Chinatown International District Community Engagement Toolkit Part 3. Planning Guide

CID Visioning Advisory Group

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Introduction

What Is the CID Toolkit?

❖ A tool that can be used by the Chinatown International District (CID) community to collectively engage, make decisions about and advocate for community interests when faced with issues, concerns or projects that could impact the CID.

❖ A tool that can be used by other entities, such as the City of Seattle or private sponsors of projects, that will impact the CID, ensure that projects or policies support the CID community's vision and goals.

❖ The Toolkit is designed to be used for <u>different types</u> of issues or projects, recognizing that one cookie-cutter model may not fit all situations or issues.

❖ The toolkit is used to scope and plan an <u>intentional</u> process for the community to come together on a specific issue or project. This allows for tailoring community engagement and decision making.

The **goals for using the Toolkit** are to ensure:

❖ Opportunities for meaningful participation of diverse communities in the CID.

❖ Powerful community voice and advocacy on projects and policies that affect the CID.

❖ Implementation of projects in a way that supports community goals and needs.

The Toolkit is comprised of **three documents:**

1. **The Workbook.** The Workbook is a comprehensive document for planning a community engagement process using the Toolkit.

2. **Research & Resources.** The Research & Resources document functions as appendices with additional detailed information to supplement use of the Workbook and the Combined Planning Guide. It should be used in conjunction with those documents.

3. **Planning Guide** *(this document).* The Combined Planning Guide is a combined and condensed version of the Workbook and Research & Resources. It is recommended for use after review of the Workbook and Research & Resources, but also may function as a stand-alone resource.

How to use this Planning Guide

1. Work through the following pages, which include **Checklists** intended for reading and familiarization with key considerations in a given step, and **Worksheets** with space for direct brainstorming and planning.

2. Throughout the document are **links to relevant additional information** in the Research and Resources document that can support completing each step or Worksheet.

Step 1 Pre-Reading –
Set the Scope

Checklist for Scoping Community Engagement[1]

1. Engagement purpose and objectives

A first step is clearly defining the purpose of the engagement and explaining the reason input or participation is necessary, i.e., what planning problem is the community helping to resolve or decide on?

Engagement objectives could relate to a range of potential outcomes, including:

- building community capacity to understand planning and development issues
- building stronger relationships with community and stakeholders
- seeking innovative solutions for planning and development challenges
- making better decisions about planning and development.

2. Engagement scope

This involves clearly defining the scope of the engagement, the decisions that need to be made, what the engagement process will focus on, and what you are seeking input on. This process also involves defining what is non-negotiable (i.e., what the community cannot influence) and what is negotiable (i.e., what the community can influence).

3. Context analysis

This includes relevant key background facts, such as public policy or proposed initiatives, demographic and economic data, planning issues.

4. Engagement phases

This involves determining the project timeframe, phases, and/or deadlines.

5. Resources

This involves determining what financial and human resources are available to deliver the defined engagement methods.

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[1] Adapted from: "Community Engagement Toolkit for Planning." Queensland, Australia. 2017. https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf.

Step 1a Worksheet –
Set the Scope

Bring together an initial group of community members to define the issue, purpose, goal or decision to be addressed.

What is the project at hand? What are key background facts to know?

What is the purpose, goal or decision to be made? *Examples include sharing information, generating input, taking a position on a project, creating a shared community vision, or other.*

What is the timeline and any other deadlines for this project?

What resources are needed? What resources are available (financial, non-financial)? Are the resources adequate?

Speed-Preview the Toolkit Workbook. Are certain stages or steps in the toolkit particularly pertinent, important or potentially challenging for this project? Where might extra planning attention be beneficial, or urgent? *Name the Step(s), and consider this when creating a planning timeline (Step 1b); also, reference relevant* **Research & Resources**.

Step 1b Worksheet – Planning Timeline

Based on the project scope, decide on a reasonable timeline/schedule for completing the planning stages of this toolkit. The following are example schedules; your group may work best within existing meeting norms and cadences. Also, consider that community engagement projects larger in scope require more time to plan than do well-defined or smaller projects.

