

Increasing Engagement with Communities of Color: A Toolkit for Carver County Parks and Recreation



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Resilient Communities Project

UNIVERSITY OF MINNESOTA
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Increasing Engagement with Communities of Color

A Toolkit for Carver County Parks and Recreation

A Humphrey School of Public Policy Capstone

In Partnership with the Resilient Communities Project

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Executive Summary

This project outlines engagement strategies that will help Carver County Parks and Recreation to form relationships with a diverse range of community members, particularly communities of color and Latinos. Those relationships will open lines of communication for communities of color to communicate what their desires and needs are, which Parks and Recreation staff can work to address in a variety of ways. This two-way communication and collaboration between County staff and the community will ultimately lead to more equitable outcomes for all communities.

The Opportunity

Carver County is experiencing rapid population growth of communities of color. The Parks and Recreation Department needs systems of ongoing communication and engagement with these groups in order to ensure they are meeting the needs of current and potential park users. Currently, the Parks and Recreation Department does not have strong connections with these communities and therefore lacks information about their needs and preferences for park use. **This toolkit seeks to build the capacity of the department staff to initiate and cultivate relationships with communities of color.**

Research Questions

1. **Why** is engagement an important concept to the parks and recreation planning process in Carver County?
2. **Who** does Carver County need to build relationships with to successfully engage communities of color in Carver County?
3. **How** could Carver County build and sustain a relationship with communities of color?
4. How could Carver County **measure** the ongoing effectiveness of its relationships and communication channels with communities of color?

Methods for Data Collection and Analysis

- Interviews of regional practitioners and a literature review generated a list of best engagement practices and identify measures of success to assess ongoing engagement.
- Thorough vetting of possible community connections through talking with stakeholders and internet searches yielded entry points.
- GIS analysis yielded new ways to look at annual park permit holder concentrations and key demographics of the county.

Scope of Work: the Toolkit

This project includes a number of tools to address the research questions above:

1. An **Equity Table** to help staff think critically about what *equity* means in different contexts, which will define what successful *equity* looks like in a parks and recreation context;
2. **Maps** showing annual park pass holders and key demographics to help visualize where staff could target outreach and engagement efforts;
3. A list of **Entry Points** that Carver County can use to contact specific individuals and initiate contact with communities of color;
4. An adapted engagement spectrum (“**How can we best engage with you?**”) to help staff think through the purpose and appropriate tactics for engaging diverse communities;
5. An example of an **Engagement Process Design** to address the needs of the **Latino community** in Carver County; and
6. A shortlist of **Measurement Tools** Carver County could use to assess the effectiveness of its engagement processes and continually adapt them to make them more transparent, meaningful, and impactful to all involved.

Recommendations

Carver County Parks and Recreation staff should integrate the best practices identified in the report into the execution of their comprehensive planning process. These include 1) developing a firm understanding of *equity* in multiple contexts, 2) understanding and implementing various engagement strategies, 3) connecting with key communities of color, and 4) measuring the effectiveness of engagement processes. Use these practices continually to further solidify and maintain the relationships built up between stakeholders and staff *after* the initial comprehensive planning process is completed. Ultimately, we recommend that Parks and Recreation champion an organization-wide shift toward embedding authentic community engagement into the work of all county departments and staff work.

Background

Context of the Project

The Metropolitan Council’s 2040 Regional Parks Policy Plan places a high priority on “equitable use” for the regional park system, indicated by the inclusion of features that are welcoming to, and meet the needs of, diverse communities that will demographically represent the future of the Twin Cities¹. To better understand and address barriers to equitable park use, Metropolitan Council staff conducted focus groups to explore the preferred outdoor recreational activities and desired amenities for communities of color, the perceived barriers to regional park use among communities of color, the issues surrounding regional parks, and recommendations to increase and enhance park visits. The study concluded that the largest factors determining park visitation were awareness, safety, and activity/amenity preference².

Currently, the Carver County Parks and Recreation Department (CCPR) lacks systems to effectively engage communities of color in the regional park system. In anticipation of their upcoming 20-year comprehensive plan, CCPR wants to make it a priority to enhance their engagement efforts and communication channels with these under-represented communities.

Carver County is projected to undergo demographic changes in the next 20 years that would make it more racially and ethnically diverse. With these changes in demographics, Carver County staff will need to adjust their programming and practices to better serve the needs of the next generation of park users. The figure below highlights the racial and ethnic composition of Carver County according to the 2010 Census³.

Carver County was selected to be part of the University of Minnesota’s Resilient Communities Project for the 2015-16 academic year. RCP aims to connect communities in Minnesota with the wide-ranging expertise of University of Minnesota faculty and students to address pressing local issues in ways that advance sustainability and resilience. As one of the RCP projects, Carver County Parks and Recreation was able to connect with our capstone group and requested our help in developing systems of ongoing engagement.

Racial and Ethnic Demographics of Carver County, 2010

Race/Ethnicity	% Population
Latino	4.1 %
Asian	3.0 %
Black/African American	1.6 %
Other	1.5 %
White/Caucasian	89.8%
Total	100%

Total Pop: 91,042 (2010) QuickFacts Carver County, Minnesota
<http://www.census.gov/quickfacts/table/PST045215/27019#headnote-js-a>

Communities of Color

It’s common for practitioners to refer to the combined Latino, Asian, Black, and Other cohorts as minorities, but in some communities throughout the Twin Cities, the white cohort is not the largest racial or ethnic demographic. The practitioners we interviewed overwhelmingly use the term “communities of color” and “people of color” to describe non-white communities. Therefore, throughout this document, we will refer to these cohorts as communities of color. Using the term “communities of color” and “people of color” is less likely to alienate residents and avoids connotations of unequal treatment and self-identified societal discrimination.

Hispanic or Latino?

Both terms are commonly used in the U.S., but they mean different things. Latino refers to anyone of Latin-American origin. This dis-includes people who originate from Spain. Hispanic is a term invented by the U.S. government in the 1970s that refers to anyone whose native language is Spanish. This dis-includes Latin American natives who speak Portuguese or indigenous languages. It is, however, a term frequently used in the U.S. Census. Throughout this toolkit we will use the word “Latino” most consistently to include all Latin Americans. We use Hispanic only to reference the U.S. Census’ ethnic/racial term “non-Hispanic Whites”.

Methods

Literature Review & Practitioner Interviews

The literature review of best practices for public engagement began with a search through academic journals. From there, we were able to gain access to other research publications and download articles related to public engagement processes around parks and green space management.

Public engagement practitioners were contacted via phone and email interviews to further augment our academic sources. Practitioners were chosen based on a search of the National Parks and Recreation Association website and through our personal connections. We made contact with practitioners through phone call conversations and email correspondences and gathered information about public engagement best practices being used in the field.

Stakeholder & Boundary Analyses

Based on our research of engagement techniques, we conducted a stakeholder and boundary analysis for the Carver County Parks and Recreation Department. This process included brainstorming a list of potential stakeholders who could be targeted in an engagement effort by staff and then creating a list of “entry points” through which staff could connect with each stakeholder group. Based on the best practices found in our literature review, we offer different engagement techniques to fit the needs and expectations of each stakeholder.

GIS Analysis

We created a thematic maps overlaying demographic information with annual park pass holder density. All demographic information was downloaded from the U.S. Census Bureau website for the 2010 U.S. Census and the 2014 American Community Survey.

Part I: Why is Engagement Important?

The original question Carver County posed for this research concerned the equity of its programs, amenities and services. **Are they meeting the parks and recreation needs of the communities of color in Carver County?** But without knowledge of those communities' current needs and desires, it is impossible to answer this question. To begin to identify and understand those needs, we recommend you start with engagement.

Engagement yields relationships. Relationships foster communication about wants and needs. Only when you have an understanding of someone's wants and needs can you begin to address them. **When you address the needs that the community itself identified, you are beginning to move towards equity.**

The Role of "Equity" in Parks & Recreation Participation

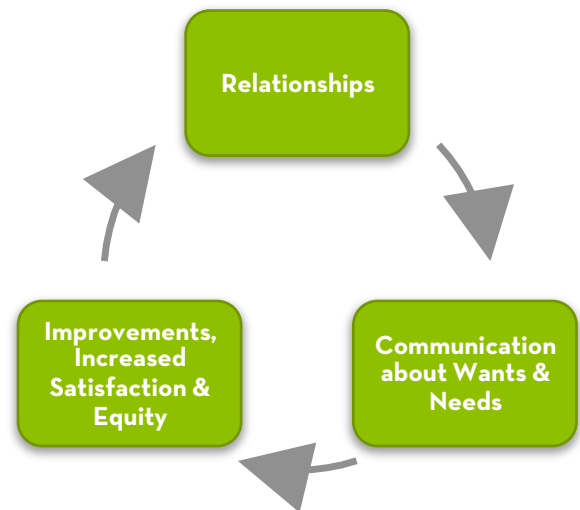
At its core, equity is an appeal to fairness and justice. Public agencies aim to serve their communities as a whole, but defining what is equitable for everyone can become extremely complex. This is partially due to the fact that Minnesota is currently facing economic, educational, and health disparities across the state⁴, which means different communities have vastly different needs and access to goods and services. While many of the root causes of these disparities lie in historical exclusion and oppression, current systems often perpetuate their existence. Without critically examining how different populations experience these inequities on a daily basis, disparities will surely continue.

