

INCLUSIVE OUTREACH & Public Engagement

Are you Making the Grade?

GOAL:

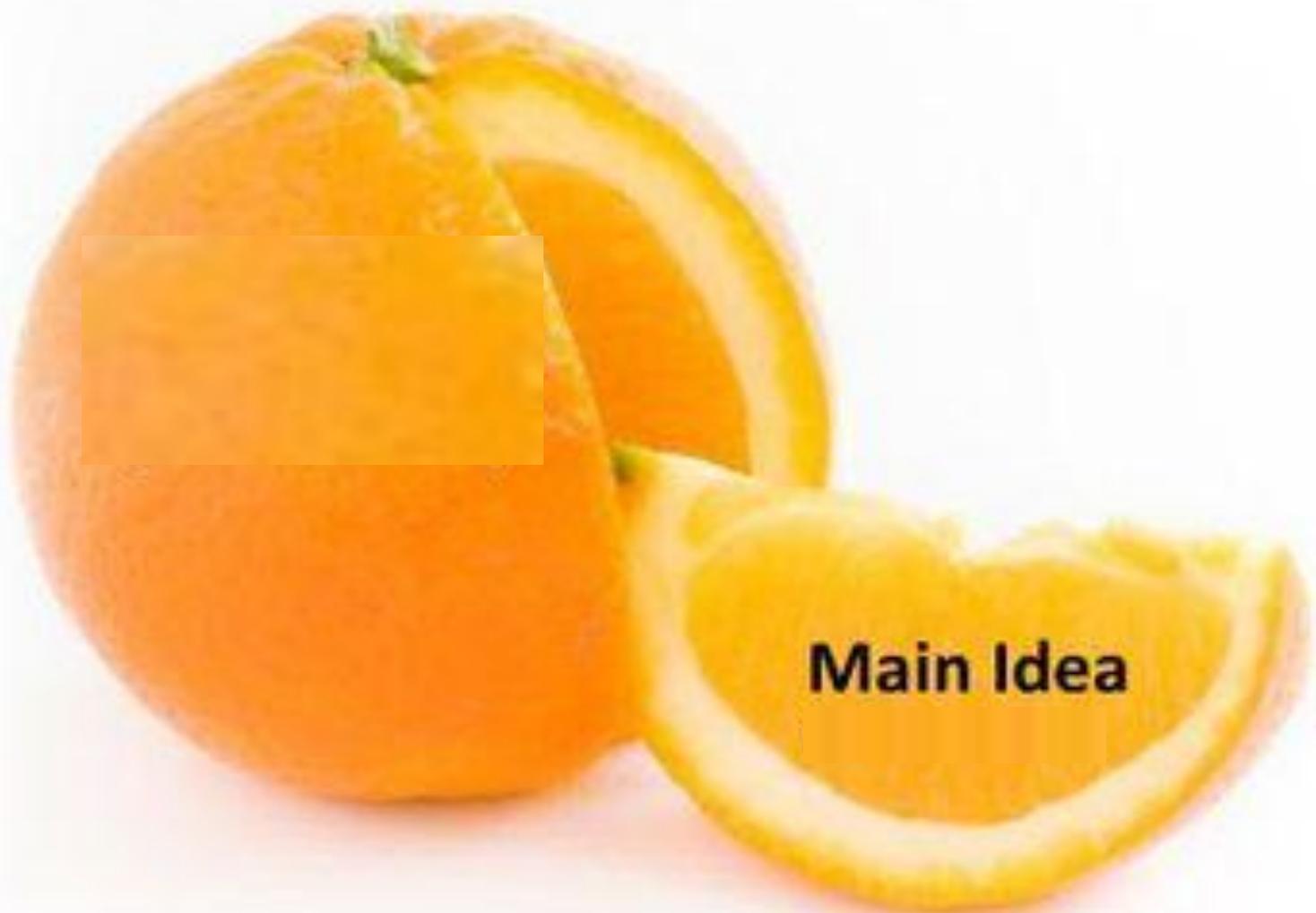
Gain some additional tools
to integrate racial equity
into our outreach and
public engagement





COMMUNITY AGREEMENTS





Main Idea

RACIAL EQUITY...

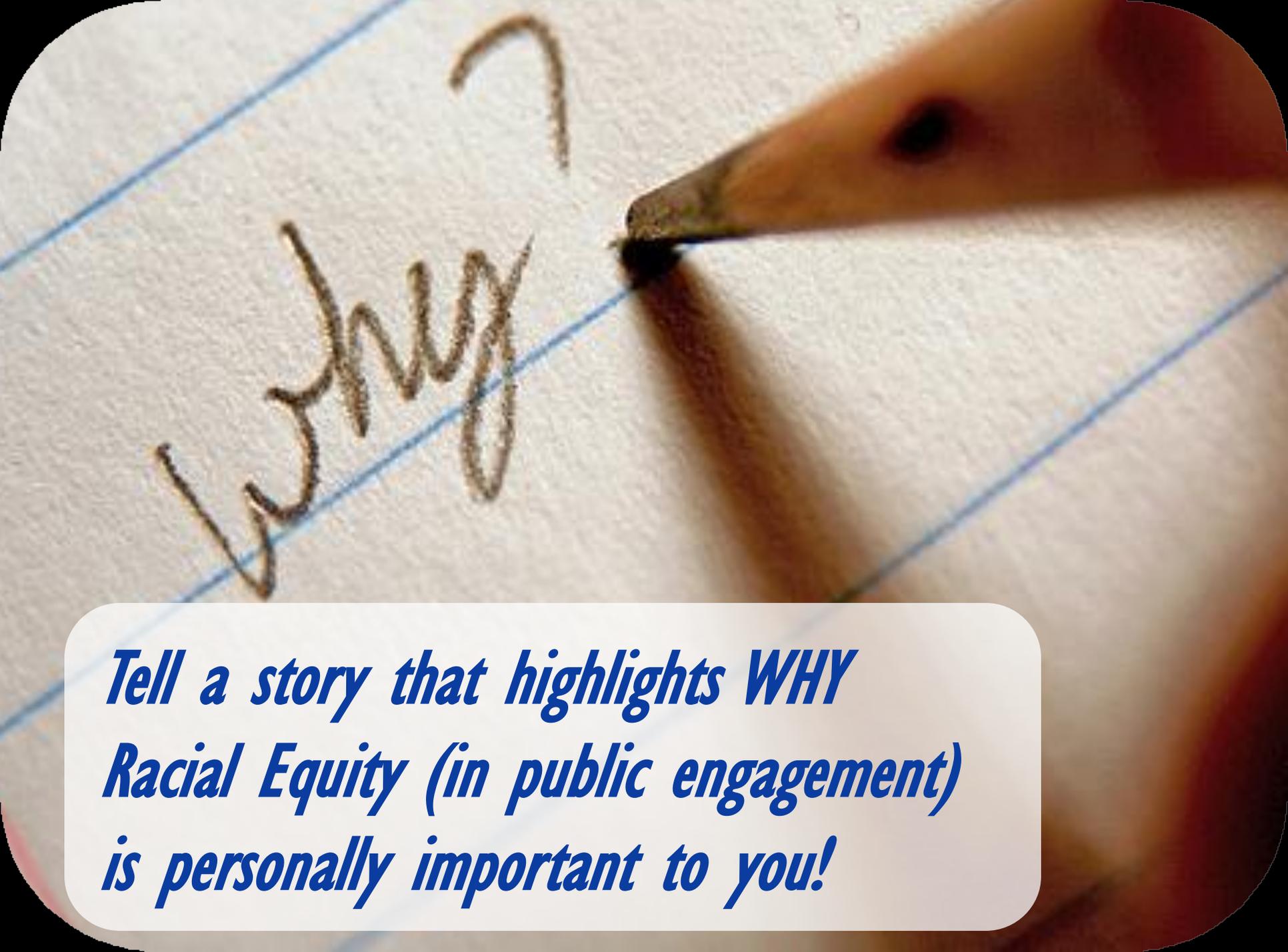
In Public Engagement

Culturally & Racially Inclusive COMMUNITY ENGAGEMENT

PRE-DESIGN to POST-DESIGN

Public processes that ensure the participation of people of color, immigrant and refugee, and low income people in outreach and public engagement processes

- City of Seattle Inclusive Outreach & Public Engagement Guide (2009)



Why

***Tell a story that highlights WHY
Racial Equity (in public engagement)
