5. PUBLIC ENGAGEMENT MATRIX

Type of Engagement	Goal of Participation	Tools/Activities	Inclusive Engagement Techniques	Indicators/Evaluation
INFORM (required for all types of engagement)	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. *Message to the Public:* To keep everyone informed.	- *Fact Sheets* - *Brochures* - *Websites* - *Open Houses* - *Exhibits/displays* (in public areas) -*Newsletters* (mailed/online) - *Newspaper articles*	Translation of all key documents. Interpretation at events.	
CONSULT	Gather information and ask for advice from citizens to better inform the City's work on the project. *Message to the Public:* Will keep everyone informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	- *Focus groups* - *Surveys, interviews, and questionnaires* - *Public Meetings* - *door-to-door* - *Workshops and working sessions* - *Deliberative polling* - *Internet* (interactive techniques)	Translation of all key documents. Interpretation at events. Provision of Childcare. Culturally appropriate food. Individual meetings with community leaders.	

Type of Engagement	Goal of Participation	Tools/Activities	Inclusive Engagement Techniques	Indicators/Evaluation
COLLABORATE	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. *Message to the Public:* 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.	- *Citizen Advisory Committee/ Liaison Groups* - *Visioning* - *Consensus building* - *Participatory decision-making* - *Charrettes* - *Implementation Committee*	Translation of all key documents. Interpretation at events. Provision of Childcare. Culturally appropriate food. Individual meetings with community leaders.	
SHARED DECISION-MAKING	Decision-makers delegate decision-making power to stakeholders or give them a formal role in making final recommendations to be acted upon. *Message to the Public:* Will implement what the public decides.	- *Citizen juries* - *Ballots* - *Delegated decisions to specific representative citizen body or to voters*	Translation of all key documents. Interpretation at events. Provision of Childcare. Culturally appropriate food. Individual meetings with community leaders.	

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	• Forced assimilation • Rights and privileges for only dominant group "We deserve this" "This is the ONLY and RIGHT way"	• Lower expectations • Maintain stereo-types "People choose not to be a part of the process" "This is just the way we do it here"	• Differences ignored "treat everyone the same" • Need/Problem based "I don't see color, we are all just the same" "just give me a checklist"	• Seeks advice/consultation • Identifies what they are NOT capable of doing "Let's just hire an expert" "Teach Me Phase"	• Recognizes individual and cultural difference • Develops new approaches "Let's work together to truly empower communities"
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	• Exclusive Public Meetings • "English Only" Approach	• Traditional "Town Hall" model • The "Bootstrap" Mentality	• Translated Newsletters • Multicultural Festivals	• Consult with or hire (one) member of an ethnic community • Special (one time) Programs	• Native American Art and Storytelling • (target population designs process, holds real power) • Trusted Advocate Model (power sharing)

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

9

ORGANIZATIONAL ASSESSMENT

INVEST HEALTH

RACIAL EQUITY WORKSHOP

Thank you for attending this session. CSI will use your feedback to inform and improve our work with you in future sessions.

Name of team:

1. **Normalize**
   - Do you have a shared understanding of equity?

2. **Organize**

   - Do you have mechanisms or processes to address equity?

   - Do you partner with community and institutions to advance equity?

3. **Operationalize**

   - Do you include equity in decision making?

   - Do you use data to develop strategies and measure progress?

4. **Visualize**

- Have you worked with community to develop an equity vision?

- Are you structured to be responsive to community?

- Are you resourced to implement the vision?

Other comments or suggestions: