RUBIN

Race & Equity-Focused Engagement Model

A 5-Phase 25-Step Guide

California Department of Conservation
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RUBIN Race & Equity Focused Public Engagement Model

Overview

The Purpose of This Model

This engagement model is a living guidance framework meant to help anyone working within a California state agency gain the knowledge and tools needed to develop and implement a robust community engagement plan. The model has five phases and 25 steps.

- **Phase 1** – **Reach Out and Listen**: Ground yourself with the project
- **Phase 2** – **Understand and Learn**: Explore sensitive issues
- **Phase 3** – **Build Out your Effort**: Who, What, When, Where, How
- **Phase 4** – **Implement**: Outreach, Authentic Engagement Efforts
- **Phase 5** – **Nurture Change**: Report Back, Celebrate, Evaluate

The Model Aims To:

- Support a comprehensive engagement plan
- Determine the appropriate level of engagement for your project or effort
- Identify stakeholders; support the involvement of individuals, organizations, and leaders (formal/informal)
- Support outreach, education and engagement methods and activities that fulfill a commitment to equity and environmental justice
- Share successful tools and engagement methods
- Promote awareness of the need for project teams to have internal support (including leadership buy-in) and necessary resources
- Foster the necessity of evaluating engagement within the initial design; ensuring programs can be measured
- Streamline the processes of public engagement both internally and externally

How to Use this Model

The introduction will be especially helpful to those who are newer to public engagement work or who are newer to racial-equity focused engagement work. The 25-step, five phase model is designed to be applicable to almost any issue or topic area by state employees at any level of experience. Each phase explains the steps to follow, provides writing space to detail individual actions, provides tips, checklists and resources along with an estimate of how long each step should take (5 minutes to 100 hours). Finally, this document provides citations for books, articles and materials that informed the model as well as additional reading for those who want to explore the field of public engagement further.

What Is Community Engagement?

Community engagement and public engagement are often used as interchangeable terms. Here the focus is an engagement process that uses public input to make a change. Ideally, engagement looks like a dialogue, not a presentation. Meaningful engagement practices include both speaking and listening and a multi-directional flow of information, insights, and opinions. For more on the nuances of the definition of terms see this tip sheet from the Institute for Local Government.

Engagement is:

- Facilitating a deeper understanding of issues and projects.
- Providing a forum for sharing ideas and concerns.
- Supporting residents to participate in language(s) that they prefer.
- Seeking out and understanding ideas, concerns, thoughts, advice, or recommendations.
- Recording input received and doing something with it.

Engagement is not:

- Simply attending community or special events.
- Selling a project or regulation.
- Seeking buy-in or support.
- Public Relations / marketing.
- Education (in isolation).
- One-way communication.
- Talking and listening to people without doing something with it.

Things to Remember about Community Engagement

Not suitable for every situation. Build engagement activities on topics that are of interest to and of community concern and have an impact on their lives. Engagement fatigue is real.

Using engagement incorrectly or at inappropriate times can do more harm than good. Do not ask for feedback on a program, project or regulation so late in the process that there will not realistically be time to incorporate community perspectives into the final product.

Early engagement must be conducted during the initial stage of project planning. Discussion with various interested parties needs to happen prior to the design of an engagement approach and needs to happen in the same timeframe. In some agencies, when a new regulation is being developed, programmatic staff begin meeting with industry during the brainstorming phase of planning, with community members much later (Ex. 6 months). This approach likely perpetuates inequality.

Psychological safety in racial and equity-focused public engagement. It's paramount to create an environment where individuals from diverse racial backgrounds feel comfortable expressing their thoughts, lived experiences, and concerns related to race and equity without fear of judgment, retaliation, or discomfort. Supporting participants' psychological safety can result in more open and honest dialogue that addresses systemic inequalities.

Once feedback is received, there must be follow through or participants may feel that their contribution was ignored or pointless. This doesn't mean that feedback is automatically implemented. But what happened to their input needs to be communicated back to participants in a timely manner.

Principles of Community Engagement

Careful Planning and Preparation

- Through inclusive planning, ensure that the design, organization, and convening of the process serve a clearly defined purpose and the needs of participants.

Inclusion and Demographic Diversity

- Equitably incorporate diverse people, voices, ideas and information to lay the groundwork for quality outcomes and democratic legitimacy.

Collaboration and Shared Purpose

- Support and encourage participants, government and community institutions, and others to advance the common good.

Openness and Learning

- Help all involved listen to each other, explore new ideas unconstrained by predetermined outcomes and/or biases, learn and apply information in ways that generate new options, and rigorously evaluate engagement activities for effectiveness.

Transparency and Trust

- Be clear and open about the process, and provide a public record of the organizers, outcomes and range of views and ideas expressed.

Impact and Action

- Ensure each participatory effort has real potential to make a difference, and that participants are aware of that potential.

Sustained Engagement / Participatory Culture

- Promote a culture of participation that supports ongoing quality engagement.

Why Does Community Engagement Matter?

The State of California places a high value on the involvement and engagement of its residents. The flow of information is most effective when it works both ways. The RUBIN model stives to support engagement processes that provide opportunities for residents to take part in the conversation, to learn, to work with agency staff, and not just provide input!

Reasons to Conduct Community Engagement

- Better understanding of the public's values, ideas, needs and recommendations
- More informed residents with greater capacity to weigh in on issues
- More sustainable decisions
- Improved agency decision-making & actions, with better impacts and outcomes
- More community empowerment and support
- Faster implementation with less need to revisit
- More trust and bridges built between people with different points of view
- Optimize program effectiveness through community participation

*Credit: Institute for Local Government

Community Members, Formal and Informal Leaders and 'Stakeholders'

In planning an engagement effort, consideration of who should be prioritized for outreach activity is a key step. There will likely be prominent community groups, non-profits, or non-governmental organizations (NGOs) that will be easy to identify and relatively easy to connect with their Executive Directors. But push beyond those! Further, there are many informal leaders in any community.

The use of the term "stakeholder" is common with engagement work. There is a fair amount of debate around the use of the term. The use of this word can be offensive to indigenous peoples. A few articles are linked here for those who want to read more. Some argue the term should not be banished given its history, while others note of the term can be experienced as non-inclusive. Alternative terms include interested parties, partner engagement, interest group engagement, affiliation engagement, coalition engagement.

Participation Fatigue

Fatigue of our community members and local leaders (formal and informal) is real. For most policy issues there are agencies holding meetings on a topic at the local, regional and state level. Often multiple state agencies/departments will be convening (separately) on the same or overlapping issues, seeking the attention of the same set of community members. Acknowledge and be sensitive to these issues. Tips to avoid or lessen participation related fatigue include:

- Set a periodic meeting date coordination call with other agencies working on the same issue.
- Ask leaders on your issue if there are conflicting efforts or workshops on the date(s) you are considering before you make them public.
- Aggregate recent feedback gathered at other public meetings and present it to participants to illustrate your agency realizes they have been sharing their feedback on the issue at hand.

Why a Racial Equity Lens? Understanding Our State's Troubled History

California is known as a leader in progressive policies, especially as it pertains to the environment. It is also the most populous and culturally diverse state in the union, and one of the most linguistically diverse regions in the nation.

Like other states, California has a complex and at times troubled history that has created environmental justice challenges and other inequalities. This legacy of injustice makes race a predictor of poorer outcomes across health, education, wealth, and environmental burdens. Some parts of our history are not easily spoken about and can understandably create unease and discomfort. Redlining is one shameful practice. Redlining was a discriminatory practice initiated in the 1930s in which mortgage lenders would literally draw a red line around a neighborhood on a map often targeting areas with a high concentration of people of color and deny loans in those areas because they considered them too "risky".

These policies have shaped the landscape of CA and have left an indelible impact on the opportunity to generate wealth, to be able to live where you live and how you live and has contributed to the environmental injustices we see today.

Tribal Governments

Though Tribal governments in and of themselves are not considered the public, as they have a government-to-government relationship with the federal and state government, their lack of inclusion in decision making impacting their ancestral territories, has only maintained past wounds alive well into the 21st century.

How Did these policies lead to environmental injustice?

Look at the disturbing language from the Federal Housing Authority (FHA) Underwriting manual published in 1935.

> "Protection against adverse influences is obtained by the existence and enforcement of proper zoning regulations and appropriate deed restrictions." "Important among adverse influences are the following: infiltration of inharmonious racial or nationality groups; the presence of smoke, odors, fog, etc."

First, the reference to "proper zoning regulations and appropriate deed restrictions." Only local governments can establish zoning regulations. Homeowners' associations can establish deed restrictions. And it wasn't just deed restrictions – it was also zoning of commercial and industrial land uses. Many of which were too often zoned next to red lined neighborhoods. The federal government is calling on locals to enforce segregation. This is explicit or de jure.

Second, there are two "influences" grouped together – both are framed as "adverse". One speaks to race and nationality and is about people, and the other describes environmental problems (smoke, odors, fog, etc.). Keeping polluting land uses out of "green lined" or "best" communities was about protecting the investments made in those neighborhoods. Polluting land uses had to go some where, and many of them ended up in the red lined communities or right near them.

The result of corralling communities of color into industrial corridors, or areas with unwanted characteristics like flood zones, still has a clear effect on pollution distribution in California's cities and towns to this day. There is a relationship between pollution and race.

CalEPA's CalEnviroScreen tool that helps identify communities that are more impacted by pollution and are more vulnerable to impacts. CalEPA's The Office of Environmental Health Human Assessment (OEHHA) released a supplemental report that examined the racial and ethnic make-up of each census tract in comparison to its score in CalEnvrioScreen.

Key Terms

Community Engagement

Rooted in relationship building, this dynamic process facilitates communication, interaction, feedback, involvement and partnering between a community and government. This is done **with** the community.

Community Outreach

Activities or actions that bring ideas or information to a community. This is done **for** a community.

Racial Equity

This is both an outcome and a process. As an outcome, we achieve this when everyone has what they need to thrive, no matter where they live.

Structural Racism

Is the normalized and legitimized range of policies, practices, and attitudes that routinely produce cumulative and chronic adverse outcomes for people of color. For more on racism click here.

Environmental Justice

The fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental policies, regulations, and policies.

- The top 10% of least polluted neighborhoods in CA are 72% Caucasian
- Whereas the top 10% of most polluted neighborhoods in CA are 89% People of Color
- Not surprisingly, these data shows that communities of color are most likely to be disproportionately impacted by pollution, primarily Latino and African Americans.

Jim Crow segregation laws were an example of structural racism. Racist policies come from many different institutions – banking, insurance, state regulatory agencies, realty associations, certain local governments, federal housing agencies. All these institutions created a system that continues to negatively impact communities of color.

Impacts of Planning and Zoning

Redlining was an explicitly discriminatory policy and an example of structural racism. Structural racism is the normalized and legitimized range of policies, practices, and attitudes that routinely produce cumulative and chronic adverse outcomes for people of color. An example of this is provided below.

African American Migrant Camps

Many Californians are unaware of the massive migration of African Americans in the 1930s and 1940s who fled the Jim Crow South and settled in segregated labor camps consisting of shacks and tents dispersed across the Central Valley.

Many of these camps were located on the fringes of urban centers, outside municipal boundaries. Most were cut off from municipal services and remained so even as these cities expanded. Few of these communities had the economic resources or political clout to form municipal governments and often did not meet the criteria for incorporation. Meanwhile many cities engaged in "what is known as leapfrog" annexation and development policies that purposefully excluded these communities of color and deprived them of municipal services. Geographers characterize this process as a type of gerrymandering, historically used by small cities and towns, especially in the American South, to avoid annexing black communities, reducing their voting power, and denying them municipal services (Aiken 1987; Lichter 2007). It was decided that providing basic infrastructure and services to disadvantaged and unincorporated places was too costly to maintain.

The Tulare County General Plan from 1973 states, "Public commitments to communities with little or no authentic future should be carefully examined" and "these non-viable communities would, because of withholding major public facilities such as sewer and water systems, enter a process of long-term, natural decline…"

The link between segregation practices is evident in both rural and urban communities. In rural communities, because of the leapfrog annexation and development policies that excluded communities of color, many are deprived or underserved when it comes to municipal services. Many do not have safe drinking water. Many have poor air quality. The link between higher heat and redlined neighborhoods is evident.

There are many resources available to learn more about racism and environmental justice; one place to start is the California Capital Collaborative on Race and Equity.

What are “Extractive” Practices?

And why do they upset local advocates?

Extractive ‘engagement’ refers to approaches that prioritize gathering input or data to support the path the government agency seeks to pursue without meaningfully involving locals or considering how they would prefer to be engaged on the issue or decision at hand. Local advocates find these practices disrespectful of community members’ wisdom, lived experience, and time contributed. When individuals take time away from family (dinner, homework, etc.) or other commitments to engage on your issue, it should be appreciated and honored. Extractive practices often undermine trust, reinforce inequities, and lead to disengagement. More specifically:

Features of Extractive Practices
Tokenism
Community members are invited to participate symbolically without real influence on decisions. And/or a limited number of individuals from minority communities are engaged while leaving many others behind.
One-Way Information Gathering:
Data is collected through surveys or meetings but how the input is used or impacts the decision is not shared back with community members.
Check the Box
This is when engagement is treated as a checkbox rather than part of an ongoing relationship-building process.
Lack of Transparency
Participants are not informed about the scope of their influence or the motivations behind the engagement effort.

The practices outlined in this model are designed to support state staff to avoid these types of practices.

Language Access – Is Critical for Success

More than 200 languages are spoken in California. Spanish is the second most spoken language (and the oldest non-native language in the state). There are also more than 100 indigenous languages spoken in the state.

Active and thoughtful inclusion of those who may be more comfortable in a language other than English is an essential part of effective public engagement planning.

Tools like the Census "quick facts" search page should be familiar; under "Families and Living Arrangements" the percentage of "language other than English spoken at home" percentage provides fast and important data. Other reference information is easily found on the web (example 1 and example 2).

Top 13 non-English languages In California

1. Spanish
2. Chinese (Mandarin & Cantonese)
3. Tagalog
4. Vietnamese
5. Korean
6. Armenian
7. Persian (Farsi & Dari)
8. Russian
9. Japanese
10. Punjabi
11. Arabic
12. Hindi
13. Hmong

Key Principles

- Understand language assets and needs
- Translation of written documents; What to translate?
- Bilingual staff/community but may not be certified to translate/interpret
- Pre-work with translators (documents) and interpreters (spoken, at meetings)
- Community review should be prioritized

This table below references the International Association of Public Participation's Spectrum of Engagement in Phase 1 of the framework. The spectrum is also a useful lens for thinking about language access.

Language Access and the IAP2 Spectrum of Engagement

Inform	Consult	Involve	Collaborate	Empower
Translation & Interpretation	Translation, Interpretation, Facilitators and surveys in language	Prioritize bi-lingual or multilingual materials and events Translation, Interpretation	Prioritize bi-lingual or multilingual materials and events Take turns with language Translation, Interpretation	In language with monolingual English speakers with headsets or materials translated into English

Credit: Mahvash Hassan, Immigrant Integration consultant

Summary

The concepts introduced here will be detailed further within the 25-Steps of the RUBIN model templates that follow. See also the References and Resources section of this document to read and learn more.

Templates

A Step-by-Step Guide Through the RUBIN Model

The model suggests Five Phases of work. Each Phase has a companion Template. Each phase has five steps or a total of 25 steps to follow. The steps do not need to be followed in order; but it is important to touch on all of them.

Reach Out and Listen

Phase 1: Ground yourself with the project

- Step 1: What is your goal? What are the main engagement objectives?
- Step 2: How much time do you have?
- Step 3: What (if anything) is your budget? What staff resources are available?
- Step 4: Where does your effort fall on the IAP2 Engagement Spectrum
- Step 5: What do you want to learn (aka ponder your evaluation effort)?

Understand and Learn

Phase 2: Exploring sensitive issues

- Step 1: Conduct a 'who will benefit / be burdened' analysis
- Step 2: Language access analysis
- Step 3: Political and legal considerations
- Step 4: Importance of a local site visit
- Step 5: Understanding history

Build Out your Effort

Phase 3: Who, what, when, where, how

- Step 1: Who are the participation targets?
- Step 2: What engagement activities and tactics?
- Step 3: When to conduct an informal process design check
- Step 4: Where will events take place? Explore logistical needs
- Step 5: How will an evaluation framework be created

Implement

Phase 4: Outreach, authentic engagement efforts

- Step 1: Create and implement outreach plan
- Step 2: Delineate Engagement Activities
- Step 3: Prepare for meetings
- Step 4: Draft and implement a communications plan
- Step 5: Implement community engagement activities

Nurture Change

Phase 5: Report back, celebrate, evaluate

- Step 1: Report back to participants
- Step 2: Celebrate with your team
- Step 3: External evaluation of engagement effort
- Step 4: Internal evaluation of engagement effort
- Step 5: Adjust for the future

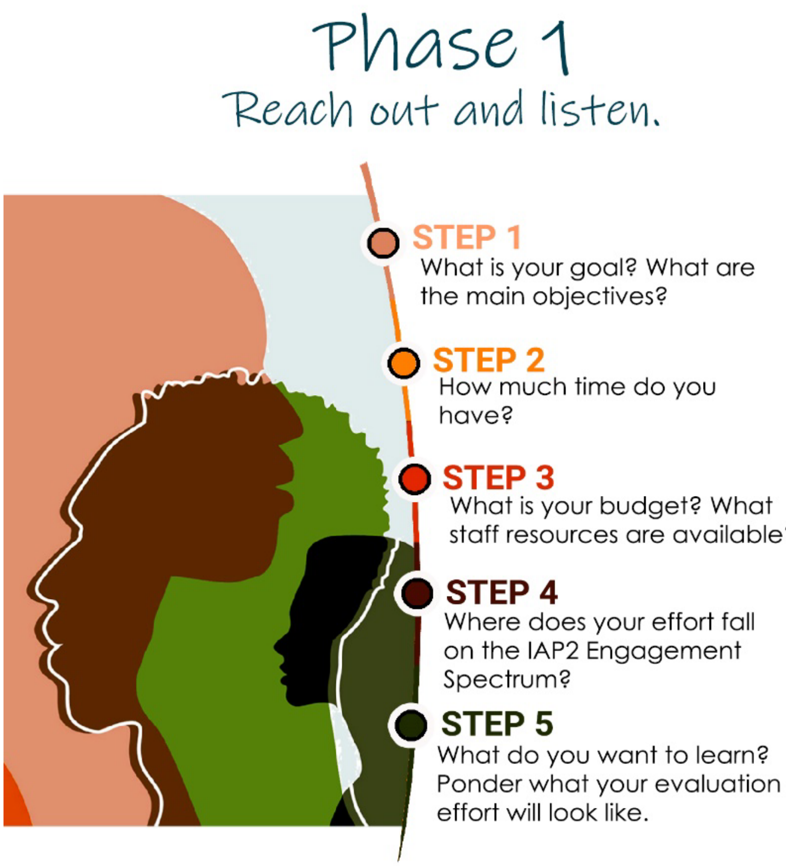
RUBIN Race & Equity Focused Public Engagement Model Template

Purpose of Phase 1 template

To help with the initial planning of your public engagement effort.

The "R" Template has five steps. For some, working through the steps in order is useful; for others, bouncing between the steps makes more sense. What's most important is to touch on every step.

The baseline planning outlined here could take 30 minutes to 30 hours. This depends on how much information you are starting with; how much you need to gather and how much negotiation you will need to do with colleagues. For example, often agency engagement leads are not clear about which other staffers can help with an effort or how many hours per week those individuals can contribute. You also need to be intentional in keeping organizational leadership apprised of your plans.



Step 1: What is your goal?

Why are you doing this? What are you hoping will happen because of this engagement process?

Understanding the "why" or the need is important to think through while framing your objectives. As a reminder, a goal is a short, broad statement focused on desired results.

Step 1. Goals and Objectives

Fill in your potential goal(s) here:

Goal X: *[Example] Engage targeted portions of the California public on geothermal regulations in anticipation of a formal rulemaking process in order to understand concerns and technical issues on a nuanced level.*

What are the main engagement objectives? These objectives will guide the conversation and discussion as you begin to develop materials and resources (What's an objective? A specific actionable target that needs to be achieved in a smaller time frame).

Objective x: *[Example] Deepen relationships with community members concerned about pollution/hazards/wildlife/noise/water/toxins in their air/soil/water or waterways/neighborhood, etc.*

Objective x: *[Example] Conduct research on stakeholders in three targeted geographic regions – Central Valley, Los Angeles, and Central Coast.*

Objective x: *[Example] Empower residents/advocates/stakeholders to understand how to*

Objective x: *[Example] Better understand the perspectives and concerns of -------------*

Objective x: *[Example] Design a plan/regulation to include elements most important to the impacted public*

Objective x: *[Example] Inform xxx audience about xxx project/effort*

Steps 2 & 3: Time, Budget, and Staff Resources

Steps 2 and 3 create an opportunity to begin to "right-size" your engagement effort. For example, if you have one month, a $0 budget, and no staff assistance, your engagement effort will be VERY limited. If you have a $100k budget, but relatively little time, you could secure a contractor to assist you with a more robust effort. Ideally, you have three months of notice before starting an effort!

Step 2. Note how much time you have here.

If the timing will likely shift, note that too.

Step 3. List your understanding of your budget: (If anything)

Note the staff resources that are available:

Step 4: Where does your effort fall on the IAP2 Engagement Spectrum?

The IAP2 Spectrum of engagement is a widely recognized tool that provides a useful lens for understanding public engagement efforts. You can explore the history of the Spectrum here. There is also criticism of the Spectrum because of its lack of emphasis on inclusion and equity. This article by S. McCallum is interesting because it explores a variety of alternatives to the Spectrum including centering all decision making on participants. Still, the tool can be useful.

It is likely that your effort will touch on various aspects of the spectrum, and the level of participation will vary during the beginning, middle, and end of your engagement process.

IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Step 4: List where your effort falls on the spectrum here:

Step 5: Ponder an Evaluation Framework

It is imperative that you plan to conduct both external and internal evaluation of your public engagement effort. Consider what you want to learn as a department/division/board/commission/program. You might want to understand if participants' opinions change. If so: "I changed my thinking about the topic because of the public engagement process" could be included (as seen on page 25). If you want to understand perceptions of inclusion you could include a Likert-scale statement such as: "The participants in the meeting reflect the diversity of the people and views of our community" (seen on page 24).

Step 5: Begin to sketch what you want your evaluation components to look like here. What do you want to learn?

Evaluation Related Resources

Four Key Areas to Evaluate

1. Appropriateness

   The appropriateness and effectiveness of the engagement process design and delivery.

2. Community Capacity Building

   The changes to the capacity for participation by community residents.

3. Internal Agency Skill Building

   The changes to your agency's capacity to effectively develop and carry out other public engagement efforts.

4. Impact on Decision

   The impacts on public decisions, policies, and actions.

Adapted from the Institute for Local Government (ca-ilg.org)

Consider the Following Questions in Pondering Your Evaluation Design

Strength of the Process

- Was background information provided so participants were prepared?
- Were materials used in the process helpful?
- Was the process appropriate for the degree of specificity you were seeking?
- Were participants' language, literacy, age, and culture taken into consideration with the process design?
- If a facilitator was used, did they provide a safe and well managed environment?

What happened to the input gathered?

- Did your department/agency consider the ideas resulting from public process in final decisions?
- Did the process result in the department/agency making a more informed and/or better decision?
- Was there greater support for the (resulting) new policy or action?
- Did your department/agency provide feedback to participants about how their recommendations were or were not used and why?

How satisfied were your participants?

- Did the participants view the public involvement process as transparent, well-managed, inclusive, and appropriate to the issue(s) under consideration?
- Did they believe their input was welcomed, heard, and considered?
- Would they be more or less likely to participate in other such processes in the future?

Internal Communications

- Were you satisfied with the internal communication among staff within your department/ agency, sister agencies, and (any) consultants during the engagement process?

External Communications

- Was there an effective external communications effort to the larger public during, or at the conclusion of, the engagement effort about the intent of the process, or its outcomes?

Community Capacity

- Did the public engagement process provide residents with additional skills, knowledge, and experiences likely to encourage their role as committed and effective community members?

- Have participants been given the opportunity to add their names to appropriate listservs for future engagement opportunities?
- How might your agency continue to draw on and develop these community capacities?

