

# INCLUSIVE OUTREACH AND PUBLIC ENGAGEMENT GUIDE

*“The Race and Social Justice Initiative is not a single project, but an ongoing commitment to a new way of doing business, of working to overcome institutional racism and create the kind of community where equity in opportunity exists for everyone.”*

**– Mayor Mike McGinn**



**ADVANCE OPPORTUNITY.  
ACHIEVE EQUITY.**

April 2009 (Rev. 01/11/12)

Seattle Office for Civil Rights, 810 Third Avenue, Suite 750, Seattle, WA 98104, (206) 233-5199  
[seattle.gov/rsji](http://seattle.gov/rsji)



# CONTENTS

**The Inclusive Outreach and Public Engagement Guide** is intended to be a practical guide and resource for all City staff. It is also the basis for Citywide training on Inclusive Public Engagement. *This Guide contains the following:*

1. **Overview** -- covers the Race and Social Justice Implications of Public Engagement.
2. **Six Essential Strategies for Inclusive Engagement** – covers cultural competency, and six essential strategies for inclusive public engagement (*content provided by Reach Out*).
3. **Quick Guide** – a quick look at key elements of effective and inclusive public engagement.
4. **Inclusive Public Engagement Plan Worksheet** – worksheet to use in developing an inclusive public involvement plan.
5. **Public Engagement Matrix** – covers the five types of engagement and the tools and activities for achieving them.
6. **Evaluation Template** – a sample outline for evaluating a public involvement process
7. **Glossary** – definitions of key terms and tools and techniques.
8. **Attachments** – Executive Order 05-08 on Inclusive Outreach and Public Engagement; City’s Inclusive Public Engagement Policy; Outreach and Public Engagement Liaisons; Translation and Interpretation Policy

# 1. OVERVIEW

## **Inclusive Outreach and Public Engagement**

In 2005, Mayor Nickels established the Race and Social Justice Initiative (RSJI). The mission of RSJI is to end institutionalized racism in City government and promote multiculturalism and full participation by all residents.

To this end, in 2008 Mayor Nickels released Executive Order 05-08 on Inclusive Outreach and Public Engagement that commits all City departments to developing and implementing outreach and public engagement processes inclusive of people of diverse races, cultures, gender identities, sexual orientations and socio-economic status. This policy is designed to increase access to information, resources and civic processes by people of color and immigrant and refugee communities through the implementation of racially and culturally inclusive outreach and public engagement processes. The Inclusive Outreach and Public Engagement Execution Order:

- A) Acknowledges the barriers that people of color and immigrant and refugee communities experience in accessing City government or participating in public process.
- B) Recognizes diversity as both a strength and opportunity.
- C) Affirms that a healthy democracy requires outreach and public engagement that takes into account our communities' racial, cultural, and socio-economic complexity.

*Inclusive public engagement is about building strong and sustainable relationships and partnerships. One of the key components of making our public engagement processes responsive, inclusive and culturally appropriate is building the capacity of City staff to understand the implications of race, culture, and socio-economic status on public process. This guide is designed to provide City staff with the tools to:*

1. Create effective public processes and forums with opportunities for communities of color to fully participate.
2. Identify the impacts of institutionalized racism and cultural complexity on public process.
3. Identify and use instruments that help select racially and culturally appropriate public processes.
4. Identify strategies to generate increased interest and involvement in the entire spectrum of government processes and services.
5. Identify and use culturally appropriate stakeholder and data analysis tools that recognize and utilize communities' cultural assets and knowledge.

# 2. INCLUSIVE ENGAGEMENT

## THREE GUIDING PRINCIPLES

### **Enhance Relationships & Engagement:**

There is a greater likelihood of engagement from underserved communities when organizations take steps to enhance their relationships with those populations. Creating trusting relationships, increasing accessibility to facilities and services, and providing diverse opportunities to become involved, are key actions that reflect on organizational attitudes and values about developing equitable and sustainable engagement.

### **Enrich Knowledge Gathering:**

Strengthening connections with communities through knowledge gathering allows those constituents to play a key role in determining relevance and appropriateness of organizational programming. We must look beyond surveys as a means of gathering crucial data and feedback towards more personalized modes and means of this important task. In essence, exchanging information, rather than collecting it, provides an incentive for engaging in conversations and collaborations, as well as a greater sense of ownership in the outcome.

### **Embrace Organizational Change:**

In order for community engagement to flourish, organizations (and individuals that represent those organizations) must be open to organizational changes that are responsive to community insight and allow for shared power between communities and the organizations that serve them. The process and results of increased community engagement must go beyond activities to involve more community members, but rather become a prominent organizational value that drives everyday decision-making processes.

