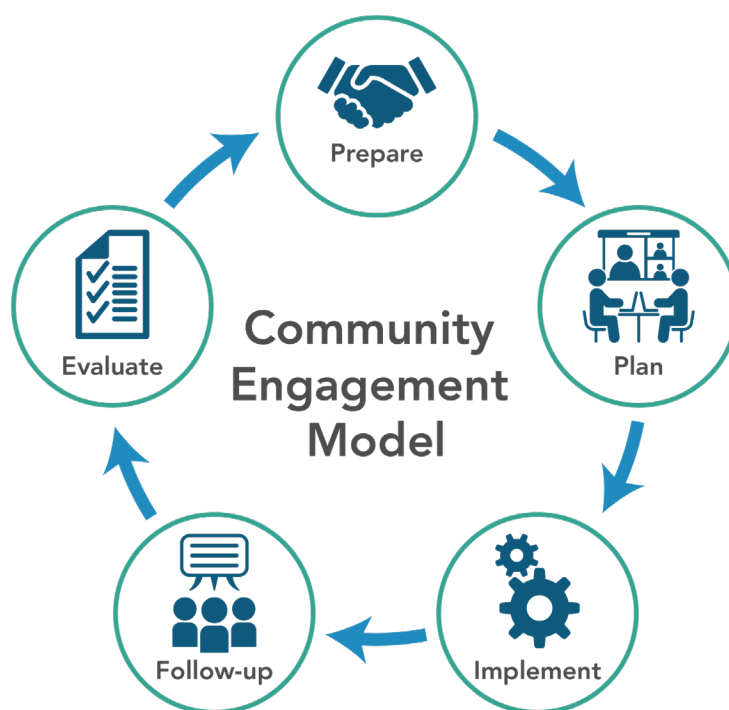


Community Engagement Model



December 2024

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Executive Summary

The Community Engagement Model (Model) intends to equip California Air Resources Board (CARB) staff with the essential knowledge, tools, and confidence to develop and implement effective community engagement plans to incorporate community perspectives during CARB program development. Consistent with CARB [Resolution 20-33](#), CARB seeks to build relationships with communities most impacted by air pollution who have experienced limited access to government staff and decision-makers. The Model will help CARB improve its ability to build and maintain relationships with communities throughout the State, especially communities impacted by inequalities, including racial inequalities. The Model is designed to support CARB's mission to serve the public in promoting and protecting public health, welfare, and ecological resources.

The Model was developed in partnership with diverse community voices. CARB engaged with [19 contracted Community Experts](#), held 9 virtual and in-person [Public Dialogue Sessions](#) with nearly 300 people, and hosted individual conversations with community-based organizations and the public. CARB received around 2,800 comments on the draft Model. CARB took a "yes" approach in responding to Model comments, honoring the community members' expertise, and incorporating as much feedback as possible into the Model. The detailed comment table, summary of comments and CARB's response, and Recommendations to Strengthen Community Relationships are available on CARB's [Community Engagement website](#).

The Model is organized into six major sections. The Introduction orients staff to the Model, community outreach and engagement, and some of California's history that shows the environmental injustices that necessitate this work. The remaining five sections provide in-depth step-by-step guidance for designing and implementing community outreach and engagement, following up, and evaluating the processes. A workbook accompanies the Model to help staff progress through the Model and plan engagement efforts.

Ultimately, the goal of the Model is to provide internal best practices for community engagement that ensures those impacted by inequalities, including racial inequalities, are meaningfully involved in creating and implementing CARB actions that impact their lives.

Introduction

The Model is a guidance document for staff developing a CARB action and considering incorporating meaningful community engagement in that process. CARB actions include policies, regulations, programs, and practices. The Model is designed to support CARB's mission to serve the public in promoting and protecting public health, welfare, and ecological resources. Staff should use the Model to strengthen their work by incorporating the perspectives of those most impacted by air pollution, climate change, and environmental injustice into their program development considerations.

This internal document contains guidance for CARB staff and is not legally binding. It is not a regulation. It does not create, expand, or limit any legal rights, obligations, responsibilities, or benefits of or to any person, and is not enforceable against CARB or any other person. Use of the Model does not supersede or take the place of actions to implement public notice and comment periods required by law such as the Bagley Keene Open Meetings Act, the California Environmental Quality Act, and the Administrative Procedure Act.

The Model is designed to equip CARB staff with the essential knowledge, tools, and confidence to develop and implement effective community engagement plans. It is also designed to inform staff about available methods to engage with communities. For questions on the Model email communityengagement@arb.ca.gov

The Model Introduction provides background and context through three parts:

- *Introduction to the Community Engagement Model*
- *Introduction to Community Outreach and Engagement*
- *Introduction to a History of California's Environmental Injustices*

One important aspect of community outreach and engagement is thorough preparation. It is crucial to front-load engagement work. Front-loading means taking time early in the process to research and strategize how to make efforts successful. With that in mind, you are encouraged to read through these introductions and understand why the Model was created and how it can be used.

Introduction to the Community Engagement Model

The Introduction to the Model provides a high-level guidance on using the Model. It also provides context for the Model's development and why community engagement is essential to CARB's actions.

Why was the Community Engagement Model Developed?

On October 22, 2020, the Board adopted [Resolution 20-33](#) to establish and enhance proactive measures to ensure racial equity in all CARB policies, regulations, programs, and practices (referred to as CARB actions), internal and external. The resolution calls on CARB staff to address institutional and structural racism through several mechanisms including identifying and implementing best practices for community engagement throughout all of CARB's actions.

The resolution and subsequent work affirmed CARB's commitment to working at all levels within the organization and externally to address environmental injustices and advance racial equity in achieving its air quality mission. CARB works toward a future where all Californians breathe healthy and clean air, benefit from actions to address climate change, and where race is no longer a predictor of life outcomes. CARB's [Racial Equity Framework](#), released in 2022, provides a shared foundation for an anti-racist organization and describes racial equity as both:

- An outcome—achieving racial equity means race will no longer predict life outcomes and outcomes for all groups are improved, and
- A process—ensuring those impacted by structural racial inequities are meaningfully involved in the creation and implementation of CARB's policies, programs and practices that impact their lives.

The Model works together with the Racial Equity Lens CARB is developing and helps operationalize racial equity as described in CARB's [Model of Organizational Change](#) and supports [CARB's Vision for Racial Equity](#), the [Racial Equity Framework](#), and [Resolution 20-33](#). The Racial Equity Lens is a series of questions designed to embed racial equity analysis in the planning and implementation of CARB actions. The goal of the Racial Equity Lens is to ensure CARB actions and decisions result in equitable outcomes and prevent or mitigate disparate impacts, and unintended consequences. Together, these tools support CARB's commitment to advancing racial equity and deepening community engagement efforts to make sure all Californians, especially

Black, Indigenous, and people of color (BIPOC) who experience marginalization and environmental injustices, are achieving equitable outcomes in air quality.¹

What are the Goals of the Community Engagement Model?

The goal of the Model is to provide best practices for community engagement that ensure those impacted by inequities, including racial inequities, are meaningfully involved in creating and implementing CARB actions that impact their lives.

The Model aims to achieve the following goals within the CARB organization:

- Integrate community engagement into the initial design of all CARB actions, ensuring priorities are directly informed by communities and lead to measurable outcomes.
- Align CARB actions with community needs when possible and set a standard for engagement while allowing flexibility.
- Clarify the processes of community engagement both internally and externally.
- Secure support and necessary resources for project teams to conduct community engagement.
- Share successful tools and engagement methods across CARB teams.

For CARB staff, the Model shares knowledge and tools to help:

- Determine the appropriate level of community engagement for CARB actions.
- Identify communities and affected parties, and provide opportunities for meaningful involvement with those individuals, organizations, and leaders through formal and informal processes.
- Develop engagement methods that could improve information sharing in ways that consider recognition justice, and distributive justice.
- Conduct outreach, education, and engagement that fulfills CARB commitments to equity, environmental justice, and procedural justice.
- Foster equitable outcomes for affected communities by considering and prioritizing community needs in developing CARB actions.
- Facilitate shared community ownership in developing CARB actions.
- Build or rebuild trust with communities.
- Maintain open and honest engagement, improve access and transparency, and provide timely follow-up.

¹ The Model and CARB use a variety of terms for different community groups. Definitions and explanations are found in [Appendix II: Consistency of Terms](#).

What is Meaningful Involvement?

Meaningful involvement in decision-making is sometimes referred to as procedural equity, procedural justice, or participatory justice. All of these connected concepts emphasize fairness and inclusion in the decision-making process but have different meanings and origins. For simplicity, we focus on procedural equity, which refers to “inclusive, accessible, authentic engagement and representation in decision-making processes regarding programs and policies.”¹ An underlying premise of procedural equity is that people most likely to be impacted by a decision should be able to influence those decisions. Relatedly, actions developed without procedural equity are unlikely to advance racial equity or environmental justice goals, even when well-intended. South Africa’s disability rights movement motto, “Nothing about us without us,” captures the heart of procedural equity and meaningful involvement.²

CARB’s Vision for Environmental Justice and Racial Equity commits to incorporating the *17 Environmental Justice principles* (Environmental Justice principles) developed in the 1991 First National People of Color Environmental Leadership Summit. Whenever possible, meaningful involvement should exemplify the Environmental Justice principles related to procedural equity:

- Principle 2: Environmental Justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.
- Principle 5: Environmental Justice affirms the fundamental right to political, economic, cultural and environmental self-determination of all peoples.
- Principle 7: Environmental Justice demands the right to participate as equal partners at every level of decision-making, including needs assessment, planning, implementation, enforcement, and evaluation.

Meaningful involvement through community engagement seeks to promote procedural equity while advancing the public’s priorities, values, and needs and ensuring follow through with communities.

What is in the Community Engagement Model?

The Model is designed to help CARB staff gain the knowledge, tools, and confidence needed to develop and implement a community engagement plan and to inform staff about available methods to engage with communities. The Model is organized into several sections. The name of each section is labeled in blue text. A description of each section follows the section title.

Introduction to the Community Engagement Model: Provides introductions to the Model, community outreach and engagement, and some of California’s history that

shows the environmental injustices that necessitate this work. Note outreach and engagement are different but complementary terms, and both are essential to effectively work with the public. Outreach informs the public about a CARB action and can increase participation in our work, while engagement is an ongoing mutual dialogue with communities based on involvement and collaboration.

Before Planning Your Community Engagement: Offers guidance on outlining the goals and objectives, scale, resource needs, broad audiences, extent of engagement, approach to evaluation, and some initial logistics.

Step 1.1: Identify Engagement Goals and Objectives

Step 1.2: Identify Engagement Scale and Decision-makers

Step 1.3: Identify Needed Engagement Resources

Step 1.4: Identify Broad Audiences

Step 1.5: Identify Where the Engagement is on the Engagement Spectrum

Step 1.6: Identify Evaluation Approaches

Step 1.7: Identify Initial Engagement Logistics

Planning Your Community Engagement and Conducting Outreach: Helps develop your engagement plan. This section includes information on where you will travel, who you will engage with, outreach methods, engagement activities, and logistical needs. Once your plan is developed, there is a design check to identify issues and improve your plan.

Step 2.1: Identify Specific Location(s), Communities, and Their Needs

Step 2.2: Identify and Implement Outreach Methods

Step 2.3: Select Activities and Strategies

Step 2.4: Determine Logistical Needs

Step 2.5: Engagement Plan Design Check

Implementing Your Community Engagement Plan: Provides guidance on how to implement the specifics of your plan. This section covers event preparation, hosting, and follow-up.

Step 3.1: Event Materials and Needs

Step 3.2: Translation of Materials and Interpretation

Step 3.3: Before an Event

Step 3.4: Host the Event

Step 3.5: Evaluate the Event

Step 3.6: Immediate Event Follow-up

Following up with Communities: Focuses on following up with interested parties, relationship building, and transparency.

Step 4.1: Public Follow-up

Step 4.2: Continuing Relationships

Comprehensive Evaluation of Your Engagement Efforts: Focuses on evaluating your overall engagement efforts and the resulting changes to your work moving forward. While this section focuses on comprehensive evaluation, evaluation is woven into the entire model.

Step 5.1: Evaluate your Engagement

Step 5.2: Post-evaluation Actions



Figure 1. Community Engagement Model diagram

How was the Community Engagement Model Developed?

In 2022, CARB responded to staff requests for further direction on community engagement by creating the Community Engagement Capacity Building Workgroup, consisting of 16 staff members from 13 divisions (*Appendix I: Model Team*) who developed the Model with support from a variety of resources. The team developed an initial model, informed by consulting partners such as Sarah Rubin from the California Department of Conservation and Christal Love Lazard who is now with the City of Elk Grove. CARB hosted a public meeting in *January 2023* to discuss the Model, plans to work with contracted community experts, and proposals to hold a series of public dialogue sessions to revise the Model based on community needs and expertise.

Through an open solicitation process, CARB contracted with *19 Community Experts* (*Appendix I: Model Team*) from across the State. The community experts have specific knowledge about their community, neighborhood, or field. CARB met with the community experts four times to discuss what the Model should include and exclude, public processes for developing the Model, how comments were transparently incorporated or addressed in the Model, and feedback on specific topics like youth engagement.

The Community Engagement and Capacity Building Workgroup posted a draft of the Model in October 2023. They accepted public comment for five months through public *dialogue sessions*, a public docket, email, and voicemail. The workgroup held eight virtual and in-person dialogue sessions with over 200 attendees, had individual conversations with community-based organizations (CBOs), and ran three focus groups with CARB staff and managers who engage with communities. These efforts generated around 2,800 comments, which were used to revise the Model. The Model is a living document and will be updated as recommended practices evolve.

How Should Staff Use the Community Engagement Model?

CARB staff can follow the Model to interact with the public through conversations, meetings, rulemaking processes, program development, and similar efforts. Following the Model involves adhering to the key principles (later described in Figure 4), consistently using the appropriate steps, applying best practices, and centering community needs in designing outreach and engagement efforts. Please note, the Model is not appropriate guidance for emergency response events like State mandated evacuations or safety emergencies.

The Model is an iterative document reflecting the nature of community engagement. In several sections, the Model describes steps for producing a draft plan or draft

content, which you will further develop through implementing steps in later sections. This iterative approach helps you balance involving other CARB groups, interested parties, and communities to co-design engagement efforts but not arriving empty-handed to those collaborations.

The Model is accompanied by a workbook to help you progress through the Model and plan your engagement efforts. Please remember to share outcomes and feedback to improve the Model (see [Post-evaluation Actions](#)).

How Does the Community Engagement Model Address Tribes?

The Model is not intended to and does not provide guidance on Tribal outreach, engagement, or consultation. To not conflate the process of developing a Model on community engagement with Tribal engagement, CARB will develop separate Tribal Engagement resources and staff advice. Please refer to CARB's Tribal Relations public [webpage](#) for more information on Tribal engagement.

What is Needed for Successful Community Engagement?

CARB should design community engagement to allow all affected parties to meaningfully participate in decisions that will impact their lives while simultaneously ensuring that community engagement and the broader CARB action is addressing environmental injustices and advancing racial equity. The following mindsets and commitments will help CARB successfully meet these objectives.

Agencywide (e.g., all staff, managers, and leadership)

- Develop an intentional, coordinated, and streamlined approach to conducting community engagement.
- Implement community engagement consistent with CARB's public service roles and commitment to address environmental justice and racial equity in achieving CARB's mission.
- Approach engagement with openness and effective communication.
- Practice active listening. Listen to understand and learn. Expect that community engagement will lead to better outcomes. Cultivate a habit of being able to accurately repeat back to the public their concerns.
- Set realistic decision-making expectations for interested parties while genuinely addressing community input.
- Cultivate emotional intelligence, which is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

- Involve and collaborate with communities to make informed decisions by accessibly sharing appropriate information and resources.
- Embrace a collaborative approach to all actions.
- Support cultural humility and competence by ensuring everyone understands and respects the cultural nuances and values of the communities being engaged.
- Commit to building or rebuilding relationships and acknowledging past inconsistencies or unintentional oversights in engagement efforts. Building trust requires time, effort, resources, transparency, and consistency.
- Be transparent and upfront about how community engagement will impact decision-making and what limitations exist. Document and make accessible a list of public feedback, responses to feedback, and how that feedback influenced major decisions. Transparency is important for building relationships, trust, and credibility.
- Maintain consistent engagement over a long period of time. Relationships are unlikely to develop in one meeting. Conversely, if you had a series of successful engagement events in 2010 and only returned in 2015, it is unlikely that relationships and trust from 2010 will be valid in 2015 unless you worked to maintain those relationships. In addition to relationship building, consistency helps to create credibility.

Leadership (e.g., board, executive, and division officers)

- Foster an agencywide understanding of the importance of community engagement.
- Institute agencywide diversity, equity, inclusion, belonging, and justice training.
- Support implementation of community engagement practices described in the Model in applicable CARB actions, consistent with Resolution 20-33.
- Seek appropriate resources, workload, and support for community engagement.

Managers

- Provide support by prioritizing community engagement efforts and distributing the workload equitably among staff. Allocate necessary resources (e.g., funding for community partners and relevant training).
- Assign dedicated staff to focus on community engagement and modify their duty statements.

Agency employees working with the public

- Recognize that communities are not monolithic. The social and environmental issues communities experience often encompass multiple intersecting issues and challenges. Communities include individuals with different experiences, needs,

identities, access to resources, and influence over government decisions that will impact them.

- Understand that many Black, Indigenous, and other communities of color are grappling with many different pressing issues and likely experience fatigue or capacity constraints for engagement.
- Acknowledge that communities have different histories of engagement. Some community members may be engaging with CARB for the first time, while others may have decades of experience with CARB. Previous engagement may or may not have gone well.
- Be willing to self-reflect and learn from the culturally diverse stories and experiences you encounter when working with communities. Be personable, friendly, approachable, and try to connect with people on a human level. Connect on shared experiences and values with humility in mind.
- Understand that communities may have different goals. Some community members may be entering an engagement focused on a singular outcome for them as individuals, their family, or their business. Others may focus on their neighborhood or a specific group of people (e.g., school children, port workers, etc.). Some may be focused on environmental justice or racial equity and others may not.

Introduction to Community Engagement

Understanding Community Engagement

At its simplest, community engagement is a process that uses public input to make a change. Community engagement supports the belief that people have the right to be meaningfully involved in decisions that will impact their lives.

Outreach informs the public about a CARB action and can increase participation in our work, while engagement is an ongoing mutual dialogue with communities to involve and collaborate. Community engagement is not a meeting or presentation but an ongoing dialogue that requires active listening and a multi-directional flow of information, insights, opinions, and expressions. Community engagement is not top-down communication or simply information sharing.

Equitable community engagement in all CARB actions is built upon essential non-discrimination statutes ([*Appendix III: Federal and State Non-Discrimination Statutes*](#)). These statutes are essential to community engagement, but meaningful engagement will go beyond this foundation.

Community engagement should increase access to participation, foster trust, and be transparent, honest, and unbiased. Community engagement should start by understanding and acknowledging a community's history, provide support for communities to participate, and be tailored to the specific needs and characteristics of a community.

Engagement is	Engagement is NOT
<ul style="list-style-type: none">• Creating processes for all CARB actions to incorporate meaningful involvement as an initial step that is sustained throughout the life of the action.• Facilitating a deeper understanding of issues and projects.• Providing a forum for sharing ideas.• Seeking out and understanding ideas, concerns, thoughts, advice, or recommendations.• Recording input received and turning it into actionable items.• Building relationships by interacting and listening to communities.	<ul style="list-style-type: none">• Only attending community meetings or special events.• Pressuring communities to accept a CARB action without dialogue to understand -- and mitigate if possible -- concerns.• Seeking buy-in of fully developed CARB actions without meaningful involvement throughout the action's development.• Public relations or marketing.• Education or information sharing only. Education or information sharing is often part of engagement, but not engagement on their own.• One-way communication.• Talking and listening to people without actionable items.

Figure 2. What engagement is versus what engagement is not

Why Does Community Engagement Matter?

As CARB serves the public, communities are an important component of regulatory and programmatic efforts and are partners in collaborative problem-solving. Communities have first-hand knowledge of their local environment and what they are experiencing, which offers invaluable expertise that CARB may not possess and can greatly inform priorities and solutions. Additionally, communities have their own desires and needs that may not align directly with a CARB action. Effective community engagement fosters a multi-directional relationship to help align CARB actions and community needs.

Communities experiencing the worst impacts of environmental degradation and climate change have historically been omitted from decisions that affect their

community and have justifiably felt frustrated with government agencies. In other cases, public processes that did not meaningfully involve those impacted by structural inequities led to engagement and outcomes that reinforced racial inequalities, even if unintentionally. This quote by Dr. Henry Clark, founder and executive director of West County Toxics Coalition in Richmond who stood with communities to challenge environmental justice issues, summarizes frustrations people can experience with community engagement:

“What’s the point of more outreach if the decisions are the same?”

-Dr. Henry Clark, U.S. EPA EJ Teach-in, March 6, 2014³

Over the years, CARB has consistently heard that it needs to improve its community outreach and engagement practices. Communities have frequently expressed that community engagement feels futile when community feedback is received but not considered, or when decisions remain unaffected. This lack of consideration is often a result of agencies soliciting community input late in the process. Below are two reports that emphasize the importance of prioritizing outreach and engagement and ensuring efforts have an impact on CARB’s actions:

- *Advancing Equitable Community-based Transportation Planning*: The Othering and Belonging Institute at the University of California, Berkeley and the Institute of Transportation Studies at the University of California, Davis evaluated the Sustainable Transportation Equity Project and Clean Mobility Options programs. In addition to the broader evaluation, the report recommended improvements to community engagement by suggesting that CARB prioritize equity; engage with underrepresented communities; identify and remove barriers to participation; develop institutional capacity for equity and engagement efforts; and increase transparency and accountability.
- *Environmental Justice Advisory Committee Community Engagement: Synthesis Report 2022*: The Environmental Justice Advisory Committee completed this report after their community engagement process for the 2022 Scoping Plan for Achieving Carbon Neutrality. The report emphasized five cross-cutting recommendations. First, improving equitable access to knowledge so communities can meaningfully participate in CARB actions. Second, incorporating language access by making all materials and events accessible to communities where English is not the primary language. Third, prioritizing sharing power and decision-making with communities. Fourth, directing efforts to improve health impacts. Fifth, deeply incorporating environmental justice communities’ knowledge and lived experiences into CARB actions.

Consistent and meaningful community engagement is an important part of efforts to build or repair relationships and trust with communities. Listening to community requests for better engagement, learning from external evaluations, and adapting new processes to meaningfully involve communities is critical to ensuring that CARB actions can lead to more equitable outcomes - especially racial equity outcomes- for all Californians.

Reasons to Conduct Community Engagement



Figure 3. Reasons for community engagement

Key Principles of Community Engagement

Key community engagement principles are described below. There is no order of priority, as all are equally essential to achieving meaningful community engagement.

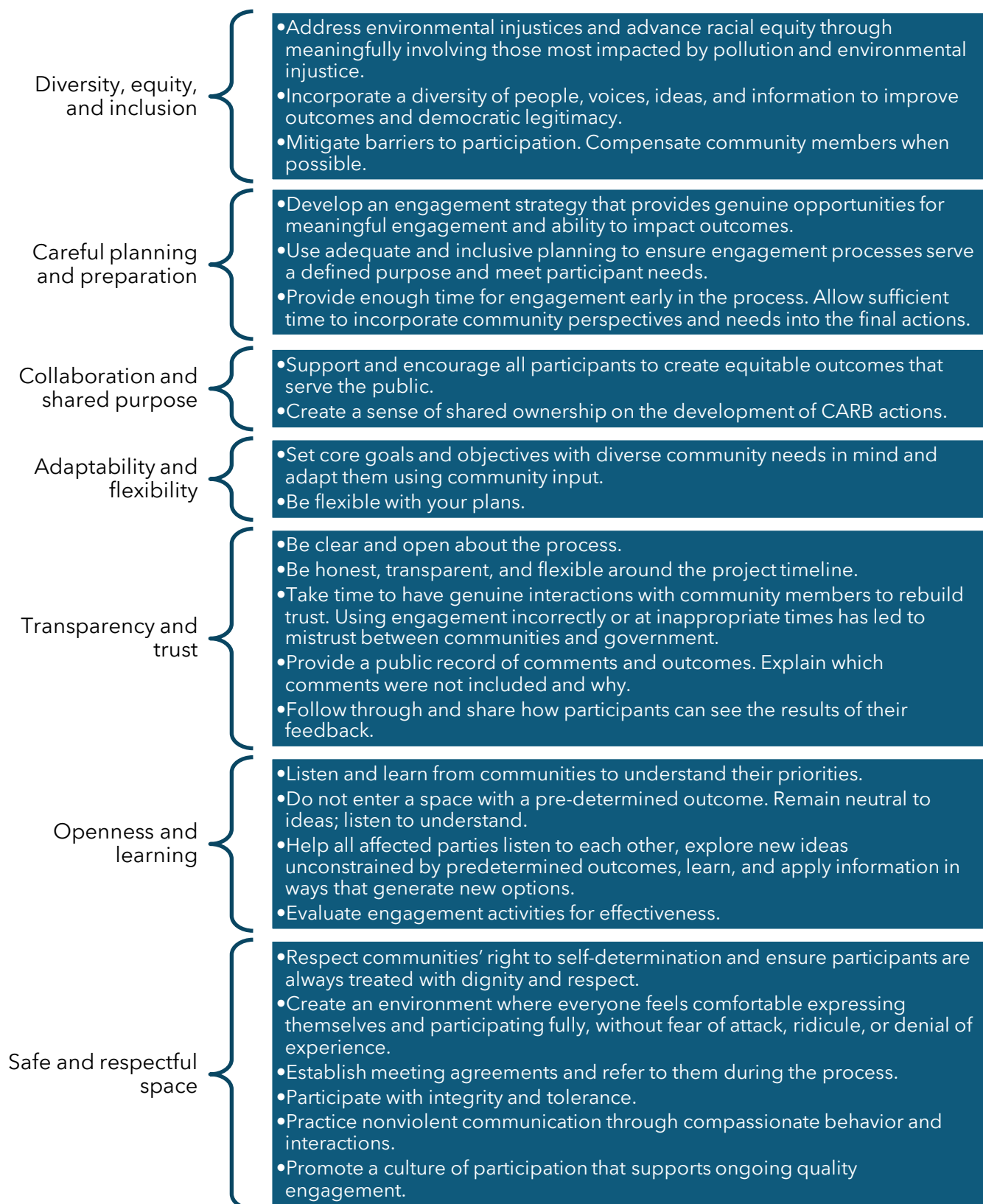


Figure 4. Key principles of community engagement

Actions to Avoid During Community Engagement

Communities may be upset or dissatisfied when CARB uses a “Decide, Announce, and Defend” approach to developing CARB actions. An example of this is community engagement where community organizations and members are engaged in dialogue, but it is unclear how or whether agencies incorporated what they heard, even after hearing significant feedback. This does not mean you will incorporate every change from each comment. It means that you should be clear about how comments were addressed.

The Model is designed to offer alternatives to “Decide, Announce, and Defend,” by co-designing engagement for the public on CARB actions. The Model bolsters an engagement process that actively provides and drives opportunities for communities to take part in the conversation, learn, and work collaboratively with CARB beyond providing input.

AVOID

Decide, Announce, and Defend

It is critical to avoid falling into a flawed “Decide, Announce, Defend” process, whereby CARB:

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

Introduction to a History of California's Environmental Injustice

Understanding Our Present Through California's History

As CARB approaches community engagement, it is important to understand and learn from the historical actions rooted in racism within California's history. Recognizing how these actions continue to affect communities and government decisions today is critical to implementing sustainable and equitable change. California is a known leader in progressive policies, especially as it pertains to the environment. It is also the most populous state⁴, one of the most culturally diverse states⁵, and one of the most linguistically diverse regions in the world.⁶ Despite significant air quality and climate mitigation policies, California communities continue to be impacted by poor air quality and climate change. Additionally, air quality and climate impacts are not evenly distributed, and racism is the most important driver of who bears the greatest burdens.⁷

Defining Individual, Institutional, and Structural Racism

Like other states and countries, California today is shaped by past actions, including racist decisions before and after California's entry as a state into the United States in 1850. This topic is not easily spoken about and is one that can create unease and discomfort. This history made race a predictor to poorer outcomes across health, education, wealth, environmental, and climate burdens. Ultimately, to understand today's environmental injustices, one must reflect on the individual, institutional, and structural racisms that create them.

Individual racism refers to stereotypical biases that individuals hold that are focused on groups of people according to their race or ethnicity. Institutional racism includes policies, practices, and procedures that uphold white supremacy by working better for white people than for Black, Indigenous, and people of color, sometimes unintentionally or inadvertently. Structural racism encompasses the history and current reality of how multiple systems routinely interact and produce cumulative and chronic adverse outcomes for people of color.

This document summarizes some intentionally racist policies from many different institutions - banking, insurance, realty associations, and local, state, and federal governments. Several State agencies have acknowledged the role of institutional and structural racism in present-day disparities. For example, Caltrans acknowledged in its [equity statement](#) that communities of color and underserved communities experienced fewer benefits and a greater share of negative impacts associated with California's transportation system. [The Strategic Growth Council](#) and the [California Air](#)

Resources Board adopted resolutions that specifically identify the disproportionate burden and barriers communities of color face. CARB's *Community Air Protection Program Blueprint 2.0*, approved in October of 2023, describes structural racism as the root cause of today's air quality disparities. These statements and guidance documents acknowledge that institutions and other forces created systems that harmed and oppressed communities of color.

The following sections provide examples of California's history related to inequitable burdens on communities today. Though it is not possible to address all of California's history nor every driver of inequality, these examples are entry points to further develop an understanding of forces that shape environmental and social injustices across the state.

Tribal History in California

Indigenous Peoples have lived within what has become modern-day California since time immemorial, which is defined as time in the distant past beyond memory or record. They continue to hold all lands and waters within modern-day California as sacred. Prior to European colonization, approximately 300,000 Indigenous Peoples, organized in over 500 groups, speaking 300 dialects of 100 languages, all lived within California's current borders.⁸

Spanish Colonization and Missions

Indigenous Peoples in California have withstood and persevered through a long history of settler colonialism and systemic state-sanctioned violence, which began with Spain claiming California in 1542. In 1769, Spain expanded missions, pueblos, and rancheros from Mexico through coastal California by taking land, enslaving Indigenous Peoples, and practices of cultural genocide like forbidding Indigenous languages. By the time of Mexico's independence from Spain in 1821, a significant number of Indigenous Peoples died because of Spanish colonization.⁹

Mexican Republic

Following Mexico's independence from Spain, several social and economic changes further shaped environmental and social landscapes in California. Mexico secularized the missions and distributed the land to well-connected families while providing other large land grants to establish rancheros for cattle and sheep ranching, furthering Indigenous land dispossession.¹⁰ Additionally, livestock introduced by Mexican settlers impacted native vegetation and wildlife, fundamentally altering subsistence, cultural, and spiritual resources for Indigenous Peoples.¹¹

Early California Statehood

As California came under United States control following the end of the Mexican-American war in 1848, settler colonial policies and actions were continued by individuals, the new State of California, and the federal government. For example, the "Act for Government and Protection of Indians," removed Indigenous Peoples' voting rights, permitted indentured servitude, and authorized land theft.¹² The California gold rush – in which thousands of white settlers moved to California – further escalated land dispossession, exposure to diseases, and settler violence that negatively impacted Indigenous Peoples.

In the 1851 State of the State address, California's first Governor, Peter Hardeman Burnett stated, "...that a war of extermination will continue to be waged between the races until the Indian race becomes extinct must be expected."¹³ Governor Burnett and his successor paid more than \$1.5 million to vigilantes, militiamen, and military to erase Indigenous Peoples from the State.¹⁴ In addition, Governor Burnett and other State leaders advocated against ratifying 18 treaties that were hostilely negotiated with more than 500 Tribal leaders that would have acknowledged Tribal legal status, sovereignty, and land rights to approximately 33% of California.¹⁵ In response, the U.S. Senate did not ratify the treaties and ordered them sealed for 50 years.¹⁶

California statehood also changed how Mexican people were treated individually, institutionally, and legally. Following the Mexican-American war, Mexicans living in California became U.S. citizens, however; their property and legal rights were slowly eroded and as migration increased, they were subjected to discrimination, deportation, and violence.¹⁷

Segregation Policies

Individual, institutional, and structural racism practices were expanded and incorporated into additional State and local laws, which outlawed or restricted immigration, labor, voting, and cultural practices for Indigenous, Asian, Latinx, and Black residents in the State.¹⁸

In tandem, a combination of segregated housing and schools, racial covenants in housing deeds, racial zoning ordinances, and comprehensive zoning laws and policies emerged that dictated where people of color could live, work, and learn. In 1851, San Francisco established segregated public schools, which became State law by 1860.¹⁹ The city also passed a series of racial zoning ordinances in the 1860s and 1870s targeting residents of Chinese descent, leading to thousands of arrests.²⁰

These practices were enforced by individual actions, institutions, and legal systems and often co-occurred with racial violence or the threat of racial violence.²¹

Simultaneously, over 100 California sundown towns emerged in the late 1800s through the mid-1900s, which forbade people of color from living there or forced them to leave by nightfall under the threat of violence.²²

Explicit and implicit racial zoning practices were further embedded into citywide zoning. For example, Los Angeles' 1908 zoning ordinance separated land uses and banned businesses from residential areas, but also specifically targeted laundries owned by people of Chinese descent.²³ Similar zoning ordinances excluded businesses or establishments that were typically associated with different races and ethnicities. Single-family zoning was often used to create economic barriers and wealthier white housing enclaves. Conversely, mixed or industrial land uses were zoned in lower-income communities of color. These laws were often coupled with racial covenants, which included deed provisions preventing home sales to people of color. Racial covenants in housing deeds - restricting who could own the house based on race - were often used in emerging housing developments like the 1910 Mission Hills developments in San Diego that were built and advertised as white-only neighborhoods.^{24,25} The 2023 California Reparations Report notes that by 1940 over 80% of homes in Los Angeles had racial covenants preventing Black ownership.²⁶

The multitude of laws, policies, and practices effectively segregated cities and regions throughout the State, and their impacts were further entrenched through practices like redlining, urban renewal, and white flight.

The New Deal and Redlining

The above practices were mostly examples of local or state racist policies that were common across the United States. Federal programs, especially those emerging during the New Deal, further segregated towns and cities.²⁷ The federal Home Owners' Loan Corporation (HOLC) was created to help prevent foreclosures from the Great Depression through refinancing and low interest loans. The Home Owners' Loan Corporation created risk assessment maps for approximately 239 U.S. cities that graded a neighborhood A-D, with A neighborhoods representing the most secure investment and D neighborhoods representing the riskiest investment.²⁸ The grades were color coded green, blue, yellow, and red, which is where the term redlining comes from. Red neighborhoods were almost exclusively co-located with Black residents, and at times, Latinx and Asian households. Whereas green neighborhoods were always overlaying higher-income white neighborhoods.²⁹ Figure 5 shows an example of redlining in Fresno in 1936.

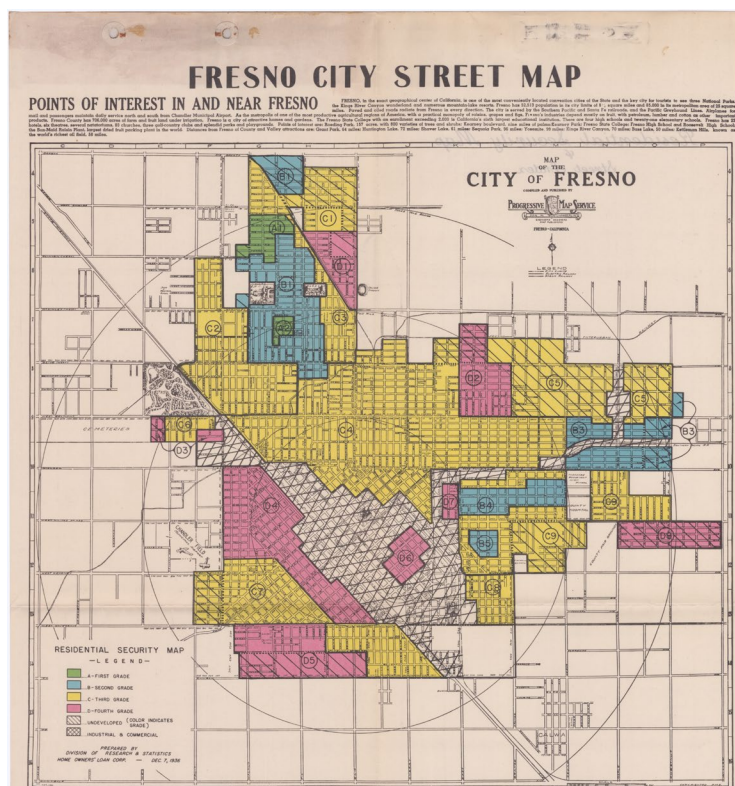


Figure 5. 1936 Home Owners' Loan Corporation map of Fresno

While redlining emerged from a federal program, it demonstrates how multiple laws, policies, and actions in multiple parts of society worked together to further segregate cities. Note the Federal Housing Authority Underwriting Manual published in 1938 says, "protection from adverse influences is through the medium of appropriate and well-drawn zoning ordinances...Deed restrictions are apt to prove more effective than a zoning ordinance in providing protection from adverse influences...Usually the protection from adverse influences afforded by those means includes prevention of the infiltration of business and industrial uses, lower class

occupancy, and inharmonious racial groups."³⁰

The reference to "well drawn zoning ordinances" and "deed restrictions," is only applicable to local governments that establish zoning regulations. In contrast, deed regulations can be established by local governments, banks, and homeowners' associations. Further, the "infiltration of inharmonious racial groups" is coded language for the integration of people of color into white neighborhoods. The reference to "business and industrial uses," signaled that polluting land uses were to be kept out of white neighborhoods to protect investments and instead were to continue to be built in or near redlined communities.

The Home Owners' Loan Corporation risk assessment maps often drew from existing racial segregation and guided lending policies by local banks and the Federal Housing Administration that influenced if and how homeowners could access credit, assessed home values, and then influenced where cities invested resources for things like streets, infrastructure, and other services.³¹ In practice, redlining often prevented Black, Latinx, and Asian residents from getting a mortgage, devalued their homes, or

provided mortgages at above-market rates.³² Redlining and public housing policies also greatly influenced where Black residents could live as they moved to California cities for manufacturing jobs during World War II. Often, Black defense worker housing was of lower quality and built next to shipyards compared to white defense worker housing, which was often of higher quality and further away from manufacturing sites.³³

Approximately 239 cities including 14 in California were officially redlined² including Alameda, Albany, Berkeley, Emeryville, Fresno, Los Angeles, Oakland, Piedmont, Sacramento, San Diego, San Francisco, San Leandro, San Jose, and Stockton.³⁴ While redlining was one of many racial segregation practices, the geographic maps used to redline neighborhoods allows researchers to show how spatial segregation in the 1930s continues to impact spatial segregation and social outcomes today. For example, research demonstrates that formally redlined neighborhoods in California continue to be racially segregated with a greater number of Black and Latinx residents. Formally redlined areas are hotter, less vegetated, and more polluted, and the people living there have higher rates of asthma, cardiovascular disease, cancer, infant mortality, and COVID deaths.³⁵ These differences can be deadly. For example, in Fresno there is a 20-year gap in life expectancy between north and south Fresno that falls closely along redlining patterns.³⁶

Interstate Highways

Around the time redlining was initiated, state and local governments chose to design interstate highways in a way that created a physical barrier that separated Black, Asian, and Latinx families from white families, furthering segregation. Governments first designated these areas as “slums” and “blighted neighborhoods” and used eminent domain to clear them out, intentionally displacing many communities of color.³⁷ The displacement and physical barriers from the highway systems were further reinforced through transit system development. For example, Black communities were displaced in Oakland and Berkeley to build Bay Area Rapid Transit stations in the 1960s.³⁸ Redlining and development of the interstate highway system used explicitly discriminatory practices and are examples of institutional and structural racism.

² If you would like to learn more information about the history of Redlining across the US, we suggest reading *The Color of the Law* by [Richard Rothstein](#).

White Flight

Between the 1930s to 1960s, when Black people moved into previously predominantly white neighborhoods, racially prejudiced white families moved away in part due to the belief their property values would decrease.³⁹ To manipulate home prices, real estate firms would hire Black women to push strollers with their babies through white neighborhoods or Black men to drive through the neighborhood playing loud music. This practice, called blockbusting, further contributed to the belief that property values for white families would decrease if Black families moved to the neighborhood. Black households were often unable to invest money into their property because of exorbitant monthly mortgage payments set by banks. This led to poor neighborhood quality and white families believing their Black neighbors neglected their property.⁴⁰ These actions contributed to white flight, further segregating neighborhoods.

Leapfrog Development

There was a mass migration of Black people fleeing the states in the South and racist laws that legalized segregation and other discrimination against Black people – referred to as the Jim Crow South – in the 1930s and 1940s. As they arrived many Black people were only allowed to settle in segregated labor camps dispersed across California's Central Valley and near war-effort manufacturing centers. Many of these camps consisted of shacks and tents and were located on the fringes of urban centers, outside municipal boundaries. Most of these areas 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 leapfrog annexation and development policies that purposefully excluded these communities of color and deprived them of municipal services. Annexation is when cities extend municipal boundaries to bring areas and residents into official city limits. When an area is annexed, residents have access to city goods and services, city voting rights, and are subjected to any city taxes or fees.

Leapfrog annexation has been characterized as a type of gerrymandering, historically used by small cities and towns to avoid annexing Black communities, thus reducing their voting power, and denying them municipal services.^{41,42} Several locations in California only provided basic infrastructure and services because it was decided that additional infrastructure was too costly to maintain.⁴³ For example, the 1973 Tulare County General Plan 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."⁴⁴ Similar to the policies and

practices above, the Tulare County General plan used race-neutral language which was actually racially coded. For example, “communities with little or no authentic future,” and “non-viable communities,” were coded terms organizations often used for low-income residents or people of color.⁴⁵

The link between segregation practices is evident in rural and urban communities. In rural communities, leapfrog development and annexation policies excluded communities of color. Many communities are deprived of municipal services or underserved and do not have safe drinking water and experience poor air quality.⁴⁶ In urban communities, the lack of investment in public goods such as tree planting has created a clear link between higher heat and redlined neighborhoods. Additionally, impacts from segregation led to depressed property and housing values in many urban areas.⁴⁷ Many of these communities also now face gentrification pressures, where a low-income or working-class neighborhood experiences increased numbers of more affluent residents and businesses that increase property values and push out lower-income residents who can no longer afford to live in the community. For example, 87% of San Francisco’s redlined neighborhoods now experience gentrification^{3, 48}

Historical Policies Contributing to Today’s Challenges

Genocide, dispossession, exploited labor, redlining, racialized land use, zoning, and transportation policies have shaped California’s landscape, leaving an indelible impact on the opportunity to generate wealth and choose where and how one lives. This has contributed to negative health impacts for people living near pollution sources and to urban sprawl, which contribute to air pollution and greenhouse gas emissions. These and other past practices have ultimately resulted in lasting environmental impacts, under-resourced communities, unbalanced growth, racially segregated neighborhoods, and a wide cluster of racial inequities that warrant change.

This brief section cannot comprehensively cover California’s past or present injustices nor the long history of resistance and movement building. You are encouraged to learn more through CARB-organized speaker series, reviewing documents or resources linked in the Model, and taking other opportunities to deepen your understanding and motivation for action.

³ The [White Paper on Anti-Displacement Strategy Effectiveness](#) offers additional information on gentrification and policy implications related to CARB’s work.

What Can You Do?

CARB's mission is to ensure a healthy California by acting to protect every person in the State from the harmful effects of air pollution and the impacts of climate change. Recognizing and understanding how past practices have shaped our current landscape is critical. As CARB fulfills its mission, understanding past and current inequities will be essential to help ensure equitable outcomes and strong alignment with CARB's *Racial Equity Framework and Model for Organizational Change*. The organizational change model calls on CARB as public servants to use a racial equity lens, partner with allies to advance racial equity, and act with urgency. The Community Engagement Model is one process CARB staff can use to make a positive impact on California by helping to correct these injustices as it relates to CARB's mission and jurisdiction. The process of meaningfully engaging with communities, especially those most impacted by structural racism and pollution, to address their air quality and climate needs can help ensure more equitable outcomes in CARB programs and activities.

Before Planning Your Community Engagement



This section guides you through the key considerations for planning effective community engagement. While not every step is a deep dive, it is designed to help you start thinking holistically about your engagement plan.

There are a few things to keep in mind:

- Most of the work happens before the event begins.
- It is important to clearly define and outline the goals and objectives for your community engagement efforts. These goals and objectives may require both long- and near-term engagement efforts and should be created collaboratively with communities. Once the goals and objectives are established, they will guide and inform all the work that follows to create an effective community engagement plan.
- A staff person should be identified to lead the community engagement effort. However, completing and implementing an engagement plan needs to involve the entire team.
- Remember to be flexible. Your goals, objectives, timeline, and actions may likely change in response to community needs or priorities.
- The Model assumes that you have reviewed and applied [CARB's Racial Equity Lens](#). If you have not reviewed CARB's Racial Equity Lens, please do so. There is no predetermined order with these tools. If you have questions about the Racial Equity Lens, please reach out to CARB's Office of Racial Equity.

There are seven steps in Before Planning your Engagement:

Step 1.1: Identify Engagement Goals and Objectives

Step 1.2: Identify Engagement Scale and Decision-makers

Step 1.3: Identify Needed Engagement Resources

Step 1.4: Identify Broad Audiences

Step 1.5: Identify Where the Engagement is on the Engagement Spectrum

Step 1.6: Identify Evaluation Approaches

Step 1.7: Identify Initial Engagement Logistics

Step 1.1: Identify Engagement Goals and Objectives

Before developing your community engagement plan, it is important to walk through the following questions as a team.

What CARB action is your community engagement supporting?

Prior to defining the goals of the community engagement plan, you should understand the intent of the CARB action and the reason for engagement. Understanding this context helps you clearly define your community engagement goals and objectives for the CARB action.

- What action will the engagement support?
- What community needs could this CARB action support?
- Why and how did the action come about?
- When is the action planned to go into effect?
- How will community engagement align with the CARB action?

In some cases, the CARB action may be to listen and understand community needs, concerns, and goals. For example, listening tours may eventually lead to a CARB action but are not emerging from a specific CARB action. Engagement efforts like these should strive to understand community needs and goals and then develop or align CARB actions to address those goals.

How will community engagement impact the CARB action?

You should be ready to discuss the answers to these questions for community members to help establish why they are being engaged and what will come from their participation. Answer each of the following questions to help develop the goals and objectives for your community engagement plan:

- How can input from affected parties make a difference in the CARB action?
Understanding the “why” is important when thinking through and framing your objectives. It is also important to set expectations for the community’s role in shaping an action to support transparency. Plan to present all the information a community needs to know about an action, focusing on matters that can be impacted by their input. Asking for input and not considering and responding to it creates distrust.
- What is the potential impact and benefit of community engagement on the action?
- What do you hope to learn from the affected parties?
- What have we already heard from communities on this topic? Can the goals, objectives, and engagement effort address previous feedback and recommendations?

- How can we elevate communities' experiences and expertise in these engagement efforts?

What are the community engagement racial equity goals?

You may refer to the previously applied Racial Equity Lens to answer the following questions:

- What are the specific racial equity goals, outcomes, and considerations for the overall action and the proposed engagement?
- How will engagement support the racial equity goals and outcomes?

What are the community engagement goals?

Using the above information, write a short, broad statement focused on desired results. Goals usually need to be achieved over a long timeframe. Examples are provided below.

- **Example goal:** Engage communities on a light-duty vehicle regulation in anticipation of a formal rulemaking process around zero-emission vehicles to understand concerns and technical issues on a nuanced level.
- **Example goal:** Revise incentive program funding guidelines by engaging applicants, community-based organizations, and the public to understand program opportunities and concerns.
- **Example of an inadequate goal - do not do this:** Involve communities in a heavy-duty vehicle regulation by hosting a single pre-Rulemaking workshop.

What are the main community engagement objectives?

These objectives will guide the conversation and discussion as you begin to develop materials and resources. There may be multiple objectives related to a single goal. Objectives are specific actionable targets that need to be achieved in a shorter timeframe. The acronym SMART, which stands for Specific, Measurable, Achievable, Relevant, and Time-Oriented, can be used to help develop your objectives.

- **Example objective:** Deepen relationships with community members concerned about air pollution, toxics, and climate change and the effects of the CARB action on their communities, etc.
- **Example objective:** Better understand the perspectives and concerns of communities living near oil wells.
- **Example objective:** Equip residents, advocates, and affected parties with the information they need to access incentive funds.
- **Example objective:** Conduct outreach and engage with affected parties in rural regions.

- **Example objective:** Inform diverse audiences about opportunities to provide input on setback requirements.

Step 1.2: Identify Engagement Scale and Decision-makers

What is the scale of the community engagement effort, and who has decision-making authority?

The scope and scale of community engagement will impact the staffing, budget, and timeline of your community engagement plan and CARB action. You should understand the scope and scale of the engagement by answering the following questions:

- At what scale is the CARB action happening?
 - **Example scale:** The Community Engagement Model is a multi-year agencywide action to develop guidance that may be implemented where feasible in development of CARB actions throughout the State.
 - **Example scale:** The Research Division is using a six-month engagement process to help develop the division's 5-Year Strategic Research Plan. This impacts the division scale and is applicable to other CARB divisions and research throughout the State.
 - **Example scale:** The Study of Neighborhood Air near Petroleum Sources is a comprehensive community air monitoring action that involves consistent coordination between multiple divisions and other agencies to monitor air quality communities across the State. Monitoring takes place for approximately one year in each community, but the planning stage and transition to new sites extends the process to multiple years of engagement per community.
- Who has final decision-making power in approving the engagement plan and how outcomes are addressed?
 - **Example decision-making:** Approval of the engagement efforts and outcomes for the Community Engagement Model is with the Transportation and Toxics Division Chief and the Deputy Executive Officer of Equity, Communities, and Environmental Justice.
 - **Example decision-making:** Approval of engagement efforts for the Research Division's 5-Year Strategic Research Plan is with the Research Division Chief and Deputy Executive Officer of Climate Change and Research.
 - **Example decision-making:** Approval of the Study of Neighborhood Air near Petroleum Sources engagement efforts lie primarily within the Industrial Strategies Program Assessment section manager and the Oil and Gas and GHG Mitigation branch chief. When warranted, approval of engagement efforts is elevated to the

Industrial Strategies Division or Assistant Division Chief and Deputy Executive
Officer of Climate Change and Research.

Step 1.3: Identify Needed Engagement Resources

Determine the appropriate level of staffing and resources, staff roles, and expectations for the engagement effort. Ensure that your community engagement plan is adequately staffed, with clear roles, a sufficient budget, and enough time to support the engagement efforts. If resources are limited, you should first approach your management to request additional resources, staff, or time for the effort. If management is unable to provide these resources, work with them to match your engagement with your resources. For example, you might need to change in-person meetings to virtual meetings to reduce travel costs and staff time needed. Communities may be impacted by these types of decisions, so be transparent about reasoning. For example, there will be a virtual meeting versus an in-person meeting due to lack of funding. Include communities in these efforts to identify creative ways to address limited resources. An example of a creative solution could include hosting virtual watch parties with a designated community-based organization.

Which staff should be involved?

- Are proposed staff leads equipped to manage a community engagement process?
 - What community engagement experience do they have?
 - Do they understand equity issues, and are they able to navigate situations when those issues surface?
 - Do they know how to resolve conflicts?
 - Do they practice cultural humility and competency (see [Do staff have cultural competence?](#))?
 - Do they have good active listening skills?
 - Do they show respect for the ideas and opinions of others?
 - Are they able to think quickly, improvise, and adjust to the needs of others?
- If proposed staff leads do not have community engagement experience, what trainings have they taken ([see Appendix IV: Resources and Trainings Available to CARB Staff](#)) related to these issues?
- If proposed staff leads do not have community engagement experience, are there informal mentorship opportunities, or shadowing, with experienced staff for this engagement?
- Have you, as the lead staff for this engagement effort, checked in with staff to see if there are other resources and trainings they need to feel prepared?

What roles should staff take, and what are the expectations?

- Outline each role and what people are expected to do. This clarity prevents misunderstandings and helps everyone recognize their responsibilities. Potential roles include:
 - Decision-maker or person with approval authority (typically upper management)
 - Project manager
 - Workgroup members:
 - Contract manager and liaison
 - Communications liaison
 - Legal liaison
 - Translation assistance
 - Event planner (e.g., venues, equipment rental)
 - Community feedback manager
 - Facilitators
 - Recordkeepers / notetakers
- How much time is each staff member expected to regularly dedicate to the engagement? Are there instances when staff might need more time? For example, regularly five hours a week, and 15 hours a week during community events.
- Once potential staff, roles, and time requirements have been established, ensure there is management support and staff duties have been adjusted to accommodate community engagement efforts.
- Create a list of tasks and timelines and assign staff to those tasks according to their roles.
- Revisit these roles as the community engagement plan is further developed to ensure the efforts are appropriately staffed.
- Check in with the team as the project evolves to make sure workloads are appropriate, tasks are on track, and staff feel involved and have the resources and trainings they need to be confident in community engagement efforts.

Do staff have cultural competence?

Developing cultural competence⁴⁹ - the ability to understand, communicate with, and effectively interact with people across cultures - is an important skill for staff to possess. Cultural competence is grounded in cultural humility, which is a process of self-reflection that helps you respect and appreciate cultural differences. Cultural humility and competence are demonstrated in the attitudes, behaviors, practices, and policies of people, organizations, and systems. Staff should be aware that cultures are always evolving.

Examples of cultural competence include: understanding if the music, art, or images for an engagement event are relevant; awareness of important cultural norms and worldviews; and knowledge of the historic context and past harms that have been done to the community,

among others. Please refer to [Appendix IV: Resources and Trainings Available to CARB Staff](#) for relevant trainings that can help develop cultural competence.

Will you need an external facilitator?

An external facilitator can act as a neutral third-party and assist you when two parties are at an impasse and unable to move forward or if the issues being discussed are contentious and complex. Refer to [Appendix V: Facilitator Selection Criteria and Skillset](#) for recommendations on selecting an effective facilitator. Some community-based organizations might be able to serve as external facilitators. An external facilitator requires funding and a contract that typically takes three to eight months to process, depending on where we are in the funding process cycle. The costs are typically high (typically more than \$5,000 for each individual event), so carefully consider if there are alternative solutions. There are CARB staff with facilitator training or experience who may be helpful if the team does not have someone with facilitation experience; however, CARB staff will not be viewed as a neutral third-party.

What is your budget?

What is the budget for your community engagement effort? You must work with your management team to discuss the anticipated needs and get more funds allocated if needed. This discussion must happen as early as possible so that funding can be dedicated to the project, if available. The budget will greatly impact the type and extent of engagement your team can do and requires significant lead time to understand the scope of work that can be accomplished. If the funds allocated for the project are smaller than anticipated for the desired scope of engagement, brainstorm alternative approaches to engaging with affected parties. These alternatives still need to meet community needs, and some creativity may be needed. A couple of suggestions to assist in this scenario include, partnering with other groups to assist with engagement and shifting some in-person events to virtual events.

Financial resources to consider include budgets for the associated CARB action, annual budget allocations, and end-of-year funds. Contact the Financial Services Division about appropriate contracting options.

Significant budget items to consider include:

- Bid or no-bid service contracts (less than \$10,000) for:
 - Community expert compensation (see [Compensate communities](#)).
 - Community-based organizations to support event outreach and co-hosting.
 - External facilitators.

- Bid service contracts (more than \$10,000) for:
 - External facilitator contracts.
- Goods and services using existing contracts or other processes:
 - Venue rentals.
 - Staff travel.
 - Translation and interpretation costs are often covered through CARB's agencywide contract; however, there are times when costs need to be covered by your division. When arranging translation and interpretation get estimates for any costs that will not be covered by CARB's contract.

Compensate communities

It is crucial that CARB compensates communities for their expertise when it is a service to the state. Compensation supports residents, especially those from historically underserved communities, removes participation barriers, recognizes communities for their unique perspective, and makes it easier for them to meaningfully engage with CARB. Compensation can also provide the opportunity to engage with new groups unfamiliar with CARB or who are hard to reach.

You should work with management to secure adequate funding and processes to compensate communities in appropriate circumstances. When determining a budget for compensation, start with understanding what service the expertise will provide to CARB and the needs of those you will be working with. If the work can be broken down hourly, ensure the hourly rate is sufficient and fair. CARB is currently evaluating the range of hourly rates and will provide staff guidance in the future. This section will be updated when that information is released. In the meantime, contact CARB's internal compensation workgroup for their recommendation.

Currently, the most common way to compensate communities is through service contracts set up between CARB and individuals or organizations. Service contracts can be less than \$10,000 and are often used to pay for in-depth engagement with a set number of deliverables. Contracts more than \$10,000 require public solicitations through Requests for Proposals with longer durations and funding values, which require additional administrative processes that can take six to twelve months and require significant contracting experience. Contract deliverables can include providing written or verbal feedback, attending engagement events and providing input, co-hosting engagement events, co-developing trainings, and co-creating materials. Please note that service contracts with individuals will have tax implications for them, and they should be aware of this before entering into the contract. Before starting any contract process, consult with the Legal Office and the

Financial Services Division. Work with individuals and organizations to answer their questions or to assist them with applications, paperwork, or contracts when possible.

CARB acknowledges that communities have identified compensating uncontracted individuals or groups, providing uncontracted travel support, offering childcare or eldercare, or providing food for community meetings or events as participation barriers for several years. There are many challenges to overcoming these barriers. CARB commits to exploring opportunities to reduce or eliminate barriers to community participation in CARB's engagement and partnership activities.

Step 1.4: Identify Broad Audiences

Who are the broad audiences for your engagement effort?

Begin selecting broad audiences from Table 1 below by creating a list of diverse groups you would like to participate in your engagement effort. Potential questions to help develop this list include:

- Who do CARB staff recommend engaging with? You can do this by:
 - Coordinating with other divisions within CARB to learn who they have been working with and the types of feedback or concerns they have heard.
 - Looking at internal contact lists.
 - Learn about the communities that the Office of Community Air Protection works with by exploring [Community Hub 2.0](#), an interactive mapping tool which highlights 1) Community Air Protection Program (CAPP) communities (19 as of 2024) and 2) communities that have been consistently nominated for the Program. Search for key [strategies and actions](#) across all of the Community Emissions Reduction Programs at the CommunityHub. Reach out to the Office of Community Air Protection to learn more.
 - Talking to the Office of Environmental Justice, Tribal Affairs, and Border Relations to see if this falls under the purview of the AB 32 Environmental Justice Advisory Committee or if the Tribal Advisory Committee would be interested in the effort.
- Are there pre-determined groups you need to engage with given the CARB action the engagement is supporting?
 - For example, is the action related to port workers or communities living near an active oil field?
- Have community partners recommended including specific groups or people?
- Have you spoken with existing contacts from different communities? Who do they recommend engaging?

- You can begin to identify other interested parties by answering the following general questions:
 - Who will be impacted by the CARB action?
 - Whose air quality stands to be altered by the CARB action?
 - Who needs to know about the CARB action? Think about who requirements could impact or groups with interests that could be impacted.
 - Who can or will contribute to this conversation? Who has lived, learned, or professional expertise?
 - Who has discussed this topic or worked on similar CARB actions?
 - Who has been missing from previous conversations on this topic?
 - What is the history of this action in communities and with other affected parties? Does this history indicate who should be involved in engagement?
 - What feedback has the public provided related to this action and can that help identify other affected parties?
 - Should you think about working with educators with backgrounds in ethnic studies or youth engagement groups?
- Can you identify hard to reach groups that will be impacted by the action and that should be engaged? These may be groups CARB has not worked with previously.
 - For example, migrant farmworkers may be an impacted group that should be engaged but are hard to reach. You can identify local farmworker unions, community-based or public health organizations that serve the farmworker community, and State agencies with experience in farmworker outreach. Ask them how to conduct effective outreach and engagement. See the [Migrant and Seasonal Farmworker Outreach Program \(ca.gov\)](#) webpage for an example from California's Employment Development Department.
- Search online for affected parties related to your efforts that live in the community. This search can include local small businesses that are impacted by the CARB action or are highly regarded by their community.
- The [Community Connections Directory](#) is a resource for finding local community-based organizations and agencies that have expressed interest in partnering for California Climate Investments projects.

Table 1. Examples of interested parties

Interested Parties	Examples
Community-based Organizations (CBOs)	Environmental groups, transportation advocates, public health advocates, charitable organizations, non-governmental organizations, youth centers, and youth organizations.
Community Leaders	Unions, religious leaders, faith-based organizations, business leaders, community activists, medical communities, professional organizations, community ambassadors, and culture bearers.
Industry	Vehicle manufacturers, electric vehicle charging companies, private transportation companies, utilities, equipment manufacturers, refineries, oil and gas production or storage, consumer products manufacturers, agriculture, dairies, and livestock businesses.
California State Agencies	California Agricultural Commissioners, California Energy Commission, California Public Utilities Commission, California Transportation Commission, California Department of Toxic Substances Control, Office of Environmental Health Hazard Assessment, California Department of Pesticide Regulation, California Department of Resources Recycling and Recovery, State Water Resources Control Board, California Department of Transportation, Governor's Office of Planning and Research, Governor's Office of Business and Economic Development, California Department of

	Housing and Community Development, Strategic Growth Council, California Department of Public Health, California Department of Forestry and Fire Protection, California Natural Resources Agency, California Department of Fish and Wildlife, California Health and Human Services Agency, California Department of Food and Agriculture, and the California Governor's Office of Emergency Services.
Other Government Agencies	International, federal, other state, and regional governments; local jurisdictions, air districts, transit agencies, airports, public health departments, social services departments, and school districts.
California Native American Tribes	California Native American Tribal nations and Tribal organizations.
Internal Agency Staff	Divisions, branches, sections, and specific staff in CARB that may have expertise in this area.
General Public	Priority populations, low-income and disadvantaged communities, undocumented residents, unhoused people, people with disabilities, neighborhood groups, congregations, local residents, non-English monolingual speakers, workers, emergency responders, trade or vocational students, farmworkers, displaced individuals, and small businesses.
Researchers	Public and private universities or colleges, research institutes, think tanks, scientists, community scientists, and technical experts.

Once you have a broad list, pause to consider the following:

- Will engaging with these affected parties amplify community engagement fatigue (see [Addressing community fatigue](#))? Try to understand:
 - Has CARB engaged communities on this or a similar action before?
 - How many engagement efforts are different groups involved in?
- Can you use the [Power Mapping Guide](#) to understand the relative power dynamics between CARB and these groups? This exercise provides an understanding of who has not been involved and able to collaborate in CARB action development and how we can do more to elevate their voices.
- How familiar are local community members with CARB? Does CARB have a history here, or does CARB need to raise awareness?

Which local communities or community-based organizations can you partner with?

Partnering with a trusted organization in local communities can help build trust, understand local concerns and considerations, and bring in hard-to-reach groups. If you want to partner, you should start initial discussions to gauge their interest. Look into options for compensation and start the process to compensate individuals or organizations for their efforts to partner that goes beyond attendance at meetings.

- Community members can partner on several roles including:
 - Advisory roles like the [Environmental Justice Advisory Committee](#), [Research Screening Committee](#), and the [Scientific Review Panel](#).
 - Bagley-Keene Act and other statutes may dictate the purview of some of the advisory bodies listed above.
 - Government Code section 87104 is applicable to CARB advisory committee members, and members cannot be signatories on CARB contracts or grants or otherwise make prohibited communications as described in CalEPA's [Advisory Bodies and Conflicts of Interest: Government Code Section 87104 Frequently Asked Questions](#).
 - Non-advisory roles that provide in-depth feedback like the [Community experts for the Community Engagement Model](#), [The Petaluma Fairgrounds Advisory Panel](#), and [The Toronto Planning Review Panel](#).
 - Co-lead roles like [Community Steering Committees](#). Under the Community Air Protection Program, community-based organizations have played many partner roles, such as co-hosting kick-off meetings, serving as co-leads of [Community Steering Committees](#), and enhancing outreach and engagement about Community Air Protection Program activities in the greater community, often supported by Air District contracts.

- Engagement planning like the *Community Roadmap to Develop Imperial Valley Research*.
- Outreach planning and assistance like *Access Clean California*.
- Event planning and hosting like the *building decarbonization listening session co-hosts*.
- Workshop planning and hosting like the *advanced clean cars II amendments workshops*.
- Officially working with and compensating local community members or groups with service contracts will need at least six months of extra time to put service contracts with open application processes in place. This includes three months for the application process and three months to finalize paperwork and processing for service contracts. Examples of solicitations, scoring rubrics, and service contracts are provided in the resources folder.
- Partnerships should be mutually beneficial. To avoid being extractive, make sure you have identified opportunities to support and assist your partners. Please contact the Legal Office if you have questions about which proposed forms of assistance would be authorized. Consider if these partnerships could benefit from the co-creation of a group charter to mutually determine how everyone works together. Remember, be flexible, patient, and acknowledge that community partners may not have the capacity to be involved in the entire process.
- Evaluating whether to collaborate with an organization can be difficult. To better understand the role an organization plays in a community, ask representatives from that organization about their relationship with community members. Share the Model's key principles of community engagement with the group (Figure 4) and see if the organization practices these principles. Talk to communities about the organization to get a better understanding of the landscape. Also, speak with other CARB staff about their experiences working with an organization.

Caution: A partnership can become extractive if it is not thoughtfully implemented. Extractive in this context means, “taking a resource or something valuable or profit from something without trying to replace it or trying to avoid harming that thing.”¹

You will continue to refine the broad audience list in *Planning Your Community Engagement and Outreach*.

Example of an inadequate approach: It would be insufficient to identify affected parties solely based on who staff have worked with previously. It is crucial to perform an extensive research-driven process to identify who to work with externally.

Step 1.5: Identify Where the Engagement is on the Engagement Spectrum

An engagement spectrum helps chart a pathway to define and strengthen community engagement. The International Association for Public Participation, known by its acronym IAP2, Spectrum of Public Participation⁵⁰ shown in Figure 6 is a good example of an engagement spectrum. Different aspects of your engagement plan will likely touch on various points of the spectrum, with participation varying throughout the beginning, middle, and end of your community engagement process. The goal is to align engagement efforts to the spectrum and, when possible, move further towards collaborating with communities. While the CARB Board and Executive Officer have final decision-making authority, collaborating with communities to align CARB actions with community needs is critical to ensure more equitable outcomes.

Take the time to discuss with your team and management where your efforts will fall on this spectrum and your goals. The answer to these questions will direct the events, activities, resources, and outreach channels you include in your engagement plan. Look for opportunities to increase participation, but do not overpromise the impact community engagement will have on your work.

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.

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Figure 6. IAP2's Spectrum of Public Participation

Where exactly your efforts fall and when the most appropriate time is to conduct engagement will depend on the community's needs and the CARB action. Here are a few examples of different CARB engagement efforts across the spectrum.

- **Inform communities about a CARB project:** CARB staff hold a webinar to share factsheets, presentations, resources, and videos that detail how communities can make low-cost air filters during the wildfire season. The engagement responds to community concerns but focuses on providing communities with relevant information.
- **Consult with communities on a proposed CARB regulation:** Community-based organizations connect with CARB staff during the beginning stages of regulatory development and staff take notes during those meetings. CARB staff also hold workshops to gather feedback and recommendations from the public to improve a regulation in development. CARB staff report back on how the feedback influenced the regulation.
- **Involve communities in a CARB policy:** In developing the amendments to the Advanced Clean Cars II regulation, the Sustainable Transportation and Communities Division funded community-based organizations in low-income communities to co-

develop a public workshop to address transportation related topics that were of interest to the community and to get input on the regulation.

- **Collaborate to advance procedural equity in developing a CARB Guidance**

Document: Assembly Bill 617 requires CARB to consult with a wide variety of groups, including environmental justice organizations, when developing the Program Blueprint. CARB convened the Community Air Protection Program Consultation Group in January of 2018 as a forum for consultation and ensured that environmental justice organizations were well represented. In the program's third year, a subgroup of the Consultation Group, consisting of environmental justice leaders, developed the *People's Blueprint* to highlight lessons learned from a community-based and environmental justice perspective. CARB staff supported the drafting of the People's Blueprint by providing third-party facilitation and technical writing support. From September 2021 to September 2022, the full Consultation Group discussed the People's Blueprint. Several key themes and concepts from the People's Blueprint are uplifted and reflected in *CARB's Blueprint 2.0*. Key themes include operationalizing equity and environmental justice, participatory budgeting, community and agency readiness, capacity-building for engaging in the Program, partnership models, co-leadership, and meaningful involvement.

Does the engagement spectrum vary by audience?

Where your community engagement falls on the spectrum may also vary by audience. For example, in developing the Model, CARB contracted with community experts to have four in-depth meetings and to incorporate their written and verbal feedback to improve the Model. CARB also held public meetings to gather input from communities across the State. Work with the community experts was focused on "Involve" on the IAP2 Spectrum of Public Participation as it integrated community needs and impacted CARB's approach to community engagement. Whereas the public workshops were focused on "Consult" on the IAP2 Spectrum of Public Participation because staff gathered community input to shape the Model.

Step 1.6: Identify Evaluation Approaches

Evaluation is a systematic method for collecting and using data to understand engagement impacts and to make changes within the process or in future efforts. Evaluation gives staff a chance to make any necessary adjustments, capture valuable lessons, and identify opportunities for improvement. Evaluation often happens at two levels. First, event specific evaluation (see *Appendix VI: Example Event Questionnaire*), where participants assess how individual events went. Second, evaluation of the whole engagement effort. Project evaluations work best when you set up measurable goals, assessment approaches, and

reporting mechanisms at the beginning of your engagement. The steps below can help develop an initial evaluation approach including defining metrics, identifying how you will gather and analyze data, and who you will share results with. Additional information on event and engagement evaluations are in the [Implementing Your Community Engagement](#) and [Comprehensive Evaluation of Your Engagement Efforts](#) sections.

What are your community engagement metrics?

- Develop metrics, or measurable indicators, to assess your progress on goals and objectives created in [Identify Engagement Goals and Objectives](#).
- Consider including additional metrics associated with the respective CARB action or standard CARB metrics for various actions.
- Consider including past engagement metrics to show continued effort or improvement.
- Add metrics communities would like to see evaluated. For example, how do they define success?
- Consider qualitative metrics in addition to quantitative metrics.
- Use these multiple sources to identify metrics for the overall engagement efforts and individual events.
 - Example metrics from the Community Engagement Model development process included:
 - Number of meetings held in a Senate Bill (SB) 535 community.
 - Number of meetings held in each major region.
 - Percent of comments from public meetings that were incorporated into a revised Model.
 - An example metric from individual events was:
 - The percent of attendees who said meeting materials were accessible and easy to understand.
 - Tracking the number of community members who stayed engaged over time.
- Clarify how each metric will be used and who will use the outcomes.
- Make space for additional metrics based on internal needs and community member requests.

How will you evaluate your engagement metrics?

- Identify how you will gather data on the metrics selected and assess your progress. Common assessment strategies include surveys (paper or electronic), group meetings, phone calls, polls, pre- and post-measures of different metrics (see [Surveys](#)). Try to include qualitative data like information gathered from community members' lived

experiences and stories, or art pieces depicting their experiences. Remember to ask permission before sharing any stories or art pieces.

- For example, during the Community Engagement Model development process staff:
 - Counted the number of meetings held in Senate Bill 535 communities.
 - Conducted a survey asking event participants to assess the accessibility of materials. Paper and electronic surveys were available in English and Spanish. Staff summarized the percentage of attendees who said materials were accessible and easy to understand.
- Consider creating a pre-engagement evaluation for community partners to complete prior to the engagement event. This should align with the engagement goals and objectives you created and can act as a baseline when evaluating the impact of an engagement event. An example question is how familiar a participant is with CARB.

Who will you share evaluation results with?

Consider how and when to share metrics with various audiences. For example, do you need to share with your engagement partners how many events had adequate translation? Or do you need to show upper management an overall assessment of how accessible materials were over the entire engagement process? Do community members prefer graphs or tables?

Evaluate as you go

Build in assessments throughout the project so the team and communities can identify any concerns and adjust. If you are not receiving responses, you may need to improve outreach, engagement, and communication.

Step 1.7: Identify Initial Engagement Logistics

In the next section, *Planning your Engagement and Conducting Outreach*, you will develop a detailed engagement plan. Creating an initial outline now will help you establish a potential timeline and manage other logistics.

What is the engagement timeline?

A timeline is a valuable tool both for planning and educating the public and affected parties on the overall CARB action and the outreach process. Changes to timelines are always possible (unless subject to a statutory deadline) and should be communicated.

You should ensure there is sufficient time to plan your community engagement, get contracts in place, conduct outreach, and host events. Allow time to start building

relationships and trust and incorporate community preferences into the CARB action before it is finalized. Build in plenty of time for language translation, arranging for individuals with disabilities to request accommodations (e.g., interpreters, access to a virtual or physical meeting venue), and decision-maker approval for events, materials, and final products.

Timeline suggestions:

- Work backward from target dates for final decisions to determine how much time the community engagement efforts will require.
 - Plan at least six months ahead if you will need service contracts with open application processes. This includes three months for the application process and three months to finalize the paperwork.
 - Plan for three months of preparations before your first event to develop outreach and event materials, translate materials, and conduct outreach.
- Connect with community partners to develop timelines that allow communities to prepare for their participation and involvement.
- Include milestones for the CARB action and where the outreach and engagement elements fit. This includes milestones for engagement processes themselves, trust-building, and relationship-building goals.
- Include when communities can expect follow-up after an event demonstrating progress towards goals and outcomes identified through their feedback.
- Address questions like:
 - How will we avoid significant deviations from deadlines?
 - How will we make changes to tasks that cannot be accomplished?
- Share the timeline using Gantt Chart, GanttPro, Excel or other tools. Convert them into flyers or fact sheets to share with community partners and community-based organizations early in the process. Make sure a version of the timeline is translated and Americans with Disabilities Act, or ADA, accessible. When appropriate, share with the public by posting online and add any disclaimers as needed if the timeline may change.

A basic timeline in [Appendix VII: Timeline Considerations](#) provides estimates for how long various components take before engagement or events start.

The time allotted for community outreach and engagement can significantly impact relationships. For example, in the [Environmental Justice Advisory Committee Community Engagement Synthesis Report 2022](#), the committee explained, “Under such a narrow time frame, community engagement runs the risk of being performative, potentially fracturing trust between environmental justice groups and their member constituents.”⁵¹ Community outreach and engagement require sufficient time and rushing can potentially cause more harm. The standard regulation process involves at least two years of staff working on a

proposal, sharing a draft proposal with communities, and then giving members of the public weeks to respond, is a timeline example that is challenging for communities. A goal of this Model is to build more time for collaboration and partnerships at the start of any process.