Carver County Parks and Recreation's stated mission is to "provide a variety of quality recreational experiences, services, and lands that meet the needs of the residents of Carver County and Carver County Regional Park users"⁵. **As you continue to work toward equitable outcomes, we encourage you to consider what equity means to that mission and how it can be operationalized.** It is important to emphasize that there is no one way to define and apply equity; each definition comes with its own advantages and limitations.

In the context of the parks planning process, equitable outcomes should reflect the collective values, desires, and needs of the communities that the parks are meant to serve. Concepts like equity of opportunity, resources or results have traditionally been used to determine if parks services are equitable. Other definitions based on needs, preferences, or demands could also be beneficial, provided that Carver County staff have strong partnerships with key stakeholders and open lines of communication with residents to sufficiently understand the needs, preferences, or demands of the community.

The Tool: Defining Equity in Multiple Contexts

The **Equity Table** that follows highlights several examples of how equity can be applied in a parks and recreation context and should be used to consider how these varied definitions change what achieving equity looks like. **Different initiatives may require different definitions of equity** and we encourage you to reference the chart to think about which definition of equity makes the most sense for you in each context, and as the engagement process evolves. Based on our research and interviews with professionals in the field, we recommend that you consider equity of needs, preferences, and demand. These definitions require robust channels of communication to be successful and the tools included in this report are meant to help you identify key stakeholders and build lasting relationships with the communities you serve to ensure that all communities are equitably served in the future.



What does “Equity” look like in this context?

Equity of:	Definition	Example	Advantages	Limitations
Preferences	Those with the most interest in the program should receive the most consideration for services	Staff should elicit responses from residents about what park services they desire	Parks staff can engage with members from different backgrounds to ensure that diverse needs are being addressed	Not all preferences are expressed through the use of a service or through requests or complaints about a service
Demand	Active interest in a service is shown through use of a service or through requests and complaints for services	Producing goods or services to match what park users want or holding elected park officials accountable to the electorate	Doesn't force services on reluctant residents against their wishes	Some people will not express their demand for services, so relying on markets ignores some people's preferences
Needs	Those needing more of a park service should get more	Parks funding to prioritize by greatest need, indicated by median family income or mean housing value	Those with the greatest needs will see the greatest benefit when their needs are met	Unequal treatment or outcome requires some debatable basis for the inequality
Resources	Equal amenities should be available to residents who visit parks	Regional parks should contain one acre per 800 residents	Quantitative metrics like acreage are easier to measure than metrics like satisfaction	Financial limitations mean that not all needs for services can be met
Results	Equal outcomes should be achieved within each park	Each regional park should serve approximately the same number of permit holders	Comparable activity leads to more consistent expectations and experiences for user across parks	Equal level of activity may not lead to equal level of satisfaction for each visitor
Funding	Funding should be spread equally among all of the parks, regardless of size, need, or preference	Proceeds from the Legacy amendment get divided equally among regional parks for infrastructure improvements	Funding allocation decisions are transparent and straightforward	Equal expenditures for regional parks may not lead to equal conditions, satisfaction, etc.
Opportunity	Services should be equally available to all residents who visit parks	Regional parks should be within a half mile of all residents	Quantifiable standards like distance make it easy to assess whether or not equality is being upheld	Equal distance to services for all residents impossible in practice due to geography
Ability or Willingness to Pay	People who use a service should pay for it and nonusers should not pay.	Parks and recreation services are handled by private, third-party interest	Nonusers are often forced to pay for services for users through taxation in other concepts of equity	Even when charges are imposed, the question of how much to charge must be addressed

Part II: Who should Carver County engage?

Changing the Way Government Interacts with its Stakeholders

The traditional method of government engagement is asking people to *come to* government. This usually takes the form of community meetings. While community meetings can be beneficial, they oftentimes reach a small subset of the population, especially in large geographic region like counties. Carver County Parks and Rec is not alone in using a go-to method of holding meetings; however, the rapidly changing population and new standard of community engagement requires that governments change the way they interact with the public. The next two sections are designed to help Carver County more effectively engage diverse communities.

Perhaps the most important overarching engagement method to adopt is going TO the people. This became extremely evident across nearly all of our interviews with practitioners. There are a few reasons this is important:

1. Lack of awareness and transportation are two of the top barriers to park use by communities of color; these are also barriers to attending community meetings about parks planning;
2. Newly immigrated individuals and families may have had negative experiences with government in their countries of origin. They may not willingly volunteer to interact with government, nor see themselves as having a voice in governmental processes;
3. Government, even when dealing with something recreational, oftentimes doesn't get people energized enough to put time and effort into engagement.

We recommend that Carver County Parks and Rec not only advertise for engagement, but also take the first step in meeting and forming relationships with diverse communities in Carver County. Go to where the people are.

To help Parks and Recreation staff engage the Latino community, we've compiled a geographic analysis, and a list of entry points in the county and metro area. These should be starting points for staff to begin to make connections and meet communities where they are. We've also included an **Engagement Tool** in the next section of this report.

The Tool: A Geographic Perspective on Annual Park Pass Holders

Carver County has excellent GIS capacity. The **Maps** that follow simply show the annual park holder data in a new way: overlaid with demographic information. These maps do not necessarily *answer* any questions for Parks and Recreation staff; rather, **the maps can inspire conversations around increasing utilization of the parks, equity of opportunity and willingness to pay, and where to concentrate outreach efforts.** Annual passes are absolutely the most economical way to visit the parks, so their ubiquitous popularity would be expected. There are, however, areas of the county that purchase them at a much lower rate than others. The maps that follow illustrate those areas compared with some key demographic information revolving around communities of color, the Latino community, and areas with higher poverty rates. Knowing the demographic makeup of those areas might guide staff in initiating conversations with new communities.

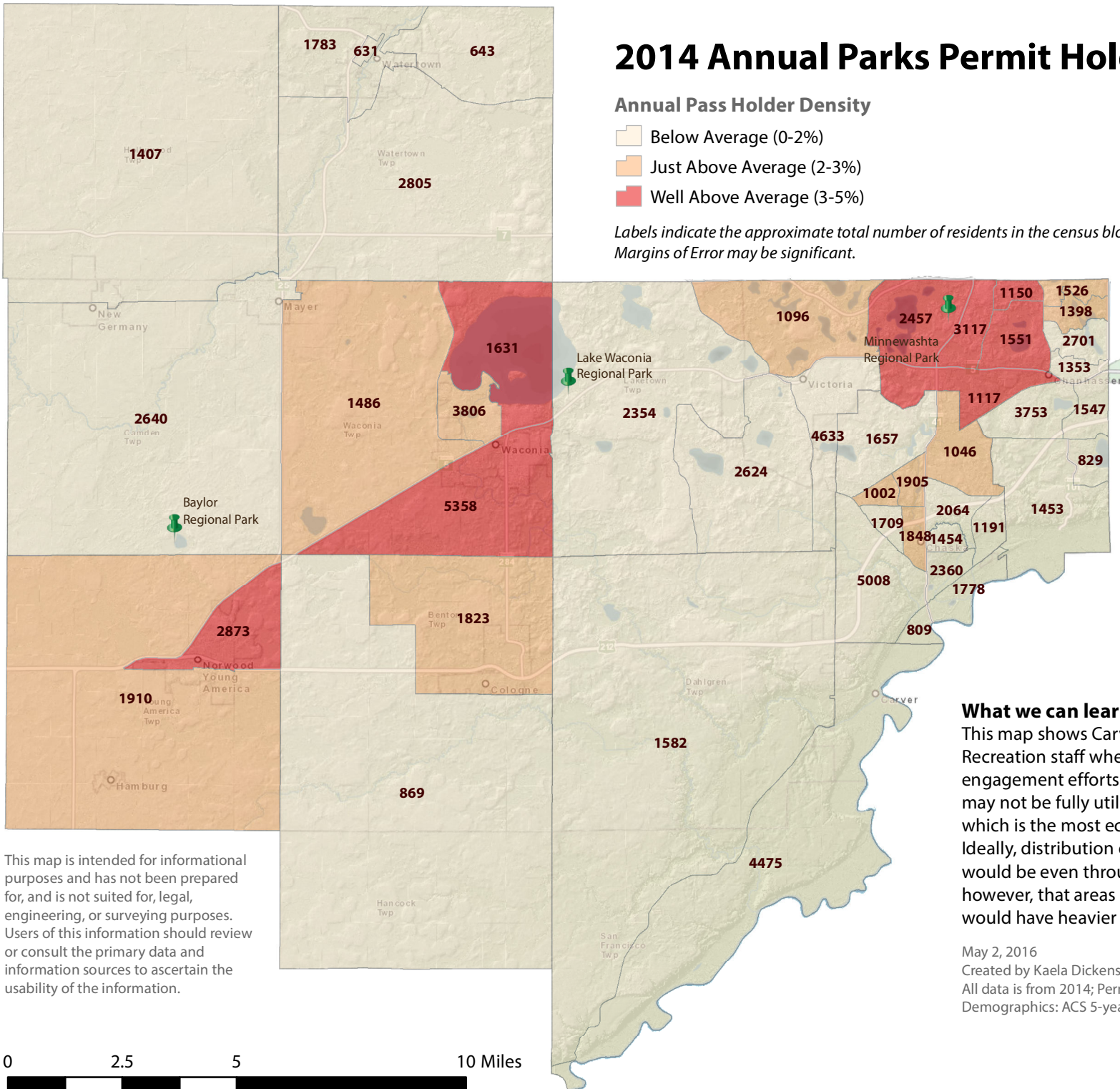
2014 Annual Parks Permit Holder Distribution

Annual Pass Holder Density

- Below Average (0-2%)
- Just Above Average (2-3%)
- Well Above Average (3-5%)



Labels indicate the approximate total number of residents in the census block group. Margins of Error may be significant.