### **Goals of Public Engagement**

- Empower communities to make decisions for themselves
- Release the capacity and potential of communities
- Change relationships between service providers and communities

### **Racially and Culturally Appropriate Public Engagement Delivers Results**

- Better quality and responsive services and better outcomes
- Reduction of inequalities and greater ownership
- A better understanding of why and how services need to change and develop

### **Challenges of Implementing Racially and Culturally Appropriate Public Engagement**

- Relationship changes are time consuming
- Difficult to measure and undermine original power structure
- Conflict is inevitable

\*Reference: Emmel and Conn (2004), Hudson, (1999), London Department of Health, (2002)

## **CULTURAL COMPETENCY CONTINUUM**

### **What is the Continuum?**

The cultural competency continuum represents a spectrum into which we can place behaviors, attitudes, policies, and practices. This is intended to be a dynamic tool, since there is always room for growth and development in individuals, organizations, and institutionalized policies and practices.

### **Why do we use the Ladder?**

In assessing our capacity for cultural responsiveness, it is useful to have a tool that is focused on core ways to interpret the wide range of behaviors and attitudes that are expressed in the policies and practices of an organization. This tool provides the means to assess cultural relevance in current operational standards, as well as the framework to guide progression towards fully integrated institutionalization.

### **How can we use the Ladder to impact our work?**

Issues stemming from race and other cultural matters are quite broad and varied. Individuals and organizations will find that they are quite knowledgeable and proficient in some aspects of cultural consideration, and yet, may neglect asking crucial questions in another area. For instance, we may be acutely aware of making focus group (or other) accommodations for the hearing impaired community, but may not have a cache of options to make public health programs accessible to the P'urhépechan community (an indigenous Central American group that relies heavily on oral communication - Spanish is not their native language). When we begin to consider our approach to engagement with this community, we can gauge why mainstream strategies will have a lower effectiveness and work from a more culturally responsive foundation. Ultimately, the more our work stems from relevant aspects of racial and cultural identity, the greater our chances for effective outcomes and increased engagement from that community.

### **Please Read**

It is important to note that the examples in Blindness and Pre-Competence can be used as pieces in a more comprehensive approach to public engagement. It is intended that you use this ladder to consider alternate or additional strategies that reflect a culturally aware, multi-faceted approach to-wards more effective engagement.

# CULTURAL COMPETENCE CONTINUUM

| STAGE          | CULTURAL DESTRUCTIVENESS   | CULTURAL INCAPACITY   | CULTURAL BLINDNESS  | CULTURAL PRE-COMPETENCE  | CULTURAL COMPETENCE  |
|----------------|--|---|---|--|--|
|                | Where people actively belittle other cultures  | Where people show no interest in or appreciation of other cultures  | Where people treat all cultures as if they were the same  | Where people have acceptance and respect for difference, and continue self-assessment  | Where people unconsciously hold culture in high esteem, and use this to guide their lives/work   |
| ASSUMPTIONS    | <ul style="list-style-type: none"> <li>Forced assimilation</li> <li>Rights and privileges for only dominant group</li> </ul> <p style="text-align: center;">“We deserve this”<br/>“This is the ONLY and RIGHT way”</p> | <ul style="list-style-type: none"> <li>Lower expectations</li> <li>Maintain stereo-types</li> </ul> <p style="text-align: center;">“People choose not to be a part of the process” “This is just the way we do it here”</p> | <ul style="list-style-type: none"> <li>Differences ignored “treat everyone the same”</li> <li>Need/Problem based</li> </ul> <p style="text-align: center;">“I don’t see color, we are all just the same”<br/>“just give me a checklist”</p> | <ul style="list-style-type: none"> <li>Seeks advice/consultation</li> <li>Identifies what they are NOT capable of doing</li> </ul> <p style="text-align: center;">“Let’s just hire an expert”<br/>“Teach Me Phase”</p> | <ul style="list-style-type: none"> <li>Recognizes individual and cultural difference</li> <li>Develops new approaches</li> </ul> <p style="text-align: center;">“Let’s work together to truly empower communities”</p> |
| POWER DYNAMICS | Access and power are only given to a privilege group other members are purposely excluded  | Education is still designed for privilege group and no accommodation is made t try to include other groups  | No acknowledgement of power differences (institutional racism, classism, immigrant or refugee experience, etc.) power is still held by dominant group   | Power differences are acknowledged, with some understanding but reliance on others (“experts”)   | Target community has a role (real power) in education design and application   |
| EXAMPLES       | <ul style="list-style-type: none"> <li>Exclusive Public Meetings</li> <li>“English Only” Approach</li> </ul>   | <ul style="list-style-type: none"> <li>Traditional “Town Hall” model</li> <li>The “Bootstrap” Mentality</li> </ul>  | <ul style="list-style-type: none"> <li>Translated Newsletters</li> <li>Multicultural Festivals</li> </ul>   | <ul style="list-style-type: none"> <li>Consult with or hire (one) member of an ethnic community</li> <li>Special (one time) Programs</li> </ul>  | <ul style="list-style-type: none"> <li>Native American Art and Storytelling</li> <li>(target population designs process, holds real power)</li> <li>Trusted Advocate Model (power sharing)</li> </ul>                  |

Adapted from: Cross, T.L., Bazron, B.J., Dennis, K.W., & Isaacs, M.R. (1989). Towards a culturally competent system of care volume 1: A monograph on effective services for minority children who are severely emotionally disturbed. Washington D.C. CASSP Technical Assistance Center, Georgetown University Child Development Center.