Planning Retreat Example	Multiple Meeting Example
Retreat Planning Meeting • Set the Scope • Timeline Planning Retreat, 5-8 hours: • *Opening* • Introduce Toolkit, Review Scope & Timeline (45 mins) • Determine Convener, Community, External Stakeholders (30 mins) • Determine Collaboration, Level of Engagement (30 mins) • *Break* • Determine Tools and Methods (60-90 mins) • *Break* • Determine Decision-Making (30 mins) • Draft Evaluation & Accountability Plan (30 mins) • *Break* • Revisit Review & Reaffirm Core Elements (15 mins) • Review and Update Entire Plan (30 mins) • *Closing*	Meeting 1, 90-120 minutes: • Set the Scope • Timeline Planning • Review and Reaffirm Core Elements • Determine the Convener Meeting 2, 90 minutes • Determine Community • Determine External Stakeholders • Determine Level of Engagement • Determine Decision-Making Meeting 3, 90 minutes: • Determine Tools and Methods Meeting 4, 90-120 Minutes: • Evaluation and Accountability Plan • Revisit Review and Reaffirm Core Elements • Review and Update Entire Plan

What is the timeline and structure for completing this Planning Guide for this particular project?

Step and Associated Worksheet	When?
Step 2. Review and Reaffirm Core Elements	
Step 3a. Determine the Convener	
Step 3b. Determine the Community	
Step 3c. Determine External Stakeholders	
Step 3d. Determine Level of Engagement	
Step 3e. Determine Tools and Methods	
Step 3f. Determine Decision-Making	
Step 3g. Draft Evaluation and Accountability Plan	
Final Review	

Step 2 Pre-Reading – Core Elements

Core Values for the CID Community Process

1. **Inclusion and Equity** *See Below*

2. **Transparency and Trust**
   - Be <u>clear and open</u> about the process and decision-making.
   - <u>Report back</u> how input and feedback was used or informed the work.

3. **Collaboration and Shared Purpose**
   - <u>Reach back to reach forward</u>, embracing history between neighborhoods to move forward.
   - Focus on working together for the <u>common good</u>.
   - Work through differences of opinion <u>respectfully and constructively</u>.
   - Be open to mistakes, <u>learning, and improving</u> over time.

4. **Civility**
   - Create spaces where people are <u>comfortable sharing opinions</u>.
   - <u>Listen and understand</u> others' ideas and perspectives.

Equity Principles for CID Community Process

1. **Recognize and work to mitigate the impact of historic inequities**
   - <u>Build shared understanding</u> of the roots of inequities and systems of power.
   - Create opportunities for <u>community healing</u>**.**

2. **Infuse equity into every aspect of the work**
   - <u>Include diverse people</u>, voices, ideas and information and <u>recognize different communities equally</u>.
   - <u>Prioritize underrepresented</u> people and communities, and those most impacted.
   - Offer <u>multiple and varied opportunities for participation</u>, including responding to the needs of specific groups and/or cultures.
   - Avoid over-tapping "the usual suspects."
   - <u>Do not tokenize</u> or co-opt people.

3. **Level the playing field.** Ensure people can participate meaningfully:
   - <u>Address</u> barriers to participation such as language, knowledge gaps, logistics and transportation, and family support.
   - Invest in <u>building</u> community knowledge and capacity to engage meaningfully.
   - Ensure <u>high-quality language support</u>.
   - Value community members' time by <u>offering compensation</u> for participation.

Step 2 Worksheet – Core Elements

With the Core Values and Equity Principles in hand, discuss the following questions.

What are the implications of these values for this particular issue or project?

In what ways will it be easy or challenging to act on these values in this project?

What should we pay attention to in order to ensure that these values and principles are activated in this project?

Step 3abc Pre-Reading – Who – Variable Elements

Discuss and Determine Convener, Relevant Community Stakeholders and External Partners

Identifying the Convener: This step involves determining who should lead and bring the community together on this issue.

Identifying Community Stakeholders: This step involves identifying who should be involved from the community. It is important to understand who might be impacted and the viewpoints and interests that must be heard to create a fully participatory process.[2]

Considerations for Identifying Community Stakeholders[3]

1. Who is affected by the decision? Are there parts of the community that might be disproportionately burdened by the project?