This map is intended for informational purposes and has not been prepared for, and is not suited for, legal, engineering, or surveying purposes. Users of this information should review or consult the primary data and information sources to ascertain the usability of the information.

What we can learn:

This map shows Carver County Parks and Recreation staff where they could concentrate engagement efforts to reach communities that may not be fully utilizing annual park permits, which is the most economical permit option available. Ideally, distribution of permit holder concentration would be even throughout the county. It is likely, however, that areas next to the three regional parks would have heavier concentrations of permit holders.

May 2, 2016
 Created by Kaela Dickens, University of Minnesota
 All data is from 2014; Permit data from Carver County
 Demographics: ACS 5-year 2014 estimates



2014 Annual Permits & Communities of Color

Annual Pass Holder Density

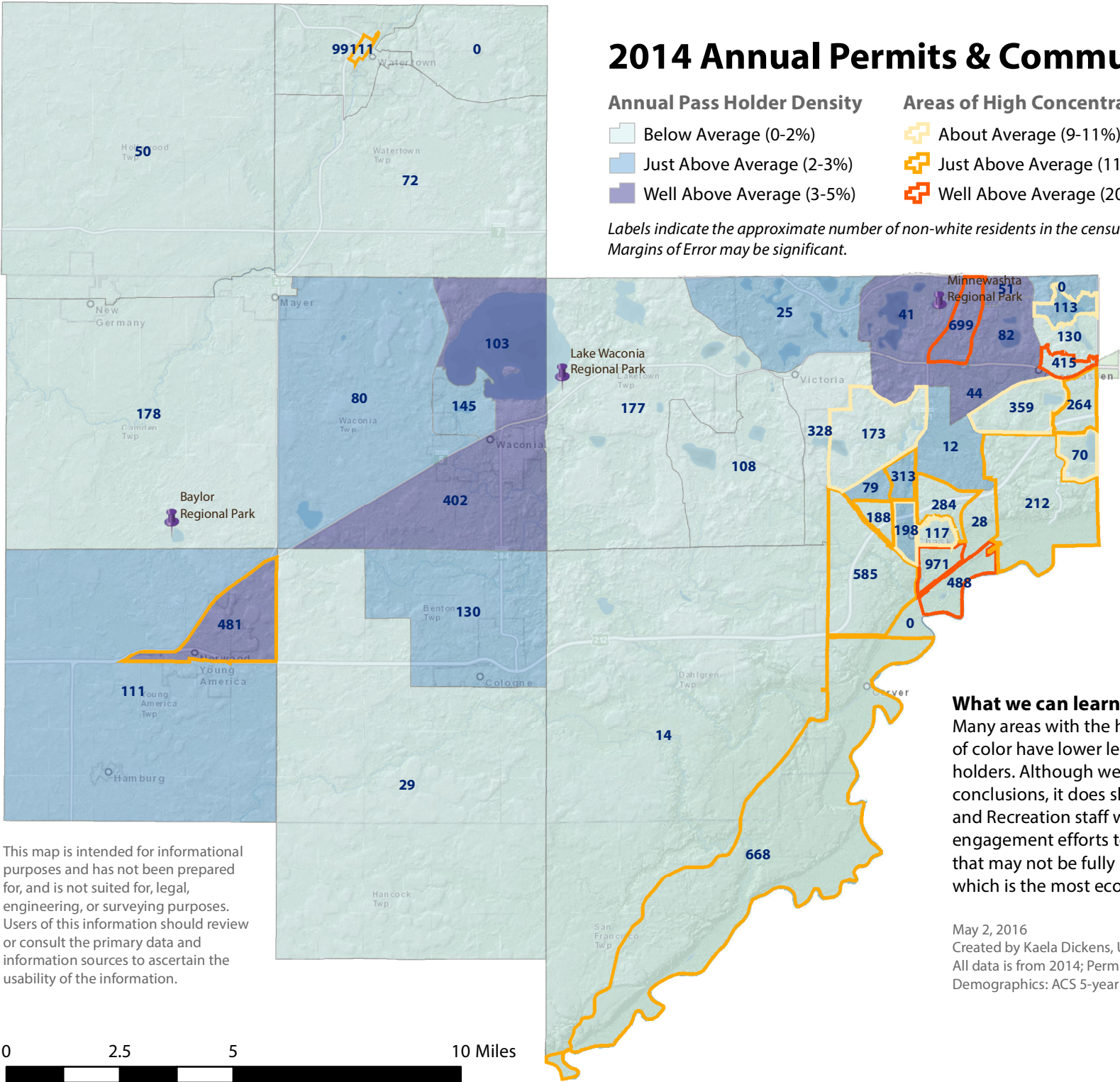
- Below Average (0-2%)
- Just Above Average (2-3%)
- Well Above Average (3-5%)

Areas of High Concentration of Communities of Color

- About Average (9-11%)
- Just Above Average (11-20%)
- Well Above Average (20-42%)



Labels indicate the approximate number of non-white residents in the census block group. Margins of Error may be significant.



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What we can learn:
 Many areas with the highest percentages of people of color have lower levels of annual park permit holders. Although we can't draw any specific conclusions, it does show Carver County Parks and Recreation staff where they could concentrate engagement efforts to reach communities of color that may not be fully utilizing annual park permits, which is the most economical permit option available.

May 2, 2016
 Created by Kaela Dickens, University of Minnesota
 All data is from 2014; Permit data from Carver County
 Demographics: ACS 5-year 2014 estimates



2014 Annual Permits & Latino Communities

Annual Pass Holder Density

- Below Average (0-2%)
- Just Above Average (2-3%)
- Well Above Average (3-5%)

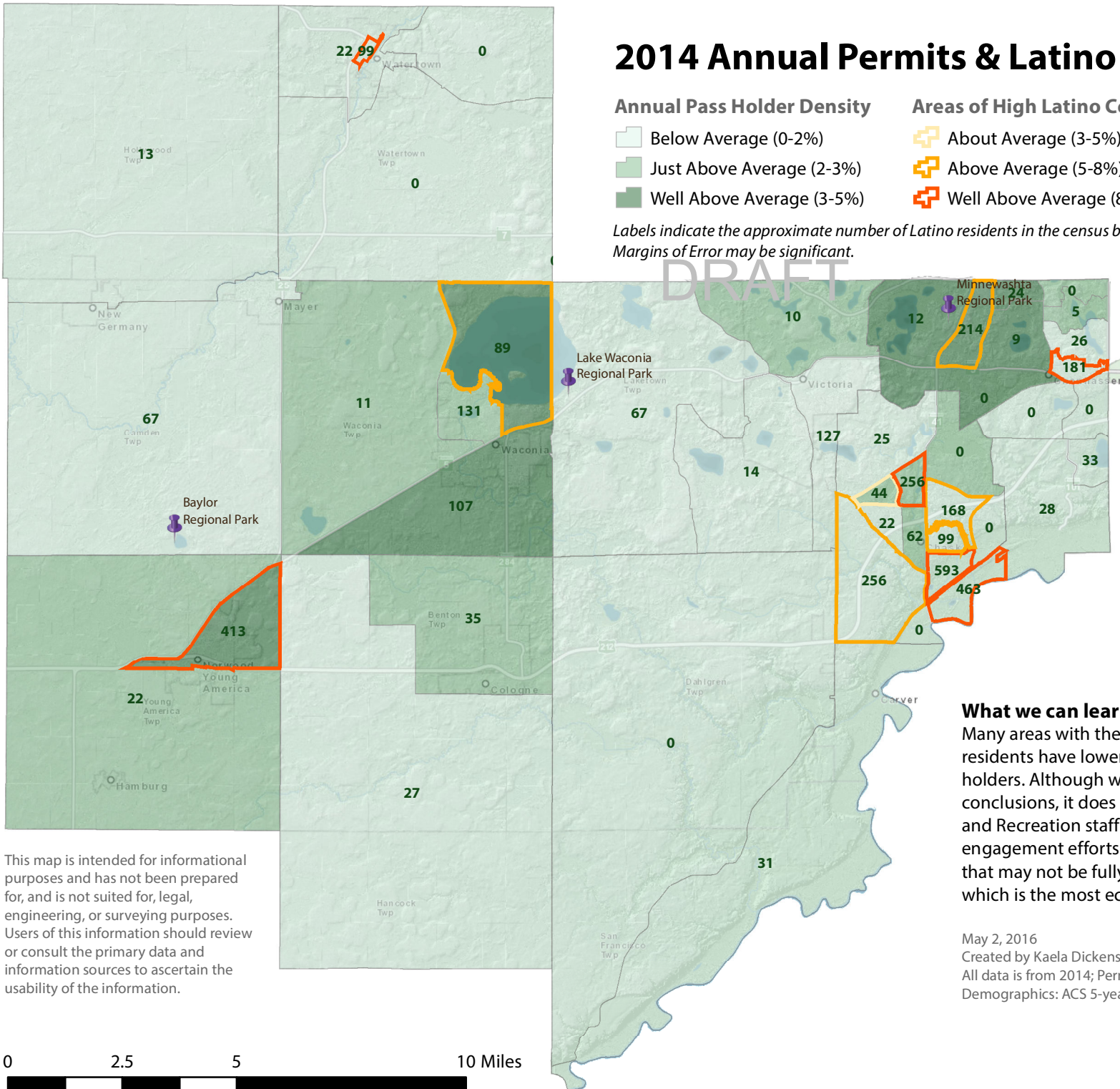
Areas of High Latino Concentration

- About Average (3-5%)
- Above Average (5-8%)
- Well Above Average (8-26%)



Labels indicate the approximate number of Latino residents in the census block group.
 Margins of Error may be significant.

