

## Summary of Equity Tool Memos for “Love Food, Stop Waste”

Tasks
<p><b>1. Community Partnerships:</b></p> <ol style="list-style-type: none"><li>Work with liaisons from Tilth to develop and implement an engagement plan for the <u>African American community</u>.</li><li>Complete the contracting process for the consultant that will help identify potential audiences within the <u>immigrant and refugee community</u> and develop and implement engagement plans.</li><li>Work with community partners to develop a <u>marketing plan</u> for selected audiences (in addition to the broader engagement plans specified in the Stakeholder Analysis memo).</li><li>Develop <u>criteria for selecting partners</u>. Use it to narrow down the list and identify the potential for different levels of partnerships.</li><li>Develop a document to provide potential partners describing the program, <u>equity commitment and expectations</u>, and partnership opportunities.</li></ol>
<p><b>2. Low-Income Community Engagement:</b></p> <p>Develop a strategy for engaging low-income communities, including the following:</p> <ol style="list-style-type: none"><li>Consideration of how low-income households can <u>equitably access</u> the program.</li><li>A plan for distributing <u>incentives</u> based on need.</li><li>For the waste prevention tips that involve special products (such as clear storage containers), offer <u>alternative ideas</u> for how people can achieve those strategies with materials they have on hand instead of buying them.</li></ol>
<p><b>3. Additional Research/Exploration:</b></p> <ol style="list-style-type: none"><li>Develop a timeline and plan for researching potential engagement with <u>tribal communities</u>.</li><li>Develop a timeline and plan for researching potential engagement with <u>homebound communities and homecare firms</u>.</li><li>Begin researching possible methods of involving <u>volunteers</u> in the program, starting with conversations with Customer Programs Division staff who manage volunteer programs (Socorro, Daniel, David).</li></ol>
<p><b>4. Evaluation:</b></p> <ol style="list-style-type: none"><li>Finalize the Survey Monkey to use as a basis for developing <u>alternative evaluation strategies</u>. Work with partners to develop culturally appropriate evaluation strategies for selected audiences.</li><li>Develop a method for comparing data collected on reach with the post-engagement evaluation data to assess <u>% of those reached who change behavior</u> for each audience.</li><li>Develop a method for evaluating equity in <u>partnerships</u>.</li><li>If we proceed with a volunteer component to the program, develop a method for evaluating equity in <u>volunteer engagement</u>.</li><li>Speak with Luis Hillon to find out how the <u>Home Organics Survey</u> is conducted, and if those methods allow for equitable participation in the survey.</li></ol>

**5. Reporting Back to the Stakeholders and Participants:**

- a. Develop a system for tracking and reporting back the outcome of input provided by stakeholders.
- b. Develop a system for tracking and reporting back the outcomes of the program to participants.

**6. Contracting/Purchasing:**

- a. Complete the transcreation contracting process and begin transcreation of program materials.
- b. Research options for purchasing program materials from WMBE vendors. Also track overall WMBE spending in the program.

**7. Overall Program Planning:**

- a. Explain how the program will balance resources and level of effort between the high waste (ex: high-income and high need (ex: low-income).
- b. Develop a method for prioritizing program work so it can be scaled to match the budget provided.
- c. Explain the timeline for when the program will be rolled out to each community, as well as an explanation of how SPU chose audiences and determined where they fall on the timeline.

**Upstream Recommendations**

**1. Love Food, Stop Waste Programmatic Support:**

- a. Increasing the annual budget to \$100,000 in 2018 and 2019 will allow the program to do more meaningful one-on-one engagement with diverse audiences in Seattle through community partnerships, while also broadening overall awareness through media-focused activities in multiple communities.
- b. The Customer Programs Division has been discussing the possibility of conducting an awareness and behavior change survey for all Division programs every two or three years. Such a survey would help determine how successful the Love Food, Stop Waste program has been at achieving equitable results.
- c. There is a natural connection with schools in this program, particularly with one of the audiences being families with children. All SWLOB programs that are working with schools should communicate and look for ways to collaborate.
- d. The program may need some guidance from management in order to prioritize resources in an equitable way, reaching both the high waste populations and the high need populations.

**2. Informational Resources for Staff:**

- a. It would be helpful for SPU to compile a single resource list of potential stakeholders generated from multiple stakeholder analysis processes, and provide this resource list for teams to review after they've completed their own stakeholder analysis. This might help teams identify additional stakeholders they hadn't originally considered.

- b. SPU developed the Community Engagement SharePoint Site several years ago, but has not devoted any staff resources to updating the site since. If SPU were to devote ongoing staff resources to maintaining the site, it can be a useful tool to help programs, including Love Food, Stop Waste, plan equitable engagement with communities.
- c. Many of the ideas generated during the process could be applied to other SPU programs as well. Beyond the Equity Tools SharePoint site, it would be useful to have a process in place for sharing the results of the equity tools with other staff.

**3. Application of the Equity Tools:** While this process has been very valuable to the program, there is still a lack of clarity for SPU staff in general on who should be using the equity tools and for what types of work. Additional guidance from management and the EJSE Division would be helpful for staff.

## Lessons Learned

1. Some of the items that stick out for consideration in future programs include:
  - a. Increase the effectiveness of partnerships by developing partner selection criteria and providing clarity on roles and expectations.
  - b. Embedding SPU's equity values and goals into all of our community partnerships, so partners are clear about our equity expectations in the partnership.
  - c. Importance or reporting back to stakeholders and participants on the outcome of their input and their participation in the program.
  - d. Clearly show how a program is going to balance resources in order to achieve equity, accounting for populations that waste the most as well as populations who could benefit the most from participation. Additional work with management may be needed to establish the right balance.
2. This has been a very valuable process. The SPU staff involved in the equity tool meetings, as well as the Solid Waste Advisory Committee, have brought a wide variety of backgrounds and experience that will greatly enrich the program. However, the process does take time and staff and management need to be willing to allow for that.