

Getting the Most Out of Stakeholder Engagement

**A Toolkit to Better Understand
and Measure Engagement**



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Introduction

The Administration for Community Living (ACL) is committed to meaningful, effective and inclusive stakeholder engagement with its networks and the people it serves.

Getting the Most Out of Stakeholder Engagement: A Toolkit to Better Understand and Measure Engagement is designed to give ACL staff and leadership guiding principles, promising practices, and resources to help enhance ACL's stakeholder engagement efforts. It includes practical information about stakeholder engagement—how and when to do it and why it is important—as well as interviews and case studies with examples from across ACL. The toolkit also focuses on the importance of measuring and analyzing stakeholder feedback, an area often lacking in engagement planning. The toolkit has five parts:

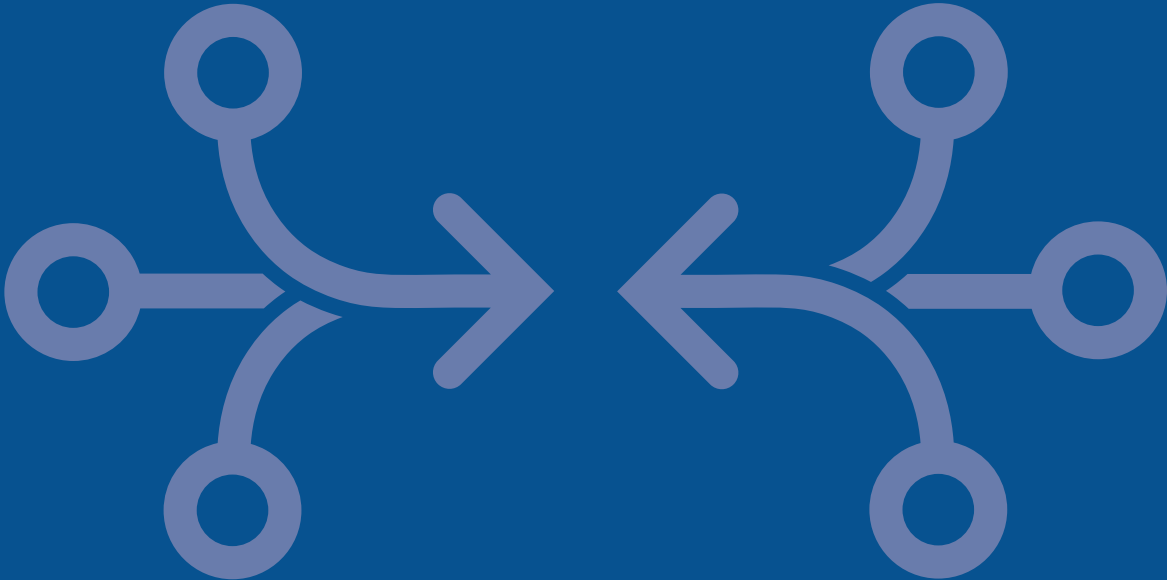
Part I: Overview of Stakeholder Engagement introduces what stakeholder engagement is, why it is necessary, when to do it and how to do it.

Part II: Understanding Stakeholder Engagement in Action Across ACL describes results from ACL staff interviews about stakeholder engagement activities.

Part III: Case Studies presents four examples of stakeholder engagement at ACL.

Part IV: Measuring, Analyzing, and Reporting Stakeholder Engagement Feedback explains why this is an important step and how ACL and its stakeholders can benefit from the process. It includes tips on how to measure stakeholder engagement data and how to assess the outcomes of stakeholder engagement efforts.

Part V: Stakeholder Engagement Resources provides a glossary, tools, checklists, additional resources, and references to support ACL staff members in stakeholder engagement efforts.



Part I: Overview of Stakeholder Engagement

What Is Stakeholder Engagement?

Stakeholder engagement, community engagement, and public participation are terms often used interchangeably. **Stakeholder engagement is the process by which an organization interacts with relevant communities and individuals in the development and implementation of decisions and agreed-upon goals that affect them** (Consult Australia, 2015; Ohio Department of Education, 2019). Effective stakeholder engagement draws from the principles of good participatory practice: respect, mutual understanding, scientific and ethical integrity, transparency, accountability, and community autonomy (MacQueen et al., 2012).

Stakeholder engagement is important for both public and private organizations. **It implies a willingness to listen and discuss issues of interest to stakeholders and an openness to making meaningful changes based on stakeholder feedback** (Jeffrey, 2009).

What Is a Stakeholder? Who Are ACL's Stakeholders?

Since its creation in 2012, ACL has worked to engage its internal and external stakeholders. **Stakeholders of ACL are individuals or groups who may be affected by its decisions but may not necessarily be involved in direct decision-making concerning a certain issue.**

Internal stakeholders are people already committed to serving an organization. **Internal stakeholders of ACL include its centers, offices, programs, staff, and leaders.**

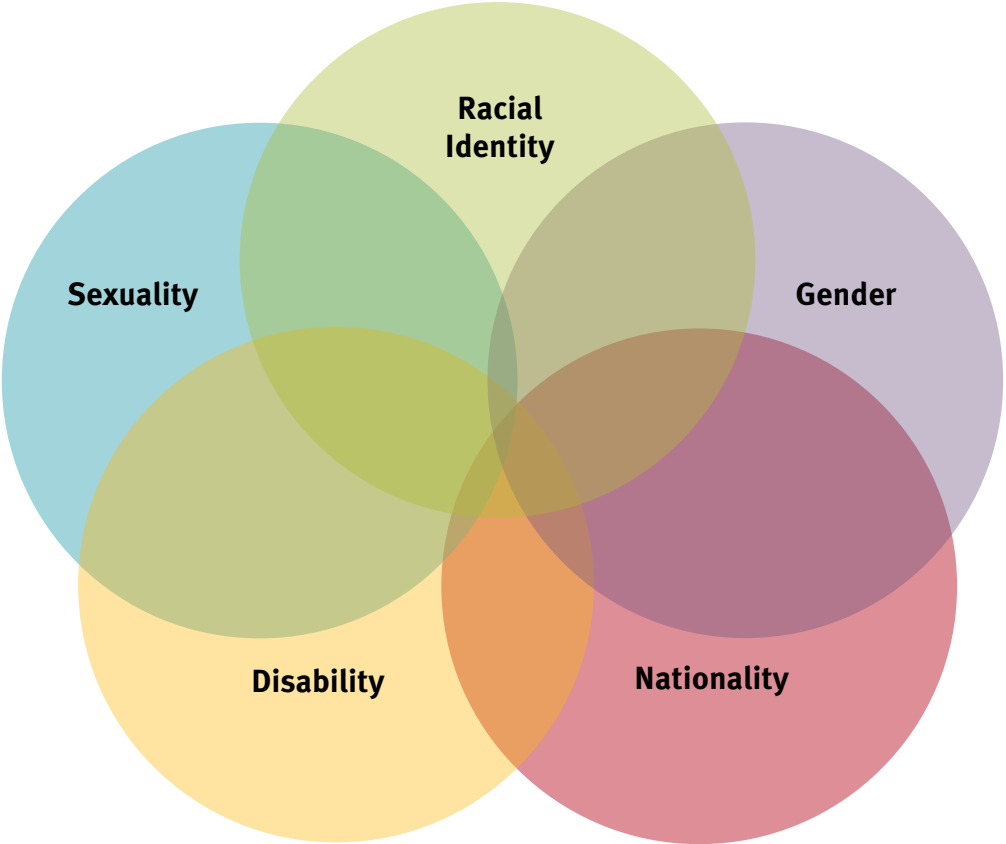
External stakeholders are those affected by an organization’s work as service recipients, community members, partners from the public and private sectors, funders, advocacy/interest groups, and others. **Examples of ACL’s external stakeholder groups include people with disabilities, older adults, federal agencies and departments, grantees, contractors, aging and disability networks, entities serving older adults and people with disabilities (state and local governments, community organizations, faith-based groups, associations, etc.), and the public.**

What Is Stakeholder Intersectionality?

No matter how well-intentioned we are, we sometimes fail to acknowledge that internal and external stakeholders have multiple identities (e.g., racial identity, sexuality identity, disability identity, gender identity, class identity, nationality identity, etc.) that interact with each other and contribute to their unique experiences of discrimination and oppression. Intersectionality, a term first coined by Professor Kimberlé Crenshaw back in 1989, demands that all stakeholder engagement efforts consider anything and everything that can marginalize people. Failure to consider “anything and everything” can result in stakeholders not wanting to participate in stakeholder engagement efforts.

Figure 1 illustrates an intersectionality Venn diagram and one of many possible examples/configurations of intersectionality. In fact, every stakeholder can have their own unique intersectionality Venn Diagram.