DRAFT



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What we can learn:
 Many areas with the highest percentages of Latino residents have lower levels of annual park permit holders. Although we can't draw any specific conclusions, it does show Carver County Parks and Recreation staff where they could concentrate engagement efforts to reach Latino communities that may not be fully utilizing annual park permits, which is the most economical permit option available.

May 2, 2016
 Created by Kaela Dickens, University of Minnesota
 All data is from 2014; Permit data from Carver County
 Demographics: ACS 5-year 2014 estimates







2014 Annual Permits & Poverty Concentration

Annual Pass Holder Density

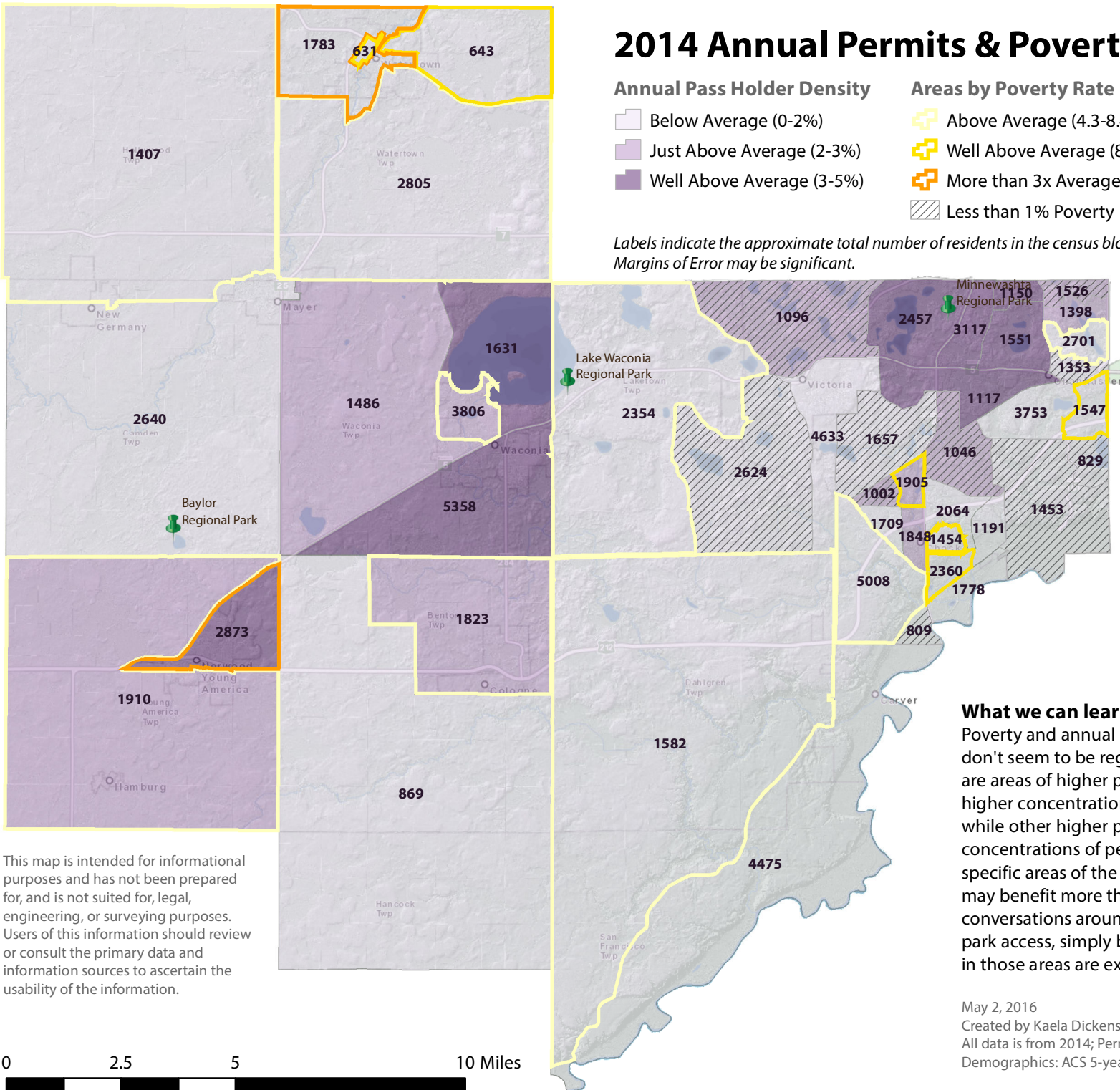
-  Below Average (0-2%)
-  Just Above Average (2-3%)
-  Well Above Average (3-5%)

Areas by Poverty Rate

-  Above Average (4.3-8.4%)
-  Well Above Average (8.4-12.6%)
-  More than 3x Average (12.6-18%)
-  Less than 1% Poverty



Labels indicate the approximate total number of residents in the census block group. Margins of Error may be significant.



This map is intended for informational purposes and has not been prepared for, and is not suited for, legal, engineering, or surveying purposes. Users of this information should review or consult the primary data and information sources to ascertain the usability of the information.

What we can learn:
 Poverty and annual permit holder distribution don't seem to be regularly correlated. There are areas of higher poverty rates that have higher concentrations of permit holders, while other higher poverty areas have lower concentrations of permit holders. There are specific areas of the county, however, that may benefit more than others from conversations around financial barriers to park access, simply because more residents in those areas are experiencing poverty.

May 2, 2016
 Created by Kaela Dickens, University of Minnesota
 All data is from 2014; Permit data from Carver County Demographics: ACS 5-year 2014 estimates

Entry Points to the Community

The Tool

This **Entry Points** tool will help staff initiate conversations with community members they are not currently connected with. **Use these access points to jumpstart the stakeholder engagement process.** Once the stakeholder engagement process is set to begin, contacting these individuals about their involvement in the process will be vital. Describing the planning process and why engaging communities of color to them will be a first step to a more equitable stakeholder engagement process.

These individual contacts and organizations can serve as the tops of communication trees. Once you contact these individuals, they may be able to describe additional access points that may be helpful in the engagement processes. Even if they are not able to become a part of the process, they may turn you to someone else that may be helpful. **It's important not to assume that groups will want to be involved** but to actively seek their partnership throughout the process.

In selecting these access points, we have tried to be sensitive to the population of Carver County, its demographics and geography. **These access points to tend to focus on where specific communities of color live in demographically significant masses that can be leveraged for the stakeholder engagement process.**

This collection includes a particular emphasis on Latinos. A concerted focus on Latinos is the best use of resources for outreach to communities of color in Carver County. Latino residents make up 4.1% of Carver County residents. This makes them the largest ethnic group in Carver County²⁵. Attention to Latino residents should increase when considering the Twin Cities metropolitan area as the frame of reference for residents. Latino residents make up 5.1% of all Minnesotans²⁶.

We have further concentrated our access points for outreach in Chaska. A particularly large and organized number of Latino residents exists in Chaska, MN. Additionally, as the **Maps** included in this toolkit show, in 2015 Chaska residents generally held Carver County Regional Parks annual passes at a lower rate than other populous areas of the county. This could be due to a number of factors (proximity

to regional parks, transportation, presence of other parks nearer to Chaska), but nevertheless shows that use of the annual park pass is lower in that community.

A Catholic Church in Chaska, Guardian Angels Parish, provides a weekly Spanish Mass and additional services for Spanish speaking residents. Chaska also hosts a number of grocery stores providing traditionally Latino foods. These would be excellent access points to reach these community members. Other areas in Carver County may possess populations of Latino residents, but they do not do so in statistically significant masses. Although a significant population of Latino residents exists in Norwood Young America, it is just ~137 people²⁷, and we could not find any significant community assets or organizations that were Latino-owned or operated. Many of these residents may turn to communities in Chaska and Carver for their social networks.

Important to keep in mind when initiating conversations:

- Cities often have close ties with community members simply because they have smaller, denser populations. You can capitalize on their connections to gain entry into communities of color. **Consider partnering with Cities to capitalize on both of your resources and reduce any engagement-fatigue community members might experience.**
- Start your engagement by building trust with these entry points or other community leaders; then ask them how you can interact with the larger community. (See **How can we best engage with you? tool**)

Types of Entry Points Included:

- Schools
- Athletic Associations
- Businesses
- Churches
- Other Carver County Organizations
- Metropolitan Organizations

Schools

The Eastern Carver County Public School System is probably the best way to access communities of color and new immigrants in Carver County. This may be the most sophisticated system of engagement to communities of color and immigrant communities within Carver County. The system has developed programs at specific locations throughout Carver County to serve specific populations including Latinos as well as Somali residents. Schools throughout Carver County serve as excellent entry points for communities of color and new immigrants. Individual schools provide services to English Language Learners. The system as a whole also provides services to help communities of color and new immigrants adjust to American culture, including community education programs and a countywide system of social workers for families adapting to Carver County.