External Evaluation of Engagement Effort

- Consider conducting evaluation with participants such as:
    - Paper survey
    - Electronic survey
    - Focus groups (likely informal)
    - Phone calls
    - Other small or larger group meetings

Questions your participants could respond to could be pulled from the examples from the Institute for Local Government seen in the tables that follow:

EVALUATION QUESTIONS PARTICIPANTS CAN ANSWER Please rank the following statements from 1 to 4 depending on if you: (1) Strongly disagree (2) Somewhat disagree (3) Somewhat agree (4) Strongly agree Circle 1, 2, 3 or 4 for each category				
Category 1: Preparation				
The meeting notice or invitation to participate was clear and welcoming.	**1**	**2**	**3**	**4**
Being provided information on the meeting topic before or during the meeting helped prepare me to participate more effectively.	**1**	**2**	**3**	**4**
The purpose of the meeting was clear to me.	**1**	**2**	**3**	**4**
Before the meeting, I believed that any individual views offered would be heard and respected as valuable contributions to the conversation.	**1**	**2**	**3**	**4**

Before the meeting, I believed that any collective views or recommendations developed would be seriously considered by policymakers.	**1**	**2**	**3**	**4**
Subtotal				
Category 2: Participants				
The participants in the meeting reflected the diversity of the people and views of the community.	**1**	**2**	**3**	**4**
The mix of participants was appropriate for the topic of the meeting.	**1**	**2**	**3**	**4**
I felt comfortable with the other participants.	**1**	**2**	**3**	**4**
Meeting participants treated each other respectfully.	**1**	**2**	**3**	**4**
Other participants were constructive in their comments and choice of words.	**1**	**2**	**3**	**4**
Subtotal				
Category 3: Process				
The agenda and process for the meeting were appropriate for the topic and helped make the meeting productive.	**1**	**2**	**3**	**4**
There was sufficient opportunity for me to express my views on what I thought was important in the language that I am most comfortable speaking in.	**1**	**2**	**3**	**4**
There was sufficient opportunity for participants to exchange views, listen, and learn from each other.	**1**	**2**	**3**	**4**

There was sufficient opportunity for participants to develop joint views or recommendations.	**1**	**2**	**3**	**4**
The facilitator(s) provided a safe, fair, and well-managed environment for participants.	**1**	**2**	**3**	**4**
Subtotal				
Category 4: Results				
I changed my thinking about the issue because of my understanding of the topic, participation in the conversation, and overall public engagement process.	**1**	**2**	**3**	**4**
I believe that this meeting will result in better decisions on the topic discussed.	**1**	**2**	**3**	**4**
I understand how decision makers will use the results of this meeting.	**1**	**2**	**3**	**4**
If asked, I would participate in meetings like this again.	**1**	**2**	**3**	**4**
I would encourage other members of my community to participate in similar engagement processes on this topic and meetings like this.	**1**	**2**	**3**	**4**
Subtotal				
Total Score				

Action Steps

1. Choose method(s) for conducting evaluation activities
2. Conduct activity
3. Analyze and summarize data gathered

Internal Evaluation of Engagement Effort

The internal evaluation should have two components.

- Examining internal opinions as to how the effort went
- Reviewing what external participants reported in their evaluation results. Some of this work can happen in a parallel timeframe.

Feedback From the Team on How it Went:

Use at least two methods for gathering feedback from your team members. You are likely to have a "core team" who worked on the effort as well as a "broader team" of folks who were involved from time to time. Consider how to gather feedback from all.

Consider:

- Virtual meeting with the core team to brainstorm "what worked" and "what could have been better" when looking back at the whole project.
- Consider the same thing for the larger team.
- Using a survey tool to dig into details picking and choosing from question examples here.

EVALUATION QUESTIONS TEAM MEMBERS CAN ANSWER	
Category 1: Preparation	**Possible Improvements**
The meeting notice or invitation to participate was clear and welcoming.	
Being provided information on the meeting topic before or during the meeting helped prepare me to participate more effectively.	
purpose of the meeting was clear to me.	
Before the meeting, I believed that any individual views offered would be heard and respected as valuable contributions to the conversation.	
Before the meeting, I believed that any collective views or recommendations developed would be seriously considered by policymakers.	
Category 2: Participants	**Possible Improvements**

The participants in the meeting reflected the diversity of the people and views of the community.	
The mix of participants was appropriate for the topic of the meeting.	
I felt comfortable with the other participants and the facilitator.	
Meeting participants treated each other respectfully.	
Other participants were constructive in their comments and choice of words.	
Category 3: Process	**Possible Improvements**
The agenda and process for the meeting were appropriate for the topic and helped make the meeting productive.	
There was sufficient opportunity for me to express my views on what I thought was important in the language that I am most comfortable speaking in.	
There was sufficient opportunity for participants to exchange views, listen, and learn from each other.	
There was sufficient opportunity for participants to develop joint views or recommendations.	
The facilitator(s) provided a safe, fair, and well-managed environment for participants.	
Category 4: Results	**Possible Improvements**
I changed my thinking about the issue because of my understanding of the topic, participation in the conversation, and overall public engagement process.	

I believe that this meeting will result in better decisions on the topic discussed.	
I understand how decision makers will use the results of this meeting.	
If asked, I would participate in meetings like this again.	
I would encourage other members of my community to participate in similar agency engagement processes on this topic and meetings like this.	

Reference: Phase 1 Time Assumptions

Assumptions around how long each of these steps will take you vary greatly due to the size and scope of your project. Use the ranges seen below as a starting place to budget your time. Consider tracking the time you spend; over time you will begin to get a better sense of how long each step takes you.

- Step 1: What is your goal? What are the main objectives? 5 minutes to 8 hours
- Step 2: How much time do you have? 5 minutes to 2 hours
- Step 3: What (if anything) is your budget? What staff resources are available? 5 minutes to 8 hours
- Step 4: Where does your effort fall on the IAP2 Spectrum? 5 minutes to 4 hours
- Step 5: What do you want to learn? Ponder what your evaluation effort will look like. 10 minutes to 8 hours

Total Range Phase 1: 30 minutes to 30 hours

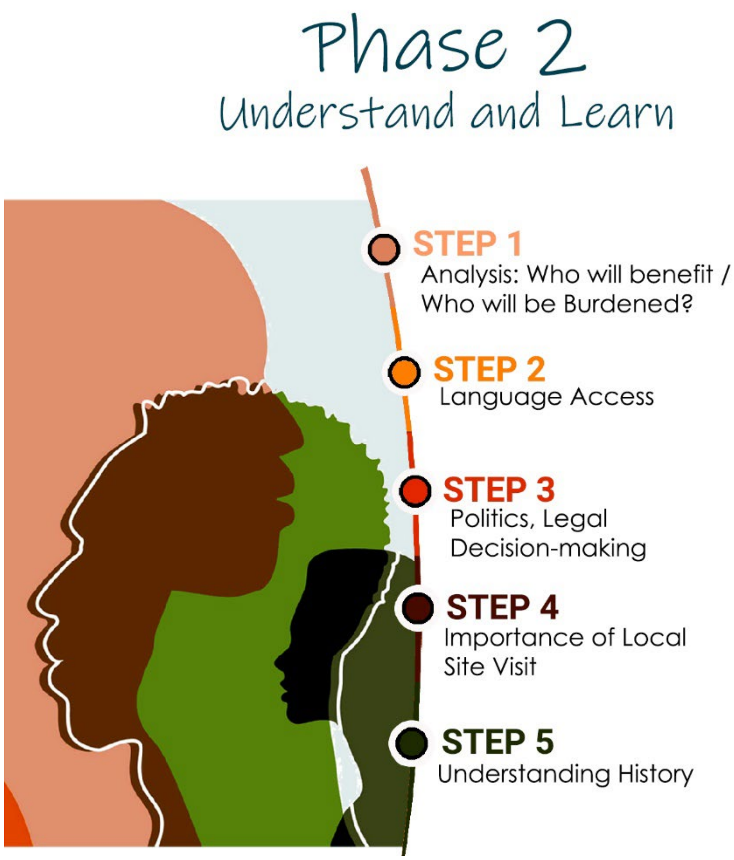
Note: The larger time ranges consider the need to hold meetings with colleagues and/or those in your leadership to educate each other on the issues, approaches, and options your agency wants to pursue. For example, one might be told there is a $0 budget available to support a project. But, when community groups request an interpreter, or demand a hybrid or streamed meeting, somehow, those in leadership find funds to pay for contractors for those services. With step 4, you may be clear about where your project falls on the IAP2 spectrum, but you may need to hold meetings with colleagues to educate them about what you are trying to accomplish given where the effort falls on the spectrum. These internal meetings could be controversial; and therefore time-consuming.

RUBIN Race & Equity Focused Public Engagement Model Template

Purpose of Phase 2 template

To support your understanding of the effort in order to design an effective public engagement plan.

The "U" Template has five steps. In what order the steps are tackled is less important than ensuring you touch on all the steps. The work outlined here is likely to take somewhere between 7 to 140 hours depending on the depth and complexity of the issue.



Much of the work detailed here connects to the legacy of racial and environmental injustices that we have in California. Like other states, California has a complex and troubled history that has created these inequalities. Some parts of our history are not easily spoken about. Hopefully, the steps outlined below support a path forward as issues, sometimes painful and uncomfortable, are explored.

Step 1: Who Benefits / Who is Burdened Analysis

The idea here is to spend some time examining who might benefit from the potential results of a given regulation/rule/ project/ program. And conversely, who may be burdened. In some cases, one aspect of the analysis might show that a given group (or segments of the same group) could be likely to both benefit from and be burdened by the given effort. This analysis specifically examines racial equity.

Why do we take the time to do the 'benefits/burdened' analysis? The Government Alliance on Race and Equity's Racial Equity Tool Kit provides this useful perspective:

> *Too often, policies and programs are developed and implemented without thoughtful consideration of racial equity. When racial equity is not explicitly brought into decision-making, racial inequities are likely to be perpetuated.*
>
> *Governmental decisions are often complex, nuanced, technical with both intended and unintended impacts. If we are not considering these potential impacts, we cannot design an adequate public engagement plan. This legacy of injustice makes race a predictor of poorer outcomes across health, education, wealth, and environmental burdens.*

Categories seen in this diagram can help you conduct your analysis

Listing of Categories Seen in Graphic on Previous Page

People

- Indigenous groups and Tribal communities (federally recognized and unrecognized)
- Immigrants/ linguistically isolated communities
- Generational (Elderly, adults, teen, and children)
- Historically vulnerable populations (disproportionately underserved and disadvantaged)
- Populations with specific considerations (disabilities, health conditions)

Geography

- Urban, rural, suburban
- Industrial areas
- City, county, special districts
- Region
- Neighborhood

Systems

- Community connectivity (programs, parks, centers)
- Economy/ workforce development
- Education
- Environment (urban heat islands, urban greening, open space, air quality)
- Food security and insecurity
- Infrastructure (schools, hospitals, roads, sidewalks, public works)
- Local government(s)
- Transportation
- Housing
- Public safety

Step 1: Who might benefit/ be burdened?

Who/what might benefit from this proposal/program/rulemaking/ effort?

Who/what might be burdened by this proposal/program/rulemaking/ effort?

Example

Green Space Project

A jurisdiction is implementing a green space project to benefit youth recreation. This is likely to force out the homeless population currently occupying the area. An example adjustment to the project approach would be to create a Displacement Avoidance plan.

The Public Engagement effort would need to build in time to explore options like this (rather than pretending the homeless issue was not relevant or important).

Community ecosystem connections: youth, community connectivity, populations with special considerations, housing, neighborhoods. Therefore…reconsider… ***How might you adjust your current approach? What might you add?***

Step 2: Language Access

According to a Migration Policy Institute study, only 11% of all people living in California speak only English. So, embedding Language Access into your engagement initiatives is essential. The goal is early and meaningful access to activities and information to persons with limited English proficiency. A few terms to be familiar with:

- "LEP" – Which stands for **Limited English Proficiency** is a term you will hear or notice.
- Translation happens with documents.
- Interpretation is what happens at meetings (often folks will ask for "translation" at meetings which can be confusing.)
- You might also hear these types of efforts referred to as Language Justice.

Language Access Best Practices

Basics

- Understand (or develop) policies that clarify your agency's responsibilities.
- Educate yourself on 'insider' terms such as simultaneous interpretation versus consecutive interpretation.
- Ensure your webpages are easy to navigate.
- Simplify technical terminology; ensure interpreters have a list of technical terms prior to your meeting.
- Use bilingual staff and contractors effectively and appropriately.
- In California, it has become more common to have Spanish interpretation and Spanish translated documents available.

Research

- Conduct research on what languages other than English are spoken in your target geographic area: https://www.lep.gov/maps or https://www.census.gov/quickfacts/
    - Specifically, look at what the 3rd and 4th most spoken languages are in your target area(s). There are many other languages to consider having interpretation in beyond Spanish. See sidebar on previous page.
    - Understand what regional dialects are prominent in your target area(s).
    - Research what the average reading-grade level is of your target area: https://www.migrationpolicy.org/data/state-profiles/state/language/CA

Partner with Local Community

- Explore partnerships with community-based organizations and ethnic media providers.
- Prioritize community review of materials and approaches to ensure they are culturally competent.

Dialect Awareness

- Be sensitive to language variation and regional dialects. For example, if the area you are working in has a large Guatemalan community versus those largely from Mexico.

Planning for Meetings

- Decide what you will translate for your effort. Decide what language(s) you will provide interpretation in at meetings. Base these decisions on your research and consultation with local leaders.
- Be sure your Outreach Plan has a robust component for connecting with those you want to target who are mono-lingual, have Low English Proficiency (LEP), or simply may be more comfortable in a language other than English. Seek to post social media messages in your target language(s); ask community partners to post social media messages in-language for you.
- For online meetings, closed captioning improves accessibility for many. Consider pursuing a contract for closed captioning; or see if you can use your legal department's Court Reporting contact.

Working with Interpreters

- Ensure you do pre-work with translators and interpreters.
- Think through the nuances of virtual, in-person, and hybrid meetings when working with interpreters.
- For virtual meetings you may need two interpreters: one for your online platform (such as Zoom) and one for a call-in phone line (for those with broadband constraints).
- For hybrid meetings, you may need three or more interpreters; two for the virtual meeting and one for the in-person meeting.
- Depending on the length of the meeting you may need additional interpreters (as they need to trade off).

Additional Resources

- California Natural Resources Agency's Language Access Best Practices
- Institute for Local Government's Language Access Check Lists

Top Languages in California

1. **Spanish**. Nearly 11 million people speak Spanish in California.
2. **Chinese.** (Mandarin & Cantonese) Spoken by over 1.2 million people – about half are fluent in English.
3. **Tagalog.** A Central Philippine language. Spoken by 800,000 people and up to 70% report they speak English fluently.
4. **Vietnamese**. Nearly 600,000 people identify as fluent, and statistics show that around 60% of them have a limited English proficiency (LEP).
5. **Korean**. A little less than 360,000 people speak Korean in California and around 55% of them have a LEP.
6. **Persian.** Farsi and Dari speakers, estimated to be over 200,000 and 38% have a LEP.
7. **Armenian.** Spoken by just under 200,000 people; over 55% say they speak English "very well".
8. **Arabic**. (188,961)
9. **Hindi.** (172,000)
10. **Russian**. (166,222)
11. **Punjabi.** (148,200)
12. **Japanese**. (132,095)
13. **French.** (123,607)
14. **Khmer.** (86,244)

Sources: Migration Policy Institute, Statistical Atlas, Census, Milestone Localization.

Noticing on Documents

Providing Spanish language interpretation at meetings is a de facto practice at some departments. Given the wide number of languages spoken in a given area, a best practice is to provide some version of the following 'noticing' language in a variety of languages. (The reference materials for the RUBIN Model training have the text below translated for all to use in: Spanish, Vietnamese, Simplified Chinese, Tagalog, Hmong, Arabic, and Farsi.)

English

Translation and interpretation services, including sign language, may be provided upon request. To ensure availability of these services, please make your request as soon as possible and no later than five working days prior to the event by contacting [insert name] at [insert email] and [insert phone number].

Step 3: Politics, Legal, Decision Making

Any political issues?

Consider both external politics (such as an upcoming election) as well as internal politics (tension with another agency or internally within your department on the given issue).

Step 3a: Political Issues

Detail potential "political" issues here:

Legal considerations?

Confer with your legal department before embarking on your effort.

Step 3b: Legal Issues

Detail potential legal considerations or concerns here:

Decision Making Authority?

Who makes the final decision with your effort? Is it a person, a Board, the Office of Administrative Law, etc.? With state government, in most cases, input received from the public is considered but the final decision often rests within a regulatory or legal framework. It is important you can communicate the decision-making authority and process to the public.

Step 3c: Decision Making

Note who and how the final decision will be made:

Step 4: Local Site Visit

How familiar are you, your team members, your leadership with the primary areas the effort you are working on impacts? It is critical you have some on-the-ground understanding of the local culture where you will be seeking to engage residents and other leaders. Plan at least one site visit to ground yourself in the local area.

Step 4: Local Site Visit

Detail what neighborhoods, specific locations, or groups you are considering visiting here:

Step 5: Understanding History

Often, the issues we work on in state government have a long history. Take some time to understand the history of the issue you are working on. It is likely there will be structural racism related to the issue at hand.

In General

You and your team should consider:

- What does the history of my issue look like from a policy point of view? What is the history of the geographical area(s)?
- What level of systemic racism is seen here?

Research

How can your understanding of the issues support you in thoughtfully communicating with local residents as you explore what an authentic engagement design might look like? As you research please remember,

- Be mindful that easily accessible documents and articles you find through online exploration may not reflect the perspectives of those on the ground. Take careful note of the origin of the document, article, podcast, etc. as you research and pursue a variety of perspectives.
- Ground truthing: As you just went through Step 4 "Importance of a Site Visit," a major objective of the local site visit(s) is to "ground truth" what you have been exposed to about the history of your issue and area.
- Be ready to learn from locals: "No one knows their neighborhood better than those who live there" – Keep this in mind as you delineate who you will talk with and connect to during your research.
    - If you cannot talk with folks in person, **talk on the phone**. In most cases email is too impersonal.
    - Keep front and center that the history of a community is generally not written from communities' perspectives or experiences as you listen to local residents.

Internal Communication

How will you summarize the issues to internal decision makers if they don't immediately understand how your proposed engagement design includes racial-equity and other historical considerations?

Step 5: Understanding History
Ideas for exploring history (online research, books, people / phone calls):

Reference: Phase 2 Time Assumptions

Assumptions around how long each of these steps will take you vary greatly due to the size and scope of your project. Use the ranges seen below as a starting place to budget your time. Consider tracking the time you spend. Over time, you will begin to get a better sense of how long each step takes you.

- Step 1: Who will Benefit/ Be Burdened Analysis. 2 hours to 40 hours
- Step 2: Language Access. 30 minutes to 10 hours
- Step 3: Political and Legal Considerations. 30 minutes to 30 hours
- Step 4: Importance of Local Site Visit. 4 hours to 30 hours
- Step 5: Understanding History. 1 hour to 30 hours

Total Range Phase 2: 7 hours to 140 hours

Phase 2 Appendix – Language Access Best Practices

1. **Investigate and Plan Early for Language Needs.** Incorporate language needs in annual budgets, strategic planning, project planning, and timelines. Identify which languages are spoken by at least 5% of the public served by the department/agency to inform resource allocation, language outreach, and language access thresholds. If services/policies impact the entire state, provide language services in at least Spanish, the non-English language spoken most by Californians.
2. **Advertise the Availability of Language Access Services.** Create and expand awareness of language access services to persons with Limited English Proficiency (LEP) to increase their participation in the department's/agency's public events by publicizing services on websites, ethnic media outlets, information materials, and placards in multiple languages deemed appropriate by the department/agency. Clearly designate the process for requesting language access services with pertinent contact information.
3. **Thoughtfully Develop Contracts to Retain Highly Qualified Professionals and Include Critical Elements in Language Contracts.** Prioritize the quality and accuracy of vendors who provide language services. Consider contracting for both oral interpretation and written translation in the same contract from the same vendor. A contract should require appropriate certifications, include dual-language capabilities for web platforms, include a flexibility clause to cover language services not listed in the contract, and include multiple languages in the contract.
4. **Use Qualified Professionals for Written Translation and Oral Interpretation.** For accuracy and legal purposes, avoid using bilingual or multilingual employees without proper certification as translators and interpreters – instead, use

properly certified and trained interpreters and translators to translate long or vital documents and to interpret during public events and legal/adjudicative proceedings.

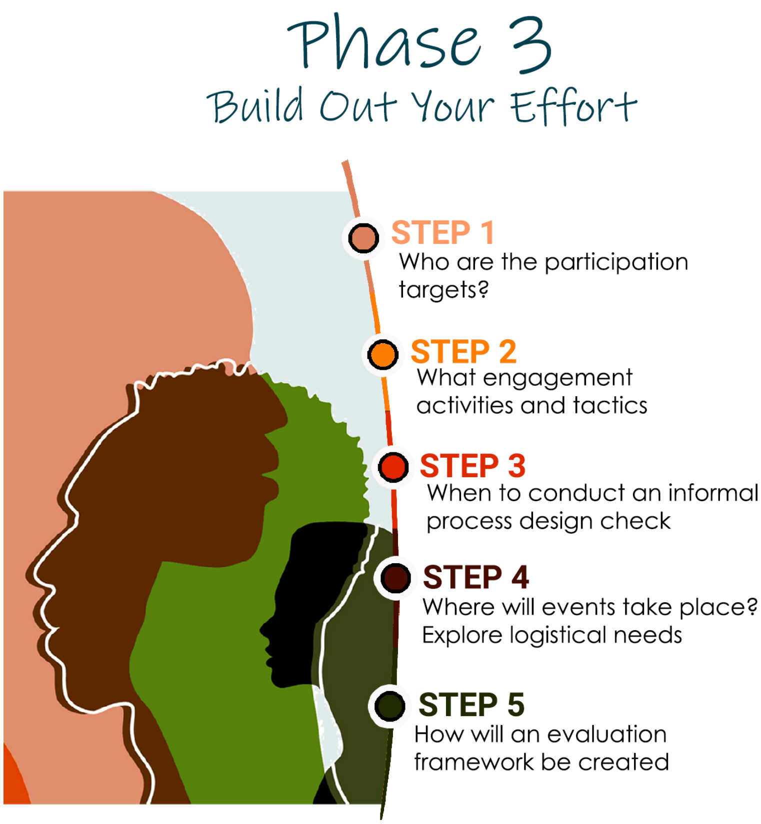
5. **Use Bilingual Certified Personnel Appropriately.** Bilingual and multilingual, certified employees can be used to assist non-English speaking communities who need support with meeting logistics, need general assistance or information. Certified bilingual employees may do translations for brief documents that are not deemed vital and may interpret for non-public engagement (such as one-off calls to obtain services or request information). Avoid using bilingual or multilingual employees without proper certification as translators or interpreters as their fluency skills vary and may pose a liability.
6. **Customize Outreach for Intended Audience.** Consider the array of mediums and different languages to communicate with the intended audience. Mediums may include radio, television ads, social media, trusted community and tribal partners, direct outreach methods, and text messaging. For visuals, consider using icons and graphics for visual platforms. For public events with PowerPoint presentations, include instructions in the appropriate language(s) for how that audience can participate and translate material on each slide.
7. **Include a statement about instructions for how to access language services at the department/agency in all public-facing material and on your department's/agency's website.** The following template in English is an example of what can be utilized. Translations of the template are included to avoid the d additional burden, delay and cost to CNRA entities/agencies who wish to implement immediately.

RUBIN Race & Equity Focused Public Engagement Model Template

Purpose of Phase 3 template

To help you detail all aspects of your public engagement activities.

The "B" Template has five steps as seen in the graphic. For some, working through the steps in order is useful; for others, working iteratively through the areas makes more sense for their project. What's most important is to touch on every step. These steps will likely take a minimum of 15 hours and up to 120 hours.



Step 1: Who are the participation targets?

Ask the following questions (and revisit research conducted during the "R" and "U" phases of the model; specifically, the benefit/burden analysis) to help create a list of participation targets:

1. Who needs to know about this effort?
2. Are there legal requirements or a group with an imperative interest?
3. Who can or will contribute to this conversation? Who are the experts? Who are the detractors?
4. Where are the outside sources that discuss this topic?
5. Who has been missing from previous conversations on this topic?
6. Given the history of the issue, who should be included?
7. Who could stop/sabotage this effort?
8. Whose life stands to be altered by an aspect of this effort?

Talk through these questions with your colleagues iteratively.

Step 1: Who are the participation targets?

Detail your target audiences here:

- Community Based Organizations
- Informed Community Leaders
- Industry
- Other Governmental Agencies
- Internal Agency Staff
- General Public

Step 2: Select Outreach and Engagement Activities

What might your outreach and engagement activities look like? If you are having meetings, who do you have in mind as a facilitator or meeting leader? If your topic area is controversial, thinking through who will lead meetings is key to your success. Use the following questions to choose the appropriate activities that will help you achieve your goals and outcomes.

1. Does this activity meet the community's expectations and needs?
2. Do you have the resources (funds, time, staff, tools) to properly execute this activity?
3. Is this activity appropriate for the stage of the project and intended level of involvement?
4. Is this activity appropriate to the level of knowledge that a community has on the issue in order to fully participate?