## **SIX ESSENTIAL STRATEGIES FOR INCLUSIVE ENGAGEMENT**

Effective community engagement takes careful planning and acknowledgement that each population that we work with is a unique opportunity to broaden our understanding of what makes a community.

To help you think about ways to use each strategy, we have provided critical questions to consider, as well as successful examples to illustrate creative ways to connect with your target group.

### **1. Build personal relationships with target population**

*Q1 Are there key individuals or constituents you already have or should be building a relationship with?*

*Q2 Are there venues for you to attend or explore to find out who are natural community leaders?*

- Informal/Community driven gatherings that are appropriate to attend
- Connect with the individuals in this community/population

### **2. Create a welcoming atmosphere**

*Q1 Does your process reflect, honor, and welcome the community?*

*Q2 Do the venues you choose invite participation and engagement?*

- Hire staff or consultants from the community or that reflect the target population
- Choose gathering places that are comfortable and that are conducive to the interactions that you want to have

### **3. Increase accessibility**

*Q1 Are there issues/barriers (language, location, time, transportation, childcare, food, incentives, appeal, power dynamics, etc.) that should be considered throughout the whole process?*

*Q2 Are there ways to increase the level of input a community has in a process?*

- Selecting the most appropriate and effective communication method to promote engagement opportunities
- Decrease barriers to attendance or effective communication at events

#### **4. Develop alternative methods for engagement**

*Q1 Do you have non-traditional methods of outreach to get people involved?*

*Q2 Do you offer multiple ways for contributing input and feedback?*

- Provide opportunities for social interaction and relationship building
- Provide opportunities for community members to give feedback in photographic, voice recorded, or video formats

#### **5. Maintain a presence within the community**

*Q1 Are there community driven events that you can participate in and that people will already be gathering for?*

*Q2 Do community members see you out, regularly, in the community?*

- Attend community driven events and activities (think non-traditional)
- Establish places in the community that people can have sustained, informal interactions with you

#### **6. Partner with diverse organizations and agencies**

*Q1 Are there organizations that currently have relationships with your target populations that you can connect with (remember to consider power dynamics)?*

*Q2 Have any agencies or organizations successfully implemented similar programs or initiatives (perhaps on a smaller scale or in another community) that you can solicit advice from?*

- Connect with organizations who are already culturally tied to the target community or are currently providing services to your target population
- Create a network of services that eliminate gaps or reduce redundancies for the target population

## 3. QUICK GUIDE

### KEY STEPS TO INCLUSIVE PUBLIC ENGAGEMENT

| What To Do   | How To Do it  |
|--|---|
| <b>Define Scope of Work</b>  | <p><b>Identify the decisions to be made</b> and determine where and how the public can influence decisions – use this to define the public’s roles.</p> <p>Identify racial and ethnic population affected by the process or project. Does this project impact racial disparity? Institutional racism? Multiculturalism?</p>   |
| <b>Identify Stakeholders</b>   | <p><b>Identify the stakeholders.</b> Who does this affect directly or indirectly, positively or negatively? Who is taking a risk, who has responsibility?</p>   |
| <b>Define Roles</b>  | <p><b>Define roles for the public, your department, and other stakeholders.</b></p> <p>Who else in your department is involved? How about other agencies? Other institutions and organizations in the community? Elected officials?</p>   |
| <b>Incorporate Racially and Culturally Appropriate Engagement Activities</b> | <p><b>Assess scope of work for incorporating the six strategies for more inclusive engagement.</b></p> <p>Identify relationships with communities of color, create a welcoming atmosphere at all events, insure accessibility for all participants, develop alternative and culturally appropriate methods for engagement, maintain an ongoing presence in the community and develop partnerships with organizations or color.</p>              |
| <b>Create an Inclusive Public Engagement Plan</b>                            | <p><b>Prepare a public engagement plan.</b> Include key activities, milestones, and products on the project timeline.</p> <p><b>Develop a detailed work plan that includes specific engagement activities based on an overall strategy.</b> Identify and make use of appropriate tools consistent with the defined roles, issues, audience, and resources.</p> <p>Be specific in creating goals for engaging racial and ethnic communities.</p> |

