

DRIVE Measurement & Evaluation

COMMUNITY ENGAGEMENT SURVEY

Survey, Guide, and
Data Dictionary



CENTRAL
VALLEY
COMMUNITY
FOUNDATION



DRIVE
DEVELOPING THE REGION'S
INCLUSIVE & VIBRANT ECONOMY

DRIVE Community Engagement Survey

Thank you for taking the time to complete this survey. This survey will take approximately 20 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.



Part 1 Community Engagement Strategies

This series of questions asks about different types of community engagement across a spectrum ranging from informing, consulting, involving, collaborating, and empowering community members. Questions 1-5 will each refer to a separate component of the spectrum. Please select the answer that corresponds to your best and most accurate answer.

1. We are interested in learning more about ways in which you participated in community engagement by **informing** the community. The goal of **informing** is to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions. In the past year, what resident engagement strategies were used to provide community members with information? *[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.
- Other instance where you provided community members with information? *[text response]* _____

- None of the above

2. We are interested in learning more about ways in which you participated in community engagement by **consulting** the community. The goal of **consulting** is to obtain public feedback on analysis, alternatives and/or decisions. In the past year, what resident engagement strategies were used to obtain feedback from the community? *[select all that apply]*

- Focus groups *(If checked, move to 2a-2e)*
- Surveys *(If checked, move to 2f-2i)*
- Interviews *(If checked, move to 2j-2m)*
- Public comment
- Public/community meetings *(If checked, move to 2n-2o)*
- Other instances where you consulted with community members to obtain feedback? *[text response]* _____

- None of the above



Focus Groups

If focus groups were held, please answer the following questions:

- 2a.** How many focus groups were held? *[numeric]*
- 2b.** When combining all focus groups, approximately how many individuals in total participated? *When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be "30". [numeric]*
- 2c.** Have you collected any of the following demographic data on individuals that participated in the focus group(s)? *[select all that apply]*

Race/Ethnicity *(If checked, move to 2d)*

Gender *(If checked, move to 2e)*

Residential Zip Code

None of the above

- 2d.** Please report the proportions (%) of individuals that were in attendance by race: *[numeric - must equal 100%]*

American Indian %:

Southeast Asian %:

Asian %:

Latino/a/x %:

Black %:

White %:

Multi-race %:

Other %:

- 2e.** Please report the proportions (%) of individuals that were in attendance by gender: *[numeric - must equal 100%]*

Female %:

Male %:

Transgender %:

Non-binary/non-conforming (a person who does not identify with any gender) %:

Other %:



Surveys

If you administered surveys, please answer the following questions:

2f1. How many separate survey instruments were administered? *[numeric]*

2f2. How many survey responses were collected? *[numeric]*

2g. Have you collected any of the following demographic data on survey respondents? *[select all that apply]*

- | | |
|---|---|
| <input type="checkbox"/> Race/Ethnicity <i>(If checked, move to 2h)</i> | <input type="checkbox"/> Gender <i>(If checked, move to 2i)</i> |
| <input type="checkbox"/> Residential Zip Code | <input type="checkbox"/> None of the above |

2h. Please report the proportions (%) of survey respondents by race: *[numeric - must equal 100%]*

- | | |
|--------------------|--------------------|
| American Indian %: | Southeast Asian %: |
| Asian %: | Latino/a/x %: |
| Black %: | White %: |
| Multi-race %: | Other %: |

2i. Please report the proportions (%) of survey respondents by gender: *[numeric - must equal 100%]*

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

Interviews

If interviews were held, please answer the following questions:

2j. How many interviews were conducted? *[numeric]*

2k. Have you collected any of the following demographic data on interviewees? *[select all that apply]*

- | | |
|---|---|
| <input type="checkbox"/> Race/Ethnicity <i>(If checked, move to 2l)</i> | <input type="checkbox"/> Gender <i>(If checked, move to 2e)</i> |
| <input type="checkbox"/> Residential Zip Code | <input type="checkbox"/> None of the above |

