OEI Worksheet: Guide to Inclusive Community Engagement

This worksheet can be used as a guide for staff assigned to engage a community. This guide is a series of questions to prompt staff who are putting together an engagement strategy to think about many elements that make or break a community engagement process. This planning process is best done in partnership with at least a few key community stakeholders involved from the beginning. We suggest that you read through the entire worksheet, share it with key community stakeholders with whom you are planning an engagement, and together estimate the amount of time and resources necessary to address each of the questions. It could take several days. The planning notes can be captured differently if the worksheet itself proves to be cumbersome or limiting. The text boxes are designed to grow as text is added.

Fillable form for use by a planning group that includes community members/stakeholders

1. What type of community engagement do you typically practice? Ask a third party to help you assess your current practice by using the **Spectrum of Community Engagement to Ownership Assessment Tool**.
   ☐ Marginalization ☐ Placation ☐ Tokenization ☐ Voice ☐ Delegated Power ☐ Community Ownership

2. Set a goal for the kind of community engagement on the spectrum that you want to pursue in this instance.
   ☐ Marginalization ☐ Placation ☐ Tokenization ☐ Voice ☐ Delegated Power ☐ Community Ownership

3. How ready is your department to pursue the kind of community engagement you envision?
   a. Are staff able to make information accessible? What support do they need? Click or tap here to enter text.
   b. Are staff able to address common barriers to engagement, such as:
   ☐ language access, ☐ transportation, ☐ childcare ☐ food to enable participation of working families
   c. Is it possible to offer incentives for participation? Choose an item.

   Consider using a community center on a bus route and asking the community center staff to provide after-hours childcare. Consider offering culturally-appropriate food, and take dietary needs into consideration such as allergies, vegetarian options.

   Provide language interpretation in the following languages whenever possible to reach vulnerable populations:
   ☐ American Sign Language ☐ Spanish ☐ Vietnamese ☐ Chinese ☐ Korean ☐ Dine ☐ Swahili ☐ Dari ☐ Farsi

   d. Are staff prepared and equipped to deal with open conflict? What support do they need? Click or tap here to enter text.

4. How ready is the community to be engaged? Which representatives of which communities are at some level aware and/or already engaged? (Non-profit service providers, advocates, networks, advisory boards, commissions, neighborhood associations) Click or tap here to enter text.

   a. Who are the stakeholders? List them as specifically as possible using the following list as a guide and adding as appropriate:

   Population affected by the program/project: Click or tap here to enter text.

   Supporters of the program/project: Click or tap here to enter text.

   Opponents: Click or tap here to enter text.

   Non-Profits who do similar or related work: Click or tap here to enter text.

   Other government agencies who do similar or related work: Click or tap here to enter text.

   City Councilors: Click or tap here to enter text.

   County Commissioners: Click or tap here to enter text.

   State officials: Click or tap here to enter text.

   Other interested individuals or groups: Click or tap here to enter text.

   b. Of the list in 4a, who do you need to build a relationship with and how will you begin to do that? List them.Click or tap here to enter text.

   c. Who is missing? (youth, elders, renters, people experiencing homelessness, formerly incarcerated individuals, queer people, cultural workers, traditional elders, those who speak languages other than English). Click or tap here to enter text.

5. What factors can help explain why these stakeholders are missing, and what can be done to mitigate any barriers? Click or tap here to enter text.

   a. Who is on the planning committee?Click or tap here to enter text.

   b. Does the process reflect, honor and welcome these community members? How?Click or tap here to enter text.

   c. Does the venue, set-up, and time truly enable participation of these community members? How?Click or tap here to enter text.

   Consider using a community center on a bus route and asking the community center staff to provide after-hours childcare.

   d. Is virtual participation a viable option that helps to mitigate certain barriers?Choose an item.

e. What methods of outreach are you using?

Newspaper and print media notices	
Facebook	
Twitter	
Instagram	
Next Door	
Other Social Media	
Radio	
Television	
Newsletters or e-mail/mailing lists	
Neighborhood Associations	
Groups, Networks, Word of Mouth	
Other	

f. In what languages will you provide information?
g. Can you work through trusted messengers?Click or tap here to enter text.

6. Write a values statement that expresses how you want to do your work and develop a set of metrics to measure process and output goals. Click or tap here to enter text.
   a. Share your values statement, process and output goals and metrics with the community. See examples of a values statement, process goals and measurements at the bottom of this form.

7. Will you offer multiple ways for contributing input and feedback? Choose an item. What are the other ways to contribute? Choose an item.

8. Knowing that community engagement is messy, how will you approach negotiation across communities, be they geographic, race, class, political orientations or other loyalties and affiliations? Click or tap here to enter text.
   Here, you may find it useful to conduct a Stakeholder Analysis. Link to a Guide to Stakeholder Analysis.

9. How will you facilitate multi-cultural groups and cross-cultural conversations? Click or tap here to enter text. Here, you may find it useful to consult a Guide to Cross-Culture Conversations written by Roberto Chene.

    The goal is to facilitate a balance where the normally silent voices are doing most of the talking and dominant voices are adding their thoughts. Facilitate so that people from groups who are traditionally left out are speaking the most and that only one person speaks at a time, and no side conversations take place.

10. How will you recognize and interrupt paternalism when those with power think and act as if they are capable of making decisions for and in the interests of people without power? Click or tap here to enter text.

11. How will you recognize and deal with fragility when people with power believe they have a right to emotional and psychological comfort and insist on defaulting to institutional norms when that comfort is interrupted?

Here, you may find it useful to use the Affirm, Counter, Transform strategy in which you affirm the part of the argument that is true: ("You are right, it is important to stick to our agenda as much as possible.") Counter: ("In this instance, the perspectives of those who are most impacted are what is needed now.") Transform: ("I think we all have a lot to gain from hearing the perspectives even if that means changing our agenda, because I think our governments and organizations have the ability to grow and transform. I am curious what you think an agenda that builds towards racial equity and inclusion could look like?")

Example Values statement, process goals and metrics

Values statement: Building the immigrant community's capacity to play a leadership role in solving for X will make our solutions more sustainable.

Process Goals:

1. Involve the immigrant community in identification of the problem by holding pre-planning meetings with them.
2. Involve stakeholders in deciding which kind of engagement to pursue and in planning such engagement.
3. Implement the plan to ensure that immigrants and stakeholders who are most impacted by the issue know they are welcome to participate, and that barriers to their participation have been adequately addressed.
4. A broad cross-section of the immigrant community and stakeholders participate meaningfully in the process.

Metrics:

1. Number of immigrants who participated in pre-planning meetings
2. Number of stakeholders who were involved in decisions about what kind of engagement we want to pursue and are helping to plan and design that engagement process
3. Demographics of those who participate show a broad cross-section of representation