| What To Do                                  | How To Do it  |
|---|---|
| <p><b>Staffing &amp; Organization</b></p>   | <p><b>Designate a lead public involvement staff, key team member with project manager.</b></p> <p><b>Establish the staff/resource needs</b> for public involvement at the outset – from communications staff, or outside facilitators and consultants. Include potential translation and interpretation costs.</p> <p><b>Identify an internal team to use for advice:</b> Set up initial and regular times to meet with them for updates and advice.</p>  |
| <p><b>Communications &amp; Outreach</b></p> | <p><b>Create a clear identity and message</b> for the project from the outset.</p> <p><b>Carry out broad outreach</b>, using multiple communications tools to reach the diversity of stakeholders (e.g. mailed and printed information, website and email lists, cable TV and PSA's)</p> <p><b>Include targeted outreach</b> to communities of color and other affected groups that tend not to participate (consultations with leaders; info at community events, speakers, etc.)</p> <p><b>Have a single contact point</b> for the public (e.g. a hotline and/or email address) to provide easy access to the public to get information and provide input, on the project.</p> <p><b>Use the media strategically</b> – press releases, feature stories, op-ed's, news conferences to announce initiation of project; key milestones and decision-points. Focus on community newspapers and programs, including ethnic media.</p> <p><b>Use public facilities</b> – branch libraries, community centers, neighborhood service centers as information repositories to provide ongoing information on the project.</p> <p><b>Use technology to promote an interactive public process – use your agency/organization's website</b> to provide information and opportunities for feedback through the life of the project.</p> |

| What To Do                                     | How To Do it  |
|--|---|
| <p><b>Decision Makers</b></p>                  | <p><b>Keep decision-makers informed</b> – from reviewing the scope of the public involvement plan to updates after events/activities.</p> <p><b>Prepare and present a final report</b> on the results of public involvement and how it has affected the project outcome – through periodic briefings.</p>   |
| <p><b>Accessibility &amp; Transparency</b></p> | <p><b>Make sure the process is open and accessible to all stakeholders</b> – initial and ongoing outreach, communications, engagement activities and feedback.</p> <p><b>Ensure that the public involvement process is “transparent.”</b> Make information accessible – project related information and results from public involvement and how it is being incorporated into the project process.</p> <p>Regular updates (on the Web posting, through newsletters or postcards, etc.) are an important way to do this.</p> <p>Staff contact and relationships with key stakeholder groups is also effective in providing transparency.</p> |
| <p><b>Evaluate the Process</b></p>             | <p><b>Include evaluation of the overall process and of specific public activities</b> -- It is critical to learn from your experience, replicating what works; changing what didn't work.</p> <p><b>Use evaluation forms</b> at meetings/activities; online feedback to obtain information from stakeholders (not just the public, but other agency staff, institutions, etc. who are participating in the process).</p> <p>Track and record participation in the process by communities of color.</p> <p><b>Include results of the evaluation in your report to decision-makers.</b></p>   |

# 4. PLAN

## **INCLUSIVE PUBLIC ENGAGEMENT PLAN**

Identify the need for and purpose of public engagement. Identify the appropriate level of community involvement with staff and through early consultation with key stakeholders. Develop a public involvement plan, including strategies for inclusive engagement.

The following three steps are recommended before filling out the rest of the worksheet:

|               | <b>Description</b>   |
|---------------|--|
| <b>Step 1</b> | Review inclusive engagement strategies (see Section 2), and the and the public engagement matrix (see Section 5).  |
| <b>Step 2</b> | Identify appropriate staff to complete the analysis; determine whether Change Team and/or Core Team assistance would be beneficial. The Department of Neighborhoods' District Coordinators and the Customer Service Bureau are also key resources for your public engagement planning. |
| <b>Step 3</b> | Collect data necessary for completion of the Racial Equity Impact Analysis (see sidebar for resources).  |

### **1. What is the scope and goals of the issue/process?**

**Provide description:** (Does it build on something existing or is this new? Is it demographically based? Citywide versus smaller geographic area; non-geographic; affects everyone equally or some groups more than others. What is the final product?)

**Does the proposed project/issue directly or indirectly impact** (check all that apply):

- Racial disparity (different outcomes for individuals based on race. e.g. are some services benefiting some communities more than others.)
- Institutional Racism (policy or program change that impacts communities of color.)
- Multiculturalism (equal rights and respect for all cultural groups. Creating the conditions for understanding, respect and interaction between cultures.)

### **RESOURCES:**

*Department Change Teams can assist in thinking through potential impacts of the proposed project or process.*

*Department of Neighborhoods Public Engagement Toolkit.*

*Demographic data and maps*  
<http://www.census.gov/>

*Language maps and lists of interpretation and translation vendors*  
<http://inweb/immigrantsrefugees/#interpretanspolicy>

*'Disparities': A snapshot of Seattle*  
[inweb.ci.seattle.us/rsji/docs/RSJ\\_stats\\_sheet-final.pdf](http://inweb.ci.seattle.us/rsji/docs/RSJ_stats_sheet-final.pdf)

Raise Awareness (Explicitly educates about the importance of historical and contemporary facts regarding race, racial disparities, and/or culture.)