It is essential to consider in-person, virtual, and hybrid activities to broaden participation. The table that follows could be useful to ponder your options:

Outreach Activity	Description	Tips	IAP2 Spectrum
Agency website	User-friendly pages can provide a significant amount of information about the project. It can also collect questions from the community about the project.	Ensure it is ADA compliant. Understand who does not have access to the internet and/or to the website in your community. Make sure the website is easily viewable on a smart phone.	Inform
Educational brochure, flyer, or door hanger	Provide accurate and relevant information about the project and refer to the website for more information.	Translate flyers, avoid jargon or technical terms, use infographics. Understand the demographics who don't have access to the website and try to mail or deliver flyers to those people.	Inform
Instagram, LinkedIn, , X (formerly Twitter), Snapchat, Facebook	Effective social media can promote upcoming event, share project updates, direct readers to surveys and webpages, and raise general awareness about the project.	Understand generational, cultural, and other differences in social media use.	Inform and Consult
Facebook Live	Livestream the video content of public workshop and other community engagement events directly through a Facebook's user account.	Understand participation limitations for residents with low English proficiency and community members without access to the internet.	Inform and Consult

Media (including ethnic media)	Public Service Announcements (PSA) can present important information to a large number of individuals to increase awareness about your project. PSAs can be broadcast over television, radio, or print media. Local media outlets might donate their airtime or space in their publications.	Utilize local ethnic media outlets to reach immigrant communities, linguistically isolated populations, and those with low English proficiency.	Inform
Monthly project newsletter	Monthly newsletter informs public about project plan and communicates important updates and notices. Consider identifying concerns and challenges associated with project as well as the range of potential solutions.	Avoid technical jargon, include photo and graphics. Integrating Google translate function is an option.	Inform
Presentations	Presentations excellent way to keep an audience informed or up to date.	Sharp, graphically attractive presentations of 5 minutes or more are useful for internal and external audiences.	Inform and Consult
Story maps	A story map is a web-based 'map' that typically integrates maps, legends, text, photos, and video and provides user-friendly functionality, such as swipe, pop-ups, and time sliders, that helps users explore the content.	GIS experts in your organization may be able to help you with a story map.	Inform

Video	Provide brief and entertaining education about your project at the kickoff phase or during later phases. Producing a high- quality video may range in cost. White board videos and multimedia movies that combine photographs, videos, sounds, music text may cost less. Local channels may assist with producing and broadcasting professional videos.	Consider translating into multiple languages (including sign language) and ensure it is culturally and socio-economically appropriate. Distribute to a wide audience. Leverage community partners as appropriate.	Inform
Professional groups (regional/ state)	There are likely a wide variety of relevant groups depending on the issue. The League of Ca Cities, The CA State Association of Counties, CA American Association of Planners are examples. These groups all have local or regional chapters.	Look at the list of members within one professional group to get idea for others. For example, a regional chamber of commerce website – member page, will provide ideas.	Inform and Consult
Conference Presentations	Associations, including those listed above, have annual conferences that provide excellent opportunities to communicate.	Typically, proposals are due 6 to 9 months prior to a conference. Therefore, planning ahead is crucial.	Inform and Consult

More Engagement Oriented Outreach	Description	Tips	IAP2 Spectrum
Online survey/ questionnaire	Surveys are used to gather data, access needs, gain feedback and collect community opinions. Surveys may be carried out in several ways including web-based, telephone, mail out, in person interviews and handout out surveys. A questionnaire is a related tool that can be distributed in the mail, at information points, at public meetings, and through other channels to gather general information, ideas, and input.	Translate materials to facilitate inclusive engagement. Ask community partners to share the survey. Give examples of different types of survey hosts and questions.	Consult
Online voting/polling	Allows for real-time polling from an audience to which you are speaking, usually requiring computer software. However, low tech options, such as dot voting, red, yellow, green cards and a show of hands are other ways for everybody to participate and be heard.	If polling at the meeting, have extra digital devices to share with people who do not have smartphones. Anticipate language barriers to participation and either provide paper versions of the poll or have a translator help people to vote.	Consult

Coffee meetings with stakeholders	Typically held at a coffee shop. These are informal meetings, ideally cohosted with a community partner. This method allows staff to convey a significant amount of information to individuals/small group and respond to concerns face to face.	Consider hosting these meetings in other languages and have a translator interpret in English. Select times, days of the week, and locations that are convenient and accessible for community members.	Inform, Consult
Mapping information	Map available and relevant data as a graphic illustration to convey the information about the project and/or its complexities. You may include information about demographics, census, environmental factors, and geographic area. Depending on the digital platform, community members can identify alternative boundaries and locations, understand the opportunity cost, and choose between tradeoffs. You can also map survey results and community assets.	Understand participation limitations for residents with low English proficiency and community members without access to the internet. Identify alternative methods to reach these audiences and collect their input.	Inform, Consult, Involve

Focus group	Bring together a group of 8-12 people to get their input, ideas, and reactions. The group can be selected a variety of ways (randomly, select targeted audiences).	How to conduct focus groups can be found using Community Toolbox.	Consult
Tabling at community events, fairs/ traveling displays	Take your message directly to the residents via a travelling display, posters and brochures that explain the project, illustrate points you need to make and seek desired input. Depending on the format of the event, you can do a quick polling or game on the spot. Have 'spin the wheel' to win a prize, earn free food or other incentives to attract participants.	Design the appropriate activities, materials, and incentives to match the values of the demographics you are trying to reach.	Inform, Consult
House Gatherings for "DINE" /Potluck Dinners	Typically held in a home. These are informal meetings of 8-12 guests, hosted by a resident. This format allows community members to discuss a specific topic over a potluck dinner. Staff attend to participate in the discussion and listen.	DINE stands for Discussion Inspiring Neighborhood Engagement. This can be hosted in different languages.	Consult

More Engagement Oriented Outreach	Description	Tips	IAP2 Spectrum
Budget challenge/ participatory budgeting	This method can take a form of a 'low tech' game such as chips and buckets representing budget priorities, large forum or 'high teach' computer software. Residents express their budget preferences by allocating a set sum to various budget priorities. The method allows agency staff to identify resource allocation preferences, prioritize broad social policies and monitor public spending.	The community decision power can vary from inform to empower, from residents hearing about project elements, to providing decision-makers with information about budget preferences, to processes that allow residents to decide on parts of the budget.	Inform, Consult, Involve, Collaborate, Empower.
Site visits	Stakeholders to tour the project site with staff and community members.		Inform, Consult
Gallery/ station walk/ open house	Hold half a day or daylong event to generate interest, present information about a number of aspects of your project, gather public input and have one-on-one interactions and community members. The method includes various stations set up around a large room that residents can move between to learn at their own pace and comfort.	Make sure that location and materials are ADA accessible. Translate materials and have bilingual staff or translators at the event. Provide childcare and food if possible. Create a welcoming and engaging atmosphere. Ensure that your date does not coincide with other cultural holidays and events.	Inform, Consult

Conversation cafe	This format allows participants to have safe, open and meaningful conversations in public places. The goal is to foster civility and build social trust and cohesion.	Review the mini manual for conversation café hosts here.	Consult
Design charrette	A Design Charrette is a series of meetings to generate ideas for the concept plans and then refine them into final designs. This method is most useful when the project involves a design of new facilities, redesign of existing facilities or where brainstorming for land use planning is needed.	Make sure that location and materials are ADA accessible. Translate materials and have bilingual staff or translators at the event. Provide childcare and food if feasible. Create a welcoming and engaging atmosphere. Ensure that your event does not coincide with cultural holidays and other events. Review the preparation checklist here.	Involve, Collaborate
Open office hour	Similar to a typical college practice, holding a time where anyone can join in for an informal discussion, provides another option for stakeholders.		Inform, consult

Digital Engagement Tools

Check out these examples:

Dialogue and Deliberation
Discussion platforms to foster civic exploration of choices to be made
The Hive, Ethelo, Consul, Common Ground for Action, Neighborland, Consider.it, Citizen's Foundation, CivilSpace, Loomio, Decidim, PlaceSpeak, CitizenOS, Fluicity, TextTalkAct, civil dialogues, Deliberations.US

Ideation
Elicit ideas and levels of support for the idea
Thoughtexchange, Pol.is, Neighborland, Consul, IdeaScale, Spigit, Citizenlab, PV Collab, Ideation360, Crowdicity, Discuto, UserVoice, Insights, Your Priorities, Tricider, Wayblaze, BangTheTable; History Pin

Mapping and Wikis
Collect and display geographic data
Social Pinpoint, Courbanize, BangTheTable, ESRI , ArcGIS Hub, Ushadi, Trailmark, , Maphub, Plan together; Google Earth,

Interactive Budgeting
Explore and weigh choices
BalancingAct/, Consul, CitizenBudget, OpenGov, Fluicity

Serious Games
Playful tools to engage on serious issues
Charlotte Future City on Tabletopia, Block By Block, New Shores, Games for Sustainability, 2050 Pathway, Virtual Energy Hero, Games for Cities

Ongoing Survey Group
Volunteer group shares demographics and takes part in ongoing survey responses
Cherp, BangtheTable, Vision Critical, Publivate, Cspace, FlashVote, SitePodium

Surveys
Collect responses to questions
MetroQuest, Survey Monkey, Simple Survey, Voxco, Jitsutech, Lime surveys, SurveyGizmo, Google Forms, Popdat, Microsoft Forms, Limesurvey, ArcGIS StoryMaps, QuestionPro , SitePodium, Qualtrics

Polling
Qualitative or quantitative poll via text message or internet browser. Can be used to solicit and rank speaker questions

Mentimeter, Sli.do, PollEverywhere, Textizen, Pigeonhole, PublicInput, Rank.it, TurningTechnologies, Glisser, AhaSlides, *SitePodium*

SMS Notifications

Send bulk text messages

SimpleTexting, MobileCommons, Mindiply, Community Connect Labs, Meeting Pulse, Community, SitePodium

Step 2: List Potential Outreach and Engagement Activities here

Step 3: Understanding "When" Through an Informal Process Design Check

Ground truth if your draft approach resonates with key leaders. Make a limited number of phone calls (3-10 depending on the scope of the effort) to key informants representing different perspectives. Phone calls could touch on the following:

- Provide a high-level overview of the outreach plan.
- Ask what could be missing or overlooked.
- Looking at this plan through a race and equity lens, do you see any shortcomings with this approach?
- Is there anything else they think you should keep in mind?
- Are there any key people they recommend you reach out to?
- You can ask them to provide feedback on your benefit / burden analysis that went into the process design.
- When meetings should be held (so they do not conflict with other efforts)

Step 3: Informal Process Design Check
List who you will call… List what you might ask…

Step 4 : Explore Logistical Needs

The tips below will help you think about your logistical needs as you explore meetings.

Tips and Best Practices

In-Person Meetings

- **When/dates.** Run potential dates for your meeting by key stakeholders to ensure there is not a significant conflict for that group or in that geographic area. For example, many local government meetings are held on Tuesday nights.
- **Time of day.** Day and/or evening meeting times will depend on who you are trying to connect with; run potential timing by key stakeholder leaders.
- **Where**: "Go to them" Work with local leaders to find a location that is comfortable with those you want to reach.
- **Equipment.** The facility must have space, tables, chairs, and other AV equipment suited to your intended purpose and audience. Rent equipment as necessary.
- **Room set up.** You need a general understanding of the facilitation approach for a meeting to understand whether the room will accommodate your approach. For example, if you want to have stations or conduct break out groups using chart paper on walls—and the location does not allow tape or paper on the wall then either your location or approach will need to be adjusted.
- **Budget.** Be clear about your budget constraints. Do not be shy in asking or pushing for funds to be allocated to your effort.
- **Food**. It's important to have some refreshments at a meeting. There are creative ways to have refreshments at state meetings.
- **Children's activities.** Having some kind of activity for children illustrates your agency's commitment to welcoming everyone. Creative approaches to having materials at a meeting are plentiful.
- **Transportation**. Ideally your location is easily accessible to public transit. If possible, consider travel stipends. Parking should be no- or low-cost.
- **Special accommodations.** The Americans with Disabilities Act (ADA) is the law and must be followed. Be sure the location and set up are ADA compliant. There are many tip sheets on this topic including this example.

Virtual Meetings

When exploring virtual meeting platforms, consider the following:

- **Scale**. Number of participants likely to attend. How many want or need to speak versus just listening?
- **Interaction**. Do you want to have breakouts? Do you want public speakers to have video capability (versus presenters/ panelists)?