Other countywide offices often turn to the Eastern Carver County Public School System to reach communities of color and new immigrants. The sheriff's office and the public health office often turn to the system to reach communities of color and new immigrants. The system is accustomed to fielding these requests for help accessing these communities. Carver County Parks and Recreation programs could use the system to access particular communities of color and immigrants within Carver County.

Schools can be part of an access strategy for communities of color and new immigrants, but cannot be the entire strategy. Many teachers and school administrators may actually be poor access points for key populations. Unless they share the racial or ethnic identity of the key population, they will be only marginally helpful to residents. Simply passing out fliers to kids won't necessarily get information to their parents. Use the knowledge of school staff to determine the best way to get the whole family engaged.

Eastern Carver County School System Community Education Program

The Community Education program within Carver County provides several programs that intersect with new immigrants and communities of color. Notably the community education program provides education for adult English language learners. It also provides a monthly community gathering event that offers guest speakers the opportunity to address specific communities with Carver County.

The Director of Community Education for the Eastern Carver County School System has worked extensively on providing school access to communities of color and new immigrants and promoting their achievement. She has worked with the system for well over a decade in this role and has a significant base of knowledge to provide in accessing communities in Carver County.

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Intercultural Specialists with Eastern Carver County School System

Intercultural Specialists are the best connection to communities of color within Carver County. They are the only group with specific assignment of connecting with communities of color and new immigrants. Intercultural specialists help multicultural and other underserved families and students to connect with community and school programs. They are also a resource for parents new to systems. Intercultural Specialists also serve as a resource for cultural questions and concerns for teachers and other staff in the system. They are based in central county offices rather than in specific schools. This allows them to serve all communities of color and immigrant communities throughout Carver County.

Intercultural Specialists could be the perfect method of reaching communities of color within Carver County. Many of the Intercultural Specialists actually come from communities of color themselves. All have significant experience working with multiple communities within Carver County and can facilitate contact with these communities for Carver County Parks.

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La Academia

La Academia is a school within the Eastern Carver County System. La Academia is an immersion elementary school for English Language Learners and also for students who wish to learn Spanish. It dually serves both populations. Within the school, English Language Learners serve as example speakers for those learning English. Spanish Language learners in turn serve as an example for those learning Spanish. This is a relatively small and new program, and it serves no more than fifty students at each level.

Ideologically consistent with the goals of making Carver County a more inclusive place, La Academia could be an excellent way for Carver County Parks and Recreation to reach immigrant populations. By working with the principal, teachers, and other staff, at La Academia, Carver County Parks could reach Latino students and their families.

Lori Warnberg

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Chaska High School

Chaska High School is the most racially and ethnically diverse school within Carver County. It serves a large population of Latino residents of Carver County. It provides significant services to these students and their families. The school is host to a significant program for English Language Learners.

Within Chaska High School, three primary individuals could direct Carver County Parks to immigrant students, students of color, and their families. The principal may be able to direct the park system to resources within the high school directed towards these communities. The English Language Learner teachers also interact with communities of color and immigrants on a daily basis, and they could be an excellent resource for these communities.

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Kristine Earsley

English Language Learner Teacher
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Chanhassen High School

Although Chanhassen High School and Chanhassen itself may be wealthier and less diverse than Chaska High School, the school still serves a significant Latino community and to a Somali population that lives within Chanhassen. Chanhassen High School provides English language learner programs for many students.

Within Chanhassen High School, two primary individuals could direct Carver County Parks to immigrant students, students of color, and their families. The principal may be able to direct the park system to resources within the high school directed towards these communities. The English Language Learner teacher also likely interacts with communities of color and immigrants on a daily basis, and she could be an excellent resource for these communities.

Tim Dorway

Principal
Chanhassen High School
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Kelsey Holder

English Language Learner Teacher
Chanhassen High School
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952-556-3784

Athletic Associations

There are athletic associations and soccer leagues in Carver County that many Latino community members participate in, especially soccer leagues. Forming relationships with these leaders would be a very easy entry point into a community that is excited about recreation and that lives in the area. Furthermore, their sporting events would be fantastic places to give out information about the parks to address awareness.

CC United Adult Rec Soccer League

<http://www.mlsleague.com/>

The adult soccer league in Carver County has a number of Latino teams, and these could be especially helpful for reaching Latino residents of Carver County.

Joseph Skorzik

Coordinator

Carver County United Adult Recreation Soccer League

952-292-5351

Chanhassen Athletic Association

<http://chanathleticassociationsoccer.assn.la/>

Children's soccer teams are an excellent way to reach parents during practice times. You can speak to the parents while the soccer players practice. This can effectively gauge the opinions of Latino residents, especially parents, who might not otherwise be available through

Kari Swalinkavich

Soccer President

Chanhassen Athletic Association

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952-474-4290

Businesses

Businesses serve as a neutral outreach point for stakeholder outreach processes. Restaurants especially can serve as neutral locations for community gatherings that do not have the institutional feeling of government offices or schools. Although not everyone may go to church or school, everyone has to eat. Business owners are also often leaders in their community and can serve as essential points in reaching out to other populations. These businesses in particular were selected as access points to the Latino community in Chaska.

Chaska My Love

A Mexican restaurant located in the heart of downtown Chaska's Latino community, Chaska My Love serves as a meeting place for the Latino community throughout Carver County. Centrally located, it would be an ideal setting for a focus group to engage people of color. The owners themselves are Latino and bilingual. They also support financially and with in kind gifts community events such as gatherings at Guardian Angels.

Martha Bolaos

Proprietor

Chaska My Love

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Chaska Market

A Latino grocery store located in downtown Chaska's Latino community. Chaska market serves Latinos throughout Carver County. Although not a gathering place, it is still frequented by Latinos. Its owners are bilingual and support community initiatives such as gatherings at Guardian Angels church. The owners are naturally connected with Latino community throughout Carver County.

Tek Hammett

Proprietor
Chaska Market
(952) 448-3633

El Paisano

A Latino bakery in downtown Chaska, El Paisano serves the Latino community and others throughout Carver County. The owners are bilingual. They support community initiatives throughout Carver County and it is an excellent access point for the Latino community.

El Paisano

(952) 361-9337

Patrón

A Mexican restaurant located in the heart of downtown Chaska's Latino community, Patrón serves as a meeting place for the Latino community throughout Carver County. Centrally located but outside the strip of businesses in Chaska that very clearly, it would be an ideal setting for a focus group to engage people of color. The owners themselves are Latino and bilingual. They also support financially and with in kind gifts community events such as gatherings at Guardian Angels.

Patrón

patronchaska@live.com
(952) 479-7053

El Rey Azteca

This Mexican restaurant sits just a few short blocks from the Lake Waconia Regional Park. Many of the staff are Spanish speakers. This may be a great place to start making connections in the Waconia area.

El Rey Azteca

(952) 442-2349

Churches

Several churches throughout Carver County serve particular communities of color. Many residents comment on how two Catholic Churches serve the Latino community. These churches may be an excellent way to access Latinos and other communities of color.

Churches cannot be the entire strategy for reaching key populations, of course, but they still hold an important role for any engagement process. Churches may not be the ideal setting for meeting with Latino or any community of color. Churches are loaded settings for many residents and differences in religious belief may sculpt how residents interpret these meetings.

St. Nicholas Catholic Church - Carver

St. Nicholas in Carver serves three times as many Spanish-speaking residents. Several individuals at St. Nicholas could serve as excellent contacts for Carver County. The pastor has been working with the Latino population there for over ten years. St. Nicholas also has volunteer chairs for their multicultural ministries. These individuals may be excellent access points for the Latino Latino and Asian populations within Carver County.

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St. Nicholas Catholic Church
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Carmen Chang

Multicultural Ministry Coordinator
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Daniel de la Paz

Multicultural Ministry Coordinator
Volunteer
St. Nicholas Catholic Church
952-448-2345

Guardian Angels Catholic Church - Chaska

Within downtown Chaska, Guardian Angels Catholic Church serves a large Latino population. It provides a Spanish Mass on a weekly basis. The Spanish community event sponsors events at the church. The Mexican grocer, bakery, and restaurant, a few blocks away recently combined forces to sponsor a meal at the church. The church pastor may be an especially good contact for reaching the Latinos throughout Carver County but specifically in Chaska. Fluent in Spanish and Latino himself, he is an excellent resource.

Fr. Fernando Ortega

Pastor
Guardian Angels Catholic Church
frortega@gachaska.org

Other Carver County Organizations

Human Rights Commission

The Carver County Human Rights Commission has a strategic focus on avoiding human rights violations within Carver County. The commission's chair is deeply invested in engagement of communities of color and new immigrants throughout the county and is quite open to helping access these communities.

Robert K. Kim

Chair

Human Rights Commission

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Metropolitan Organizations

Given that many of the Carver County Park System's clients live outside the boundaries of Carver County itself, utilizing resources that can help the park system understand these clients is vital. Carver County does not exist in vacuum. Given the specialized, public and regional focus of the park system, outreach outside of Carver County itself is vital.

