



AGENDA

REGULAR MEETING OF
THE MAYOR'S COMMITTEE ON
DISABILITY
SEPTEMBER 06, 2023
3:00 PM
ATTEND VIRTUALLY

PROCEDURES FOR THE MAYOR'S COMMITTEE ON DISABILITY MEETING

Attendance: The Mayor's Committee on Disability meeting will be conducted virtually.

Internet: To join the Zoom meeting on the internet using a computer, laptop, smartphone, or tablet, use the following link: <https://santafenm.gov.zoom.us/j/82532496426?pwd=ZDVnMWgwdEpWRWNvY3NBTTJtOGkwUT09>

Meeting ID: 825 3249 6426

Passcode: 584413

One tap mobile

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Attendees should use the "Raise Hand" function to be recognized by the Chair to speak at the appropriate time.

The agenda and packet for the meeting will be posted at <https://santafe.primegov.com/public/portal>.

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF AGENDA**
4. **APPROVAL OF MINUTES**

- a. August 2, 2023 Meeting Minutes and CART Transcript.

5. **PUBLIC COMMENTS (15 MINUTES TOTAL)**

- a. Public Comments from Website or Zoom

6. **PRESENTATIONS**

- a. None

7. **ACTION ITEMS**

- a. Questions for City Candidates, Current City Council Candidates and the November 7, 2023 Election (Kathlyne Gish)
- b. Library Disability Pride Month books displays found, and Purchasing and Planning for 2024 Events, awareness, resources, etc. (Kathlyne Gish, Angelique Montoya-Chavez)
- c. ADA Emergency Kits and Urgent Need for Trainings and City of Santa Fe Emergency Planning (Pam Parfitt, Eli Fresquez, Kathlyne Gish)
- d. Discussion and Plan to Implement Inclusive City Meetings, Accommodations Process, Zoom/Hybrid Meetings, ASL, CART, Languages, LOOP System in City Buildings, Ongoing Need to Correct and Update Community Access (Pam Parfitt, Kathlyne Gish)
- e. Planning and Creation of Disability Non-profit to Support City Outreach, Inclusion Efforts, Fundraising, etc. (Eli Fresquez, Kathlyne Gish, GinaMaria Opalescent, Angelique Montoya-Chavez)

8. **DISCUSSION ITEMS - NO ACTION**

- A. Continued Discussion on Updated ADA Coordinator Job Description and Continued Discussion of Appropriate City Placement for ADA Coordinator and Mayor's Committee on Disability (Aurore Bleck and Kathlyne Gish, Kendra Garcia, Eli Fresquez Regina Wheeler, Director of Public Works)

9. **MATTERS FROM STAFF**

10. **MATTERS FROM THE COMMITTEE**

11. **NEXT MEETING: Wednesday, October 4, 2023**

12. **ADJOURN**

This venue is equipped with closed captions. Persons with disabilities in need of accommodations, contact the City Clerk's office at 955-6521, five (5) working days prior to meeting date.



MINUTES

REGULAR MEETING OF
THE MAYOR'S COMMITTEE ON
DISABILITY
AUGUST 02, 2023
3:00 PM
VIRTUAL MEETING

1. CALL TO ORDER

Meeting called to order by Co-Chair Gish at 3:06 pm

2. ROLL CALL

Members Present:

Member Aurore Bleck
Member Kendra Garcia
Member Kathlyne Gish
Member Pam Parfitt
Member Jose "Eli" Fresquez

Members Excused:

Member Angelique Montoya-Chavez
Member Meriam Jawhar
Member Christopher Pommier

Others Attending:

Catherine Rule, Guest/Attendee
Brain Jensen, SF Conservation Trust
Rachel Thompson, Guest/Attendee
Captioner, Parners Interpreting Inc.
Regina Wheeler, Public Works Director
Halona Crowe, Clerk

3. APPROVAL OF AGENDA

MOTION: Member Gish moved, seconded by Member Parfitt, to Approve the Agenda as presented.

VOTE: The motion was approved on the following Roll Call vote:

For: Member Bleck, Member Garcia, Member Gish, Member Parfitt, Member Fresquez



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Against: None

Abstain: None

4. APPROVAL OF MINUTES

a. July 5, 2023 Meeting Minutes and CART Transcript

MOTION: Member Bleck moved, seconded by Member Fresquez, to Approve the July 25, 2023 Meeting Minutes and Cart Transcript as amended:

Member Bleck: On packet page 11 – change to “Mr. Mayor the chair is usually”; paragraph 4 “when everybody”; page 19 “Lamy”; page 23 “Pojoaque”

VOTE: The motion was approved on the following Roll Call vote:

For: Member Bleck, Member Garcia, Member Gish, Member Parfitt, Member Fresquez

Against: None

Abstain: None

5. PUBLIC COMMENTS (15 MINUTES TOTAL)

a. Public Comments from Website or Zoom – No Public Comments



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6. PRESENTATIONS

- a. The Santa Fe Conservation Trust - A new model for a diverse users educational trail at their Conservation Homestead near Lamy, NM that will accommodate diverse users and will provide a range of access points and opportunities that are practical and enduring (Sarah Noss, Executive Director, Santa Fe Conservation Trust; Brian Jensen, Organizational Advancement officer, Santa Fe Conservation Trust; Kendra Garcia)

7. ACTION ITEMS

- a. 1st Disability Pride Month Proclamation and Flag Raising, Review, and starting planning for July 1st, 2024 (Eli Fresquez).
- b. 33rd ADA Accessibility Awards Celebration Review of Event, Issues Identified and Planning for July 2024 (Eli Fresquez, Kendra Garcia, Angelique Montoya-Chavez)
- c. Questions for City Candidates, Current City Council Candidates November 2023 Election (Kathlyne Gish)

MOTION: Member Bleck moved, seconded by Member Garcia, to postpone Agenda items 7d, and 8A, 8C, and 8D to next meeting.

VOTE: The motion was approved on the following Roll Call vote:

For: Member Bleck, Member Garcia, Member Gish, Member Parfitt, Member Fresquez

Against: None

Abstain: None



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- d. Library Disability Pride Month books current displays found, and Purchasing and Planning for 2024 Events, awareness, resources, etc. (Kathlyne Gish, Angelique Montoya-Chavez)
 - e. ADA Emergency Kits Urgent Need for Trainings and Emergency Planning (Pam Parfitt, Eli Fresquez, Kathlyne Gish)
 - f. Discussion and Plan to Implement Inclusive City Meetings, Accommodations Process, Zoom/Hybrid Meetings, ASL, CART, Languages, LOOP System in City Buildings, Ongoing Need to Correct and Update Community Access (Pam Parfitt, Kathlyne Gish)
 - g. Voting to Create MCD Assistance Subcommittees (Kathlyne Gish)
8. **DISCUSSION ITEMS - No Action**
- A. Continued Discussion on Updated ADA Coordinator Job Position (Kathlyne Gish, Kendra Garcia, Eli Fresquez, Regina Wheeler, Director of Public Works)
 - B. Updates for Posting MCD Position (Kathlyne Gish)
 - C. Continued Discussion of Appropriate City Placement for ADA Coordinator and Mayor's Committee on Disability (Aurore Bleck and Kathlyne Gish, Regina Wheeler, Director of Public Works)
 - D. Continued Discussion of Updates on City Website; The City Website Features and Accessibility (Kathlyne Gish, Eli Fresquez, Regina Wheeler, Public Works Director)
 - E. MCD Sub-Committee Reports
9. **MATTERS FROM STAFF**
- a. A link to the video recording of this meeting will be added to the Meeting Minutes for this meeting.

10. **MATTERS FROM THE COMMITTEE**



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11. **NEXT MEETING: September 06, 2023**

12. **ADJOURN**

Meeting Adjourned at 5:28 p.m.

This venue is equipped with closed captions. Persons with disabilities in need of accommodations, contact the City Clerk's office at 955-6521, five (5) working days prior to meeting date.

Halona Crowe

Liaison

Chair

EDITED BY MCD COMMITTEE/CHANGES FROM ORIGINAL TRANSCRIPT IN RED



Captioning Provided by:
Partners Interpreting
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City of Santa Fe
Mayor's Committee on Disability

August 4, 2023
3:00 PM - 5:30 PM (MDT)
* * * * *

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(Captions provided by a live Captioner.)
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>> [Recording in progress]

>> CHAIR GISH: Okay, I call this meeting to order at 3:06 p.m., may we have a roll call please?

>> HALONA: Yes. Aurore Bleck.

>> AURORE BLECK: Here.

>> HALONA: Kendra Garcia.

>> KENDRA: Here

>> HALONA: Kathlyne Gish.

>> CHAIR GISH: Here

>> HALONA: Pam Parfitt.

>> >> PAM: Here.

>> HALONA: Angelique Montoya-Chavez.

>> ANGELIQUE: --

>> HALONA: I don't see her.

>> CHAIR GISH: No. I haven't heard from her either.

>> HALONA: Meriam Jawhar.

>> MERIAM: --

>> CHAIR GISH: Haven't heard from her yet either.

>> HALONA: Eli Fresquez.

>> ELI: Present.

>> HALONA: Christopher Pommier.

>> CHRISTOPHER: --

>> CHAIR GISH: He's excused.

>> HALONA: Chair, you have a quorum.

>> CHAIR GISH: Thank you. Okay, Angelique may not be able to attend. So that's why she's excused if she can't.

Next is approval of the agenda. Are there any amendments or changes that are needed to the agenda? Aurore, go ahead.

>> AURORE: Yes, we need to approve the June 7th minutes meeting. So we need to add that to approval of the minutes.

>> CHAIR GISH: That one isn't done yet. So that's where that is. I have to do that all this month. So that's it.

>> AURORE: So we're not doing June 7th?

>> CHAIR GISH: Not until the next meeting.

>> AURORE: Okay, no problem, no change.

>> CHAIR GISH: Yeah. No. July was a little bit too busy for me. So that's where that happened.

Okay, so if there are no changes or any additional amendments, may we have approval of the agenda as is?

>> PAM: One second.

>> HALONA: Are you the first Chair Gish?

>> CHAIR GISH: I guess. Yeah, I'm not sure how that all works. I keep doing it backwards, and then I do it right sometimes, and then it feels like I'm... I'm just getting confused with whether I'm making a motion or whether someone else is.

>> HALONA: Okay. So I'm going to do a roll call. Aurore Bleck?

>> AURORE: Yes.

>> HALONA: Kendra Garcia?

>> KENDRA: Yes.

>> HALONA: Kathlyne Gish?

>> CHAIR GISH: Yes.

>> HALONA: Pam Parfitt.

>> PAM: Yes.

>> HALONA: Eli Fresquez

>> ELI: Yes

>> HALONA: All in favor of the July 5th meeting minutes and transcript are approved.

>> CHAIR GISH: That was the agenda, not the minutes.

>> HALONA: I'm sorry. I'm sorry. The agenda is approved. No changes to the agenda.

>> CHAIR GISH: Thank you. Next we have approval of the minutes for July 5th, and the Transcript. Are there any changes to that? Go ahead Aurore.

>> AUORE: I have a few changes. One, and these page numbers are based on the packet, not on the page numbers of the Transcript on page 11. Paragraph one. Regina Wheeler is addressing the Mayor's as Mr. Mayor. The chair is, but it got translated into Mr. Mayor is usually the chair, and he is not so just maybe knock out the mayor is and start with "usually." And then on the same page, paragraph 4. I'm speaking, and it says, when nobody but it should be when everybody in that phrase. And then on page 19 paragraph 8, Kendra is speaking line to the transcriptionist tried to transcribe Lammie, and it's L. A. M. M. It's one M, L-A-M-Y. So that's the correct spelling of that word. And then on page 23, paragraph 2. Line 4, the missing name of the pueblo is Pojoaque. P-O-J-O-A-Q-U-E. So that's it. That's all, I had

>> CHAIR GISH: Very cool. Yeah, I noticed that the transcription was better this last time, so...

>> AUORE: I mean, there were little tinkly, winky things. But contextually, it was really good.

>> CHAIR GISH: Yeah. That part. Are there any other changes to the minutes or transcripts? If there are no other changes or minutes to the Transcript, may we have approval of the minutes and Transcript, with the amendments identified by Aurora?

>> AUORE: Second.

>> HALONA: Somebody needs to first.

>> AUORE: Well, move to approve the Minutes Book as amended, and the transcript as amended. So I'll make the motion, Aurore Bleck.

>> ELI: I second.

>> HALONA: Thank you. One moment! Okay. Roll.

Aurore Bleck?

>> AUORE: Yes.

>> HALONA: Kendra Garcia?

>> KENDRA: Yes.

>> HALONA: Kathlyne Gish?

>> CHAIR GISH: Yes.

>> HALONA: Pam Parfitt?

>> PAM: Yes.

>> HALONA: Eli Fresquez?

>> ELI: Yes.

>> HALONA: Motion is approved, to approve the July 5, 2023, meeting minutes and transcript.

>> CHAIR GISH: Thank you very much. Next, we have public comments. If there are any public comments, or anyone who wishes to speak on behalf of someone who can't be here. Now is the time to raise your hand. There are no public comments. Okay, if there are no public comments. I want to say that attendees and guests can speak throughout this entire meeting. If you wish. Please just raise your hand or type in the chat, and we will allow you to speak or read your comment. So you can participate in the entire meeting if needed.

And a comment from Rachel Thompson to everyone, says, Thank you.

Presentations. Next, we have presentations. We have a presentation from the Santa Fe Conservation Trust. they are currently planning and designing what they hope to be a new model for diverse users, educational trail at their conservation homestead near Lamy, New Mexico. Pam, I just noticed you raising your hand?

>> PAM: I cannot get the live captions. Can anyone else try to send a chat message? But that's not going through, or I don't know how to do it. And I want to hear what you said.

>> HALONA: Can you see?

>> PAM: I have the other captions, but they're way behind.

>> CHAIR GISH: Oh, no.

>> KENDRA: Yeah, the regular captions are kind of behind. And I don't see anything else.

>> CHAIR GISH: I don't, either.

>> CAPTIONER: Captioner Hi! This is the captioner I am, the captions are in two places, one is embedded in zoom, and the other is in stream text. And they're hitting both at the same time

within a second. So not exactly sure why you're not seeing them. Have you enabled captions in zoom?

>> HALONA: Let me.

>> CAPTIONER: Sorry to interrupt you.

>> KENDRA: No worries.

>> CAPTIONER: I know this has been an issue, and I'm trying to work with trying to figure out how to make it better.

>> KENDRA: No worries

>> CAPTIONER: I'm going to simply send the title of the committee and the name of the city. Are you not seeing them?

>> HALONA: No.

>> CAPTIONER: That is strange. I'm seeing them. They're there.

>> CHAIR GISH: I can see it so, Pam, under more. At the bottom of Zoom, I selected captions in that menu, and now they're showing. Or at least the name of the title that he said is showing. If you need me to screen share real quick, I can, and show you where I'm clicking.

>> PAM: Should I have where it says show captions? Does that affect the live captions? I've tried it both ways, and I'm only getting the Zoom captions.

>> CHAIR GISH: I can screen share real quick. And show you what I'm seeing.

That didn't help. One second. It's not gonna let me-- it's not gonna let me screen capture Zoom.

>> KENDRA: Hmm.

>> CHAIR GISH: it's in this more, I don't know if you can see... it's this one Pam, under more.

>> PAM: I don't know what this one means I'm not. I just see a beautiful sunset or sunrise.

>> ELI: Yeah, it's not letting you.

>> CHAIR GISH: Okay.

>> KENDRA: Now, --

>> CHAIR GISH: Let me let me think of something to do, really quick, because I think there's a work around.

>> ELI: Well, Pam, are you hitting the CC button at the bottom? The show captions button?

>> PAM: Yeah, I've tried that both ways, and I can get captions. They're just 2 or 3 sentences behind.

>> ELI: Oh.

>> PAM: So what in the interest of time and our presenter, I think you should just go ahead.

>> CHAIR GISH: Yeah, go ahead. So, we have the presenter, Sarah Noss, executive director of the Santa Fe Conservation Trust. And Brian Jensen, organizational advancement officer of the Santa Fe Conservation Trust. Thank you both for being here.

>> BRIAN: Yeah, thank you. Unfortunately, my colleague Sarah is feeling under the weather today. So she wasn't able to join us. So it'll be just me. But that's quite okay.

So hello and thank you to everyone. especially to Kendra for inviting the Trust to you guys' regular meeting today. We're honored and excited to share with you guys about our new accessible trail project as I can't remember who initially introduced me said. But our new trail project is near Lamy. I just want to give a shout out to both Kendra and New Vistas, as they've been really good partners for the Santa Fe Conservation Trust on this project and that we're, we're really excited to be able to build a relationship with them. And I will get into -- I'll show a slide later on with everyone's name. But I just want to acknowledge everyone who really gave the Trust a lot of wonderful input. And let's call it camaraderie, as we have been planning and designing this successful trail.

We had invited a group of people to help give us input. So that's what I'm referring to. All right.

So before we get onto the trail, I just, I don't want to take anything for granted for here, and I'm gonna assume that some of you guys are not quite as familiar with the Conservation Trust. So let me share my screen. Bring up-- okay, can everyone see that? Okay. okay, I'm seeing some heads nodding.

Okay. So today, I'm just gonna give you a little bit of an intro to the Trust. to kind of open that world for everyone. the location, let me give you a little info on the location of the trail which is called the conservation homestead and then we're gonna get into the project itself and I'll show you the trail alignment, talk about the feedback that the users group gave to us, and kind of look ahead at the at the timing of when this trail is going to come to be, and then, depending on the time we have I'll be more than happy to take any questions. And further, the conversation that we're having today.

Okay. So the Santa Fe Conservation Trust started in 1993. So by my math that tells us that we are having a thirtieth anniversary year this year, which we're pretty excited about as I'm sure some of you guys may work in the nonprofit world, any anniversary is exciting, but certainly as you get higher and higher, it just just...I think it shows to the community the importance of the work that that we're doing.

So whenever I tell people that I work for the Santa Fe Conservation Trust, and they kind of maybe give me a look like I'm not really sure what that is, I usually refer to the Banff Mountain Film festival that happens every march at the Landsik (phonetic). That is an event that usually a lot of people around town are familiar with. That's something that our organization brings to town and coordinates. And so it can give some association to our organization.

Our mission is the Santa Fe Conservation Trust partners with our community to keep New Mexico's living lands and people flourishing together. We protect environmentally significant landscapes, ignite people's passions, and enable the continuing regeneration of our healthy place. So really, what that's saying is that we are in the business of community and place and protecting and, and conserving those things that make a community viable, the air that we breathe, the water sheds, and the rivers that that flow through our towns and through our State. All of those things are dependent on, on the conservation and the protection of a lot of those places. And so that's, you know, that's really our main focus, protecting and conserving lands. in our local place, in the Santa Fe region.

So over the 30-- over the 30 years we've protected over 45,000 acres of land, and that's done through what's called a conservation easement, which is essentially a right to the property. We gain development rights or the lack there of from our perspective on all of these acres. And so the idea is that this private land is going to be conserved and protected in perpetuity without the threat of development on that land.

So the other part of what we do, so we conserve and protect land with private landowners the whole other thing that we do for community and for place is our community conservation programs. And those include Vamonos, which is a walking program in Santa Fe from the months April through October. So half of the year every week we go on a walk on it in a different place around town. It allows people an opportunity to meet their neighbors, get into, or at least get into to fresh air, see some green grass. A lot of times we have walks by the rivers. So seeing the river, maybe even seeing some wildlife things like that. And that program has been going on now for about 5 years.

The next 2 are school related passports to trails and safe routes to school. This is programming to get kids onto Santa Fe's dirt trails, also to raise the number and make it safer for children to either bike to school or walk to school, which is becoming, increasingly, increasingly rare these days for reasons that are probably pretty self explanatory to many of you.

Insider tours. this is where we take people to the land that we can serve that that often about half of the land that we have under protection is publicly accessible. These tours allow for people to access some of the land that are not quite publicly accessible. A recent example of that one was, we are just earlier this this this summer we did a tour of San Marcos Pueblo, Out in the Galisteo Basin, which is privately owned by the archaeological conservancy. But since we have a conservation easement on the property, we work with them, and we were able to do a tour of this historic site.

And then we also have a new project called the Night sky Monitoring project. I'm just kind of curious. Just shout out, yes, if you believe, if anyone has ever noticed the light dome over either Santa Fe or Albuquerque?

>> Yes.