Figure 1: One of Many Possible Examples/Configurations of a Stakeholder Intersectionality Venn Diagram, from Intersectionality 101: What Is It and Why Is It Important (Womankind Worldwide, 2019)

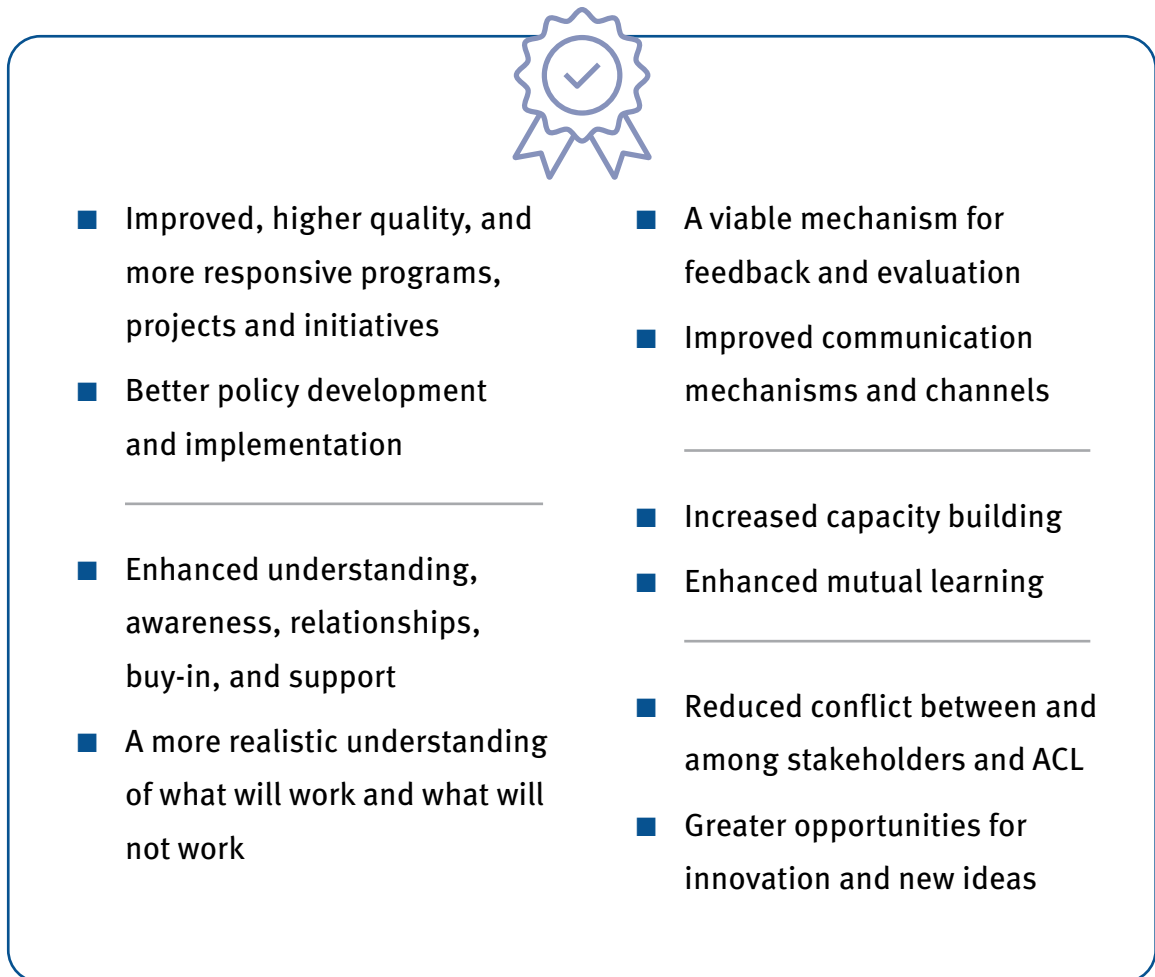


For more information and resources on stakeholder intersectionality, consult *Appendix A: Resources for Intersectional Engagement*.

Why Is Stakeholder Engagement Important?

Stakeholder engagement is key to helping ACL achieve its mission. Stakeholder engagement has many benefits and can assist ACL in identifying concerns, risks, opportunities, and potential solutions around key issues. It also provides valuable feedback on ACL's current projects, programs, and initiatives. Figure 2 highlights additional benefits of effective stakeholder engagement.

Figure 2. Benefits of Effective Stakeholder Engagement



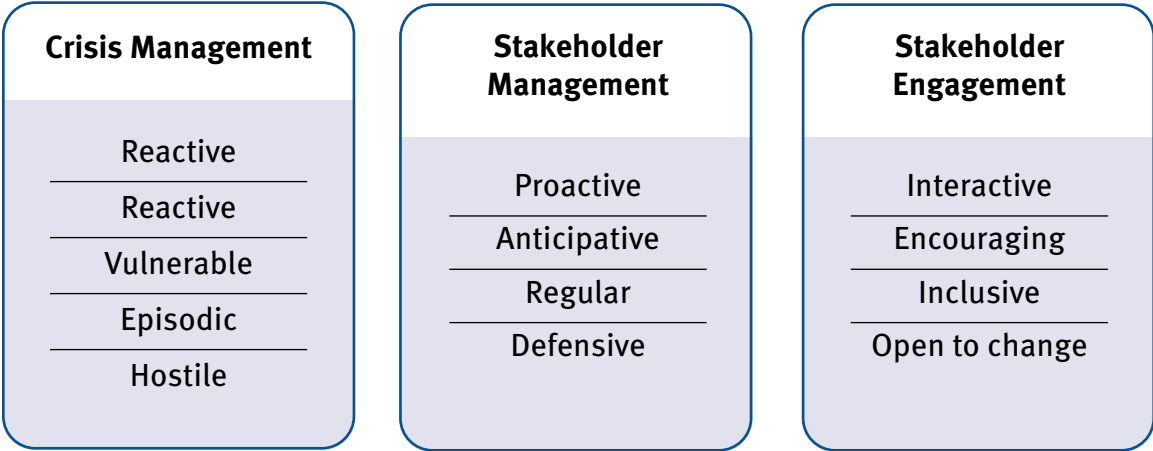
(Adapted from Grantmakers for Effective Organizations, 2014)

What Are the Differences Between Crisis Management, Stakeholder Management, and Stakeholder Engagement?

ACL should be open to changing or rethinking its projects, programs, and initiatives based on stakeholder feedback and should aim for engagement efforts to be interactive, encouraging, and inclusive. It is important to remember that meaningful stakeholder engagement does not happen through crisis or stakeholder management. Stakeholder management is how ACL maintains its ongoing relationships with stakeholder groups. It is an important element of stakeholder engagement, but it is not enough.

There may be times when a crisis, such as the COVID-19 pandemic, requires ACL to have emergency or challenging conversations with stakeholders. While these interactions are important and necessary, crisis management is a separate outreach activity. From left to right, *Figure 3* below compares and contrasts the characteristics of crisis management, stakeholder management, and stakeholder engagement.

Figure 3. Characteristics of Crisis Management, Stakeholder Management and Stakeholder Engagement



(Adapted from Jeffrey, 2009)

Identifying and Recruiting Stakeholders

Identifying stakeholders requires ACL to consider what influence different individuals or groups might have on the success of its projects, programs, and initiatives. While the categories of stakeholders may stay the same, this step asks ACL to drill down and identify the specific groups or individuals who need to be consulted on a particular issue.

Haddaway et al. (2017) identify examples of potential sources for identifying and recruiting stakeholders, including purposive selection (known partners and stakeholders), snowballing (suggestions from known stakeholders), open calls for stakeholders, and systemic selection (conducting research to identify potential stakeholders). *Figure 4* shows the Haddaway approach, which can be adapted to help ACL add to or refine its list of stakeholders. It also includes some of the strengths and weaknesses of each approach.

Examples of ACL Stakeholder Categories



INTERNAL

ACL staff and leaders



EXTERNAL

People with disabilities, older adults, federal agencies and departments, grantees, contractors, aging and disability networks, entities serving older adults and people with disabilities and the public

Figure 4. Haddaway Approach

<p>Purposive Selection Use of known contacts</p> <p>1</p>	<ul style="list-style-type: none"> • Potentially biased subsample • Risk of ignoring minorities or underrepresented stakeholder groups • Known contacts easier to access and keep engaged • Smaller number of stakeholders easier to engage
<p>Snowballing Suggestions made by known key stakeholders</p> <p>2</p>	<ul style="list-style-type: none"> • Potentially biased subsample • Risk of ignoring minorities (reduced if multiple starting points) • Known intermediary more likely to elicit responses from invitees • Multiple iterations reduce likelihood of ignoring minorities
<p>Open Call Need for stakeholder participation</p> <p>3</p>	<ul style="list-style-type: none"> • Risk of missing those with no access to the post • Potentially unmanageably large stakeholder group, potentially misunderstand • Risk of swamping minorities with overrepresented individuals Identification and networking bias avoided • Potentially wider diversity of stakeholders obtained
<p>Systemic Selection Search for relevant stakeholders</p> <p>4</p>	<ul style="list-style-type: none"> • Larger volume of stakeholders to engage • Risk of missing those with little online presence • Less likely to be biased (depending on search strings used) • Repeatable, justifiable methodology

(Adapted from Haddaway et al., 2017)

There are also existing tools that can help with stakeholder identification and recruitment. One example is a stakeholder analysis template, like the example below, which is a tool that can be used to identify stakeholders and help ACL think through the different ways stakeholders might positively or negatively contribute to an engagement effort. A stakeholder analysis template is most appropriate to

- identify the stakeholders for a project, program, or initiative;
- group stakeholders by what their level of influence is, what is important to them, and/or what they could contribute; and
- describe how stakeholders will be engaged.

It is not appropriate to use this template when there is a large number of stakeholders (e.g., members in an association). Using a spreadsheet or database may be helpful to manage those details. If a visual representation of stakeholder groups is preferred, tools like [GroupMap](#) (2021) and [MindTools \(2021\) screen app](#) are examples of available resources.

Example 1. Stakeholder Analysis Template

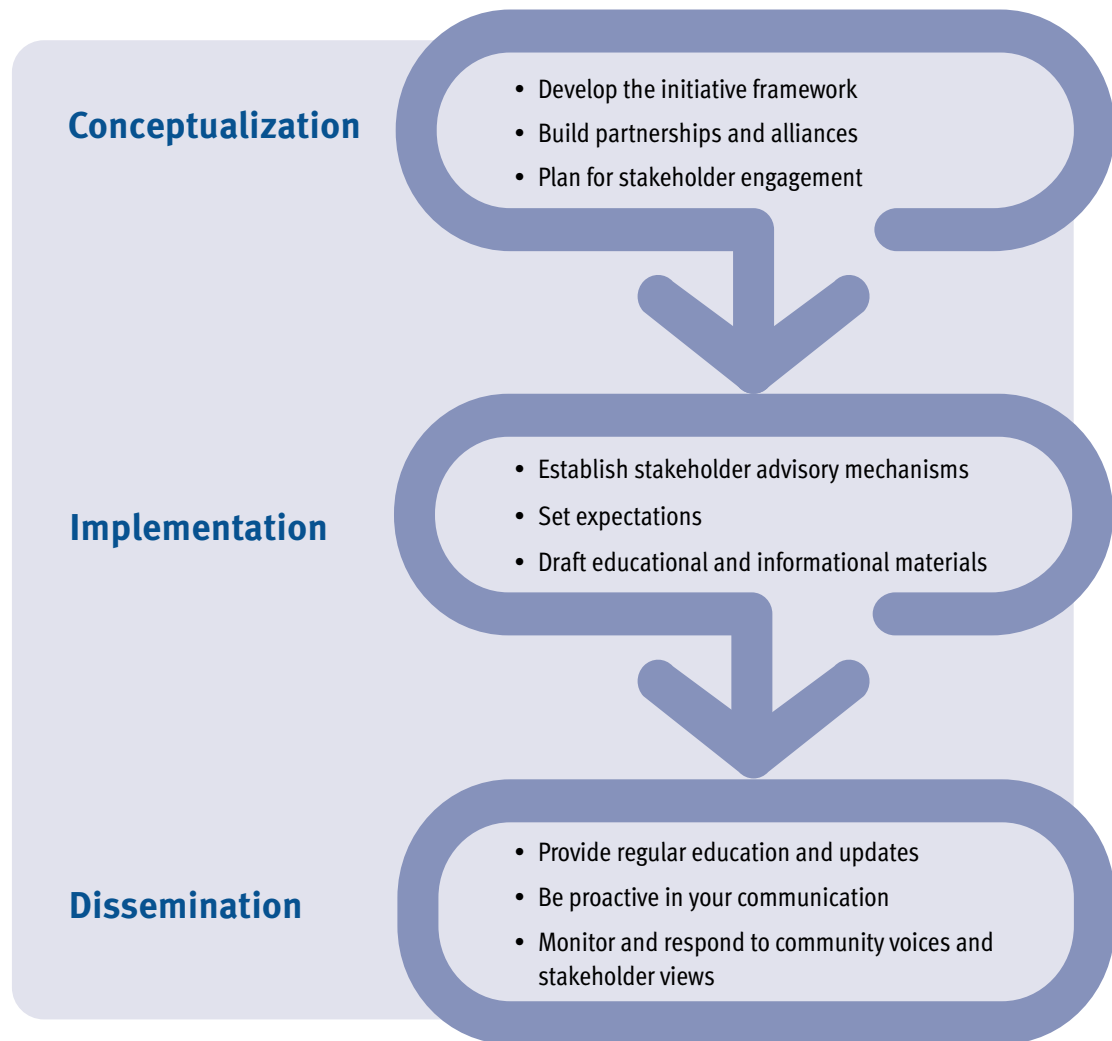
Stakeholder name	Contact person <i>Phone, email, website, address</i>	Impact <i>How much does the project impact them? (Low, Medium, High)</i>	Influence <i>How much influence do they have over the project? (Low, Medium, High)</i>	What is important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Strategy for engaging the stakeholder
EXAMPLE ADAPT	Carlos Davida cdavida@XXX. XXX XXX-XXX-XXXX	High	High	Disability rights	Highlight key issues for consideration	Political protest	Monthly round-table discussions
National Adult Protective Services Association (NAPSA)	Viki Chan vchan@XXX.XXX XXX-XXX-XXXX	High	Medium	Providing effective adult protection services at the state and local level	Communicate best practices to state administrators and local practitioners	Withholding support, thus hindering implementation	Information and feedback meetings every 6 months
New York Times	Jane Smith jsmith@XXX. XXX XXX-XXX-XXXX	Low	Low	Getting a good story	Print stories that support the new initiative	Printing stories that oppose the new initiative	Quarterly press meetings

(Adapted from tools4dev [Tools4Dev, 2021], licensed under a Creative Commons Attribution-ShareAlike 3.0 Unported License)

When Should ACL Engage Stakeholders?

Stakeholder engagement is an important and ongoing part of ACL's work, not a single event or activity. In addition to being an ongoing process, stakeholder engagement should happen during the conceptualization, implementation, and dissemination phases of each project, program, or initiative. These three phases and their associated engagement activities are illustrated in Figure 5 below.

Figure 5. Stakeholder Engagement: Conceptualization, Implementation, and Dissemination



(Adapted from MacQueen et al., 2012)

How Can ACL Engage Stakeholders?

It is important to have a clear plan for stakeholder engagement and to remember the process starts before interacting with the stakeholders and continues after the interaction has been completed. Figure 6 shows a seven-stage process that starts with planning and identifying objectives through to postmonitoring and evaluation. Important things to note are that

- lessons from past experiences help shape and improve future planning and engagement; and
- a cyclical process helps build trust and meaningful relationships between ACL and its stakeholders.

Examples of Stakeholder Engagement Methods include:








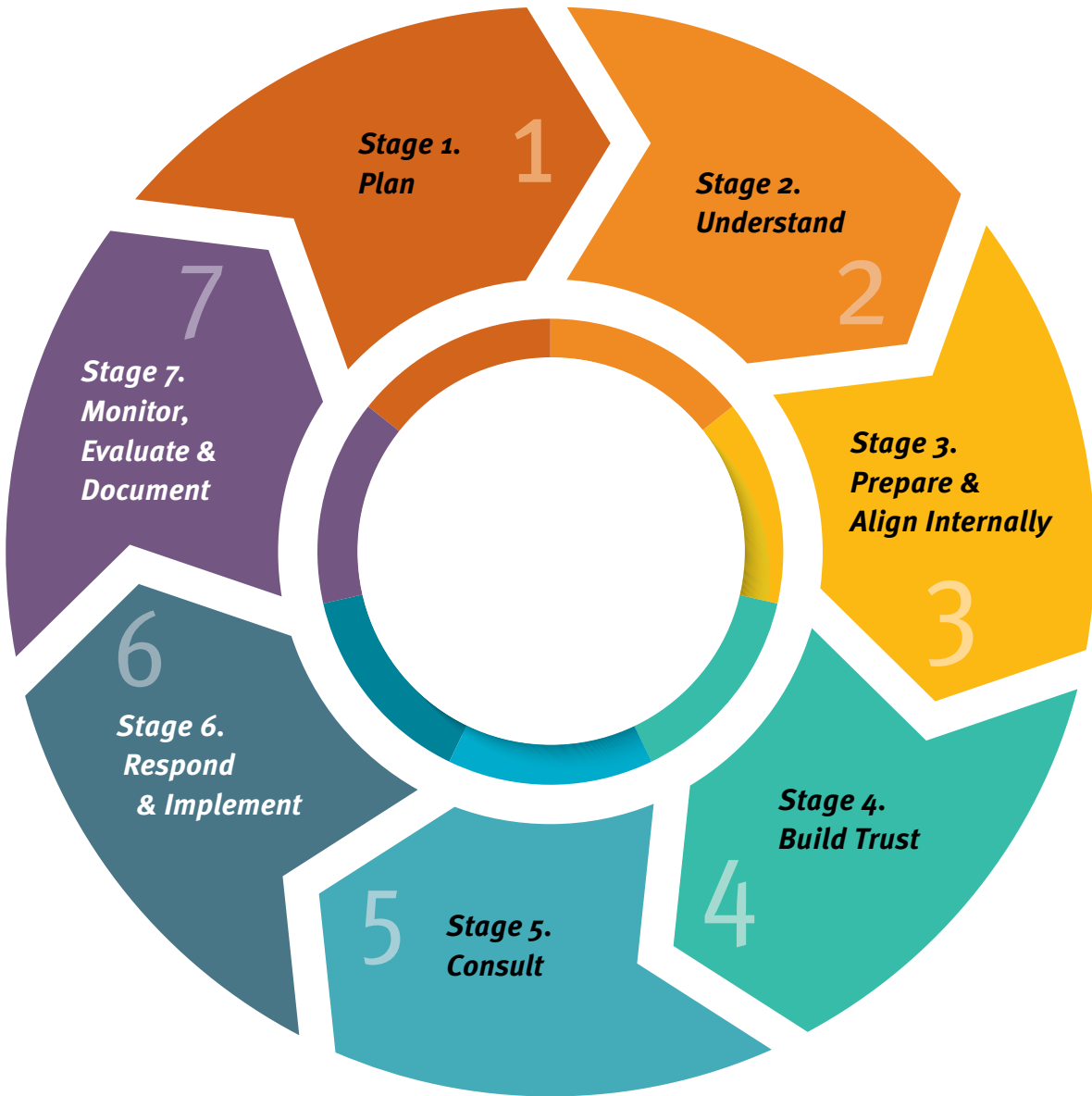
	personal interviews
	workshops
	focus groups
	public meetings
	surveys
	participatory tools
	social media
	stakeholder panels

Figure 6. Stakeholder Engagement Cycle



(Adapted from Jeffrey, 2009)

Stage 1. Plan: Identify basic objectives, issues to address, and key ACL stakeholders for each stakeholder engagement effort.