- **Broadband/ Access Constraints**. Meetings should be accessible for those who cannot join through a computer or have broadband access. What will phone capability be?
- **Staffing**. Do you have capable trained staffers who can assume various roles (host, facilitate, monitor chat, etc.)? Add detail.
- **Political sensitivity**. Given the nature of the meeting is more or less control of participants ability to mute/unmute or use the chat feature important?
- **Dry-Runs**. Do you have enough time to hold at least two "dry runs" prior to your meeting(s)?
- **Language access**. If interpretation is being provided is your contractor familiar with your platform. If participants who are not fluent in English phone in, will they hear the meeting in Spanish or another language?
- **Closed captioning**. Consider providing closed captioning through a professional contactor. Your legal department's contract for court-reporting services likely could be amended to add this service.

When to use a professional facilitator

Although resources are often limited, it is prudent to take a moment to consider if pursuing a professional facilitator would be wise. First, assess internal capacity; do you have staff with significant facilitation experience? Consider hiring a professional when your issue or program is:

- Highly political or divisive
- Issues are technical or complicated
- There are divergent perspectives among key parties
- Key participants are hard to manage

If you pursue hiring keep the following questions in mind as you interview:

- ✓ What types of related experience do you have (stakeholders and topic) ?
- ✓ Describe various process techniques you use?
- ✓ How do you think about reporting out issues related to power and/or equity?
- ✓ Where have you received training or education?
- ✓ How do you keep up on the latest trends in the field?

For more explore this webinar or article.

Cultural Holidays

Be sensitive to holidays of various groups. Some *peoples follow a solar calendar and others a moon calendar.* Check the calendar each year to see the dates holidays fall on. Examples of holidays that everyone in your office might not be familiar with include (but are not limited to):

- **January or February**: Chinese New Year, a festival that celebrates the beginning of a new year on the traditional lunisolar Chinese calendar.
- **February:** Parinirvana Day, a Mahayana Buddhist holiday.
- **March**: Nowruz marks the Persian and Iranian New Year.
- **April:** Eid-al-Fitr, celebrated by Muslims worldwide because it marks the end of the month-long dawn-to-dusk fasting of Ramadan. And Vaisakhi, a major holiday of Sikhism.
- **May:** Vesak, among the most impor tant Buddhist festivals.
- **June:** Juneteenth, a federal holiday in the United States that is celebrated annually on June 19 to commemorate the ending of slavery in the United States.
- **July**: Eid ul-Adha, one of the most important festivals in the Muslim calendar.
- **September or October:** Rosh Hashanah celebrates the New Year in Judaism. Yom Kippur is the holiest day of the year in Judaism; centered on atonement and repentance.
- **October**: National Indigenous People's Day celebrates and honors Indigenous American peoples and commemorates their histories and cultures. It is celebrated across the United States on the second Monday in October and is an official city and state holiday in various localities.
- **November 1:** Día de Los Muertos (All Saints' Day or All Souls Day). Days are dedicated to all those who have passed away in the Christian faith as well as the Mexican and Aztec communities.
- **November 12:** Diwali, an important celebration in the Hindu faith in which a variety of deities are praised.

Hybrid Meetings

Although hybrid meetings provide an exciting opportunity to potentially harness the 'best of both worlds' – supporting in person engagement while also providing the flexibility to accommodate those who cannot travel to the meeting site, they are labor intensive and may require more technical support. Keep the following in mind:

- **Staffing**. Expect a minimum of 2 people to run the virtual portion of the meeting and 3 people to run the in-person portion of the meeting. Depending on the complexity of your facilitation plan and number of people attending the staff required could be significantly higher.

- **Role clarity**. Primary facilitator in-person and online facilitator? Who monitors chat? Who runs PowerPoint in person? Who navigates a que of people who want to speak? How will the meeting's main leads toggle between those in person, online and on the telephone? How will breakout group report outs work?
- **Dry-runs.** Plan for at least two dry-runs. Include interpretation staff in dry runs.
- **On-site Tech Assistance.** Ideally, have one person on-site in person who can troubleshoot issues like sound and connectivity.
- **Plan B.** What will you do if the online connection fails? Or if the microphones fail and virtual participants cannot hear in person participants.
- **Interpretation**. Be sure the various interpreters are clear about their roles. For example, how a telephone only interpreter finds out if anyone is "raising their hand" to speak.
- **Real Time Activities**. Explore and think through engagement activities such as: talking in pairs (in-person turn to your neighbor; virtual send to breakout rooms in pairs), small group work (in-person have key sentiments written on large post it's; virtual participants post sentiments within a google slide; have in-person staff typing content from the posits into google slide so all participants see the same outcomes at once).
- **Screen sharing.** Think through screen sharing when using online tools such as google slide or an instant polling software.
- **Rotating 'Voices.'** If your issue is especially controversial some might be concerned about one interest group trying to dominate conversation. How will your plan reassure participants that there will be some balance in the perspectives shared?
- **Special accommodations.** The Americans with Disabilities Act (ADA) is the law and must be followed. Be sure the location and set up are ADA compliant. There are many tip sheets on this topic including this example.

Step 4: List logistical details here:

Step 5: Create an Evaluation Framework

Now you are ready to build on your initial thoughts or notes from Phase 1, Step 5 "What do you want to learn? Ponder what your evaluation effort will look like." You likely will want to go back to the resource guide seen in Phase 1.

Step 5: Public Engagement Effort Evaluation Framework:
List details here and/ or go back to Phase 1, Step 5 notes to help you delineate your approach. Remember the examples on pages 21-26 can help you.

Reference: Phase 3 Time Assumptions

Assumptions around how long each of these steps will take you varies greatly due to the scope of your project. You might be focused on one discreet community or the whole state. The issue could be relatively uncontroversial (such as new tsunami maps) or extremely controversial (such as oil and gas setbacks). Use the ranges seen below as a starting place to organize your work plan. If you track your time, you will begin to have a stronger sense of how long each step takes you at your agency.

- Step 1: Who are the participation targets: 3-10 hours
- Step 2: What engagement activities and tactics: 2-20 hours
- Step 3: Where will events take place? Explore logistical needs: 3-40 hours
- Step 4: How will an evaluation framework be created: 3-30 hours
- Step 5: When to conduct an informal process design check: 4-20 hours

Total Range Phase 3: 15-120 hours

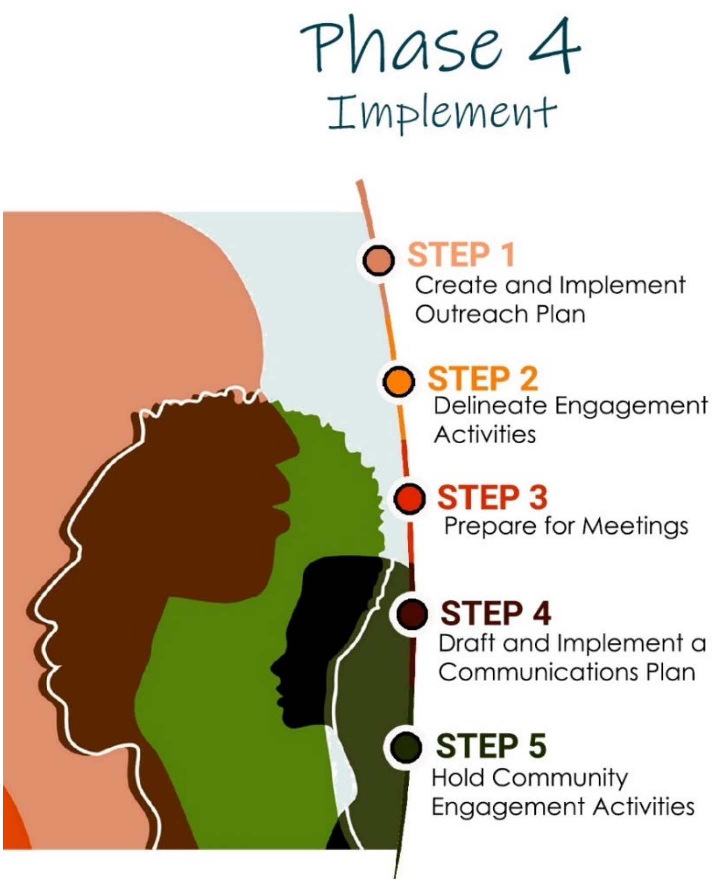
RUBIN Race & Equity Focused Public Engagement Model Template

California Department of Conservation

Purpose of Phase 4 template

To support the deep dive into communications, participation turn-out and meeting details that should ensure your success.

The "I" Template has five steps as seen at right. It is likely that you will work on steps 1-4 simultaneously and iteratively. For example, through your outreach work you may decide to adjust some of your communications messaging. You may decide to tweak your meeting agenda between meetings 1 and 2.



This stage of your effort is labor intensive. Depending on the size of your effort it is likely the work detailed here will take from 70 to over 300 hours. Remember, these estimates are cumulative; in other words, we hope you are not working alone. These figures also assume meetings with colleagues and leadership to secure approval of your plans.

Step 1: Create, Refine and Implement Outreach Plan

Take the list of initial participation targets you created in Phase 3, (Who, what, when, where, and how) Step 1 and consider arranging them by regions, counties or whatever grouping that makes sense for your effort.

As detailed in the Phase 3 Template you need to consider:

- Community Based Organizations
- Informed Community Leaders
- Industry
- Staff
- General Public
- Other Govt Agencies
- Internal Agency

Assuming your Outreach Plan approach has been communicated or approved by appropriate individuals in your leadership you will move forward with implementation.

Step 1: List details for our outreach plan:

Your plan should include:

1. Phone calls
2. E-mails
3. Asking local partners to use their communication channels to promote your event(s) in phone calls and emails.

Step 2: Delineate Engagement Activities

In the Phase 3 Template you outlined engagement activities such as small meetings with key stakeholders, site visits, large public meetings (in person, virtual or hybrid), etc.; now you need to finalize the planning and preparation details for each one. As you delineate each activity, run through this list of guidance questions to help you think through all aspects of your planning. How might we acknowledge, respect, and make the best use of differences?

Checklist of Questions to Ask for Activities

1. Desired participation level

What level of participation is involved? Consider how you will communicate expectations to target audiences.

2. Constituency nuances

What nuances should you consider given the special constituencies you are targeting?

- Communicating internally: for example, when consulting with a California Native American Tribal government you likely need to notify the agency's tribal liaison.
- Communicating externally: when connecting with a California Native American Tribal government you need to consider the government-to-government relationship. In other words, a sovereign government should not be treated the same way a non-profit is treated.

3. Interpretation

Will you need language interpretation services with this activity?

4. Facilitation

Will facilitation be needed? If yes, does the person assigned to lead have any professional training? Are the issues contentious and complex enough to require outside support?

5. Handouts/ Educational Materials

Setting aside time to think through material development is a key step toward a successful effort.

Types: Think though various types of educational materials that will likely be useful for interested participants?

- Traditional 'handouts,' videos, static maps, interactive GIS based visuals – consider a range of options as you explore materials development.

Technical information: consider how to simply information for a general audience.

- Infographic style approaches could support creation of clear materials.
- Have you taken literacy rates into consideration when thinking about how participants will view your materials?

Timeline: plan ahead

- What other staff (if any) are needed to prepare materials?
- What types of approval do you need to take into consideration to ensure materials are posted on the web with plenty of time before your meeting? Have they already been contacted?

6. Graphic Design

Consider graphic design or the potential need for infographics to ensure your materials are understandable for your audience. Ensure you are considering ADA accessibility for documents that will be posted to your website.

7. Translation

If translating documents, has time for the translation been built into the schedule? (Recommend 10 days to avoid rush fees.)

8. Logistical details

Is it clear who is handling logistical details for your effort.

- Ex. Internal: Has your webmaster (if applicable) been notified when materials will need to be posted to a particular page? Will a new section of your website need to be created for this project? Has time been built in for this?
- Ex. External: If appropriate/ applicable, is this an activity where stipends can, should or are available for participants?

9. Project tracking

Who is responsible for the overall coordination of work efforts?

10. Pre-consensus Seeking Considerations

If this activity is seeking to build common ground or support collaborative efforts, think about:

- What the stakeholders have in common?
- In what ways are they different?
- What are the implications of those commonalities and differences?
- How might we build on commonalities?
- What might we need from one another to make cooperation, collaboration, or a new understanding possible?