2l. Please report the proportions (%) of interviewees by race: *[numeric - must equal 100%]*

- | | |
|--------------------|--------------------|
| American Indian %: | Southeast Asian %: |
| Asian %: | Latino/a/x %: |
| Black %: | White %: |
| Multi-race %: | Other %: |

2m. Please report the proportions (%) of interviewees by gender: *[numeric - must equal 100%]*

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



Public/community meetings

If public/community meetings were held, please answer the following questions:

- 2n. How many public/community meetings were conducted? *[numeric]*
- 2o. Consider all public/community meetings that were conducted. How many total individuals attended a public/community meeting? When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be "30". *[numeric]*
- 3. We are interested in learning more about ways in which you participated in community engagement by **involving** the community. The goal of **involving** is to work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. In the past year, what resident engagement strategies were used to ensure that public concerns/aspirations are understood and considered? *[select all that apply]*
 - Workshops *(If checked, move to 3a-3e)*
 - Roundtables *(If checked, move to 3f-3j)*
 - Other instances when you worked with stakeholders to understand and consider their concerns/aspirations? *[text response]* _____

 - None of the above

Workshops

If workshops were held, please answer the following questions:

- 3a. How many workshops were held? *[numeric]*
- 3b. When combining all workshops, approximately how many individuals in total participated? When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be "30". *[numeric]*
- 3c. Have you collected any of the following demographic data on workshop participants? *[select all that apply]*
 - Race/Ethnicity *(If checked, move to 3d)*
 - Residential Zip Code
 - Gender *(If checked, move to 3e)*
 - None of the above
- 3d. Please report the proportions (%) of individuals that were in attendance by race: *[numeric - must equal 100%]*

American Indian %:	Southeast Asian %:
Asian %:	Latino/a/x %:
Black %:	White %:
Multi-race %:	Other %:



3e. Please report the proportions (%) of individuals that were in attendance by gender:
[numeric - must equal 100%]

Female %:

Male %:

Transgender %:

Non-binary/non-conforming (a person who does not identify with any gender) %:

Other %:

Roundtables

If roundtables were held, please answer the following questions:

3f. How many roundtables were held? *[numeric]*

3g. When combining all roundtables, approximately how many individuals in total participated? When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be "30". *[numeric]*

3h. Have you collected any of the following demographic data on roundtable participants?
[select all that apply]

Race/Ethnicity *(If checked, move to 3i)*

Gender *(If checked, move to 3j)*

Residential Zip Code

None of the above

3i. Please report the proportions (%) of individuals that were in attendance by race:
[numeric - must equal 100%]

American Indian %:

Southeast Asian %:

Asian %:

Latino/a/x %:

Black %:

White %:

Multi-race %:

Other %:

3j. Please report the proportions (%) of individuals that were in attendance by gender:
[numeric - must equal 100%]

Female %:

Male %:

Transgender %:

Non-binary/non-conforming (a person who does not identify with any gender) %:

Other %:



4. We are interested in learning more about ways in which you participated in community engagement by **collaborating** with the community. The goal of **collaborating** is to partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution. In the past year, what resident engagement strategies were used to partner with community members in decision-making? *[select all that apply]*

- Citizen advisory committees *(If checked, move to 4a-4e)*
- Consensus building workshops *(If checked, move to 4f-4j)*
- Charrettes—a charette is a meeting in which project stakeholders attempt to resolve conflicts and map solutions *(If checked, move to 4k-4o)*.
- Participatory decision making events—an event soliciting community advice and recommendations to incorporate into decisions *(If checked, move to 4p-4t)*.
- Other instances when you collaborated with community members and incorporated their advice?
[text response] _____

- None of the above

Citizen Advisory Committees

If citizen advisory committees were held, please answer the following questions:

- 4a. How many citizen advisory committees were formed? *[numeric]*
- 4b. When combining all citizen advisory committee members, approximately how many individuals in total participated? When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be “30”. *[numeric]*
- 4c. Have you collected any of the following demographic data on citizen advisory committee members?
[select all that apply]
 - Race/Ethnicity *(If checked, move to 4d)*
 - Gender *(If checked, move to 4e)*
 - Residential Zip Code
 - None of the above
- 4d. Please report the proportions (%) of members by race: *[numeric - must equal 100%]*

American Indian %:	Southeast Asian %:
Asian %:	Latino/a/x %:
Black %:	White %:
Multi-race %:	Other %:
- 4e. Please report the proportions (%) of members by gender: *[numeric - must equal 100%]*
 - Female %:
 - Male %:
 - Transgender %:
 - Non-binary/non-conforming (a person who does not identify with any gender) %:
 - Other %:



Consensus Building Workshops

If consensus building workshops were held, please answer the following questions:

- 4f. How many consensus building workshops were held? *[numeric]*
- 4g. When combining all consensus building workshops, approximately how many individuals in total participated? When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be "30". *[numeric]*
- 4h. Have you collected any of the following demographic data on consensus building workshop participants? *[select all that apply]*
 - Race/Ethnicity *(If checked, move to 4i)*
 - Residential Zip Code
 - Gender *(If checked, move to 4j)*
 - None of the above

- 4i. Please report the proportions (%) of individuals that were in attendance by race: *[numeric - must equal 100%]*

American Indian %:	Southeast Asian %:
Asian %:	Latino/a/x %:
Black %:	White %:
Multi-race %:	Other %:

- 4j. Please report the proportions (%) of individuals that were in attendance by gender: *[numeric - must equal 100%]*

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

Charettes

If charettes were held, please answer the following questions:

- 4k. How many charettes were held? *[numeric]*
- 4l. When combining all charettes, approximately how many individuals in total participated? When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be "30". *[numeric]*
- 4m. Have you collected any of the following demographic data on charette participants? *[select all that apply]*
 - Race/Ethnicity *(If checked, move to 4n)*
 - Residential Zip Code
 - Gender *(If checked, move to 4o)*
 - None of the above



4n. Please report the proportions (%) of individuals that were in attendance by race:
[numeric - must equal 100%]

American Indian %:	Southeast Asian %:
Asian %:	Latino/a/x %:
Black %:	White %:
Multi-race %:	Other %:

4o. Please report the proportions (%) of individuals that were in attendance by gender:
[numeric - must equal 100%]

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

Participatory Decision Making

If participatory decision-making events were held, please answer the following questions:

4p. How many participatory decision-making events were held? [numeric]

4q. When combining all participatory decision-making events, approximately how many individuals in total participated? When totaling individuals, please consider duplicate participants. For example, if the same 10 individuals attended 3 different events, your response would be "30". [numeric]

4r. Have you collected any of the following demographic data on participatory decision-making event participants? [select all that apply]

<input type="checkbox"/> Race/Ethnicity (If checked, move to 4s)	<input type="checkbox"/> Gender (If checked, move to 4t)
<input type="checkbox"/> Residential Zip Code	<input type="checkbox"/> None of the above

4s. Please report the proportions (%) of individuals that were in attendance by race:
[numeric - must equal 100%]

American Indian %:	Southeast Asian %:
Asian %:	Latino/a/x %:
Black %:	White %:
Multi-race %:	Other %:

4t. Please report the proportions (%) of individuals that were in attendance by gender:
[numeric - must equal 100%]

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



5. We are interested in learning more about ways in which you participated in community engagement by **empowering** the community. The goal of **empowering** is to place final decision making in the hands of the public. In the past year, what resident engagement strategies were used to delegate and place final decision making in the hands of community members? *[select all that apply]*

- 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 instances you delegated decision-making power to community? *[text response]* _____

- None of the above

For the next two questions, please consider all the different types of community engagement your organization conducted, as reported in items 1-5 above.

6. 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.

7. Which resident engagement activities positively impacted your work the most? Please list the top five, with one having the biggest impact. *[text response]*

- 1.
- 2.
- 3.
- 4.
- 5.