is personally important to you!***

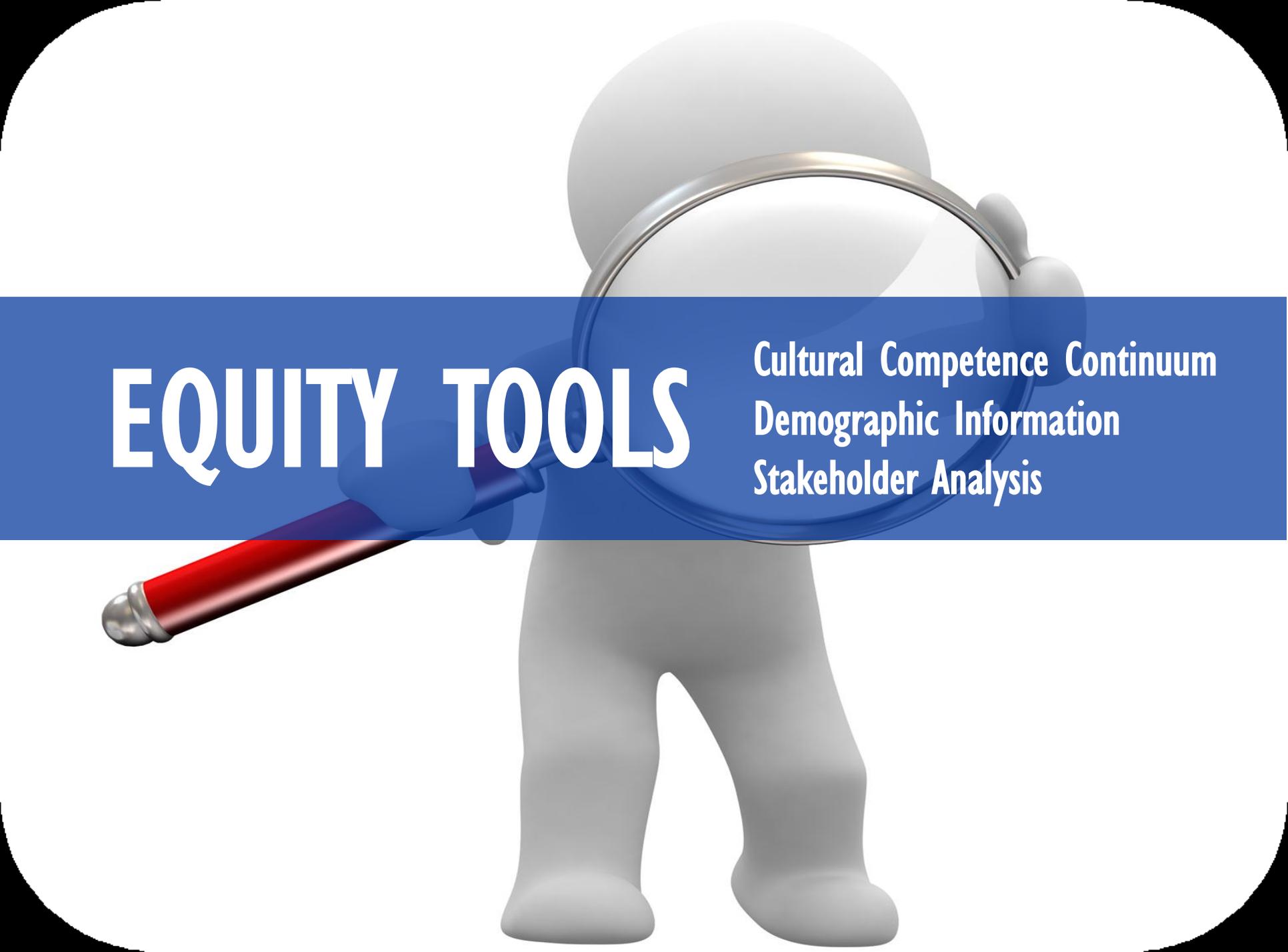
A green road sign with a white border, tilted upwards, mounted on two wooden posts. The sign features the word "Motivation" in large, bold, white capital letters. Above it, the word "Personal" is written in a smaller, white, italicized font. The background is a bright blue sky with scattered white clouds.