>> BRIAN: Okay. So this Night sky Monitoring project, you've seen the light dome it. It destroys our ability to see the night sky, which is something that humans have been doing for forever. It also messes with animals', including us, reproductive habits. Their Circadian rhythms, and other things. And so light getting out in the atmosphere at night? Not the best thing in the world. Safety? Yes, light pollution? Not so great. And so this project is aiming to bring some data to the table about the type of light pollution in Santa Fe. And hopefully, can lead to some improvements into our night sky.

Santa Fe Conservation Trust also is a huge trails legacy, which is why I'm talking to you today, and it's a continuation of that. But if you're aware of Delvalle trails (phonetic), la Tierra trails, Arroyo Hondo open space, the rail trail, al of these Santa Fe Conservation trust has had a large primary leading role, or at least a secondary role on creating and/or maintaining those trails throughout town.

Okay, if you want to learn anything else about Santa Fe Conservation Trust, it's kind of just a quick overview. But please visit our website for more information and check out our calendar and join us on one of those Vamonos walks or insider tours.

Okay. So the conservation home said, this is where this accessible trail project is taking place. This is a piece of property that the Conservation Trust was able to acquire in 2020, with the help of the Thaw Charitable Trust for -- has anyone been out to the Galisteo Basin preserve before? Maybe not. Okay. So it's 300 acres within the larger Galisteo Basin preserve which is about 6,000 acres which creates a continuous tract of land that we have under conservation of about 6,000 acres, which for us is really our strategy, moving forward, piecing together large tracks of land to protect, because it's all about allowing animals to move and roam and navigate open space and open lands.

Right now we have about 5 miles of trails. on this property. We're hoping, not hoping, we're planning to increase that with this accessible trail project. Those trails also connect to the Galisteo Basin preserve, which also has about 50 miles of trials on it as well. So we feel like

with the acquisition of this property. It really provides rural residents, city residents as well. It's certainly accessible from the city, but rural residents of Santa Fe County in the surrounding areas have a new trail option, and equitable access to nature for those living with disabilities in rural Santa Fe County.

This place is also a demonstration site for the Conservation Trust for land restoration, erosion, control, and climate change adaptation. And I'll get into it a little bit, here in a little bit. But part of the accessible trail network or accessible trail is going to include an interpretive sign aspect of it. Which will which we talk in more depth about things that we're trying to accomplish. at the site. And also how we're managing it really with climate change in mind.

The Galisteo basin preserve the Galisteo Basin itself and this property, the conservation homestead, are all located within the Western Wild Way network. I don't know if anyone has heard of this before, but there's a Western Wild Way network. There's a Pacific Wild Way network. There's an Eastern Wild Way network. There might be another one But essentially what these are large continental scale corridors for wildlife to essentially access and travel.

And so the Western Wild Way network goes all the way up into Canada, and it extends all the way down into Northern Mexico, and The conservation homestead is smack dab right in this western Wild Way network. And so we feel like it's very important to put focus on this part of the world. since it's in our backyard, and it's worth, it's worth conserving. also on this land it just again, this will be part of that interpretive aspect of this new trail. But there's been human, there's been human activity on this on this property that's been dated back to 5,000 BC. There is a few arrowheads found on the property, and we're, we're dated all the way back to 5,000 BC, And so part of this property, okay, so we acquired it a couple of years ago. Where does this trail project come from? Did it come out of thin air? No. When we acquired this property, we put together a 10 year management plan, which included a series of goals and objectives over the 10 years, and one of those goals was ensuring equitable access to the homestead, to people of varying skills, abilities, and backgrounds. And then a particular named project in this management plan is an accessible trail project. So this is certainly something that has been on our minds for a few years to get going.

So it did get going this past spring. Really. We got funding from the State's newish Outdoor Recreation Department in their trails plus grant funding stream, for phase one of this project. So this project is really 2 phases, the planning and design phase which will include the construction of a parking lot with some accessible spaces. And then also phase 2, which will be the actual construction of the trail which we estimate to take place sometime in 2,024. And part of this project we've been working with Surroundings, which is a local landscape architecture firm. They're helping us with the planning and design, and all also helped us to coordinate and work with this larger user group. Where we where we got feedback from folks like Kendra.

So the accessible trail itself. I will get to this map and just in just a second. But it's a half mile loop, which I know doesn't sound very long, but it's pretty good. It's a pretty good loop, really,

when you, when you get out to the land and see the landscape It's not a quick loop. It's a loop to really observe, nature. Take it in. Stop and smell the roses if you will and look at the views. And so while it's not that long, it is certainly, it feels substantial when you when you get out there, and the idea is that it's not only going to just kind of be one loop, but it's a series of loop which you'll see on the map when I get to it. But it also connects with other trails that we have on the property which also connect to the Galisteo Basin preserve. And so it was really important for us to make that connection, that this trail wasn't just kind of standing out on its own, but really connected with, with the other trails as well, so that it would give people options as to as to how they want to experience it.

So, as I said before, there's going to be interpretive elements as well. And so the ideas right now, it's still kind of floating around since we're still very much in this phase one of this project, but we're thinking it's going to talk about the history and culture of the Galisteo Basin, the geology of the Galisteo Basin which is pretty unique, really. The flora and fauna that you can find out at this property, which there's a pretty wide spectrum, including as Kendra can attest to... Kendra, were you out at site visit?

>> KENDRA: No I was not, unfortunately.

>> BRIAN: That's right. You weren't able to make it so you're not going to remember this part, but we as a group I'm gonna say, found a tiny little rattlesnake. Just chilling under some logs on the property, and so not, I don't say that to scare anyone, but the wildlife out there is one of the more interesting and exciting parts of it all. okay.

Okay. So we, you know, we feel like this trail will serve thousands of people, everyone in the county. But specifically, we're really interested in being able to serve those thousands of individuals with disabilities who live with disabilities in in Santa Fe County as well as people who may just have mobility limitations due to, due to their age or some other contributing factor. And we feel like this is really this project. is really meeting a gap that exists in, I have rural Santa Fe here, Santa Fe County, which I strongly believe that it is filling a gap in rural Santa Fe County, but from also the feedback that we've heard from people it. It seems to also be filling in a gap in Santa Fe County and northern New Mexico in general as well.

One of the ladies on the user group, Lisa McNiven. which I'm sure some of you guys are aware of, commented to us that It was only the second time in their group's history at the Governor's Commission on Disability that anyone approached them to get input on such a project. And so, yeah, we just we really feel like we're filling a gap. And we're excited to do that. Okay?

So now, to some visuals and less of less of me just talking about stuff. So how do we get to this trail? So this trail is as said previously, is located near Lamy. If any of you guys have driven to Eldorado, it's the Eldorado exit just south of town. If any of you guys have been to Lamy, so you drive another few miles, once you get off at Eldorado. Eldorado's exit. To get to Lamy, and if you've been there before you know it's a left hand turn off of highway 285, essentially right at that place where you turn into Lamy just maybe a hundred feet before that. There's the

entrance on the right hand side. So the, so the Western side of the highway there's an entrance to the Galisteo Basin preserve which is a very large open space that has about 50 miles of trails within it.

So once you get within the preserve you actually take what's called Thornton Ranch Road. south about another 3 or 4 miles past what currently is the trail head to access this conservation homestead property. Once we have parking in a trail head, obviously it will have its own access. But right now the access is through the Galisteo Basin Preserve's Cottonwood trail head and if any of you guys have been to that location. you know it's kind of like a little oasis. You drive down Thornton Ranch Road for a number of miles to get there, in grasslands and Piñon and Juniper Grasslands. And you come to this trail head, and there's you know, there's a number of very large and very old mature cottonwood trees. and so it's a very, very, very beautiful spot, and our property is just another half mile or so past that cottonwood trail head. And so it's about 16 or 17 miles south of Santa Fe.

All right. So this is, not gonna call this a finished product by any means. But this is where this is where this, the trail alignment currently stands based on several rounds of input that we received from the users group. And so just to talk about what we're what we're seeing here. I wanna, I wanna bring your attention to the upper right hand corner where it says sign in shade locations. And so just left of that you can see that brown line that's kind of coming into the frame. That's the access road. That's Thornton Ranch Road. So that's the same road that that you're on for a few miles, that you'd go past the Cottonwood trail head and so forth. And so you can see here in our plans the, well just let me take a step back actually. What you're seeing here is not the whole 300 acre property, it's really just kind of the centralized portion of the property where the homestead used to be, right? So this used to be for 100 years or more this was a working cattle ranch. And so where the home and the barns and the ranchers' quarters were all located. is in this spot on the property. That has all been removed. That was removed a few years ago, and really it's pretty much a blank slate at this point. There's no electricity out here. There's no there's no structures anymore. And so it's really an attempt to get back to the natural, the natural state of the land. And so this is really just a portion of the broader property. So anyway take your attention back to the map itself, as you can see there in that upper right hand corner. There is plans to put it in the car park. So the feedback that we receive from the users group was wonderful. And, Kendra, you can certainly chime in here, if you feel like I'm missing anything or misrepresented what the group gave to us. But really what we heard was, we need bathrooms. There needs to be some bathrooms out there, or at least an accessible trail bathroom. Even though it's not on this map that is still very much part of the plan to have a handicap accessible bathroom out here, now it wouldn't be a permanent structure because according to the terms of the easement, the conservation easement that is, on this piece of property. there can't be any permanent structures and so it would be portable, but the idea being that it would be there permanently.

Another thing that we heard from the group was the ability to have emergency responses, so this one will probably be a work in progress because, as I said before, all of the infrastructure on the land was really ripped out, including any electrical. So at this point, that's still a problem

to be solved, but one that we are very much trying to solve of how can, if, if folks are out there and run into a situation, How can they contact emergency responders? So while it's a little bit more of a challenge, we're certainly up to it, and I'm going try our best to figure out a way to make that happen.

Other feedback was shade benches, places to sit. it's hot. It can be hot out here you know. It's a bit lower than Santa Fe. It's about 6,200 feet, and I'm sure if anyone has, you know, been out to El Dorado, or the Galisteo Basin Preserve or Lamy in the summertime, you know it can get hot out there, and so while it is beautiful it is, it can get hot. And so we heard that one loud and clear that people need shade not just natural shade, but some artificial shade as well, so that we can mitigate any overheating issues. Like I said, places to sit. That was a big one as well and so that was that was very much received input.

And then I think the last one was really in the trail design itself. So like I said, this went through several rounds of iterations, and without getting into much detail of it. The first iteration of this didn't really include that northern yellow part from circles 4 to let's say, to like 2, a little beyond 2, that came solely as a result of the input from the Users group, it really started as a bigger loop where the yellow from 1 to 4 joined with that black dotted line all the way back. And what we heard from the group was, we really needed to have-- that black line is, let's call it a service road, so it's wide enough to accommodate a bunch of people, but would it be able to effectively accommodate people with mobility challenges? It was determined that was probably not likely, or it would take a lot of upkeep to do that.

And so from the users group that input really, really solidified for us that no, what we what we what we what we what we what we need to do is make a dedicated trail loop for this accessible trail. And then, even beyond that, we heard from the group. Well, why can't we create a few more loops to give people more options? And so that they can make their own decisions about the route that they want to take, or if they need to, if they need to turn back and get back to their get their vehicle.

And so, as you can see here, there are kind of several sub loops within the main accessible trail loop, and that accessible trail loop is in that yellow, the yellow dotted line. The brown lines that kind of go off in any direction on the outside of it. Right? That's kind of that next loop phase are those trail connections to the rest of the trails on the property, and then also connecting to the trails on the Galisteo Basin Preserve. At this point in time those are for the most part single track trails. Some of them are double track, like old, old roads. But Are they accessible? Hmm. Probably not really. Did this group raise that to us of how that could be advanced in the future? Yes, very much. And it has caused us to have conversations internally about, you know, over the long term this is not something that's gonna be done in the next year or two. But over the long term, how can we essentially make all of the trails on the property more of a universal design that allows for more access by more people? This accessible yellow trail loop, that's probably always going to be the most accessible loop on the property. But we really want to, we really would like to make an effort on, on how to make the

rest of the trails more accessible than what they already are to really make this conservation homestead property unique in that regard.

So all right. So the map itself. The yellow is the accessible trail. What do you see when you go on this trail? You're going to see plants and wildlife. You're going to see something, you're gonna see living dirt. We have cryptobiotic soil out at this property. So you're gonna see some cool things. You're gonna see pinions. You're going to see junipers, you're gonna see, you're gonna see blue jays. You might even see birds of prey out there, some hawks, maybe even an eagle if you're lucky.

There's also lots of creatures that that roll around this property, probably mostly at night but nonetheless the opportunities to see wildlife are out there. The trail also walks along, you seen an arroyo there, and that is your Arroyo de los Angeles, and that arroyo connects directly with the Rio Galisteo, which then direct connects with the Rio Grande. And so it's a pretty substantial arroyo. It's a beautiful arroyo. There's tons of cottonwoods and other trees in this arroyo. And so that's another aspect of this trail, is just some beautiful old growth cottonwoods, some new growth cottonwoods and so forth. You're gonna see the views. There's wonderful, wonderful views on this trail on the accessible trail loop of not just the surrounding hills of the Galisteo Basin but also of the Ortiz Mountains to the south, the Sandia Mountains to the south. The Sangre de Cristos to the north and to the east, and in some parts of the property. I don't believe in any part of the accessible trail. You can also sometimes see the Jemez Mountains to the west as well. So lots to see at this trail. It's just a, it's beautiful, it's a beautiful place to walk, or even just be.

I'd like to point out also on this some of the other symbols. And so the numbers with the blue. Right now those are the locations where we believe we're going to have the interpretive signage. So again, kind of that storytelling of the geology of the history of the people or the people's, since it's so layered with the history out here. You can see a couple of spots where there's gonna be some shade. So at that trail head where there's gonna be a kiosk, there's gonna be a large shade structure, large enough to where our idea is that if you, when you're, you know, exiting your vehicle and you go up to look at the map and decide what you want to do here, that, you're going to be in some shade, right? So that kind of immediately off the bat we're not neglecting the fact that that heat can make people pretty tired pretty quickly.

Benches. The orange, the orange dashes are the benches. At the moment, we have three depending, I think, on what we learn once this trail opens and what those needs are, that may increase. But as of now, we have we have strategically placed benches on this loop trail to allow people to rest.

What else can I say about this trail? Okay. So there's a couple of sub loops, and you can see one with a little smaller dashes. That just is representing that the trail itself won't be quite as wide, it would still be just as flat and accessible as the wider trail, but just a little skinnier to allow a bit more privacy going off in that direction. So okay, before I leave this this slide. I'm just gonna pause for a second and see if anyone has any questions on this map. No?

>> AURORE: Yes.

>> BRIAN: Okay, Aurora. What is your question?

>> AURORE: Do you have any benches, or seating under the shade area?

>> BRIAN: Yeah. So this is kinda where I get to, like, this is the most current rendering that we have. But let's not say that it's final. And one of those examples actually is. So you see that first bench there, that orange bench kind of in that upper initial small loop? We actually think that that bench is going to get moved to where the shade is. and then you can see on kind of the northern part of the yellow loop, there's another bench under some shade trees, and those trees are big enough to provide some natural shade and so that one will also have some shade. And then, even though we don't have a bench marked at the trail head. I'm pretty sure that there's also gonna be a bench trail where there'll also be some shade as well. So, Pam, I think you had your hand up before Rachel, and then I'll go to you Rachel.

>> RACHEL: Sorry I Did you say, Rachel now?

>> Yeah, Pam is on mute.

>> RACHEL: Okay, yeah.

>> CHAIR GISH: So, Pam and then you, Rachel.

>> RACHEL: Yeah.

>> CHAIR GISH: I still can't unmute Pam. For some reason even though...

>> PAM: I'm unmuted. It doesn't matter if Rachel wants to go first.

>> RACHEL: I don't care.

>> PAM: I haven't been out here for a long time. But looking at the map, it looks fairly flat. Is that correct? You can see the horizon in all directions?

>> BRIAN: I'm going to say yes and no. So, it's definitely not flat. There are definitely hills, so like the northern part of the map where you see the brown trails, that's where it starts to become a little hilly, and then south of the arroyo as well, there starts to be some elevation gain as well. Where the accessible trail is, it's not exactly flat like there is some elevation change, but not much, not much at all, I would say. And there's definitely like the southern portion. So you know, following from where the kiosk sign is, that K, you know, down along by the arroyo with that smaller loop there, that all is relatively flat. Part of the trail construction will be to make sure that where it's not flat, that there is enough, let's just call it engineering,

to allow for someone in a mobility device, or who has mobility challenges enough grade to where it just doesn't go down. It's it, it'll be flat in that way. Does that answer your question?

>> PAM: Actually, that's the first question, the beginning of my real question. You brought up the challenge of emergency service access, my understanding is that you can do that through satellite connectivity. If there's there aren't a lot of trees or buildings to interfere with that connection. Has that been tried?

>> BRIAN: To my knowledge, we have not tried that, but that's not to say that, you know, we did hear feedback from other folks that I think, similar to what you're saying, that even if there's no cell phone coverage you can still dial 911 if you need to. Honestly, I just don't have the best answer for you at the moment, but it is something that we will continue to look at, you know. If you go out there, there's some places where you can get like a bar or two but for the most part there's no range out there, and no electricity either. So it just presents some, some challenges. Yeah, it just presents some challenges. So --

>> PAM: The reason I bring it up is because the other day I had-- I'm a cyclist. So I'm often in places where there's no connection. And the phone itself came up and invited me to use the satellite, but I happened to be in such a place that I couldn't see the horizon, so it kept directing me to a view of the horizon to get connectivity, and I'm just wondering if that's been tried out there.

>> BRIAN: I don't think I don't think it's been tried. I think, for us, what we're a little weary of is, it's not to say that someone, if they find themselves in a situation, couldn't try those things. I think we're weary of conveying any information that may or may not be true, depending on if you have a cell phone depending on which coverage you have or carrier you have. So I think when we're thinking about this question, it's how we provide a solution that is ongoing and can be communicated to people when they, when they arrive at the trail head rather than communicating something that may or may not be true, depending, on depending on someone's situation.

>> PAM: Thank you.

>> CHAIR GISH: Yeah, thank you. Next is Rachel. Hmm.

>> RACHEL: Thanks. I I've never looked at this before. So I just wanted to ask, is the trail, what is the surface of the trail?

>> BRIAN: It's going to be dirty. So the, well, let me take that back. It's dirt. But the specific material I believe is called crusher fine (phonetic), but it's gonna be built to standards that allow for accessibility. For mobility devices.

>> RACHEL: Hmm. So when it's really windy. it will stay on the ground and not be blowing all over the place?

>> BRIAN: Definitely.

>> RACHEL: Okay yeah. 'Cause I mean, I don't know if anybody else was at the folk market on the first Friday, but about 4 o'clock I mean, there's a lot of, I don't know what kind of dirt, but the path there is a lot of dirt, and it was just blowing in everybody's faces and everything.

>> BRIAN: I mean, it's not, I mean it's a natural area. So it's not to say that the wind couldn't blow and blow some things in people's faces as it probably does now. But no. The idea is that this is going to be a construction and engineer dirt trail, with not just dirt on site, but, like. you know, brought in to make an accessible trail. Make a trail that can handle, can handle the weight.

>> RACHEL: Hmm. And the other thing I was just curious to see. I mean, I have some experience with this. The idea of horses sharing the trail.

>> BRIAN: Yeah, that's a great question. so equestrians and horses are most definitely welcome out at the conservation homestead property. You can even see there that the arroyo is marked as a trail. those dotted brown lines are signifying that you can hike the arroyo if you wanted to. I mean, it's a beautiful, beautiful place, but also not as accessible to some people, since it's so sandy. but that is where we're going to be directing. So basically, people on horses can access any of the trails right now, at the conservation homestead. This trail is going to be a little different, though, we are going to ask equestrians to stay off of this trail. for those reasons that you brought up because horses are too heavy, and they would cause damage to that constructed trail, so they'll still have plenty of places to go. But we're gonna ask them to stay off of that portion.

>> RACHEL: I just want to say a little more about it. It looks to me like your key, the 5 to 6 wide includes horses. So maybe that's an error.

>> BRIAN: I believe that that might be an oversight. Yes.

>> RACHEL: Okay, because I used to ride horses actually, in a national park And when we would encounter people, especially kids, they love to meet the horse. But people don't clean up after their own, that's all.

>> BRIAN: Very true. That's actually another reason.

>> RACHEL: If we could have a place to have horses and people meet. I mean, I have a friend who bought land down there specifically, so she could build a house and bring her horses down there, and so I know there's going to be horses all over the place.

>> BRIAN: Yeah, well, there's already horses that go out there now. So it's the real thing.