It may be easier to reach communities of color within the Metropolitan region than by focusing on Carver County alone. Communities of color may be larger and easier to reach in areas surrounding Carver County. These concentrations may also yield communities that are better organized and easier to access for stakeholder engagement processes.

Voices for Racial Justice

Voices for Racial Justice is a nonprofit organization that has a strategic focus on racial justice in parks. They strive to represent people of color in public affairs processes. Within the parks realm, they focus on the need for equitable funding and lay out of parks that match the desire of these organizations.

Of particular interest to Carver County, Voices for Racial Justice provides consulting services for municipal, county, and other government bodies, working to engage communities of color. Carver County could work with Voices for Racial Justice to reach out to particularly hard to reach populations.

Vina Kay

Executive Director

Voices for Racial Justice

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Racial Equity Minnesota Network

Racial Equity Minnesota Network is a statewide network of nine member organizations. Racial Equity Minnesota delivers trainings and consulting on racial equity issues for employees, community members, and other constituents. It could be an excellent resource for reaching communities of color throughout the Metropolitan area.

Nancy Michael

Network Coordinator

Racial Equity Minnesota Network

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Latino Economic Development Center

The Latino Economic Development Center is a statewide membership-based nonprofit organization headquartered in Minneapolis. Its goal is to provide the structure and tools to more fully engage Latinos in the social and economic mainstream of American life, contribute to the larger community, and build the assets of Latino families. It may be an especially useful tool for helping to engage Latino businesses in Carver County. It provides several specific programs meant to cater to Latino communities in greater Minnesota.

Yolanda Cotterall

Greater Minnesota Program Director
Latino Economic Development Center
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Metropolitan Council

As the governing body for regional parks in the metropolitan area, the Metropolitan Council has a vested interest in how Carver County Parks are managed. The Council is quite conscious of demographic change throughout the region and has prioritized making parks more welcoming to multicultural audiences.

Raintry Salk has conducted extensive research on how to engage communities of color in using parks. She may be able to direct Carver County Parks to relevant communities of color that would complement her research rather than duplicate it.

Raintry Salk

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Part III:

How could Carver County build and sustain new relationships?

True Engagement & Collaboration can Begin to Remedy Barriers to Equitable Park Use

There are many theories about why communities of color do not utilize parks as much as non-Hispanic White communities do. The overriding theory is the marginality hypothesis, which asserts that past discrimination against communities of color contributes to a lack of social and economic resources to participate in the parks systems⁶. Put simply, **past and present discrimination limits the resources that communities of color have to access parks; this lack of resources (tangible and social) presents itself as barriers between communities and park use.**

The Metropolitan Council's 2014 study identified some common barriers for communities of color in the MSP area⁷. These barriers are also supported by other scholarship from around the country, confirming that there are commonalities in the experiences of communities of color in the U.S.⁸. It is important to remember, however, that each community has their own unique experiences and needs, so strategies to address these concerns may look different. The common barriers to park use among communities of color identified by the Met Council include:

1. Lack of Awareness
2. Time
3. Fear/Safety Concerns
4. Lack of Transportation Options
5. Language Barrier
6. Weather
7. Cost
8. Map Challenges
9. No Companions
10. Cultural or Religious Insensitivity/
Discrimination *TIED WITH* No Desire

Many of these barriers (awareness, fear/safety, language, transportation, cost and mapping) **can be addressed through 1) effective interaction with communities of color and 2) subsequent action to remedy the barrier.** The **How can we best engage with you? tool** that follows will help begin to form fruitful relationships with diverse communities so that their unique needs can be addressed.

The Tool: How can we best engage with you?

This tool was adapted from the International Association for Public Participation (IAP2) spectrum for public participation. The tool includes specific instructions for use, but it is important to note that **each of the engagement types is appropriate in differing circumstances.** The public can and does have varying amounts of impact on certain decisions; so when choosing an engagement type make sure to set the expectations for the impact of people's participation and how you will be accountable to them. Before implementing any engagement tactics, you should ensure that you **1) decide a clear purpose for the engagement⁹, and 2) ask the community how you can best engage with them.** They may have much better ideas that you would never have thought of! People will have a lot more stake in the success of the engagement if they were part of designing it, and leaders can champion it to their community. This is especially important when dealing with multi-cultural groups that may have different norms and perceptions of government.

How can we best engage with you?

When you want to get any information or input from the community, you should use this tool as a guide. The International Association for Public Participation (IAP2) provides a great framework for the levels of engagement around decision-making. Knowing the purpose of the engagement and the level of participation will set realistic expectations for the public and help you decide how you can best engage with them. Before implementing any of the tactics, you should decide the purpose for the engagement and ask that community how you can best engage with them.

1. Determine a clear purpose of the engagement. What is the desired outcome? For example, if the purpose is solely to increase transparency, lean to the left side of the chart. If you want to incorporate the public's opinions in the actual decision-making, move toward the right.
2. Ask yourself "how much impact will the community have in this decision?" Use the answer to determine an appropriate "Promise to the Public". This serves as the foundation for your engagement tactics and can guide the next steps.
3. Go to the community (you can use the [Entry Points tool](#)) and ask how they would best like to engage with you. Make clear how you will be using their input.
4. Use the tactic the community identified, if possible.
5. Always report back to the community how you used their input and the results of your interaction.

— Increasing impact on the decision — 

	Inform	Consult	Involve	Collaborate	Empower
Promise to the Public (adapted from IAP2 Spectrum)	We will keep you informed.	We will keep you informed, ask for your input, and let you know how it influenced our decision.	We will work with you to reflect your concerns and aspirations in our decisions.	We will work together with you develop solutions. We will incorporate your recommendations into final decisions to the maximum extent possible.	We will implement what you decide.
How? (Tactics)	<ul style="list-style-type: none"> - Use Spanish newspapers to advertise culturally relevant park features to the community (e.g. picnic areas, soccer fields, etc.) - Work with a bilingual/ bicultural consultant to ensure key events, programs and amenities are translated using lots of visual aids. Disseminate flyers to local organizations such as: churches, businesses owned by people of color, doctor's offices, community organizations, libraries 	<ul style="list-style-type: none"> - Develop 2-3 new ideas for programming or events and then go to a church/school/cultural event to poll community members about their preferences - After making changes to the park, solicit feedback from the community to better understand how the public feels about the change 	<ul style="list-style-type: none"> - After initially consulting the community for ideas on a new project, host a focus group to garner additional input before/ during/after implementation to best address community concerns about the parks 	<ul style="list-style-type: none"> - Have community members conduct engagement or input-gathering activities in their own communities (e.g. the DCC's Trusted Advocate Program) - Form an Advisory Committee of community members that directly advises staff on park issues and developments 	<ul style="list-style-type: none"> - Create a group of made up of community members with decisional power over park business (e.g. Commission or Steering Committee) - Allow residents to vote on park business with absolute promise for implementation
Why?	A "lack of awareness" was cited as one of the most common barriers to park use*. These tactics should be utilized to build awareness about events, amenities, or changes to the park.	These tactics allow the community to give feedback or suggest alternatives in the planning, implementation, or maintenance phase.	These tactics allow for repeated and ongoing feedback from the community. They allow people to be involved throughout the planning process and ensure that their perspectives are considered.	These tactics allow the community to identify solutions that best fit their needs; the County would still maintain control over the final decisions. This ensures the community has a large stake in the parks and recreation programs.	These tactics put decisional power in the hands of community members. This gives them full control over their environment; they would own the benefits and risks.
Example: Creating New Park Signage	Publish an article in the newspaper and on the website that the County is re-doing the park signage	Post drafts of the signage online for public feedback before making it	Consult with community members at multiple points during the development of the signage	Have a diverse Advisory Committee of community members and staff manage the park signage process; staff and Commissioners have final decision-making power	Have a diverse group of community members manage the park signage development process; their decisions are final

Adapted from the IAP2 Spectrum 2014; How, Why, and Example rows were added by the researchers.

*2014 Met Council Report, Raintry Salk

Putting it all together: Latino Engagement Example

This example shows how you could utilize the tools from this report to engage with the Latino community to build awareness and increase park attendance.

I. The Equity Lens: Parks and Recreation to Address Disparities

After studying the [Equity Table](#) in this report, Carver County Parks and Recreation may decide to focus on achieving equity based on needs--meaning that those needing more of a park service will get more. Currently, the Latino community does not utilize Carver County regional parks as frequently as the White non-Hispanic community. Increasing Latino attendance would both benefit the regional parks system and work to address some of the health disparities seen in this community.

The Latino community often experiences worse health outcomes when compared to non-Hispanic Whites. Obesity and diabetes are a huge problem in this population, with Latinos being 70% more likely to have diabetes and experiencing an obesity rate that is over 20% greater than non-Hispanic whites¹⁰. Moreover, they are less physically active, with the greatest disparities seen in Latino women¹¹. Two national surveys have found that Latino teens struggle with mental health, with both male and female adolescents experiencing higher rates of depression than White or Black peers¹².

Luckily, the health benefits of outdoor recreation are numerous. Studies have shown many benefits including:

- Stress reduction
- Faster recovery from injury¹³
- Positive Social Development
- Lower BMI¹⁴
- Improved mood and self-esteem¹⁵

Participation in outdoor recreation could be a useful component in addressing some of the health disparities outlined above. Furthermore, given the Latino cultural concerns regarding illness, emphasizing the health benefits of parks could help increase visitation by these communities.