Part 2 Engaging Residents

8. For each group of residents, please indicate whether the group is under-engaged, over-engaged, or adequately engaged in your organization’s community engagement efforts. *[select one]*

	Under-engaged	Adequately engaged	Over-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. Business employees				
s. Business owners				
t. Southwest Fresno residents				
u. Southeast Fresno residents				
v. Downtown Fresno residents				
w. Northwest Fresno residents				
x. Monolingual (non-English) speakers				

9. 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

9_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

10. 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 Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

b. Meetings were held at convenient times for all

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

c. Childcare was provided, when needed

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

d. Transportation was provided, when needed

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

N/A: not applicable for my organization

e. Food was provided

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

f. Compensation was provided for participation

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree



g. Translation was provided at meetings, when needed

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

N/A: not applicable for my organization

h. Materials were translated, when needed

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

N/A: not applicable for my organization

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

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

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

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

k. Training was provided to community members on relevant topics

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree

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

Strongly disagree Disagree Somewhat disagree Neither agree nor disagree Somewhat agree Agree Strongly agree



Part 4 Outcomes of Community Engagement

11. 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 Below average Average Above average Good Excellent

b. Value community perspectives

Very poor Poor Below average Average Above average Good Excellent

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

Very poor Poor Below average Average Above average Good Excellent

d. Change plans as a result of community input

Very poor Poor Below average Average Above average Good Excellent

e. Involve community members in making key decisions

Very poor Poor Below average Average Above average Good Excellent

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

Very poor Poor Below average Average Above average Good Excellent

g. Help community members gain important skills from involvement

Very poor Poor Below average Average Above average Good Excellent

h. Build on strengths within the community

Very poor Poor Below average Average Above average Good Excellent

i. Foster collaborations in which community members are real partners

Very poor Poor Below average Average Above average Good Excellent

j. Enable community members to voice disagreements

Very poor Poor Below average Average Above average Good Excellent



k. Delegate decision-making power to community members

Very poor Poor Below average Average Above average Good Excellent

l. Treat community members' ideas with openness and respect

Very poor Poor Below average Average Above average Good Excellent

m. Include community members in plans for sharing findings

Very poor Poor Below average Average Above average Good Excellent

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

Very poor Poor Below average Average Above average Good Excellent

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

Very poor Poor Below average Average Above average Good Excellent

p. Recruit community members for positions within the organization

Very poor Poor Below average Average Above average Good Excellent

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

13. 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]* _____



Part 5 Reflections

14. What went well about your organization's community engagement efforts? *[text response]* _____

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

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



Part 6 General Information

These data will help us assess whether the stakeholders involved in DRIVE are representative of the diverse communities we serve. Individual responses will not be shared. Please select the answer that best describes you. *[all General Information items are optional]*

17. Are you... *[select one]*

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

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

- American Indian or Alaska Native *(if selected, ask 18a)*
- Asian *(if selected, ask 18b)*
- Latino/a/x *(if selected, ask 18c)*
- Black *(if selected, ask 18d)*
- White *(if selected, ask 18e)*
- Other *(if selected, ask 18f)*

If you selected American Indian or Alaska Native:

18a. 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]*

- Navajo Nation
- Blackfeet Tribe
- Mayan
- Aztec
- Native Village of Barrow Inupiat Traditional Government
- Nome Eskimo Community
- Other *[text response]* _____



If you selected Asian:

18b. Please select all of the following Asian race/ethnicity categories that make up part of your identity.
[select all that apply]

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

If you selected Latino/a/x:

18c. Please select all of the following Latino/a/x race/ethnicity categories that make up part of your identity.
[select all that apply]

- Mexican / Mexican American
- Puerto Rican
- Cuban
- Other *[text response]* _____

If you selected Black:

18d. Please select all of the following Black race/ethnicity categories that make up part of your identity.
[select all that apply]

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

If you selected White:

18e. Please select all of the following White race/ethnicity categories that make up part of your identity. *[select all that apply]*

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

If you selected Other:

18f. Please enter any other race/ethnicity categories that weren't previously mentioned that make up part of your identity. *[text response]*

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

20. Are you a veteran? *[select one]*

- Yes
- No
- Prefer not to say

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

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

23. 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

24. What is your current job title? *[text response]*

25. What organization do you **primarily** work for? *[text response]*

26. Which DRIVE Initiative is your organization **primarily** linked with? *[select one]*

- Civic Infrastructure *[if selected, ask 26a]*
- 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

26a. Which Civic Infrastructure Hub do you primarily work with? *[select one]*

- 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

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

- Civic Infrastructure *[if selected, ask 27a]*
- 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

27a. 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

28. What is your name (first and last)? *[text response]*

29. What is your email address? *[text response]*



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



DRIVE Community Engagement Survey Guide



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 questionnaires 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 Participation⁴, 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.

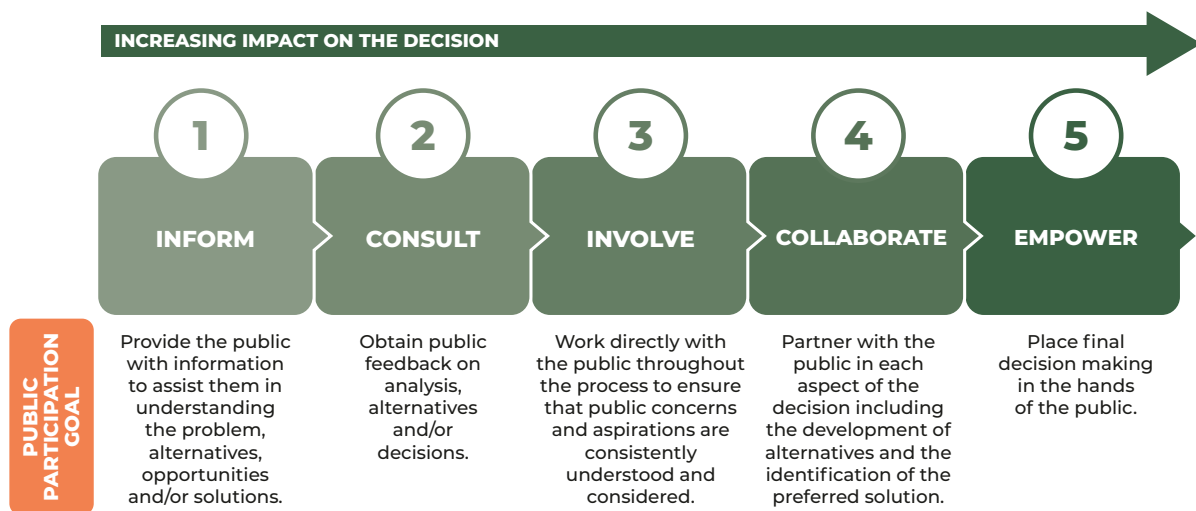
- 4 International Association for Public Participation. Spectrum of Public Participation. https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf
- 5 Rivera (2016). The Perceived Community Engagement Survey: Structure, Reliability, and Validity of a Community-based Organization 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



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.



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DEVELOPING THE REGION'S
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Part 1 Community Engagement Strategies

This series of questions asks about different types of community engagement across a spectrum ranging from informing, consulting, involving, collaborating, and empowering community members. Questions 1-5 will each refer to a separate component of the spectrum. Please select the answer that corresponds to your best and most accurate answer.