>> RACHEL: I'm glad the horse people didn't convince you that they should be on these trails too.

>> BRIAN: Not to get too gross about it, but I'm sure, those of you who are in a mobility device have encountered this, we were we actually really concerned that, exactly what you said, Rachel, that the horses wouldn't pick up after themselves. And then someone in a wheelchair would get a bunch of manure.

>> RACHEL: Get stuck there.

>> BRIAN: Exactly.

>> RACHEL: Yeah, it's not nice.

>> BRIAN: Okay, was there any other?

>> CHAIR GISH: Next was Catherine, if you needed to say something? Or if you were saying, I'm just checking in to make sure you didn't have a comment.

>> CATHERINE: The question was asked and answered. That's all I had. Thanks.

>> CHAIR GISH: Thank you. Aurore?

>> AURORE: Yeah, I have another question. I was really interested in your dark sky thing, but at the time it was like a half mile walk to the event, and that was too far from me that time of day. Is this new place going to be a new parking lot, it's going to be closer?

>> BRIAN: Yeah, I'm glad you actually mentioned that. We can't hold that many events out at this property because of the challenges of not having electricity and basically no infrastructure out there. But two events that we would like to hold out there annually, and we just did our first one in the spring and are planning to do another one in September is, as Aurore mentioned it, a star party, a stargazing party. And so until this parking lot gets built people are still parking at the Cottonwood trail head and walking in. I do believe it at the one that we had this past May, there were a few people that needed that accessibility to drive further in. And so when the next one is announced I would encourage you just to get in contact with us, because it shouldn't be a problem to allow you to kind of park closer, like we would basically allow you to kind of park in like, let's just call it like, halfway in between like 3 and 4, in that kind of that, there's kind of a little parking there that you can't see that we have in there right now. So, but to answer your question, yes. Once this parking lot gets constructed, the idea most definitely for things like those star parties is that that parking is going to be there and accessible for folks who most need it. And then while the parking lot will go in first before the trail is constructed, you know, looking out a few years. you would then have that accessible trail to reach the location where we do those star parties which is, which is kind of in that area. If you see where 4 is, if you look like just a little bit north of that, you see like a couple of more

trees, and like a road there. That's kind of the area that we do stargazing. And so yes, with this trail it would become much more accessible to, to go to those.

>> AURORE: So how far of a walk would you have at this?

>> BRIAN: From that parking lot to that site, that is probably gonna be like a little over a quarter of a mile. Like the whole, the whole, that whole yellow loop, now we haven't like, you know, we haven't like taken out and tested it or anything like that with the GPS to get the exact the exact mileage. But that loop, let's just call it like a half mile plus. It's probably a little bit more than half a mile

>> AURORE: Super. Thank you so much.

>> BRIAN: Yeah, no problem, no problem. Okay, so it doesn't have to be the end of the questions, but I just wanted to make sure, if people had questions on the map itself, to be able to answer those with that as a visual. But before I wrap up. I just wanted to give a big thank you again to all of you guys for inviting me to this today, to share with you this, this exciting new project that we have going on, but also to say a big thank you to folks in this community that provided us just absolutely wonderful and priceless input that has made this this project already better than what it was, and so New Vistas, Kendra, her colleague Ken from the Governor's Commission on Disability, Stan, Lisa, Gemini, Annette, Nadine, and Hope from Adaptive Sports, New Mexico, Bonnie and Camill, and from the Cerebral Palsy Parents Association, John, and then Marco Carol and Celine. We're all kind of a team, and we're really great. Marco is an individual in his mid twenties that has cerebral palsy and is pretty limited in his physical mobility. Carol was his mom, and then Selene was his caregiver, and Marco and Selene joined us on the site visit, and I think he had fun but, we got him around the loop in his wheelchair, even though the trail has not been constructed yet. But I think he definitely gave a big thumbs up to the project. So, thank you to all of them, and thank you to RGC Access as well who provided ASL translation for us. So all those folks just made this project so much, so much better already. And we thank them. And you know, we will continue to share with you guys and with that group how this project continues to move along.

Right now our hope is that the parking lot might get constructed this year still. That's our hope. And then in the next 6 months or so, we're gonna be doing some more fundraising for the construction phase of this project. And you know our hope is that this gets constructed like summer or fall of 2024, and it will be, it will be open and ready for everyone. So unless there's any other questions, yeah, thank you. And that's ,and that's my presentation.

>> CHAIR GISH: Thank you, Brian. I just have a quick comment, and I want to commend you for including the people who this is meant to be designed for and not just assuming what is needed. I think it's very important to include disabled people that will be utilizing these trails. So thank you. A lot of, a lot of nonprofits don't do that. And I think that it's really incredibly important to do that.

>> BRIAN: Definitely. Definitely. Thank you for just acknowledging that. And yeah, I mean, it's the right thing to do.

>> CHAIR GISH: Thank you so much.

>> BRIAN: Yeah, thank you guys.

>> KENDRA: Madam chair, just before Ricky pops off I would just like to say, thank you Brian, for coming and presenting our trail like, you know, receiving our input, and then as well as just including the facility population in general, that it's needed for.

>> BRIAN: Of course, of course, and like I said, if -- please go check out our website. If any of you have questions about me, if you want to talk a little bit more about this project. If you wanted to offer your you know your own thoughts. If you had some thoughts after looking at this map and hearing me talk about it, by all means. please get in contact with me. I should have included my contact information on this slide, but I neglected to. But Kendra has my info. So ...

>> CHAIR GISH: Thank you so much, Brian.

>> BRIAN: Yep, thank you guys, appreciate it. Bye-bye.

>> CHAIR GISH: Bye. But then our next items are action items. We have 7a, which is the disability Pride, month proclamation and flag raising review and starting, planning for July 1st of 2,021. And, Eli, would you want to start that conversation?

>> ELI: Here? Are we talking about planning for 2023? 2024?

>> CHAIR GISH: Reviewing what happened. And then, yeah, and then planning, so I could, I could do some review if you want. But go ahead.

>> ELI: No, no, this is first of all just really appreciative of the city of Santa Fe. Everyone on this in this committee. It was really a fantastic event. Really fun. It was the first time putting it together. So we were kind of working out what it would look like. How we were gonna pay for things, how we were gonna work donations, how we were going to logistically set everything up. We did it very quickly, and I thought it went off really, really, well, was really impactful with the community. I've gotten loads of emails from folks thanking us for the event. And I think it sets us up really well for next year, and thinking about how we can commemorate the American Disabilities Act, have the accessibility awards, some fundraising projects that we could have in between there and really had a calendar of events in Santa Fe and throughout the State. So at this point I'm kind of like taking a deep breath, let it all soak in. But I think we want to very quickly start developing some strategies moving into next spring, and how we want to continue with these awards, but also think about other kinds of events we might be able to do here in Santa Fe and coordinating with some of the other State partners.

There was also a second event last Friday that was run through the State at the roundhouse which was a bit of a trick to pull off. We didn't have a lot of time, but we were able to coordinate with the Governor's office, lieutenant Governor's office, disability agencies throughout the State and have a very brief but very meaningful commemoration, somewhat similar to the one that we had with the city of Santa Fe. This one was with the State.

So again it was a great event. But I think another platform for us to build on looking into next year, and I'll say that we should probably plan for something for October, which is disability, employment awareness month, and as all you know, I think employment is really one of those places where more progress needs to be made. When it comes to disability rights, the American Disabilities act. So maybe as a group we want to think about having a presentation or doing some sort of panel. Maybe. I'm not sure, for-- for bringing up awareness when it comes to hiring people with disabilities. And there's a lot of information that is shared from the Federal Department of Labor on this. But we might want to also think about State workforce, about workforce solutions and some other partners across the State. Developmental Disability Council is another one that comes to mind. So, some fantastic, wonderful, great events we had these last 2 weeks. I think it sets us up really well for thinking about how to plan for next summer to commemorate the American Disabilities Act, and then in the short term. I think we should come together and think about what we can do for October for disability, employment, awareness month. I can go on. Not but I'll stop there.

>> CHAIR GISH: Thank you. And I know you can order free posters for disability employment month online. So I can try and order some of those. And I used to go around different buildings like the library and DVR and ask them to please post those up for the month. And they always did so. So yeah, we can definitely work on that. I can order those.

Okay. So then the next, if there's no other comments on that, I just want to say that I wish the Mayor was here. but I was really grateful for the Mayor reading the proclamation and raising the disability Pride flag, and the ways that it was done was very respectful. I do, however, hope that we work on making that flag more accessible so that one day we can have a person with disabilities who cannot travel across the grass, actually raise that flag. And so that's my hope at some point to work on that. And I know that's a long term project. But that's it. That's on my list. So next is...

>> ELI: Chair Gish?

>> CHAIR GISH: Yeah?

>> ELI: Yeah, just on that point, we were thinking about some high level things that just to put on everyone's radar is. I think we want to work on better positioning of captioning for our events. And then also, this last event was missing chairs. I think we needed more chairs, so we had a lot of people show up which is kind of like, it's kind of a good problem to have. But it's

still a problem. So for our next event, we'll definitely be thinking about different kinds of seating arrangements that we can have for everybody.

>> CHAIR GISH: Yeah, and a larger venue, too, so that people can spread out. And there's not so much, there's a lot of chatting and commotion. And you know, for someone like me who's like trying to prepare and focus, to speak like I just heard people talking. So I need like a quiet place to go, and there wasn't nowhere to go. But we did okay, we did really good.

>> ELI: I'm going to put Kendra on the spot.

>> CHAIR GISH: Go ahead (giggling).

>> KENDRA: What did I do?

>> ELI: Vice Chair Garcia, any words?

>> KENDRA: (laughter). Just like you said. I've gotten quite a bit of email saying, Thank you. They enjoyed the events. My boss in particular as well as my coworkers were very impressed with how the event went. One thing that we did mention, and this is one of my co-workers, is having the community more involved. And so I told them, well, that is something that we're looking at, possibly adding for next year or the years to come, so that I was like, oh, no, we already have plans for that, don't worry. They'll be happy.

>> ELI: We do. We have some plans for that.

>> KENDRA: Yes, so I think everybody is right. It really liked it. I would actually like to add more categories for our awards. But those...

>> ELI: I wanted an arts category.

>> KENDRA: There you go, yes. Yes, there's some other ones, a youth one, that I would like to add in there. So I'm just saying, but yes, most definitely, I did enjoy it. It was great.

Registration. I think we need to work on that part just a little bit as well. At least like check in and sign-in, but other than that I think we did very well, like everybody was really impressed, and really enjoyed it. So I'm grateful for that.

>> CHAIR GISH: Pam? Go ahead.

>> PAM: The reaction button has fallen below my screen. I can't raise it.

>> CHAIR GISH: That's okay.

>> PAM: Here's something I don't think there's a solution for. But if I were to get more of the hard of hearing people involved, having that wonderful violinist made it impossible to socialize for the hard of hearing. So that's-- I don't know that there's a solution, because that's particular to this disability.

>> CHAIR GISH: Okay I'm noting it down. I think we could make it so that there was a time where there's music, and then a time for discussion where the music is quiet, or we could have made the music more like in the background. I did notice, even for me. I'm not hard of hearing, but with the venue being so small that the music did take over, and I couldn't even hear someone I was literally like less than a foot away from listening.

>> PAM: It wasn't just me.

>> CHAIR GISH: No, no, no, no, the music itself was projected to be too loud for that area. But she was a beautiful, beautiful violinist, and very, very talented and so I would, I would hate to like not have the music, but I think that because it was, it was, you know, projected with the speaker. that we could definitely tone it down so that you still hear it. But it's not taking over. But like I said, we're hoping to have a larger venue, that's my hope. So that people have more space to move around. There's a seating area, there's standing areas. And then, if that happened, even with the music being that loud, it wouldn't have taken over the space. As much. So yeah.

>> PAM: Space to get away from the Speaker.

>> CHAIR GISH: Yeah.

>> PAM: Physical Speaker.

>> CHAIR GISH: Yeah. Yeah, of course. yeah, for the music. Yes.

>> ELI: Chair Gish, on that point. While we were doing the planning for this, we had at least one other venue that we had contacted about catering, and then offer to do the event next year. So I think we want to take into account acoustics and all kinds of different things that we just didn't have the time to take into account this year, even a more quiet space identified for children's neuro diversity. For example. We just didn't have the time this year, but it's a learning experience. And the hallway was like **echo-ie** right? It was just the way it's designed that lobby area but just all lessons learned. So I really appreciate the feedback on. Thank you.

>> CHAIR GISH: And I want to commend and thank the mayor. the city staff, including Regina Wheeler and Halona, and the Public Works parking staff, who literally were given about 5 days notice to set up our needed parking, and they came through completely. And I am so grateful. And also there were city councilors. I didn't see everyone because of where I was standing, but I did get to see Carol Romero Worth as well as Renee Villareal and Michael Garcia. I don't know if there were any others there because of, I couldn't see the crowd after that. But yeah. So

thank you to everyone in the city that contributed and helped and attended. You definitely helped to make the event what it was. Kendra, go ahead.

>> KENDRA: One last thing that I wanted to add, for those of you that took pictures or would like to see the pictures of the events. there is an online gallery, if you by any chance had taken a picture, and it was printed, in the back of that we did picture, is a QR code. And if you scan that QR code, you should be able to go online and see that gallery? And it's open to everyone. and you can also download it too. That is an option you would like to do.

>> CHAIR GISH: Thank you Kendra. Eli?

>> ELI: Yeah. So just on that point about folks who attended. In addition to city leadership. We also had Tara Luhan, State Representative. We also had representatives from the Lieutenant Governor's office, from the Governor's Commission on Disability, and the Attorney General's office. and really special shout out just for the record here Tara Luhan. She really coordinated some extra awards that were given to our awardees, and it was a little bit of a surprise and really fantastic. So Tara's support was crucial for this . Aso we had the State Senate majority leader attend as well. So we had a really great attendance from our officials. And just something to build on, because I think it's connecting the disability constituency with State officials and leadership is vitally important for our community. So it was great.

>> CHAIR GISH: Yeah, thank you Eli for adding that, I didn't have that list of people. So I appreciate you including them. So are there any other comments or questions on this? And this will be an ongoing discussion because we are absolutely planning over the next year. So this will be continuing of things to think about. Go ahead, Catherine. Yyou're on mute.

>> CATHERINE: Thank you, sorry. Yeah, I was just curious. I know I am disabled, and I know a number of people who are. How does one get notified of these events?

>> CHAIR GISH: You can if you want to send me, you can do a direct message to me, your email. And I can include you on my email list. I'm already emailing people, and we have just started doing this. So I don't have a set email list. But I do email the people who are attending our meetings regularly. And so you know, if I send out an email, it goes to everybody, not just the Mayor's committee members. So it I can include you in that as well.

>> CATHERINE: Thank you.

>> CHAIR GISH: Yeah. Okay, so the next time I'm going to skip 7 right now--

>> REGINA: I'm sorry to interrupt.

>> CHAIR GISH: You were hidden behind a little pop up.

>> REGINA: Thank you so much. Catherine I just wanted to say the city also puts out a weekly wrap that talks about what's coming up in the following weeks, and this was really well advertised there. The flag raising was advertised there. The awareness event was advertised there, the displays that they put up in the libraries for disability awareness month was advertised there. So the city put out quite a bit of press about it as well, and you can sign up for that weekly wrap thing.

I just wanted to say, you guys, I just thought that event was so moving and amazing! At the end of the day, I really feel like the vibe in the room when human beings are together, when you've created a space that makes access for everyone possible and recognizes everyone, it's so good for all of us, like we just have this experience that we never have-- it just, I was high for a day. It was amazing! And the mayor, too.

So the city manager texts me is like, why weren't you at this other public meeting? Well, since I'm the acting ADA coordinator, I was at this other awesome event. He said the mayor was raving, I knew it, and I could see that. The Mayor was completely moved, completely inspired and I think, like you guys said everybody was that we had such good representation with the leader of the Senate was there, Peter Worth right? All the people from the Governor's committee. You know, it was just incredible. And I just so -- congratulations. Wow! I just was so impressed at how, what a great event it was. And I'm-- I think it's absolutely essential that we keep doing it because it, you know, it makes people understand and moves the initiative forward and I was super impressed. Thank you so much for doing it. And congratulations. It was, it was awesome.

>> CHAIR GISH: Thank you. I'm with you on that 100%, and you know, even for me having to speak like normally, I'm like, Oh, my God! What-- but I, but it felt so welcoming there and just you know, I mean, of course, I got nervous, but it wasn't the same level of like oh, my God! I have to speak, you know, it was like I have to speak, but there was just --it just felt like I was being embraced by everyone there. So yeah. So one second, Catherine, I'm going to message you really quick. If I can. Catherine, you should be able to direct message me now. With your email.

So I'm going to skip 7b, because we combined both 7a and b together. And that's fine. And I wrote down everyone's comments about categories and planning and stuff like that. So 7 c is questions for city candidates and the current City Council candidates for the November 2023 election. And this is just to like, get everyone's gears going. Thank you, Catherine.

And like what they things that I was thinking of is, because a lot of times in our elections the candidates come in, and they never answer any questions about disability, or what they plan to do for, to help people with disabilities in the community; they never answer, they might say, affordable housing. But does not include accessible housing. They might talk about transportation. But does that include accessible transportation? Or accessible routes and things like that? So I was trying to think of ways where we could collect questions to give to our candidates. and this it would be ongoing. It wouldn't just be this election for anyone who is

running, where we would have a list of questions we can ask them both in forums or by email, or in this meeting or in the newspaper, wherever we decide, we want to have them be, to have them answer our questions.

And so just to get the conversation started. I know. I was thinking of things like asking questions like, what issues do you think are most important to disabled people in Santa Fe? And how do you-- they intend to address and resolve those needs? That's a pretty general one.

There is a housing crisis currently in Santa Fe, but it is even more so for disabled people here. many of whom are ending up homeless. How will they-- how will they help to bring more affordable and accessible housing to Santa Fe? Just things like that. And so I'm thinking, you know, if you need to meet with me to kind of brainstorm. I'm available. But if you have questions that you think would be important for the City Council candidates to be asked, please, please email me. And I will compile those questions. I know not everyone is going to be able to feel like they can think of questions. But I know we're a pretty good team. So it's kind of, it's kind of putting the pressure on you. I know. I know you can do it. so. But I'm available if you, if you need to brainstorm. But I think that this is really important in getting our candidates aware that we exist as a committee, and also that we exist in our community. And to make sure that our future Council members will be addressing our needs as well. And so yeah, please, email me if you want to say your question now, if you have a question, go ahead. Aurore go ahead.

>> AURORE: I revised, thanks to your comments. Okay, so it's how can the sidewalks in downtown Santa Fe be made more accessible for people using wheelchairs and strollers?

>> CHAIR GISH: And then I would follow up with what do they intend to do about, what do they intend to do about that? Yeah. Anymore, Pam? Go ahead.

>> PAM: Well, I have, how can the city expand accessibility for the hard of hearing and deaf communities through technology? And how would you plan, what is your plan to follow up with education and training of this technology?

>> CHAIR GISH: Rachel?

>> RACHEL: Alright thanks. First, I'm just unclear as a visitor to the meeting. Is it okay if I speak?

>> CHAIR GISH: Yes!

>> RACHEL: Because I totally blew past the public comments. It's okay?

>> CHAIR GISH: No, no, no, we... we include, our guests in our meeting. Yeah.

>> RACHEL: Okay and I just want to say, Thank you. I'm here because I know there's an opening on the committee, and I am not -- I do not have a disability myself, but I have a bit of, I think, quite a bit of personal experience with friends and family members who do. So I might be able to contribute. But I didn't even know there was this committee, so of course, it makes sense for me to come and read your minutes, and so forth.

>> CHAIR GISH: Thank you for being here.

>> RACHEL: And yeah, no, it's interesting. So and, and I actually, I wrote to Regina to ask this, and that is, does -- is there a map of some kind? Do we know where in the city people with different kinds of disabilities live? And I ask that because I live right near the rodeo grounds, and I go to Zephyr all the time. I mean. I just, you know, I won't after they extend Richards across the Arroyo, (clearing throat), excuse me, but you know it's just, it's always stuck me in the city how many young people there are, who have, who are in wheelchairs, you know? Or how many people there are who are panhandling, who are in wheelchairs, and I don't know if that's a consequence of, you know, not having had good insurance coverage, whether it's, you know, work injuries or violent crime. But it-- it just would seem to me to be a good tool to have. And I don't know about, you know, privacy and data issues. So-- I, I'm not sure how to turn that into a question for candidates.