Stage 2. Understand ACL's Stakeholders: Identify the urgency stakeholders feel for their issues, the legitimacy of their interest, and their ability to affect ACL's projects, programs and initiatives. Understanding stakeholders' wants and needs, and the ways they correlate with ACL's mission and goals, will help create successful engagement strategies.

Stage 3. Prepare and Align Internally: If necessary, build a business case for the engagement effort and identify internal advocates. Dedicate appropriate time and resources to identifying shared interests between ACL and the stakeholder group to create an easier, more natural interaction. Doing this helps build a mutually beneficial relationship with stakeholders, showing them that they also benefit from the process.

Stage 4. Build Trust: Different stakeholders come with different levels of trust and willingness to trust. Engagement efforts should adapt to the level of trust present, with the goal of building or maintaining the level of trust between ACL and its stakeholder groups through each interaction.

Stage 5. Consulting Stakeholders: Stakeholder engagement success is affected by how well the consultation phase—the part of the process that establishes and executes the method of interaction with the stakeholders—goes. It is important to remember that no one method works for every stakeholder group, and each approach should be customized to fit the goals identified in Stage 1, the understanding of the stakeholders from Stage 2, and the level of trust established in Stage 4.

There are some considerations that ACL should take into account when planning the consultation with stakeholders:

- **Ensure fair, diverse, and inclusive representation.** Stakeholder groups should be diverse and inclusive of disadvantaged and minority populations and should reflect a wide range of disabilities, ages, education, income, and viewpoints.
- **Ensure the accessibility and appropriateness of stakeholder interactions.** Things to include in the planning process include, but are not limited to, ensuring physical accessibility of the location or digital accessibility of the virtual platform, considering transportation challenges, providing meeting materials in multiple accessible formats (large print, audio, braille) and making electronic meeting materials compliant with Section 508 of the Rehabilitation Act, arranging for captioning and sign language interpreters, assessing barriers to technology use or access, and providing cultural and ethnic inclusivity and language translators.
- **Provide the complete background information** stakeholders need to draw fair and reasonable conclusions.
- **Put the purpose of the interaction in context** so stakeholders get a detailed, holistic picture.
- **Be responsive** by providing information and proposals that respond directly to stakeholders' expectations and interests, not just information about ACL's internal objectives and activities.
- **Be realistic and transparent** when engaging with stakeholders about expectations, needs, resources, and expected outcomes. Doing this will help in establishing next steps and building/maintaining trust.

Stage 6. Respond and Implement: After interacting with stakeholders, ACL should review the feedback and propose how it will be used to inform the focal issue (policy, program, initiative, funding opportunity, etc.). There should also be a plan in place for how ACL will communicate the information back to the stakeholders. It is important to account for how stakeholders might react to these proposals. Considering their responses when developing a plan to share the outcomes of their interaction with ACL helps to build and maintain trust and create a sense of transparency. All information sharing should be accessible and appropriate for the specific stakeholder group.

Stage 7. Monitor, Evaluate, and Document: During this phase, ACL should focus on documenting the details and outcomes of the process. Having this information captured is important and can help ACL get a clearer picture of how stakeholder engagement is occurring and what the outcomes are across the division. It is also important to share progress with stakeholder groups to keep them informed, maintain transparency and trust, and show the benefits of the stakeholders' engagement with ACL, making them more likely to participate in future activities.

Table 1 below contains some strategies and ideas to consider when planning stakeholder engagement activities to help ensure interactions are inclusive, accessible, and appropriate. Each row in the table lists strategies designed to work with one stakeholder group, e.g., older adults, people with disability, culturally and linguistically diverse groups, etc. However, stakeholders do not belong to only one group or have only one identity. They have multiple identities. (e.g., racial identity, sexuality identity, disability identity, gender identity, class identity, nationality identity, etc.) that interact with each other and contribute to their unique experiences of discrimination and oppression. When engaging stakeholders, it is important to consider their multiple identities, and anything and everything that marginalizes them. In practice, then, that often requires using one or more of the strategies listed in *Table 1*.

Table 1. Strategies for Inclusive, Accessible, and Appropriate Stakeholder Interactions

STAKEHOLDERS:

Older Adults

Partnering	Time/ Location	Engagement	Communication
<p>Identify and contact local groups that work with or support older adults.</p> <p>Test engagement approach with these organizations to determine whether your engagement approach is effective with older adults.</p>	<p>Consider the time and location of proposed meetings and their potential impact on availability, safety, security, and mobility.</p> <p>Consider locations frequently visited by older adults that are accessible to public transportation and provide comfortable seating and climate.</p>	<p>Consider access and familiarity with technology.</p> <p>Consider whether online or mobile engagement techniques, in addition to print methods, will enhance outreach.</p> <p>Provide opportunities for individual or group discussion, regardless of modality.</p> <p>Consider using local radio and newspapers, and newsletters distributed by organizations that support older adults.</p> <p>Attend or distribute information through social organizations catering to seniors.</p>	<p>Use plain language, large fonts, and color that is easy to read.</p> <p>Consider whether a support person (e.g., a family member or caregiver) should be part of the discussion.</p> <p>Ensure that electronic equipment and platforms used have large buttons and lettering.</p> <p>Make sure to provide any automated instructions slowly and clearly, and allow listeners to repeat the message at any time.</p>

STAKEHOLDERS:
People With a Disability

Partnering	Time/ Location	Engagement	Communication
<p>Identify and contact representatives of local groups that work with or support people with disabilities.</p> <p>Test engagement approach with these organizations to determine whether it is effective with people with disabilities.</p>	<p>People with disabilities may sometimes need extra time to travel to an event.</p> <p>Event venues need to be accessible, and there must be appropriate supports and accommodations in place.</p>	<p>Small or individual meetings may allow more effective contributions.</p> <p>Consider a wide range of disabilities (intellectual and developmental, physical, sensory, etc.).</p>	<p>Consider a wide range of disabilities (intellectual and developmental, physical, sensory, etc.).</p> <p>Information should be clear and concise.</p> <p>Provide Section 508-remediated material for screen reader users.</p> <p>Provide captioning and interpreting services as needed.</p> <p>Allow enough time for meaningful participation and contribution.</p> <p>Be mindful of using respectful language at all times.</p> <p>Do not make assumptions about people’s abilities or skills. When in doubt, ask the person if they need support.</p>

STAKEHOLDERS:

Culturally and Linguistically Diverse Groups

Partnering	Time/ Location	Engagement	Communication
<p>Identify and contact representatives of local groups that work with or support people from culturally and linguistically diverse backgrounds.</p>	<p>Chosen venues (e.g., licensed premises) should not exclude particular communities.</p> <p>Events should not coincide with festivals, holy days, or prayer times.</p>	<p>Consider access and familiarity with technology.</p> <p>Consider whether online or mobile engagement techniques, in addition to print methods, will enhance outreach.</p> <p>Provide opportunities for individual or group discussion, regardless of modality.</p> <p>Consider using a facilitator from a similar cultural and linguistic background to promote trust and interpret statements.</p> <p>Consider using culturally and linguistically specific radio and newspapers, and newsletters. distributed by organizations that support your target populations.</p> <p>Attend or distribute information through social organizations catering to culturally and linguistically diverse groups.</p>	<p>CoUse multicultural media channels, resources, and interpreters where required.</p> <p>Consider whether someone would feel more comfortable speaking to someone of the same gender or cultural group.</p> <p>Consider cultural communication patterns (e.g., the order in which people speak at meetings).</p> <p>Avoid jargon, technical terms, and language that stigmatizes or alienates.</p> <p>Consider whether specific communities view certain personal information as too sensitive to share.</p> <p>Allow enough time for materials to be translated, verified, and phrased in culturally appropriate ways.</p> <p>Allow meeting interpreters enough time to ensure all participants understand vital messages and can express their views.</p>

STAKEHOLDERS:
Engaging with Disadvantaged Populations

Partnering	Time/ Location	Engagement	Communication
<p>Identify and contact representatives of local groups that work with or support disadvantaged populations.</p> <p>Test engagement approach with these organizations to determine whether your engagement methods and communication channels are effective.</p> <p>Use local organizations to promote engagement events and processes. Use their events to engage disadvantaged populations.</p>	<p>Consider the time and location of proposed meetings and their potential impact on availability, safety, security, and mobility.</p> <p>Consider conducting engagement events at food banks, homeless shelters, and community clinics.</p> <p>Offer food, refreshments, and supplies that may be unavailable or unaffordable to prospective participants.</p>	<p>Consider access and familiarity with technology.</p> <p>Consider whether online or mobile engagement techniques, in addition to print methods, will enhance outreach.</p> <p>Small or individual meetings may allow more effective contributions.</p> <p>Consider the impact that physical or mental health may play in interactions with stakeholders.</p>	<p>Consider literacy and numeracy levels and provide oral and written ways to participate.</p> <p>Provide ways to participate for free (e.g., toll-free numbers, free access to materials, free transportation to meetings).</p> <p>Avoid jargon, technical terms, and language that stigmatizes or alienates.</p>

(Adapted from Queensland Government, 2017)

Using a logic model may be helpful in the stakeholder engagement planning process. A logic model is a **visual** and **systematic** way to describe the relationships between resources, program activities, and anticipated changes or results. It shows how a program is intended to “work” and lead to the intended outcome. (W. K. Kellogg Foundation, 2004). *Table 2* shows common components of stakeholder engagement in a logic model format.

Table 2. Logic Model

Inputs	Outputs		Outcomes/Impact		
	Activities	Output Indicators	Short-Term Results	Medium-Term Results	Impacts
Support for the stakeholder engagement effort Means to communicate and collaborate Broad goals for stakeholder engagement Budget of time and other resources	Identifying and recruiting stakeholders Developing trust with the stakeholders Clarifying roles, commitments, and responsibilities Sharing information Developing processes and identifying desired outcomes Developing an on-going, sustainable relationship with the stakeholders	Reports that describe outstanding needs and next steps Plans for managing issues and concerns Quantified dissemination (e.g., numbers of downloads, tweets, reshares, comments received)	Internal and external stakeholders knowledgeable about the initiative Positive attitudes and opinions toward the initiative Increased skills Motivated stakeholders	Policy makers supporting the initiative Positive relationships with key internal and external stakeholders Influential champions at local and national levels	Broad understanding and support for the initiative Avoidance of controversy at local, national, international levels Social, economic, or civil change
	Assumptions		External Factors		
Evaluation: Focus–Collect Data–Analyze and Interpret–Report					

(Adapted from MacQueen et al., 2012; University of Wisconsin–Division of Extension, 2003)

Part II: Understanding Stakeholder Engagement in Action Across ACL

This section of the guide describes a series of interviews conducted with staff across ACL to illustrate stakeholder engagement efforts, information on how the interviews were conducted, the questions asked, and the themes that emerged from the conversations. The interviews highlighted the value of stakeholder engagement and its link to the success of ACL's work. They featured common practices and unique approaches ACL staff and leadership have been using to engage internal and external stakeholders.

Interviews With ACL Staff

Why were interviews conducted?

The purpose of the interviews was to examine how senior ACL staff viewed, used, and valued stakeholder engagement.

Who participated in the interviews?

Senior ACL staff conducted 10 structured interviews with 11 senior staff from a cross-section of ACL aging and disability centers, offices, and programs.

How were the interviews conducted?

Interviewers presented five questions to participants ahead of time and then asked them the questions during the interviews. Staff of ACL based their follow-up questions on the interviewees' responses and their knowledge of stakeholder engagement activities conducted by the participating centers, offices, and programs. The interviews were held on the Microsoft Teams platform with contract staff present to take notes.

What questions were presented?

1. What goals and questions inform your stakeholder engagement effort?
2. What methods, types, and processes of stakeholder engagement do you use?
3. What measures, or yardsticks, will be used to measure the “success” of your stakeholder engagement effort? Who will help you develop them?
4. How will you analyze the feedback from your stakeholders?
5. What does “success” look like for your stakeholder engagement effort?

A summary of responses by question follows, along with a summary of findings.

Question 1. What goals and questions inform your stakeholder engagement effort?

Common questions guided ACL stakeholder engagement efforts. For internal stakeholders, the questions were about the business needs of the stakeholder. For external stakeholders, the questions focused on whether ACL was helping the group as intended and involving the group sufficiently in work.

Internal Guiding Questions

- What are the business needs of the stakeholders?
- How do I better understand these needs?

External Guiding Questions

- Are we helping the stakeholder as intended?
- Do we involve the stakeholder in work adequately?

Staff of ACL reported engaging in stakeholder engagement for a variety of reasons and noted that the goals of engagement varied by stakeholder group, making it essential to understand the stakeholders, their shared interests, and their differences. The most common reasons for engaging stakeholders were to

- comply with federal statutes and requirements,
- inform the development of internal systems, and
- obtain community buy-in and support for initiatives.

Interview participants shared that stakeholder engagement efforts require identifying what ACL needs to know from stakeholders to inform their projects, programs, and initiatives, and sharing what ACL hopes to accomplish with those efforts.

Question 2: What methods, types, and processes of stakeholder engagement do you use?

Interviewed ACL staff identified nine common methods used across ACL for engaging with stakeholders. They include email, face-to-face and one-on-one conversations, social media, focus groups, electronic surveys, listening sessions, webinars, formal requests for public comment, and expert workgroups.

Stakeholder engagement methods can be limited based on resources and staff availability. It is also essential to understand that different techniques have different strengths and weaknesses. For example, surveys are easy to implement, but they do not provide more in-depth information. Webinars help bring large groups together for conversations and require fewer staff resources, but they do not solicit participants' feedback as well as smaller group activities. *Table 3* includes common engagement methods and identifies their strengths and weaknesses.

ACL Engages Stakeholders to

- inform,
- solicit input,
- galvanize action,
- partner with groups doing similar work,
- convince, and,
- overcome a view or position.

Table 3. Common Methods for Engaging With Stakeholders

	Strengths	Weaknesses
Email	<ul style="list-style-type: none"> • Is easily documented and analyzed • Offers dialogue opportunity 	<ul style="list-style-type: none"> • May not be representative of the larger group
Face-to-face and one-on-one conversations	<ul style="list-style-type: none"> • Is spontaneous • May be more candid 	<ul style="list-style-type: none"> • Requires resources to create opportunities for interaction • May not be representative of the larger group • May require preexisting relationships
Social media (Facebook and Twitter)	<ul style="list-style-type: none"> • Achieves broad outreach • Provides metrics to assess engagement 	<ul style="list-style-type: none"> • Presents challenge in reaching the desired stakeholders • Does not guarantee message will be seen or read
Focus groups	<ul style="list-style-type: none"> • Provide in-depth insight • Acknowledge and show that stakeholder insight is valued 	<ul style="list-style-type: none"> • Are resource intensive • May not be representative of the larger group
Electronic surveys	<ul style="list-style-type: none"> • Are quantifiable • Are able to reach large stakeholder groups 	<ul style="list-style-type: none"> • Limit follow-up “conversation” and depth of responses • May vary in question interpretation by stakeholders
Listening sessions at meetings and conferences	<ul style="list-style-type: none"> • Provide in-depth insight • Acknowledge and show that stakeholder insight is valued 	<ul style="list-style-type: none"> • Have selection bias depending on who is able to attend and who is comfortable speaking
Webinars	<ul style="list-style-type: none"> • Are easily documented • Provide effective dissemination 	<ul style="list-style-type: none"> • May limit dialogue if there are a large number of participants
Formal public comment	<ul style="list-style-type: none"> • Is easily documented and analyzed • Achieves broad outreach 	<ul style="list-style-type: none"> • May receive comments that are not germane to the initiative • May not generate desired response volume
Expert work-groups	<ul style="list-style-type: none"> • Provide in-depth insight • Acknowledge and show that stakeholder insight is valued 	<ul style="list-style-type: none"> • May not be representative of the larger group • May require preexisting relationships • Have selection bias depending on who can attend and who is comfortable speaking

Three cross-cutting principles for stakeholder engagement efforts were identified in the interviews:

- Maintaining trusted and respected relationships with stakeholders
- Communicating with stakeholders at all stages of the process
- Being open with stakeholders
 - What is being done?
 - Why it is important?
 - Why does their input matter?
 - How will you create an “open door” of communication to encourage their interest and involvement?

Question 3: What measures, or yardsticks, will be used to measure the “success” of your stakeholder engagement effort? Who will help you develop them?

The interview participants shared an interest in measuring the success of stakeholder engagement, but few described a capacity to formally assess effectiveness. Formal measures include

- social media analytics,
- output data concerning the number of calls and referrals made,
- frequency of messages shared and feedback received,
- electronic surveys,
- customer satisfaction data, and
- the number of relationships and partnerships increasing over time.

In addition to the formal measures, there are other less formal ways to measure the success of stakeholder engagement efforts. One is evidence that the public understands the initiative, based on feedback from stakeholders. Another is assessment of the quality of stakeholder facilitation.

Question 4: How will you analyze the feedback from your stakeholders?

Interviewed ACL participants indicated a need to understand the context (e.g., political, advocacy, etc.) for available stakeholder engagement feedback data to conduct a successful analysis. They also noted the importance of appropriate analysis strategies. For example, narrative data such as recordings, notes from proceedings, federal register responses, etc. can be grouped thematically based on similar answers, common phrases, and other factors.

Some common approaches to analysis include the following:

- Computer programs, such as ATLAS.ti, NVivo, and NUDIST (Nonnumerical Unstructured Data Indexing, Searching, and Theorizing), can be used for qualitative analysis.
- The Delphi Process has also been used to rank the importance or feasibility of received recommendations and feedback.
- Excel spreadsheets are another approach.
- Databases are often used to organize quantitative data for statistical analysis. Contractors usually complete this analytical work.

The National Institute on Disability, Independent Living, and Rehabilitation Research is currently funding a project to develop and test standard stakeholder engagement measures for future use.

Question 5: What does “success” look like for your stakeholder engagement effort?

Successful stakeholder engagement means helping diverse stakeholders to participate and be heard in the

“Creating something that people need is more important than the success of the stakeholder engagement itself.”

environment (see Figure 7 below). It also encourages sharing of views and perspectives. The interview participants described two types of stakeholder engagement success:

- successful development of a product or outcome, and
- the successful inclusion and engagement of stakeholders leading to actionable insights, mutual understanding, and the creation of a space for learning and continuing dialogue and collaboration.

Figure 7. Stakeholder Engagement Success



“Success is the impact the stakeholder engagement has on the quality of an outcome, particularly in terms of system change and how it is beneficial to stakeholders.”

Findings from follow-up questions

Interviewees had varied definitions of a stakeholder. For example, one interviewed ACL staff member indicated they viewed formal regulatory offices like the Office of Management and Budget and Office of Inspector General as their primary stakeholders but recognized their role in ACL made this view an outlier. Their engagement with them was more defined, structured, and reactive than collaborative.

Others described a more expansive network of primary, secondary, and tertiary stakeholders. These stakeholders include internal stakeholders within ACL and a variety of external stakeholders, such as partner offices and centers in the Department of Labor, Social Security Administration, Education Department, Department of Justice, and Department of Veterans Affairs; grantees and contractors; older adults and people with disabilities; the aging and disability networks; and the public.