Part 1: Community Engagement Approaches and Tactics		
Item	CVCF Question & Response Options	Original Question & Citations
1	<p>We are interested in learning more about ways in which you participated in community engagement by informing the community. The goal of informing is to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/ or solutions. In the past year, what resident engagement strategies were used to provide community members with information?</p> <p>[Fact sheets, brochures, websites, open houses, newsletters, press releases, newspaper articles, reports, videos, social media posting, information tables at fairs, festivals, etc., other]</p>	<p>“What resident engagement approach(es) or tactic(s) were used ?”</p> <p><i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i></p> <p>“To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/ or solutions.”</p> <p><i>Source: International Association for Public Participation. Spectrum of Public Participation. (IAP2 Spectrum - Inform)</i></p> <p>Response options source: Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government, pp. 6-10.</p>
2	<p>We are interested in learning more about ways in which you participated in community engagement by consulting the community. The goal of consulting is to obtain public feedback on analysis, alternatives and/or decisions. In the past year, what resident engagement strategies were used to obtain feedback from the community?</p> <p>[Focus groups, surveys, interviews, public comment, public/community meetings, other]</p>	<p>“What resident engagement approach(es) or tactic(s) were used?”</p> <p><i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i></p> <p>“To obtain public feedback on analysis, alternatives and/or decisions.”</p> <p><i>Source: International Association for Public Participation. Spectrum of Public Participation. (IAP2 Spectrum - Consult)</i></p> <p>Response options source: Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government, pp. 6-10.</p>



Part 1: Community Engagement Approaches and Tactics (Continued)		
Item	CVCF Question & Response Options	Original Question & Citations
3	<p>We are interested in learning more about ways in which you participated in community engagement by involving the community. The goal of involving is to work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. In the past year, what resident engagement strategies were used to ensure that public concerns/aspirations are understood and considered?</p> <p>[Workshops, roundtables, other]</p>	<p>What resident engagement approach(es) or tactic(s) were used ?</p> <p><i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i></p> <p>“To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.”</p> <p><i>Source: International Association for Public Participation. Spectrum of Public Participation. (IAP2 Spectrum - Involve)</i></p> <p>Response options source: Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government, pp. 6-10.</p>
4	<p>We are interested in learning more about ways in which you participated in community engagement by collaborating with the community. The goal of collaborating is to partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution. In the past year, what resident engagement strategies were used to partner with community members in decision-making?</p> <p>[Citizen advisory committees, consensus building workshops, charrettes, participatory decision making events, other]</p>	<p>What resident engagement approach(es) or tactic(s) were used ?</p> <p><i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i></p> <p>“To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.”</p> <p><i>Source: International Association for Public Participation. Spectrum of Public Participation. (IAP2 Spectrum - Collaborate)</i></p> <p>Response options source: Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government, pp. 6-10.</p>

Part 1: Community Engagement Approaches and Tactics (Continued)		
Item	CVCF Question & Response Options	Original Question & Citations
5	<p>We are interested in learning more about ways in which you participated in community engagement by empowering the community. The goal of empowering is to place final decision making in the hands of the public. In the past year, what resident engagement strategies were used to delegate and place final decision making in the hands of community members?</p> <p>[Citizen juries, ballots, participatory budgeting, other]</p>	<p>What resident engagement approach(es) or tactic(s) were used ?</p> <p><i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i></p> <p>“To place final decision making in the hands of the public.”</p> <p><i>Source: International Association for Public Participation. Spectrum of Public Participation. (IAP2 Spectrum - Empower)</i></p> <p>Response options source: Policy Project (2020). Selecting Methods for Community Engagement. Department of the Prime Minister and Cabinet, New Zealand Government, pp. 6-10.</p>

Methods: The root question for these items, “What resident engagement approaches or tactics were used?” is taken from the Aspen Institute’s Resident Engagement Guidebook.¹² The goal statements and questions for these items 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 five items align with 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 is to assess where on the IAP2 spectrum community engagement activities fall and prompt reflection on whether engagement activities align with the intended level of powershifting. At the initiative level, 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.

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 1: Community Engagement Approaches and Tactics (continued)		
Item	CVCF Question & Response Options	Original Question & Citation
6	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. <i>Source: Colibri and Blue Dot Consulting (2021). City of Minneapolis: Community Engagement Evaluation, Engagement Inventory Survey, pp. 61-63.</i>
7	Which resident engagement activities positively impacted your work the most? Please list the top five, with one having the biggest impact.	New item

Methods: These are new items, designed to assess the relative time resources allocated to engagement activities. Item 6 is informed by an item evaluating time allocation in the Engagement Inventory Survey, developed for the City of Minneapolis.¹⁵ Item 7 was developed by CVCF as a follow up to item 6.