>> CHAIR GISH: I can, I can definitely look into that. And also that's one of the issues of disability is that there are inadequate statistics and data on our needs. That's nationwide.

>> RACHEL: Maybe that's a question. You know, we know that in our planning we don't know enough about what kind of disabilities people have and where they are, so great. Thank you.

>> CHAIR GISH: Yeah.

>> RACHEL: Thanks.

>> CHAIR GISH: Kendra asks, When do you want questions by? I can send them to you? I would say by the next meeting. Please get them to me because then I can compile them and we can get them out in September, and then they would have about a month to answer them, and then we would have the election in November. So Catherine, and then Eli.

>> CATHERINE: Am I muted? Yes. I have a couple of things I wanted to just highlight, one of them what Aurore just said, regarding this watch, you know, for consideration. The sidewalks, some of them are okay. But I am in a wheelchair, and they are pretty much disarray and to the point that it's dangerous. And people in motorized scooters or wheelchairs can't pass, have to go around sometimes miles, so they are not adequate places. Anyway, on and on and on. Because I'm on the streets. So I know. So I would definitely suggest that that's a really good one to ask. And the second question I have, my background, I'm a rehabilitation counselor. And I am also interested in the opening of the committee. But I don't know how to pursue that.

>> CHAIR GISH: Okay, so I'm going to be doing a really quick presentation on just how complex it is to file to apply for our committee. That's on our agenda, so if you can stay here through the entire meeting. I will be going over that. And I will be offering a simplified version. You can also email me. You will have my email. Once I get you on my list I will make sure you have my email as soon as possible. But yeah, so yeah, I'll get to that. So is that all you have to say Catherine?

>> CATHERINE: Yes. Thank you.

>> CHAIR GISH: Yeah. And then, Eli.

>> ELI: Thanks. Yeah, I just wanted to comment on the point about mapping where people with disabilities live. And this is something that is discussed quite a bit. It's a bit tricky because you want to protect the privacy people with disabilities. census data and track data is pretty bare. It does have some information that you can utilize. There are a couple of other components that are used in the emergency management field because they get some special information through local, like, law enforcement and first responders to identify folks with disabilities who are self-reporting or on Medicaid or Medicare services. It's a really complex field, but they do have some of those GIS mappings that go a little bit beyond what census data would provide.

There's a lot of debate in the disability community about like voluntary registries, for the most part voluntary registries for people with disabilities are found to not be that helpful and they often can sometimes create more problems because they can be outdated or caused confusion. Or people may have a sense that they're gonna be saved when often they're not So, long story short, census data is really what we have right now, and there's a few other organizations that collect the census data. That kind of package it in a way that's more helpful. I will include HHS Empower, which is a data tracking and website of tools and resources from the Health and Human Services administration that collects some durable medical equipment data, particularly people who have, like are on life sustaining equipment. It does have some mapping there. So I'll put that in the chat. Thanks.

>> CHAIR GISH: Thank you Eli. And I want to say for the census data, one of the issues is that they for every government data set that collects data on people with disabilities, they have different criteria for what constitutes disabled. So, you know the CDC differs from Health & Human Services, and you know, so it's all very like, it just depends on what they do and don't include. So it to me, it's never fully accurate.

>> RACHEL: Yeah, if I could just comment quickly. I mean, I've muddled around in census data a lot, and I know that as soon as you get down to sort of a block group level, you know, they're-- because they're only doing everything by survey and not total account, that they stop providing the data because it could potentially be a privacy violation. So the data just isn't available down to a useful level. The self reporting. I don't think would work, and I partly encountered this also during Covid, and trying to look with some people where most cases of

covid were. And it's infuriating because we sort of know, because we read about it in the newspaper, by zip code and things. But there's a prohibition. So yeah, I mean, I just think it's worth continuing to try.

>> CHAIR GISH: Yeah, no, I think it's also important with when it comes to segregation and disabled people, you know, being forced to live in one area of a community which we know happens. And so because of, well, lumping low income, or that's where the accessible housing is, is in like on one side of the city. And so we know that that's a possibility. And so I think that it is important. You know, how you do that without identifying people to, and exposing people to be to be more vulnerable and to be, you know, I have no idea, but I think that it is important, and I think, including disabled people in data and statistics like that, to make sure that we aren't ending up segregated to one side of the city. I think is really important. So...

>> RACHEL: Yeah, and if you want to try and target any infrastructure or services it's hard.

>> CHAIR GISH: Exactly. Yeah.

>> RACHEL: Thanks.

>> CHAIR GISH: Yeah, thank you. Let's see.

>> PAM: My hand is raised.

>> CHAIR GISH: Go ahead Pam.

>> PAM: But the flip side of this. I'm gonna-- I want to go at it, two parts of what is being talked about, because I'm entering the age of disability because of age. And I think this question is huge, because my friends before my very eyes have become disabled with dementia, with mobility issues. And there I'm worried about them, and there's just nothing that can be done. They've lived in that same place, and they may have had everything in place, but suddenly they are disabled. So I just wanted to point out that keeping track of old people is -- I just don't see how they're even making it, some of them.

And the next thing is, the flip side of knowing where the disabled are living is knowing where you can go that's accessible. And I don't know all of the disabilities that are being put out on Google Maps. But now on Google Maps, if you want to find out before you buy tickets, whether that theater is accessible, Google Maps will tell you that that's an accessible venue. And I imagine it's for mobility issues as well. I haven't not looked for that. Does anyone know if it's for all disabilities or just hearing now?

>> RACHEL: I call.

>> CHAIR GISH: Yeah, yeah.

>> RACHEL: Call the place. Because you have to find out if you can get into the building, and then you also have to find out about seating.

>> CHAIR GISH: Yeah. And I know that some of my blind friends have been trying to use Google maps to get around ,and it-- it's kind of hit and miss. It definitely doesn't show all of the barriers that might be in place in the way of their path. So I think it's definitely-- I would consider it a work in progress. I think that with, if there was community feedback constantly noting that, you know, something moved, or something was in the way it might help. But I think as it is, it's just. It's an experiment, and it's a work in progress is how I would categorize it. Eli, go ahead.

>> ELI: Yeah, absolutely. So, Google maps primarily will just show the wheelchair accessible icon for wheelchair accessibility. And, primarily that's for ingress and egress, not even accessible restrooms. So it is like, Chair Gisch is saying, it's pretty limited at this point. There are some programs and projects out there that from the community level do have a lot more information. And there's a group actually in Great Britain that has gone way out of this world in mapping places of public accommodation, and their levels of accessibility. there are a few organizations like that here in United States that do that. But Google maps right now is kind of in its infancy, and what information it shares. And it's not - it's relatively accurate. But it's very limited.

>> CHAIR GISH: Yeah, thank you Eli. Are there any other comments on this? If there are no other comments, I'm noticing the time. And there are things that I needed Angelique here for So I'm thinking to hold a vote if we need to, to postpone-- trying to look through this real quick. To postpone items 7d, 8a, 8c and 8d. And if you want me to like, list those out, I can. Which means our next item would be 7e. And f, and then 8b. I don't know if we need to hold a vote, Halona, do you know? You're on mute.

>> HALONA: Yes, I believe so because you are changing the agenda.

>> CHAIR GISH: Okay. So I'm going to postpone, so 7d is the library disability Pride month books display. And I need Angelique here for that. 8a is continued discussion on updated ADA coordinator job position. That job description is in the packet. 8c is continued discussion of appropriate placement for ADA Coordinator. which I was hoping we could have a presenter. But we didn't have time. And then 8d is continued discussion on updates on city website. So I would postpone all of those until the next meeting

>> AURORE: Move to amend the agenda as proposed.

>> KENDRA: And I second, that.

>> CHAIR GISH: Thank you.

>> HALONA: Okay. Motion to postpone items 7d 8a, 8c and 8d. Aurore Bleck?

>> AURORE: Yes.

>> HALONA: Kendra Garcia

>> KENDRA: Yes.

>> HALONA: Kathlyne Gish?

>> CHAIR GISH: Yes.

>> HALONA: Pam Parfitt?

>> PAM: Yes.

>> HALONA: Eli Fresquez?

>> ELI: Yes.

>> HALONA: Motion passes.

>> CHAIR GISH: Thank you.

>> CHAIR GISH: So the next item is 7a. The ADA Emergency kits. Urgent need for training and emergency planning. Pam, would you like to-- or Eli can relay what occurred with these emergency kits? During the -- I guess it was before the event. I wasn't there. So If you want to do that and then we can go into the importance of these kits and the need for them currently.

>> PAM: I can, I can speak to what I experienced it.

>> CHAIR GISH: Yeah, that's what I'm asking.

>> PAM: And I'm sorry, but I have forgotten the man's... is it David? And his whole name, the man who's in charge of the kits for the city? Right? I've forgotten his name,

>> REGINA: Brian Williams.

>> PAM: David, real close, right? Does not know any more about the kits. He's waiting for the ADA Coordinator to come on board and order a training session. They were charged, so I was able to fool around with them. But they're not... we spent most of our time figuring out what linked with what and what the equipment is supposed to do, and there was at least one or two things that neither he nor I could even figure out its use, and there didn't seem to be a manual, or... he says we just need training, and that's what he's waiting for.

>> CHAIR GISH: Thank you. Pam. Eli, you have anything to add to that? Or...

>> ELI: Yeah. maybe we can ask for Brian to be proactive on this and arrange training. There's two sources that he could do that with. One is the vendor and the other one is through the Governor's Commission for the Deaf or Hard of Hearing. I think together they'd be able to pull that training together. The person who has used these kits the most was Lauren De Acevedo over at the Department of Health, but he has since left, so If Brian could take it upon himself and be proactive and organize that training that would be really helpful. I think I'd be happy to participate, but I think that would be a good next step for us.

>> CHAIR GISH: Yeah. And I just want to voice that, you know right now I literally have nothing but dead grass in my yard. The city is dead. There's... it's dry and dead. and it any spark and there's going to be a fire. And I worry about the entire perimeter of the city. and I worry about having to evacuate in that case. This is the hottest and driest city that I've experienced in 20 years. And it is to me, these kits need to be ready, we need to have at least enough trained staff so that if there is, God forbid, an emergency where they are needed they are ready to go. And right now we need it more. This this is like the reason why we got these kits was for these exact conditions. And so you know to me it's urgent. I would really hate to have it happen where people are stuck in the city and don't know what to do to evacuate and cannot pay attention to the news and not listen to the news, cannot access the news, whatever is happening, because they're panicking because they don't have access to these kits because they can't hear, because they, you know, they need them for language, they're Spanish as well as for definitely hard of hearing. And I am sincerely worried about the conditions that we are experiencing and how dry the city is.

I'm also gonna say, people on the main street where I, from where I live are shooting a fireworks still, you know, it's like this is dangerous. So we know that this is happening around this entire city and all over the county. And so we may need to evacuate if something were to happen.

And so Eli, I really like your suggestions. And I think that we should reach out to Brian. The other thing I was thinking is, if we could get EMT and fire department to be included in that, because they would be the main people as well as police, would be the main people who would help people evacuate if there, if that was needed. And so I think that we can make this happen. I don't think that we need to be waiting 2 or 3 months for ADA coordinator to come in. I think that that's dangerous to wait. and so I think that this needs to happen as soon as possible. Go ahead, Pam.

>> PAM: Well. talking to Brian Williams, he also indicated that there is a culture surrounding police and fire. And that they feel perfectly fine communicating with deaf and hard of hearing people with a piece of paper and a pencil. So, I think that attitude either from Brian, which is accurately refracting fire and police needs to be addressed. I think education is key to everything that we do. No one's going to use those kits if they don't believe they're necessary.

>> CHAIR GISH: Thank you, Pam. Eli go ahead-- okay.

>> ELI: I was waiting for Kendra, but I'll add a little bit to that. I think the kits could be useful in some first responder circumstances. but they also may be really useful in a mass care setting. So if you are opening up an emergency shelter like setting, these kits are really designed for that effective communication. and it often happens that people have to evacuate very quickly and earnestly, and they don't have the time to have their devices with them. So these kinds of things can be really helpful in a mass care setting, and I mean, part of me is like, well, what are the chances of their being a mass care event where we need to open up a shelter? Last year we opened up a shelter. I know very few people attended that shelter, but it was opened up at the Gino Chavis Center for the wildfires, so I think emergency preparedness, putting on an emergency manager hat, you want to be prepared for everything. If you have something that can increase accessibility for people with disabilities, why wait? Let's go ahead and move forward as quickly as possible on that and get that training. started.

>> CHAIR GISH: Thank you. Pam, you still have your hand raised, and you're on mute. Do you need to -- have anything more to say? No? Okay.

Can we unmute Pam? I accidentally muted her trying to change a setting, and it muted her instead, which was not what I was trying to do. Thank you.

So, next item is 7f, discussion and plan to implement inclusive city meetings, the accommodations process, zoom hybrid meetings, ASL cart language loop system in city buildings and an ongoing need to correct and update community access.

So, Pam, I'm gonna pull you into this one, too. And Eli as well. So in the event, at the accessibility awards event, afterwards councilors Renée Villarreal and Michael Garcia. spoke with me for a little bit. and I let them know that I was aware that they are trying to make our meetings more inclusive and accessible to the entire community. Renée told me that she became aware that ASL is pretty standard in most public meetings, and I agreed. And I let her know that we are also working on this issue. And so she reached -- her and Michael both reached out by email to me, asking if it might be possible either for them to come to a meeting and or for us to present to the City Council on this issue. And to do a presentation. I let them know that me and Eli did have a little bit of an issue with the city clerk's office when we were trying to do a presentation, but they said that that shouldn't be an issue with this, that we should be given enough time to do a presentation and not the standard two minutes. And so I am into presenting to the city Council, and I would ask that everyone on this committee who is able and wanting to join us join in with us to present on this issue. We can work on a presentation together. and make sure that all of our points and views are in the presentation and make sure that it's thorough and helpful to the city council, to in particular-- to Renée Villarreal and Michael Garcia, but to the entire governing body.

And so I'm wondering what your thoughts are on that, and if you have anything to add. Go ahead, go ahead, Regina.

>> REGINA: Thank you so much. I think it's a really good idea to prevent present to the governing body. You know, we have that really gigantic, comprehensive list of stuff we want, and it's we're just not making very good headway. And so I think it's really important that the Council take that on themselves to make it happen. And the difference between the two minutes and the presentation, you'll be on the agenda for a presentation, and you'll have the time that you need to present. The two minutes is for public comment. Everybody gets limited that way.

I have a number of questions now about how we really want this to look, and it might be helpful if we get that hammered out for the presentation to say we want this. I think we want a separate screen with the captions streaming separately. I think we also want captions on the screen with the Zoom Meeting, right_ So that you can put it under the speakers. We want ASL at every meeting, and I don't know if that can be a little box in the corner, so that a remote ASL interpreter could provide that, or if it has to be someone in the room. I think we want Spanish at every meeting. I can't believe we don't have it honestly. And I don't" is that a separate screen? So one streaming caption is English. One streaming caption is Spanish. We have also had interpreters in the room so that people can wear headphones for the Spanish. That's hard to do in that room, because what happens is the people speaking, the interpretation in Spanish are interfering with everybody else hearing the Council. So I don't know if just text is okay. But I think it's great-- we really want to talk about the accessible podium. I think we've got that got that coming and I think the loop is definitely coming. I think we got those two pieces. But, boy, I mean, we've been at this a year, and we've got a loop coming.

I think we have some challenges with our CART service. And we just set up a meeting with those guys because I think what they did in order to make it real time, so that Pam can read the lips and read the subtitles is they had to abandon their streaming function right? That was where the delay was, and I want to find out from them. Can they do both? And they still haven't answered that question. I also have a question about it. Seems to me I was watching the captions really carefully at Finance Committee on Monday nights that one uses the zoom built in like, Oh, my gosh! That's getting really, really accurate, and I noticed that it's doing what the live captioning does to is where it's doing contextual corrections. So, as the speaker continues, it'll go back and correct the word when it realizes that word didn't fit. It was, I would say, I watched it solid for 15 min. I only saw one incorrect word. So I what? I wonder if we might want to use the zoom built in for the on the screen, and then use the cart for the slightly delayed one that's on a separate big screen. So I just feel like we have a lot of details to hammer out. And if we're not super clear, and if we can hammer out the details, I think I can arrange with partners interpreting. I can get the resources. I can pay for it. and we can make it happen. It's just... you know it's a learning process for me. So I kind of wanted to say some of those things. and I thank you so much. I think it's a great thing. I'm so glad the councilors want you to be present and are really committed to support. That's great.

>> CHAIR GISH: Yeah. That's how I felt, too, is like, we're finally like coming together with the city and the committee and working to help the entire city and all of this entire community to

be able to participate in these governing body meetings. And how important that is. So, yeah, Eli, go ahead.

>> ELI: I think Regina just summed it up perfectly, that outline of your suggestions about some of the challenges we have, and then let's have a clean, clear strategy and prioritization of what we need. So when we go there, we can say, we need A, B, C, D, E and F, and here it is. This is what it's going to look like. I think that will be really, really great. And frankly, this could be one of the most successful meetings in the State easily that we could set up for Santa Fe, and just something we should be really proud of. But we're we just need the will; and I think we have the will now. So let's work out the kinks and see what makes sense and what doesn't.

And also let's also be aware that we want this to be sustainable. So we want it to be cost efficient. And if it means that we do have to use some cost-efficient devices let's do it. Because these meetings, right? They're pretty long. So they're unique in that sense. We want it to be sustainable even in down times. So accessibility does cost money. So let's figure out how to make it accessible and affordable and then where we need to put the money we'll put the money, but this sounds like a really excellent endeavor.

I wonder if we wanna like set up a even a, hate doing like a subcommittee or something where we have like a working group to get an outline together, get the PowerPoint together if we want to have some slides and then really work on the details. This seems like a detailed kind of presentation where we present high level. But there's what -- what it looks like, what kinds of services we stream that really matters. How do we incorporate ASL? Where are they positioned in the room? All that matters. So it needs to be worked out in detail.

>> CHAIR GISH: And, Eli, I'm thinking you me and Pam, and then Regina as well. So kind of -- to be creating a working group together. I think between us, I've been in all of the meetings with Pam and CART and trying to get that resolved as well. So I know a lot of those details. And so I think the four of us, I think, could really get a really solid outline, and ...

>> ELI: Sounds great.

>> CHAIR GISH: ...and create a powerful presentation. Regina go ahead.

>> REGINA: Thank you, Madam Chair, I just wanted to add, we should ask for money, because I think I did do an estimate of cost, and you know we're zooming in on \$100,000, because those council meetings go from 5 p.m. to midnight, every other week. And so, and then with all of these different services. So, I think another thing, you guys are gonna-- we're all gonna work to get this really nailed down. And I'm gonna say, we're gonna need this much money for the budget. And I think that's been a hesitation from the city clerk's office as well.

>> CHAIR GISH: Thank you. Yeah, thank you Regina. Rachel?

>> RACHEL: Yeah, thanks. I just want to put on your radar kind of yet another, a little detail about this switch, is that I've attended a lot of planning commission meetings recently, and I go to a lot of ENNs. I listen to a lot of ENNs online. And one of the things that is sort of up in the air right now, maybe with this sort of zoning commission rewrite is whether-- I mean, we've asked that an ENN become a formal city meeting, because when, when we all started using Zoom it became possible to record those meetings and to put them on the city's website, which then, sort begged the question of whether or not those meetings should always be recorded and on the city's website.

And in the past responsibility for an ENN, an early neighborhood notification meeting, has been moved, meaning the developer needs to put those together. And when we're working on one proceeding, you know it is a really key place for non-English speakers to have input into things that are going to affect them. And they simply don't participate because they don't expect that, you know, they'll be able to, to understand or to provide comments. And that's a real inequity.

And so for one, this one proceeding, we did arrange to have Spanish and ASL translation, but you know, it was good. I mean, it was really good because people did participate more, but it also was difficult because they were sort of complaining about the expense. You know they were like, well, we only have the translator for another hour. Community wrap up your questions, and you know there's always going to be that tension. But, I just -- that is a point of discrimination. Really. I mean inequity in these things that many people would love to see addressed, you know? And it's a hard one.

Maybe it means that, you know, if you create facilities that are automatically set up to do the kinds of things you're talking about, which are over my head. I mean, I would just go to some city, some city like ours and say, Well, what do you do? Can we buy one? If these ENNs are going to be these ENNs in the future, maybe need to be held in a public facility where these types of technology are available. So thanks. And ESL, too, should be present for those I mean, I don't mean to say I mean, I don't know whether we had ESL needs, but so thanks.