Part III: Case Studies

Senior ACL staff contacted leaders in several agency centers and offices and a contractor leading a stakeholder engagement effort for one center. They spoke with them to learn more about how each organization approaches stakeholder engagement and how it integrates the engagement into its work to benefit ACL and its stakeholders. These case studies provide further insight into how four agencies within ACL pursue and apply stakeholder engagement to their policy and programmatic goals.

Interagency Committee on Disability Research

Stakeholder engagement by the Interagency Committee on Disability Research (ICDR) has focused on federal-to-federal efforts. The shift away from in-person activities during the COVID-19 crisis presented an opportunity to reconsider how the ICDR engaged with internal and external stakeholders. The group reexamined its strategies to raise awareness of federal disability research efforts, to inform research and promote partnerships among federal agencies, and to expand stakeholder outreach. The ICDR moved its Executive Committee meetings to Zoom and, since March 2020, has hosted a virtual State of the Science meeting on youth and employment, which includes youth participants; started a monthly Lunch & Learn series highlighting the work of federal grantees; and published a series of online toolkits. In June 2021, the ICDR hosted a large virtual meeting for its internal and external stakeholders to share information and get feedback. Another meeting is scheduled for summer 2022.

The ICDR uses contractor support to engage with internal and external stakeholders; manage meeting logistics; and collect, synthesize, and report needed data.

The contractor distributes pre-event surveys to engage with stakeholders and ask them what questions they want to be answered. Then the contractor collects and synthesizes feedback in surveys, direct emails, and event question-and-answer statements for use by the ICDR. These efforts ensure stakeholders are heard, engaged, and part of critical discussions. Leadership of the ICDR are interested in developing a quantitative metric for stakeholder engagement but also find the currently available qualitative measures used by the contractor helpful to their efforts to engage with internal and external stakeholders.

Office of Elder Justice and Adult Protective Services

The Office of Elder Justice and Adult Protective Services (OEJAPS) relies on stakeholder feedback to identify “pain points” among its stakeholders that can inform its efforts to provide relief, facilitate action, and communicate needs to additional stakeholders. Leadership of OEJAPS view it as a priority to always be in “listening mode” and seek ways to engage with stakeholders to solve problems collectively. Approaches include attending conferences, holding regular listening sessions via phone and virtual platforms, conducting focus groups, convening technical expert panels, holding webinars, participating in listservs and discussion boards, conducting surveys, and soliciting public comment.

These activities are well planned, and OEJAPS leadership do not pursue formal stakeholder engagement without a goal in mind. They use informal methods of engagement, like listening sessions, to hear feedback and develop ideas based on expressed stakeholder needs and interests.

Contracted experts who are skilled in pursuing consensus from diverse viewpoints and positions often assist OEJAPS to plan and structure their engagement efforts. Received stakeholder engagement data, whether formal or informal, are documented, and written and verbal feedback are queried so that ideas, concerns, questions, etc. are thoroughly understood. Feedback is subjected to

qualitative analysis, as appropriate, and is used along with available quantitative data to inform programmatic action.

Leadership of OEJAPS view the office's products and outputs as results of its stakeholder engagement. The office defines success as accomplishing goals and producing something viewed as helpful and ultimately used by stakeholders through a process they can stand behind. Products are purposefully field developed, providing opportunities for stakeholders to participate in the development and contributing to a sense of partnership and commitment. This approach promotes engagement of external stakeholders, communicates the respect OEJAPS holds for them and their work, and affirms OEJAPS's commitment to their success in providing effective adult protective services.

Office of Information Resources Management

The purpose of the Office of Information Resources Management (OIRM) is to identify and support the information technology solutions necessary to carry out the mission of ACL centers and offices and their grantees. As a result, conversations with stakeholders are not necessarily about the technology itself; they are focused on what an individual or group is trying to accomplish, what information they have, and what constraints prevent them from achieving their goals. Successful stakeholder engagement results in the OIRM correctly understanding business needs and requirements and allocating resources to provide a technology solution. The result is a good tool and enhanced ability of ACL to influence change that improves services for older adults, people with disabilities, and caregivers.

To determine whether a technology solution is available or appropriate, the OIRM engages with, listens to, and responds to stakeholders in an interview format, capturing and analyzing information needed to present potential solutions. One key component of this conversation is understanding any data collected or used, their quality, and their attributes. The OIRM uses standard quantitative and

qualitative analysis techniques with collected stakeholder engagement data and metrics available from websites and social media platforms like Facebook and Twitter. These data can then be placed in datasets or databases for a website or other product. The office cautions against overreliance on these metrics as their purpose is to capture data that the platform developers value, not necessarily data valued by ACL.

Administration on Disability

The Administration on Disability (AoD) representative and its contractor described a stakeholder engagement effort focusing on the health status of people with intellectual and developmental disabilities (IDD) and determining what questions are appropriate for researchers and providers to ask. The center collaborated with a host of intermediary organizations to recruit diverse participants for a series of focus groups held with researchers, family members of people with IDD, and individuals with IDD. The key questions for each focus group were similar, to aid in analysis, though the questions for researchers and family members of people with IDD slightly differed.

To prepare each focus group, AoD and the contractor explained the goals of the stakeholder engagement events (i.e., focus groups), shared the topics beforehand, reinforced the importance of the work, and fairly compensated the participants. Each focus group was recorded, and those recordings were then transcribed. Analysis was done “manually,” entering the transcribed data into Excel documents and using two coders to examine the data and identify themes.

This effort was overseen by an interagency federal steering committee. They, along with the focus group participants, reviewed the focus group findings and asked, “What do you hear?” “What can be implemented?” “What can inform a roadmap?” Federal stakeholders may use findings from the focus groups, and the National Center for Health Statistics is currently pilot testing questions based on the stakeholder engagement.

Part IV:

Measuring, Analyzing, and Reporting Stakeholder Engagement Feedback

The ACL uses stakeholder engagement feedback data to measure the effectiveness of its projects, programs, and initiatives; determine if intended outcomes were achieved; and assess whether those outcomes benefited the populations ACL serves. The data help ACL identify opportunities, potential challenges, and solutions, and ACL can also use the data to demonstrate accountability to internal or external stakeholders.

Stakeholder engagement data improves future and ongoing ACL efforts by answering the following (Queensland Government, 2017):

- Did the effort and resources make a difference to the stakeholders?
- What worked? What did not work?
- Why did it work? Why did it not work?
- How can ACL build on successes and not repeat mistakes?
- How did the engagement effort help increase the effectiveness of ACL's work?
- What other lessons can be learned, and how can they be used to improve future activities?

Questions to Consider

- Does ACL have particular outputs, outcomes, or impacts of interest?
- Is baseline data about the attitudes, behavior, or actions of stakeholders available to assess change after engagement?
- Will stakeholders be involved in assessing or evaluating stakeholder engagement? If yes, how?
- Does ACL have systems in place for tracking changes made?

How to Develop a Plan to Measure and Analyze Stakeholder Feedback

- **Identify a leader** to oversee and advocate for the importance of stakeholder engagement in an initiative. This individual ensures that planned actions are taken and that activities are not pushed aside due to pressing concerns or crises.
- **Develop a workplan**, and identify goals, objectives, and action plans to ensure involvement and support from both internal and external stakeholders.
- **Identify indicators.** Process indicators tend to reflect immediate progress or show outputs or outcomes that together will work to achieve a greater goal or impact. They may be quantitative, such as event or comment counts, or qualitative, such as the documentation of feedback—good or bad—received from stakeholders. Impact indicators are broader than process indicators and often reflect the desired result of stakeholder engagement activities.
- **Identify data collection methods**, including how frequently indicator data will be collected, who is responsible for data collection, and how the data and source documentation will be stored.
- **Establish a baseline.** Gauge staff experience working with stakeholders, including processes, knowledge, and current relationships. This initial assessment will help identify areas where capacity is needed and provide a reference point for identifying progress.
- **Identify/Allocate resources for stakeholder engagement** to help make sure there is built-in support for implementing the engagement plan.
- **Determine who will receive the data and what data will be helpful to them.** Different stakeholder groups may have different data needs or requirements. Leaders also need to know whether certain data are confidential or privileged and understand what that means for sharing or reporting information.

Measuring, Analyzing, and Reporting Stakeholder Feedback

The Government Accountability Office (2011) defines **performance measurement** as the “ongoing monitoring and reporting of program accomplishments, particularly progress toward preestablished goals.” Performance is measured through outputs and outcomes and assessed quantitatively. Key stakeholder engagement topics that are assessable through performance measurement include

- the number of stakeholders and community members engaged with, which may include breakouts by group, demographics, location;
- key issues and topics raised;
- differences in views and ideas expressed by stakeholder groups and communities; and
- the frequency with which an item is “shared” on social media platforms (adapted from Queensland Government, 2017).

Stakeholder engagement data can provide useful information for developing measures.

Summative measures focus on ultimate results, like whether the stakeholder engagement effort was successful. **Formative measures** are often used to examine processes, like exploring what can be done better and help to overcome challenges.

Analyzing Feedback

There are several ways to analyze stakeholder engagement data. Qualitative data such as narrative feedback from interviews, focus groups, and federal register responses can be analyzed using pattern-based techniques. Quantitative data can be analyzed using simple counts and descriptive statistics. Examples of approaches for qualitative data include grounded theory, framework analysis, and content analysis. These approaches include coding the data to see what concepts or themes provide the best explanation. Comparison methods can be used to compare, redefine, and reshape the themes and concepts. Tables and diagrams can then be used to synthesize and present data (Ramanadhan et al., 2021). *Table 4* shows examples and uses of each data type.

