages of the process (Principle 5) g. Help community members gain important skills from involvement (Principle 6) h. Build on strengths within the community (Principle 7) i. Foster collaborations in which community members are real partners (Principle 8) j. Enable community members to voice disagreements (Principle 8) k. Treat community members' ideas with openness and respect (Principle 9) l. Include community members in plans for sharing findings. (Principle 10) m. Make plans for community-engaged activities to continue for many years. (Principle 11) *Source: Goodman, M. S., Thompson, V. L. S., Arroyo Johnson, C., Gennarelli, R., Drake, B. F., Bajwa, P., … & Bowen, D. (2017). Evaluating community engagement in research: quantitative measure development. Journal of Community Psychology, 45(1), 17-32*

Methods: Item 12 is taken from an instrument developed by Goodman, et., al, 2017.[18] The original instrument contained 11 subscales (with 4-5 items per subscale; 48 items total) assessing community engagement principles (noted above as Principles 1-11). Each subscale had a Cronbach's alpha > .85, which indicates strong internal consistency for all item groups across both scales (quality and quantity). To reduce respondent burden we selected 1-2 items from each of the 11 subscales. The 11 subscales evaluate the UNICEF Core Community Engagement Standards of two-way communication, empowerment, and building local capacity. The original survey was designed to be administered to community members.

New items:

The item "Delegate decision-making power to community members" was developed to assess empowerment, based on the IAP2 Spectrum of Public Participation.

The item, "Put systems in place to ensure continued two-way communication between community members and initiative leaders," was adapted from UNICEF's 2020 Community Engagement Project Cycle Checklist.[19] The item assesses whether the initiatives have implemented any mechanisms to support two-way communication between communities and initiative leads.

The item, "Recruit community members for positions within the organization/initiative," was adapted from the Perceived Community Engagement Survey.[20] The item assesses integration of community members within the organization.

Analysis: Descriptive statistics will be reported on the percentage of initiative leads who rated their initiative's performance as good or excellent for each item. Items can be categorized by the UNICEF Core Standards or by the IAP2 Spectrum, and evaluated based on those categories.

18   Goodman, M. S., Thompson, V. L. S., Arroyo Johnson, C., Gennarelli, R., Drake, B. F., Bajwa, P., … & Bowen, D. (2017). Evaluating community engagement in research: quantitative measure development. Journal of Community Psychology, 45(1), 17-32

19   UNICEF's Community Engagement Project Cycle Checklist, Minimum Quality Standards and Indicators for Community Engagement, 2020, pp. 51–53.

20   Rivera, R. (2016). The Perceived Community Engagement Survey: Structure, Reliability, and Validity of a Community-based Organization Measure of Engagement with the Broader Community. Dissertations. 152.

Part 5. Reflections		
Item	CVCF Item & Response Options	Original Item & Citation
13	What went well about your organization's community engagement efforts? [open ended]	What went well about this particular resident engagement efforts? (Open ended) *Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.*
14	What would you do differently next time? [open ended]	What would we do differently next time? (Open ended) *Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.*
15	What skills, capacities, or support does your organization need to strengthen its community engagement in the future? [open ended]	What skills and capacities, we need to strengthen to be more successful in the future? (Open ended) *Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.*

Methods: Items 13-15 are taken from the Aspen Institute's Resident Engagement Guidebook.[21]

Analysis: Qualitative data will be analyzed separately by two researchers using content analysis to identify themes. Results will be discussed and summarized in narrative form.

Post-Survey Meeting

Since a primary goal of DRIVE is to change systems, consider asking "so what" questions to solicit examples of how community engagement facilitated powershifting:

• What did you do with the community's input? Did you make any verifiable changes?
• How can we tell that you listened to the community?
• What worked, and how do you know that it worked?

These questions were recommended by a community engagement expert with over 40 years of experience conducting and evaluating community engagement. Qualitative analysis of responses across all the initiatives might reveal important themes or patterns.

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21   Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.

After the data is collected and reported, the research team leading the community engagement evaluation for the City of Minneapolis recommended an "interpretation meeting" to help leaders interpret key findings. Example questions might include:

• What clarifying questions surface as you read it--what isn't clear or doesn't make sense?

• What do you like? What raises concerns?

• How are the findings stacking up to what you expected?

• What is important about the findings? What significance do they carry?

• What ideas do you have for specific recommendations that reflect the findings and could make a positive difference in the Initiative's community engagement?

Items listed above are taken from the City of Minneapolis's Community Engagement Evaluation.[22]

• Do your responses align with your organization's mission/values? What changes could advance your mission?

• Where does your organization need additional support?

• Where do you need to build the capacity of your organization?

• What are the opportunities for and challenges to doing community engagement?

Open-ended questions listed above are taken from Nexus Community Partners, Community Engagement Assessment Tool.[23]

Is there anything else that would be useful to tell us about the way your organization engages with the broader community that it might be useful to know?

Item listed above taken from the Perceived Community Engagement Survey.[24]

Community members' perspectives

A comprehensive evaluation of community engagement requires input from community members to understand how they perceived their engagement with the initiative. Did they encounter barriers to participation? Did they feel like they were involved in key decisions? Did they feel like they were treated with respect?

Since collecting data from community members can be resource intensive, one approach is to select a few discrete community engagement efforts (such as a resident advisory group, or resident leadership training) and collect input from 5-10 residents involved in those efforts. Consider assessing your best community engagement efforts. This allows you to answer the question, "when our community engagement is working at its best, how is it working?" While sample size will likely preclude statistically significant conclusions, the triangulation of data from the initiative lead and community members strengthens findings. The inclusion of community voice provides another (arguably more critical) viewpoint and allows for consideration of rival hypotheses.

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22   Colibri and Blue Dot Consulting (2021). City of Minneapolis: Community Engagement Evaluation

23   Nexus Community Partners. Community Engagement Assessment Tool. https://www.nexuscp.org/resources/#engagement3

24   Rivera, R. (2016). The Perceived Community Engagement Survey: Structure, Reliability, and Validity of a Community-based Organization Measure of Engagement with the Broader Community. Dissertations. 152.