>> PAM: It means -- did you say you did not know what ESL means?

>> RACHEL: Actually, I want to say I did a, I did a radio, a radio program on ESL in the theatre. Believe it or not. If that doesn't have more twists and turns than you can imagine. Because I was in a theater once in Washington, DC. And I was watching, people were doing ESL. And I was so blown away by it that I looked into the whole thing. So I'm saying that in the proceeding that I was referencing, I'm not sure that there were people actually participating who needed the ASL. It's totally known, I know I totally know. ASL not ESL

>> PAM: It's translating it as ESL and that's English as a second language?

>> RACHEL: I know I'm sorry, that's me. I was saying that, I was saying that I meant ASL.

>> REGINA: My madam chair, I really appreciate what Rachel's saying, because here we are just trying to get governing body meetings acceptable. But there are planning commission meetings and early neighborhood notification meetings, and we have constant design update meetings on our road projects and our building projects and our corridor studies, and at the very least what we might want to consider on our presentation is, you know, we've just spent all of this time talking about how we're going to get our governing body meeting accessible. And here's all the other meetings that we need to think about. You know, how we're going to tackle those, because I think it's a really good idea to keep the entire universe of accessible meetings. And I think Rachel's idea is a great one, that if there was a place where you just go and plug in, everything worked. I mean, you do have to schedule Partners Interpreting, or whoever the resource is, but if we just had a couple of numbers that you called. It's not that expensive, you know. It's like 150 bucks an hour to get Spanish and English subtitles, live captions. So, but I think that's a great point Rachel, that you raised, and we should not lose the visibility of that at the meeting to the governing body, because they'll understand. And it's really true, because another perspective to remember is that the governing body wants to involve those folks that Rachel was referring to that are completely unable to participate. And we wonder why. And so you could frame our recommendations that this is gonna get you some of that equitable participation from the community that the governing body really seeks.

>> CHAIR GISH: Yeah.

>> RACHEL: If can just follow up with, I mean, Regina, yeah, I don't know if we can make it something a capability in each of the libraries has. I mean, each of them. They have community media rooms. It has to be very easily used. So, but yeah, I mean that the whole pipeline up to the city council meeting, and that's where things are pretty much done, right? I mean, sometimes they really change the outcome of things, but an awful lot of opinions and the comments and all that stuff, it all starts out at the periphery and works its way in. And maybe we'd see greater levels of voting. So thank you, Regina for recognizing that.

>> CHAIR GISH: Yeah, thank you, Rachel. I really appreciate those comments. We have also been saying, you know, really, all committee meetings should be accessible. Everything, but it's a matter of planning for that to happen. So we're focusing right now on the governing body-- the meetings from the governing body, and then we have every intention of branching out to the other committees, because this entire community needs to be able to be engaged with their government to know what's happening, to be informed and to be informed voters. And so I think that that's kind of where we're going, this is a starting point. But this is nowhere near where we're planning to end. So thank you so much, Rachel.

So I know that we need to hold a vote to extend the meeting time. I don't know how much time. How long Halona you and Regina have. I need to do a really quick presentation. It would take me about probably 5 min to go through the pages and explain just how confusing prime.gov is to use, to do an application on there.

>> REGINA: I can see as long as you need. Halona, if you want me to--.

>> HALONA: Same here.

>> CHAIR GISH: Okay, cool. So I'm thinking then of asking for a half hour, but I'm not intending to take that up. It's just in case there's comments and everything else. So if everyone else can stay, I don't know. We still have a quorum. So Rachel, go ahead. You're on mute. Rachel you're on mute.

>> RACHEL: Yeah. I saw that Catherine, who also expressed an interest, had to leave, and I will say I'm actually pretty--I I'm not going to say that I can do this at the application on it, and I'm not 100% sure I'll do the application because Catherine might be really great to have on the committee. But I can kind of get on prime.gov. I mean, if I'm the only person here that you're really practically doing a presentation for you.

>> CHAIR GISH: No, no, no, this is also it's because of continuing issues with prime.gov to explain how complex system it is to use, but also for anyone who wants to apply in the general public, to show them how, where they need to click in order to get to the form, because when I went through it, I was shocked at how hidden the actual places that you need to apply.

>> RACHEL: So somebody might watch this later.

>> CHAIR GISH: Exactly. Yeah. And we have these on YouTube. So yeah, so this is just going to be a really quick showing of where it is to click on prime.gov, and what happens when you click in different places.

So let me do screen share real quick. All right. So can everyone see this very blank menu?

>> Yes.

>> CHAIR GISH: Okay. so this is what it looks like when you just sign into prime.gov. And so it doesn't really help if you make a-- like there's nothing on here at all. So it's very confusing. If you just sign into prime.gov, there's nothing. If you go to the public portal, this is all it shows ,is the committee meetings. There is nothing about any board, vacancies, or anything else. And hold on because I have lost everyone. I can't see anyone now. Okay, you're all back.

And then I noticed-- so I was looking on here, I'm thinking well, maybe you could click on the Mayor's Committee on Disability link, but no, we can't. And then you have to go to this very specific link within this ad and click on it. And I'm gonna right click. And it takes you to this new page that is very specific, and you can only find it in that add. And then it sends you to this page, which is incredibly confusing, because we are not listed in this menu at all. And this doesn't make any sense. If you click on these, you would think, okay, maybe I need to click on vacancies. But we are not listed under vacancies. We're not listed under meetings. There's just nothing listed here. You have to click on this view all boards and commission vacancies link. And then, once you get that, you get this very long menu of all of the vacancies.

And so to prevent you from having to search through each link, which a person who is using a text reader is going to take half hour going through that menu, you have to click on this little drop down box on the top that is kind of hidden, because you can't really tell easily that it's a drop down menu. And then it lists all of the committees in this drop down menu, and you scroll down until you get to Mayor's Committee on Disability. So it's quite a ways down. It's about halfway down. And you click on Mayor's Committee on Disability and apply. And then you get this menu where we are. You can't click on Mayor's Committee on Disability. You have to go to the very end and click, apply.

And then, once you do that, you get this very, very long menu of things to input with most of it starred. And I'm not sure why this has to be so long, but I do have some concerns.

I was gonna ask you, Regina, if I could do an application run through and see how it works, and then report back to you because I haven't done this yet, but I intended to just to get a review on what it feels like to go through this. Also, I wanted to test it to see if it saves, so that if I accidentally click off the browser menu, does it, or the browser window, does it save my information? Or is it all erased? Because I'm very concerned about that because this is such a long page of information to input.

And most of it like, I said, it is starred. There's very few things that are not required on here so -- so I will do that by tomorrow, Regina, and then we-- I can give you feedback. And I can test this out. In lieu of doing this because it is very complicated for someone potentially to do all of this, the alternative was to email you. Can you give more of a rundown of how to do that in an accessible way, which is to email you? Do you want to-- instead of doing this to the alternative was to email you.

>> REGINA: Thank you Madam chair. Send me your name and phone number.

>> CHAIR GISH: So the alternative was, I think I think it was, and I print it. So I and I have to share screens. I'm gonna stop sharing screen, because that's what I wanted to go through.

>> REGINA: Oh, my God. I can't believe how hard it is to get to that form though, that is just impossible.

>> CHAIR GISH: It took me about an hour of clicking around, trying to figure out where everything was. And yeah...

>> CHAIR GISH: What do you think about? Should we just email people as a fillable pdf, that has the same information? We could have a pdf or, or the old way was to just email the ADA Coordinator. And then people just emailed me like a literal brief paragraph of why they were interested. I was thinking of making a more involved and engaged process so that we actually reached out to them, maybe do an interview process which I know other committees do, and kind of really engage them in this process. Let them know, even if we don't select them, that

they are welcome on our committee and are welcome to participate. They just can't be voting numbers. That's the only thing that is different.

And so, yeah, so I'm I've been thinking of how to improve this process. But I think for ease of people applying, I think, emailing you and just putting, like Mayor's Committee on Disability Application in the subject would be the easiest way to go, because this is really complex.

>> REGINA: And really any of the committees are probably hampered by that horrible process, and then it occurs to me, possibly if we have to fill out the application, we could pull that up on the screen and ask the person the questions. Right?

>> CHAIR GISH: Yeah, yeah.

>> REGINA: We could do that. I'd be happy to do that. And I guess I failed to do that process for the person that e-mailed me the questions. But I'll be more alert to be more responsive to that.

>> CHAIR GISH: Yeah, and we can figure out what the city is requiring, like, what is absolutely necessary. Are these questions absolutely necessary now for someone to apply to a committee? Because before that was not the process. It was literally just a paragraph of why I'm interested. And then their resume. And so it was -- it used to be a lot more simple. And we've never really done, like I said, we've never really done interviews before, but I think we can absolutely find a really good candidate. But it's just -- this process to me was kind of shocking, and the fact that you can't access it from the public portal at all, like there's nothing saying that there's vacancies in any of the committee meetings just by going to prime.gov and you, and then you can't go into your login and find even the committees that you are a chair of. There's just nothing on there.

And so it just-- it's like multiple levels of disconnect and confusion. And so, yeah, so I wanted to highlight that for anyone who is trying to get through this, that is what you're going to experience. And to me, just email us, because that is a lot more simple and more accessible.

>> REGINA: So then the person will email me. And then what will be the next step?

>> CHAIR GISH: You would forward those emails and resumes to me.

>> REGINA: Okay.

>> CHAIR GISH: And you can do that at either of my emails. You have my city email or my private email, either is fine. And then I collect those. I already have a selection committee of me, Kendra and Aurore that will probably continue, and like I said I was, I was considering, because of the complexity of what happened last time, and how disconnected we all were, and just kind of guessing about things, that I think it would be more important to really engage each of the candidates and ask them the questions and make sure that they are living in the

city of Santa Fe and things like that. Because there was a lot of questions about that where it just wasn't clear with what they were saying so, a lot of people in the last time, like I think 2 or 3 of them weren't even in New Mexico yet. They were like moving here. So it was, there was a lot of, a lot of confusion and trying to figure out like, okay, are you really here? Things like that.

So yeah. I think that that would resolve a lot of the issues we experienced last time. So, that's how I would ask you to proceed. Please, email Regina, and make it clear that you are wanting to apply for the Mayor's Committee on Disability's vacant position.

>> REGINA: Thank you so much Madam chair. And Rachel, so I should forward your email. I just pulled it up that had the question, and I'll forward that to Chair Gish, to start you in the process.

>> CHAIR GISH: Thank you.

>> REGINA: Okay good.

>> CHAIR GISH: Okay. So next is, if there's no other comments or questions, yeah, okay. Next is 8e, Mayor's Committee on Disability Subcommittee reports. Are there any subcommittee reports? Go ahead Aurore.

>> AURORE: The remaining members of the old Transit Advisory Board are still trying to get a group together. And we're trying to get-- we've got our in done. We're just getting permission to have a meeting either August 22, or August 29. It would be from 5:30 to 7:30 in the evening, and we've already written an invitation for all interested people in the community. So that's our goal. Anybody who's interested in public transportation and disability, public transportation.

>> CHAIR GISH: And then where is that being held? Is it in person or is it online?

>> AURORE: It's gonna be at Transit. There may be a zoom component. I'm not sure.

>> CHAIR GISH: That would be very helpful. I'm just gonna say for me. That would be very helpful for people like me who use paratransit or have to get a ride.

>> AURORE: I'll mention that. I'll mention it. Okay.

>> CHAIR GISH: And I would even make an effort to show up for a committee meeting if I was really able to. You know, if you get the date set because there's some long-standing issues that I would love to bring your attention to. And also right now, with the buses the way that they are like, you know, we already know that there's an issue with service being disrupted and people not being able to access public transportation the way that we used to. Which was already limited before. So now, it's even more limited.

And so yeah, go ahead, Regina.

>> REGINA: I should let you guys know that you know one of the reasons it's been bad, obviously, Covid kind of crushed it. And then we've got, you know, a 60% vacancy rate on driver positions. But we have just hired a new employee-- I created a new position, using another position of a Director of Transit Administration, and we have a very seasoned transit professional Gabriela Chavez, will be joining Transit. Very exciting. She's accepted the offer, so it'll be a matter of weeks, and that'll really help us. She'll be responsible for a service assessment upgrade. So we've assessed our service. We know we need improvements, but there hasn't been anybody to design and implement that. She'll be responsible for that. She'll also be responsible for getting Grant funding to improve our bus stops. So she, I think she's going to be a real help to improve our bus system, because with only one director, it's just they basically been treading water for 3 years, and I just have to apologize that we are clear that it needs a lot of work. And we're hoping that with Gabriela coming, we're going to be able to make some progress.

>> CHAIR GISH: Thank you. That's a wonderful okay, Regina. Hopefully, hopefully, that will happen soon. Fingers crossed. Are there any other subcommittee reports? No? Okay.

Rachel, I will be in touch with you. If you could leave me your email address. That would be the easiest for me. Okay, thank you.

>> HALONA: I gave her her emails. Yours, Chair Gish, Regina's, and myself.

>> CHAIR GISH: Okay, thank you. I appreciate that.

Next is matters from staff, Halona.

>> HALONA: A link to the video recording of this meeting will be added to the meeting minutes for the meeting.

>> CHAIR GISH: Thank you. And then we have matters from the committee.

>> REGINA: Madam chair could I add a little bit? We have-- I think the committee may be aware, but we had to write a new job description for the selected ADA coordinator, because the person has vast experience and expertise. We rewrote the job description. It's now entitled Equity and ADA Manager. We posted it, we interviewed. The only qualified candidate was the gentleman that we had selected from the ADA Coordinator interviews. He interviewed spectacularly. We pushed him to the limit of a little bit more towards equity and inclusion. He blew our minds. So we'll be making an offer to him within the next couple of weeks. As soon as HR can get out the door, he has secured an apartment in Santa Fe. His goal is to be here by September first, I said-- that's pretty aggressive, knowing our HR Department, but I think he'll probably start on September 15ish, so, great progress on that.

>> CHAIR GISH: Yeah, thank you. Yeah. And if he's available during our next meeting we can invite him to sit in. If he's if he's available. I'm sure he's gonna be busy moving,

>> REGINA: He's moving from El Paso. You know, his wife is in a chair. She's a quadratic, so there, I'm sure it's a big, a big undertaking, they are so excited, super excited.

>> CHAIR GISH: Yeah, thank you, Regina. I appreciate that update. Matters from the committee.

>> AURORE: My granddaughter is in college! So far, so good.

>> HALONA: She's going to Fort Lewis. Right?

>> AURORE: Yes. She started the early program this Monday.

>> HALONA: Oh, wow! Good for her.

>> AURORE: Yeah.

>> CHAIR GISH: Very, very cool. Congratulations to her.

>> AURORE: Thank you.

>> CHAIR GISH: Okay, so if there are no more matters from the committee, our next meeting is September 6, 2023, from 3 to 5 pm. On zoom. And we are adjourned at 5: 28 pm.

>> Thank you, everyone.

>> REGINA: Thank you, Madam Chair. Great meeting.

>> [End]



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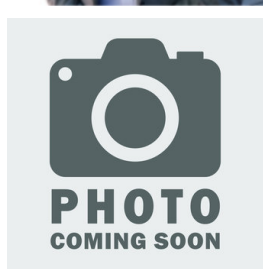
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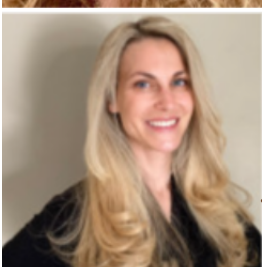
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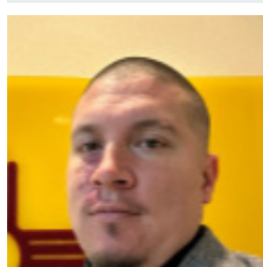
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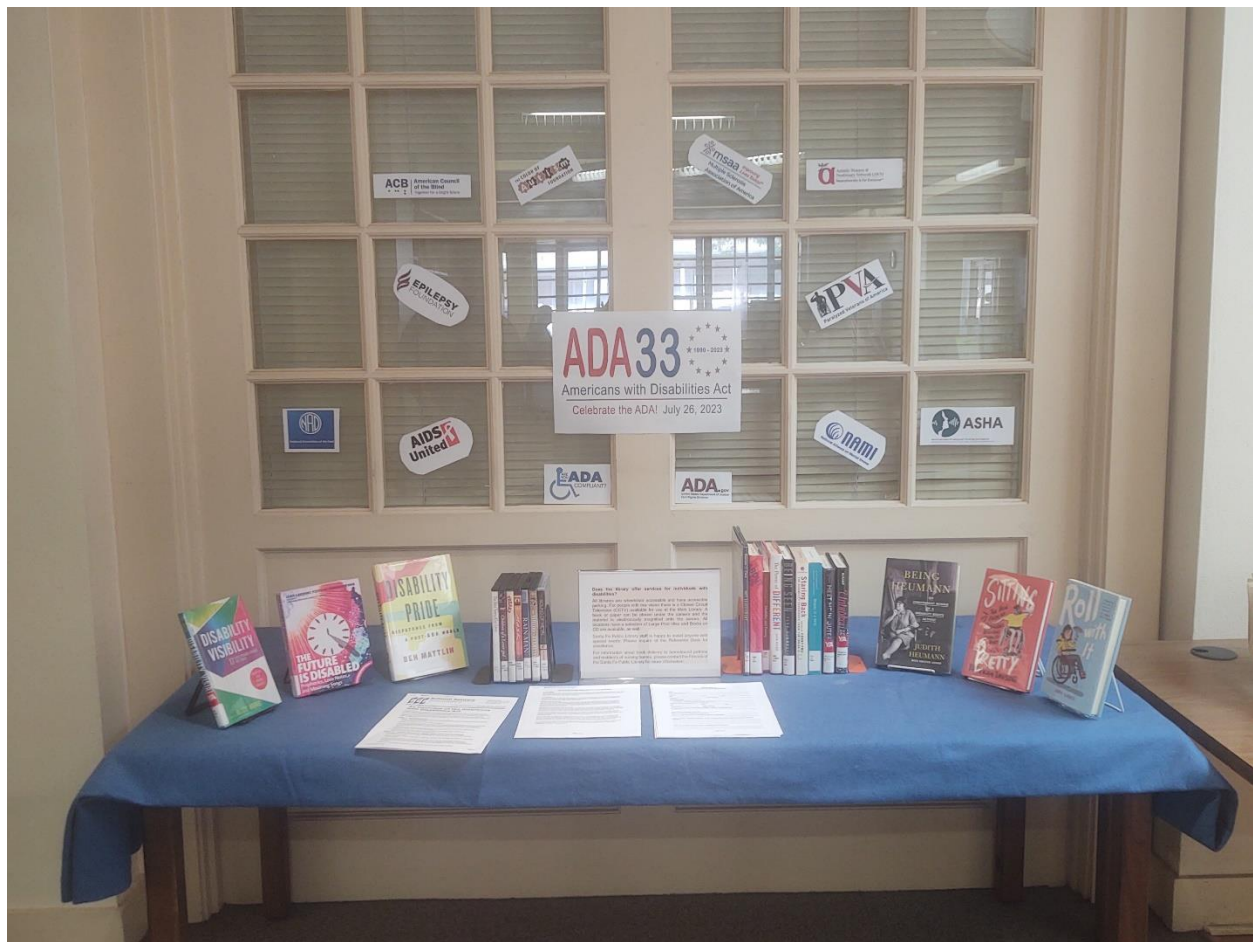


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Santa Fe Public Library Main Library ADA Display



La Farge Disability Independence Day Display



https://www.santafenewmexican.com/news/local_news/weekend-fires-spotlight-increased-risks-in-an-august-with-no-monsoon/article_08cb5b5e-4051-11ee-b81b-3bfc7eb63ac9.html

Weekend fires spotlight increased risks in an August with no monsoon

By Carina Julig cjulig@sfnewmexican.com

Aug 21, 2023



From left, Keith Flores, Jordan Cisneros and Rikki Valentine of the Santa Fe Fire Department Wildland Division walk along a fire break Monday while mopping up the small fire that started in the Caja del Rio. The fire was declared contained Monday after burning 63 acres, though there were still hot spots in the perimeter. No residents were harmed and no structures were threatened.

Luis Sánchez Saturno/The New Mexican

Lightning strikes ignited fires Sunday in the Jemez Mountains and in Taos Canyon, while Santa Fe County crews continued battling a brush fire with an unknown cause in the Caja del Rio.

State officials and meteorologists say it's too soon to tell whether this year's wildfire season in New Mexico will be worse or longer than usual, but Sunday's blazes spotlight the continued lack of a summer monsoon, which has led to a hotter and drier August — with increased fire risks.

“We are in uncertain conditions right now as regards the weather,” State Forestry Division spokesman George Ducker said.

Drought has increased throughout the summer, he said, causing grasses and shrubs to dry out and creating more potential fuel for a fire from lightning or a human-caused spark.

“In terms of a monsoon season, it's been pretty abysmal,” said Randall Hergert, a meteorologist for the National Weather Service in Albuquerque.

The dry conditions and low humidity led the weather service to issue two red flag warnings for parts of New Mexico this month — which Hergert said is a first for August in the state. Red flag warnings indicate weather conditions that can lead to dangerous wildfire growth and are usually only issued in the spring and fall.

A high-pressure system sitting over the Central Great Plains region is forecast to move into New Mexico later this week, Hergert said, which is expected to decrease to wind speeds and lower fire risks for at least the rest of the month.

That could be good news for the area's firefighters.

Crews from several agencies responded to the brush fire Sunday in the Caja del Rio near equestrian facility HIPICO Santa Fe, which burned 63 acres before it was fully contained late Monday afternoon. There were still some hot spots within its perimeter, officials noted.



Keith Flores and Jordan Cisneros remove a tree along a fire break while working to contain the fire in the Caja del Rio on Monday. Crews from several agencies responded to the brush fire that began Sunday. The cause is still under investigation.

Luis Sánchez Saturno/The New Mexican

The cause of the Camel Tracks Fire remains under investigation by the Bureau of Land Management, according to a news release from the agency's Taos Field Office.

No structures were threatened or damaged by the fire and no residents were harmed, Santa Fe County spokeswoman Olivia Romo wrote in an email.

The Santa Fe County Fire Department was dispatched to the fire along South Polo Drive around 3:45 p.m. Sunday, Romo wrote. Battalion Chief Karl Ehl initiated a "Western Region Response Page," calling in support, she wrote, and the city of Santa Fe Fire Department responded.

Crews from Rio Rancho, Cochiti, the New Mexico State Forestry Division and the Bureau of Land Management also arrived at the scene, Ducker said, adding the BLM, in conjunction with the Forestry Division, is still managing the fire.

The fire was mostly burning in brush and grass, Ducker said, and was not a threat to any structures or homes. Still, he noted, “It’s close enough to valuable areas that we wanted to get as many folks out there and get the fire controlled as safely and as quickly as possible.”

He added: “We’re not anticipating any growth at all.”

The cause of the fire has not been determined. An investigator was at the scene early Monday afternoon.



Sandoval County Brush 83 drives the perimeter of the fire in the Caja del Rio on Monday. The blaze near the HIPICO Santa Fe equestrian facility was one of several to pop up over the weekend as a lack of a monsoon makes conditions ripe.

Luis Sánchez Saturno/The New Mexican

Though the fire is contained, the BLM cautioned that residents may still see smoke because of spot fires. The community is asked to avoid the area while crews are at the scene.

Meanwhile, a fire sparked by lightning about nine miles north of Jemez Springs in the Santa Fe National Forest had burned 40 to 50 acres as of late Monday morning, the U.S. Forest Service said in a news release.

No structures were threatened by the McKinney Fire, the release said.

“A Valles Caldera National Park crew and two Santa Fe National Forest engines were assisted by a helicopter dropping water while an air tanker from Grand Junction provided two retardant drops,” the release said. “Ground resources worked late into Sunday night.”

About 50 U.S. Forest Service and National Park Service personnel have been assigned to the fire, which is being managed with plans for full suppression.

The Kids’ Pond, a popular family fishing area at the Seven Springs Hatchery north of Jemez Springs, closed Monday to allow fire crews access to the water, the New Mexico Department of Game and Fish said in a news release.

Nearby Fenton Lake State Park had not been affected by the fire and was operating as usual Monday.

The wildfire in Carson National Forest’s Taos Canyon was reported at just 3 acres Monday, with no containment.

Hergert said he’s hopeful the region will have a near average winter in terms of precipitation amid what’s forecast to be an El Niño climate pattern, but it’s “too early to say” how the fire season will evolve.

“The big question is how much moisture can we get,” he said.

Temperatures are forecast in the 80s in Santa Fe through the rest of the week, according to the National Weather Service. There is a 20% chance of rain Tuesday through Thursday, increasing to 40% Friday and Saturday.

The State Forestry Division offers tips for those venturing into forests and other outdoor areas in these hot, dry conditions to help prevent wildfires:

- Hunters should be careful during target practice not to shoot over grassy areas. “If you miss, the bullet can cause an ignition in the grass, and with the wind we’ve got that can get out of hand pretty fast,” Ducker said.
- Those camping or hunting should park cars in designated parking lots or on dirt and gravel rather than over grass. The heat from car engines can send off sparks that can easily ignite, Ducker said.
- Similarly, tow chains on vehicles need to be kept tight so they don’t touch the ground. “If they’re dragging on the road even a little bit, that can cause sparks,” Ducker said.

Carina Julig

INCLUSIVE OUTREACH AND PUBLIC ENGAGEMENT GUIDE

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

– Mayor Mike McGinn



April 2009 (Rev. 01/11/12)

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

CONTENTS

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

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

1. OVERVIEW

Inclusive Outreach and Public Engagement

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

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

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

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

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

2. INCLUSIVE ENGAGEMENT

THREE GUIDING PRINCIPLES

Enhance Relationships & Engagement:

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

Enrich Knowledge Gathering:

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

Embrace Organizational Change:

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

Goals of Public Engagement

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

Racially and Culturally Appropriate Public Engagement Delivers Results

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

Challenges of Implementing Racially and Culturally Appropriate Public Engagement

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

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

CULTURAL COMPETENCY CONTINUUM

What is the Continuum?

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

Why do we use the Ladder?

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

How can we use the Ladder to impact our work?

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

Please Read

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

CULTURAL COMPETENCE CONTINUUM

STAGE	CULTURAL DESTRUCTIVENESS	CULTURAL INCAPACITY	CULTURAL BLINDNESS	CULTURAL PRE-COMPETENCE	CULTURAL COMPETENCE
	Where people actively belittle other cultures	Where people show no interest in or appreciation of other cultures	Where people treat all cultures as if they were the same	Where people have acceptance and respect for difference, and continue self-assessment	Where people unconsciously hold culture in high esteem, and use this to guide their lives/work
ASSUMPTIONS	- Forced assimilation - Rights and privileges for only dominant group "We deserve this" "This is the ONLY and RIGHT way"	- Lower expectations - Maintain stereo-types "People choose not to be a part of the process" "This is just the way we do it here"	- Differences ignored "treat everyone the same" - Need/Problem based "I don't see color, we are all just the same" "just give me a checklist"	- Seeks advice/consultation - Identifies what they are NOT capable of doing "Let's just hire an expert" "Teach Me Phase"	- Recognizes individual and cultural difference - Develops new approaches "Let's work together to truly empower communities"
POWER DYNAMICS	Access and power are only given to a privilege group other members are purposely excluded	Education is still designed for privilege group and no accommodation is made to try to include other groups	No acknowledgement of power differences (institutional racism, classism, immigrant or refugee experience, etc.) power is still held by dominant group	Power differences are acknowledged, with some understanding but reliance on others ("experts")	Target community has a role (real power) in education design and application
EXAMPLES	- Exclusive Public Meetings "English Only" Approach	- Traditional "Town Hall" model - The "Bootstrap" Mentality	- Translated Newsletters - Multicultural Festivals	- Consult with or hire (one) member of an ethnic community - Special (one time) Programs	- Native American Art and Storytelling (target population designs process, holds real power) - Trusted Advocate Model (power sharing)

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

SIX ESSENTIAL STRATEGIES FOR INCLUSIVE ENGAGEMENT

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

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

1. Build personal relationships with target population

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

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

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

2. Create a welcoming atmosphere

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

Q2 Do the venues you choose invite participation and engagement?

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

3. Increase accessibility

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

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

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

4. Develop alternative methods for engagement

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

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

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

5. Maintain a presence within the community

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

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

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

6. Partner with diverse organizations and agencies

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

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

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

3. QUICK GUIDE

KEY STEPS TO INCLUSIVE PUBLIC ENGAGEMENT

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

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

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

4. PLAN

INCLUSIVE PUBLIC ENGAGEMENT PLAN

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

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

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

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

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

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

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

RESOURCES:

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

Department of Neighborhoods Public Engagement Toolkit.

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

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

'Disparities': A snapshot of Seattle
inweb.ci.seattle.us/rsji/docs/RSJ_stats_sheet-final.pdf

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

Please describe:

Who's affected by the proposed project/policy?

General population _____

Race and ethnic population _____

Specific groups _____

Specific area(s) _____

Please describe how these groups are affected:

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

Deadline for project completion: _____

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

RESOURCES:

*Department of
Neighborhoods
Public Engagement
Toolkit.*

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

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

*'Disparities': A
snapshot of Seattle
inweb.ci.seattle.us/rsji/docs/RSJ_stats_sheet-final.pdf*

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

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

To help with policy making:

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

To help relations with community:

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

Please describe:

What are the constraints to public influence?

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

Please describe:

Public Role: (check all that apply)

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

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

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

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

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

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

Describe nature of decision: (What is the decision to be made?
Who do they affect? Who influences and who makes the decisions?
Who puts together the recommendations for making the decision?
Who makes the decision?)

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

- ☐ Mayoral priority
- ☐ Council priority
- ☐ Other level of government: _____
- ☐ Appointed officials: _____
- ☐ Other Decision-makers: _____

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

Identify specific stakeholders:

☐ General Public:

☐ Racial/Ethnic Groups:

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

☐ Private Sector (business community, development community):

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

☐ City Department(s):

☐ Other Public Agencies:

☐ Other (those directly affected by the outcome):

RESOURCES:

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

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

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

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

What are their expectations?

What resources do they have?

How can they benefit from the policy/project?

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

What relationships do they have with others?

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

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

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

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

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

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

What are the translation and interpretation needs of the project?

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

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

Do the tools/activities achieve inclusive engagement?

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

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

Activity deepens existing relationships or establishes new relationships.

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

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

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

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

Community responsibilities and roles (if applicable):

Funding needs – communications, public events, consultant services

RESOURCES:

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

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

13. What is the public involvement schedule?

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

Key Dates:

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

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

Describe:

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

5. PUBLIC ENGAGEMENT MATRIX

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

Type of Engagement	Goal of Participation	Tools/Activities	Inclusive Engagement Techniques	Indicators/Evaluation
COLLABORATE	Create a partnership with the public (key stakeholder groups) to work along with the City in identifying problems, generating solutions, getting reactions to recommendations and proposed direction. <i>Message to the Public:</i> Will work with the public to ensure that their concerns and issues are directly reflected in the alternatives developed and show how public input influenced the decision.	- <i>Citizen Advisory Committee/ Liaison Groups</i> - <i>Visioning</i> - <i>Consensus building</i> - <i>Participatory decision-making</i> - <i>Charrettes</i> - <i>Implementation Committee</i>	Translation of all key documents. Interpretation at events. Provision of Childcare. Culturally appropriate food. Individual meetings with community leaders.	
SHARED DECISION-MAKING	Decision-makers delegate decision-making power to stakeholders or give them a formal role in making final recommendations to be acted upon. <i>Message to the Public:</i> Will implement what the public decides.	- <i>Citizen juries</i> - <i>Ballots</i> - <i>Delegated decisions to specific representative citizen body or to voters</i>	Translation of all key documents. Interpretation at events. Provision of Childcare. Culturally appropriate food. Individual meetings with community leaders.	

6. EVALUATE

EVALUATING PUBLIC ENGAGEMENT

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

Criteria:

Public's role is identified in scoping the project.

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

Public involvement plan is developed for the entire project.

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

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

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

The public involvement process is deemed successful.

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

7. GLOSSARY

TERMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The 1st tier languages are:

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

The 2nd tier languages are:

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

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

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

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

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

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

TOOLS AND TECHNIQUES

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

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

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

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

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

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

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

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

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

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

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

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

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

8. ATTACHMENTS

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

Meeting the Needs of People with disAbilities

Community Guide to Accessible Events & Meetings

Recommendations from Age Friendly Seattle,
an initiative to make Seattle a great place
to grow up AND grow old.



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Why We Produced This Guide

Disability is a fact of life for tens of thousands of Seattle residents. In every part of our city, people live, work, and play with a range of abilities, including people who are blind or have low vision, deaf or hard of hearing, or challenged by learning disabilities, speech limitations, or mobility barriers.

Age Friendly Seattle produced this guide as part of their commitment to developing a city that is accessible and inclusive of all ages and abilities. By planning and implementing accessible events, meetings, and activities, and effective communications, we help to ensure that all Seattle residents can participate in events and contribute wisdom and talent to their communities with independence, equity, and dignity.

The City of Seattle encourages everyone to participate in its programs and activities, regardless of ability. For accommodations, materials in alternate formats, or accessibility information, contact Age Friendly Seattle (agefriendly@seattle.gov or 206-684-0662 or Relay 711) or visit www.seattle.gov/americans-with-disabilities-act at your earliest opportunity.

Chapter 1: Accessible Events & Meetings

The chapter provides event coordinators, and program planners with information and tools with which to make communications and events accessible to individuals with disabilities. Tools are provided in several ways—embedded links to online resources as well as checklists and supporting documents found in the [Appendix](#).

Planning accessible events does not need to be daunting. The key is to remember your audience:

- Twenty-three percent of King County adults age 18+ self-identify as having a disability.¹
- Thirty-eight percent of King County residents age 60 and older self-identify as having disabilities.²
- At every age, racial and ethnic minorities experience even higher rates of disability.³

If your event is truly inclusive of all members of the community, providing accommodations for individuals with disabilities must be a key step in the planning process.

An accessible event will have higher attendance and a broader audience. If your event or meeting is participatory, you will benefit from the perspectives of a broader ranges of ages and abilities.

Good planning can eliminate the need for individual accommodations later. Consider accessibility from the very early stages of your planning process.

Age Friendly Seattle believes that our community is strengthened by providing additional support to ensure that individuals with disabilities and without disabilities have meaningful experiences.

Who is required to provide accommodations to individuals with disabilities?

The Americans with Disabilities Act (ADA) requires state and local governments (Title II) and many businesses and organizations that provide public accommodations and commercial facilities (Title III) to provide reasonable accommodations for individuals with disabilities.

For detailed information, ADA technical assistance manuals are available online:

- Title II: www.ada.gov/taman2.html
- Title III: www.ada.gov/taman3.html

¹ Behavioral Risk Factor Surveillance Survey, King County and United States, 2011–2013

² Ibid.

³ American Community Survey (2009–2013 five-year estimates)

Starting Premise

Age Friendly Seattle believes that our community is strengthened by providing additional support to ensure that individuals with disabilities and without disabilities have meaningful experiences.

Age Friendly Seattle subscribes to the seven principles of Universal Design⁴, which can be applied to any type of process, including event planning:

1. **Equitable Use**—The event is useful and marketable to people with diverse abilities.
2. **Flexibility in Use**—The event accommodates a wide range of individual preferences and abilities.
3. **Simple and Intuitive Use**—The event is easy to understand, regardless of the participant's experience, knowledge, language skills, or current concentration level.
4. **Perceptible Information**—The event communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
5. **Tolerance for Error**—The event minimizes hazards and the adverse consequences of accidental or unintended actions.
6. **Low Physical Effort**—The event can be used efficiently and comfortably and with a minimum of fatigue.
7. **Size and Space for Approach and Use**—Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility.

Event Roles & Responsibilities

One aspect of event planning that is often overlooked is assignment of roles and responsibilities, and requisite staff and/or volunteer training. Since event staff are the “face” of your organization, everyone involved should know how to create a welcoming and enjoyable atmosphere.

When events have co-sponsors, each co-sponsor is equally responsible for ADA compliance. If your organization is co-sponsoring but not leading the planning, be sure to determine in advance who is responsible for receiving request for accommodations and who will pay for auxiliary services, if needed. See the [Co-Sponsored Events Checklist](#) and related tools in the Appendix.

Staffing considerations include:

- **Accommodation requests:** It is essential that everyone who takes calls, processes registrations, or receives inquiries from the public knows how to respond to a request for accommodation (see [Providing Appropriate Notice](#) later in this chapter).
- **Budget:** Many accommodation requests will involve some expense to your organization. Since the ADA requires that reasonable accommodation be provided, be prepared to take this into consideration when developing the budget for your events.
- **Event setup:** Assign someone to be responsible for assuring that all accommodations (e.g., ASL interpreters, assisted listening devices, large print, or Braille materials) previously requested are available at the event site when participants begin to arrive.
- **Equipment:** Test any special equipment (e.g., assisted listening devices) in advance.

⁴ Universal Design refers to broad-spectrum ideas meant to produce buildings, products, and environments that are inherently accessible to older people, people without disabilities, and people with disabilities. For local information, visit the Northwest Universal Design Council website at www.environmentsforall.org.

- **Sign-in Table:** Have a person near or at the registration or sign-in table to assist anyone needing help in completing necessary paperwork, or in reading event/meeting materials not available in an alternative format. This person should also watch the entrance lines for signs of someone who may need a chair while waiting.
- **All staff:** Alert all staff and volunteers as to where accessible restrooms and accessibility features are located as well as anything that generally requires a visual cue (e.g., location handout or refreshment table, if photos will be taken).

Serious thought should be given to offering “awareness training” for staff and volunteers so they can assist participants effectively. At minimum, all persons involved on the day of the event/meeting should be provided copies of the [Etiquette When Working with Individuals who Experience Communication Barriers](#) found in the Appendix.

Site Selection

Typically, we think of public events taking place in large venues, such as school auditoriums, local government facilities, or rented halls. These venues are likely to be accessible for individuals with mobility challenges but may have other accessibility challenges, which this guide will discuss.

Sometimes neighborhood gatherings take place in private homes, condo recreation rooms, or small business venues that may not be accessible. Event planners are strongly encouraged to move to an accessible location. If the event sponsor or any co-sponsor is subject to ADA regulations, an accessible venue is mandatory.

Following are four basic accessibility considerations:

1. **Transit:** Can the venue be reached by transit as well as by car? A reasonable distance is two blocks to a bus stop, if level; less, if the venue is situated on a hill.
2. **Accessible parking:** “Accessible parking” refers to a space that has been properly striped and displays the international symbol of accessibility.
3. **Drop-off and pick-up points:** An accessible facility should have a designated (preferably covered) drop-off and pick-up area (preferably covered) that is clearly marked and readily identifiable by paratransit drivers, personal drivers, and waiting passengers.
4. **Accessible restrooms:** Are restrooms ADA-compliant, with wheelchair-accessible stalls and sink control and paper products within easy reach?

It is always easier to choose a venue that is fully accessible than to hire services and install equipment for a special event. If your venue does not meet the basic requirements above, you should consider moving to a different venue.

For a longer list of accessibility considerations, see Site Visit, below, as well as the [Site Accessibility Checklist](#) in the Appendix.

Site Visit

Unless you have visited the site recently to review accessibility, you are encouraged to inspect any proposed event sites prior to scheduling to determine suitability, and then plan for potential accommodations.

Be sure to review the following:

- Ambient noise
- Building access
- Building corridors
- Elevators or ramps between levels
- Entrances
- Lighting
- Outlets
- Pathways
- Restrooms
- Resting places and entrance line seating
- Room setup
- Signage/wayfinding
- Sound system
- Stage or riser
- Water fountains

Additional issues you should consider if your event will take place at an outdoor venue (e.g., public park, stadium, or other open area) include:

- Accessible parking
- Concession areas and stands
- Event access, including wayfinding to event
- Park or stadium entrances
- Pathway slope and surface
- Restrooms (nearby buildings or portable)
- Seating
- Signage at event
- Surface conditions (e.g., muddy or slippery)
- Utilities (e.g., electrical power)

Review the [Site Accessibility Checklist](#) found in the Appendix. Make a photocopy to take with on the site visit.

Unique Venues

If your venue is unique and no alternative is available (e.g., dedication of a historic site or remote outdoor area), you can contact the Northwest ADA Center to brainstorm and craft creative solutions. If the City of Seattle is a co-sponsor of your event, you can request an e-mail or phone consultation with the department's ADA coordinator. See also [Creating a More Accessible Venue](#) in the Appendix.

Remote Participation

Remote participation is a valuable option, not only for people who may not be physically able to attend the meeting but also people with busy schedules. While using technology during the meeting and finding a meeting space with phone and/or Internet connection may feel like a hassle, the benefits outweigh the costs. Some organizations choose to hold all-remote events (e.g., a telephone town hall meeting or a Twitter or Facebook chat).

Skype is a common service for remote participation—on screen, if a camera is available, or off, like a conference call. If you are not familiar with Skype, help is available via Lynda.com (e.g., “Up and Running with Skype for Business”). Other services are also available.

Scheduling & Inviting Participation

Once you have ensured that your event is physically accessible, you can schedule and invite people to participate.

Timing

Organizations tend to offer programs and events at certain times and days. Stay flexible, and consider availability of accessible public transit options, personal assistants' schedules, and other barriers that make it difficult for individuals with disabilities to get to locations before mid-morning or stay beyond mid-afternoon. People of all abilities can find it difficult to attend during traditional work hours.

To accommodate the constraints of varied daily schedules, it is ideal to host repeat sessions on a range of different days and times so people have choices of when they can attend.

Providing Appropriate Notice

Your event notice should inform your audience—and anyone who wishes to attend—that reasonable accommodations are available upon request. The following language must be printed at the bottom of all information disseminated to publicize your event/meeting, including registration materials:

- **Standard:** “[organization name] encourages everyone to participate. For accommodations or accessibility information, contact [name | phone | e-mail] or visit [URL].”
- **Where space is limited:** “For accommodations or accessibility information, contact [name | phone | e-mail] or visit [URL].”
- **Where space is not a concern (e.g., reports and other documents):** “[organization name] encourages everyone to participate in its programs and activities, regardless of ability. For accommodations, materials in alternate formats, or accessibility information, contact [name | phone | e-mail] or visit [URL] at your earliest opportunity.”

Many people experience unpleasant physical effects from scented products and fragrances that attach to clothing and skin—reactions that can be strong and disabling. Consider adopting a fragrance policy that event notice. Following is a draft policy similar to one adopted by the U.S. Access Board:

- Event notices shall include: “Persons attending [organization] events are requested to refrain from using perfume, cologne, and other fragrances for the comfort of other participants.”
- Signs will be posted outside meeting rooms reminding persons attending the meeting to refrain from using fragrances.
- Facilities where [organization]-sponsored events will be held will be requested to remove or disconnect any fragrance-emitting devices from the meeting rooms and adjoining restrooms, and not to schedule any remodeling activities (e.g., painting, wallpapering) or shampoo carpets or apply pesticides prior to [organization] meetings.

Registration

If your event requires completion of a registration form in advance, space should be provided on the form to allow participants to request their desired accommodation. Remember to make the registration form itself—whether print, digital, or online—accessible to individuals who are blind or have low vision. Use accessibility checkers available with your software. To check PDF accessibility, use Adobe Acrobat DC Pro.



In MS Office software, follow this path to check Accessibility: File > Info > Check for Issues > Check Accessibility

Online applications such as [Survey Monkey](#) and [Eventbrite](#) appear to be accessible by digital screen reader when you follow the company's guidelines. If you use these or other programs to create an

online registration form, ask someone who uses a screen reader or voice-activated software to test it for you.

When participants arrive at a public event, they are usually invited to sign in, which can be challenging for people who cannot hold a pen or see well. If you asked for pre-registration, you can print names of people you expect to attend. Participants can initial the list to indicate their attendance. This is easier and faster for people of all abilities. See additional tips for registration table staff under [Event Roles & Responsibilities](#), above.

Outreach

Keep in mind that most residents with disabilities do not receive services related to disability and may not be affiliated with a disability advocacy organization. When you include notice that indicates you will provide accommodations and can answer questions about accessibility, you are indicating your interest in serving all Seattle residents, regardless of ability.

Most residents with disabilities do not receive services related to disability and may not be affiliated with a disability advocacy organization. Your accommodations/accessibility notice indicates your interest in serving all residents, regardless of ability.

Program Planning

A fully accessible event or meeting requires advance planning and may require training.

Program Activities

Some events include activities such as breakout sessions, tabling, wall voting, question-and-answer sessions, and short events (indoors or outdoors) that may not be fully accessible. Plan your program carefully, considering whether guests with mobility challenges will be able to be able to participate.

Presenters

Provide your presenters with two handouts from the Appendix:

- [Tips for Presenters](#)
- [Etiquette When Working with Individuals who Experience Communication Barriers](#)

If you have not worked with your presenter before, inquire whether they need an accommodation in order to participate (e.g., a ramp, if there is a riser or stage).

Additional tips are available via the [Commission for People with disAbilities](#) (Seattle Office for Civil Rights).

Script Preparation

When preparing speaking points—for yourself or someone else—remember that a good oral presentation using PowerPoint includes “captioned” photos and images—words that reflect the visual

elements for audience members who cannot see the content of the screen. Those images and their descriptions should be meaningful. In other words, don't just decorate a PowerPoint presentation—includes photos and images that support the presentation in a meaningful way, and explain the relevance in the spoken word.

Event setup

Entrance Lines

If long lines are anticipated, consider alternate ways to register and/or provide seating to individuals with mobility barriers or other conditions that make standing difficult.

Room Setup

It is important to consider the line of sight for participants who are deaf or hard of hearing. Whenever possible, participants should receive priority seating where they can see the speaker's face, the presentation screen, and the ASL interpreter and/or CART⁵ caption screen, as appropriate.

If the room has windows, consider whether it is necessary to provide a dark screen behind the ASL interpreters and/or CART caption screen (or re-position to avoid glare or light saturation).

If there are break-out sessions or table discussions, individuals who require auxiliary aids or services should be accommodated in their choice of room or table (i.e., ideally, not requested to sit with others who require the same accommodation).

It is preferable if accessible seating is not limited to one area. Individuals with disabilities prefer to have choice in seating, like everyone else.

Seating

A variety of seating options may be needed for full accessibility. Considerations include larger chairs (e.g., extra-wide chairs, chairs with backs and/or arm rests)

Individuals who depend on lip reading require seating near the presenter, with sufficient light on the presenter's face.

For additional room setup ideas, visit [Creating a More Accessible Venue](#) in the Appendix.

Public Meeting Accommodations

Following is a list of commonly requested auxiliary aids and services:

- Accessible digital communications
- Assistive listening devices
- Assistive listening systems
- Audio recordings
- Braille materials
- Captioning
- Computer-aided transcription services
- Large print materials
- Notetakers
- Qualified ASL interpreters

⁵ CART—Communication Access Real Time translation—is described in more detail in the [Accommodations](#) portion of this document.

- Qualified readers
- Qualified tactile interpreters
- Telecommunications relay service (711)
- Written materials

ASL & Tactile Interpretation

American Sign Language (ASL) and tactile interpretation is available through a number of local vendors. Lists of interpreters are available online via a search engine and are also listed on the [Washington State Department of Social and Health Services](#) website. The [Northwest ADA Center](#) may have lists, too.

ASL and tactile interpreters are in a high demand and need to be retained as early as possible. Even two weeks' lead time may be insufficient. Be sure you know at least two different vendors for ASL and tactile interpretation services prior to receiving a request.

Note that two interpreters are usually required for any meeting. Also, remember to request additional pairs of interpreters for breakout sessions or small group discussions.

Event coordinators should consider requesting interpretation services as soon as an event date, time, and place is determined.

If promotional materials state that ASL interpretation is available, coordinators do not need to receive additional requests for ASL accommodation; however, you may wish to continue receiving requests in order to arrange preferred seating. In general, there is no limit to the number of audience members that ASL interpreters can accommodate.

Assisted Listening Devices

Assisted Listening Devices (ALDs) should be made available for any participant upon request. Some of the most common ALDs include:

- FM, infrared, or bluetooth receivers/amplifiers-- transmit and/or amplify from the sound system
- Hearing loop—some event spaces are equipped with an induction loop system that transmit magnetic energy to telecoil (T-coil) equipped hearing aides through a wire that surround an audience. For more information, visit hearingloop.org.
- Counter loop—a portable system that emits a signal to T-coil equipped devices within a short range (about 3'). These may be useful in larger venues in combination with T-coil equipped receivers/amplifiers.

Remember to test all equipment well in advance of using them at an event, and then test them again in the event space. Noise and magnetic interference can render ALDs useless.

Braille

Individuals who read Braille may request promotional materials (e.g., the event flyer), agendas and/or handouts in Braille.

Short documents can be translated to Braille by the [Seattle Public Library Equal Access Program—LEAP](#) (206-615-1380 or leap@spl.org) at no cost. Longer documents can be translated to Braille by on the of the following organizations (there may be a charge):

- [Washington Talking Book & Braille Library](#) (206-615-0400 or wtbbl@wtbbl.org)
- [Washington State School for the Blind](#) (Vancouver, WA)—contact the [Braille Services Team](#) at 360-947-3340 or 360-947-3344.

CART Captioning

CART is an acronym for Communication Access Real-time Transcription (sometimes the T stands for Translation). It is sometimes referred to as real-time captioning or live captioning (as opposed to recorded or broadcast captioning). A trained court reporter, using a steno machine and specialized software, listens to an event or meeting and creates an instant transcript of what is said. This can be done onsite with a live CART writer (captioner) or remotely with a conference phone or other audio connection for the CART writer to hear the event, and an internet connection for the user to receive the captions.

Photos on this page show presenters using two screens—one for their presentation slidedeck, the other for verbatim captioning, as transcribed by a CART writer.

CART caption screens should be portable (e.g., manual tripod or pull-up projection screens, not fixed mount), allowing flexible and optimal placement. The CART caption screen should be as close to the presenter as possible so that lip-readers can watch and read without much head and neck movement. Neither screen should not be placed behind the presenter.

Remember to schedule additional CART writers for breakout sessions or small group discussions.

Microphones and Sound Systems

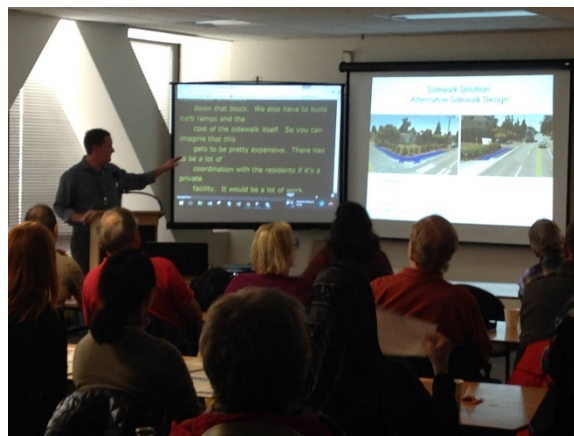
Use of a sound system is a fundamental accommodation for people who struggle to hear. Whenever possible, use amplification. Ensure that every presenter is comfortable holding the mic close to his or her mouth for the best sound quality. Schedule early arrival so that presenters can become familiar with the microphone(s) they will use.

Ensure that audience questions are also spoken into a microphone. Ask audience members to wait for the mic before speaking.

Effective microphone use includes pausing when turning one's head (e.g., to view a PowerPoint slide or something happening off to the side). If wearing a lavalier (lapel) mic, remind presenters not to turn away.

Exclusions

If an attendee with a disability needs assistance, provide help but remember that staff and volunteers are not required to do personal chores (e.g., feeding, toileting).



Service Animals

Service animals are permitted to accompany their handlers anywhere members of the public have been invited. Two basic rules to remember:

- You *may* ask a service animal owner what service their animal is trained to provide.
- You may *not* ask, “What is your disability?”

Although not required by the ADA, at longer events, event planners may wish to identify a source of drinking water for service animals and an outdoor relief area with nearby trashcan as a customer service measure.

For more information about service animals, visit the following sites:

- www.ada.gov/service_animals_2010.htm
- www.nwadacenter.org/toolkit/service-animals

Chapter 2: Effective Communications

It is important to ensure that the materials you develop are accessible by individuals with communication barriers. The ADA requires that we take steps to ensure that our communications with people with disabilities are as effective and meaningful as communications with people without disabilities.

Accessible digital communications

The University of Washington (www.washington.edu/accessibility/documents/) provides clear instructions for creation of accessible digital communications—including information that can be accessed by electronic screen readers—including:

- E-mail messages
- Word documents
- PDFs
- Fixing inaccessible PDFs

Per the U.S. Department of Justice, to meet ADA requirements, all digital communications must comply with the [Web Content Accessibility Guidelines \(WCAG\) 2.0 AA](#) standards.

Age- and disability-friendly print communications

The best rule of thumb for print communications is “keep it simple.” In print communications, less means more.

- Use matte (non-reflective) paper to reduce glare.
- Use 12 point type or larger (18-point for people with vision impairment).
- Use easy-to-read sans serif fonts such as Arial, Verdana, Tahoma, or Tw Cen MT.
- Limit fonts to one or two.
- Use wide margins and ample space between lines.
- Left-justify text.
- Use simple sentence case for general text.
- Reserve Title Case for headlines.
- Avoid *italics*, **bold**, ALL CAPS, and underlining—all are difficult for older readers to see.
- Include commonly-understood symbols and illustrations.
- Ensure high contrast between paper and ink color. If in doubt, check contrast and get suggestions for improvements using a free online using [Contrast Checker](#).
- Use a spiral or ring binder for booklets, making it easier to turn pages.

Alternative formats

You may receive requests to provide promotional materials, agendas, presentations and/or handouts in a different format. This may include:

- Braille
- Audio recording
- Large print
- Digital version

When an event is expected to attract a large number of people, there is greater likelihood that large print materials will be needed. Prepare several sets of materials in large print (18-point or larger type size).

Plain language

Several years ago, the federal government developed plain language guidelines that work. Among many recommendations available at [PlainLanguage.gov](https://www.plainlanguage.gov/):

- Write for your audience.
- Write useful headings.
- Write short sentences.
- Use active verbs.
- Use short, simple words.
- Avoid acronyms and both bureaucratic and trendy jargon. If you must use acronyms or jargon, provide an easy reference sheet.

Accommodations

See [Public Meeting Accommodations](#) in the Appendix for information about auxiliary aids and devices.

Conclusion

Our intent in preparing this guide has been to provide information and tools you need to ensure that community members with disabilities receive the consideration and support they need to enjoy meaningful participation in events, meetings, or processes.

While this document does not respond to every situation that may arise, an effort has been made to address the most common issues and situations.

Contact

Age Friendly Seattle

agefriendly@seattle.gov

www.seattle.gov/agefriendly

Appendix

Site Accessibility Checklist

Use this checklist to evaluate basic accessibility in an unfamiliar venue. Take a photocopy with you on your site visit.

Venue: _____

Event: _____

Name of Room: _____

Address: _____

Contact: _____

Phone: _____

Have you taken photos for future reference? Exterior ☐ Yes ☐ No Interior ☐ Yes ☐ No

Venue/Facility Access

Have you considered?	Yes	No
Are parking spaces near main facility/venue entrance?	☐	☐
Is there one accessible/disabled parking space for every 25 parking spaces?	☐	☐
Is there a "drop off" zone at facility/venue entrance?	☐	☐
Is there a step-free route from the parking lot to the building entrance?	☐	☐
Is the venue/facility entrance doorway at least 32" wide?	☐	☐
Is the slope from parking to building entrance 1:12 or less?	☐	☐
If the wheelchair accessible entrance is not the primary entrance, is there a sign on the primary entrance directing persons to the accessible entrance?	☐	☐
Do doors have lever handles or pressure plates?	☐	☐
Is the door easy to open? Or should staff be assigned to open and close doors?	☐	☐
Are other than revolving doors available?	☐	☐
Is path of travel free of obstruction and wide enough for a wheelchair (36"+)?	☐	☐
Is floor surface hard and not slippery?	☐	☐
If the floor is carpeted, is it firm (not heavily cushioned)?	☐	☐
Do obstacles (e.g., phones, fountains) protrude no more than four inches?	☐	☐
Are elevator controls low enough to be reached from a wheelchair?	☐	☐
Are elevator markings in Braille for the blind?	☐	☐
Does elevator provide audible signals for the blind?	☐	☐
Does elevator interior provide a turning area 51" deep for wheelchairs?	☐	☐
Are restrooms near facility/venue entrance?	☐	☐
Are restrooms identified in Braille?	☐	☐
Do conference room doors have Braille signs?	☐	☐
Do doors have lever handles?	☐	☐
Are doors at least 32" wide?	☐	☐

Have you considered?	Yes	No
Are grab bars provided in toilet stalls?	☐	☐
Are sinks at least 30" high with room for a wheelchair to roll under?	☐	☐
Are sink handles easily reached and used?	☐	☐
Are soap and towel dispensers, no more than 48" from floor?	☐	☐
Are drinking water accessible?	☐	☐

Creating a More Accessible Venue

It is always easier to choose a venue that is fully accessible than to hire services and install equipment for a special event; however, some non-traditional venues may be worth considering. And even in fully accessible venues, some of the following ideas may allow for greater participation.

Have you considered?	Yes	No
Providing an accessible shuttle service to a venue, if there is no accessible public transit?	☐	☐
Providing wheelchairs for loan to allow mobility for people who become fatigued?	☐	☐
Renting a portable ramp, so people who use mobility aids can enter and move around the venue?	☐	☐
Renting an accessible toilet if the venue does not provide one?	☐	☐
Allowing clear pathways around tables and display boards?	☐	☐
Allowing adequate spaces throughout the seating area to allow for wheelchair seating and use of other mobility aids?	☐	☐
Especially for large events, developing an accessibility or mobility map that indicates accessible parking, toilets, paths, and attractions?	☐	☐
Providing signage in large print and high-contrast colors to identify rest rooms, exits, and activity areas?	☐	☐
Rest areas where participants can retreat from noise and/or extreme weather?	☐	☐
Providing a range of food and drink options?	☐	☐
Providing water for service animals?	☐	☐

Co-Sponsored Events Checklist

Organizations that are committed to developing an accessible and inclusive community that welcomes individuals with disabilities and ensures that they can participate in a meaningful way are encouraged to consider the following questions early in the planning process.

Accessibility Considerations	Yes	No
Have you discussed responsibility for ADA accommodations with the lead event planner or planning team?	☐	☐
Does every member of the planning team know who is responsible, and how to contact that person?	☐	☐
Does the person responsible for ADA accommodations know how to make arrangements for auxiliary aids and services?	☐	☐
Do you know which organization is responsible for paying for auxiliary services such as ASL interpretation and CART captioning?	☐	☐
What accommodation statement will appear on promotional materials (e.g., event flyer, poster, webpage)?	☐	☐
Will promotional materials include a statement about maintaining a fragrance-free environment?	☐	☐
Whose name and contact information will be used in the accommodation statements?	☐	☐
If breakout sessions or table discussions will take place, how will individuals with disabilities receive accommodations?	☐	☐
Have you provided the Site Accessibility Checklist (available in the Appendix) to the lead event organizer?	☐	☐
Have you provided Tips for Presenters (available in the Appendix) to the lead event organizer?	☐	☐

Event Logistics Worksheet

Name of event: _____

Date: _____

Time: _____

Sponsors

Lead sponsor: _____

Co-sponsors: _____

Location

Venue Name: _____

Address: _____

Time booked for event: from _____ AM/PM to _____ AM/PM

Venue contact: _____

Rental Fees—amount: _____ due by: _____ paid by: _____

Is this location ADA accessible? ☐ Yes ☐ No

If no, what steps will be taken to make the location accessible? _____

Accommodations

Who is responsible for accommodations? _____

Do all sponsors and planners know? ☐ Yes ☐ No

☐ American Sign Language (provider: _____)

☐ Assisted listening devices (detail: _____)

☐ CART captioning—live ☐ remote ☐ (provider: _____)

☐ Materials in alternative formats (produced by: _____)

☐ Reserved seating (signs produced by: _____)

☐ Other—specify: _____

IT Needs

☐ Projector

☐ Screen

☐ Timer

☐ Video

☐ Sound system

No. of mics: _____ Handheld: _____ Lavalier/lapel _____

Mic stands: _____ Amplifiers: _____ Speakers: _____

☐ Skype/sound system connection—cord/jack: _____ mic: _____

Staffing Roles & Responsibilities

☐ Emcee: _____

☐ Staff sign-in table: _____

☐ Assist guests with interpreters: _____

☐ Assist guests with assisted listening devices: _____

☐ Time keeper: _____

Presentation or Program

Agenda created: ☐ Yes ☐ No ☐ Not applicable

Other materials created: ☐ Yes ☐ No ☐ Not applicable

Are materials accessible? ☐ Yes ☐ No

If no, what steps will be taken to make materials accessible? _____

☐ Presenters received Tips for Presenters and Etiquette handouts

☐ Powerpoint created or received from presenters

☐ Script includes descriptions of visible elements

Communications & Outreach

☐ Advertising—date: _____ responsibility: _____)

☐ Calendars—date: _____ responsibility: _____)

☐ Co-sponsor communications—date: _____ responsibility: _____)

☐ Listservs and other e-mail—date: _____ responsibility: _____)

☐ Media advisory—date: _____ responsibility: _____)

☐ Promotional flyer—date: _____ responsibility: _____)

☐ Seattle Channel advisory—date: _____ responsibility: _____)

☐ Social media—date: _____ responsibility: _____)

☐ Website—date: _____ responsibility: _____)

All promotional information includes accommodations information: ☐ Yes ☐ No

Supplies

☐ Easels—quantity: _____

☐ Markers—quantity: _____

☐ Materials for exhibit table—quantity: _____

☐ Name tags for staff—quantity: _____

☐ Pens—quantity: _____

☐ Notepads—quantity: _____

☐ Sign-in sheets: _____ RSVPs _____ Blank

☐ Signs:

☐ Directions/arrows—quantity: _____

☐ Interpreter—quantity: _____

☐ "Sign in here"

☐ Table tents for presenters

☐ Assisted listening devices

☐ Table tents for tables

☐ Bathroom—quantity: _____

☐ Tables—quantity: _____

☐ Chairs—quantity: _____

Refreshments

Type of refreshments: _____

Vendor: _____

Requested delivery time: _____

Projected cost: _____

Payment needed by: _____

Tips for Presenters

Scan or photocopy this page to send to each presenter in advance.
Provide a copy to each presenter at the event.

Our organization is committed to developing an accessible and inclusive community that welcomes individuals with disabilities. Effective communications at events and meetings helps to ensure that all residents can participate in a meaningful way. Following are speaking tips for your consideration.

Speaking Voice

- Slow your rate of speech, for three reasons:
 1. Interpreters and caption writers can capture all your words
 2. Lip-readers have time to absorb all the information, especially if they need to turn their heads to see a screen, too.
 3. People absorb information at different rates.

Microphone Use

- If a sound system is available, use it. Hold the microphone close to your mouth, just under your nose, and as parallel to the floor as possible.
- Require that audience members speak into a microphone when asking questions. Remind them to wait for the mic.

Movement

- Avoid gesturing to illustrate a point such as visual points of reference (e.g., “If you’ll notice over here ...” or “If you compare this figure with that one... .”)
- Avoid unnecessary pacing (movement across your “stage” area).
- Avoid speaking while writing on a board or flipchart, or when turning to check a visual aid such as a Powerpoint screen. Face your audience as much as possible.

Presentation & Script

- Describe all visual material in detail for people who are blind or have low vision. If working from a script, add visual descriptions in advance.
- If you use sound elements, be sure to describe the sounds for people who are deaf or hard of hearing.
- During question-and-answer sessions, allow for both voice and movement response—not everyone can raise their hands.

For future presentations:

- Provide new vocabulary in advance—in print, on a flipchart, or projected on a screen. This helps someone who depends on lipreading to follow the presentation.
- Consider bringing non-fragile objects that the blind can pick up, hold, and touch.
- Consider using background music, film, diagrams, and posters to set a tone and/or help describe a visual element, if it is appropriate to the presentation topic.

Etiquette Regarding Specific Communication Challenges

The most important thing to remember in any conversation with someone with a disability is “assume nothing!” If you have a question about what to do, what language or terminology to use, what assistance, if any, they might need, the person with the disability should be your first and best resource. Do not be afraid to ask.

Be patient, not only with the person with the disability, but with yourself. Frustration may come from both sides of the conversation and needs to be understood and dealt with by both parties.

The most important thing to focus on during conversation with persons with disabilities is the overall goal. It is simply communication between two individuals. Ultimately, it is what is communicated, not how it is communicated.

The following summary contains many true statements, but no absolute truths. Every person with a disability is an individual. Remember that you are not working with disabilities, you are working with individuals who may have a disability.

Blind or Low Vision

Things to Know:

- Most persons who are legally blind have some sight.
- Most persons who are blind are mobile and independent.
- While many persons who are blind can use Braille, the majority of persons who are blind do not.

Things to Do:

- Introduce yourself. Identify who you are and what your job or role is. Give the person verbal information that is visually obvious to those who can see.
- Be descriptive when giving directions. For instance, saying, "Over there," has little meaning to someone who cannot see you point. Saying "Four doors after turning right from the elevator" would be more helpful.
- Always ask someone if they need your assistance and how you can assist them.
- Lead someone who is blind only after they have accepted your offer to do so. Allow them to hold your arm rather than you holding theirs. It is important that they control their own movements.
- Many techniques are used as tools for independence. Some persons who are blind use a "clock" reference for things directly in front of them such as a meal. For example, something could be positioned at three o'clock (to their right) or six o'clock (directly in front and close). Before using this technique, ask the person if this is useful.
- Remember to describe things from their perspective, not yours.

Things to Avoid:

- DO NOT move any items (i.e., furniture, personal items) without informing the person who is blind. Doing so can be frustrating and, in some cases, dangerous for the person.
- DO NOT use references that are visually-oriented, such as: “Over there near the green plant.”
- DO NOT interact with a service animal while it is working (in harness), without permission.

Deaf or Hard-Of-Hearing

Things to Know:

- Most persons who are deaf or hard-of-hearing have some hearing.
- Sign language is not another form of English. It is a language with its own grammar, context, and rules.
- The majority of people who have hearing loss do NOT use American Sign Language.
- Lip-reading, while helpful without sound clues, is only about 30 percent effective.
- Long conversations with persons who lip-read can be very fatiguing.
- Not all persons who are deaf can lip-read.
- Persons who are deaf may choose not to speak, or may not be able to speak.
- Do not be surprised to receive a non-verbal communication (e.g., a question or statement in writing or voice via a computer app).
- An ASL interpreter, if present, can voice questions or comments for an individual who uses sign language.

Things to Do:

- Determine how the person prefers to communicate.
- If the person uses an interpreter, address the person directly, not the interpreter.
- If the person reads lips, speak in a normal not exaggerated way. Short, simple sentences are best.
- If the person reads lips, avoid blocking their view of your face. Even facial hair can make lipreading difficult.
- Make sure the lighting is good.
- Gain their attention before starting a conversation.
- If you believe you may have been misunderstood, ask if they understand you.
- Be aware of situations where a person may be waiting for assistance (i.e., transportation, a table, the start of an activity), where the common method of communication is by announcement or the calling of the person's name. Develop an alternative method for notifying the deaf and/or hard-of-hearing person.
- Have a notepad, flipchart, or whiteboard (and markers) available.

Things to Avoid:

- DO NOT become impatient or exasperated with the person if it takes additional time to communicate.
- Make sure there are no physical barriers to effective communication.
- If the person is using hearing aids, avoid conversations in large, open and/or noisy surroundings.

Mobility Challenges

Things to Know:

- There are many reasons (not just paralysis) why someone uses a wheelchair, scooters, canes, leg braces, walkers, or other assistive devices.
- There is a wide range of physical abilities among those who use mobility devices. Persons using them may require different degrees of assistance or no assistance at all.
- Some people do not use one type of device exclusively, but may walk or use other devices for short periods.

- All wheelchairs are not the same. Some are manually operated and others are motorized. Different sizes and shapes meet different needs.

Things to Do:

- If you are requested to fold, carry, or store a wheelchair, treat it with care. They can break, and are difficult to repair on short notice. It is extremely disruptive to the user if their wheelchair is unavailable.
- When speaking to someone who uses a wheelchair, give the person a comfortable viewing angle of your face. Get down on their level whenever possible (e.g., sit in a chair). Having to look straight up is not a comfortable viewing angle.

Things to Avoid:

- DO NOT push someone using a wheelchair without permission.
- When communicating, do not stand too close to the person in the wheelchair. Give him/her some space.

Speech Limitations

Things to Know:

- There are many causes for persons having speech limitations. Deafness, cerebral palsy, stroke, head injury, and general speech impairment are just a few.
- It is not unusual in stressful situations for a person's speech to become harder to understand.

Things to Do:

- If you do not understand what the person is saying, bring it to his/her attention immediately and ask how the two of you may better communicate.
- If the situation is stressful, try to stay calm.
- If you are in a public area with many distractions, move to a quiet or private location.
- Consider writing as an alternative means of communication.
- Double-check that there is two-way understanding.

Things to Avoid:

- DO NOT pretend to understand them if you do not.
- DO NOT become impatient with the communication difficulty.
- DO NOT finish the person's sentences or interrupt.



Munis Self Service

EQUITY & ADA MANAGER

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[Equity & ADA Manager](#)

The City of Santa Fe Equity and ADA Manager works to ensure that all people in the city regardless of race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, spousal affiliation or physical or mental handicap have full and equal services and accommodations. This position coordinates with City departments, employees and leadership, subcontractors, public and community groups, and State and Federal Agencies to maximize accessibility and ensure timely and ongoing compliance of City policies, programs, services, and activities with the Americans with Disabilities Act (ADA), Title II of the ADA, Section 504 of the Rehabilitation Act, and other federal, state, and local laws prohibiting disability discrimination. The Equity and Accessibility manager supports evaluation of requests for reasonable accommodations and service, coordinates regular review of City facilities, programs, policies, and services, and leads the development of the City's ADA Self-Evaluation and Transition Plan. The Equity and Accessibility Manager is the staff liaison to the City of Santa Fe Mayor's Committee on Disability and the point person in the City for issues related to accessibility. The Manager supports Department Director(s) in overseeing: 1) staff working on equity and accessibility and 2) federally funded programs designed to increase equitable access to resources.

Code : 706-1

Type : INTERNAL & EXTERNAL

Location : STREETS & DRAINAGE MAINT

Group : NON UNION

Job Class : EQUITY & ADA MANAGER

Posting Start : 07/17/2023

Posting End : 07/22/2023

HOURLY RATE RANGE: \$31.83-\$47.75



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CITY OF SANTA FE

Equity and ADA Manager

FLSA Status: *Exempt*

Union Status: *Non-Union*

Salary Range: 20 (\$31,830-\$47,745)

Safety Sensitive: *No*

General Definition of Work

The City of Santa Fe Equity and ADA Manager works to ensure that all people in the city regardless of race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, spousal affiliation or physical or mental handicap have full and equal services and accommodations. This position coordinates with City departments, employees and leadership, subcontractors, public and community groups, and State and Federal Agencies to maximize accessibility and ensure timely and ongoing compliance of City policies, programs, services, and activities with the Americans with Disabilities Act (ADA), Title II of the ADA, Section 504 of the Rehabilitation Act, and other federal, state, and local laws prohibiting disability discrimination. The Equity and ADA manager supports evaluation of requests for reasonable accommodations and service, coordinates regular review of City facilities, programs, policies, and services, and leads the development of the City's ADA Self-Evaluation and Transition Plan. The Equity and Accessibility Manager is the staff liaison to the City of Santa Fe Mayor's Committee on Disability and the point person in the City for issues related to accessibility. The Manager supports Department Director(s) in overseeing: 1) staff working on equity and accessibility and 2) federally funded programs designed to increase equitable access to resources.

Supervision Received

Works under the general guidance and direction of the assigned Department Director.

Supervision Exercised

May provide close to general supervision of assigned staff.

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. A position may not include all of the duties listed and the listed examples are not an exhaustive list of the duties that may be found in a position of this class.

Essential Functions

- Update and oversee implementation of the City's ADA Self-Evaluation and Transition Plan.
- Ensures regular updates to and ongoing implementation of the City's ADA Self-Evaluation and Transition Plans.
- Coordinates with staff across the City to conduct regular reviews of City facilities, programs, policies, and services to ensure compliance with applicable federal, state, and local accessibility and non-discrimination laws and regulations, including Title II of the ADA, Section 504 of the Rehabilitation Act of 1973, and other laws related to access and accommodations for City services, programs, and facilities.
- Coordinates with departments to implement priority improvement and maintains a database of items in progress or completed related to Title II projects, self-evaluations conducted, and the City's Transition Plan.
- Serve as the City's Primary Point of Contact for People with Disabilities.
- Serves as the primary point of contact for the public regarding concerns and inquiries on ADA issues.
- Prioritizes public inquiries, complaints, and accommodation requests.
- Ensures appropriate processes are in place to provide prompt and equitable resolution of complaints and inquiries from the public regarding disability and accommodation requests.
- Maintains a record of all disability and accommodation requests, issues, and resolutions. Serves as the primary contact for persons with disabilities requesting auxiliary services; coordinates auxiliary services for persons with disabilities.

- Administers the City of Santa Fe ADA Grievance Procedure and Notice Requirements.
- Assists in investigating any grievance or complaints alleging noncompliance with the ADA and other applicable state and local laws related to people with disabilities and documents and maintains records of complaints made pursuant to the ADA.
- Processes and replies to grievances in accordance with applicable laws and timeframes.
- Coordinates with City Attorney's Office and Public Information Office to ensure accessible notice to members of the public advising them of their rights under the ADA and other federal, state, and local laws.
- Ensure the City's grievance procedure and other Title II disability-related policies are up to date and posted on the City's website.
- Serve as the Mayor's Liaison to the Mayor's Committee on Disability (MCD).
- Responsible for the MCD meetings whether in-person, hybrid, and/or virtual.
- Works with the Committee Chair to finalize the agenda, coordinates presentations from other agencies and groups, ensures timely public notice and posting of packet materials, writes meeting minutes and meets other needs of the committee.
- Coordinates implementation of recommendations of the MCD.
- Coordinates with City Departments to Ensure Accessibility and Awareness.
- Collaborates with City Departments to ensure accessible communication, programs, and services.
- Coordinates with Human Resources to incorporate ADA rights and disability awareness training for employees.
- Coordinate with Emergency Management to incorporate the access and functional needs of people with disabilities into all phases of emergency management and response.in all media including on the City's website.
- Work with community, government, and non-government entities to identify and mitigate potential barriers to accessing emergency services.
- Coordinates with City Transit on overall accessibility of the City's public transportation, including but not limited to the Senior Ride Van, Santa Fe Ride (Paratransit), Santa Fe Trails bus services and vehicles.
- Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.
- Develops goals, documents performance, reviews, develops, and/or modifies work plans, methods, and procedures, determines work priorities.
- Provides work instruction, assists employees with difficult and/or unusual assignments, and encourages innovation.
- Resolves problems, mediates conflicts encountered during daily operations, determines appropriate solutions, and promotes teamwork. Encourages regular communication and informs staff of relevant business issues and their impact on the organization.
- Develops work schedules to provide adequate staff coverage and approves leave and timesheets. Assigns and distributes work, reviews work for accuracy and completeness, and returns assignments with recommendations for proper completion.
- Provides performance feedback and formally evaluates the work of employees.
- Conducts hiring interviews and selects candidate(s) for job opening(s).
- Provides reward and recognition for proper and efficient performance.
- Assists staff to achieve performance standards and identifies opportunities for continual improvement and development to performance standards.
- Documents causes for disciplinary action, initiates letters of reprimand, and makes formal recommendations for disciplinary action. Responds to formal and informal employee grievances and prepares written responses.
- Ensures staff is attending training, including safety training on a regular basis.

Knowledge, Skills, and Abilities

- Attention to Detail – Ability to be thorough when performing work and conscientious about attending to detail.
- Coaching – Provides others with clear direction, motivates, and empowers. Recruits staff of a high caliber and provides staff with development opportunities and coaching.
- Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.
- Customer Service – Ability to interact with customers in a friendly and professional manner, ability to work to resolve issues quickly and effectively, and is knowledgeable about products and services.

- Deciding and Initiating Action – Takes responsibility for actions, projects and people; makes quick, clear decisions which may include tough choices, after considering risks.
- Decision Making – Specifies goals and obstacles to achieving those goals, generates alternatives, considers risks, and evaluates and chooses the best alternative in order to make a determination, draw conclusions, or solve a problem.
- Delivering Results – Ability to set high standards for quality, quantity, and timelines. Focuses on customer needs and satisfaction. Consistently achieves project goals.
- Interpersonal Skills – Ability to show understanding, respect, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others and relate well to different people from varied backgrounds and different situations.
- Knowledge of Americans with Disabilities Act (ADA) and other local, state, and federal laws pertaining to the rights of people with disabilities.
- Knowledge of 2010 ADA Standards for Accessible Design.
- Knowledge of Web Content Accessibility Guidelines (WCAG) and digital inclusion, access/social media accessibility.
- Knowledge of best practices regarding disability, equity, inclusion, and disability awareness and etiquette training.
- Knowledge of various alternative formats and technologies that enable people with disabilities to communicate, participate, and perform tasks.
- Knowledge of appropriate accommodation, including effective communication and barrier removal to people with disabilities to ensure access to programs, services, and activities (e.g., assistive devices, interpreters, physical access).
- Learning – Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.
- Mathematical Reasoning – Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.
- Planning and Evaluating – Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.
- Reading – Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.
- Resilience – Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
- Skilled in Interpersonal communication skills and the ability to work well with multiple stakeholders, including community members, City council, and other City, state, and Federal agencies.
- Skilled in program management, planning, coordinating, organizing problem analysis, decision-making, and evaluation skills.
- Skilled in cross-departmental collaboration.
- Skilled in Interpret laws, policies, and regulations.
- Teaching Others – Helps others learn through formal or informal methods; provides resources to help teach others; acts as a mentor.
- Thinking Strategically – Thinks strategically and promotes best practices and leading-edge ideas.
- Writing – Writes in a clear, concise, and organized manner for the intended audience.
- Written Communication – Composes, reviews, edits, and issues written materials for diverse audiences and communicates purpose in a succinct and organized manner that is appropriate for context, time, and place.

Education Requirement

Bachelor's degree in Public Administration, Communications, Social Work, Social or Human Services, Law or Paralegal, Disability Studies, or a related field.

Experience Requirement

Six (6) years of experience in an environment involving ADA Compliance, disability accessibility, reasonable accommodations, paratransit or communications or experience working with people with disabilities, older adults, or other vulnerable populations.

Education and Experience Equivalency

One (1) year of the appropriate type and level of experience may be substituted for each required year of post-high school education. Additional appropriate education may be substituted for the minimum experience requirements.

Licensure and Certifications

- ADA Coordinator Certificate must be secured within one (1) year of hire.

Special Requirements

- None

Physical Requirements

- Requires the exertion of up to 10 pounds of force.
- Work is generally sedentary.
- Standard vision requirements.
- The duties of this position should be able to be performed by a person with disabilities with or without accommodations.

Working Environment

- Work occasionally requires exposure to environmental conditions.
- Work is generally in a moderately noisy location (e.g., business office, light traffic).
- Requires attendance at evening meetings and special project deadlines outside the normal workweek.
- Some travel to off-site locations is required.

EEO/ADA Compliance

The City of Santa Fe is an Equal Opportunity Employer. In compliance with the American's with Disabilities Act, the City will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective employees and incumbents to discuss potential accommodations with the employer.

Veterans' Hiring Initiative

Pursuant to City of Santa Fe Resolution No. 2013-079, the City of Santa Fe Human Resources Department has implemented a Veterans' Hiring Initiative policy in order to provide opportunities for veterans who meet or exceed the minimum qualifications for city employment to obtain City employment. The Governing Body does not guarantee that a veteran shall be hired for the position being applied for, only that the veteran will be given an interview; and, it does not intend to supersede or modify any collective bargaining agreement that is currently in place with the City of Santa Fe.

Job applicants who are veterans with an honorable discharge from the military or are members of the National Guard or Reserve who have successfully completed basic training, must use the Veterans' Certification Form to identify themselves and then must attach a copy of their DD214 or DD215 and/or their proof of current Active, Guard or Reserve enlistment in order to certify their status for the position in which applying for.

Applications must be submitted online at:

<https://cityofsantafenemployees.munisselfservice.com/employmentopportunities/default.aspx>

Resumes will not be accepted in lieu of the city application form, unless the position status is at-will. When required of the position, high school diploma/GED, college degree(s), certification(s), or license(s) must be attached at the time of submission of the application. Each applicant is considered only for the current vacancy indicated on the application submitted. It is the responsibility of the applicant to monitor any future openings and to submit a separate application for each position. Incomplete applications will not be considered. Applications become public record upon receipt and may be made available for public inspection upon request. Pre-placement physical exams, and drug and alcohol screenings are required for some positions.

This job announcement is not intended to be inclusive of all functions, responsibilities and qualifications associated with the position, however, representative of the essential job functions and typical criteria considered necessary to successfully perform the position. This position description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the position change.

Acknowledgment

This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee.

I have read and understand the above job description. I verify that I meet the requirements and am able to perform the duties and responsibilities on this job description.

Print Employee Name

Date

Employee Signature