What is your draft engagement plan?

Given your goals, resources, budget, and broad audiences, you should develop an initial approach to your engagement. What key elements will be part of your engagement plan? For example: advisory boards, service contracts with community members, or public events.

For engagement efforts, consider the following questions:

- Who are the broad audiences for each event?
- How many events are you planning?
- Will the events be online, in-person, or both? Virtual meeting options have enabled more people to access events they otherwise would not be able to attend in person, while in-person events allow for more personable discussions. Keep in mind the importance of balancing virtual and in-person events and activities.
- For in-person events, where are you proposing to have the events?
- For online events, what applications will you be using?

Consider where you will focus your outreach and engagement efforts including the following:

- Where are the communities most impacted by the CARB action?
- Where are the communities that could benefit from the CARB action, and what barriers might exist to receive those benefits?
- Where are the communities that could experience unintended harms from the CARB action?
- Which regions or communities have expressed concerns related to the action?
- Who has historically not been able to participate?
- Can you expand relationships beyond current contacts?

In some cases, a specific region, city, or area is easy to identify. In other cases, the proposed work impacts the entire State. When this is the case, think about how you can reach a diverse range of communities. Focus on areas most impacted by pollution and environmental injustice that may be impacted by the proposed CARB action. This is a core question in applying the Racial Equity Lens. In the [*Planning Your Community Engagement and Conducting Outreach*](#) section you will find detailed information about considerations when identifying specific locations and venues.

Conduct a racial and social equity assessment

An effective community engagement plan should also assess the racial and social equity impacts of your proposed engagement. The Model assumes that you have reviewed and applied the Racial Equity Lens for the overall action. The following questions are designed to conduct a racial and social equity assessment for your community engagement plan:

- How might communities benefit from this engagement and larger CARB action? For example, are there health or financial benefits?
- Do these benefits align with existing community needs and priorities?
- Are the potential benefits aligned with the engagement goals and outcomes (see [Identifying Engagement Goals and Objectives](#))?
- How might communities or other affected parties be burdened by this engagement? This can include new burdens or the potential to exacerbate existing burdens.
- What are potential unintended consequences?
- How can the engagement be modified to enhance positive impacts or reduce negative impacts?
- Are there other potential strategies to advance racial equity?

Working with community members to answer some of the benefits and burdens questions may serve to ground the answers in community experiences instead of CARB staff perceptions.

Identify data needs

Staff may need to collect data to properly assess which communities will be impacted by the actions and should be included in the engagement efforts. Free available data sources, such as [CalEnviroScreen 4.0](#), [CalTrans Equity Index](#), or [Healthy Places Index](#), can help identify impacted communities and their needs. The Strategic Growth Council has also compiled a [Racial Equity Resource Hub](#) with a variety of tools and resources to assist with data collection and analysis. The [National Equity Atlas](#), provides a detailed report on racial and economic equity and may be useful.

CalEnviroScreen is a commonly used tool created by the Office of Environmental Health Hazard Assessment that illustrates environmental pollution burden and social vulnerability by census tract and provides metrics used in California state government programs.⁵² Senate Bill 535 directs at least a quarter of cap-and-trade proceeds to disadvantaged communities, which are defined in CalEnviroScreen as communities with a score in the top 25 percentile, combining both environmental and social vulnerability components.⁵³ While it

is advantageous to have this tool, underrepresented communities have noted several flaws with the term disadvantaged community:

- Different definitions of the term disadvantaged community have been used by various state government agencies since the late 1990s, leading to confusion as to where funds, including grants, should be allocated.⁵⁴ This includes the definition used in CalEnviroScreen, as well as several definitions based primarily on median household income.
- Several terms other than disadvantaged community have been used by state government agencies resulting in more confusion about which communities qualify for various programs. To mitigate confusion, staff are encouraged to appropriately identify or define the term disadvantaged community within the context of the CARB action.
- Communities have expressed concern about usage of the term "disadvantaged community." They have shared a preference for more accurate terms like "underserved" and "overburdened."
- Tribes have expressed concerns that the term disadvantaged community goes against their self-governing nature, and tools like CalEnviroScreen lack metrics about Tribal lands due to the inherent nature of census data.
- Important metrics are not always incorporated into CalEnviroScreen when determining which communities are disadvantaged, such as redlining and food insecurity.
- CalEnviroScreen does not include all *priority populations* – it only includes *Senate Bill 535 Disadvantaged Communities*, while priority populations also include low-income communities identified under Assembly Bill 1550.

You can refer to the following materials for various perspectives on CalEnviroScreen:

- *CalMatters: California's polluted communities could miss out on billions under state's flawed system.*
- *USC Annenberg Center for Health Journalism: At the shrinking Salton Sea, the lack of data is a big part of the health story.*
- *OEHHA: Responses to Major Comments on the CalEnviroScreen 4.0 Public Review Draft.*
- *OEHHA: Public Workshops Summaries on the draft CalEnviroScreen 4.0.*
- *California Environmental Justice Alliance: CalEnviroScreen: A Critical Tool for Achieving Environmental Justice in California.*

Consider qualitative data and Traditional Ecological Knowledge

While many scientists and engineers rely on data collection and interpretation to better understand the world around them, communities may bring other ways of knowing and understanding, such as qualitative data and lived experiences. Scientific research and

evidenced-based practices can assist in making equitable policy decisions. It is also important to be aware of, respect, and incorporate the knowledge gained from communities impacted by CARB decisions into your work. When community members share their expertise and experiences it provides an opportunity to strengthen CARB actions. You need to consider qualitative data and traditional ecological knowledge and seek to identify it through effective forms of community engagement.

- **Qualitative Data:** Qualitative data can include information gathered from community members' lived experiences, stories, and art pieces. The goal of including this information is to bridge the gap between quantitative data and people's realities. By using community stories, you can make quantitative data more accessible, relatable, and meaningful, fostering a deeper connection between the information and the individuals it affects. Remember that while community stories are an important type of qualitative data that should be centered whenever possible, CARB staff cannot expect or require community members to share these stories.
- **Traditional Ecological Knowledge:** Traditional Ecological Knowledge is the knowledge and insights gained from extensive observation of an area or environment and can be generationally passed down in an oral tradition.⁵⁵ An example of how Traditional Ecological Knowledge can be linked with policy exists in California's Fourth Climate Change Assessment.⁵⁶ The Summary Report from California Native American Tribal and Indigenous Communities within California provided strategies and actions that incorporate Traditional Ecological Knowledge to address climate change.⁵⁷ Remember that while Traditional Ecological Knowledge is an important way of knowing, CARB staff cannot expect or require Tribal members to share stories or knowledge. Additionally, Traditional Ecological Knowledge requires confidentiality and protection, which is defined by the group sharing the knowledge.

Gather quantitative and qualitative data

With these considerations and limitations in mind, finalize the data you will use for your analysis. Be sure all affected parties are accounted for in your analysis, including but not limited to priority populations. Other considerations include:

- Should you consider existing data for priority communities? For example, data for communities identified under Assembly Bill 617, Senate Bill 535, and Assembly Bill 1550.
- What racial and social demographics should be included (e.g., income, non-English speakers, etc.)? Please contact the Legal Office with questions about how to collect and consider data based on protected characteristics or categories such as race.
- What equity indicators/metrics will you use to understand impacts? Examples might include:

- Affordability/cost
- Accessibility
- Reliability
- Safety
- Public health impacts
- Environmental impacts
- Emissions impacts
- Vehicle miles traveled
- Access to opportunity (such as greater connectivity to employment, education, services, and recreation)
- Proximity to emission sources
- Climate vulnerability
- Geographic distribution of investments
- Cumulative burdens
- What qualitative and traditional knowledge can you include?
- What data can you access for these indicators?
- Is the data available at the appropriate scale (e.g., state, regional, or local)?
- What gaps exist in the data? What other data do you need? Which affected parties could provide that data?
 - For example, CalEnviroScreen 4.0 is based on census tract data, which has limitations like not accounting for undocumented residents and unincorporated communities. These gaps may arise from limited reporting from communities who are hesitant to share data due to privacy concerns, mistrust in government, and limited resources for data collection.
- Can the presented data be verified by communities to ensure it accurately represents their experiences?

Analysis and interpretation of data

- Analyze and interpret your data to understand:
 - What does the data say about existing racial and social inequities?
 - Is there information on the root causes or factors creating these inequities?
 - Given the trends and challenges, how should you shape your engagement plan?
 - Given the trends and challenges, how should you shape your action?

Incorporating racial and equity data

As you refine your engagement events, it is important to effectively use the data derived from the [Racial and Social Equity Assessment](#). This data will guide your conversation with communities. It will also help you be aware of any racial and social inequities that relate to

the CARB action, identify any unintended impacts or burdens that might arise, and explore potential solutions to address them. For example, you may find social inequalities related to low-income communities and car access. Planning your engagement event near public transit or working with local transit authorities to provide transit passes may help address those barriers.

Example of an inadequate approach: An equity assessment that only analyzes one data source, like the 2020 census, is not gathering sufficiently diverse data. While one data source is better than none, your analysis should include multiple quantitative and qualitative data sources.

Planning Your Community Engagement and Conducting Outreach



This section provides steps for you to effectively plan your community engagement efforts. You will revisit some of the topics previously covered but add more detail and specifics. This section provides guidance on identifying what is needed for outreach and engagement activities including locations, methods, activities, strategies, and logistics.

Planning Your Community Engagement and Conducting Outreach includes:

Step 2.1: Identify Specific Location(s), Communities, and Their Needs

Step 2.2: Identify and Implement Outreach Methods

Step 2.3: Select Activities and Strategies

Step 2.4: Determine Logistical Needs

Step 2.5: Engagement Plan Design Check

Step 2.1: Identify Specific Location(s), Communities, and Their Needs

Which specific cities or communities will you focus on?

Given the outcomes of your efforts in the [Before Planning Your Community Engagement](#) section, you should finalize the locations (cities or communities) for your engagement efforts. Read through all of Step 2.1 before finalizing locations. It details numerous things to consider in finalizing a location. Various barriers may prevent communities from engaging with CARB. This step helps you identify and address some of those barriers to help improve engagement outcomes.

Which specific communities are you trying to engage?

With the initial locations chosen and Racial and Social Equity Analysis complete, begin finalizing the audiences in [Identify Broad Audiences](#) with specific people, community groups, and community-based organizations you want to reach with your engagement.

Who are you partnering with?

Work proactively to connect with other agencies and community-based organizations in the affected community to plan early and pool resources. Start contacting and working with those you want to partner with as early as possible. The time necessary will depend on the size and complexity of the project but connect with partners at least two months before an

engagement effort. Community partners will need time to review the information, look for potential alignment with other local concerns and efforts, identify barriers to engagement, and lay the groundwork in their community. If these organizations have not worked with you before, allow more than two months to understand how you can work with them in a way that is not transactional or extractive.

If you are formally partnering with local community members or community-based organizations, you should involve partners in the remaining engagement planning process, where appropriate. Community members or organizations can help ensure that you understand the local context, community needs, cultural norms, and other considerations. You may want to discuss if it makes sense to leverage or join existing events, or if it should be a separate engagement plan.

Outside of community-based organizations and community members, reach out to various CARB staff, air districts, or other government agencies to explore opportunities for coordination or combined efforts, especially if you plan to engage with groups already working with CARB or the air district. This approach can help reduce engagement fatigue for both communities and staff.

Have you researched the community and location?

As you finalize *your broad audiences*, it is important to understand the communities you are planning to engage with and the places you are planning to go. Start gathering this information based on staff knowledge and research, site visits, input from other CARB staff working on this topic or in this area, and residents, groups, or organizations. The following prompts can help you understand communities and the places you might go to engage directly with communities:

- Have you taken the appropriate steps to understand the history of a specific community? Learning and acknowledging community history shows you prepared before hosting events.
 - If you are focusing on a specific place, do research to understand the location and history, who lives in the area, how they came to live there, and what policies and practices impact where they live, work, and play. For example, you can use tools like the [Pollution and Prejudice](#) site to gain insight on redlining, other discriminatory practices in California, and current pollution exposure.
 - Work with the communities in the location to hear their history.
- Have you taken the time to understand and assess a community and its needs? This should preferably be on a personal level to demonstrate that CARB staff is genuinely interested and not just there to check a box. Work with community-based organizations

to accomplish this, as some communities may have mistrust of government. Additionally, community-based organizations may already have information published online regarding policies or priorities for the communities which can be a good place to begin building your understanding. The needs and dynamics of a small community will be just as complex as a larger one.

- Have you taken the appropriate steps to understand what impacts the communities and locations?
 - What is currently impacting the community?
 - What other recent events and news may be impacting the community?
 - What pollution has historically impacted the area?
- Do you know CARB's history with this location and communities?
 - Which CARB divisions are working or worked in this location, and on what issues?
 - What is the history of interactions with CARB and other government agencies?
 - What are the policies and practices in the area related to the CARB action and your engagement? Is there anything unique with this issue?
 - Are there any contentious political/sociopolitical issues? If so, what are they?
 - What is the community's stance and previous feedback on the CARB action or related topics? How has that feedback been addressed?
- What legal issues need to be addressed during the engagement process?
 - Are there any legal considerations? These may be the relevant authorities and options that can be discussed during engagement or legal issues that must be considered. Coordinate with the Legal Office on these topics.
- Consider how these dynamics should influence engagement approaches.

Are you engaging youth?

Engaging youth requires developing a more targeted approach. Youth can be divided into two different age groups, each requiring different strategies: Kindergarten through 12th grade and young adults aged 18 to 35. Consider thinking about the following best practices to engage with these groups:

- Partner with organizations, schools, or artists working with youth.
- Target outreach and events for youth; go to where they are - organizations, events, public spaces, and career fairs.
- Use technology, social media, and arts in outreach and engagement.
- Offer hands-on interactive activities.
- Involve staff that can connect with and relate to youth.
- If possible and appropriate, consider if there is funding for a service provided, job or internship opportunities, and workforce development for youth.

Please note: Do not reach out to anyone under the age of 18. Work with existing organizations like the school staff and youth-focused organizations.

Are you considering community needs?

When planning community engagement efforts, you must have a clear understanding of community needs and barriers to participation. This includes strategies to reduce community fatigue, ensure event access, find appropriate timing, and address language access. Ask communities for their needs, goals, and priorities.

Addressing community fatigue

Communities may be reluctant to engage further with an agency when they are repeatedly asked to participate in numerous community engagement efforts but do not see their input incorporated. This phenomenon, known as community fatigue, is a common occurrence. Like many other policy issues, multiple agencies hold events on air quality, pollution exposure, and climate change at the local, regional, and state levels. These groups often meet separately on the same or overlapping issues, creating community fatigue through seeking the time and attention of the same set of community members.

Negative previous engagement experiences also contribute to community fatigue. Community members may have encountered hostile environments, including people with oppositional views, hate speech, harassment, and racism. You need to understand these issues and be sensitive to them.

Tips to avoid or lessen participation-related fatigue include:

- Be aware of the potential to overburden communities by asking them to participate in too many meetings. Community members have busy schedules and may only be able to attend a limited number of engagement events. Ways to avoid this include:
 - Set a periodic coordination call or meeting date with other CARB divisions or with other state or local agencies working on similar issues. Identify ways to consolidate the number of separate events in the same community. This can also include leveraging other CARB actions and engagement opportunities.
 - Brief your senior managers on items that may be of interest to the statewide California Environmental Justice Alliance or the 70-plus community-based organizations in the [California EJ Coalition](#), which meets quarterly with CARB's Executive Leadership. Contact the Office of Environmental Justice, Tribal Affairs, and Border Relations to learn more.
 - Be selective and intentional when planning an event. Instead of planning separate events, explore options to collaborate with local groups or agencies to participate

in pre-existing events. Go to places where the community already is, rather than asking them to attend another event.

- Attend community-led events. This is a way to learn about and from the community and apply what they do to our community engagement efforts. CARB staff should be active, genuine participants in community and cultural events in the communities they serve. This approach can help reduce community fatigue by fostering mutual participation, rather than a one-sided extraction of community time and knowledge by CARB.
- Ask community leaders if there are conflicting efforts or events on the dates being considered so you can avoid inviting community members to attend multiple events on the same day.
- If this is part of a longer engagement process, there should be built in breaks, attendance flexibility, and noted milestones to avoid “striving and not arriving.”
 - “Striving and not arriving” occurs when CARB has long-term engagement processes that do not result in substantive action or outcomes and communities feel stuck in a never-ending engagement process.
- Provide information so communities can prioritize their time and resources.
 - Provide background information about the topic before the event so community members can make an informed decision about event participation. Ensure the information is relevant to the community, describes why they should care, and details how the engagement or action could impact them.
 - Aggregate recent feedback gathered at other public meetings or events and present it to participants to acknowledge their previous feedback on the issue at hand (see [Following-Up with Communities](#)). Useful feedback can be from your own community engagement efforts and from CARB or other agency coordination described above. Show how the feedback was addressed and any progress on actions related to the feedback. Offer communities the opportunity to reach out to CARB program staff to discuss specific feedback that was not incorporated. This reduces community fatigue by showing how their time and expertise have contributed to a CARB action in the past.
- Understand community goals and priorities.
 - Community concerns, goals, and priorities may not be directly related to an action but are important to a community. These topics need to be acknowledged and included as part of the engagement process through collaboration with other divisions or agencies. Ignoring community needs because they are not related to a specific action you want to discuss will contribute to community fatigue.

Ensure event access

It is important to start considering community needs that may need to be addressed in your engagement plan. A few examples are provided here, but you should work with each community to identify specific topics you will need to address.

- Are there timing issues that you need to consider?
 - If you are engaging with agricultural communities, when are the different harvest seasons and when do people leave for the season?
 - If you are holding events in areas with predictable weather concerns like fog or extreme heat, can you plan the timing of your engagement to avoid these issues?
 - Consider local school schedules and breaks to understand if families may be on vacation and to avoid weeks when parents may be busy with the start or end of school.
- Are there larger access considerations you need to address?
 - Does the community have reliable internet access? Many rural communities may not have reliable internet access. There are call-in options for virtual meetings, but you will need to plan for how callers can participate in things like polls, breakout groups, etc.
 - What transportation issues may arise?
 - In rural areas, will people have to drive over 30 minutes to meet at a central location?
 - In urban areas, will transportation or traffic impact regional attendance?
 - In international border regions, do you understand where border checkpoints are located and how that might impact event attendance?
 - Can you find local partners who can provide transportation and or resources to attend events?
 - Explore opportunities to partner with local recipients of transportation programs and funding like transportation agencies, local governments, local groups, or private partners. Some community groups may have existing partnerships with transit agencies, nonprofits, or private transportation companies.
 - Schedule events with public transportation options and schedules in mind.
- What compensation for services is authorized for communities and appropriate to fulfill engagement goals?
 - These can include contracting for services like input on CARB proposals.
 - CARB acknowledges that communities have identified compensating uncontracted individuals or groups, providing uncontracted travel support, offering childcare or eldercare, or providing food for community meetings or

events as participation barriers for several years. There are many challenges to overcoming these barriers. CARB commits to exploring opportunities to reduce or eliminate barriers to community participation in CARB's engagement and partnership activities.

- Attendees are welcome to bring their children, elders, and their own food and drinks to an event as permitted by the venue.
- What language needs should you start considering (see [Language access and ADA access](#) in this section and [Translation of Materials and Interpretation](#) in *Implementing Your Community Engagement Plan*)?
 - Is there information on what languages are used in the community?
 - Is there information on any communication and accessibility aids that are used in the community?

A good example of addressing community needs: Accommodating the schedules of communities you are trying to reach helps address community needs. After researching and speaking with a community-based organization, staff have discovered that leading a community event during harvest season will overburden many of the residents. Staff instead meet the agricultural workers where they are and organize a couple of tables, with interactive exhibits, at the regularly scheduled back-to-school resource fair on a weekend. This is just one case of how staff can work with communities without adding to their already busy schedules.

Step 2.2: Identify and Implement Outreach Methods

Plan the timing

Proper planning is important for effective outreach, as it demands significant resources and time. Refine the engagement timeline you developed in the [Identifying Initial Engagement Logistics](#) section to include communication and outreach needs. You should plan to have final approved outreach materials six weeks before your first event. Developing, getting approval and translating materials can take 6-12 weeks. Therefore, align your outreach plan with staff capacity and the overall timeline to ensure a smooth process.

Is it outreach or engagement?

- **Outreach:** efforts to invite participation in engagement processes and events
- **Engagement:** multi-directional communication, a dialogue

Engage with outreach partners

Once you finalize the location, you will want to spend two to three weeks researching potential groups and individuals to help share outreach materials. Potential outreach partners can include formal and informal partners, local community-based organizations, air districts, CARB staff in the Office of Environmental Justice, Tribal Affairs, and Border Relations, and Office of Community Air Protection, school districts, agricultural commissioners, unions, city council members, city mayors or managers, libraries, and recreation centers.

Depending on the CARB action, you may continue to partner with communities and other affected parties when creating and implementing your outreach methods. You can check in with key communities and other affected parties to gauge their interest and determine their capacity to help with messaging about the events. You may also want to contact a broader group of communities and other affected parties to help with outreach and engagement strategies, as needed. Be flexible and acknowledge that community partners may not have the capacity to be involved in the entire process. Consequently, it is important to share your communication method goals and timeline with communities and other affected parties upfront.

Develop outreach methods

After identifying outreach partners, you should consult with them to determine the best methods to do outreach with their community. This includes refining language needs for the area. [Appendix VIII: Outreach Activity Examples](#) has a list of outreach activities. Example outreach methods include:

- Traditional media (e.g., newspapers, radio, television advertisements, flyers, etc.). If you are using flyers, share them electronically and hang them at the event location. If you are hanging flyers in a community, distribute as many as possible in locations where the public will see them.
- Multicultural media (e.g., media that intentionally produces news and content for multicultural communities, such as newspapers and television channels in languages other than English).
- GovDelivery (cloud-based email platform where the public can choose areas of interest from a list).
- Web-based platforms designed to deliver and provide access to maps, applications, and content. All website content should be available for all audiences in multiple languages.

- CARB's social media and any communication partners who may be willing to collaborate.
 - *X* (formerly known as Twitter) English (@AirResources)
 - *X* (formerly known as Twitter) Spanish (@CARBespanol)
 - *YouTube*
 - *LinkedIn*
 - *Instagram* (@air_resources)
 - *Facebook*
- Do not hesitate to directly call community members if they have provided their phone number as a valid contact option. Encourage community members to invite others who may be interested in the topic. Follow CARB's policy of protecting people's personal information and privacy.

Note: Multiple methods should be used to reach affected parties. This can include a typical GovDelivery announcement, but it should also include targeted outreach that is specific to the communities you are trying to engage. For example, this could include the CARB Environmental Justice Blog, traveling to communities to post flyers at high-traffic locations, working with local newspapers to provide announcements in multiple languages, and tabling at a town fair.

The Office of Communications is available to help staff in many ways. They can help with:

- Social media and digital content: Create, disseminate, and track analytics for social media posts.
- Message development: Craft clear, concise, effective, and engaging messages tailored to specific audiences.
- Graphic design and multimedia production: Provide graphic design services and multimedia production support for presentations, reports, social media content, and other communication materials to enhance their visual appeal and effectiveness.

Decide on translation and interpretation languages

- Determine language needs for translating your outreach materials and eventual engagement materials and interpretation at events. Translation focuses on written content, whereas interpretation deals with spoken language in real time. As a baseline, translate all pertinent materials (*Event Materials and Needs*) into Spanish and have Spanish interpretation available. Ways to determine language needs include:

- Work with local community partners. Note that many communities speak local languages, such as local Indigenous languages, and likely cannot be accommodated by CARB's translation and interpretation services. Not having adequate interpretation services can impact trust between these communities and CARB. When possible, CARB should consider contracting for those translation and interpretation services with local community-based organizations if it cannot be accomplished with CARB's services. More information about contracting for these services is found below.
- Use screening tools like [CalEnviroScreen's 4.0 Linguistic Isolation map](#) to understand which non-English languages are most commonly spoken and what the needs are within the community.
- Include requests for translation in your event registration forms for either in-person or on-line events.
- For all outreach and engagement materials remember to leave enough time for translation, Americans with Disabilities Act accessibilities, and outreach. Contact CARB's Equal Employment Opportunity Office early to get an estimated timeline for translation needs and interpretation requests. Translation can take two to four weeks depending on material length and number of languages. Interpretation requests for events should be submitted at least two weeks prior to your first event.
- Request translation and interpretation services through CARB's Equal Employment Opportunity Office (eeop@arb.ca.gov).
 - [The translation services request form.](#)
 - [The interpretation services request form.](#)

Develop outreach materials

Outreach materials should be provided in plain language (See [Use plain language](#) and [Appendix X: Checklists for Accessible and Plain Language Materials](#)), avoid acronyms, and include graphics when possible. The [Hemingway Editor](#) is a useful tool for an initial check of your writing. When writing outreach materials, you should clearly answer these questions to give the audience all the necessary information:

- What is CARB and what does it do?
- What is this event?
- Why should people care about this effort and event?
- How are people personally impacted and what will they get out of joining these efforts?
- What do people need to know?
- Can people find what they need?
- How can people use the information?