Please describe:

Who's affected by the proposed project/policy?

General population \_\_\_\_\_

Race and ethnic population \_\_\_\_\_

Specific groups \_\_\_\_\_

Specific area(s) \_\_\_\_\_

Please describe how these groups are affected:

**3. What is the timeline for completion of this process?**

Deadline for project completion: \_\_\_\_\_

Describe Timeline: (Include any legal requirements (e.g. SEPA), political commitments, and staff goals.)

**RESOURCES:**

*Department of Neighborhoods  
Public Engagement Toolkit.*

*Demographic data and maps  
<http://www.census.gov/>*

*Language maps and lists of interpretation and translation vendors  
<http://inweb/immigrantsrefugees/#interpretanspolicy>*

*'Disparities': A snapshot of Seattle  
[inweb.ci.seattle.us/rsji/docs/RSJ\\_stats\\_sheet-final.pdf](http://inweb.ci.seattle.us/rsji/docs/RSJ_stats_sheet-final.pdf)*

**4. What is the public's perspective in this process/project? What degree of public influence is possible?** (It is important to manage expectations. Be clear about what you want participants to contribute to the process, what they will gain from taking part, and the extent to which their input can influence decision-making.)

What are the objectives in involving the public in this process/project?

To help with policy making:

- Use it to define the problems, to find solutions, or both.
- Establish the complexity of an issue.
- Develop innovative policy options.
- Test out ideas.
- Build consensus.
- Identify and understand the risks.
- Find the most effective and cost-efficient solutions to problems.

To help relations with community:

- Ensure community feels heard on the policy-making process.
- Sharing with community the pros and cons of policy options.
- Building relationships with specific racial/ethnic communities.
- Strengthening relationships between constituencies.
- Developing alternative methods for public engagement for racial/ethnic communities.
- Partnering with community organizations.
- Maintaining and deepening relationships within a community.

Please describe:

What are the constraints to public influence?

- Previous City commitments
- Funding limitations (amount; how it can be used)
- Legal constraints (laws that constrain scope and/or solutions)
- Other: \_\_\_\_\_

Please describe:

Public Role: (check all that apply)

**Inform** (Educate the public about the rationale for the project or decision; how it fits with City goals and policies; issues being considered, areas of choice or where public input is needed.)

**Consult** (Gather information and ask for advice from citizens to better inform the City's work on the project.)

**Collaborate** (Create a partnership with the public (key stakeholder groups) to work along with the City in developing and implementing the planning process or project.)

**Shared Decision-making** (Decision-makers delegate decision-making power to stakeholders or give them a formal role in making final decisions to be acted upon.)

Describe any legally mandated public involvement (e.g. SEPA):

## 5. What type of decisions are to be made in this process?

Describe nature of decision: (What is the decision to be made?

Who do they affect? Who influences and who makes the decisions?

Who puts together the recommendations for making the decision?

Who makes the decision?)

Who are the Decision-makers? (check all that apply)

Mayoral priority

Council priority

Other level of government: \_\_\_\_\_

Appointed officials: \_\_\_\_\_

Other Decision-makers: \_\_\_\_\_

**6. Who are the stakeholders in the process?** (Include all who are affected: client, sponsor, influencers, end users, “bystanders,” media, others affected by the process/action. Pay particular attention to identifying those who typically don’t participate or have a voice, but who are affected like people of color, immigrants, low income households, elderly, youth, etc.)

Identify specific stakeholders:

General Public:

---

Racial/Ethnic Groups:

---

Community Based Organizations (advocacy groups, non-profit agencies):

---

Private Sector (business community, development community):

---

Decision makers (Department Director; Mayor; Council; other legislative bodies):

---

City Department(s):

---

Other Public Agencies:

---

Other (those directly affected by the outcome):

---

**RESOURCES:**

*Lists of community organizations by geographic area can be found on the Department of Neighborhoods Public Engagement Toolkit.*

*Department of Neighborhoods District Coordinators and department Public Engagement Liaisons can also be called upon for advice.*

**8. What are the stakeholders' interests/concerns?** (Consult with community representatives such as the Immigrant and Refugee Advisory Board as "sounding boards" to help address questions. List the interests/concerns for each stakeholder group.)

What changes do they want and what do they want left unchanged?

What are their expectations?

What resources do they have?

How can they benefit from the policy/project?

How would they be affected by the risks? (Are they harmed?)

What relationships do they have with others?

***Check In #1: Project Lead check-in with department leadership and communications staff and other departmental staff for advice/approval of initial assessment of stakeholders and roles.***

**9. Is there a need for an advisory group or community partnership?**

How will this be accomplished? (Will you use or build on an existing group or to create a new advisory group? What is the purpose of the group? Specify resources needed.)

**10. What is the basic communications strategy and goals for the project?**

What are the key messages that need to be shared about the project?

What is the strategy for communicating with the media? (Include strategies for working with Ethnic media outlets)

What are the translation and interpretation needs of the project?

**11. What public involvement tools/activities are appropriate for the project?**

Describe engagement tools/activities: (Refer to the Public Engagement Matrix (section 5) to determine types of appropriate engagement. e.g. survey, public meeting, etc.):

Do the tools/activities achieve inclusive engagement?

(Review the six essential strategies for inclusive public engagement.)

**Build personal relationships with racial/ethnic community** –

Activity deepens existing relationships or establishes new relationships.

**Develop alternative methods for engagement** – Approach provides multiple ways for contributing input and feedback and direct communication with racial and ethnic community.

- Partner with diverse organizations and agencies** – Activity provides opportunity to collaborate with organizations of color and draws upon leadership from communities of color.
- Maintain a presence within the community** – Activity builds upon presence in community, or establishes ongoing relationship.
- Increase accessibility** – Activity takes into account language and barriers to participation like location, time, transportation, childcare, and power dynamics.
- Create a welcoming atmosphere** – Activity reflects the culture of the community and is welcoming.

**12. What resources and responsibilities are needed to carry out the public involvement activities?**

Staff Responsibilities and Roles (Project manager, public involvement lead, other staff)

Community responsibilities and roles (if applicable):

Funding needs – communications, public events, consultant services

**RESOURCES:**

*See Public Engagement Matrix and Glossary for explanations of different types of engagement activities.*

*Review Section two of Guide: “Six Essential Strategies for Inclusive Engagement.”*

**13. What is the public involvement schedule?**

**Develop a timeline and month-by-month calendar** of tasks and activities for public involvement. Show how these are connected to project timeline and milestones. In developing these schedules, work back from deadlines to determine what types of involvement is possible given timeframe and deadlines for the project.

Key Dates:

**14. What are the reporting mechanisms?** Identify products that document and report on the outcomes of the public involvement.

- Media/communications pieces (press packet, news release)
- Progress report(s)
- Final report
- Formal recommendations
- Briefings and presentations for decision-making bodies (involve community participants)

Describe:

***Check in #2: Check in with department leadership and communications staff on proposed public involvement strategy/tools, resource needs and responsibilities, and coordination with other projects.***

## 5. PUBLIC ENGAGEMENT MATRIX

| Type of Engagement  | Goal of Participation  | Tools/Activities   | Inclusive Engagement Techniques   | Indicators/Evaluation |
|---|--|--|---|-----------------------|
| <p><b>INFORM</b><br/>(required for all types of engagement)</p> | <p>Educate the public about the rationale for the project or decision; how it fits with City goals and policies; issues being considered, areas of choice or where public input is needed.</p> <p><i>Message to the Public:</i> To keep everyone informed.</p>                     | <ul style="list-style-type: none"> <li>- <i>Fact Sheets</i></li> <li>- <i>Brochures</i></li> <li>- <i>Websites</i></li> <li>- <i>Open Houses</i></li> <li>- <i>Exhibits/displays</i> (in public areas)</li> <li>- <i>Newsletters</i> (mailed/online)</li> <li>- <i>Newspaper articles</i></li> </ul>   | <p>Translation of all key documents.</p> <p>Interpretation at events.</p>   |                       |
| <p><b>CONSULT</b></p>   | <p>Gather information and ask for advice from citizens to better inform the City's work on the project.</p> <p><i>Message to the Public:</i> Will keep everyone informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.</p> | <ul style="list-style-type: none"> <li>- <i>Focus groups</i></li> <li>- <i>Surveys, interviews, and questionnaires</i></li> <li>- <i>Public Meetings</i></li> <li>- <i>door-to-door</i></li> <li>- <i>Workshops and working sessions</i></li> <li>- <i>Deliberative polling</i></li> <li>- <i>Internet</i> (interactive techniques)</li> </ul> | <p>Translation of all key documents.</p> <p>Interpretation at events.</p> <p>Provision of Childcare.</p> <p>Culturally appropriate food.</p> <p>Individual meetings with community leaders.</p> |                       |