II. Designing Engagement Tailored to Meet the Needs of each Cultural Community

As the Latino community continues to grow in Carver County, it is vital for Parks and Recreation to develop culturally specific messaging and strategies to best engage with this community. **Given the limited resources of any single department, it would be advantageous to partner with other city, county, and state agencies to enhance the impact of such efforts.** It is increasingly common for park agencies to partner with schools and health organizations to focus on the positive health impact of outdoor recreation¹⁶. This type of partnership is especially helpful for connecting with Latino communities, who tend to be more concerned about morbidity than mortality¹⁷. Focused messaging on how Carver County Parks and Recreation can support health and families within the Latino community would both contribute to the overall wellness of residents and help cultivate an appreciation for the benefits of parks and recreation¹⁸.

Communication with the Latino community should be focused on family and collectivism rather than appealing to individuals¹⁹. Individuals from these communities tend to prioritize the needs of the group over their own. Furthermore, perceived family approval weighs heavily in decision-making. Therefore, messages should be directed towards families (nuclear and extended), while emphasizing interdependence and group participation²⁰.

Staff could make initial connections using the [Entry Points tool](#). Research shows success with several channels of communication in Latino communities, such as:

- Word of Mouth/ Informal Social Networks
- Flyers and Brochures²¹
- Schools²²

The department could then reference the **How Can We Best Engage With You? tool** and decide that focusing on *informing* the Latino community about the parks and their amenities is the best place to start, given that lack of awareness was cited as one of

the most common barriers to park attendance cited by communities of color.

The **Latino Engagement Design tool** included below is an overview of an engagement process Carver County Parks and Recreation Department might use to engage the Latino community more specifically. This engagement process is designed to address the current known barriers to engagement by creating more effective messaging aimed at the target population about the Carver County park system.

III. Engagement: Putting it All Together

The engagement process for the Latino community in Carver County is centered on seven main steps:

1. Identify stakeholders and possible entry points for reaching those stakeholders.
2. Increase awareness about the regional park system as well as upcoming opportunities for engagement using strategies such as radio and newspaper ads and flyers placed at the previously identified entry points (community centers or churches). Emphasizing how Carver County parks are a great place for healthy families would be a strong message with broad appeal.
3. Utilize strategies from the “Consult” column in the Engagement chart, seeking feedback from the Latino community about park use. In our model, we suggest:
 - a. Hosting school field trips to the park for a “spring day” and gathering feedback from the kids afterwards.
 - b. Tabling at community centers, churches, and community events and incentivizing people to do a short questionnaire through food or a raffle for a free park pass.
 - c. Hosting public meetings to generate ideas with the community on how to improve the

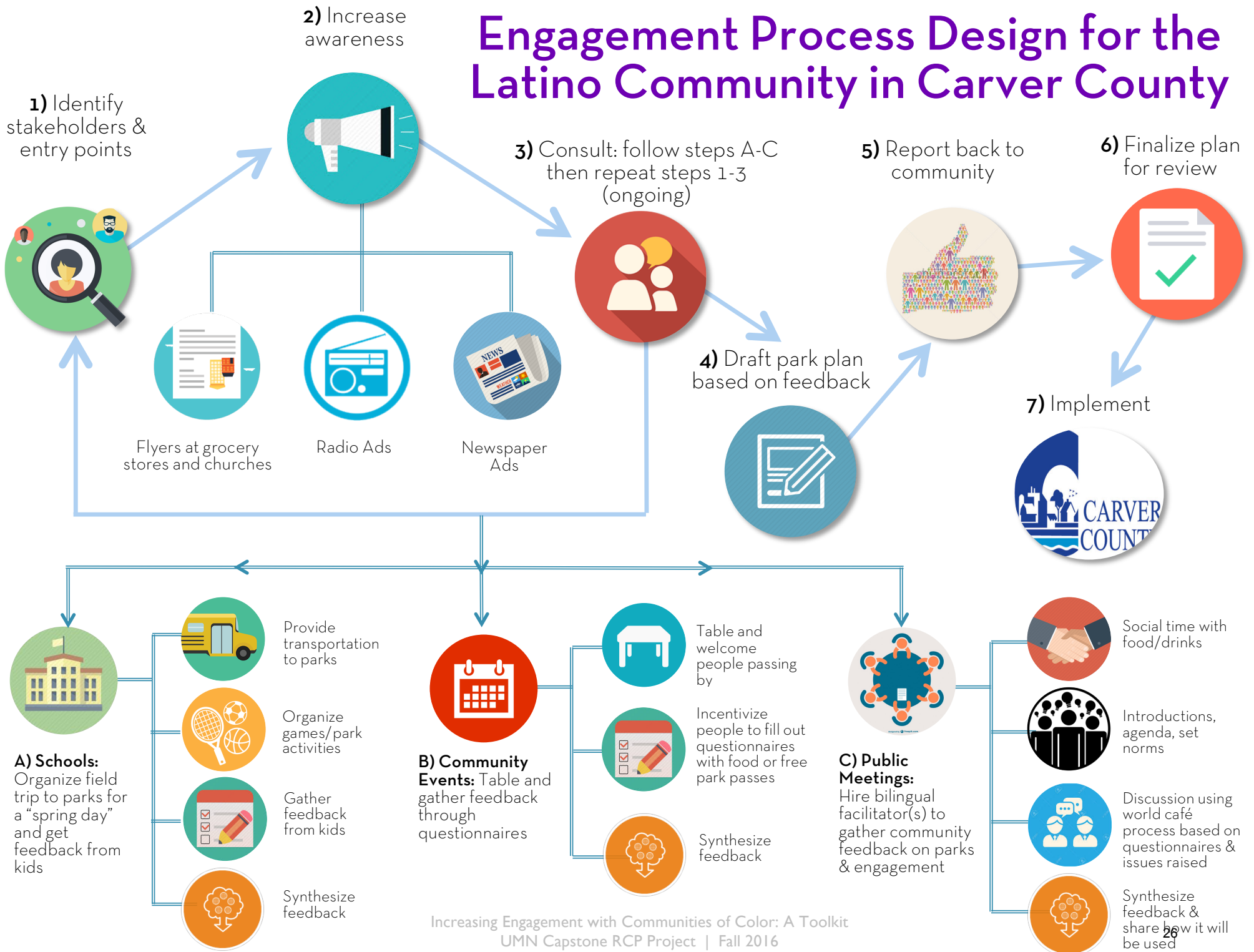
park. It might be beneficial to hire a bilingual facilitator to lead meetings and follow a World Cafe engagement model to assist in building trust and relationships between the Carver County Parks and Recreation Department and the community. The World Cafe process invites people to break up into small groups seated around a table to discuss a question for 20 minutes rounds. After 20 minutes each person moves to a different table and starts a new round of discussion for the next question, bringing insights and thoughts from their last conversation to the next one. Some questions that might be used for this process are the following: 1) What do you want to see from your regional park system? 2) How can the current park system be improved? 3) Are you satisfied with current engagement techniques? If not, how would you like to be engaged? At the end everyone comes together and shares overall themes and takeaways in the large group²³.

4. Draft the park plan; alter design or amenities based on community feedback.
5. Report back to community on what the park plan is and how their feedback is being used.
6. Finalize park plan.
7. Parks and Rec Department works with a planner to implement the final plan.

Staff should also use measurement tools after any engagement effort to check in with the community on their experience. Using surveys or interviews as noted in the **Measurement Resources** would be a good way to do this.

The **Engagement Design tool** that follows is not meant to be exhaustive for all communities, but rather serves as a case study to reference when designing processes in the future.

Engagement Process Design for the Latino Community in Carver County



Part IV:

How could Carver County measure its progress and effectiveness?

Measurement Ideas

Measurement, assessment and adaptation are continual processes. Staff can measure the effectiveness of engagement and openness of their policies in a number of ways:

If You Have Trusting Relationships, Communities will Tell You if They are Being Well-Engaged

This is easier said than done. The best way to create trusting relationships is to ensure that you are 1) accurately setting expectations of how public input will be used while 2) trying to move further to the right in the IAP2 spectrum (see [How can we Best Engage with You? tool](#)). The best way to do that is to first foster trust with a leader of each community. They will serve as a champion for your cause and as an advocate for the viewpoints of their community members.

Survey Event/Committee/Task Force Participants

Asking participants to complete voluntary 'evaluations' after participating gives them a chance to tell you how they feel about the relationship. Engagement is a two-way street, and ways for them to evaluate you is crucial to the success of the relationship. Don't forget to always report the results of any input the community gives you back to them. (See the Supplementary Materials for an example survey in English/Spanish.)

One-on-One Meetings with Community Members

Establishing a regular system of one-on-one meetings with representatives of a community of color can help to set their voices apart. Community representatives, such as the ones in the [Entry Points tool](#), can have the pulse on the larger community's experiences and opinions. They may feel better positioned to bring up criticism or recommendations for staff because they have more clout and closer relationships with the people in power. Getting honest feedback from these people could be very beneficial to building trust and adapting engagement processes to become better.

