

The Spectrum of Community Engagement

Facilitated by
Eric Kaufman & Lonnie Johnson

Virginia Cooperative Extension
Virginia Tech • Virginia State University
www.ext.vt.edu

1

Educational Approaches for Cooperative Extension

(Vines, 2022)

Virginia Cooperative Extension
Virginia Tech • Virginia State University
www.ext.vt.edu

2

Frameworks for Public Participation

- International Association for Public Participation (IAP2) Spectrum of Public Participation
- Sherry Arnstein's "Ladder of Citizen Participation"
- U.S. Environmental Protection Agency – Spectrum of Public Involvement
- National Coalition for Dialogue and Deliberation – 4 Streams of Dialogue and Deliberation

Virginia Cooperative Extension
Virginia Tech • Virginia State University
www.ext.vt.edu

3

IAP2 Spectrum Phases

Virginia Cooperative Extension
Virginia Tech • Virginia State University
www.ext.vt.edu

HARVARD CATALYST

4

IAP2 Spectrum Goals & Promises

INCREASING LEVEL OF PUBLIC IMPACT

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Cultivate the Conversation PUBLIC ENGAGEMENT SPECTRUM					
PUBLIC PARTICIPATION GOAL	To provide balanced and objective information in a timely manner.	To obtain feedback on analysis, issues, and alternatives and decisions.	To work with the public to make sure that concerns and aspirations are considered and understood.	To partner with the public in each aspect of the decision-making.	To place the final decision-making in the hands of the public.
PROMISE TO THE PUBLIC	"We will keep you informed."	"We will listen to and acknowledge your concerns."	"We will work with you to ensure your concerns and aspirations are directly reflected in the decisions made."	"We will look to you for advice and innovation and incorporate this in decisions as much as possible."	"We will implement what you decide."

Source: IAP2 Spectrum of public engagement.

5

Ladder of Citizen Participation

Sherry Arnstein, writing in 1969 about citizen involvement in planning processes in the United States, described a ladder of participation with eight steps

Virginia Cooperative Extension
Virginia Tech • Virginia State University
www.ext.vt.edu

6

Virginia's Extension Leadership Councils

- Representatives of the community
- Primary partner for community involvement
- Key to Extension Being a Community Resource that Meets the Needs of VA's Communities



Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

7

Extension Leadership Councils: Planning for Success (Pub 490-394)



Areas of Work

- Relationship Building
- Extension Advocacy
- Program Support & Advisement

Virginia Cooperative Extension
Virginia Tech • Virginia State University

https://bit.ly/VCE-ELC
www.ext.vt.edu

8

How is it working, really?

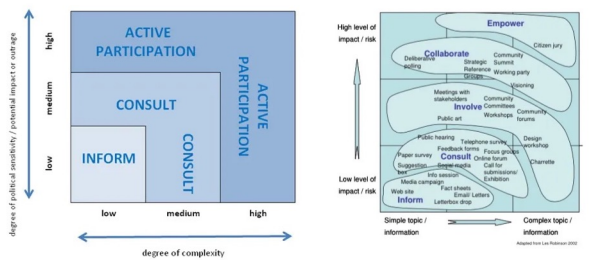
© WABE ANDERSON, ALL RIGHTS RESERVED WWW.ANDERTOONS.COM



Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

9



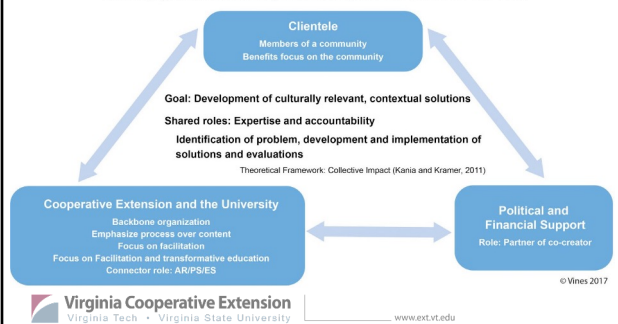
Virginia Cooperative Extension
Virginia Tech • Virginia State University

Matrix Approach to IAP2 Spectrum

www.ext.vt.edu

10

An Engaged Model of Program Delivery for Cooperative Extension



Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

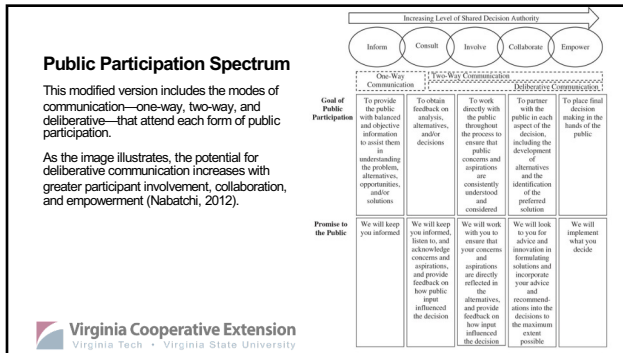
11

IAP2 Spectrum of Public Participation

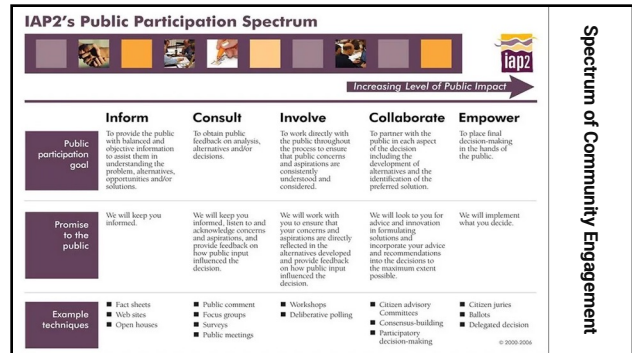
IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