Analysis: The aim of analysis 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.

¹⁵ Colibri and Blue Dot Consulting (2021). City of Minneapolis: Community Engagement Evaluation, Engagement Inventory Survey, pp. 61-63.

Part 2: Engaging Residents		
Item	CVCF Question & Response Options	Original Question & Citation
8	<p>For each group of residents, please indicate whether the group is under-engaged, over-engaged, or adequately engaged in your organization’s community engagement efforts.</p> <ul style="list-style-type: none"> 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. Business employees s. Business owners t. Southwest Fresno residents u. Southeast Fresno residents v. Downtown Fresno residents w. Northwest Fresno residents x. Monolingual (non-English) speakers <p>[under-engaged, adequately engaged, over-engaged, N/A: not an eligible client group]</p>	<p>Original text not available. “The survey asks whether each group of residents. . . below is under-, over-, or adequately engaged, or underrepresented with engagement fatigue.”</p> <ul style="list-style-type: none"> 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 <p><i>Source: Colibri and Blue Dot Consulting (2021). City of Minneapolis: Community Engagement Evaluation, Engagement Inventory Survey, pp. 110-111.</i></p>



Part 2: Engaging Residents (Continued)		
Item	CVCF Question & Response Options	Original Question & Citation
9	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:	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: _____ <i>Source: Sofaer S, Kenney E. (2000). Smokeless States Coalition Self-Assessment Survey II, p. 6.</i>

Methods: Item 8 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.¹⁶ The response options “Southwest, Southeast, Downtown, and Northwest Fresno residents” were added to assess geographic representation in community engagement activities. Item 9 is taken from the Smokeless States Coalition Self-Assessment Survey II.¹⁷

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. We can also compare how perceptions of engagement of racial ethnic minorities compare to the demographic data provided in Part 1, regarding the race/ethnicity of individuals engaged in community engagement strategies.

¹⁶ Butterfoss (2006). Process evaluation for community participation. *Annual Review of Public Health, 27(1)*, 323-340.

¹⁷ Sofaer & Kenney (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 Question & Response Options	Original Question & Citation
10	<p>For each item, please select the answer that best applies to your organization’s community engagement efforts. [7-point scale: strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree, strongly agree]</p> <p>Meetings were held in centrally accessible places</p> <p>Meetings were held at convenient times for all</p> <p>Childcare was provided, when needed (add option “N/A: not applicable for my organization”)</p> <p>Transportation was provided, when needed (add option “N/A: not applicable for my organization”)</p> <p>Food was provided</p> <p>Compensation was provided for participation</p> <p>Translation was provided at meetings, when needed (add option “N/A: not applicable for my organization”)</p> <p>Materials were translated, when needed (add option “N/A: not applicable for my organization”)</p> <p>Materials were written at appropriate reading level (e.g., avoided jargon)</p> <p>Materials were reviewed to ensure they were culturally appropriate for the intended recipients</p> <p>Training was provided to community members on relevant topics</p> <p>Our organization made a conscious effort to develop new leaders</p>	<p>Respondents were asked to “Please select an option” based on a 5-point Likert scale, for 79 statements, including the statements listed below:</p> <p>Meetings are held in centrally accessible, comfortable places and at convenient times for all</p> <p>Meetings held in centrally accessible comfortable places and at convenient times for all</p> <p>Childcare is provided, if needed</p> <p>Food is provided</p> <p>Our coalition reviewed its activities and products to ensure they culturally appropriate for the intended recipients</p> <p>New members receive an orientation and copies of relevant background materials</p> <p>Training is provided to members on relevant topics</p> <p>Our coalition makes made a conscious effort to develop new leaders</p> <p>We use a mentoring or “buddy system” to help less experienced members learn what is needed</p> <p><i>Source: Washington State Health Care Authority, Coalition Assessment Tool (CAT) Survey.</i></p>

Methods: Item 10 is taken from the Washington State Health Care Authority, Coalition Assessment Tool (CAT) Survey.¹⁸ 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.