| Type of Engagement            | Goal of Participation  | Tools/Activities   | Inclusive Engagement Techniques   | Indicators/Evaluation |
|-------------------------------|--|--|---|-----------------------|
| <b>COLLABORATE</b>            | <p>Create a partnership with the public (key stakeholder groups) to work along with the City in identifying problems, generating solutions, getting reactions to recommendations and proposed direction.</p> <p><i>Message to the Public:</i> Will work with the public to ensure that their concerns and issues are directly reflected in the alternatives developed and show how public input influenced the decision.</p> | <ul style="list-style-type: none"> <li>- <i>Citizen Advisory Committee/ Liaison Groups</i></li> <li>- <i>Visioning</i></li> <li>- <i>Consensus building</i></li> <li>- <i>Participatory decision-making</i></li> <li>- <i>Charrettes</i></li> <li>- <i>Implementation Committee</i></li> </ul> | <p>Translation of all key documents.</p> <p>Interpretation at events.</p> <p>Provision of Childcare.</p> <p>Culturally appropriate food.</p> <p>Individual meetings with community leaders.</p> |                       |
| <b>SHARED DECISION-MAKING</b> | <p>Decision-makers delegate decision-making power to stakeholders or give them a formal role in making final recommendations to be acted upon.</p> <p><i>Message to the Public:</i> Will implement what the public decides.</p>  | <ul style="list-style-type: none"> <li>- <i>Citizen juries</i></li> <li>- <i>Ballots</i></li> <li>- <i>Delegated decisions to specific representative citizen body or to voters</i></li> </ul>   | <p>Translation of all key documents.</p> <p>Interpretation at events.</p> <p>Provision of Childcare.</p> <p>Culturally appropriate food.</p> <p>Individual meetings with community leaders.</p> |                       |

# 6. EVALUATE

## EVALUATING PUBLIC ENGAGEMENT

An evaluation should be completed to document the effectiveness of the public involvement process and its level of inclusion. The following criteria provide a guide to assessing this effectiveness. Input from the community, staff, other City and agency stakeholders should be solicited to evaluate the public involvement efforts.

### Criteria:

#### **Public's role is identified in scoping the project.**

1. Reflects maximum possible influence that can be exerted by the public on the outcome/decisions.
2. Fully reflects the diversity of the community.
3. Is coordinated with key milestones and phases of the planning project/process.
4. Is feasible in terms of time and resources.
5. Stakeholders are fully identified, including their interests.

#### **Public involvement plan is developed for the entire project.**

1. Public Involvement plan clearly identifies public's role.
2. Public involvement plan includes strategies for inclusive engagement and incorporates alternative approaches for engagement.
3. Public Involvement plan is clearly communicated to all stakeholders, including decision-makers, various public and private interest groups and staff.
4. Public Involvement plan includes specific activities, information, staff resources, and relationship to project milestones, and time line.
5. Public Involvement plan includes mechanisms for ongoing communication and feedback with general public and stakeholders throughout the project.

#### **Public involvement results are clear and have been incorporated into the project.**

1. Both the process of public involvement and the results are documented (what the public said and how their input, advice or work was used).
2. The diversity of the involvement was documented (e.g. number of people of color participating).
3. Results of public involvement are communicated broadly to people who were involved, to the broader public, and to decision-makers.

#### **The public involvement process is deemed successful.**

1. All stakeholders (community participants and their constituencies, affected agencies, decision-makers) are satisfied that the process has been fair, accessible and has been effective in appropriately involving the public.
2. The process was inclusive and reflective of the community.
3. Decision-makers are able to make decisions based on the public involvement results and staff recommendations/proposals.

# 7. GLOSSARY

## TERMS

**Community members** are residents, customers, business owners and others who live, work or otherwise engage in activities with the City of Seattle. More specific communities of interest may exist for a specific program or policy. Communities of interest may share a common geographical location, interest or attribute.

**Cultural competency** is behaviors and actions that reflect and respond effectively to the racial, ethnic, cultural and linguistic experiences of the communities involved with a particular program, policy or procedure.

**Cultural relevancy** is programs, policies and/or procedures that respond to and are reflective of the needs of a person's and/or community's racial, ethnic, cultural and linguistic experiences.

**Culturally and racially inclusive outreach and public engagement** are public processes that ensure the participation of people of color, immigrant and refugee communities, and low income people in City outreach and public engagement processes.

**Decision maker** refers to those who are authorized to make final decisions on project and policy outcomes. In the public sector, elected and appointed officials hold this responsibility.

**Employee Language Bank** is an internal resource that lists City employees who have volunteered their foreign language skills and time to assist with the short-term, usually under an hour, language needs of persons seeking access to City services and City departments.

**Facilitator** is a person assigned to manage a meeting, event, or process. This person is usually viewed as a neutral party. The facilitator is responsible for ensuring participation, helping the group maintain focus, knowing when to move or to slow down, avoiding repetition, and dealing with problem people and situations.

**Stakeholder** refers to any person or group that has an interest in or is affected by the action or process in question. Stakeholders include residents, business operators and owners, property owners, non-profit, public and private agencies and organizations. Identifying the full spectrum of stakeholders is on the early and critical steps in developing an effective public involvement strategy.

**Institutional racism** is organizational programs, policies or procedures that work to the benefit of white people and to the detriment of people of color, usually

unintentionally or inadvertently. **Interpretation** is the oral rendition of a spoken message from one language to another, preserving the intent and meaning of the original message.

**Language Line** is a commercial interpretation service accessed through the telephone.

**Multiculturalism** is equal rights and respect accorded to all cultural groups. Multiculturalism creates the conditions for understanding, respect and interaction between cultures and equality of opportunity for all cultures.