Step 2: Make notes about your activities here:

Avoid Extractive Practices

Some will think of these as "check the box" practices. Extractive 'engagement' seeks the time, cultural knowledge and input of residents without compensation or benefits to the local community. Instead, ask local leaders how they would like to engage given the issue or decision at hand. (Refer back to page 11 for more.)

Step 3: Preparation for Meetings

Meetings are a lot of work. "90% of the work happens before the meeting begins" is a useful thought to hold in mind as you allocate time for meeting preparation. The following tips should be useful before, during, and after a meeting.

Tips for Building a Successful Agenda

In General

- Ensure multiple voices are heard.
- Use icebreakers that create opportunities for participants to know who is in the room.
- Consider appropriate length for presenters. Ideally, do not present information "at" people for more than 10 minutes.
- Consider learning styles (visual, tactile, auditory).
- Acknowledge the efforts of those who helped plan the meeting and/or those who have completed action items from previous meeting.
- Provide short 5 to10–minute breaks for participants every couple of hours.
- Consider the final "take away" your most influential members will leave with.
- Always use a method that properly closes out a meeting. Provide next steps, any follow ups, and/or announcements.

Agenda

Public Agenda:

- Create an agenda with estimated times. It should be clear to the public when they can contribute, comment, or be included in a dialogue.
- Consider listing the purpose of the meeting and intended outcomes.
- If appropriate mark items as: informational only; decision-making.

Facilitation Plan:

- Create an annotated agenda, facilitation plan, or Run of Show (ROS) which includes all the 'behind the scenes' details your team should have in preparation of and during the meeting.
- Note the interactivity of the meeting participants in each agenda item.

Logistics

Check potential dates with local partners and key stakeholders. Be sensitive of conflicts such as religious holidays (i.e., Eid al-Fitr or Yom Kippur, etc.), local government meetings (many City Council meetings are on Tuesday nights), other government public meetings on the same topic or a similar topic, a fundraising event of a major stakeholder group, etc.

Avoid "DAD"

It is critical to avoid falling into a flawed **"Decide, Announce, Defend"** process, whereby an agency:

- Determines and releases documentation on a policy devoid of any community input
- Engages with c ommunities in public discussions after-the- fact
- Ultimately moves forward with implementing their initial proposed policy without incorporating significant feedback from the communities.

Time:

- Choose a time that works for those you are trying to engage. Check your proposed time with major stakeholder leaders. It may be necessary to hold more than one meeting because of the day or time preferences. For example, professional advocates may be able to attend a daytime meeting, while residents who work from 8:00 a.m. to 5:00 p.m. may only be able to attend evening or weekend meetings.

Location:

- For in-person meetings, ensure the facility is welcoming for your intended participants and ADA accessible.
- Understand implications of public transit accessibility, food and refreshments, children's activities, interpretation services, or devices.
- Does the size of the room support the set up or design you envision? In other words, if you want participants at tables of 8 are there round tables available? Does the room have the capacity you need? Is there adequate wall space if you want to put up posters/maps or chart paper for break out groups?
- For audio/visual, ensure that the space has microphones, screens, a projector, or systems and capabilities that combine audio and visual elements desired. Will you need to provide your own or rent equipment?

Virtual Platform:

- Check with stakeholder leaders about your platform of choice. For example, many State departments prefer Microsoft Teams but community members prefer Zoom. If using an interpreter, Zoom will likely be the preferred choice.

Information

- **Materials**: Ensure the public has access to materials on the topic plenty of time ahead of the meeting. Be sure the materials are understandable to the public.
    - Ensure that plenty of time has been built in for approvals to finalize and then translate materials.

    - Ensure staff have had plenty of time to understand the topic ahead of time.

- **Presentations:** Be sure subject matter experts (SMEs) or other presenters have practiced; presentations should be clear, use plain language, and have useful visuals.
    - Keep presentations under 10 minutes if possible. Break up long presentations up into shorter chunks. Invite questions or reflections between sections.
- **Interpreter**: Ensure you have shared technical terms with your interpreter prior to the meeting. Have a preparation call with the interpreter prior to an in-person meeting; include your interpreter in at least one "dry- run" for a virtual meeting.

Dress Rehearsal or "Dry-Run"

- **In-person:** Conduct one to three final run throughs of facilitation plan or run of show to ensure everyone is clear about their role.
    - Review 'tough' or 'worst case' scenarios and what you will do (e.g., a dominant or disruptive person, etc.).
- **Virtual**: Conduct two to three "dry-runs" of your meeting.
    - Review worst case scenarios (for example, 100 more people than you expect show up and they speak over one another).
- **Hybrid**: Conduct two to three "dry-runs" of your meeting.
    - Practice all the transitions between in- person and online facilitators.
    - Review worst case scenarios – audio in person is not working for those online. Internet does not work at all, etc.

What is "Meaningful Involvement"

- Potentially affected community members have an appropriate opportunity to participate in decisions about a proposed activity that will affect their environment or health.
- The public's contribution can influence an agency's decision.
- The concerns of all participants involved will be considered in the decision-making process; and the decision-makers seek out and facilitate the involvement of participants.

During the Meeting

Explaining the Process

- **Welcome**: The facilitator or leader welcomes participants; acknowledge local partners who helped to plan the meeting.
- **Agenda Review**: Note the goal(s) of the meeting, key topics and what decisions will or will not be made.
    - Clarify how comments will be recorded and used.
    - Explain what plan/process the department/agency is using to determine what is on topic and off topic.

Managing the Discussion

- **Tone**: Set a friendly tone.
    - Be attentive and use active listening skills.
    - Keep explanations simple and direct; avoid acronyms and technical terms
- **Be honest**: Be honest about what the department/agency can and cannot do; define parameters.
    - Capture off topic comments to be addressed at a different time.
- **Be inclusive**: Solicit comments from those not often heard from.

Ensure a Welcoming Environment

- **Room set up:** Participants should feel comfortable and welcomed as they enter. Avoid rows of chairs if possible; looking at the back of others' heads doesn't create an environment that's conducive to learning or dialogue.
    - As participants enter the room, will they find name tags? Will there be an optional sign in sheet to sign up for a listserv?
- **Refreshments**: Provide refreshments (ideally multi-ethnic to match your community's preferences).
- **Interpretation**: language services should be welcoming and easy to access.
- **Kid's activities**: Coloring books, crayons or stickers will indicate you are glad a participant brought their children.
- **Multiple Options to Comment**: Some people do not feel comfortable at a microphone; be sure you have multiple ways, including anonymous option(s) to provide feedback. Consider: in writing, electronically, etc.

After the Meeting

Reporting Back

- **Summary**: Prepare and post a meeting summary as appropriate.

    - Make decisions, action items, and next steps easy to find. Consider putting these in the body of an email or your outbound communication (for those who have marketing type platforms like granicus or constant contact).
- **Communicate**: Consider additional channels to share news about meeting outcomes such as a related newsletter or blog.
- **Contact**: Be sure to provide a specific contact person.

Following Up

- **Stakeholder Follow Up**: Reach out to attendees who did not speak up during the meeting (they may care just as much as those who spoke up but remained quiet due to power dynamic or past history).
    - Follow up with those who might be disappointed with the decision; encourage them to stay involved.
    - Keep asking for feedback and continue to provide information about the issue.
- **Evaluate**: Apply the evaluation learning to the next public process.

Step 3: Make notes related to your preparation for meetings here:

Be sure to address at least…

☑ Public agenda ☑ Annotated agenda (or "run of show")

☑ Scheduled rehearsals ☑ Evaluation form/ survey

☑ Contractual services (interpreter, closed captioning, AV for microphone, etc.)

Step 4: Draft and Implement a Communications Plan

Work with your public affairs or communications staff to ensure your communications plan is clear to all. Your plan you should consider:

1. Traditional media
2. Ethnic media
3. Social media
    - Your agency: draft social media posts your agency/ department would post. When? With what images?
    - External partners: draft social media posts your community partners might post. In other words, you should create draft posts they can adapt and post on their own communications channels. Consider creating posts for LinkedIn, Twitter, Facebook, Instagram and TikTok as applicable.
4. Approvals
    - Getting approvals with messaging and images can sometimes take longer than expected. Explore whether getting approvals could impact your timeline
    - Double check with local community leaders that your messaging is hitting the right "note" ~ be careful to balance the timing of checking with community and getting "up-chain" approvals.
5. Translation
    - Build in enough time to translate messages. Ensure messaging is culturally appropriate

Step 4: Detail thoughts and actions for your communications plan here

Be sure to plan for:

☑ Written, approved Communications Plan

☑ Communications Plan distributed widely internally as appropriate

☑ Social media posts drafted and scheduled

Step 5: Hold Community Engagement Activities

With your communications and outreach plans underway you should be set up to implement each of your engagement activities successfully. As you move into your activities you should feel proud of all the hard work that has gone into your effort.This quote summarizes frustrations communities can experience with some engagement…

"What's the point of more outreach if the decisions are the same?"

- Dr. Henry Clark, West County Toxics Coalition, USEPA
EJ Teach-In, March 6, 2014

This feeling can result when agencies use the "decide, announce, defend" approach noted earlier in this template. This can also translate to engagement – when community organizations and members are engaged in dialogue, but agencies do not alter any decisions, even after hearing significant feedback.

Step 5: Detail thoughts and actions you want to keep in mind as you hold events

Reference: Phase 4 Time Assumptions

Assumptions around how long each of these steps will take you varies greatly due to the size and scope of your project. Use the ranges seen below as a starting place to budget your time.

- Step 1: Create and Implement Outreach Plan. 3 to 8 hours to create; 8 to 40 hours to implement
- Step 2: Delineate Engagement Activities. 20 to 60 hours
- Step 3: Prepare for Meetings. 30 to 100+ (Depending on number of meetings)
- Step 4: Draft and Implement a Communications Plan. 3 to 40 hours
- Step 4: Hold Community Engagement Activities. 8 to 80+ hours

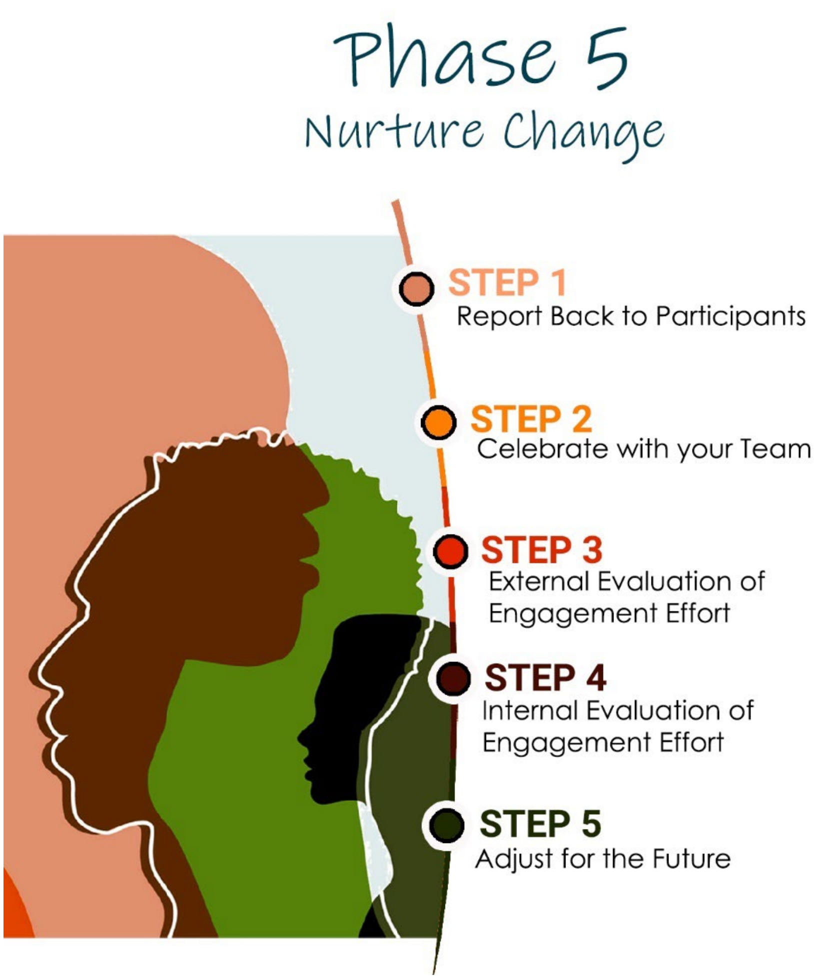
Total Range Phase 4: 70 hours to 330+ hours

RUBIN Race & Equity Focused Public Engagement Model Template

Purpose of Phase 5 template

To support your efforts to efficiently wrap up a public engagement effort and begin to implement appropriate changes.

The "N" Template has five steps as seen in the graphic. As with other phases, touching on these steps in order is not necessary, but giving each one some consideration and time is important. Steps 1 and 2 are likely to happen just as your activities are wrapping up.



Steps 3-5 can sometimes be dropped or forgotten due to the various priorities that tend to be 'backburnered' during a large engagement effort. But investing even a limited amount of time into these steps will pay dividends. The work outlined here is likely to take somewhere between 40 to over 300 hours.

Assumptions are detailed at the end of this template.

Step 1: Report Back to Participants

Reporting back to participants and/or the public is an essential part of any public engagement effort. Think through the following elements:

Comment or Input Summary

A summary of input should be created as one avenue for showing the public that the agency received their comments at a minimum, post this summary of input on your website and share it on your listserv.

Engagement Process Report Out

What are other methods you can utilize to illustrate how comments were aggregated, analyzed, and considered in the agency's deliberations toward an outcome? How can you continue to show the public where you are at with the effort and what (if anything) is next? For example, a timeline illustrating where you are in the process.

Graphic Illustration(s)

Consider methods that help the public to understand where things are at with the effort such as infographic(s), video(s), or other visually accessible tools.

Website, Social & Beyond

Having easy-to-access and visually appealing information on your website is great; proactive social media posts are also helpful. But how else might you communicate with the public? Ask your local partners to share information. Make it easy for them by drafting posts they can edit and use with shortened links and attractive graphics. Make phone calls; ask them what will be helpful for you to provide.

Step 1: Report Back to Participants

List notes and ideas here toward the following: ☑ summary of feedback. ☑ summarize or illustrate how public input impacted the decision. ☑ proactively communicate results

Step 2: Celebrate with Your Team

Often staff goes 'above and beyond' to make the engagement activities a success. Take time to acknowledge contributions and say thank you. Think beyond the key people on the team (e.g., IT, graphic designers, local district staff, and colleagues: above, below, and lateral). Ask your Division Chief, Director, or other leaders to be part of an in-person or virtual meeting or call to thank people and invite them to share what they're most proud of. Here are a few specific ideas:

Have Fun

If feasible, hold a fun activity at a café, park, or in your conference room.

Leader Involvement

Ask the Director or other high-level leaders to thank team members in person, virtually, or at a hybrid meeting.

Personalize

Send personalized thank-you notes that detail the contributions that the staffer made to the project. The note might go to their supervisor, or you may cc their supervisor. This might be useful to the staffer during their annual review.

Be Intentional

Ponder other intentional ways to acknowledge and celebrate the entire team. This investment of your time will be worth it.

Step 2: Celebrate with Your Team

List notes and ideas here toward celebration:

Step 3: Review of External Evaluation Results

Your evaluation framework was conceived during Phase 1 (step 5) and brought to life during Phase 3 (step 4), now you need to take the time to gather and analyze the results. As you wade through your data you need to think about how to communicate-out the findings. Begin by sharing the results with your team. In addition to informing your colleagues of the results, you can gather feedback on avenues for communicating the results back out to the public. The steps:

1. **Analyze & Summarize.**

   Analyze and summarize results; create visually appealing materials to communicate-out the results.
2. **Share Internally.**

   Share results with the internal team; gather ideas on creative ways to share findings with the public.
3. **Share Externally**.

   Share results with the public. Think beyond posting the results on your website.
4. **Note Future Change.**

   Note items from the evaluation that can be used in Step 5 here to support the evolution of your engagement efforts.

Step 3: Review of External Evaluation Results

List notes and ideas here:

Step 4: Review of Internal Evaluation Results

This step includes two areas of focus. A) Informing those within your organization of the findings of the external survey results; and B) Review and dissemination of internal evaluation results. These two items might occur simultaneously or consecutively.

A) **External results:** Set meetings with appropriate individuals in your organization to review and discuss the results of the external evaluation. The results should be shared beyond your team. This could look like: individual phone/ video meetings with key colleagues where the high-level results are reviewed; short presentations at staff or division manager meetings; focus-group style meetings (informal) of key individuals designed to not just share results but also dialogue on what happened and how systems might change going forward; a webinar style virtual meeting for a wider audience.

B) **Internal evaluation:** Your initial internal evaluation framework was conceived during Phase 1 (step 5) and hopefully was drafted during Phase 3 (step 4). Here you are taking the time to gather and analyze the results. Next, you need to share the results. The graphic appeal of these results might not be as important as the external results. However, do not underestimate the value of good graphics in helping to make the case for changes you want in the future.

Steps to Consider

- ✓ Set a meeting with the project team to go over what worked and what could be improved.
- ✓ Gather data from internal colleagues through a chosen methodology (such as a detailed survey or informal focus groups).
- ✓ Prepare materials you can share with colleagues.
- ✓ Share the results of the internal evaluation with colleagues.
- ✓ Review the results from external evaluation data.

Step 4: Review of Internal Evaluation Results

List notes and ideas here:

Step 5: Adjust Your Practices

What you have learned will support you with adjusting how your agency/ department/ board/commission conducts engagement over time. Consider the following areas for change:

Internal Organizational Changes

Staff related

- Build engagement responsibilities into position duty statements (or revise duty statements to include more accurately detailed responsibilities).
- Support staff members by providing training sessions when needed from external contractors.
- Survey staff periodically to understand their satisfaction with engagement-related efforts and policies.

Practices and procedures

- Consider useful adjustments to internal engagement-related practices, procedures, and workflows.
- Consider how Subject Matter Experts (SMEs) coordinate.
- Consider how satisfactory key processes worked:
  - who coordinated comment aggregation,
  - who and how were comments analyzed,
  - who and how were comments reported back to the public,
  - quality of facilitation,
  - level of technical expertise with online meeting platforms, etc.
- Document internal organizational changes to be pursued; include time-bound goals.

- Consider logistical and contractual mechanism adjustments such as
    - expanding a language translation/ interpretation contract,
    - closed captioning contract, or
    - specialized indigenous language service contracts.
- Who maintains and how workflow items are updated such as partner lists, meeting prep checklists, agenda, flyer templates, etc.?

External Community Relationships

- List external community relationship-related goals to pursue; set goals for meeting people (by phone, video, or in person) per month or quarter.
- Be mindful of meeting with a variety of partners.

Policy/Practice Changes

- Consider minor policy changes (that are likely less time and resource intensive to pursue). Ex. Language access policy amendment (i.e., "Rather than by request, going forward all meeting notices will be translated into Spanish."
- Consider major policy or regulatory changes (likely more resource intensive and could take multiple years/legislative cycles). Ex. Hiring a Tribal Engagement lead.
- Adopt policies and procedures that demonstrate a commitment to community engagement, racial equity, and environmental justice.

Step 5: Adjustments to Practices and Procedures

List potential relationship goals.

List potential policy shift goals (smaller and larger)

List potential internal goals

Reference: Phase 5 Time Assumptions

Assumptions around how long the various steps will take vary greatly due to the complexity of what you are trying to tackle. Use the ranges seen below as a starting place to budget your time.

- Step 1: Report Back to Participants. 20 – 60 hours
- Step 2: Celebrate with your Team. 1-5 hours
- Step 3: External Evaluation of Engagement Effort. 15 – 40 hours
- Step 4: Internal Evaluation of Engagement Effort. 15 – 40 hours
- Step 5: Adjust for the Future. 2 – 200 hours

Total Range Phase 5: 43 hours to 350+ hours

Development, Review and Revision of Model

Development of the Model

Development of the model started in the summer of 2021 with Sarah Rubin of the Department of Conservation working collaboratively with Christal Love-Lazard of the CA Air Resources Board. The model was initially called "PIC" which stood for Plan-Implement-Close. A fall 2022 update of the model was thanks to Jamie Fong, Outreach and Engagement Analyst and Justin Hurst, CA State University, Sacramento Fellow.

2022 through 2024 has focused on gaining review and feedback on the model and testing the training curriculum. Many thanks to Jamie Fong for her tireless commitment to valuing voices across the state and attention to detail.

Companion training to the model is provided on an ongoing basis. This includes multi-day in-person training on the five-phase model as well as 20 additional training offerings that are part of the Department of Conservation's Racial-Equity Community Engagement Plan (RECEP) Course Catalogue. Examples of these trainings include: facilitation skills, setting up effective local site visits, planning for successful turnout at meetings, and making cold calls to local governments. As of December 2024 over 200 people from state government have been trained.

Professional Public Engagement Practitioner Review

In November and December of 2022 two convenings of professional public engagement practitioners who center racial-equity in their practice were held to seek feedback on the model. One in-person and one online. The following individuals participated and shared their wisdom generously.

- **Azibuike Akaba,** Senior Policy Advisor, Bay Area Air Quality Management District, San Francisco, CA
- **Kyle Bozentko**, Executive Director, Center for New Democratic Processes, Saint Paul, MN
- **Nicole Hewitt-Cabral**, Director of Public Engagement, Public Agenda, Brooklyn, NY
- **David Campt**, Ph.D., Author, founder and principal of The Dialogue Company and creator of the White Ally Toolkit, Eden, North Carolina
- **Susan Clark**, Founder/Director, Common Knowledge, San Rafael, CA
- **Kit Cole**, Owner and Principal, Kit Cole Consulting, LLC, Glendale, CA
- **Nicole Farkouh**, Equity & Inclusion Dialogue Facilitator, Founder and Principal, CultureWonk, San Jose, CA
- **Mary Gelinas**, Co-Director, Cascadia Center for Leadership, Arcata, CA
- **Surlene Grant**, Deputy Director, Environmental Equity, Department of Toxic Substances Control, San Leandro, CA
- **Mahvash Hassan**, Program Development and Strategic Partnerships Consultant, Piedmont, CA

- **Maria Elena Kennedy**, Disadvantaged Community/Environmental Justice Caucus Co-Chair, Water Resources Consultant, Rancho Cucamonga, CA
- **Matt Leighninger**, Director, Center for Democracy Innovation at National Civic League, Hamilton, ON
- **Grande Lum**, Director, Stanford Law School, Chair, Divided Community Project Steering Committee, The Ohio State University Moritz College of Law
- **Charles Mason, Jr.**, Principal and Program Manager, Environmental and Social Justice Manager, Pacific Gas and Electric, Sacramento, CA

Environmental Advocate Review

In January and March of 2024 two in-person convenings were held with environmental justice advocates to seek feedback on the model. The following individuals from the Kern County and Central Coast regions participated and we are grateful for all the insights, lived experience and advice generously shared.

- **Cesar Aguirre,** Lead Organizer**,** Central California Environmental Justice Network
- **Graciela Cabello,** Director of Youth and Community Engagement, Los Padres ForestWatch
- **Matt Campa**, Legal Fellow, Environmental Defense Center
- **Brianda Castro,** Climate and Environmental Justice Coordinator, Central California Asthma Collaborative
- **Haley Ehlers**, Executive Director, Climate First: Replacing Oil & Gas
- **Juan Flores,** Center for Race, Poverty & the Environment
- **Elisabeth Lamar**, Executive Committee, Sierra Club Santa Barbara-Ventura Chapter
- **Mercedes Marcias,** Campaign Representative, Beyond Dirty Fuels Campaign, Sierra Club
- **Lucia Marquez**, Associate Policy Director, Central Coast Alliance United for a Sustainable Economy
- **Illeana Navarro,** Community Organizer, Central California Environmental Justice Network
- **Reyna Olaguez,** President, Building Healthy Communities South Kern and Executive Director, South Kern Sol
- **Lori Pesante,** Kern County resident
- **Daniel Ress,** Staff Attorney, Center for Race Poverty & the Environment
- **Ana Rosa Rizo-Centino**, Network Manager, Central Coast Climate Justice Network
- **Neel Sannappa,** Senior Organizer, Working Families Party

References and Resources

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About Sarah Rubin:

Sarah L Rubin has been the CA Department of Conservation's Outreach and Engagement Advisor since 2018. Rubin has her M.S. in Conflict Analysis and Resolution from the Jimmy and Rosalynn Carter School for Peace and Conflict Resolution at George Mason University in Fairfax, Virginia (formerly the Institute for Conflict Analysis and Resolution). Her focus is the adoption of authentic public engagement practices which center the involvement of those typically under-included in government decision making. Rubin is experienced in a wide range of policy and regulatory issues as well as working in rural, urban, and suburban communities. National involvement includes the Advisory Council of the National Civic League and the Divided Communities Project at The Ohio State Law School. In California she sits on the Institute for Local Government's Panel of Advisors.