Personal
Motivation

IT'S A JOURNEY

**WHAT PEOPLE THINK
IT LOOKS LIKE**

**WHAT IT REALLY
LOOKS LIKE**

A 3D white figure is shown from the waist up, holding a magnifying glass with a silver frame and a red handle. The figure is positioned behind a blue horizontal banner that contains text. The magnifying glass is held over the text on the right side of the banner.

EQUITY TOOLS

Cultural Competence Continuum
Demographic Information
Stakeholder Analysis

Racial Equity

Consider Dynamics of POWER – WHO is (NOT) Making Decisions?

ACCESS ≠ EQUITY

<p>EXCLUSION</p> <p>Cultural Destructiveness</p> <p>Exclusive Meetings</p>	<p>ONE WAY</p> <p>Cultural Incapacity</p> <p>Traditional Public Meetings</p>	<p>SUPERFICIAL</p> <p>Cultural Blindness</p> <p>Table at a Cultural Fair/Event</p>	<p>GENERAL ACCESSIBILITY</p> <p>Cultural Blindness II</p> <p>Translated Materials into Top 5 Languages</p>	<p>RESPONSIVE ACCESSIBILITY</p> <p>Cultural Blind-Pre Comp</p> <p>Educational Outreach Program Targeted at Spanish Speakers</p>	<p>ADDRESSES INEQUITY</p> <p>Cultural Pre-Competence</p> <p>EJNA Project</p>	<p>EQUITABLE RESULTS</p> <p>Cultural Competence</p> <p>Dual Language Schools</p>
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CULTURAL COMPETENCE CONTINUUM TOOL

EQUITABLE PROCESS PROTOCOL

Impacted Community: _____

Acknowledges Power & Privilege?

Builds Trust & Genuine Relationships?

Community Authentically Engaged at Start?

Decision Making Promotes Power With?

Evidence the Product Addresses Inequity?

NO - LOW - MEDIUM - HIGH

'HOW'