You should be intentional, consistent, concise, and thoughtful about your messaging. This requires careful planning and researching the community to ensure messaging is appropriate and does not have insensitive content (see [Do staff have cultural competence](#) and [Addressing community fatigue](#)). You can check in with your community partners to confirm the messaging communicates the important and relevant information. You can also work with Office of Communications staff to ensure your outreach methods are clear and feasible. When developing outreach materials address the following considerations for different approaches.

- Draft webpage content or social media content that CARB's Office of Communications can post in multiple languages. Include hyperlinks to background information regarding your project in electronic communications.
- Event notices and calendar items should clearly state the topic, goals, date, time, audience, format, contacts, language, accommodations, and location. Do not assume that your audience knows what CARB is, how CARB works, or the details of your project. Another way to make an event notice more engaging is to provide examples of how the event content may impact the community like scenarios of who may be interested in attending. This helps provide relatable context.
- Consider how your webpages and event notices can be made accessible, easy to navigate, and in plain language. Please refer to the following webpages as good examples.
 - [Office of Community Air Protection](#)
 - [California Climate Investments Plan](#)
- Draft messages, images, and hashtags for social media posts and when they should be posted. [Appendix IX: Social Media Communication Methods](#) has examples. Work with CARB's Office of Communications to get approval and support to post social media materials.
- Co-create posts for any social media communication methods outreach partners agreed to collaborate on. This can include modified information for LinkedIn, X, Facebook, Instagram, and TikTok, as applicable. For some partners, they may appreciate sample social media posts that they can customize. Make sure to consult with CARB's Office of Communications prior to sending the social media communication methods to community partners for dissemination and implementation.

Use plain language

Outreach materials benefit greatly from using plain language. Plain language is written or verbal communications that your audience can understand the first time they read or hear it without needing a technical background. Writing in plain language is key to accessibility

and supports effective translation and interpretation. Clear government communication is also required under both *federal* and *state* law.

Plain Language IS	Plain Language IS NOT
<ul style="list-style-type: none">• Writing for the audience.• Simplifying word choices.<ul style="list-style-type: none">• Organizing the writing.• Using lists, images, and graphics.• Shortening paragraphs and sentences.• Developing reader-friendly websites.	<ul style="list-style-type: none">• Dumbing down.• Using less accurate or precise words.• Writing to a certain grade level.<ul style="list-style-type: none">• A style guide.• Unprofessional or too informal.

Figure 7. What plain language is versus what plain language is not

Tips

- It is not easy to share complex information in a simple and accessible way. The *Federal Plain Language website* provides guidelines, examples, tips, training opportunities, and resources.
- *Appendix X: Checklists for Accessible Documents* provides checklists for all public-facing documents. It also addresses considerations for webpages, GovDelivery, PowerPoints and basic ADA compliance.
- When presenting or releasing materials with technical language, provide a glossary of terms so individuals without technical expertise can still access the information.

Example of inadequate outreach: When creating outreach materials, staff use highly technical language and only reach out to their audience through GovDelivery bulletins and their program webpage. Staff do not contact community organizations to discuss the outreach plan.

Language access and Americans with Disabilities access

Language access and Americans with Disabilities Act, or ADA, accessibility are essential aspects of a community engagement plan. You should translate all outreach materials into needed languages and make them ADA accessible. This meets CARB’s obligations under

the *Dymally-Alatorre Language Services Act* and language access commitments to early, equal, and meaningful access for people with limited English.

- **ADA access:** All documents and information posted to CARB’s website must comply with ADA requirements detailed in *Web Content Accessibility Guidelines 2.1*, levels A and AA. The guidelines make content more accessible to people with disabilities and people with visual impairments. An ADA accessibility check should be done through Microsoft Office’s Accessibility Checker, Microsoft CommonLook Office, or the Adobe Acrobat Accessibility Tool. To improve accessibility, post most materials as a web page. If posting materials as documents, try to provide both PDF and word documents to increase accessibility options for people who may prefer either the word document or PDF reader.
 - For more resources on making documents ADA compliant, please refer to *Appendix XI: ADA Resources and Tools*.
 - Refer to the Americans with Disabilities Act website for general accessibility principles: *ADA Requirements: Effective Communication*.
- **Language access:** Your outreach and engagement activities should have a robust component for connecting with those you want to reach who are mono-lingual, or simply more comfortable in a language (including different dialects) other than English. Use the CARB Bilingual Services Program, implemented by the Equal Employment Opportunity Office, effectively and appropriately, and add sufficient space in your timeline to include translation and interpretation.
 - Seek to post media documents and public notices in your affected parties’ language(s).
 - When you translate an event notice into another language, include what language the event will be hosted in and what interpretation languages will be available. Event notices can get separated and people may assume the event is in the language of the invitation.
 - Explore partnerships with community-based organizations and multicultural media providers to align materials.
 - Consider culturally accessible translation by working with local community members to review translated materials to identify colloquialisms and unfamiliar terms. Update the language to reflect what is commonly used. For example, in the Central Valley “charla” is a Spanish slang term used by community groups and advocates to refer to informational conversations and dialogues on a topic. Using “charla,” rather than the formal translation for dialogue, is more inviting and accessible to community residents.

- Please refer to *CalEPA Best Practices & Guidance on Language Access Services for Persons with Limited English Proficiency*.

Plan to evaluate the outreach methods

It is important to monitor public responses to outreach strategies and to use this information to shape future efforts. Incorporate this into evaluation efforts by tracking outreach metrics to understand how different types of communication are received, and adjust your strategy based on the data.

You can track several data points to understand how the public responds:

- How many posts were shared to social media and how many likes, shares, comments did they receive?
- How many opens occurred on GovDelivery emails?⁵⁸
- How many registrations signed up?
- How many people attended the event?
- How many people provided feedback or comments at the event?
- How quickly are you responding to inquiries and communications from the community? Is it consistent?

Start outreach

At least six weeks before your first event you should start conducting outreach to your audiences identified in *Identify Broad Audiences*, the potential outreach partners identified above, and other interested parties. Follow the timeline you established earlier for your engagement and associated outreach methods.

Step 2.3: Select Activities and Strategies

What will your engagement look like? When preparing for an event, it is essential to allow space to authentically and meaningfully engage with communities. For example, you may consider structuring the event to have more of a dialogue, co-hosting an event with community partners, or using interactive polls throughout presentations.

Select appropriate engagement activities

Review the example engagement activities in *Appendix XII: More Engagement Oriented Outreach Examples* and select those that are appropriate to include in your plan based on the *Engagement Spectrum* you defined earlier. It is essential to consider a diverse range of both in-person and online activities to broaden the types of participants. Keep in mind that some rural communities have limited or no internet access. If this is the case, focus on

in-person activities, as feasible. Use the following questions to choose the appropriate activities that will help you achieve the team's goals and objectives:

- How early in the process should the community participate?
- Is there sufficient time to engage the community?
- Have you collaborated with the community on identifying what engagement activities will work best for them?
- Does this activity elevate underserved community voices?
- Does this activity satisfy community expectations and needs? If not, what are some additional steps you can take to address their needs?
- Do you have the resources (funds, time, staff, tools) to properly execute this activity?
- Is this activity appropriate for the stage of the CARB action and the intended level of involvement?
- Can you adequately inform, educate, and provide tools and opportunities to affected community members to enable their understanding and participation in your activity?
- Can your engagement activity be translated and made accessible? This should include sign language if appropriate.
- Is your engagement activity culturally and socio-economically appropriate?

Make events interactive and engaging

Making your events interactive and engaging is important to create a more participatory environment. This can be accomplished by using the tools mentioned in Appendices XIII-XVI or by having multiple smaller activities. Ice-breaker activities may encourage participation. Consider the conditions, whether it is language, time, safety, or location of the community when planning events.

- [*Appendix XIII: Dialogue, Deliberation, and Facilitation Tools*](#)
- [*Appendix XIV: Polling and Survey Tools*](#)
- [*Appendix XV: Mapping and Data Analysis Tools*](#)
- [*Appendix XVI: Types of Software and Methods for Engagement*](#)

Are your engagement events collecting qualitative data?

If your engagement activity is collecting qualitative data, you should work with existing and trusted community organizations, institutions, or individuals to avoid being extractive. Some examples of how to best collect qualitative data without being extractive include:

- Engage with organizations with data and ask to use that data.
- Partner with organizations, institutions, and college students.
- Show up to community events, encourage storytelling, and build relationships.

- Build internal capacity with a dedicated team that works on this topic.
- Give credit to people's stories and information.
- Offer interactive opportunities and platforms (e.g., community-based research) for people to provide data and information.
- Accept art-related depictions with optional descriptions as a way to collect stories or feedback. Descriptions are encouraged to limit any incorrect interpretations.
- Provide incentives or other resources, skill-building opportunities, ways to better their communities, and opportunities to take ownership.

Community acknowledgements

In planning your engagement activities, try to understand if and how communities would like to be acknowledged for their participation. Residents, especially those from low-income and underserved communities, may be particularly burdened by attending community events. To attend community events, some people may need to balance multiple jobs, secure childcare, and overcome transportation and technological challenges, among other issues. To encourage participation as they overcome such challenges, it is important to take the time to acknowledge their contributions. This also helps you and communities find opportunities to celebrate all contributions and community efforts.

Asking if and how communities would like to be acknowledged early in the process can ensure appropriate follow-up once the engagement starts. Below are some ways to recognize people:

- Personalized thank you notes handed out at the end of the event, mailed or emailed after the event.
- Social media posts thanking participants.
- Calling participants after the event to thank them.
- Certificates of participation, see [Appendix XVII: Example Certificate of Participation](#). Not all community members will find Certificates of Participation appropriate. Check-in with community partners and participants before issuing certificates.
- Verbal "thank you" during an event.

Discuss these ideas with your management team to explore options outside of what is listed here.

Step 2.4: Determine Logistical Needs

The tips below will help to identify and address logistical needs as you explore holding public events. More on this topic can be found in the [Implementing Your Community Engagement Plan](#) section, which discusses logistics for events. Before planning a separate

event, consider if you can combine events with community-based organizations, another agency, or local governments to draw more relevant attendees.

Should you host the event?

To make it easier for more communities to engage in the engagement process, consider presenting or sharing information at existing community events, rather than hosting a separate event. Each community group will have different event formats and customs, so keep in mind that working with one community group may be different than the next. Another option is to co-host an event with a local community-based organization, or people that live or work in the community. If you are co-hosting events, the agenda should be co-developed with your partner and shared with the community. Attending existing events or co-hosting is a good way to mitigate community engagement fatigue, create a welcoming environment for community members, and support communities to take leadership in the engagement process. If you are developing an engagement plan for a long-term or multi-year program, consider hosting events on the same evening each month for consistency, similar to the [*Funding Plan for Clean Transportation Incentives*](#).

In-person events

- **When should meetings occur?** Given your timeline, reach out to partners, key communities, and other affected parties to determine preferred dates and times for the engagement events. Event times will depend on who you are trying to connect with. It may be necessary to hold more than one event because of day or time preferences. For example, professional advocates may be able to attend a daytime event, while residents who work from 8 a.m.-5 p.m. may only be able to attend evening or weekend events.
- **Event date and time check:** Ask for feedback on the proposed timing of the event from relevant groups and key affected parties to identify and respond to timing issues. Things to consider are:
 - Are there local government meetings held on certain days at specific times?
 - What religious holidays, community or cultural events may be happening in the community? Are there any major religious holidays (e.g., Eid al-Fitr, Yom Kippur, etc.)? Are there other local religious services that should be considered? Are there any major cultural events (e.g., Dia de Los Muertos, Lunar New Year, etc.)?
 - Are local schools on vacation? Is it the first week, last week, or graduation?
 - Are there other scheduled events like: CARB meetings, air district meetings, government events, community events, fundraisers, etc.? Check available calendars for conflicts including:

- CARB events calendar – <https://ww2.arb.ca.gov/events>.
 - California Climate Investments events calendar – <https://www.arb.ca.gov/ccievents/>.
 - CARB Funding Plan workshop calendar – FundingPlanWorkshopCalendar@arb.ca.gov.
 - CARB Mobile Source Control Division meetings and events calendar – 600.msdccl.ARB@arb.ca.gov.
 - CARB Sustainable Transportation and Communities Division calendar – CARB-STCD@arb.ca.gov.
 - CARB Office of Community Air Protection external calendar – OCAPCalendar@arb.ca.gov.
 - CARB Environmental Justice Unit carbej@arb.ca.gov.
 - [Low Carbon Transportation Investments and AQIP Meetings and Workshops](#).
 - Local air district event calendars.
- **Announce the date and time:** Once a date is chosen, inform communities and other affected parties at least six weeks prior to the event date.
 - Add events to CARB calendars.⁵⁹
 - Share the date on CARB’s social media such as X or Instagram for broader reach, as appropriate.
 - Include the event date in your outreach materials (see [develop outreach materials](#)).
 - **Where:** “Go to them” - When possible, work with local affected parties to find a location that is comfortable and safe for those you want to reach. Ask community advocates and partners about potential venues, where their community feels comfortable, what considerations (parking, traffic, inclement weather) should be kept in mind, and what solutions are there to address participation barriers. Also consider if the venue can accommodate the expected turnout, provide accessible accommodations, and accommodate hybrid virtual access if needed. Some venues may be community preferred but inappropriate for the size of the engagement event.
 - **Legal Requirements:** If you are working on a regulation or involving CARB advisory committee members or Board members in meetings, make sure you follow standards set by the [Bagley Keene Open Meeting Act](#), the [California Environmental Quality Act](#), and the [Administrative Procedure Act](#), as appropriate. Please contact the Legal Office with questions about compliance with these laws.
 - **Venue:** Identifying and reserving a venue can take four to six weeks (plan for a minimum of three weeks for the paperwork). You will need to contact potential venues to determine availability, cost, application process, and if the venue meets engagement

needs. Before you start contacting venues, clarify the needs and desires for an event space including local community member needs. Try to choose more equitable event locations and avoid venues that have heavier security, identification requirements, police presence, and are not considered neutral locations. Below are some additional considerations:

- **Government buildings:** CARB staff can reserve CARB building spaces at no cost and often have low- or no-cost access to other government buildings; however, government buildings may feel intimidating, inaccessible, or unwelcoming to community members. Before defaulting to those spaces consider if local alternatives provide more welcoming spaces.
- **Size:** Ensure the venue has room to support the estimated number of attendees.
- **Room set up:** The room should have movable chairs and tables and avoid auditorium seating. Keep everyone on the same level and in the same spaces to avoid barriers between speakers and participants and encourage dialogue. You need a general understanding of the activities and facilitation approach for an event to understand if the room will accommodate your approach. For example, if you want to have stations or conduct breakout groups using flip chart paper on walls, and the location does not allow tape or paper on the wall, then either the location or approach will need to be adjusted. Draw the room's setup and flow to ensure the space will work.
- **Equipment:** The facility must have space, tables, chairs, and other audio-visual equipment suited to your intended purpose and audience. Rent equipment as necessary.
- **Audio and Visual:** Determine audio and visual needs for the event. Does the space have microphones and screens? Or will CARB need to rent them? (Note: Office of Information Services and Office of Communications have some equipment you might be able to check out). Is the space appropriate for hybrid events? Once an event date is secured and equipment needs are known, contact Audio Visual Services, Office of Information Services, and the Office of Communications, if needed.
 - If the event is at the CalEPA headquarters building in Sacramento, notify building management. They will connect you with the CalEPA audio-visual team for the appropriate technological needs. Refer to [Audio Video \(A/V\) Services](#) webpage for instructions on requesting services. Please note this is on CalEPA's Intranet page, not CARB's Inside webpage.
 - If the event is at the Southern California headquarters, please contact the [Office of Information Services](#) and the service desk for your technological needs to ensure there are resources and staff for the event.

- If you have recording, podcasting, or other equipment needs, you can fill out this form: [Equipment checkout form](#).
- For speakers and microphones, or if the equipment checkout form does not work, email the Office of Communications: comms@arb.ca.gov
- **Accessibility:** Be sure the location and setup are ADA compliant (e.g., accessible restrooms, elevators, ramps, wireless connection, etc.). There are many tip sheets on this topic, including this [example](#).
- **Security or law enforcement:** Discuss with your community partners how they address safety in their community events. While there are situations when law enforcement may be required to support a public event, it is important to recognize that law enforcement can carry significant implications for event attendees. In some contexts, law enforcement presence may cause unintended consequences for attendees, including:
 - Feeling less able to express their full thoughts or ask uncomfortable questions.
 - Distrusting the intentions behind having law enforcement present during public events, which may cause concerns that community views are unwelcome or will be dismissed.
 - Symbolizing the perpetuation of a punitive approach to community issues.
 - Feeling emotionally or physically unsafe or intimidated by the presence of law enforcement, particularly after a lifetime of exposure to traumatic local and national high-profile incidents, and negative personal experiences.
- **Transportation:** Ideally the location is easily accessible by public transit. Contact the local transportation agency to see if there are opportunities for free or reduced-cost transit passes for the event. Be mindful that public transportation may not be robust in some communities and people could have trouble accessing the venue. Work with communities to choose appropriate venues that are accessible.
- **Parking:** Should be no- or low-cost. Provide details on available parking options and costs in the event invitation. Note, that parking costs can be a barrier to participation. When possible, find venues with free parking.
- **Children's activities:** Having space for some kind of activity for children shows CARB's commitment to welcoming everyone. Creative approaches to having materials at an event are plentiful, including coloring books, magazines, etc. Providing these activities for children allows adults to participate in the event more fully. Provide options for children to participate in the discussion if they like, but also provide an area in the meeting room where they can do other activities.

- For a list of potential venues, visit the Model resource folder. If those do not work, you should research other potential venues in the identified location(s) or ask a local community-based organization about good locations. Good options often include community centers, senior centers, libraries, schools (after school hours), and local community colleges or California State University campus event centers.
- To reserve a venue, you need to do the following:
 - When possible, coordinate a walk-through of the facility before the event.
 - Fill out appropriate forms for a non-competitive purchase in coordination with your division's administrative staff.
 - Instructions and forms are found on the CARB Inside page. Under "Quick Links" select "Administrative Forms."
 - Prepare ASD 15 Contract Request form.
 - Prepare ASD 255 Check Request form.
 - Prepare STD 204 Payee Data Record form (send to venue to fill out).
 - Send the Department of General Services (DGS) Public Liability Insurance form to the venue to fill out. This form changes each fiscal year. You can contact DGS to get the current form. The contact as of June 2024:
 - devon.limamitchell@dgs.ca.gov or ORIMAdmin@dgs.ca.gov
 - 279-799-3856 or (916) 376-5300
 - Collect invoice, fee schedule, and any other forms from the venue that should be part of the reservation package, as requested by either the venue or Administrative Services Division.

Virtual events (including hybrid events)

When exploring virtual platforms, consider the following:

- **Scale:** Number of participants likely to attend. Make sure the available virtual platform license (i.e., Zoom or Teams) can accommodate the number of attendees expected to participate.
- **Interaction:** What is the theme and purpose of the event? How will interaction factor in? Are breakout groups needed? Should public speakers have video capability (versus presenters or panelists)? Is a chat or Q&A feature appropriate, and will staff have the ability to monitor or will they need to collect records for legal requirements under the California Environmental Quality Act or Administrative Procedure Act? Will virtual participants be able to unmute themselves? Who will have the option to share their screen (See [Appendix XVIII: Benefits of the Chat Function](#))?
 - The type of interactive elements included will depend on the number of attendees. For example, if there are 50 people in a breakout room, it will be

challenging to have a meaningful dialogue. Consider how to create opportunities for dialogue and interaction for the anticipated attendance.

- **Broadband access:** Events should be accessible for those who cannot join through a computer or have broadband access. Are there multiple ways for people to participate? Is call-in information provided? If there will be breakout rooms or interpretation, call-in participants will not be able to access these options. If most of the primary audience does not have adequate broadband or internet access, consider hosting the event in person.
 - Another option is creating an in-person watch party where communities organize an in-person option for participating in a virtual event. This is especially common for people who have limited internet access.
- **Language access and interpretation:** If interpretation is being provided, is the contractor familiar with the platform in use? If participants call in instead of joining via the internet, will they be able hear the meeting in their preferred language?
 - Recording a virtual event in multiple languages will require special considerations and should be planned for ahead of time as some virtual platforms do not allow for simultaneous language recordings.
 - In some instances, consider doing the meeting with non-English as the main language with interpretation into English.
- **Closed captioning:** Zoom and other online meeting platforms provide closed captioning. In some cases, you may want to provide closed captioning through a professional contractor. Check with the Legal Office's contract for court-reporting services to potentially add this service.
- **Hybrid:** Increasingly, hybrid options are being requested. Experience has shown hybrid events are difficult to manage, and connecting people online with people in the room for genuine conversations is very challenging. Hybrid events may be more appropriate for informational events. If a hybrid event is planned, consider how participants will experience the event both in the room and online. Ensure your audio and display of the presentations and materials is clear to both the in-person and online audiences and establish a structure to capture comments. Hybrid events present a lot of challenges and require more staff to run. Consider the option to have one virtual and one in-person engagement instead.
- **Meeting versus webinar:** Decide if the event should be a Zoom meeting or webinar. The table below outlines the differences. Consider using meetings instead of webinars for most engagement activities to increase opportunities to connect and have meaningful dialogue.

Table 2. Meeting versus webinar features.

Feature	Meeting	Webinar
Audio	All participants can mute/unmute. Host settings can limit these functions as needed	Only hosts/panelists can mute/unmute. Participants can only join in listen-only mode. If they raise their hand, they can speak if the host enables "Allow to talk". The participant is switched back to listen-only mode once their question is asked.
Video	All participants	Only hosts and panelists
Waiting Room	Yes	No
Recording	Yes (breakout rooms not recorded on cloud, can record local)	Yes (breakout rooms not recorded on cloud, can record local)
Breakout Rooms, Chat, Q&A, Polls, and Registration	Yes	Yes

All events

As you start finalizing the logistics, you want to check in and consider the following:

- **Staffing:** Are there capable trained staff who can assume various roles such as host, presenters, facilitator, note taker, poll and breakout room implementor, and backup staff?
- **Facilitator:** Revisit and confirm decision from the *Will you need an external facilitator* section.
- **Timeline:** Is there enough time to hold at least two dry runs prior to the event?

- **Language access.** Request translation and interpretation prior to the first event. Follow CARB's Equal Employment Opportunity Office agreed timeline for translation and interpretation requests. Interpretation is often requested two weeks in advance. Translation can take two weeks to two months, depending on the length of the materials. Account for finding a contractor when scheduling the event times. See [Appendix XIX: Interpretation for Public Events](#).
- **Tracking feedback:** Develop an approach for tracking feedback before holding events. You are strongly encouraged to develop a Summary Action Table, similar to how comments are tracked on a regulation. A Summary Action Table tracks all feedback received and clearly identifies which comments were incorporated, which were not, or which fell outside the scope of the CARB action. More details can be found in [Public Follow-Up](#) and [Appendix XX: Summary Action Table](#).
- **Backup and emergency plans:** Have a plan for how to communicate to participants if major logistical changes come up, such as needing to move an in-person event to virtual or cancellation due to a major event.

Example of what not to do when exploring logistical needs: Staff wait until one month before a community event to begin reaching out to venues to book space. When they begin calling locations, they discover that no venues in that town or any nearby towns are available that day and must cancel the event. Planning community events takes several months, including researching the most accessible venues, confirming a venue has all the required technical equipment and is within the allotted budget, and making venue reservation. Start planning these events as early as possible.

Step 2.5: Engagement Plan Design Check

Write up the draft plan and check in with project partners to see if the approach resonates with affected parties. Contact a group of key community members representing different perspectives. Remember, you are working to build relationships with these community groups. Checking-in should focus on inclusion and accommodating their schedules and needs and continuing to build reciprocal relationships. Reciprocal relationships mean that CARB should be giving time and effort and not only taking. Communities have historically provided large amounts of free time and resources toward CARB activities. Seeking community member feedback in a respectful way on the draft will show respect to communities by aiming to design engagement in ways the community considers meaningful and effective.

The engagement plan design check provides an opportunity to test the engagement plan by obtaining feedback from community members before it is implemented. You can request feedback on the whole plan or ask some of the following questions:

- Is anything missing or overlooked?
- Are there opportunities to coordinate and collaborate?
- Looking at this plan through a race and equity lens, are there any shortcomings with this approach?
- Are the proposed timeline and budget robust and flexible enough to meet community needs?
- Given the plans for translation and interpretation, are there other language access issues we should keep in mind?
- Will the community appreciation methods resonate?
- Is there anything else we should keep in mind?
- Are there any other key people to reach out to?

Implementing Your Community Engagement Plan



This section is designed to help implement the outreach and engagement plans from the previous two sections. It provides step-by-step guidance and considerations for preparing, hosting, and following up on engagement event. This includes refining and preparing event materials. Lastly, this section guides you through the process of assessing each of the events to improve future engagement efforts.

