

## SPU Equity Toolkit Service, Project or Program Development

To be completed by the staff team assigned to develop this service, project or program. If warranted, seek assistance from a SPU Service Equity Subject Matter Expert. **This tool should be used following application of the [Equity Stakeholder Analysis](#).**

SPU Service, Project or Program Title: Love Food, Stop Waste (residential food waste prevention)

One Team Leader: Veronica Fincher

Today's Date: April 3, 2017

Additional One Team Member Names: Sheryl Anayas, Sylvia Cavazos, Rich Gustav, Sego Jackson, Linda Jones, Pat Kaufman, Ivonne Rivera Martinez, Socorro Medina, Kelsey Neal

1. Is there a defined or approximate end-date of this service, project or program?

- Yes List Service or Project End-Date: \_\_\_\_\_  
 No

2. Will your service or project go through the Stage Gates-Asset Management process?

- Yes  
 No  
 Already in Stage Gates Process - List Gate #: \_\_\_\_\_

3. What is the estimated total dollar amount for this service, project or program? \$50,000/year

4. Do you plan on hiring a Consultant during this early planning phase?

- Yes  
 No

If yes, list dollar amount and general consultant tasks:

Up to \$25,000 in 2017 for 2-3 community consultants:

- Conduct additional research in the African American community and immigrant and refugee communities to better understand where there's the greatest need and interest in the program.
- Develop a culturally appropriate engagement plan for selected audiences.
- Implement community engagement in selected audiences.

Additional communities may be included in 2018 and beyond, including tribal communities and homebound communities.

5. Write or attach a brief description of your service, project or program, including intended goals.

The purpose of the Love Food, Stop Waste Program is to reduce edible food waste in Seattle's waste stream through:

- increasing awareness among Seattle residents about how much food we're wasting and why it matters; and
- helping residents waste less food through providing them with information, resources and tools.

*In order to ensure thoughtful and thorough responses to the questions below:*

- Discuss the difference between equity and equality.
- Discuss ways SPU may unintentionally create or exacerbate racial and/or socio-economic disparities through our policies, services, programs, or projects.

*With your service or project team, answer the following:*

1. Who will be impacted by this service or project? List the categories or types of SPU customers impacted (e.g. multi-family residents), and if applicable, SPU employees.

The primary focus of the program is on Seattle residents. One of the strategies the program encourages is advocating for food waste prevention in the community, so there may also be an impact from resident advocacy on grocery stores, restaurants, schools, and other places where people eat.

2. Are there additional out of pocket customer costs in association with this service or project? If so, what are the policies or other factors used to determine the need *and* share of customer cost? How was customer affordability used as a factor to determine whether or not to charge out of pocket costs?

There is no direct out of pocket cost for participation in the program. However, some waste reduction strategies promoted in the program may involve products that help customers waste less food, such as glass food storage containers. This will be addressed in the following ways:

- Continuing to also promote the many strategies that customers can try that don't involve special products.
- For those strategies that may involve purchasing products, also offer up ideas for items customers may already have at home that could serve the same function (such as old mason jars).
- Giving away food saving products as incentives for participating in the program, with a particular emphasis on low-income communities.

Another possibility to explore is providing incentives through a partnership with grocery stores.

Participation in the program may also reduce costs to customers if they are successful at wasting less food.

3. Are there any identifiable racial and/or socio-economic disparities (one group benefiting or negatively affected more than another group) or potential unintended consequences in the effects of this service or project? If so, what plans and steps will you take to reduce or mitigate disparities or unintended negative consequences?

The program is not attempting to reach all communities at once and will need to prioritize audiences and spread efforts out over several years. This means not all communities will be able to benefit from the program at the same time. This is unavoidable given limited resources, but the program will work to provide a clear understanding of how decisions are made on which communities receive access to the program first.

Higher income households waste more food, so they can save more money by reducing waste. Lower income households may waste less food, but they have a greater need to save money by reducing waste. The program will work to engage residents in all income levels so that everyone benefits, including focusing efforts on determining how best to increase accessibility of the program to low-income households.

If the program is successful at a very large scale (many, many years down the line), then it could have a negative financial impact on grocery stores and restaurants if residents are buying less food. There would have to be very high participation rates in the program for this to occur.

Thinking very large scale, if the program were so successful that most residents in Seattle were wasting very little food, then SPU's compost rate would drop, potentially leading to increased garbage rates to continue funding existing services. This scenario is extremely unlikely, though.