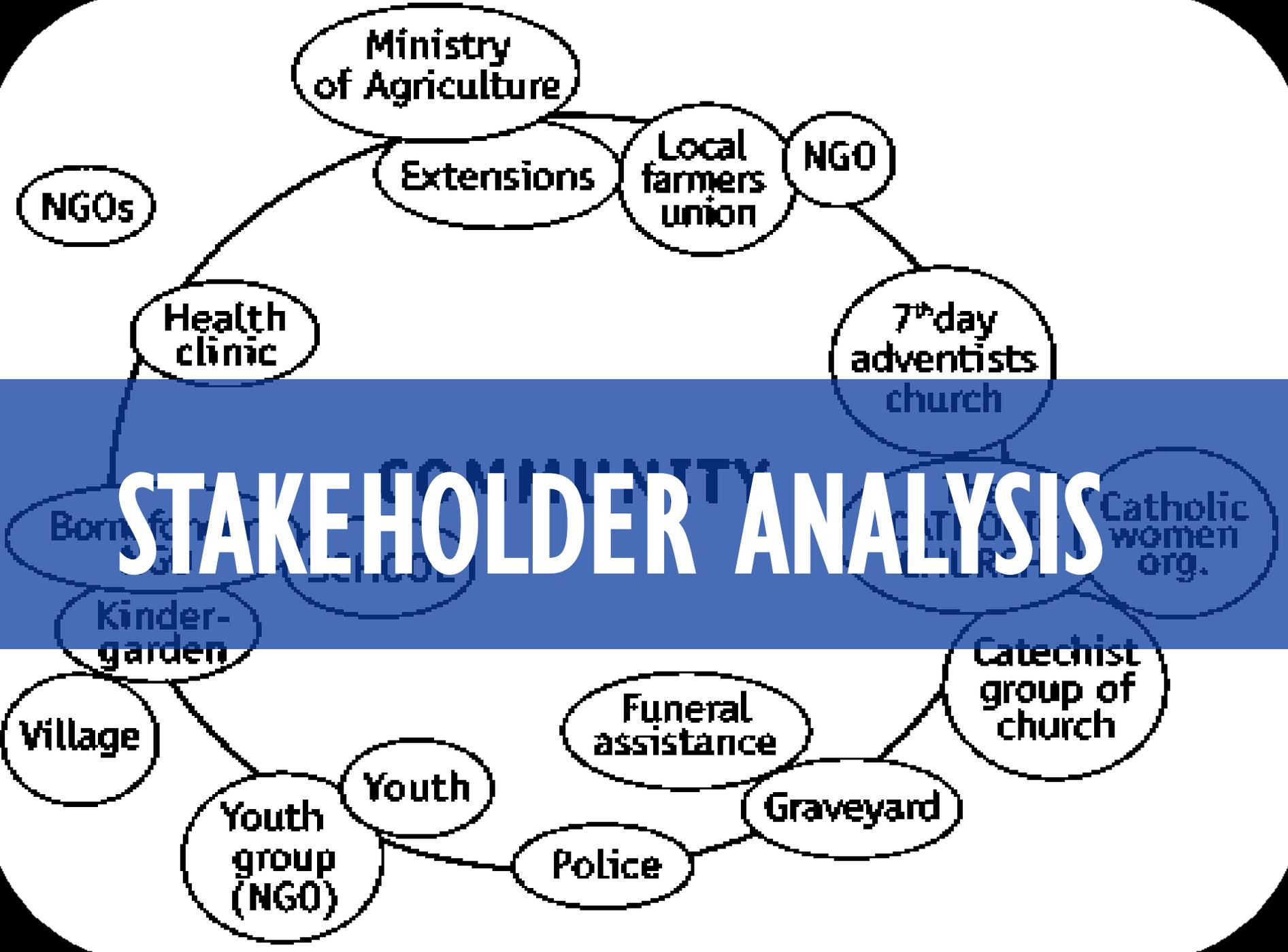
Power & Privilege
Systemic Inequity (in Process)

Demographic Information Tools



- ▶ Census
- ▶ American Community Survey Data
- ▶ DSHS Resettlement Data
- ▶ School District
- ▶ Neighborhood Coordinators
- ▶ Team Members / Peers
- ▶ Community Based Organization (CBO)
- ▶ Walking The Neighborhood

STAKEHOLDER ANALYSIS





GROUPS: A - H

Making the Grade!

A+

C

B

D

D-

Audience? Grade?