**Outreach** is activities intentionally employed to make contact and potentially develop working relationships with specific individuals and/or groups for purposes including, but not restricted to, sharing information, education, or service provision.

**Outreach and Public Engagement Liaisons** are City staff designated by their departments to serve as resources to conduct racially and culturally competent outreach and public engagement processes.

**Public Engagement** is activities that intentionally enable community members to effectively engage in deliberation, dialogue and action on public issues and in the design and delivery of public services.

Developing and sustaining a working relationship between government and one or more community groups, to help both to understand and act on the needs or issues that the community experiences

**Primary languages** are languages other than English spoken by the largest numbers of City residents, based upon data from the Federal Census, Seattle Public Schools, Seattle Municipal Court, and City Call Centers. These languages are divided into two tiers. The first tier includes the top seven languages spoken in Seattle and the second tier includes languages spoken by at-least 2000 Seattle residents.

The 1st tier languages are:

Spanish, Vietnamese, Cantonese, Mandarin, Somali, Tagalog, and Korean

The 2nd tier languages are:

Cambodian, Amharic, Oromo, Tigrinya, Laotian, Thai, and Russian

**RSJI Outreach and Public Engagement Consultant Roster** is a list of RSJI outreach and public engagement consultants who have demonstrated expertise and experience in designing and implementing racially and culturally inclusive strategies for outreach and public engagement.

A person with **limited English proficiency** (LEP) cannot speak, read, write or

understand the English language at a level that permits him or her to interact effectively with City staff.

**Racial disparity** is differences in outcomes or community conditions based on race. Examples include different outcomes in health, education, environment and criminal justice outcomes based on race.

**Translation** is the conversion of written communication from one language to another in a written form. An accurate translation is one that conveys the intent and essential meaning of the original text.

## **TOOLS AND TECHNIQUES**

**Advisory Committee** is a group of representative stakeholders assembled to provide advice and input into the planning and decision-making process. It serves the following purposes:

- Create a balanced group of stakeholders to provide advice on the project and on the public involvement process.
- Allows for more detailed analysis for project issues with a more informed group of the public (including people with expertise in relevant issues and policies).
- Can be a forum for developing consensus or compromise on controversial issues.

**Charrette** is an intensive brainstorming session (usually over several days) where volunteer participants sketch and illustrate their ideas for planning and design solutions and present them to the community. It is often designed to bring together academics, planning/design professionals, and students for a creative, intensive, and collaborative process.

**Focus Group** is a group interview and discussion where a small group (usually 8 – 12) people respond to a specific concept or subject. It is a quick and focused means of generating ideas and getting reactions. Focus groups help you understand different groups' perceptions and expectations and can help identify questions and issues that can shape broader public participation and planning proposals.

**Interview** is a one-on-one structured discussion with either a random sample or selected representatives of the spectrum of stakeholders. Interviews are used to gather information about people's issues and perspectives on an individual basis, providing confidentiality that can result in more candor about issues and concerns.

**Open House** is a form of public meeting that provides a less structured venue for the public to learn about and provide input to a project or process. This occurs through displays, questions to

staff/experts who are on hand, and often opportunities to fill out comment forms or questionnaires. As its name implies, people can come for any amount of time during the scheduled event, providing flexibility for those with limited time for such events.

**Public Workshop** is a structured public event, aimed at both informing the public and engaging them in giving advice and input on specific issues and alternatives. Public workshops usually combine presentations with small group break out sessions. They require more planning and use of staff with facilitation and writing skills.

**Roundtable** is a focused discussion with a group (usually 8 – 16) of people who are brought together to talk about a specific issue. Usually participants are provided information in advance and the sessions are facilitated, but chaired by the process sponsor. Note takers record information and key points are summarized. This type of group can be used periodically during a lengthy process as a sounding board to provide input and guidance.

**Surveys** are an important information-gathering tool that can be effective in reaching a broad spectrum of the public, particularly those who do not typically participate in public participation events and processes. They can be used for one-shot assessments of public preferences and opinion or as an ongoing tool to track changing community demographics and needs.

**Technical Committee** refers to a group of technical experts who are asked to provide advice on the technical aspects of a planning, policy or physical development project. Like an advisory committee, this group is formally established with a clear task description and adequate information and staffing to perform their work.

**Trusted Advocates** is an approach that engages residents by finding leaders in various ethnic communities who have the confidence of their community and already are doing advocacy for them, and who can serve as an effective bridge and broker to the community for public agencies. Frequently paid for through stipends, these positions can be critical in involving historically underrepresented communities.

**Working Group/Session** refers to a more informal way of involving interested participants in helping professional staff develop and assess alternatives in a project.

## 8. ATTACHMENTS

- A. Executive Order 05-08 on Inclusive Outreach and Public Engagement.
- B. City's Inclusive Public Engagement Policy.
- C. Translation and Interpretation Policy.
- D. Outreach and Public Engagement Liaisons.