2. Is there a part of the community that is already suffering from health impacts of other projects? Will this project create a greater burden on that part of the community?

3. Who will be indirectly affected by the decision?

4. Who wants to be involved?

5. Who will be responsible for implementing the decision?

6. Whose support is needed to implement and enforce the decision?

7. Who could undermine the decision?

8. Who is committed to resolving this issue?

External Partners: Consider what external groups should be involved and in what role.

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[2] "Public Participation Guide." U.S. Environmental Protection Agency. https://www.epa.gov/international-cooperation/public-participation-guide
[3] Ibid.

Step 3a Worksheet – Who – Convener

Who should lead and convene or bring the community together on this issue or project?

Considerations and possible criteria:

- What community organizations or groups work on this issue?
- What organizations or groups include, represent or are connected to the community members who should be involved on this issue?
- Is this an opportunity to support emerging organizations or leaders in the community?
- Who has the capacity to convene this project at this time?

Brainstorm Conveners	Pros	Cons

Who is the best candidate? What are next steps to confirm this selection?

Step 3b Worksheet – Who – Community Stakeholders

With the Considerations in the pre-reading in mind, brainstorm:

Who should be involved from the community?

Discuss and list key community members, stakeholders and organizations who should be involved.

Considerations:

- Who are key stakeholders for this issue?
- What underrepresented groups should be prioritized? (in particular, consider the voices of elders and non-English speakers as key community stakeholders)
- Who would be most impacted by this issue?
- Who wants to be involved?
- Both organizations and individuals/community at large should be considered

List Community Stakeholders	Note Considerations

For additional guidance on **Identifying Community Stakeholders**, see **Research & Resources**, Appendix B.

Step 3c Worksheet – Who – External Partners

What external groups should be involved, and in what role?

Discuss and list external partners and they role they should play in this process.

Considerations:

- Is there a private or public group putting forth the issue or project?
- Are there groups in adjacent neighborhoods that will be impacted?
- Are there external allies that could give support to the community?
- If this is a project with an external sponsor:
    - What are the power dynamics with the project sponsor?
    - How can the CID position itself to ensure community self-determination?
    - Should accountability agreements be put in place?
    - Should they contribute resources to support community process?

List External Partners	Role and Other Considerations

Step 3d Pre-Reading – How – Collaboration

Discuss and Determine How Collaboration Will Happen

This step involves deciding how community groups should work together on this issue. Ways to work together could include:

Cooperation	Coordination	Collaboration
• Shorter-term, informal relationships	• More formal relationships	• Separate organizations join a shared structure with a common mission
• Information shared focuses on specific project	• Coordination on a specific effort or program • Some project-specific planning	• Formal, comprehensive planning and communication
• Each organization retains authority	• Some sharing of authority	• Authority is shared and mutual
• Resources kept separate • Lower risk (resources, reputation)	• Some pooling of resources • Some shared risk	• Partners pool or jointly secure resources • Risk and rewards equally shared

Options of different ways to structure formal collaborations:

- **Advisory committees** respond with suggestions and technical assistance.
- **Affiliation:** A loosely connected system of two or more groups with a similar interest(s).
- **Alliances:** Formal collaborations where decision-making power is shared or transferred.
- **Coalition:** An organization of diverse interest groups (usually independent organizations) that combines human and material resources to effect a specific change the members are unable to bring about individually.
- **Consortia** tend to be semi-official, membership organizations with broad policy-oriented goals.
- **Co-sponsorship:** Two or more organizations share in providing a program or service.
- **Federation/Association:** An alliance of member organizations established to centralize common functions.
- **Joint Venture:** A legally formed alliance in which member organizations maintain joint ownership to carry out specific tasks or services
- **Networks** are generally loose-knit groups formed to share information or resources.
- **Task forces** often come together to accomplish a specific series of activities.

For additional guidance on **Collaboration Options**, see **Research & Resources** Appendix C

With the pre-reading on Collaboration in mind, brainstorm:

How should community members and groups work together on this issue?