4. What resources (including dollar amount) do you need to properly support your initial and long term communications and public engagement efforts?

The current funding is \$50,000 for 2017, and up to \$50,000 a year for 2018 and 2019. The level of funding will place constraints on how many communities we can reach at one time. The program will be scaled to meet the available funding resources, and also look for opportunities to leverage resources within SPU and with other departments, agencies and community partners.

The program is also considering the possibility of a volunteer component, which would help improve reach.

Another low-cost way to increase reach could be through working with local bloggers or sharing information through other social media means, such as Pinterest or Instagram. We could explore the possibility of incentivizing "likes." Social media may be particularly effective with millennials and moms.

5. What is your current plan to collect participant demographic data, and how will it be used to help assess whether you have reached your target audience?

- General engagement activities (e.g., tabling): track general demographics through observation
- Specific engagement activities (e.g., classes): track demographics of participants in specific types of activities where it makes sense for them to provide their demographic data
- Evaluation: include demographic questions in the post-engagement Survey Monkey and other evaluation methodologies established for the program, such as focus groups
- Media/Marketing: research if there are ways to estimate or track demographics using different media and web analytic tools and subscription data

Given the current political climate around immigration, we will need to be thoughtful about how and when we ask demographic questions. As always, it must be voluntary. We will also try to make it anonymous whenever possible. For post-engagement Survey Monkeys, we will explore if it's possible to send the participant to a separate link to submit their contact information for the prizes, so their personal information cannot be linked to their survey responses.

6. What are the specific evaluation measures or outcomes that might inform whether racial or other related inequity was occurring? Build these measures into your overall evaluation plan.

Participants:

- Reach: track demographics of residents the program is reaching through engagement activities (see the response in question #5 for more details);
- Behavior change: track behavior change through a post-engagement Survey Monkey and potentially focus groups or other evaluation methodologies identified for specific audiences; and
- Compare the reach and behavior change data for different demographics to assess equity.

We may also provide participants with tools to measure their edible and inedible food waste, and ask them to report back their results.

Partnerships: evaluate how equitable the program's partnerships on two levels: 1) how equitably SPU is in its partnerships, determined by tracking how resources are distributed among partners, and analyzing the different levels of engagement of different partners, and 2) how effective partners are at helping SPU achieve equitable engagement

Volunteers: if the program proceeds with a volunteer engagement component, then track the demographics of volunteers and their level of participation to assess equity

Other SPU Surveys: There may also be value in getting feedback from customers who may have seen something about the program but have not been directly engaged in it. Some potential avenues include:

- The program is planning to include food waste prevention questions in the Home Organics Survey, which is conducted every five years. This may prove useful if the survey is conducted in a way that provides for equitable participation.
- The Customer Programs Division is considering doing its own survey and potentially focus groups every 2-3 years to track awareness and behavior around its conservation and environmental programs. This is still under discussion and won't be implemented until 2018 at the earliest.

SPU Organics Waste Composition Study: Some jurisdictions have begun separating out edible and inedible food in their waste composition studies. This is something we can explore in Seattle's next organics waste composition study, which will likely occur around 2020. It may be cost prohibitive, though.

7. In regards to this project, list the employee advancement and/or WMBE utilization opportunities.

Employee Advancement: There are no permanent employee advancement opportunities, but the program does have one intern position. The next internship hiring process will take place in Spring 2017 and could provide an opportunity to hire someone from one of the audiences selected for the program.

Consultants: Current program partners are non-profits. The program is also working with a graphic design firm and a marketing firm, but those are existing contracts the SPU Communications.

There are two new contracting processing in the works:

- The program is part of a consultant selection process to hire a firm to transcreate materials. It is likely that the firm will be a for-profit, so it will be an opportunity for WMBE firms.

- The program is part of a consultant selection process to hire a firm to conduct immigrant and refugee community engagement. The contract is open to both for-profit or non-profit firms.

Vendors: The program will be working with vendors to purchase incentives, print materials, and purchase space for ads in digital and print media. All of these could provide potential WMBE opportunities.