Table 4. Examples of Data Types and Potential Uses

	Examples	Uses
Quantitative Data	Surveys, activity and entry counts	Assessing the outputs of a stakeholder engagement effort, such as the numbers of people involved with an effort, decisions made, messages developed, and individuals reached
Qualitative Data	Semistructured interviews, focus groups, listening sessions, and open response requests for feedback	Capturing and assessing stakeholder feedback, determining whether goals were met and whether the engagement was successful, and identifying lessons learned for improvement

Reporting Feedback

Well-documented feedback helps show the impact stakeholders have on ACL's projects, programs and initiatives, as well as the impact those activities have on ACL's stakeholders. Documentation also promotes transparency and encourages learning from the engagement.

Stakeholder engagement documentation should capture the following (AccountAbility, 2015):

- Purpose and aims of the effort
- Methods used
- A description of the participants
- Notes or a verbatim record of the results
- Summary of stakeholder concerns, expectations, and perceptions
- Key decisions and action steps
- Outputs (e.g., queries, proposals, recommendations, agreed-upon decisions and actions)

Successful Stakeholder Engagement Outcomes

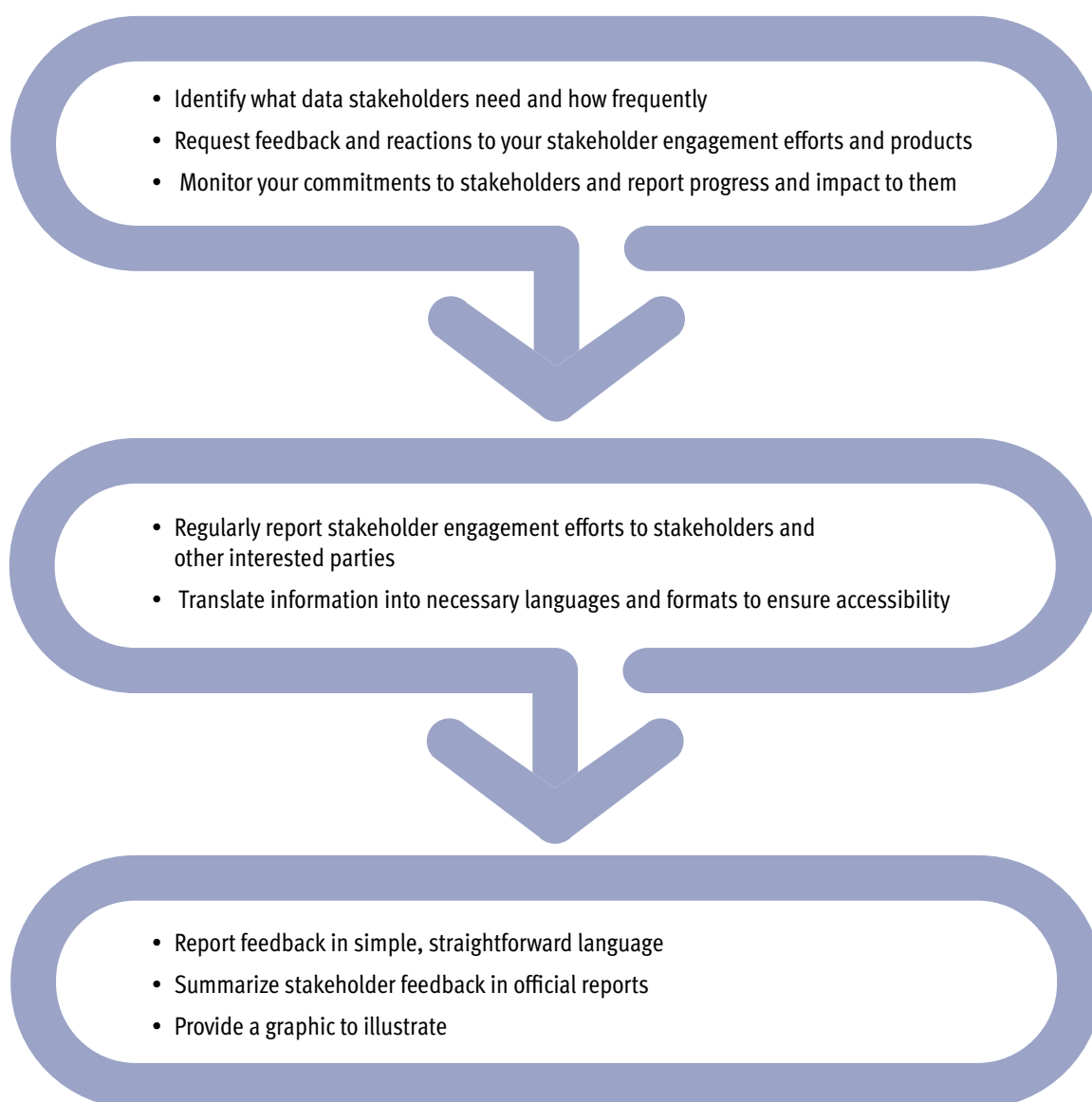
It is important to define what success means for the stakeholder engagement activity when developing an approach to measuring and analyzing feedback. Definitions of success should include the following (AccountAbility, 2015; Haddaway et al., 2017):

- Understanding stakeholder engagement is a process, not an event or single exercise, to be approached as a simultaneous learning and communication exercise that informs the initiative while also informing internal and external stakeholders
- Improving the quality, communication, and impact of an initiative
- Meeting established objectives
- Promoting stakeholder feelings of inclusion and opportunities to be heard
- Accepting processes and approaches
- Enhancing trust in ACL and in its findings and recommendations

Reporting Back to Stakeholders

Once the data has been measured and analyzed, it is important to complete the first cycle of the engagement plan by sharing relevant information with ACL's stakeholders. Different stakeholders need different data or data products. It is also important to consider the same inclusive, accessible, and appropriate criteria that shaped the engagement method when planning how to share results and outcomes. *Figure 8* shows steps to consider in developing a strategy to report back to stakeholders.

Figure 8. Developing a Stakeholder Engagement Reporting Strategy



(Adapted from International Finance Corporation, 2007)

Conclusion

Remember, even once the engagement cycle for a specific effort has been completed, stakeholder engagement is an ongoing part of who ACL is and what ACL does. Incorporating what worked and what did not into the next effort is part of the learning process and makes ACL's stakeholder engagement efforts more effective and robust.

Part V of the toolkit contains additional tools and resources that can be used or adapted by ACL staff and leadership as they work to establish clear goals and objectives, identify and recruit key stakeholders, develop and implement engagement plans, and measure and analyze stakeholder engagement data.

Part V: Stakeholder Engagement Resources

Glossary

Formative measures: Data indicators that describe the process of a project or initiative to determine what aspects work well and what can be improved.

Impact indicators: Data that describe a desired outcome.

Performance measurement: The ongoing monitoring and reporting of program accomplishments, particularly progress toward preestablished goals.

Process indicators: Data that describe progress, outputs, or outcomes leading to a desired outcome.

Qualitative data: Data describing the attributes or properties that an object possesses. The properties are categorized into classes that may be assigned numeric values, but there is no significance to the data values themselves; they simply represent attributes of the object concerned.

Quantitative data: Data expressing a quantity, amount, or range. Usually, there are measurement units associated with the data, e.g., meters, in the case of the height of a person. It makes sense to set boundary limits to such data, and it is also meaningful to apply arithmetic operations to the data.

Stakeholder engagement: The process used by an organization to engage relevant stakeholders for the purpose of achieving desired outcomes.

Summative measures: Data indicators that describe the ultimate outcomes of a process or program.

Appendix A: Resources for Intersectional Engagement

Appendix A contains various resources (e.g., guides, checklists, toolkits, websites, videos etc.) related to intersectionality and engagement. Some of the content in the resources may need to be adapted to the meet the purposes of your particular stakeholder engagement effort.

Checklists

This section contains a number of checklists that ACL staff and leadership can use to assess to degree of intersectionality within their operational division, organization as whole, or internal or external stakeholder engagement effort. Each checklist entry below has a hyperlinked title of the checklist followed by the items/questions on the checklist. An effort has been made to leave the checklists in their original versions. However, minor adaptations to the instructions or items on the checklists were made so that ACL staff and leadership can get the best use out of the checklists.



IGLYO INTERSEXUALITY TOOLKIT

(Based on IGLYO [Intersexuality Toolkit](#) – The International Lesbian, Gay, Bisexual, Transgender, Queer & Intersex [LGBTQI] Youth and Student Organization, n.d., pp. 16ff)

Instructions: Individually think about your organization, group, or stakeholder engagement effort. Respond to each question by rating it using the following rating scale: 1 – strongly disagree, 2 – disagree, 3 – somewhat agree, 4 – agree, 5 – strongly agree.

Question	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
There is a range of genders who participate in (work for) my group/organization.					
No single gender makes up the majority of participants.					
There is a range of genders represented on the board/committees.					
Genders are regularly discussed/considered as part of our work.					
We have links with gender organizations.					
There is a range of racial and ethnic identities who participate in my group/organization.					
No single racial and ethnic identity makes up the majority of participants/members.					
There is a range of racial and ethnic identities represented on the board/committee.					
Racial and ethnic identities are regularly discussed/considered as part of our work.					
We have links with racial and ethnic identity organizations.					

Question	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree
There is a range of people with (dis)abilities who participate in my group/ organization.					
People with no single (dis)ability make up the majority of participants.					
There is a range of (dis)abilities represented on the board/committee.					
(Dis)abilities are regularly discussed/considered as part of our work.					
We have links with (dis)ability organizations.					
People from a range of from different socioeconomic statuses participate in my group/organization.					
Representatives of no single socioeconomic status make up the majority of participants.					
There are representatives of a range of different socioeconomic statuses serving on the board/committee.					
Socioeconomic statuses are regularly discussed/considered as part of our work.					
We have links with organizations representing different socioeconomic statuses.					

STUDENT PARTNERSHIPS IN QUALITY SCOTLAND INTERSECTIONALITY CHECKLIST

(Students Partnerships in Quality Scotland, NUS Scotland Women, & Advance HE, n.d.)

Prompt Questions for Thinking Intersectionality

- » How will the variety of lived experiences from relevant equality groups represented be valued in your stakeholder engagement activities or events?
- » Will your stakeholder engagement event and/or activity involve and benefit all groups equally, or primarily benefit the most privileged within a particular group (for example, white, able-bodied, middle-class women)?
- » What steps will you take to ensure all members of this group (including those facing multiple forms of discrimination) benefit?

Prompt Questions for Planning Intersectionality

- » Have you taken proportionate steps to ensure that people who share a protected characteristic are not seen as a homogenous group, and that a variety of lived experience is represented in your stakeholder engagement activities or events?
- » Have you made any assumptions about who will attend or participate in your stakeholder engagement events or activities? How will you test these assumptions?
- » Have you considered or tested the language used in relation to your stakeholder engagement activities or events to ensure that they do not indirectly include/exclude some members of a particular group?

Prompt Questions About Evaluation

- » Will you collect intersectional data about who participates and why?
- » How will you evaluate and learn from the intersectional experiences of participants?
- » What action will you take in response to this evaluation and learning?

Prompt Questions That Promote Good Practice for Inclusive Activities

- » Have you considered the timing of significant religious and cultural days, school holidays, and start/finish times when scheduling project activity?
- » Have you considered location and accessibility of venues?
- » Have you considered diverse dietary requirements?
- » Have you considered the provision of incentives and expenses?

CHECKLIST FOR PERFORMING AN INTERSECTIONALITY-BASED POLICY ANALYSIS

Extracted from *Incorporating Intersectionality in Evaluation of Policy Impacts on Health Equity: A Quick Guide* (Palència, Malmusi, & Borrell, 2014).

This checklist contains a series of questions that are designed to facilitate the planning and execution of an intersectionality-based policy analysis.

Descriptive Questions

Question 1: What knowledge, values and experiences do you bring to this area of policy analysis?

- » What is your experience with policy and policy analysis? What type of policy areas have you worked in?
- » What are your personal values, experiences, interests, beliefs and political commitments?
- » How do these personal experiences relate to social and structural locations and processes (e.g., gender, “race” and ethnicity, socioeconomic status, sexuality, gender expression, and age; patriarchy, colonialism, capitalism, racism, and heterosexism) in this policy area?

Question 2: What is the policy “problem” under consideration?

- » What assumptions—e.g., beliefs about the cause(s) of the problem and the population(s) most affected—underlie this representation of the problem?

Question 3: How have representations of the problem come about?

- » What was the process in framing the problem this way?
- » Who was involved, and why was the problem defined in this way?
- » What types of evidence were used?
- » How has the framing of the problem changed over time (i.e., historically) or across different places (i.e., geographically)?

Question 4: How are groups differentially affected by this representation of the problem?

- » Who is considered the most advantaged, and who is the least advantaged within this representation? Why and how?
- » How do the current representations shape understandings of different groups of people?
- » What differences, variations, and similarities are considered to exist between and among relevant groups?

Question 5: What are the current policy responses to the problem?

- » Who has responded to the problem, and how? For example, how have governments and affected populations and communities responded to the framing of the problem?
- » What are the current policy responses trying to achieve?
- » Do current policies focus on target groups? If so, are they seen as homogenous or heterogeneous? Are they stigmatized by existing policy responses?
- » How do existing policies address, maintain, or create inequities between different groups?
- » Do existing responses create competition for resources and political attention among differently situated groups?
- » What levels or combination of levels of analysis exist (e.g., micro, meso, macro) in relation to the policy problem?

Transformative Questions

Question 6: What inequities actually exist in relation to the problem?

- » Which are the important intersecting social locations and systems? For example, how do “race,” ethnicity, class, sexuality, and other social locations and systems of inequality (racism, colonialism, classism, heterosexism) interact in relation to this policy problem?
- » Where will you look to find necessary information to help you answer this question (e.g., evidence from academic sources, grey literature, and policy reports focusing on intersectionality-informed analyses)?
- » What potential approaches can be used to promote discussion of the problem across differently affected groups? (For example., consider Parken’s [2010] multi-strand evidence gathering phase of policy.)
- » What are the knowledge/evidence gaps about this problem across the diversity of the population?

Question 7: Where and how can interventions be made to improve the problem?

- » What are the logical entry points? What are the available policy levers (e.g., research/data, political champions/allies, laws/regulations/conventions, resources)?
- » What are other examples of successes? How could policy interventions build on these examples?
- » Who is part of the proposed intervention? Who is positioned to influence and implement the intervention?

- » What role can diverse communities play in these interventions? How will they be meaningfully engaged and supported in providing input?
- » At what level or combination of levels (e.g., micro, meso, macro) can interventions be made?

Question 8: What are feasible short-, medium-, and long-term solutions?

- » How can solutions be pragmatically positioned and promoted in relation to government policy priorities (e.g., budget allocations, governmental priorities and departmental plans)?
- » How can proposed solutions be synthesized into a clear and persuasive message?

Question 9: How will proposed policy responses reduce inequities?

- » How will proposed options address intersectional inequities and promote social justice? How will you ensure that the proposed options do not reinforce existing stereotypes and biases or produce further inequities for some populations?
- » How will the solutions interact with other existing policies?
- » What might be the challenges and opportunities for proposed policy solutions?

Question 10: How will implementation and uptake be assured?

- » Who will be responsible (and who is best positioned) to ensure the implementation of the policy recommendations?
- » What time frames and accountability mechanisms are identified for implementation divergent interests and groups?

Question 11: How will you know if inequities have been reduced?

- » How will you measure policy implementation and outcomes?
- » What intersectional factors will be measured in the evaluation process? How will they be measured?
- » How will affected communities be meaningfully engaged in assessing the reduction of inequities?
- » What will be the measure of success?

Question 12: How has the process of engaging in an intersectionality-based policy analysis transformed...

- » your thinking about relations and structures of power and inequity?
- » the ways in which you and others engage in the work of policy development, implementation and evaluation?
- » broader conceptualizations, relations and effects of power asymmetry in the everyday world?

Guides and Toolkits

This section contains several guides and toolkits that relate to intersectionality. They may be of interest to ACL staff and leadership.

[A Beginner's Guide to Intersectionality](#) (Carter & Snyder, n.d.): This short article from the National League of Cities defines what intersectionality is and offers some questions to ask ourselves about how we can promote intersectionality.

[Incorporating Intersectionality in Evaluation of Policy Impacts on Health Equity: A Quick Guide](#) (Palència, Malmusi, & Borrell, 2014): This guide was originally intended for the researchers of the European project SOPHIE (Evaluating the Impact of Structural Policies on Health Inequalities and their Social Determinants, and Fostering Change), to introduce them to intersectionality theory and to promote the use of the intersection approach in their analyses of structural policies related to health inequalities. However, it will be useful to all people engaged in research on social inequalities in health and to those evaluating policy impacts on such inequalities.

[Intersectionality Toolkit in PDF Format](#) (IGLYO – The International Lesbian, Gay, Bisexual, Transgender, Queer & Intersex [LGBTQI] Youth and Student Organization, n.d.): This toolkit is a practical guide for both individual activists and organizations to learn more about intersectionality and its principles and to provide a selection of activities to explore practice around inclusiveness.

Websites

Ten Tips for Putting Intersectionality Into Practice (The Opportunity Agenda, 2017): This blog post provides 10 intersectionality tips, each defined and explained and each containing a “real-world example” that demonstrates how to apply it.

<https://www.opportunityagenda.org/explore/resources-publications/ten-tips-putting-intersectionality-practice>

Resources on Intersectionality (George Washington University, n.d.): This web page contains numerous resources on intersectionality that include, but are not limited to, articles, videos, and podcasts. These resources address interesting subtopics within intersectionality.

<https://www.opportunityagenda.org/explore/resources-publications/ten-tips-putting-intersectionality-practice>

National Disability Organizations and Resources. (Stanford University, n.d.): This page has a subsection entitled Intersectionality of Disability Experiences which lists many organizations that represent various intersectionality populations, e.g., African Americans and Blacks with Disabilities; Religion and Faith With Disabilities; Indigenous Peoples With Disabilities, etc. Staff and leadership of ACL may want to contact these organizations for more information on how to recruit and retain members from these organizations for various key ACL business processes, e.g., hiring intersectionally-diverse staff, recruiting intersectionally diverse peer reviewers, etc.

<https://oae.stanford.edu/students/advocacy-community/national-disability-organizations-and-resources>

Videos

To activate automatically-generated closed captions in the videos below, hit the letter “c” key on your keyboard when a video starts playing.

The Urgency of Intersectionality (TED, 2016): This 19-minute TED talk, given by Kimberlé Crenshaw, who coined the term intersectionality, uses the example of black women who were killed by police violence to illustrate the urgent need for intersectionality.

Disability and Intersectionality (University of California, Irvine, The Disability Services Center, 2021): This 2-minute introductory video first explains what intersectionality is, then provides some examples of what intersectionality addresses, and then explains how the term intersectionality and disability are linked with each other.

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