How will community stakeholders collaborate on this issue?

Will any formal collaboration structures be formed?

Step 3e Pre-Reading – How – Level of Engagement

Discuss and Determine Level of Community Engagement

This step involves determining what level of community engagement is most appropriate for this issue.

Choosing Level of Engagement[4]		
Level of engagement	**Useful for issues or projects that:**	**Examples**
Inform *"We will keep you informed."*	• Moderate impact on part of community • General information sharing	• Change to operating hours of a facility
Consult *"We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how community input influenced the decision. We will seek your feedback on drafts and proposals."*	• Have moderate impact on whole community • Need initial input or issue identification	• Adding a flood overlay • Intersection redesign
Involve *"We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision."*	• Have high impact on part of community • Have strong community interest	• Zoning changes • Amendments to existing plan
Collaborate *"We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible."*	• Have high impact on whole community • Are complex and/or controversial	• New plan for the whole neighborhood
Empower *"We will implement what you decide."*	• Can be decided through referendum or vote	• Naming a community representative to a city-wide committee

For additional guidance on **Deciding Level of Community Engagement**, see **Research & Resources**, Appendix D

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[4] Adapted from: "Community Engagement Toolkit for Planning." Queensland, Australia. 2017.
https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf.

Step 3e Worksheet – How – Determine Level of Engagement

With the pre-reading on Level of Engagement in mind, brainstorm:

What level of community engagement is most appropriate for this issue?

Consider levels of engagement (inform, consult, involve, collaborate or empower) and note the targeted level(s) of community engagement for this project or issue.

Step 3f Pre-Reading – What – Tools and Methods

Discuss and Determine What Tools and Methods will be Used

This step involves determining specific activities for community engagement that are most appropriate for this issue. *Aim to align specific activities with the chosen level of community engagement.*

Considerations for Identifying Stakeholder Needs[5]

1. What level of information are stakeholders likely to seek about your project?
2. What level of information do stakeholders need to make an informed decision about the planning project? Do they already understand the specific issue or project? Do they need support to build their understanding of it?
3. Will all stakeholder contributions influence the project equally? Or are there some individuals or groups that will have more influence on the outcomes of the project?
4. Will everyone interested in, or potentially affected by, the project have an opportunity to become involved?
5. Have efforts been made to include under-represented community groups in all community engagement processes (e.g., younger people, older people, people with disabilities, people from culturally and linguistically diverse backgrounds, and disadvantaged and homeless people)?
6. Are there any barriers that may prevent some stakeholders from participating in the process? These barriers could be physical, economic, cultural, or linguistic.

Consider Activities and Engagement Tools that Respond to Stakeholder Needs

- Tools are responsive to needs of specific communities, groups, generations.
- Tools are accessible and inclusive.
- Tools are appealing and creative.
- Tools are cost-effective.
- Tools work with timeline available.

Examples of Specific Tools and Methods

- Community workshops, forums, Town Halls, summits
- Surveys, interviews, focus groups, email feedback
- Public displays, feedback kiosks, articles in community newspapers
- Websites, social media, online survey tools, blogs, information hotline

For additional guidance on and examples of **Community Engagement Tools**, see **Research & Resources**, Appendix E.

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[5] Adapted from: "Community Engagement Toolkit for Planning." Queensland, Australia. 2017.
https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf.

Step 3f Worksheet – What – Determine Tools and Methods

With the pre-reading on Tools and Methods in mind, brainstorm:

What specific activities for community engagement are most appropriate for this issue, including targeted engagement?

List Activities and Methods	Note Considerations

Step 3g Pre-Reading – What – Decision-Making

Discuss and Determine What Decision-Making Process Fits Best

This step involves deciding how community decisions will be made on this issue.

There are different models and methods for making group decisions. Consider the following principles and practices to help decide upfront *how* decisions will be made.

Principles[6]

- Value <u>participatory decision making</u>.
- <u>Build mutual understanding </u>within the group.
- Strive for <u>inclusive solutions </u>that integrate different perspectives.
- Recognize that <u>a group process goes through stages</u>, including challenging moments, but which may strengthen the result.