**Next Steps:**

- a. Using the Equity Tool Summary Memo template (below), prepare a summary memo to your supervisor highlighting next steps as a result of this analysis.
- b. Attach a copy of this completed equity planning tool and summary memo to your Stage Gate 2 or other planning documents.
- c. Send an electronic copy of this completed document for review to [SPU\\_EquityTeam@seattle.gov](mailto:SPU_EquityTeam@seattle.gov)



**Date:** April 3, 2017

**To:** Rich Gustav, Sego Jackson

**From:** Veronica Fincher

**Re:** Love Food, Stop Waste (residential food waste prevention program)

As a result of applying the Service, Project, or Program Development Equity Tool to the “Love Food, Stop Waste” we have identified next-step follow-up tasks:

**IMMEDIATE TASKS (2017)**

Task Description	Intended Benefits of Described Task	Staffing/Resource Needs
<p>1. For the overall program plan, explain the following:</p> <ul style="list-style-type: none"> <li>• method for prioritizing program work so it can be scaled to match the available funding level;</li> <li>• how the program will balance resources and level of effort between the high waste (ex: high-income and high need (ex: low-income));</li> <li>• 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.</li> </ul>	<p>Increased clarity on program decision making processes. Internal and external transparency.</p>	<p>Staffing: Veronica Fincher Funding: \$0</p>
<p>2. In the evaluation plan, include:</p> <ul style="list-style-type: none"> <li>• method for comparing data collected on reach with the post-engagement evaluation data to assess % of those reached who change behavior for each audience;</li> <li>• partnership evaluation to assess equitable distribution of SPU resources;</li> </ul>	<p>Ability to evaluate if the program is successfully achieving equitable results.</p>	<p>Staffing: Veronica Fincher Funding: minimal</p>

<ul style="list-style-type: none"> <li>volunteer engagement evaluation to assess who's participating and at what level.</li> </ul>		
3. Speak with Luis Hillon to find out how the Home Organics Survey is conducted, and if those methods allow for equitable participation in the survey.	Ability to evaluate if the program is successfully achieving equitable results.	Staffing: Veronica Fincher, Luis Hillon Funding: included in Organics Survey budget
4. Research options for purchasing program materials from WMBE vendors. Also track overall WMBE spending in the program.	Equitable distribution of program funds.	Staffing: Veronica Fincher Funding: included in existing plan for purchases

### LONG-TERM TASKS (2018-2019)

Task Description	Intended Benefits of Described Task	Staffing/Resource Needs
1. Research possible methods of involving volunteers in the program, starting with conversations with Customer Programs Division staff who manage volunteer programs (Socorro, Daniel, David).	Increased program reach and effectiveness.	Staffing: Veronica Fincher Funding: minimal

As a result of applying the Service, Project, or Program Development Equity Tool to the “Love Food, Stop Waste”, the following items should be considered by appropriate ‘upstream’ management or governing bodies:

Recommendation & Brief Description	How and when will this recommendation be presented to the appropriate upstream management or governing body
1. It would be helpful to have more guidance from SPU leadership on how program managers should prioritize resources, balancing LOB goals with equity.	Via the equity memo submitted to immediate managers. Managers were also involved in the discussions to complete the equity tools.
2. The Customer Programs Division has been discussing the possibility of conducting an awareness and behavior change survey for all Division programs every few years or so. Such a survey would help determine how successful the Love Food, Stop Waste program has been at achieving equitable results.	Via the equity memo submitted to immediate managers. Managers were also involved in the discussions to complete the equity tools.
3. The SPU SWLOB should consider if it will be valuable to separate out edible and inedible food waste in the next Organics Waste Composition Study.	Via the equity memo submitted to immediate managers. Managers were also involved in the discussions to complete the equity tools.
4. Many of the ideas generated during the process could be applied to other SPU programs. It would be useful to have a process in place for sharing the results of the equity tools with other staff, such as through staff meetings or lunch and learn events.	Via the equity memo submitted to immediate managers. Managers were also involved in the discussions to complete the equity tools.
5. While this process has been very valuable to the program, there is still a lack of clarity for SPU staff in	Via the equity memo submitted to immediate managers and EJSE. Managers were also

<p>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.</p>	<p>involved in the discussions to complete the equity tools.</p>
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As a result of applying the Service, Project, or Program Development Equity Tool to “Love Food, Stop Waste”, key lessons were learned that should be applied to future related projects, programs or services:

<p><b>Lessons Learned</b></p>
<p>1. 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.</p>

cc. Sheryl Anayas, Sylvia Cavazos, Linda Jones, Pat Kaufman, Ivonne Rivera Martinez, Socorro Medina, Kelsey Neal, Vic Roberson, SWAC