Conduct an Internal Audit of Policies, Programs and Facilities

There are many ways Carver County Parks and Recreation staff could do a first assessment of their main policies, programs and facilities to see if there are any gaping holes or barriers. Two tools in particular are the Racial Equity Impact Assessment Pocket Guide, and the Racial Equity Toolkit. The first is quite short, and the second is very extensive and thorough. Staff could conduct an assessment internally as a good start to moving forward toward racial equity and awareness of it; staff could also ask a member of Voices for Racial Justice to come to the Parks and Recreation department and conduct an all-day workshop to do some internal auditing.

[Racial Equity Impact Assessment Pocket Guide - Voices for Racial Justice](#)
www.voicesforracialjustice.org

[Racial Equity Toolkit - Local and Regional Government Alliance on Race and Equity](#)
www.racialequityalliance.org

First Impression from a Third Party

Carver County staff is often deeply entrenched in issues about whether the organization is responsive to communities of color. They have much at stake in all processes in the county. This may prevent them from making an honest assessment of how inclusive planning processes may be. Inviting an outsider from a parallel situation to give their take on how well represented communities of color are in stakeholder engagement processes can help continually assess and adapt those processes.

The Long-Term Goal: A Unified Effort

The most successful and authentic engagement approach will be a unified effort on the part of the entire County government and its staff. Interviews with practitioners told us that in order to effectively address questions and issues that the community organically proposes, the county government as a whole must be invested in the engagement and mobilized to work *with* the community. This puts *all* barriers and inequities on the table for collaborative work to be done, rather than the Parks and Recreation department working isolated from other important facets of the county's work. Generating this type of unified effort and philosophy may take some time, so in the intermediate we recommend that the Parks and Recreation staff champion this new era of engagement in the areas they can impact!

When the County has the capacity and political will to prioritize engagement and embed it in its regular work, leaders should consider some important pieces of a unified engagement philosophy. These important pieces of such a philosophy include:

- What role equity plays in the work of Carver County, and what equity looks like in the different work areas of the County;
- What kinds of engagement activities are justified as a work activity (e.g. weekend church meetings?);
- How to hire a staff that more directly reflects the increasingly diverse demographic makeup of the county; and,
- How to most effectively leverage partnerships between departments, other Carver County cities, and other organizations and institutions both inside and outside Carver County.

In the interim, we are confident in the skills and audaciousness of the Parks and Recreation staff to use this toolkit to begin connecting with the community in new ways. It takes time to develop relationships, so be patient and always approach people with humility. With increased relationships, you can begin to remedy the barriers communities of color experience around parks and recreation and be confident you are serving the community appropriately and authentically. This will begin to create more equitable outcomes for *all* residents of Carver County.

Part V: Supplemental Resources

Practitioner Interviews

This report was informed by interviews with practitioners who conduct public outreach. Their expertise bolsters the theoretical perspectives that the authors gathered from peer-reviewed papers. The end result is arguably a more robust analysis of public outreach because it not only how public engagement techniques should be conducted, but why such engagement techniques are effective. The authors would like to reiterate appreciation to the practitioners who provided insight for this toolkit. They include:

Fernando Burga of the University of Minnesota;
Michelle Fure of Metropolitan Council;
Nate Kabat of Carver County Public Services;
Neeraj Mehta of Center for Urban and Regional Affairs;
Sam Pertz of the Carver County Parks and Recreation Department;
Kathy Quick of the University of Minnesota;
Tim Reese of the Three Rivers Park District;
Rainry Salk of Metropolitan Council;
Ralph Sievert of the City of Minneapolis;
Jay Steffen of the City of Grand Rapids;
Jody Yungers of the City of Brooklyn Park

Quick Tips for Designing Engagement

These quick tips will help you get outside the box and design fun, worthwhile events and interactions that community members will want to participate in again, which helps spread the buzz, build trust, and solidify better relationships. **Keep these tips in mind as you're planning!**

1. Make it fun!

Government is notoriously perceived as boring - parks and recreation are not. Make meetings fun and energizing. **Go outside the box. Incorporate small group activities, music, crafts, and get people up and moving.** Don't be afraid to try something unconventional!

2. Food gets people in the room

People like incentives, and an easy one is food. If the community or topic you're addressing is family oriented, provide childcare or a fun family experience surrounding the event.

3. Hold it somewhere people already gather

It's easy to expect people to come to events, but more often than not they will find something else to do instead. Go to where people already are. If you want to meet with a church group, **see if you can get on their schedule for a time people will already be gathered at the church.** If residents congregate at a nearby laundromat, they could be interviewed as they wait for their clothes to wash. You could set up outside of polling places on election days. Think captive audience.

4. Put yourself in the shoes of your audience - what would get you there?

Think about you, your family, and your friends. **What would entice you to go meet up with some folks from Parks and Recreation?** What would make you go home and say, "wow that was fun!" Whatever it is, **DO THAT.** It may seem unconventional. But relationship building with local and county government is unconventional. So put yourself in the shoes of your audience. Then do something they will cancel other plans for! Want some ideas on how to do this? Check out IDEO's design ideas at <http://www.designkit.org/methods>.

5. Quantity ≠ Quality

When evaluating the success of each public engagement event, **it's less important how many people participate than the quality of the interaction.** There are two independent dimensions of public engagement that drive public input: participation and inclusion. According to Quick and Feldman²⁴, *participatory* practices increase the amount of public input gathered on programs and policies, while *inclusive* practices support the relationships needed to **co-produce processes, policies, and programs.** Successful public engagement efforts often use many ongoing opportunities for participants to redefine the "what" and "how" of the issue at hand. (Further right on the spectrum in the [How can We Best Engage with You? tool.](#))

6. Advertise with non-native English speakers in mind

People may assume the event will only be open to native English speakers unless they are specifically told that there will be translation and/or groups for that language in particular. Folks might still be uncomfortable having to have someone translate for them (put yourself in their shoes) or may want to practice their English, so letting participants organize themselves into their comfort zone is important. Providing written materials in both languages will help everyone follow the discussion appropriately.

7. Be sensitive when asking personal information from people

Self-identification of race, language, ethnicity, nationality, etc. is a touchy subject. Some people don't feel comfortable giving out that information (don't try to guess it, either!). When identification is absolutely necessary, use a separate sheet for demographic information where you do not ask participants for their name. That way people might feel that their privacy is respected.

Example post-event half sheet survey:

What did you think?

*Please take a moment and tell us your thoughts about the event today!
Circle your answers.*



This is my ____ time working with Parks & Recreation:

1st 2nd-3rd I'm a regular

My feelings about the event today:

Loved it! It was good I didn't enjoy it Needs work

I think the Parks and Recreation department is doing a good job working with the community:

Yes Sort of No

I will probably stay engaged with future Parks and Recreation events and communication:

Definitely Maybe No

Comments (what you liked/disliked):

¿Como le fue en el evento?

*Por favor díganos sus opiniones sobre el evento de hoy.
Marque sus respuestas con un círculo.*



Esta es mi ____ vez trabajando con el departamento de Parques y Recreación:

1^a 2^a-3^a Yo participo regularmente

Mi opinión sobre el evento de hoy:

¡Me lo encantó! Me lo pasé bien No me gustó Requiere trabajo

Yo creo que el departamento de Parques y Recreación hace un buen trabajo trabajando con la comunidad:

Excelente Bueno Más o menos Malo

Es probable que yo siga participando en los eventos y las comunicaciones del departamento de Parques y Recreación:

Definitivamente Posiblemente No

Comentarios adicionales (que te gustó/no te gusto):

Endnotes

- ¹ Metropolitan Council, 2015
- ² Salk, 2014
- ³ United States Census Bureau, 2015
- ⁴ Wilder Research, 2016
- ⁵ Carver County, MN, 2016
- ⁶ Pease 2011
- ⁷ Salk, 2014
- ⁸ West 2009, More & Stevens 2000, Howard & Crompton 1984, Weber & Sultana 2013
- ⁹ Bryson, J. M., Quick, K. S., Slotterback, C. S. and Crosby, B. C. 2012.
- ¹⁰ Division of Nutrition, Physical Activity, and Obesity, National Center for Chronic Disease Prevention and Health Promotion, 2015. Division of Nutrition, Physical Activity, and Obesity, National Center for Chronic Disease Prevention and Health Promotion, 2011.
- ¹¹ Neighbors, Marquez, & Marcus, 2008. Wilhelm Stanis, Schneider, & Russell, 2009.
- ¹² United States Department of Health & Human Services, 2013.
- ¹³ Godbey, Caldwell, Floyd, & Payne, 2005.
- ¹⁴ Evenson, Wen, Golinelli, Rodriguez, & Cohen, 2012.
- ¹⁵ Sharma, Madaan, & Petty, 2006.
- ¹⁶ Godbey & Mowen, 2010.
- ¹⁷ Healthy Communities Program, 2010.
- ¹⁸ Sasidharan, 2002.
- ¹⁹ Elder, Ayala, Parra-Medina, & Telavera, 2009.
- ²⁰ Elder, Ayala, Parra-Medina, & Telavera, 2009.
- ²¹ Salk, 2014.
- ²² Elder, Ayala, Parra-Medina, & Telavera, 2009.
- ²³ The World Cafe, 2015.
- ²⁴ Quick & Feldman, Distinguishing Participation and Inclusion, 2011.
- ²⁵ United States Census Bureau, 2014.
- ²⁶ United States Census Bureau, 2014.
- ²⁷ United States Census Bureau, 2014.

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