Implementing Your Community Engagement Plan includes:

Step 3.1: Event Materials and Needs

Step 3.2: Translation of Materials and Interpretation

Step 3.3: Before an Event

Step 3.4: Host the Event

Step 3.5: Evaluate the Event

Step 3.6: Immediate Event Follow-up

Step 3.1: Event Materials and Needs

Start assessing event needs and developing materials. See [Appendix XXI: Community Engagement Event Worksheet](#), for a worksheet that can be completed before each event.

Event needs

Given planned engagement events, create a checklist of needed items and equipment and start working to find or purchase them. Include who is responsible for each item, who is delivering equipment, and who is setting up technology.

- In-person supplies:
 - Audio visual needs including laptop, projector, microphone, and speakers.
 - Easels, flipcharts, markers, pens, nametags, tape, stickers, etc.
 - Activities for kids, which may include coloring books, puzzles, or other options, especially those related to the meeting subject. Make sure these materials are available in the appropriate languages.

Kid's activities: Coloring books, crayons, games, or stickers will indicate that CARB supports children's presence and helps parents focus more on the event. You can use [*Climate Investment's Children's Materials*](#).

- Online: Laptop or computer, Zoom or other online platform account, and access to any other software you will use during the event.
- Hybrid: In-person and online items.

Event materials

Ensure the public has access to materials on the topic at least 10 calendar days before the event. Be sure the materials are easy to understand. Build in plenty of time for CARB review, approval, and translation of the materials.

- **Legal requirements:** If an event involves accessibility issues (Americans with Disabilities Act or Dymally-Alatorre Bilingual Services Act), will include CARB advisory committee members or Board members subject to the Bagley-Keene Open Meeting Act, or will take place during a public comment period for a regulation or project subject to the Administrative Procedure Act or the California Environmental Quality Act, please contact the Legal Office to ensure legal requirements are met.
- **Background information:** Community members may not always have the same background or technical information as CARB staff, so it is important to provide relevant materials **before** the event. Ideally, this information would be sent out with outreach materials or the meeting agenda. Providing this information ensures community members have the resources they need to meaningfully engage with CARB. This can also help your events run more effectively because sharing background information allows everyone to understand the event topic.
- **Event registration and sign-in sheets:** Create online and in-person event registration forms. Include spaces to note interpretation and accessibility needs (see Event Registration in the Model resource folder). Staff should also create sign-in sheets for in-person events asking for name, pronouns, phone number, email address, and follow-up preference. Provide an option to opt-out for people who do not want to share their contact information or pronouns.
- **Public agenda:** Create an agenda with estimated times for each item. When possible, try to develop agendas with the communities you are working with. This can include having an open comment period for community members to influence the event agenda. Ideally, provide the agenda to communities and other affected parties at least 30 calendar days prior to the event but no less than 10 calendar days in advance. The

agenda can be shared on CARB's website, via listserv, emailed, or distributed directly to communities and other affected parties. Consider including the following in the agenda:

- Key information
 - The purpose of the event and intended outcomes.
 - The length of the event and when people can contribute, comment, or be included in a dialogue.
 - If appropriate, mark items as either informational only or decision-making.
 - If appropriate, include any implementation details such as budget and other resources, key people, start and end dates of the action plan, and progress towards achieving the task.
 - A link to relevant background information to ensure participants have information to meaningfully participate. Include links to the bilingual glossary of common words developed by CARB (on the [Bilingual Services Program](#) page).
 - How participants can find information if there are major logistical changes like moving or rescheduling an in-person meeting.
- Timing
 - Different types of events will have different timing needs and will vary in length. For example, a technical or regulatory presentation may require 20 minutes. Where a listening session should only have a five-minute presentation.
 - Build in more dialogue. Often events are 80% presentation and 20% question and answer, which does not provide time for robust discussion between the participants and the presenters. Both presentations and discussions are important, however, more time should be allocated to discussions when possible. Discussions allow for greater engagement and information sharing. Prioritize giving participants enough time to speak and do not limit speaking time. Consider switching to 20% presentation and 80% discussion instead.
 - As a best practice, when designating comment periods allocate sufficient time for participants to provide comments and avoid time limits on comments throughout the event. If required to limit comment times and periods, refrain from scheduling comments at the end of the event and instead have comment periods early in the agenda.
 - Create appropriate breaks for people to stretch and use the restroom.

- Content approach
 - For initial community meetings, you should plan to include a brief overview of CARB to help with raising awareness for community members that are unfamiliar with CARB.
 - Include icebreakers to get people interacting and engaged.
 - Consider putting listening sessions at the beginning of the agenda. Listening sessions are a period within the event for participants to express their feelings and thoughts, which can be unrelated to the topic. As a best practice, these sessions should also make space for communities to share their lived experiences. When communities first come into a meeting, they want to bring up issues affecting their community and are not sure which agency is able to assist them. It is difficult for them to sit through an entire presentation before having the opportunity to make comments or ask questions. Having a listening session at the beginning allows them to immediately voice their concerns and focus on what is discussed during the meeting itself.
 - Incorporate breakout rooms or interactive activities (see [Appendix XII: More Engagement-oriented Outreach Examples](#)). This will also help create a more informal environment that will encourage participants to speak up.
- **Presentations:** Around 60% of people are visual learners, so consider the type of visuals that will have the greatest impact. Presentations should be clear, use plain language, and have useful visuals. Design your presentations following these guidelines:
 - Key information: Be sure staff and other subject matter experts or presenters understand the topic(s) and have practiced their presentations.
 - Timing: Break long presentations up into shorter chunks by using polling questions throughout the presentation or invite questions or reflections between sections (see [Appendix XIV: Polling and Survey Tools](#)).
 - Content approach:
 - Shift your mindset from presenting to facilitating a discussion. Design presentations to generate discussion, demonstrate active listening, and talk with people instead of talking at people. Avoid staff reading from a script and presenting for the majority of the meeting.
 - Create ways to spur discussion during presentations such as discussion questions or polls.
 - Keep presentations simple and avoid wordy slides. Limit the information to only a few bullets or points per slide to make it easier to read. You can follow the 4x5 rule, no more than 4 bullets with 5 words each. It is better to have more slides with less content, than to squeeze a lot of content into a

few slides. For more information, you can refer to the [Plain Language section](#) and [Appendix X: Checklist for Accessible Documents](#).

- Statistics and pie charts can easily become overly complicated and lose their impact. Consider using pictures, videos, and simple graphics that help visually represent the content.
- Accessibility: Present slides in the different languages or consider using hybrid language slides if only two languages are needed. There are a few methods to present English and translated slides simultaneously.
 - Have the slides (English and translated) in separate presentations and present at the same time. [How to present two PowerPoint Presentations side-by-side](#) explains how to do this.
 - Bring two projectors and two laptops and present both.
 - Share multiple screens simultaneously through Zoom. Enable “multiple participants can share simultaneously.” Have one person rename themselves as “English Presentation” and screenshare the English slides. Have the second person rename themselves as “Translation Language_Presentation” in the translated language and screenshare the translated slides.
 - Have the English and translated slides stacked vertically onto a single slide. To achieve this, open a blank presentation in PowerPoint. Then double the height of the blank slide (Design-> Slide Size-> Custom Slide Size). Save the English and translated language slides as pictures (Save As > JPEG File). Next you can paste (or add an image) the English and translated slides into a single slide as a picture and resize to fit the slide.
- Create a facilitation plan (see [Appendix XXIII: Example Facilitation Plan](#)).
- **Event questionnaire:** It is a best practice to have event participants answer a short questionnaire following the event. The questionnaire should align with your evaluation metrics (see [Identify Evaluation Approaches](#)).
 - Approach
 - Ongoing engagement efforts should have event questionnaires throughout the engagement process so you can adjust engagement strategies between each event.
 - Questionnaires should take less than five minutes to fill out and focus on the single engagement event they attended, not the entire process.
 - There should be an option for the respondents to remain anonymous. Explicitly state that the information gathered is solely for the purpose of informing better practices for future community engagement events.
 - The questionnaire should have some open-ended questions.

- Assist participants with the questionnaire or conduct it in an alternative format.
- Example questions include:
 - Was the information easy to understand?
 - Was there something missing?
 - Were you able to share your opinions?
 - Was there enough time to ask questions and give feedback?
 - How was the event length: too short, too long, or a good length?
 - Was there a good representation of diverse communities?
 - Who was missing from the event?
 - Do you have another preferred way for sharing feedback?
 - Is there anything else you would like to share?
- For more detailed examples of an evaluation questionnaire, refer to the example provided in [Appendix VI: Example Event Questionnaire](#). The sample questionnaire can be modified to meet your intended evaluation purpose.

Different communities and individuals will have different preferences for the length and type of questionnaire they complete. Consider creating a short and long version of the questionnaire. The questions in the short version should be the same in the long version so you can use both in the evaluation. Be sure to have multiple choice and write-in responses and offer digital and paper versions.

- **Meeting summaries:** Create a meeting summary to share with meeting participants and post online as soon as possible. One or more staff should be prepared to take notes during the meeting. Each breakout group should have an assigned note taker. Raw notes, flip charts, online whiteboards, etc. should be photographed or electronically saved in a folder accessible to staff. This ensures staff can access raw notes if questions arise about the meeting summary.
- Meeting summary content and format will vary, but should include:
 - Purpose of the meeting, attendees, summaries of community comments, key decisions, action items, and follow-up tasks. Action items and follow-up task should have designated staff and timelines.
 - Make decisions, action items, and next steps easy to find.
 - Consider putting decisions, action items, and next steps on a relevant webpage, calendar event page, and in the body of a follow-up email to meeting participants.

- Individual comments should go into the Summary Action Table and the meeting summary should provide links to the Table or indicate when and where it will be available.
- [Appendix XXII: Meeting Summary Approach and Example](#) provides additional approaches and examples of meeting summaries.
- **Other materials:** Think about what visual aids or other materials staff can use to facilitate group participation. This could include easels with flipcharts or printouts of visual aids like maps, graphics, program handouts, presentations etc., and items like sticky notes, markers, highlighters, note pads, and pens for participants to use.

Tips for all materials:

- Use plain language (see the [Language Access](#) portion of this document).
- Check that information is easy to understand and written in plain language by asking other staff members to review the materials. You may also ask your community partners to review event materials prior to finalization. Remember, they may have limited time and bandwidth to review materials. This is an example of a type of service tasks that may be appropriate to include in a consultation services contract between CARB and a local community-based organization to support engagement activities.
- Always spell check materials and documents that are made publicly available with special care, especially words such as public, because spell check will not always catch this misspelling.
- Additional resources for consideration when developing materials for online publications are available on CARB's Inside webpage under the [Introduction to Web Accessibility Tools and Resources](#).
- Remember to send pre-event materials at least ten business days before engagement events so that participants have review time. If the material is highly technical, give more time.

Making visual materials: Check with the community to make sure the selected images and graphics are culturally appropriate. Have the Office of Communications review your graphics or maps to ensure they include all necessary labels and legends. Make sure to cite the images used. Remember that all graphics should be translated.

Step 3.2: Translation of Materials and Interpretation

What language access issues need to be addressed for both the event materials and event? Based on your knowledge of the location, advice from community partners, and requests for

interpretation, you should plan for appropriate translation and interpretation for event materials and meetings.

- **Americans with Disabilities Act accessibility:** Ensure all documents comply with [Web Content Accessibility Guidelines 2.1](#), levels A and AA.
- **Translation:** Translate all written public materials (agenda, presentations, event questionnaire, and other event materials) into Spanish and other identified languages. Translation can take two to four weeks depending on the length and number of languages.
- **Interpretation:** Arrange for interpretation for Spanish and other identified languages. If most of the community you are engaging with speaks a language other than English, consider leading the event in their primary language with simultaneous interpretation to English and other commonly spoken languages.
- **Request translation and interpretation:** Request translation and interpretation services through CARB's Equal Employment Opportunity Office (bilingualservices@arb.ca.gov) using the forms below. If the links do not work, contact the Equal Employment Opportunity Office to request the most up-to-date interpretation and translation service forms. Typically, events need at least two interpreters to allow for breaks. Interpreters should only interpret spoken content. CARB staff can translate chats, or the meeting lead or facilitator can summarize chat comments for interpretation. Be sure to request services for 30 minutes before and after the event and at least one dry run or preparation call.
 - [The translation services request form.](#)
 - [The interpretation services request form.](#)

Interpretation

Share all presentations and event materials with interpreters at least one week before the event. This provides adequate time for interpretation staff to become familiar with the technical terms and event details. Have a preparation call with the interpreter prior to an in-person, virtual, or hybrid event. Include interpreters in at least one dry run, or practice session, if a virtual event will be held. Including interpreters during the dry run must be included in the initial interpretation service request. Refer [Appendix XIX: Interpretation in Public Events](#) for ways to communicate with your interpreters. A list of standard materials to be shared with interpreter(s) includes:

- Bilingual glossary of common words developed by CARB (on the [Bilingual Services Program](#) page), which can be shared immediately with interpreters.
- Event slides.
- Facilitation guide and talking points.
- Event documents.

- Event notice or calendar item.

Good example of language access during a community event: After beginning to plan an engagement event, staff discover that the community they are working with has one of the largest Punjabi-speaking populations in the country. Staff speak to several community leaders who echo concerns that many important voices will not be heard without adequate language access. In response, staff ask CARB's Equal Employment Opportunity Office for Punjabi and Spanish simultaneous interpretation. To put the community first and provide a welcoming environment, staff lead the event in Punjabi, with simultaneous interpretation to English and Spanish. This is a reminder that staff should work with the community to identify all needs and concerns of residents in preparation for engagement events.

Step 3.3: Before an Event

Assign roles and responsibilities

With many moving pieces required to create a robust and successful engagement event, you should assign staff roles and responsibilities several weeks ahead of time. This includes multiple roles for running and facilitating the event ([Appendix XXIII: Example Facilitation Plan](#)), roles for setting up the venue space ([Appendix XXIV: Open Venue for Event Checklist](#)), and roles for leaving the venue space ([Appendix XXV: Close Venue Checklist](#)). For in-person events, also make sure to create a packing list of materials needed and assign staff to gather and transport those materials to the venue. For virtual meetings, assign staff to ensure that all virtual meeting settings and other technological considerations have been covered. **One lead staff cannot fill all roles for an engagement event; these events require significant work.** If the engagement efforts are feeling understaffed, you should work with management to identify additional support or resources.

Facilitation plan

The facilitation plan is an annotated agenda that includes all the behind-the-scenes details the team needs to address before and during the event. Refer to [Appendix XXIII: Example Facilitation Plan](#). If the event is co-hosted with a community or has an external facilitator, the facilitation plan should be co-developed with them.

The facilitation plan often includes speaking notes for the presentation. If the issue being discussed is contentious and complex enough, management review of the facilitation plan may be required.

Dry run

Conduct one or more dry runs of the event using the facilitation plan. Include CARB staff, interpreters, facilitator, and communities (if they are co-hosting the event) to ensure everyone is clear about their roles and familiar with the physical or virtual set-up of the event. It is important to review tough scenarios and consider what will be done if they occur. Staff should think about possible situations in advance and develop a plan to address them. A few specific tough scenarios for each event location type may include:

- **In-person:** What will be done if an individual is yelling or disrupting the event?
- **Virtual:** What if more participants attend the event than expected, and they all want to speak? What will occur in the case of an unwanted disruptive intrusion (also known as a Zoom bombing)?
- **Hybrid:** How will the online and in-person experience be handled simultaneously?
- **All:** What will be done if there are issues with audio or visual systems, software platform, Wi-Fi, etc.?

Regardless of the chosen event location or platform, remind all assigned staff to remain calm during any of these tough scenarios as we want to ensure all participants feel comfortable asking questions and raising their concerns.

Step 3.4: Host the Event

Open the venue

Staff should prepare a warm welcoming event space. A brief checklist is included in [Appendix XXIV: Open Venue for Event Checklist](#).

During the event

- **Welcome:** The event facilitator should welcome participants and acknowledge communities that helped to plan it and are attending the event. This may include a poll to understand who is in the room.
- **Technical and translation assistance:** Provide an overview of how to use the virtual platform functions and who to contact for technical assistance during the event. Explain how to access interpretation options including viewing the presentation in other languages, accessing in-person interpretation equipment or virtual interpretation services. Have the interpreter say this information in the available interpretation languages and give time for people to get the language access they need.

Interpretation: Language services should be welcoming and easy to access the day of the event. **When presenting materials, speak slowly to assist interpreters.** Ask for English translation of verbal and written contributions from non-English speaking participants so CARB staff can respond during the event.

- **Safety and comfort:** Identify and announce emergency exits and restroom locations. You do not need to announce it, but you should know where the first aid kit is located and have the facility emergency contact information.
- **Privacy and Public Records:**
 - Inform participants if the event will be recorded and where that recording will be publicly available.
 - Be transparent about how comments will be recorded and used, including whether comments will receive a CARB response. Acknowledge that comments made that are documented in writing by staff or on a video recording or chat will be public records and subject to release under a Public Records Act Request. If the meeting is held during a public comment period required by the Administrative Procedure Act or California Environmental Quality Act, please consult with the Legal Office to comply with legal requirements.
 - Participants may share personal information during these events, including medical information or identifying characteristics. When personally identifying information is shared, CARB staff should follow legal requirements of the Information Practices Act and contact the Legal Office with questions.
- **Agenda review:** When reviewing the agenda during the event, note the event goals, background on key topics, and what decisions will or will not be made.
 - Clarify which aspects of the CARB action you are interested in gathering feedback on, how event participation can influence the action, and what may not change due to program restrictions or by law.
 - Let participants know when they will have an opportunity to provide feedback on specific topics during the event and how they will be able to speak or participate.
 - Explain what process CARB is using to determine what is outside the scope of the CARB action. If there is a comment or question that falls outside of the scope of the CARB action, it still should be noted and followed up on appropriately.
- **Meeting agreements:** Allow time shortly after reviewing the agenda to ensure that the event atmosphere remains respectful and allows for authentic collaboration and conversations by creating meeting agreements with participants.

- Meeting agreements can be created at the beginning of the CARB action process and be kept for the entirety of the process and revisited when appropriate.
- Invite participants to share additional meeting agreements. This can be done by taking participants' verbal suggestions, submitting words for a word cloud, putting ideas in the online platform's chat feature, etc.
- Ensure that meeting participants help develop and agree to the meeting agreements and refer to them when needed. More details are in "Notes on Meeting Agreements" below. For additional information, see [*Developing Community Agreements*](#).
- Meeting agreements may include but are not limited to:
 - Be respectful.
 - Keep equity central.
 - Step up and step back.
 - Attack the problem, not the person.
- While community engagement events are not held to the same rules as CARB board hearings, consider consulting rules of order that pertain to governing bodies for meeting agreement ideas:
 - Bagley-Keene Open Meeting Act
 - Robert's Rules of Order
 - Rosenberg's Rules of Order

Notes on Meeting Agreements

Meeting agreements must be created with community members and not just brought to them by CARB. Everyone should have a say in how they are agreeing to behave, as many people do not like to be told what to do.

The term 'meeting agreements' is also preferred to 'ground rules' or 'norms' as it emphasizes that all participants have agreed on how to interact with each other.

The greatest progress will be made when community members are able to fully express themselves. Dictating how community members should behave is harmful and can stunt relationship building.

You should avoid asking community members to be 'civil.' We suggest instead using terms like 'respect,' as rhetoric surrounding civility has historically been used to silence justifiably angry community advocates. There are respectful ways to communicate anger and community members should have the flexibility to express the full range of their emotions. Co-creating community agreements can help you and community members come to a mutual understanding of how to treat each other during events.

Facilitation

CARB staff should be familiar with the following considerations and resources to properly facilitate a discussion and know what to do when faced with conflict. Proper facilitation training and skills are critical when hosting an event. Effective facilitation is a key component of community engagement. A good facilitator can be the difference between participants feeling heard and remaining engaged throughout the process or them feeling frustrated and exploited. Remember that engagement is focused on meaningful involvement for people who will be impacted by CARB's actions.

Meaningful Involvement

- Community members can participate in decisions about CARB actions that will affect their environment or health.
- Decision-makers seek out and facilitate the involvement of those who will potentially be affected.
- It is critical to hear community concerns, especially those directly or indirectly impacted.
- The public's engagement can influence CARB's decision.

Many engagement events cover sensitive and controversial issues. It is more effective for staff to enter these conversations after completing facilitation or conflict resolution training. There are several helpful trainings and resources available for CARB staff to help develop their interpersonal, conflict resolution, and facilitation skills that will be useful when attending, participating, hosting an event with communities, or managing a facilitation contract. See [Appendix IV: Resources and Trainings Available to CARB Staff](#). The following section details several key aspects of facilitating engagement events.

Manage the discussion



- **Be human:** Be personable, friendly, approachable, and use an informal and welcoming tone. You are not required to share personal information, but it is helpful to try and connect with people on a human level. Connect on our shared experiences and values with humility in mind. Vulnerability and being human is not unprofessional. It also helps to recognize the humanity in others by referring to people by their names, give credit to good ideas, avoid cutting people off while they are talking, and summarize what was mentioned before moving on.
- **Be respectful:** Ensure that the conversation addresses the issue and does not attack people's ideas. Ideas can be challenged, but respect for one another and recognition of everyone as equal contributors should be upheld. If needed, have the facilitator remind participants of this during the event and refer to the meeting agreements. Be careful to avoid tone policing, silencing people, or ignoring someone's feedback if it is expressed with high emotion. Focus on the content rather than the tone and be empathetic.
- **Be a good communicator:** Be attentive and use active listening skills. Keep explanations simple and direct; avoid acronyms, jargon, and technical terms. Try not to be overly scripted so that the engagement is more like a conversation between you and community members.
- **Be honest:** Be honest about what CARB can and cannot do. If the public asks legal authority questions, make sure responses are reviewed in advance by the Legal Office. If the public asks questions about enforcement cases, make sure responses are reviewed in advance by the Enforcement Division. If those questions were not reviewed in advance, note the question, person, contact information, and follow up by connecting them with the appropriate team.

- **Be inclusive:** Solicit comments from those not often heard. This can look like making space for people who have not yet spoken. This can be done by offering alternative ways of collecting comments, such as through writing, email, polls, surveys, word clouds, or providing ways to remain anonymous before, during, or after the event. Create an environment where everyone feels comfortable expressing themselves and fully participating, without fear of attack, ridicule, or denial of experience.
- **Be mindful:** Sometimes we ask questions or seek information that requires vulnerability from communities. Work on creating an environment where this can happen and aim to create opportunities for an open dialogue (e.g., allow participants to respond after staff replies to questions). This may be difficult at times as it requires trust. Practice *nonviolent communication* through compassionate behavior and interactions to achieve what everyone seeks.
 - Avoid using terms like “I understand,” “I get it,” or “I hear you” when attendees express a concern or frustration as this may come off as disingenuous since you may not have lived their same experiences.
 - Try responding with (1) compassion, (2) conviction, (3) optimism, and (4) gratitude.
 - (1) I’m very sorry to hear about...
 - (2) I’m confident that...
 - (3) In the future I believe that...
 - (4) Thank you for sharing your experience regarding...
 - Try reiterating or summarizing what you hear from community members. Part of active listening is ensuring that you accurately understand what you are hearing. This also provides the community member an opportunity to correct any misunderstandings.
 - Do not tell people that they are repeating others or themselves. Attendees may feel you are not listening, and they must repeat the concern to be heard. If you hear similar comments, consider this as evidence of the issue's importance.
- **Be helpful:** Capture off-topic comments to be addressed at a different time or to be sent to other agencies to address them. Commit to following-up to make sure you connect community members to the right person. Try to help however you can. This will build trust and relationships over time. How to address and follow up on topics discussed in the meeting are detailed in the *Implementing Your Community Engagement Plan* and *Follow-up with Communities* sections.

You May Feel Attacked

You may be yelled at or put on the spot for things you may or may not have done. Community members may be angry with you, CARB, the State of California, or government bodies generally. Please listen patiently, with empathy, and do not get defensive. You are not responsible for defending CARB or the government in general. Remember that communities are sharing their lived experiences and frustrations, which at this moment may be aimed at you or the staff in the room. That does not mean that YOU individually are under attack. Communities may be upset for a variety of reasons including perceptions of current and historical failures by institutions and government. Take the information shared with humility. You should rely on best practices below to respond to any threats, seek to discourage personal attacks, and encourage a trusting, respectful, and transparent environment to support effective engagement.

Dealing with harassment during public events

During public events, participants may express strong emotions due to the nature of the topic, and they may disagree with you, CARB, or one another. Additionally, there may be incidents when people come to public events with the intent to disrupt or derail a public process. In the preceding paragraphs, you are reminded to set a welcoming environment, focus on the content rather than the tone, provide space for emotions, and not take community frustrations personally. Those are suggested approaches for how to create a welcoming event that allows for passionate conversations while honoring the established meeting agreements.

There may be instances where an event shifts from high emotion or passion to harassment. Harassment can happen in multiple directions: from staff to the public, from the public to staff, and from the public to the public.

How does CARB define harassment and employee conduct expectations?

Under CARB's Standard of Conduct Policy, CARB prohibits employees from engaging in unprofessional, inappropriate, and discourteous conduct towards coworkers, members of the public, and all other persons. Please be aware of this policy and expectations for employee conduct.