18 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 Question & Response Options	Original Question & Citation
11	<p>Please rate how well you think your organization did each of the following.</p> <p>[7-point scale: very poor, poor, below average, average, above average, good, excellent].</p> <p>Focus on problems that the community thinks are important</p> <p>Value community perspectives</p> <p>Let community members know what is going on with the project</p> <p>Change plans as a result of community input</p> <p>Involve community members in making key decisions</p> <p>Seek community input and help at multiple stages of the process</p> <p>Help community members gain important skills from involvement</p> <p>Build on strengths within the community</p> <p>Foster collaborations in which community members are real partners</p> <p>Enable community members to voice disagreements</p> <p>Delegate decision-making power to community members</p> <p>Treat community members' ideas with openness and respect</p> <p>Include community members in plans for sharing findings</p> <p>Make plans for community-engaged activities to continue for many years</p> <p>Put systems in place to ensure continued two-way communication between community members and organization leaders</p> <p>Recruit community members for positions within the organization</p>	<p>Please rate how well you think the academic team did each of the following.</p> <p>Focus on health problems that the community thinks are important. (Principle 1)</p> <p>Value community perspectives. (Principle 2)</p> <p>Let community members know what is going on with the project (Principle 3)</p> <p>Change plans as a result of community input (Principle 4).</p> <p>Involve community members in making key decisions (Principle 4)</p> <p>Seek community input and help at multiple stages of the process (Principle 5)</p> <p>Help community members gain important skills from involvement (Principle 6)</p> <p>Build on strengths within the community (Principle 7)</p> <p>Foster collaborations in which community members are real partners (Principle 8)</p> <p>Enable community members to voice disagreements (Principle 8)</p> <p>Treat community members' ideas with openness and respect (Principle 9)</p> <p>Include community members in plans for sharing findings. (Principle 10)</p> <p>Make plans for community-engaged activities to continue for many years. (Principle 11)</p> <p><i>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</i></p>



Methods: Item 11 is taken from an instrument developed by Goodman, et., al, 2017.¹⁹ 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 question 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.²⁰ 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.²¹ 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 very 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.

19 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.

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

21 Rivera (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 4. Outcomes of community engagement (continued)		
Item	CVCF Question & Response Options	Original Question & Citation
12	Did you change any programs, practices, or policies as a result of your community engagement strategies? [Y/N] If yes, please describe.	New item
13	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? <i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i>

Methods: Item 12 is a new item that aims to assess whether the respondents believe that the community engagement led to changes in the initiative's programs, practices, or policies. Item 13 was taken from the Aspen Institute's Resident Engagement Guidebook.²²

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.

Part 5. Reflections		
Item	CVCF Question & Response Options	Original Question & Citation
14	What went well about your organization's community engagement efforts? [open ended]	What went well about this particular resident engagement efforts? (Open ended) <i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i>
15	What would you do differently next time? [open ended]	What would we do differently next time? (Open ended) <i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i>

²² Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.

16	<p>What skills, capacities, or support does your organization need to strengthen its community engagement in the future?</p> <p>[open ended]</p>	<p>What skills and capacities, we need to strengthen to be more successful in the future? (Open ended)</p> <p><i>Source: Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.</i></p>
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Methods: Items 14-16 are taken from the Aspen Institute’s Resident Engagement Guidebook.²³

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.

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?

²³ Aspen Institute Community Strategies Group (2014). Resident Engagement Guidebook: Exploring Readiness and Options, pp. 43-44. Resident Engagement Check-up.



Items taken from the City of Minneapolis's Community Engagement Evaluation.²⁴

- 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 from Nexus Community Partners, Community Engagement Assessment Tool.²⁵

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 taken from the Perceived Community Engagement Survey.²⁶

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.

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

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

26 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.





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