



California
**Department of
Conservation**

Executive Office

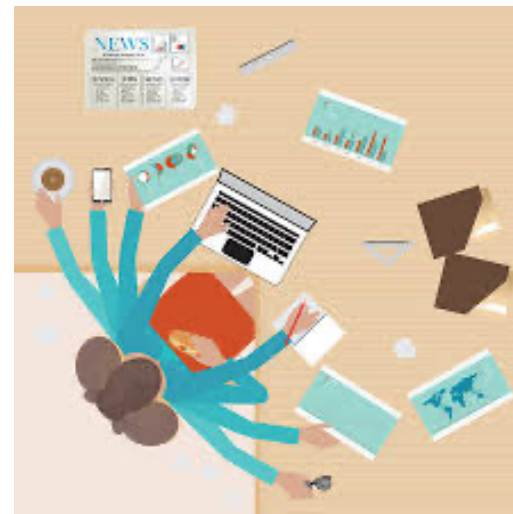
Effective Public Outreach



Wednesday, December 8, 2021 | 1:00 pm to 3:00 pm

Trainer: Sarah Rubin, Chief Outreach and Engagement Advisor
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Introductions



How stretched
are you?

Create an outreach plan for a project

Explore cultural competency in our work

Agenda




1:00	Welcome, Agenda Review
1:10	Outreach(!?!?) Do we all think it means the same thing?
1:20	Outreach Template
1:50	Break
2:00	Your filled out Templates; Real Time Feedback
2:20	Cultural Competency, Language Access
2:40	Wrap Up
3:00	Adjourn

What is outreach?

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.

Outreach Template

Let's look at the 10 Step Process

10 Step Planning Template

Step 1	• What is your goal?
Step 2	• What are the main outreach or engagement objectives?
Step 3	• Who will benefit/ be burdened?
Step 4	• Who are the targets?
Step 5	• Where does your effort fall on the IAP2 Spectrum of Engagement?
Step 6	• What is your timeline?
Step 7	• Issues and Considerations
Step 8	• Select Outreach Activities/ Tactics
Step 9	• Language Access
Step 10	• Informal Process Design Check

ILG
Assessment
Template

ILG Community
Landscape
Template



THINK

Initial Assessment

Purpose of this template: To contemplate the various components, resources and constraints that come into play when planning a public engagement process.

Directions: Fill in the document the best you can; you do not need to go in order.

Category	Fill in if applicable	Note
Title of effort		Internal title or formal title.
Time horizon		Weeks/ months.
Geographic focus		Whole jurisdiction or subsection; be specific.
Target outreach groups		E.g.: Homeowners, renters, youth, ethnic groups, business owners, parents of afterschool program recipients.
Level of public input desired	<i>Tip: Address this category when resource constraints are clear.</i>	Could depend on: the amount of time/ resources available; significance of issue; what just happened or is coming soon with other engagement. See also IAP2 Engagement Spectrum

Potential components of in person engagement		E.g.: Small meetings with stakeholders, focus groups, town hall, workshops, open house, listening sessions (similar to coffee with a cop).
Digital components	<i>Tip: At a minimum have info easily accessible on your website.</i>	E.g.: Website; surveys; instant polling; ideation; etc.
Outreach efforts	See Outreach Template	
Potential locations to hold events/ meetings		E.g.: Community Centers, schools, libraries, government buildings, faith-based, community rooms at institutions such as banks, foundations, non- profits, etc.
Lead staff		Name(s); roles
Supporting staff		E.g.: PIOs, Manager's Office, CAO's Office, Director's Office, I.T., printing department; utilities (for mailers), etc.
Consultant(s) (if applicable)		Name(s)/ role(s)



THINK

Community Landscape

Purpose of this template: To document the wide variety of potential stakeholder groups in your community. This will help to ensure those you target in your **outreach plan** are reflective of the diversity in your community.

Directions: Fill out sheet to the best of your ability. After initial attempt, connect with stakeholders to fill in gaps, check assumptions.

Example Type	Fill in if applicable	Examples
Adult education		Community College, Adult training programs
Agricultural groups / associations		Almond Growers Association
Arts groups		Music, visual, dance, theatre, ethnic, etc.
Business (large)		Corporations, large farms, big box retailers, tech companies, warehouses, factories, universities, hospitals
Business (Small)		Restaurants, family-owned retail, hair salons, pet grooming, etc.
Chamber(s) of Commerce		Some areas have more than one.

Example Type	Fill in if applicable	Examples
Community Based Organizations		Non-profits, Neighborhood Organizations
Community health and wellness		Hospitals, clinics, dentists, bike and running groups, etc.
Environmental groups		Sierra Club, Friends of the River, etc.
Ethnic media		Radio, TV, Print, Prominent Digital
Ethnic oriented community groups/ centers		Reference could be census info on ethnic breakdown (Latino, Vietnamese, Korean, etc.) e.g Assyrian American Association
Faith based		Churches, Synagogues, Mosques, etc.
Food banks		Or other locations to connect with working poor
Libraries		Individual libraries, friends of the library groups
Gay, lesbian, bisexual groups		CSU San Bernardino Pride Center, Rainbow Pride Youth Alliance, gaycentralvalley.org, MoPride Inc.
Good government groups		League of Women Voters
Immigrant related organizations		Advocacy groups; Legal service providers

Example Type	Fill in if applicable	Examples
Informal Leaders		Folks on boards of community groups; youth sports coaches
Labor organizations		Unions
Parks and recreation		Department within local jurisdiction
Disability organizations		Advocacy groups, Independent Living Centers
Safety		Community Emergency Response Teams (CERT)
Schools		Superintendent level, district, individual schools, PTA
Senior citizen groups		Senior centers, clubs,
Service clubs		Rotary, Kiwanis
Social equity / Social justice		Social Justice Research Partnership, Girls Fly!, Fathers and Families of San Joaquin
Other municipalities		Water districts, cemetery districts, air, recreation, Police, Fire Dept.
Sports groups		Youth sports such as soccer, volleyball; Adult rec leagues, Senior leagues

Example Type	Fill in if applicable	Examples
Veterans		American Legion, veterans centers, VA hospital, advocacy groups
Youth - After school related		Youth Boxing league
Youth- other		Early Childhood Education – First 5
Other:		Knitting clubs; book clubs

Double check: do the people/groups on your community landscape list (above) reflect the diversity in your community?

- Socioeconomic
- Race/Ethnicity
- Geographic
- Gender
- Age
- Other

About the Institute for Local Government

The Institute for Local Government's (ILG) mission is to promote good government at the local level with practical, impartial and easy-to-use resources for California communities. ILG is the nonprofit 501(c)(3) research and education affiliate of the League of California Cities, the California State Association of Counties and the California Special Districts Association.

For more information about the TIERS Framework and Learning Lab, please contact publicengagement@ca-ilg.org

To access the Institute's resources on public engagement, visit www.ca-ilg.org/engagement

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The background of the image is a light beige or cream color, overlaid with a pattern of thin, light brown contour lines. These lines form irregular, wavy shapes that resemble topographic map lines, creating a textured, organic feel. The lines are more densely packed in some areas and more spread out in others, giving a sense of depth and movement.

Break



Cultural Competency & Language Access

Why Language Access Matters

- 6.7 million Californians > age 5 (19%) has limited English proficiency (LEP)
- LEP Challenges include:
 - getting/keeping employment
 - Accessing/ understanding services they might qualify for
 - be active civic participants in their communities.
- Title VI Civil Rights Act of 1964; CA Civil Rights + Bilingual Service Act

Why Language Access Matters

- More Effective Decision-Making
- Better identification of the public's values, ideas and recommendations
- More informed residents- about issues and about local agencies
- More community buy-in and support, with less contentiousness
- Improved decision-making and actions, with better impacts and outcomes
- Trust – Social Cohesion



ETHNIC MEDIA

Tips to Reach the Fastest Growing
Segment of American Media



What is Ethnic Media

Ethnic media is produced by and for immigrants, racial, ethnic and linguistic groups as well as indigenous populations living across different countries.

- 💡 Educates and orients newcomers to their communities.
- 💡 Focuses on life of the ethnic community and news from home countries.
- 💡 Reaches audiences with the same ethnic background in the same community, region, state or countries around the world.
- 💡 Includes for-profit and non-profit organizations with wide ranges of resources.

8 Tips On Partnering with Ethnic Media

- 1 Identify and get to know local ethnic media news organizations. Understand each media organization's purpose, desired content and audience. Develop and maintain ongoing relationships with them.
- 2 Include ethnic media in regular communications with media. Don't make ethnic media a communications afterthought.
- 3 Consider strategic partnerships to promote the use of local agency services or to co-sponsor or solicit participation in public engagement activities.
- 4 Create opportunities for ethnic media to access local government decision makers and senior staff. These meetings and communications can serve as opportunities for mutual learning.
- 5 Provide ethnic media with a list of staff experts whom they can call when they need information on specific issues. When possible, ensure these experts speak the same language as the targeted ethnic group.
- 6 Target events, stories and news releases to specific ethnic media audiences.
- 7 Provide accurate and culturally informed translations that make sense and reflect cultural nuances, including humor, as opposed to just a literal translation of a press release or other media content.
- 8 Use multiple communication channels. Create personal connections and learn about their publication, on-air, or online schedules and deadlines to know the best time to reach them.

Cultural Competency – What is it?





Wrap Up



THANK YOU

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