Under CARB's [Civil Rights Policy](#), CARB prohibits harassment in its programs and activities based on a protected category. Under [CARB's EEO Policy](#), CARB prohibits harassment against its employees in the workplace. CARB defines harassment as unsolicited conduct

that an individual regards as undesirable or offensive, and a reasonable person would also regard as undesirable or offensive. Protected categories include race, religion, color, age, sex, sexual orientation, gender identity, gender expression, national origin, citizenship, ancestry, marital status, medical condition, disability, military and veteran status, political affiliation, and any other status protected by state or federal law.

Harassment can be verbal, such as slurs, jokes, insults, gestures, or teasing related to a protected category; graphic, such as the posting or distributing offensive posters, symbols, cartoons, drawings, computer displays, or emails again related to a protected category; or physical, such as physically threatening another person, blocking someone's way, etc.⁶⁰

Note that people have a constitutional First Amendment right to free speech. CARB may impose reasonable meeting expectations to facilitate an effective meeting, including preparing efforts to de-escalate a situation. Some forms of speech are not protected, such as obscenity, defamation, fraud, incitement, fighting words, true threats, speech integral to criminal conduct, and child pornography. You should consult with the Legal Office for questions.

If you think that staff or meeting participants engaged in harassment based on a protected category during a meeting, you should immediately contact CARB's Civil Rights Office and Equal Employment Opportunities Office at EEOP@arb.ca.gov. If you think harassment occurred, but not based on a protected category, you should contact CARB's Health and Safety Unit. You may also want to contact management to discuss any other appropriate follow-up to respond after the meeting to support improved relationships in the community.

Harassment or unconscious bias? Checking in and reflecting

During a situation with passionate communication, it is critical to remain calm and professional and seek to promote respectful interactions consistent with CARB policies. All CARB staff should be trained on implicit bias so that in these situations they can consider conscious and unconscious biases and try to respond appropriately to the situation. Including remembering how Black, Indigenous, and people of color are often racialized as being aggressive, threatening, or potentially violent. This racialization has been used to threaten people of color with police intervention and the potential for physical and emotional harm.⁶¹

Examples can exemplify how explicit or implicit biases impact who is perceived as threatening and the emotional and physical harms those biases cause. The 2020 letter from Black CARB Employees detailed how a Black CARB employee waiting for a ride was reported to security by a white employee who accused him of breaking into cars. The employee had introduced himself to the security team in anticipation of a similar situation

and security did not escalate the false accusations. Asking law enforcement to intervene can create a life-and-death situation for people of color.⁶²

How to respond to threats of safety or harassment

In addition to setting clear meeting agreements, you and the facilitator should decide how to manage different incidents ahead of time. If the event is being held with one or more community-based organizations, discuss how the community-based organizations manage local events and which de-escalation approaches are commonly used.

CARB management and the facilitator (if present) are responsible for meeting safety and upholding CARB policies. You should notify management if these issues are present, and management is unaware. Management should practice de-escalating threatening or harassment situations and strive to remain calm, neutral, and professional.

In the case of actual or threatened violence, use discernment to identify if someone is verbally or physically threatening violence and not simply yelling, cursing, banging their fists, or using hand gestures. With actual or threatened violence or harm, management should stop the event, address immediate safety needs, and determine how to follow-up. This approach helps reduce potential physical or emotional harm for all participants. An alternative approach is to stop the behavior and assess if the person or people can continue to participate in the event. If the meeting cannot continue based on disruption from a participant, management may ask the person to leave the meeting space.

In most cases, management and the facilitator should work to de-escalate the situation. Several approaches may be appropriate in these situations. These include but are not limited to:

- Management or the facilitator can pause the discussion and acknowledge the emotions in the room while reiterating the meeting agreements relevant to the situation.
- If the behavior continues, management and the facilitator may suggest an alternative opportunity to discuss the issue. For example, asking to speak to the individual separately either via a breakout room in Zoom or by asking a participant to step outside or to the side to speak.
- You may also set up an individual meeting to discuss the issue later.

In those conversations, you, management, and the facilitator should use a *nonviolent communication* approach to understand what is driving the behavior and how to jointly come to a solution to address the behavior. If the behavior continues, management and the facilitator should decide if the event needs to be stopped and reconvened later.

Following any incident of harassment, you and the facilitator should document all instances that appear to violate the Standards of Conduct Policy, Workplace Violence Prevention Program, EEO Policy, or Civil Rights Policy, and share that information with CARB's Equal Employment Opportunity Office and Health and Safety Offices. You should also report any incidents to your respective managers who can decide on any necessary actions.

Example of what to not do during a meeting: During a CARB-hosted virtual community event, a participant makes several unwelcome comments about race and is being disruptive to other meeting participants. By doing so, the meeting agreements are not being met. In the moment, CARB staff decide to disable the chat with no explanation. Note: While it is important that staff do something in the moment to remind participants to honor the meeting agreements, disabling the chat with no other action can come across as silencing people. Instead, staff should acknowledge the unwelcome comments and remind all attendees to honor the meeting agreements, paying special attention to the meeting agreements that were not being met. If the chat is disabled, staff should explain the decision to attendees.

Event evaluation

In the last five to ten minutes of the event it is a best practice to provide participants designated time to answer event questionnaires. Also consider providing opportunities for communities to share feedback through qualitative data like stories, art pieces, or other approaches. An alternative method to an event questionnaire is to solicit feedback from key communities who have been involved in the process via phone, a virtual meeting, or email.

You can get the highest survey response rates if you allow participants to complete the survey before the event ends. If you plan to send out a questionnaire after the event, ask participants if they are willing to complete a questionnaire on their own time. Plan to give respondents no more than two weeks to complete the questionnaire and send a reminder halfway through the response time to elicit more responses.

Ending the event

To close an event, thank participants for joining. Note the next steps they can expect to see and a timeframe. Provide contact information for follow-up questions. Give the community acknowledgements as previously requested or note when participants can expect them. Try to be available after the event to speak with participants one-on-one, but do not push participants to stay past the scheduled end time. Once you have concluded the engagement effort for the day, there are a few logistical items to complete which include:

- Compiling and saving any notes from the engagement event in a designated folder.

- Save recordings for processing and uploading.
- Note any action items not related to the engagement event topic and promptly assign staff to follow-up.

Close the venue

If you are hosting an engagement event in-person, there are several general tasks to do prior to departing the venue. Some tasks are included in [Appendix XXV: Close Venue Checklist](#), but please consult with the event venue representative for other requirements.

Step 3.5: Evaluate the Event

After the community engagement event the CARB team can meet to discuss what went well and what may need further refining for future engagements. You can also meet with external partners to understand their thoughts about the event. Finally, you should review event questionnaires. Adjust future engagement activities based on all the feedback.

Step 3.6: Immediate Event Follow-up

After the event

After an event, you should follow-up on matters that require immediate action or provide answers to ensure that all participants and affected parties have their unanswered questions addressed or action items completed.

Send an initial thank you email

Within three to five calendar days of the event, you should send thank you emails to all attendees who provided emails during registration or at the sign-in. Thank you notes can be brief but should express gratitude for their participation, immediate next steps, and when longer-term information will be shared. If previously identified community acknowledgement requests were not provided, share those in the initial thank you email.

Reporting back

You should develop a meeting summary to share event outcomes (see [Appendix XXII: Meeting Summary Approach](#)). All follow-up materials should be translated and Americans with Disabilities Act accessible. The meeting summary should include:

- The purpose of the event, attendees, summaries of community comments, key decisions, action items, and follow-up tasks. Action items and follow-up tasks should have designated staff and timelines.

- Make decisions, action items, and next steps easy to find. Consider putting these on a relevant webpage, calendar event page, and in the body of a follow-up email to event participants. Consider including this your next [GovDelivery](#) announcement.
- Links to presentations, materials, or resources. If the event was recorded, trim the recordings and route them to the Office of Communications to post online. Include language for a video description and add the links to your follow-up communications and appropriate webpages.
- If developed, individual comments should go into the Summary Action Table and the meeting summary should provide links to the table or indicate when and where it will be available.
- CARB contact person with their email, phone, and mailing address.

Circulate a draft meeting summary to event attendees as soon as possible after the event. Adjust the meeting summary if attendees identify inaccuracies. Post and circulate the final meeting summary to share event outcomes as appropriate. Potential outlets include related newsletters or blogs like [CARB's Environmental Justice Blog](#). You can contact the Office of Communications to request posts on CARB's social media accounts.

Following up

Keep all participants informed and updated regarding the engagement outcomes and broader CARB action. However, there are some specific attendees that you should offer one-on-one follow up with:

- Engagement partners to thank them for their efforts. Ask for any immediate feedback they want to share or concerns they want to have addressed.
- Participants with specific action items or requests. If questions arise outside of the scope, connect the individual to the right person. If questions continually arise, consider making a list with appropriate contacts to be shared or posted for all affected parties to view.
- Participants who might be disappointed with the decision. Encourage them to stay involved.
- Participants who did not speak up during the event. They may care just as much as those who spoke up but remained silent for any variety of reasons, including power dynamics or past histories.

Acknowledge and thank communities

There are multiple opportunities to acknowledge communities for their contributions. To recognize participants for their contributions to the CARB action, you should reference the method of appreciation most valued by community members [identified earlier](#). One

example of an acknowledgment that some individuals appreciate is a Certificate of Participation (see [Appendix XVII: Example Certificate of Participation](#)). Additionally, you can develop a thank you page in the final written report and CARB action webpage. The thank you page should note that inclusion does not imply endorsement. Individuals and organizations should be asked before they are recognized. This approach can generate a long participant list, which will require establishing an automated process to capture everyone. Creating a CARB action webpage is one recommended solution. Note that you should obtain prior approval from community members if you wish to thank them by their name or their organization's name.

Following-up with Communities



This section provides guidance on informing communities and other affected parties how their feedback was considered, how it influenced the CARB action, and any next steps.

Following-up with Communities consists of:

Step 4.1: Public Follow-Up

Step 4.2: Continuing Relationships

Step 4.1: Public Follow-up

Present a public report, action summary, and racial equity outcomes

After the current community engagement activities have concluded, share a public report that details: the engagement process, who broadly participated, how affected parties' feedback influenced the final CARB action, and initial racial equity outcomes. Communities can feel disconnected from the many different government agencies they interact with. As a result, community members may not know where their engagement outcomes can be seen or how efforts are connected. For this reason, it is important to clarify how feedback was incorporated, and how it may or may not connect to other efforts communities are working on. Public reports can help address these issues. The report should be translated as appropriate, following Americans with Disabilities Act requirements. Ensure the document follows *CARB's Guidance Document*.

A good example of a public report: The Environmental Justice Advisory Committee Community Engagement Synthesis Report 2022.⁶³ In the report the committee provided background information on the project and summarized what they heard from the community. They identified emergent themes that came up throughout their engagement process. The report is easy to read and navigate, formatted with plenty of whitespace, and clearly written.

Action summary

If you developed a Summary Action Table (see *Determine Logistical Needs*), you should share the table with event attendees and the public within 30 business days or as soon as possible. The table should track all comments, clearly identify incorporated comments, and

detail which comments were not included. For incorporated comments, you should clearly note where the comment was addressed in the CARB action. Provide a detailed explanation for any comments that were not incorporated. When there are multiple comments on similar topics, group them together, respond to the grouped comments, and acknowledge that multiple people had similar feedback. [Appendix XX: Summary Action Table](#) provides an example of a clear and effective table.

Racial equity outcomes

Dedicate time to evaluate the racial equity engagement outcomes. Refer to the [Racial and Social Equity Assessment](#) completed in the planning stages of the engagement model and analyze which outcomes of the CARB action aligned with the completed assessment. Examples of questions to answer include but are not limited to:

- Which communities participated in the engagement efforts? What are their socio-demographic characteristics?
- Did any of the planned engagement strategies to advance racial equity result in changes to the CARB action?
- Were staff able to fill in any data gaps while engaging with affected parties?
- Did the engagement plan miss any key racial equity metrics that staff should incorporate in future engagement efforts?
- How did this engagement support meaningful involvement, racial equity outcomes, and CARB Board Resolution 20-33?

In addition, analyze racial equity metrics co-developed with communities during the engagement process. Ask communities and other affected parties if they agree with your analysis of these metrics. Does their lived experience match staff's view of the outcomes?

Sharing the report

Notify people who provided comments about the report, Summary Action Table, and racial equity outcomes via their preferred method of communication. Post the report and Summary Action Table on CARB's website and use outreach methods to distribute it to all affected parties.

Example of not meaningfully following up: After a series of workshops and community meetings on a draft report, staff post an updated final report with no reference to specific community feedback received. Instead of a Summary Action Table, staff include in the report a one-page section detailing the dates, times, and locations of meetings they held during their public comment process. Staff consider this as an acknowledgement of their commitment to meaningful engagement with communities. Note: While it is helpful to

include details about the engagement for a CARB action, this is insufficient. People who submitted comments and recommendations at these events will have little idea if their feedback was considered, let alone incorporated. Residents and community-based organizations often submit comments and then never hear what specifically happened with their comments. For transparency and to show that staff listened, they should also include a [Summary Action Table](#), as detailed above, with their final report.

Continue to report back annually

Teams often stop communicating with the public and community after their project is approved or enacted. This abrupt end to communication can negatively impact not only the relationships built throughout the engagement process, but also broader relationships with CARB. Additionally, community members are often interested in how the work is being implemented and enforced.

Ask how people would like to be updated on the project long term. Give people the ability to opt-in and out of updates and provide an avenue for them to relay what information they are interested in hearing about. If people do not indicate a communication frequency preference, aim for at least annual updates. In these updates share the progress on the CARB action that the engagement was related to. This includes the status, impacts, next steps, any major changes, any additional engagement activities, and who people can contact for more information.

[The Annual Report to the Legislature on California Climate Investments Using Cap-and-Trade Auction Proceeds](#) is an annual reporting example.

Step 4.2: Continuing Relationships

Outside of a public annual report, continue and sustain the relationships that were built or strengthened through the engagement process. Maintaining reciprocal relationships will help with building trust, future collaborations, addressing environmental justice, and advancing racial equity. Consistency in communication is critical to building and continuing relationships. Consider creating a blog, webpage, or dashboard where participants and other community members can see progress on the project or provide further feedback.

Continuing relationships with community-based organizations and communities

If you contracted with community-based organizations or other community partners to support your engagement efforts, include a final evaluation and debrief meeting in the scope of work and allow for enough time for both. Debriefings can cover a variety of topics, including but not limited to:

- What went well?
- What should change for future efforts?
- How should the group address any major unresolved conflicts?
- How would partners like to be involved moving forward?
- How would partners like to maintain any relationships moving forward?
- Would partners like to be involved in similar efforts?
- What would CARB need to change to encourage future involvement?
- Were any compensation or other forms of acknowledgment transparent and fair?

Take the time to follow-up on these conversations by transparently sharing what was learned, how it will change things moving forward, and how you plan to follow up. If partners indicated they would like to keep in touch, be sure to set aside time to send periodic emails or have phone calls to touch base. Try to attend any events partners invite you to, when possible. If you transition out of CARB, be sure to introduce partners to other appropriate staff who can continue these relationships.

Comprehensive Evaluation of Your Engagement Efforts



This section will help you evaluate your outreach and engagement efforts and inform improvements to future external and internal community engagement efforts. Also, to evaluate this Model and provide the team with any recommendations for improvement.

Comprehensive Evaluation of Your Engagement Efforts includes:

Step 5.1: Evaluate Your Engagement

Step 5.2: Post-evaluation Actions

Step 5.1: Evaluate Your Engagement

Assess community engagement

To improve future community engagement practices, staff need to assess the effectiveness of their recent engagement processes. An overarching goal of the evaluation is to better understand whether communities were meaningfully involved in the engagement process. Evaluations should gather feedback from staff, partners, and engagement participants to understand their perceptions of the overall engagement, accessibility, and transparency. Assessing your community engagement should include the following steps:

- Revisit *Identify Engagement Goals and Objectives* and *Identify Evaluation Approaches*.
- Compile your previously identified goals, objectives, and metrics. Address any changes community partners or CARB requested.
- Share a final evaluation questionnaire with appropriate parties that is designed to assess the objectives and metrics identified above. See *Appendix XXVI: Example Community Participant Survey*.
- Share a final evaluation survey with CARB staff involved in the engagement to help identify lessons learned. See *Appendix XXVII: Example Staff Survey on Community Engagement*.
- Gather all previous event questionnaires, interviews, focus groups, and notes from formal and informal check-ins.
- Revisit your *evaluation of racial equity outcomes*.

- Collect new data needed to complete the evaluation. Common assessment strategies include surveys (paper or electronic), group meetings, phone calls, polls, and pre- and post-engagement changes in assessed metrics.
- Complete analysis for each metric and include a short summary of the metric, how the data was collected, methods for analysis, and findings. Note if any engagement or activities changed throughout the project given event questionnaires, community feedback, etc.
- Discuss how the findings will be used and by whom.
- Staff should consider holding an internal wrap-up meeting to discuss the evaluation results and provide an opportunity for all staff involved to bring their perspective before sharing the findings outside of the immediate staff team.
- Share the evaluation outcomes with interested parties (e.g., community partners, participants, etc.).

Surveys

Surveys can be administered in many ways. These include:

- Paper surveys that can be given in person or mailed. If mailed, they may take up to 24 calendar days to be returned.
- Electronic surveys (e.g., Zoom poll, Zoom Surveys, Microsoft Forms, Google Forms, Survey Monkey, QR code, ArcGIS Survey 123, etc.). Microsoft Forms is a free and easy to use survey but there are many tools available. Details are listed in [Appendix XIV: Polling and Survey Tools](#).
- Group meetings.
- Phone calls.
- Text messages.
- Develop a public platform for communities to submit stories or art with optional descriptions. Descriptions are encouraged to limit any incorrect interpretation.

Survey considerations: To help reduce survey fatigue, increase participation, and show that you respect people's time, develop surveys in multiple languages, do not over survey, avoid asking too many questions, and streamline surveys. Anonymity cannot be guaranteed with small groups, so avoid requesting personal information in the survey. Regardless of the method, keep the responses anonymous. For polls and surveys, consider sampling issues and whether they are statistically representative. If the survey is not receiving responses, reevaluate your outreach and engagement strategy.

Sharing a survey: If you are using an electric survey, share the link and a QR code through email and request a response within 15 business days. Send one reminder to get more

engagement. The reminder should emphasize that their responses are valuable and appreciated. Staff should also be sure to follow up with survey recipients as needed. Ask for contact information to follow up if necessary.

Survey questions: *Appendix VI: Example Event Questionnaire* provides example questions for an event. *Appendix XXVI: Example Community Participant Survey* provides an example survey for the engagement process. Note that the surveys are suggested templates. You can use the templates but are encouraged to modify them to gather additional information to match the evaluation needs and specific engagement experiences.

Step 5.2: Post-evaluation Actions

Develop process recommendations

Community engagement processes are ever-evolving. As such, CARB needs to take the lessons learned from our interactions with communities and feedback from our peers to improve our community engagement processes. Responses from communities and CARB staff surveys should inform process recommendations. There are two key areas to focus on: improving external community relationships and recommending updates to internal community engagement processes.

Improving external community relationships

Questions to keep in mind:

- Did you engage priority communities (e.g., underserved, low-income, under-resourced, or communities of color) in every step of the engagement process?
- To the best of your ability, how did you assess and eliminate potential burdens that might deter communities from participating? Examples of this can include:
 - Contracting with local community-based organizations to support your community engagement efforts.
 - Providing background information to communities with a limited understanding of the subject.
 - Mitigating common causes of community fatigue when possible. Addressing participation barriers like language access and childcare concerns.
 - Offering alternatives to people facing transportation or technological limitations.
- How did you ensure affected parties felt heard during the community engagement effort, and how did the Summary Action Table effectively demonstrate that CARB reviewed and incorporated their feedback where applicable?

Recommendations to improve community engagement processes

Questions to keep in mind:

- How can intra- and cross-divisional communication be improved to help streamline community engagement? What about communication across CalEPA boards, departments and offices?
- Are CARB staff adequately trained in community engagement?
- Could staff benefit from additional community engagement trainings?
 - Refer to [Appendix IV: Resources and Trainings Available to CARB Staff](#).
- Do staff duty statements accurately reflect community engagement responsibilities and time commitments?
- Do staff have access to adequate resources (e.g., time, material, funding, etc.) to effectively engage community members?
- Are there other CARB actions that may benefit from stronger community engagement practices?
- Does CARB need to develop or update additional community engagement policies or procedures? What might those include?

Final report and process recommendations

A final report on the engagement activities and process recommendations should be tailored to the appropriate audience but can include: the CARB action, engagement approach, staff team, groups engaged, engagement outcomes, concerns or items to be aware of for future efforts, evaluation outcomes, and process improvement recommendations.

Share engagement outcomes and present process improvement recommendations

Host a meeting to present the engagement report, evaluation findings, and staff survey responses to your immediate upper management, including division branch chief and division chief as appropriate. The goal of this presentation is to provide upper management with insight on the overall community engagement process and better inform them of the resources that helped or hindered efforts. Divisions can use the lessons learned to improve their community engagement practices. Provide a summary of the Racial Equity Lens outcomes to the Office of Racial Equity.

Staff and management should discuss who should receive a brief about the engagement. Briefing methods can vary from an email update to multiple presentations or briefings with various groups. Depending on the CARB action and engagement process, staff may have been briefing internal CARB groups throughout the process.

When appropriate, various iterations of this information can be shared through email or meetings with the following groups or avenues:

- Diversity and Racial Equity Task Force.
- Office of Racial Equity.
- Office of Environmental Justice, Tribal Affairs, and Border Relations.
- Office of Community Air Protection.
- Other CARB equity workgroups.
- The Division Chief bi-weekly meeting.
- The Executive Office's weekly email update.
- Relevant external agencies and air districts.
- CARB does not have an engagement database, but if one is developed, the report should be entered for various affected parties.

Work with the Office of Racial Equity to improve community engagement

Thank you for your hard work, dedication, and time commitment allocated to the community engagement process.

Once the overall engagement has been evaluated, the outcomes can be summarized by sending a completed form (see [Appendix XXVIII: Recommendations for Community Engagement Processes](#)) to communityengagement@arb.ca.gov. The recommendations are meant to provide a high-level summary of all evaluation outcomes. The community engagement process may result in lessons learned that fall outside of the scope of community engagement. These are important lessons for CARB and there is a dedicated subsection in the form to share these.

As a last step, work with the Office of Racial Equity and other community engagement leads to summarize lessons learned and process recommendations. The Office of Racial Equity will present updates to the Executive Office regularly.

Appendices

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Appendix I: Model Team

This is a list of CARB employees and community experts who were involved in creating or supporting the Model.

CARB employees: Samantha Aguila, Karina Aguilera, Antonio Amaro, Amanda Anderson, Heather Arias, Jacqueline Bartz, Jonathan Bluffer, Michelle Byars, Skip Campbell, Aldo Chaney, Lisa Chiladakis, Pablo Cicero-Fernandez, La'Shaye Cobley, Chanell Fletcher, Katie George, Abdul Motin Howlader, LaTrice Jones, Jaskamal Kaur, Taylor Lawrence, Jose Lopez, Christal Love-Lazard, Radhika Majhail, Maria Osorio, Gretchen Ratliff, Roberta Ruch, Dianne Sanchez, Maya Steinhart, Vickie Stoutingburg-Alewine, Erika Trinidad, Victoria Villa, Noemi Vitela, Lana Wong, Joyce Wong, Wente Yin, Ilonka Zlatar, and Deidre Zoll.

Community experts: Gustavo Aguirre Jr., Jasmine Elisa Beltran, Leonora Camner, Rev. Ambrose Carroll, Alec Castellano, Violeta Castro de Sandolva, Carolina Correa, Richard Falcon, Lisa Flores, Lillian Garcia, Catalina Gonzalez, Elena Hernandez, D. Anetha Lue, Emily McCague, Maria Ridoutt Orozco, Vanessa Suarez, Ciara Thrower, Esperanza Vielma, and Heather Zappia.

Appendix II: Consistency of Terms

The table outlines the language used in the Model along with corresponding guidelines, which were drawn from Guide to Inclusive Language: Race and Ethnicity⁶⁴ and Advancing Language for Equity and Inclusion⁶⁵, unless otherwise noted. We acknowledge that these terms are not universal and do not represent the diversity of California communities. As the “Equity in Writing” section of the [CARB Style Guide](#) indicates, it is critical to check with individual communities on what terms best reflect them.

Table 3. Consistency of terms

Term	Guidelines
Black	<ul style="list-style-type: none"> The term Black reflects the Black experience of those in the United States despite national origin and includes those who may not consider themselves African American. Capitalize the “B” in Black⁶⁶.
Asian	<ul style="list-style-type: none"> Asian is an umbrella term that is commonly used to refer to a broad group of people with ancestry on the continent of Asia. When possible, refer to the individual groups like Chinese, Indian, Japanese, etc.
Pacific Islander	<ul style="list-style-type: none"> Separate from the term Asian American and Pacific Islander, or AAPI. Pacific Islanders have a history unique to Asian populations that needs to be recognized. Many Pacific Islanders are impacted by issues related to sovereignty and land displacement. When possible, refer to the individual groups like Tongan, Hawaiian, etc.
Latinx	<ul style="list-style-type: none"> Gender neutral descriptor that is used instead of Latino or Latina. “Latine” may be preferred by some over “Latinx” as a gender-neutral term Hispanic refers to groups that speak Spanish. This includes those from Spain and excludes Latin American countries such as Brazil, where Portuguese is the primary language. Hispanic does not accurately represent Latin America, whose experiences are affected by Spanish and Portuguese colonialism and imperialism. Latinx reflect peoples that descended from Latin America. Some monolingual Spanish speakers may be unfamiliar with “Latinx” and prefer a different term.