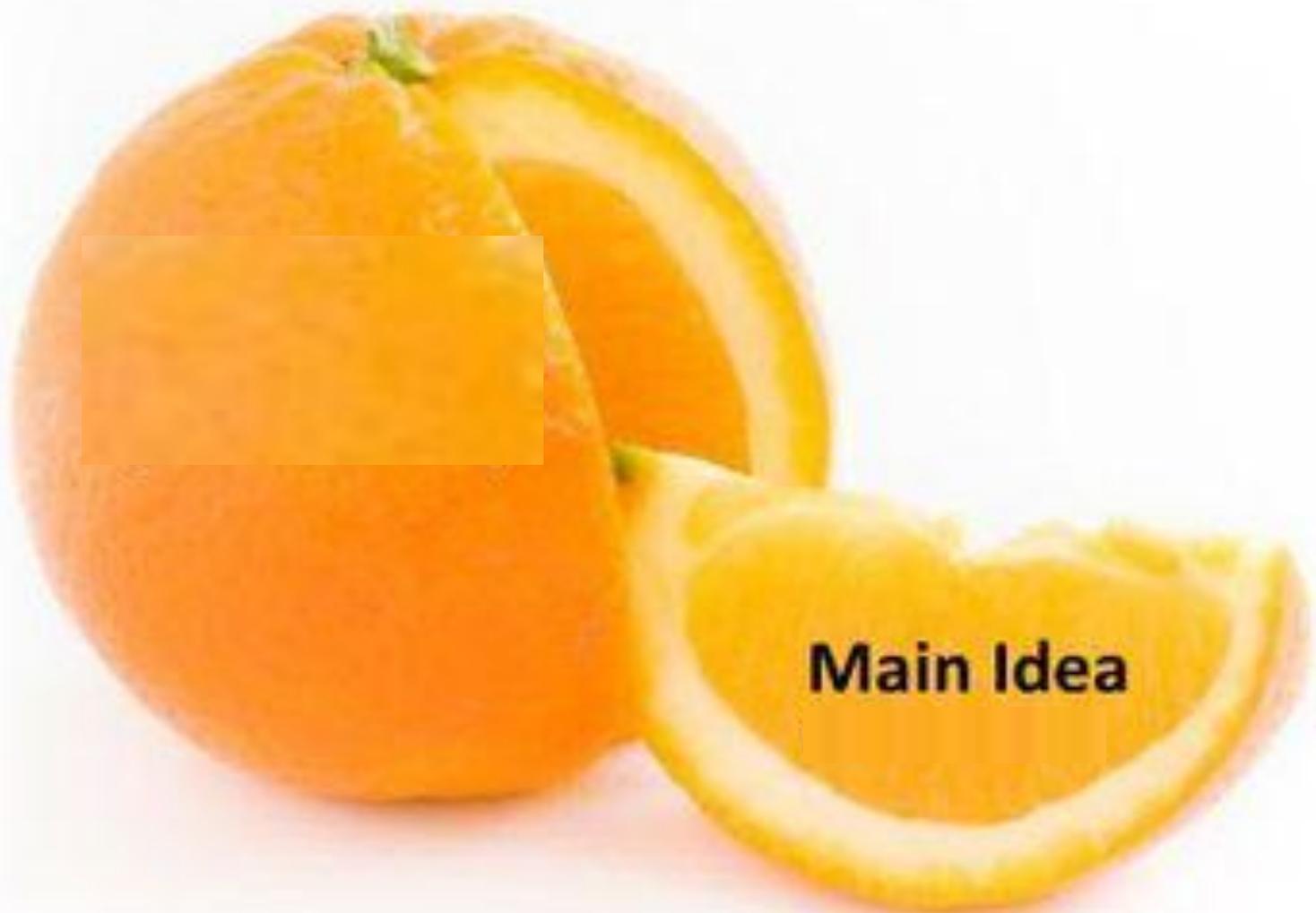
Qualified?

Continuum Stage?

What did you
LEARN?

Ah-Ha's?

How can you
USE THE TOOLS?



Main Idea

Thanks!

Don't forget the
evaluation.

'Like' Equity Matters on
Facebook for ongoing
resources.

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