

Public Participation Guidebook

Introduction

Community involvement and public participation are cornerstones of Scottsdale's success as a municipal government. Our city has a rich and robust history of resident involvement, which became part of the fabric of the community when the Scottsdale Town Enrichment Program (STEP) began in 1964 and established a vision for the community. Many of the unique physical aspects of Scottsdale's character were first envisioned by the people who participated in the STEP process, including the Indian Bend Wash Greenbelt, Scottsdale's City Hall and Civic Center, and Scottsdale's Museum of the West.

From the town's earliest beginnings, residents have had a voice in decisions that affect their lives – a mindset that continues in Scottsdale today.

The Collaboration & Engagement chapter of voter-approved Scottsdale General Plan 2035 guides Scottsdale city government to:

“Involve residents, businesses, organizations, institutions and government in constructive dialogue, which is the cornerstone of successful planning, decision making and community building.”

What does that approach look like in practice? How should city staff put the guidance from the General Plan 2035 into action? This guidebook answers those questions and provides techniques and tools to maximize the effectiveness of public participation efforts across the city.



Scottsdale Town Enrichment Program kick-off meeting, November 1964. Scottsdale Historical Society photo.

The City Manager's Office and Community Involvement is the keeper of this guidebook, and the central resource group for community involvement and public participation in Scottsdale.

Scottsdale's Approach to Public Participation

What is public participation?

As stated in the Vision and Values section of General Plan 2035, Scottsdale embraces citizens as active partners in decisions that affect their neighborhoods and city. That active partnership is created in part through authentic public participation.

The meaning of this term is illustrated throughout this guidebook. When a succinct definition is helpful, consider public participation as “purposeful work to inform the public and seek their input to make decisions and solve problems.”

Why do we involve the public?

We believe that residents and stakeholders in Scottsdale should have a say in decisions that affect their lives. A Scottsdale Town Enrichment Program report from 1970 offers timeless wisdom:

“... the city that governs best is one that is responsive to citizen needs and desires. Naturally, the City can't respond if it doesn't know what the citizens see as their needs.”

Open, transparent, accessible, responsive and fair government are cornerstones of effective communities. Residents want early, ongoing and interactive participation, and a city government that reaches beyond the minimum standards and adapts to the community's growing and changing population.

The Community Involvement Element of the General Plan 2035 provides these goals:

1. Seek early and ongoing community involvement through broad public and policy-making decisions.
 2. Proactively seek direct input from all areas of the community on civic matters through vigorous outreach programs.
 3. Distribute City information in ways relevant to personal and professional interests.
 4. Foster community partnerships to share information and work toward collaborative solutions.
- This guidebook, and the resources and support available through the Public Participation Team, are dedicated to help the city achieve those goals.



The General Plan 2035 was created collaboratively with the community and adopted by the city's voters – those are compelling reasons for the city to adhere to its principles and achieve the goals it contains.

Consider also that residents have knowledge of their communities and/or information that we often don't have. Thoughtful and focused public participation can bring that knowledge and information to the fore as important decisions are considered.

Who gets a voice?

The city routinely seeks feedback and opinions from Scottsdale residents, businesses and other local entities through various means. Many of these, such as the biennial National Community Survey, are opportunities for the public as a whole to express their opinions about the city, its services, leadership, direction and finances. This sort of feedback is helpful in forming strategic directives, creating budget requests, and departmental planning.

However, public participation on specific projects and programs often affect smaller parts of the community – the people who live near a major construction project are usually most likely to be interested in the details of that project, and therefore should be the primary stakeholders to inform and engage.

We define stakeholders as: “Anyone (person or group) who can impact or be impacted by the results of a decision made by the city.”

Make sure all stakeholders have an opportunity and feel welcome to participate. Some people – but not all – are experienced and comfortable engaging with the city. They know where to find information and how to offer their ideas and input. Others are not as experienced nor comfortable interacting with the city.

Scottsdale’s public participation efforts need to be open and accessible to all stakeholders, regardless of their previous experiences. In some cases, this means taking specific steps to reach people and encourage their participation by removing barriers to their participation and designing public participation strategies that work best for them.

Barriers might include someone’s work schedule, childcare responsibilities, primary language or even previous negative experiences with government. Thoughtful design of each participation opportunity will consider and account for barriers so that more people are comfortable and able to offer their input.

Authentic public participation will help the city understand all perspectives and ensure those diverse views are shared, heard and understood, both by the city and among stakeholders.

When do we engage the public?

In all city activities, staff are encouraged to think about communication first rather than last. Who needs to know? How will we tell them? When do they need to know? Are there specific questions or issues for which we want their input?

Effective public participation requires advanced planning. In the age of instant messaging, it’s easy to forget that most communication methods have content deadlines weeks and sometimes months in advance.

People should be informed about issues, projects and public participation opportunities with enough notice to allow them time to learn about an issue and fit participation opportunities into their schedule.

Surprises are sometimes fun, but not when the surprise is a street closure or disruptive construction project.

How should we involve them?

The appendices included in this guidebook provide details about different tactics and techniques for effective public participation participation and also practices to meet the city’s federal nondiscrimination requirements under the Americans with Disabilities Act (ADA) and Title VI of the Civil Rights Act of 1964 (Title VI) required for all public involvement conducted.

Depending on the issue and the audience, different approaches will be necessary. This guidebook, and the support and training offered through the Public Participation Team, are here to assist.

The statements below provide a general framework. Regardless of specific tactics or techniques used in a particular situation, whenever the city is seeking participation and feedback from residents, we will:

- Provide information to assist in making informed decisions
- Ensure public meeting locations are ADA compliant and accessible to people with disabilities
- Provide reasonable modifications based on language or ADA-related requests received
- Seek out and facilitate the involvement of those potentially affected
- Report findings and share how input affected the decision or outcome

No matter the issue or participation technique, effective civic engagement can only occur when all those involved agree to listen and interact with civility.

A November 2011 proclamation by the City Council affirmed these Principles of Civil Dialogue:

*As a member of the Scottsdale community,
I will genuinely listen; speak respectfully; and be
accountable for my words and actions.*

Scottsdale's Three Cs of Public Participation

The International Association of Public Participation (often referred to as “IAP2”) developed a Spectrum of Participation that has become a standard across public sector agencies. With that as a guide, Scottsdale has further distilled the IAP2 five-step spectrum into three Cs of public participation in Scottsdale.

Think about public participation as a constructive process: a foundation is laid, upon which more is built as required by a particular issue or project.

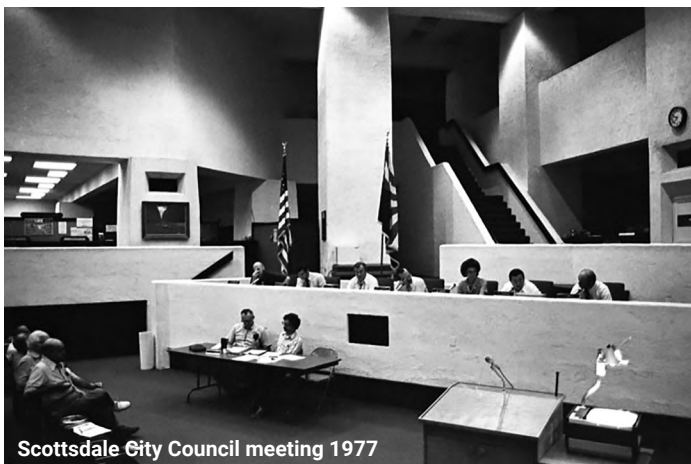
1. **Communicate:** Every public participation effort begins with communication – providing information to help the public become aware of and understand an issue. In some cases, communication is all that is needed.
2. **Consult:** Some issues or projects will require more than essential communication. The consult stage of the spectrum builds on communication to create more substantial opportunities for the public to provide feedback to influence a decision.
3. **Collaborate:** This stage builds on the previous two and represents the highest level of involvement, through which the city works collaboratively with the public to identify solutions to a problem or features of a project.

The matrix below illustrates the spectrum, including statements about the city’s commitment to the public at each level.

Scottsdale's Public Participation Spectrum

INCREASING IMPACT ON THE DECISION 		
COMMUNICATE We will share what is happening and provide objective information about the problem, alternatives, opportunities, and solutions. We will listen to your input and acknowledge your concerns.	CONSULT AND we will keep you informed, accept your feedback and let you know how your thoughts and ideas are understood and have influenced the decision.	COLLABORATE AND we will ask for your ideas, and they will influence the decision to the extent possible. The city, residents and stakeholders will work collaboratively to identify potential solutions.

Adapted from the International Association of Public Participation Spectrum of Public Participation



Scottsdale City Council meeting 1977



Scottsdale City Council Meeting Establishing the McDowell Sonoran Preserve, October 3, 1994

Getting to work

The remainder of this guidebook contains tools and resources for determining when public participation is needed, what kind of involvement is warranted in a particular situation, effective strategies and tactics for reaching stakeholders and engaging them in meaningful ways in accordance with the city's federal nondiscrimination requirements under the ADA and Title VI for public involvement.

Public participation that is planned well and completed properly should leave residents feeling as though they understand what is happening and have had opportunities to provide their ideas and input where possible.

Engagement that is not meaningful will be recognized by the public. The city will be held accountable for poorly orchestrated or ineffective engagement processes, which damages our credibility and makes it more difficult the next time we need to work with those affected stakeholders.

This guidebook and the Public Participation Team is here to help.



Scottsdale Parks & Rec's "Cars, Trucks and Things that Go Vroom!" class



Paiute Open House



Water Citizens' Academy spring 2023



Appendices

A. The Process of Engagement and Decision Making

B. Community Engagement Project Worksheet

C. Tools and Techniques

D. Reporting Methods

E. Civil Rights Requirements, Implementation and Reporting (ADA/Title VI)

Appendix A: The Process of Engagement and Decision Making

Step 1: Understand the Issue

- Define the problem
- Determine your engagement goals
- Identify stakeholders and decision-makers
- Set the timeline



Step 2: Determine the Level of Engagement

- Understand the complexity of the issue and its impact
- Understand the level of influence stakeholders have
- Identify decisions that have been made and those yet to be made



Step 3: Create the Plan

- Choose the techniques based upon the level of engagement
- Develop a communications plan to inform and engage stakeholders
- Prepare materials, book venues and account for overall logistics



Step 4: Engage the Public

- Work with stakeholders using techniques outlined in the plan
- Help stakeholders understand the project in plain language, explain what has been done so far, what is being considered, why their input has been sought, and any constraints of the issue or process
- Build credibility and trust by explaining the process, how the feedback will be used, timeline and expectations of those choosing to be involved



Step 5: Close the Loop

- Share feedback that was provided during the process, including what stakeholders expressed through all sources of input
- Explain how the input influenced the decision
- If nothing was changed as a result of the feedback, explain why
- Evaluate the engagement process and outcomes so lessons learned can be applied to future projects

Appendix B: Community Engagement Project Worksheet

This is a tool for planning public engagement opportunities.

STEP 1: DEVELOP THE PLAN

Overview

Project Name	
Staff Lead / Contact Info	
Project Description	
Desired Project Goals / Outcomes	
Budget allotted	
Target Dates	
Expected Final End Date / Timeframe	
Interim presentation dates/topics	
• Council presentation	
• Commission Meeting presentation	
• Desired community engagement	

Roles & Responsibilities

ROLES	SPECIFIC INDIVIDUALS RESPONSIBLE	RESPONSIBILITIES FOR EACH INDIVIDUAL WITHIN THE STEP
Who are the ultimate decision-makers?		
Who has overall management responsibility for public participation?		
Who are the public participation staff members?		
Who are the key technical staff members for this decision?		
Who controls the resources?		
What individuals outside the decision process might be important to the credibility of public participation?		
What internal resources with special expertise will be important to the process, such as graphics support?		
What outside resources with special expertise will be important in the process, such as independent technical experts interpreters or translations?		
Other		

STEP 2: DETERMINE LEVEL OF ENGAGEMENT

Circle the level of impact of that best describes each category.

IMPACT	Low Impact	Mid-level impact	High impact
Project Type	Standard/routine	Unique / pilot	multiple phases / new program or service
Project duration	3 months – 1 year	1-3 years	3+ years
Community impact	Less than two communities or organizations	3-10 communities or organizations	10+ communities or organizations
Internal impact	Within a division or department	Multiple divisions within one department	Within multiple divisions across multiple departments
Stakeholder ability to impact decisions	Little or no decision-making powers	Some comments will be used to make decisions	Stakeholders will be highly involved in the decision-making process.
Media interest	Little or no media	Some local news may have interest	Local and/or national news may have interest

Circle the level of Complexity of that best describes each category.

COMPLEXITY	Low Complexity	Mid-level Complexity	High Complexity
What is the political sensitivity of this project?	Little attention – project unlikely to be a public issue	There has been some attention. Some disagreement or differing of opinions is anticipated	Highly sensitive topic – either currently or anticipated
How inclined will citizens and stakeholders be to accept this project?	The stakeholders are not likely to be concerned	Some issues are anticipated	There are many issues or there is at least one stakeholder group that is opposed
What do you anticipate will be the level of disagreement between stakeholder groups?	No disagreement or can easily be managed	There will be a few competing positions - but can be managed with some effort	Competing positions by multiple stakeholders groups or more than a few differently strongly held positions

Other considerations

What Council direction, if any, is there for engagement with stakeholders and/or citizens? What is the legally required level of participation?

What are the decisions that have already been made? What decisions can still be influenced?

Which stakeholders will be hard to reach / engage? How will this be overcome?

What are the biggest issues expected to come up?

What are potential impacts to the public (example areas: Financial, Transportation, Environment, Inconvenience, Change to routine, Political, Social & Emotional)

STEPS 3 & 4: CREATE THE PLAN & ENGAGE THE PUBLIC

Checklist

- ☐ Notify the Office of Communication and Citizen Service and request support as needed
- ☐ Create project web page or web post to act as a home base for additional communication. All digital materials must be WCAG 2.1, Level AA compliant. Contact IT Web for more information.
- ☐ Implement the project communication plan to inform the public
- ☐ Book ADA-accessible venues and arrange supporting needs (audiovisual, food, water, etc.)
- ☐ Print materials as needed

List any other needs or considerations below:

Using Appendix C, fill in the chart below - complete the Communicate column at a minimum, and any additional stages depending on the level of involvement.

Levels of Participation	COMMUNICATE • Share what is happening • Provide information • Listen to input • Acknowledge concerns	CONSULT • Level of Communicate • Keep you informed • Accept feedback • Share how thoughts/ ideas have influenced the decision	COLLABORATE • Communicate, Consult AND • Ask for ideas which will influence the decision to the extent possible • Work collaboratively with the city, residents and stakeholders to identify potential solutions
Methods Used			

STEP 5: CLOSE THE LOOP

What is the process for reporting the data?

How will data be measured and used?

Use the chart below to evaluate your overall process

Evaluation Steps	What worked	What didn't work	What could have been done differently	What went better than expected
Technique(s) used				
How information was gathered				
How data was used				
How follow through with the public occurred				



Appendix D: Reporting Methods

Different projects may have different needs and therefore, reporting the results public involvement opportunities may take different forms. Regardless, it's important to close the loop: describe the engagement process and report what feedback was received and how that was accounted for in the final decision.

Here are some different ways to report the results of public involvement. The Community Involvement department is available to assist as needed.

City Council

- Updates

- Formal presentations during workstudy sessions and/or meetings

Direct citizen communication

- Press releases to media

- Facebook, Instagram, Facebook

- City website

- eNewsletters

Stakeholder participation

- Hold meeting to close the loop and/or provide future updates

- Direct mail

- Summary reports

Appendix E: Civil Rights Requirements, Implementation and Reporting (ADA and Title VI)

Section 504 of the Rehabilitation Act (Section 504) & Title II of Americans with Disabilities Act of 1990 (Title II of the ADA)

Section 504 (29 U.S.C. § 794) Programs or activities that receive federal funding cannot exclude, deny benefits to, or discriminate against a qualified person with a disability solely because of their disability.

Title II of the ADA (42 U.S.C. § 12132): Public entities may not deny participation, benefits, or otherwise discriminate against a qualified person with a disability because of their disability.

Both regulations work together to prohibit disability discrimination in public programs and ensure individuals with disabilities have equal access.

Title VI of The Civil Rights Act of 1964 (Title VI)

Title VI of the Civil Rights Act of 1964, prohibits discrimination based upon race, color, and national origin.

Specifically, 42 U.S.C. § 2000d states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

The use of the word “person” is important as the protections afforded under Title VI apply to anyone, regardless of whether the individual is lawfully present in the United States or a citizen of a State within the United States.

Scottsdale’s Nondiscrimination Notice to the Public

Scottsdale’s Nondiscrimination Notice to the Public informs the public of their rights under the Americans with Disability Act of 1990 (ADA) and Title VI of the Civil Rights Act of 1964 (Title VI) and provides information on how to file a discrimination complaint. The notice must be conspicuously displayed in English/Spanish at all public meetings (in-person or virtually) convened by Scottsdale and on Scottsdale web pages or project web pages maintained by others on behalf of Scottsdale. At a virtual public meeting, the notice must be included in the slide presentation and an accompanying shortened script, which must include the ADA/Title VI Coordinator’s contact information and the requirement to submit complaints in writing within 180 days, will be read aloud. Scottsdale’s Nondiscrimination Notice to the Public is provided on the following page.



City of Scottsdale Nondiscrimination Notice to the Public

The City of Scottsdale hereby gives public notice that it is the Agency's policy to assure full compliance with Title VI of the Civil Rights Act of 1964, Title II of the Americans with Disabilities Act of 1990 (ADA), and other related authorities in all of its programs and activities.

The City's Title VI and ADA Programs require that no person shall, on the grounds of race, color, national origin and disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity.

Any person, who believes that their Title VI or ADA rights have been violated, may file a complaint. Any such complaint must be in writing and filed with the City of Scottsdale within one hundred eighty (180) days following the date of the alleged discriminatory occurrence. For additional information about the City's Title VI or ADA Programs and the procedures to file a complaint, contact the ADA/Title VI Compliance Coordinator via the information provided at the bottom of this notice.

Aviso De No-Discriminación Al Publico De La Ciudad De Scottsdale

La Cuida de Scottsdale da aviso al público que esta agencia tiene como política asegurar el cumplimiento total del Título VI de la Ley de los Derechos Civiles de 1964, del Título II de la Ley de ciudadanos Americanos con Discapacidades de 1990 (ADA) y otras normas relacionadas con todos sus programas y actividades.

Los programas del Título VI y ADA de la Ciudad de Scottsdale exigen que a ninguna persona se le excluya de participar, se le nieguen beneficios o de ninguna otra manera sea sujeta a discriminación en ningún programa o actividad de la Ciudad de Scottsdale por motivo de raza, color, país de origen, o discapacidad.

Cualquier persona que crea que se han violado sus derechos bajo el Título VI o el ADA, puede presentar una queja. Cualquier queja de este tipo debe ser por escrito y presentada ante la Ciudad de Scottsdale dentro de ciento ochenta (180) días a partir de la fecha en que se alega que ocurrió la discriminación. Para recibir más información sobre los programas de Derechos Civiles de la Ciudad de Scottsdale y los procedimientos para presentar una queja, por favor comuníquese con el Coordinador de Cumplimiento del ADA/Título VI a través de la información que se indica a continuación:

Felicia Beltran
ADA/Title VI Compliance Coordinator
FBeltran@ScottsdaleAZ.gov
480-312-2311

City of Scottsdale
7447 E. Indian School Road
Scottsdale, AZ 85251
ScottsdaleAZ.gov



Voluntary Self-Identification Questionnaire/Requests for Modifications

Scottsdale's Voluntary Self-Identification Questionnaire/Requests for Modifications shall be used to collect demographic information from participants at public meetings and other outreach activities to help determine public participation levels by race/ethnicity. The questionnaire should be provided at in-person events or as a slide in the meeting presentation for a virtual meeting (with the URL provided on the slide and a link to the URL also provided in the meeting Q&A chat to participants) and as a URL on a project web page when the public is asked to comment. Participants are not required to complete the questionnaire but encouraged to do so. Results of self-ID questionnaires for public meetings and other outreach activities should be included in ADA/Title VI Post Meeting Summaries and Quarterly Reports reported to the ADA/Title VI Compliance Coordinator by the department ADA/Title VI Liaison.

Voluntary Self-Identification Questionnaire/Requests for Modifications



Voluntary Self-Identification Questionnaire

Your input helps the City of Scottsdale determine if it is reaching all population groups to ensure effective public engagement.

About you

Race/Ethnicity (check all that apply & write in specifics):

- ☐ White (German, Irish, Italian, etc.)
- ☐ Black or African American (Jamaican, Nigerian, Ethiopian, etc.)
- ☐ Asian (Chinese, Filipino, Indian, Vietnamese, etc.)
- ☐ Native Hawaiian or Pacific Islander (Samoan, Chamorro, Fijian, etc.)
- ☐ Hispanic, Latino, or Spanish Origin (Mexican, Puerto Rican, Salvadoran, etc.)
- ☐ American Indian or Alaska Native (Navajo, Aztec, Mayan, etc.)
- ☐ Other: _____

Request a Modification

The city will take reasonable steps to provide modifications based on language or disability. To request a modification, please speak to a city employee at your event.

**For more information visit
ScottsdaleAZ.gov and search "Title VI"**



Conducting a Limited English Proficiency (LEP) Four-Factor Analysis

When preparing to publish a document, launch a campaign, hold a public meeting, etc., a tailored four-factor analysis of the impacted community per project/event should be considered to determine what type of language assistance is needed. Additionally, the city's tourism industry attracts thousands of international visitors who do not always speak English very well and knowledge of languages spoken could aid the city in providing meaningful public engagement.

Factor 1: Identification of the languages and number or proportion of persons who speak English less than “very well” served or encountered of the impacted project and/or city program or service. The geographic area used for the LEP analysis should match the project/event limits with a one-mile buffer in each direction. Supplemental data from in person contacts, questionnaires, interviews and other direct sources of language spoken information should also be collected to determine language needs. Data collected from US Census Bureau should not be older than five years old.

LEP data may be found on the US Census Bureau website at <https://data.census.gov>. For additional instructions on how to use the Census data website for an LEP analysis contact the ADA/Title VI Compliance Coordinator.

Factor 2: Identification of the frequency in which the languages identified and number or proportion of persons who speak English less than “very well” come in contact with the impacted project and/or city program or service.

Factor 3: Identification of the nature and importance of the city program, activity, or service provided. Consider activities related to safety, public transit, community relations and public information as the most important to public welfare and federal compliance.

Factor 4: Internal Resources

- Use of certified translators and interpreters under contract with Scottsdale, when needed or required.
- Contact list for Scottsdale staff who have volunteered to assist as interpreters and/or translators if needed, listed on the city’s SharePoint site.
- Contact the ADA/Title VI Compliance Coordinator for additional support.

Safe Harbor Threshold and Determining Translation Requirements

The Safe Harbor Threshold is a federal language provision that stipulates that for each LEP group that meets the LEP language threshold (5% or 1,000 individuals, whichever is less, of the population to be served) written translation is required. The threshold provides a guide for agencies that would like greater certainty of compliance. Other ways of providing meaningful access, such as oral interpretation of certain vital documents, might be acceptable.

After completing the above four-factor analysis, the appropriate “mix” of LEP services required can be determined. The greater the number or proportion of eligible LEP persons; the greater the frequency with which they have contact with a program, activity, or service; and the greater the importance of that program, activity, or service, the more likely enhanced language services will be needed.

There are two main ways to provide language services: written translation and oral interpretation.

Written Translation

If the Safe Harbor Threshold is met for an LEP language, staff should consider providing written translation of vital documents, which includes project public notices and public outreach materials (fact sheets, newsletters, surveys, presentations, etc.).

When a language approaches the threshold, project teams may consult with the ADA/Title VI Compliance Coordinator for input and include the required language on public notices to determine whether a translator should be secured.

Oral Interpretation

Federal guidance states that public agencies must provide “meaningful access” to LEP individuals where oral language services are needed and are reasonable.

Interpretations at public meetings in the language of an LEP group meeting the Safe Harbor Threshold should be considered.

Interpretation for LEP languages will be provided if Scottsdale encounters individuals or groups needing oral interpretation service, or upon request with reasonable notice.

All public facing materials created for public meetings or event materials convened by Scottsdale shall include the following messaging with the appropriate department contacts identified notifying the public of their rights to request language or ADA modifications:

“Pursuant to Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act (ADA) and other nondiscrimination laws and authorities, the City of Scottsdale does not discriminate on the basis of race, color, national origin or disability. Persons who require a reasonable modification based on language or disability should contact (insert name) at (insert email) or (insert phone). Requests should be made as early as possible to ensure the city has an opportunity to address the request.”

ADA/Title VI Compliance Reporting Requirements

For each Scottsdale public meeting or event, the designated Public Involvement Representative for the meeting will provide its department’s ADA/Title VI Liaison with an ADA/Title VI Post Meeting Summary within two weeks of the event. Each department’s ADA/Title VI Liaison will also report public involvement activities through quarterly reports submitted to the ADA/Title VI Compliance Coordinator. All Scottsdale-convened meetings where non-Scottsdale employees are in attendance are considered public meetings for the purposes of ADA/Title VI notification requirements.

Public involvement meetings (where the public is invited to attend) require a Self-Identification Questionnaire/ Request for Modifications, a post-meeting summary and inclusion in an ADA/Title VI Quarterly Report. The summary should include copies of meeting notices and materials, and any other required documentation as noted in the Public Meeting Summary Form. Each quarter the designated ADA/Title VI Liaison for the department shall submit a quarterly report to the ADA/Title VI Compliance Coordinator outlining all ADA/Title VI efforts for the previous quarter.

For additional guidance and to see Scottsdale’s Title VI FHWA Implementation Program, visit [ScottsdaleAZ.gov](https://www.scottsdaleaz.gov), and search “Title VI Implementation Plan”.