Practices

- Provide a safe space.
- Clarify upfront how decisions will be made.
- Distinguish who has a voice vs. who has a vote.
- Choose a diverse group and appoint a strategic dissenter.
- Collect opinions independently, if helpful.
- Share responsibility for implementation.

Considerations. *When choosing a decision-making model, consider the type of decision(s) that need to be made on this issue.*

For example, is the need for community <u>decision-making on a broader or community-wide process</u>?

- Models that support this type of decision-making include consensus conferences, citizen juries, and charrettes. Charrettes, for example, can work especially well for "proactive", communitywide efforts like neighborhood visioning or neighborhood planning.

Or is the need for community <u>decision-making on a specific issue or project</u>?

- Models that support this type of decision-making include voting, consensus, and delegating.

For additional guidance on **Decision-making Models**, see **Research & Resources**, Appendix F

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[6] Sources: Harvard Business Review. "7 Strategies for Better Group Decisionmaking." https://hbr.org/amp/2020/09/7-strategies-for-better-group-decision-making. Kaner, Sam. "Facilitators Guide to Participatory Decision-Making." 2nd Edition.

Step 3g Worksheet – What – Determine Decision-Making

With the pre-reading on Decision-Making in mind, brainstorm:

How will community decisions be made on this issue?

Is there a "decision" to be made on this issue? If so, what is it? Is it a broader community process or a specific issue or project?

What decision-model(s) will be used to make decisions?

If a formal "vote" will be involved, who or which stakeholders should have a voice? Who should have a formal vote?

Step 3h Pre-Reading – What – Accountability & Evaluation

Discuss and Develop an Accountability & Evaluation Plan

This step involves determining how intended results will be monitored and evaluated.

Mechanisms for learning and evaluation should be built into the process for any project. This can:

- Offer an understanding of the impact of the work,
- Provide a basis for ensuring accountability,
- Help improve future processes, and
- Build trust among partners.
- Accountability agreements can be within the community among community groups and/or between the CID and the City of Seattle or other government agencies.

Consider how to define accountability for this issue or project:

- Responsibility to an outcome, not just a set of tasks.
- Delivering on a commitment.
- Demonstrating the ownership and initiative necessary for achieving desired results.
- When a person or organization says they will do something, they will follow through and get it done.
- Accountability is built on a foundation of trust and support; commitment rather than compliance; and working relationship as a covenant rather than a contract.

Consider key steps to develop an accountability plan or agreement.

1. Co-develop and agree on expectations at the outset.
2. Establish a way to measure results and a feedback loop.
    - Define measures of success, milestones, and consequences.
    - Build in ways to provide feedback that is timely, constructive, direct and clear.
3. Provide adequate resources and support independent action.
    - Resources are both financial and non-financial.
    - Focus on the outcomes or results, not tasks.

Elements in an Accountability Agreement

1. Purpose
2. Expectations/Outcomes
3. Milestones and Measurements
4. Resources/Supports Needed
5. Consequences Follow-up/Review Mechanism

For additional guidance and templates on **Accountability and Evaluation,** see **Research & Resources,** Appendix G.

Step 3h Worksheet – What – Evaluation Plan

With the pre-reading on Accountability & Evaluation in mind, brainstorm:

How will the intended results be monitored and evaluated?

Discuss and define expectations for this project, and who is accountable for meeting those expectations.

What feedback loops will be built into the project? These should help identify opportunities to improve and allow for course-correction if expectations are not being met.

How will final reflection and review of the overall project, outcomes, successes, challenges, and lessons-learned take place? When will it take place? Who is responsible for ensuring this happens?

Final Step – Review and Finalize

With the completed Toolkit Worksheets in hand:

- **Revisit the Core Elements.** Are the values and principles reflected in the resulting plan?

- **Revisit Who and What.** Do they align? Are the planned tools and methods appropriate for the community stakeholders and external partners?

- **Revisit How and What.** Do they align? Are the planned tools and methods appropriate for the types of collaboration and level of engagement desired?

- **Customize for the Context.** Are there other important considerations, missing from this Toolkit, that should be included in the plan?