	INCREASING IMPACT ON THE DECISION				
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are clearly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

12



13



14

Assessing Engagement and Collaboration Through the VCE Situation Analysis Process

Lonnie Johnson
February 2025

Virginia Cooperative Extension
Virginia Tech • Virginia State University

15

Study Objectives

- 1) Describe the perceived strength of the collaborative effort from an internal employee perspective.
- 2) Describe the perceived strength of the collaborative effort from an external stakeholder perspective.
- 3) Describe differences or similarities in the perceived strength of the collaborative effort between groups.
- 4) Identify areas for improving the process through employee development.

Virginia Cooperative Extension
Virginia Tech • Virginia State University

16

Quantitative Methodology

- Database of names and emails were gathered from the completed Situation Analysis (N=420)
- 166 completed surveys (response rate of 39.7)
- Adapted Wilder Collaboration Factors Inventory
 - Membership Characteristics
 - Process/Structure
 - Communication
 - Purpose

Virginia Cooperative Extension
Virginia Tech • Virginia State University

17

Preliminary Survey Results

Table 1
VCE Situation Analysis Collaboration Survey Mean Ratings by Respondent Role (n=102)

VCE Role	Collaboration Domain				Overall
	Process	Communication	Purpose	Membership	
Administrative Staff	3.47	3.38	3.58	3.60	3.51
Faculty	3.52	3.71	3.64	3.69	3.61
Programmatic Staff	3.59	3.64	3.67	3.65	3.63
All employees	3.55	3.66	3.67	3.71	3.63
Stakeholders/Local Government	4.00	4.17	4.22	4.12	4.10
Overall	3.64	3.73	3.78	3.77	3.71

18

Preliminary Results

Table 2
Lowest Ranked Indicator for Collaboration by Domain

Domain	Survey Question/Indicator	Mean
Membership	All of the organizations that we needed to be members of this collaborative group became members of the group.	3.12
Process	This collaborative group was careful to take on the right amount of work.	3.52
Communication	I personally had informal conversations about the project with others who were involved.	3.52
Purpose	What we were trying to accomplish would be difficult for any single organization to accomplish by itself.	3.73

19

Preliminary Results

Table 3
Highest Ranked Indicator for Collaboration by Domain.

Domain	Survey Question/Indicator	Mean
Membership	I have a lot of respect for the other people in this collaboration.	4.20
Process	Everyone who was a member of our collaborative group wanted this project to succeed.	3.95
Communication	Communications among the people in this collaborative group happened both at formal meetings and informal ways.	3.84
Purpose	I had a clear understanding of what our collaboration was trying to accomplish.	4.04

20

Qualitative Methodology

- An intentionally selected population of survey respondents were selected for a follow-up interview (N=20)
 - Internal respondents only
 - Respondents that completed the entire survey and open-ended questions
 - Representative of their role, REG, geography, and program area
- 16 respondents interviewed (response rate 80%)
 - Utilized Zoom
 - Recorded
 - Closed Captioned (captures a transcripts)
 - Transcripts reviewed for preliminary themes

21

Interview Protocol

- Preliminary findings
- Organizational engagement
- Issue identification
- Skill development

22

Preliminary Findings Questions

- What, if anything, stands out to you from the preliminary results of the survey?
- Did you anticipate that external stakeholders would rate collaboration higher than internal employees?

23

Organizational Engagement Questions

- How might VCE better ensure all appropriate organizations are part of the Situation Analysis process?
- How might we identify which organizations should be part of the group?
- How might we better engage organizations to become a part of the collaborative effort?
- What support helps Extension professionals to effectively engage these groups?

24

Organizational Engagement

- Communication
- Understanding the process
- Marketing and Outreach
- Visibility
- ELC engagement
- Intentionality
- Relationships

25

Issue Identification Questions

- In your view, how does stakeholder input into the collaboration impact the identification of community issues?
- What do you believe is the value of collaboration in issue identification?
- How can identifying critical issues benefit the community that you serve?
- When Extension is successful in uncovering community issues, what contributes to that success?

26

Issue Identification

- Valuable
- Crucial to issue identification
- Different perspectives
- Essential
- Moving issues to solutions

27

Skill Development Questions

- In what ways do you believe VCE employee development may have an influence on effective collaboration for a Situation Analysis?
- Based on your experience, what specific skills are needed by participants in the VCE Situation Analysis process?
- What type of training might be beneficial to you specifically for Situation Analysis?
- Is there a training need for external stakeholders? If so, how might we accomplish this?

28

Skill Development

- Building trust
- Listening skills
- Communication skills
- Data analysis
- Time management
- Marketing skills
- Understanding the purpose


29

Next Steps

- Current results are all preliminary
- Analyze the survey responses
- Code the interviews for themes
- Develop recommendations

30

Community Stakeholder Analysis




Virginia Cooperative Extension
Virginia Tech • Virginia State University

COMMUNITY TOOL BOX
www.ext.vt.edu

31

Extension Skills: Using Actor Mapping to Understand and Improve your Program's Community Engagement Efforts

Cooperative Extension
Community Engagement for Cooperative Extension (Series)

MEGAN KUGLEY | @MIRIAMKUGLEY | 8/20/24 @ 5:18 PM

EXTENSION SKILLS

RELEVANT: The Community Research, Evaluation & Development (CREDE) team at University of Arizona Extension.

VIDEO: Extension Skills: The Actor Mapping Tool



This is a seven-part series on community engagement, a collaboration between the University of Arizona's School of Nutritional Sciences & Wellness - Cooperative Extension, SNAP-Ed (UA SNAP-Ed) and the Community Research, Evaluation, and Development (CREDE) team from the Tucson School of Human Ecology. The publications reflect the concepts of seven interactive, online learning modules about community engagement that were developed by the UA SNAP-Ed and the CREDE team.

The full Community Engagement in Cooperative Extension article series includes:

1. What is Community Engagement?
2. Using Interactive Maps to Understand Communities
3. Who is and is not Participating in Community Engagement?
4. Strategies to Improve Representation
5. Spectrum of Public Participation: Inform and Consult
6. Spectrum of Public Participation: Involve
7. Spectrum of Public Participation: Collaborate and Community Directs

Publication Date: September 2023

Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

32

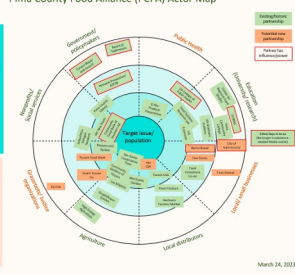
Actor Mapping

1. Define population
2. Identify key sectors
3. List current actors
4. Map key actors
5. Review the map
6. Target potential
7. Track Progress

Key Actor statement: An individual, organization, group, or institution that has a stake in the success or failure of a program or organization and is likely to be involved in the program or organization's activities.

Target population: Individuals, organizations, groups, or institutions that are likely to be involved in the program or organization's activities and are likely to be affected by the program or organization's activities.

Relevant sectors to engage: Public health & wellness, Government (local, state, federal), Non-profit organizations, For-profit organizations, Educational institutions, Media and research, Other areas in the local community (e.g., government, transportation, water management, recreational management, recreation, Transportation).



Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

33

Who Are Your Stakeholders?



Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

34

Candidate Worksheet

What interests does the candidate represent?

How will the candidate contribute?

Is the candidate a good fit?

Appendix A: Extension Leadership Council Candidate Worksheet

This worksheet will help the nominating committee evaluate potential ELC members.

Name of candidate: _____

Geographic region represented: _____

Primary community interest represented: _____

Questions	Yes	No	Unclear
Does the candidate believe in the mission and vision of Extension?	___	___	___
Does the candidate see the community in a broad perspective?	___	___	___
Is the candidate a long-time community resident (at least five years)?	___	___	___
Is the candidate interested in multiple areas of Extension education?	___	___	___
Is the candidate considered a leader in the community?	___	___	___
Is the candidate a good fit for the Extension Leadership Council?	___	___	___

What strengths do you think the candidate can bring to the Extension Leadership Council?

Other comments about the candidate:

Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

35

Extension Advisory Leaders Reasons for Volunteering (Spearman, 2011)



1. Desire to serve others and improve the community.
2. Give back to society through Extension volunteerism.
3. Positive attitudes and interests about Extension.
4. Desire for value and meaningful service.
5. Prior positive experience with Extension.

Virginia Cooperative Extension
Virginia Tech • Virginia State University

www.ext.vt.edu

36

Extension Advisory Committee Members' Priorities

(Williams, 1991)

Reasons for Joining:

1. Like to work with people.
2. Could use my talents and skills while serving on the committee.
3. Like the Extension agent.
4. Wanted to keep aware of what was going on in Extension.
5. Felt the committee accomplished things and I wanted to be a part of that.

Reasons for Quitting:

1. Did not feel needed.
2. Did not feel the committee was accomplishing anything.
3. Inadequate opportunities to influence what goes on in Extension.
4. Did not feel the committee provided a means for improving the county.
5. Inadequate opportunities to be involved in making decisions about Extension programs.

37

Contact Us With Questions

Eric Kaufman, EKK@VT.Edu

Lonnie Johnson,



"I'm feeling a sense of conclusion here, so let's draw things to a close."

38

SESSION EVALUATION: 2025 VCE CONFERENCE

Please complete this **Evaluation** of your experience attending this session:



39