	<ul style="list-style-type: none"> • When possible, refer to the individual groups like Mexican, Colombian, etc.
Tribes	<ul style="list-style-type: none"> • When possible, refer to the Tribe by name. • The term used at CARB is "California Native American Tribe." As mentioned in the CARB Style Guide, always ask the Tribe how they want to be addressed, which varies greatly. For the purposes of this document, California Native American Tribe is known as Tribe. • When describing pre-Californian Statehood history, the Model uses Indigenous Peoples.
Black, Indigenous, and People of Color (BIPOC)	<ul style="list-style-type: none"> • This term is used to describe individuals who are not considered white and recognizes that people of color are not monolithic and emphasizes the unique current and historic discriminations Black and Indigenous people experience.

Appendix III: Federal and State Non-discrimination Statutes

CARB is committed to upholding civil rights laws and protections. It is a civil right under state and federal law for individuals in California to be free from government discrimination based on race, color, national origin, and other protected categories. As a recipient of state and federal funding, CARB is prohibited from discriminating based on race, color, national origin, age, sex, disability, mental or physical disability under state and federal law; as well as based on ethnic group identification, ancestry, religion, marital status, sexual orientation, gender identity, gender expression, medical condition, genetic information, and military or veteran status under state law. This prohibition applies to all CARB programs, activities, and all their contractors, grantees, and vendors.

CARB describes its non-discrimination policy and provides a complaint process about discrimination in its programs and activities in its Civil Rights Policy and Discrimination Complaints Process.⁶⁷

Federal Nondiscrimination Laws: There is a set of relevant nondiscrimination laws including: Title VI of the Civil Rights Act of 1964, as amended (Title VI); Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972; and Section 13 of the Federal Water Pollution Control Act Amendments of 1972.

State Nondiscrimination Laws: The relevant California state government nondiscrimination law *California Government Code Section 11135* (Gov. Code sec. 11135). Gov. Code sec. 11135 prohibits discrimination in any program or activity that is conducted by a state agency, funded by the State, funded by the State of California, or receives any financial assistance from the State of California based on protected categories listed in state law.

Staff and management should report potential Civil Rights Policy violations to the Civil Rights Office. Staff and management may also contact the Legal Office if there are any questions related to implementing these laws and policies in CARB's programmatic work.

Appendix IV: Resources and Trainings Available to CARB Staff

This appendix lists resources and trainings available to CARB staff that are applicable to community engagement. The table lists the resources and Learning Management System course name with a description of each. Trainings available through the Learning Management System are identified with an asterisk.

Table 4. Resources and trainings available to CARB staff

Resource	Description
Advancing Racial Equity at CalEPA	Training helps you develop an understanding of fundamental racial equity concepts, a model of change to become an antiracist organization, and an overview of racial equity tools.
CARB's Racial Equity Train-the-Trainer Program	The purpose of CARB's Train-the-Trainer Program is to train and certify employees to deliver CARB's Diversity Equity Inclusion and Belonging trainings. Once certified, Trainers will join CARB's Racial Equity Training Team and serve as resources for the entire organization. All employees with an interest in joining CARB's Racial Equity Training Team are welcome to apply. Please contact internalequity@arb.ca.gov for more information.
CalHR Trainings	Diversity, equity, and inclusion trainings.
Communicating Effectively*	Training helps you communicate in a clear and professional manner. You will improve your oral communication skills, increase your ability to understand and be understood, and help you have more influence. You will also learn ways to improve your listening skills, non-verbal communication skills, and be more assertive.

Emotional Intelligence*	Training on emotional intelligence includes critical skills on emotional awareness and identification; leveraging emotions in problem-solving and decision-making; and managing your own emotions and helping others to do the same.
Facilitation Training	The CARB Workforce Development section offers facilitation training.
DaRE Resources Page	Resources from the internal Diversity and Racial Equity team including Diverse Panel Memo; Launching Pilot Program for Impartial Screening of Job Applicants to Support Increasing Diversity in the Workforce; 90-day Challenge resources; Guidance for Racial Equity Conversations; and, Glossary of Terms for Racial Equity, Diversity, and Belonging
Implicit Bias Training*	Workshop on the causes, overarching effects, and the ways implicit bias can be managed individually. Implicit bias is primarily seen as an attitude or stereotype below conscious awareness held about social groups below conscious awareness. Implicit bias has become very important to understand given the decreased frequency of Americans to freely and openly express negative thoughts, feelings and behaviors regarding other racial groups.
International Association for Public Participation Training Programs	Provides a variety of trainings to understand and apply the practices for meaningful and effective public engagement.
Leading at the Speed of Trust*	Training based on Stephen M.R. Covey's book, <i>The Speed of Trust</i> , to increase competence in

	using the framework, language, and behaviors that lead to high-trust teams and organizations.
Microaggressions	The microaggression training is the first module of a three-part series on microaggressions and was developed by members of the DaRE Task Force and CARB Workforce Development Unit. Trainees will learn about microaggressions and why we should address them in the workplace.
Rubin Public Engagement Model Trainings	Sarah Rubin with the California Department of Conservation offers a series of trainings related to public engagement.

Appendix V: Facilitator Selection Criteria and Skillset

Facilitators for community engagement should have skillsets to encourage participation, manage different types of discussions, and remain professional and unbiased. These qualities, among others, are essential to ensure that a successful event can be held. Ideally, you can work with someone from the community or who has experience working in that community. If that is not an option, make sure the facilitator takes the time to learn details about the community you are working in. This document describes key criteria that are desired in a facilitator.

Desired characteristics:

- Understands equity issues and can navigate conversations where those issues may surface.
- Demonstrates cultural competence.
- Understands language justice - the right to communicate in the language in which you are most comfortable
- Puts people at ease and creates a comfortable learning environment.
- Responds non-defensively to challenges.
- Shows respect for the ideas and opinions of others.
- Exhibits an ability to draw out differing ideas and opinions.
- Able to think quickly, improvise, and adjust to the needs of others.
- Is not judgmental.
- Knows key competencies (personal effectiveness and emotional intelligence).
- Has good listening skills, clarifies and probes for understanding.
- Has good conflict management skills and can take control of the meeting when needed.
- Should be aware of and enforce meeting agreements.
- Is comfortable in front of groups.
- Able to use a variety of media for delivery of information and seeking participation.

Questions to ask facilitation consultants

If your action and engagement is contentious enough that you require a contract for facilitation services, the following are example questions to ask prior to moving forward.

Facilitation process design:

- What experience do you have related to the CARB action?
- Please name various process techniques you use.
- How do you keep up on the latest trends in the field?

- Do you have diversity, equity, and inclusion training? How will you incorporate it in your facilitation?

Facilitation experience:

- Please give examples of facilitation situations you have encountered.
- Do you have experience working with the relevant parties, community, or the region?
- How do you handle strong emotions?
- How do you safeguard those who may be picked on by other participants?
- What is your strategy when the discussion goes off topic?
- What do you do when people are not negotiating or engaging in good faith?

Key skills

The following sections will describe interpersonal skills that are desired in an effective facilitator.

Personal effectiveness and emotional intelligence:

- Serves as a role model for others regarding appropriate conduct and ethical principles.
- Keeps emotions under control when facing adversity.
- Effectively interacts with varying levels of participants with different backgrounds and perspectives.
- Uses adult learning principles to ensure participant involvement, commitment and learning.
- Demonstrates and acts on an understanding of the collective concerns of the participants.
- Demonstrates and acts on an understanding of participants' personal interests, concerns, and motivations.
- Facilitates in a way that helps participants respectfully and effectively interact.
- Gains commitment of participants by positioning the discussion in terms of meaningful benefits for the participants.

Effective communication:

- Uses interpersonal and communication skills to gain acceptance of and commitment to session objectives.
- Makes effective verbal presentations, including changing language or terminology to fit group characteristics.
- Effectively uses nonverbal communication techniques.
- Reads and understands verbal and nonverbal behavior and appropriately responds.

- Uses active listening and effective questioning techniques to facilitate participant involvement.

Encouraging the involvement of others:

- Uncovers opportunities for participant involvement and takes innovative action to maximize the effectiveness of the group experience.
- Monitors participant experience by soliciting feedback and analyzes participant behavior and performance during exercises or activities.
- Encourages and invites quieter participants to take space and more active participants to make space.
- Maintains focus on application and relevancy of discussion for participants.
- Contributes to individual, team, and group knowledge.
- Creates participant synergy through creative activities and communication strategies.
- Provides coaching to enhance constructive participant engagement.
- Takes appropriate risks to see new ideas, content, and instructional strategies are discussed and considered.
- Supports participants who take appropriate risks.

Maintain focus and manage process:

- Plans and monitors facilitation to ensure efficient and effective use of time.
- Uses effective meeting management techniques.
- Proactively and respectfully enforce meeting agreements.
- Implements creative facilitation strategies.
- Proactively recognizes situations where change in process is needed and modifies plan in response to changing conditions or participant needs, rather than pursuing a single, preplanned course of action.
- Demonstrates an understanding of the organization's strategic objectives, interested parties, and informal political network particularly as they relate to the session content.

Managing groups and interpersonal conflict:

- Promotes a spirit of cooperation among participants.
- Clarifies and communicates roles and expectations of facilitator and participants.
- Solicits the input of participants and leverages participant expertise through establishing collaborative relationships.
- Recognizes and rewards the contribution of participants.
- Positions the group process with participants by building and setting the social climate.
- Builds trust between facilitator and participants, and among participants.

- Gains the cooperation and support of the participants.
- Gathers the relevant information and takes action to resolve a problem or issue within the group experience.

Below is a table comparing the role of a presenter, trainer, and facilitator during an event.

Table 5. Presenter, trainer, and facilitator roles

	Presenter	Trainer	Facilitator
What they do	Share their ideas and knowledge.	Provide information, tools, knowledge to develop skills. Lead multi-directional communication.	Relinquish control to the group. Lead interactive communication, synthesize the collective knowledge and return the new understanding to the group.
Why they do it	Objectives are based on what is to be communicated (e.g., inform, describe, persuade/sell, motivate, inspire).	To assist participants in modifying behavior, acquire knowledge, or be introduced to information to meet predetermined learning objectives based on assessment of needs.	To access and gather the knowledge of the group to generate ideas, solve problems, learn; to meet the session objectives and desired outcomes established by the group.
How it is done	Generally, speak from a stage or podium. Provide a key message based on identified	Create a structured learning environment using strategies such as lecture,	Apply adult learning theories, communication skills and group dynamics to assist

	objective(s) and offer two to four main points to support that message.	demonstration, group discussion, and participant activities/exercises to develop and measure participant competencies against stated objectives.	the group through self-directed exploration and discussion.
Approaches	Communication is largely one way from presenter to audience. May enhance presentation with visual aids and anecdotes.	Use multiple techniques, including lecture, modeling or demonstration, discussion practice, and feedback. May lead exercises to involve participants in experiential learning, to enable them to learn from others' experience and to retain participant interest.	Manage the session process and structure, not content. Use questions to draw participants out, brainstorming, problem solving, consensus decision making, role clarification. Encourage open communication among all team members and uses tools to assist team problem solving. Avoid one-way communication.
Questioning style	Presenter primarily answers rather than asks questions.	Trainer asks questions to enhance learning and evaluate understanding.	Questions are used to develop individual involvement, clarify information and ideas, and

			encourage participation.
Who participates	Audience is present to receive prepared remarks.	Participants are present to learn.	Participants are frequently members of groups or teams who share a common purpose (e.g., solve problems, share information, make decisions, generate recommendations).

Appendix VI: Example Event Questionnaire

Below is an example event questionnaire for the Community Engagement Model Public Dialogues. This was administered using Microsoft Forms.

Table 6. Example event questionnaire

Thank you for attending this event. Please answer the following questions to help us improve in the future.	
1. Which meeting(s) did you attend? / ¿Qué reuniones asistió?	
a.	November 28, Online / 28 de Noviembre, En línea
b.	November 29, Yuba City / 29 de Noviembre, Ciudad de Yuba
c.	November 30, Salinas / 30 de Noviembre, Salinas
d.	December 11, Oakland / 11 de Diciembre, Oakland
e.	January 17, Online / 17 de Enero, En línea
f.	January 18, Riverside / 18 de Enero, Riverside
g.	January 23, Online / 23 de Enero, En línea
h.	January 25, Online / 25 de Enero, En línea
2. How did you hear about the Public Dialogue session? / ¿Cómo se enteró de la sesión de Diálogo Público?	
a.	CARB website / Sitio web de CARB
b.	Email from CARB / Correo electrónico de CARB
c.	Email from someone else / Correo electrónico de otra persona
d.	Social media (Facebook/X) / Redes sociales (Facebook/X)
e.	Flyer / Volante
f.	Video / Vídeo
g.	CARB Environmental Justice Blog / Blog de Justicia Ambiental de CARB
h.	Other / Otro
3. How was the overall information presented tonight? / ¿Cómo se presentó la información general esta noche?	
a.	Easy to understand / Fácil de comprender
b.	Too much background / Demasiado antecedentes
c.	Not enough background / No hay suficientes antecedentes
d.	Too many technical terms / Demasiados términos técnicos
e.	Other / Otro:
4. Do you have suggestions for how CARB can improve future events? / ¿Tiene sugerencias sobre cómo CARB puede mejorar eventos futuros?	

Fill in the blank
5. What types of CARB activities would you like to join? / ¿A qué tipos de actividades CARB le gustaría unirse?
a. Policies or regulations / Políticas o regulaciones
b. Air monitoring projects or programs / Actualizaciones sobre proyectos o programas de monitoreo del aire
c. Sessions about air quality or climate change / Sesiones sobre la calidad del aire o cambio climático
d. Sessions on incentives or grants / Sesiones sobre incentivos y subvenciones
e. Sessions on enforcement / Sesiones sobre la aplicación
f. Meetings on environmental justice / Encuentros sobre justicia Ambiental
g. Tribal engagement activities / Actividades de participación tribal
h. Other / Otro: Fill in the blank
6. Would you like to be kept informed as CARB continues to develop the Community Engagement Model? / ¿Le gustaría que lo mantengamos informado mientras CARB continúa desarrollando el Modelo de Participación Comunitaria?
a. Yes / Si
b. No / No
7. Yes, subscribe here. / En caso afirmativo, aquí https://public.govdelivery.com/accounts/CARB/subscriber/new?topic_id=ej

Appendix VII: Timeline Considerations

This appendix provides time estimates when scheduling an event. At the beginning of each bullet is when we recommend you start working on an item. These considerations are based on previous experience, so they may not be exact representations for your situation. Often, things take longer than anticipated, and you should build in extra time to avoid rushing items. It is also a good idea to consult with your division's contract liaison and Administrative Services Division contacts when purchasing or contracting. Timelines for these items are impacted by fiscal deadlines.

- **24 weeks before starting an external service contract** (* under \$10,000) with community-based organizations, community members, or facilitators, you need to start putting a solicitation in place. If you are planning to contract with community-based organizations, community members, external facilitators, or others, you will need to develop an open solicitation process.
 - Drafting, approving, and posting a public solicitation can take four weeks.
 - You need to leave the solicitation open for at least four weeks.
 - Review, selection, and notification of participants can take four weeks.
 - *Please note a Request for Proposal for a contract over \$10,000 that can take six months or longer.
 - *Please note, check with Fiscal Services Division staff about deadlines, timelines, and any additional information you should know. Fiscal Services Division typically goes dark in July and will not process new contracts, invoices, etc. Account for this in your timeline.
- **12 weeks before starting an external service contract** with community-based organizations, community members, or facilitators, you need to start the contract paperwork.
 - Completing paperwork can take two to four weeks. Start by gathering all appropriate and updated paperwork from the Administrative Services Division.
 - Offer office hours to support community members in completing the paperwork. These can be especially helpful for first time contractors.
 - Service contracts typically take six to eight weeks to finalize with completed paperwork.*
- **Two to three weeks before the first group meeting with contractors** or facilitators, hold an overview meeting to discuss contract administration items such as invoicing, expectations, and answer questions before the project kickoff.
- **12 weeks before the first engagement event** start designing the events, outreach materials, and finalizing dates. If you are co-developing the engagement, outreach materials, and other efforts, the service contracts need to be in place before you can start designing your events.

- Develop and translate outreach materials.
 - Developing outreach material and getting approval can take two to six weeks.
 - Translating outreach materials can take two to four weeks. Often it is easiest to begin translation as materials are getting approved.
 - Reach out to relevant CARB staff, the Office of Communications, air districts, and other potential outreach partners to discuss outreach support.
- Identify dates and check various calendars for potential conflicts.
- Finalize event locations.
- Identify non-CARB venues: Identifying, reserving, and paying for non-CARB venues can take four to six weeks.
 - If you are working with a partner to co-host events, check how long it will take them to identify, reserve, and pay for a venue.
- **Six weeks before first event**
 - Venue reserved.
 - Outreach materials approved, translated, and sent.
 - Send save the date with date, location, and time.
 - Put events on CARB's external calendar and various other calendars.
 - Draft event agenda.
- **Five weeks before first event**
 - Finalize agenda and translate.
 - Send detailed announcement with date, location, venue, time, and general agenda (for example, 15-minute presentation followed by 45 minutes of discussion). Post online.
 - Follow up with two shorter announcements.
 - Draft presentation, talking points, and event materials. Send for approval as needed.
 - Drafting the presentation, talking points, and event materials can take one to two weeks.
 - Approval can take one to two weeks.
 - Translation can take one to two weeks.
- **Two weeks before first event**
 - Presentation, talking points, event materials are finalized, translated, and agenda and are posted online.
 - Send necessary background or technical information to participants at least 10 calendar days before the event, more if the information is highly technical, so that participants have the information they need to meaningfully contribute.

- Develop draft facilitation guide.
- Arrange interpretation.
 - Earlier requests for interpretation are highly recommended, but you need at least two weeks' notice.
- **One week before first event**
 - Send interpreters presentations, talking points, event materials, and facilitation plan.
 - Hold dry run.
- **Three business days before event**
 - Confirm venue.
 - Send reminder outreach.
 - Hold a second dry run.
- **Event**
 - Open and close venue.
 - Save all notes, recordings, and action items.
 - Share event questionnaire with participants.
 - Provide identified community acknowledgements.
- **Three to five business days after the event**
 - Send a thank you email to all participants.
- **15 business days after the event**
 - Share the meeting summary with event partners and ask for feedback.
- **30-45 business days after the event**
 - Post the meeting summary and Summary Action Table.
 - Provide a process for people to correct the meeting summary and Summary Action Table.
- **Three months after all engagement events conclude**
 - Post a project report including racial equity outcomes.
- **Annually after all engagement events conclude**
 - Update interested parties on annual progress related to the action they engaged in.

Appendix VIII: Outreach Activity Examples

This appendix lists various outreach activities, descriptions, potential audiences, tips for those activities, and the engagement level based on the IAP2 Engagement Spectrum.

The examples below are ways to **inform and consult** affected parties. They should be complemented with activities from Appendix XII that provide affected parties with more opportunities to provide input and feedback. You can also partner with communities on outreach activities, and their networks can be used to help spread messages about your engagement activities. Communities may prefer informal meetings and other participatory activities over formal, informational meetings. Discuss outreach plans with relevant management and the Office of Communications before finalizing them.

Table 7. Outreach activity examples

Outreach Activity	Description and potential audience	Tips	Engagement Spectrum
Agency website	<p>Description: User-friendly webpages can provide a significant amount of information about the CARB action. They can also collect questions and comments from the community about the CARB action.</p> <p>Potential audience: General public but please remember that CARB websites are hard to navigate without a direct link and may be hard to find with a simple</p>	Ensure it is ADA compliant and in multiple languages that are relevant for affected parties. 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 mobile device.	Inform, Consult

	google search if someone is unfamiliar with CARB.		
Educational brochure, flyer, fact sheet, or door hanger	<p>Provide accurate and relevant information about the CARB action and refer to the website for more information.</p> <p>Potential audience: General public with limited knowledge about CARB. If the materials link to a website, the website should be in plain language and easy to navigate. Some rural areas may not have reliable internet.</p>	Translate flyers, avoid jargon and technical terms, use plain language and infographics. Work with the Office of Communications to design effective infographics. Understand the demographics that do not have access to the documents and try to mail or deliver flyers to those people. Include the appropriate CARB contact information.	Inform
CARB Environmental Justice Blog	<p>Provide information and announcements about the effort.</p> <p>Potential audience: Government employees interested in environmental justice. Currently, the CARB Environmental Justice Blog is mostly subscribed to by government employees. This may change as outreach and use of the Blog spreads. Continue to check with the Office of Environmental Justice.</p>	Work with the Office of Environmental Justice on getting materials posted to the blog.	Inform

Public notice/ direct mailers	<p>These are advertisements in newspapers, on websites, email listservs (e.g., GovDelivery), or direct mailers to affected parties. They convey government-related activities including public hearings, workshops, community meetings, or other pending CARB actions.</p> <p>Potential audience: Direct mailings and newspaper advertisements are unlikely to reach people under 50 years old but are good options for the general public especially those unfamiliar with CARB. Listservs and emails are more commonly used but may not reach people unfamiliar with CARB.</p>	<p>Check that there are available staff and financial resources. Check legal requirements regarding posted timelines. If working on a regulation, this may be subject to the California Environmental Quality Act and the Administrative Procedure Act. Records and other public comments need to be part of the administrative and rulemaking record.</p>	<p>Inform</p>
Door-to-door	<p>Door-to-door outreach efforts can be useful if you are trying to reach a specific neighborhood. This can be combined with direct mailings and door hanger flyers.</p>	<p>People may be suspicious of door-to-door outreach by a state agency. It may be useful to work in pairs for safety and multiple language needs.</p>	<p>Inform, Consult</p>

	Potential audience: Good for hard-to-reach audiences that may be unfamiliar with CARB.		
Social media (Facebook, X, Instagram, LinkedIn, Snapchat, TikTok)	<p>Effective social media posts can promote upcoming events, share CARB action updates, direct readers to surveys and webpages, and raise general awareness about the CARB action.</p> <p>Potential audience: Good for audiences under 65 years old. Note different social media apps will be popular with different age groups. Social media is often based on followers, so it may not be the best avenue to reach people unfamiliar with CARB unless there are purchased ads or efforts to work with influencers. The Office of Communications can provide additional information about various audiences and how to reach people unfamiliar with CARB.</p>	Understand generational, cultural, and other differences in social media use. If you do not have access to these tools on your own, reach out to CARB's Office of Communications.	Inform, Consult

Text messages or WhatsApp groups	<p>Some community-based organizations may have text message or WhatsApp groups that are effective outreach avenues.</p> <p>Potential audience: Community groups, advocacy groups, and migrant communities. This would be sent through a community-based Organization and maybe useful for people CARB wants to reach but does not have established familiarity or trust.</p>	Understand concerns about unsolicited text messages. Texts or WhatsApp messages should be sent through a trusted partner.	Inform
Livestreaming (e.g., Facebook Live)	<p>Livestream the video content of a public workshop and other community engagement events. The feature allows for real-time public comments directly through the social media platform in combination with in-person participation.</p> <p>Potential audience: General public with reliable internet access. This will likely be for people familiar with CARB.</p>	Understand participation limitations for residents where English is not the primary language and community members without access to the internet. If you do not have access to these tools on your own, use CARB's Office of Communications.	Inform, Consult
Media, including	Public service announcements (PSAs) can present important information to	Use local multicultural media to reach communities for whom English is not	Inform

multicultural media	<p>many individuals to increase awareness about your CARB action. Public service announcements can be broadcast over television, radio, or print media. Local media outlets might donate their airtime or space in their publications.</p> <p>Potential audience: General public over 50 years old that may be unfamiliar with CARB. Local multicultural media outlets may be important in residents where English is not their primary language.</p>	the primary language. Work with CARB's Office of Communications.	
Monthly newsletter	<p>A monthly newsletter informs affected parties about CARB action plans and communicates important updates and notices. These newsletters can be mailed out, emailed to a listserv, posted to a CARB webpage, or added to the CARB Environmental Justice blog.</p> <p>Potential audience: Depending on the distribution format (listserv, website, Environmental Justice Blog) the potential audience will follow what is outlined in this table.</p>	Avoid jargon, include photos and graphics. Translate the newsletter as necessary. Aim for a length that equals seven minutes or less of reading.	Inform

Presentations	<p>Presentations are an excellent way to keep an audience informed or up to date.</p> <p>Potential audience: Event attendees.</p>	<p>Sharp, graphically attractive presentations with minimal text are useful for internal and external audiences.</p>	Inform, Consult
Conference Presentations	<p>Annual conferences provide excellent opportunities to communicate.</p> <p>Potential audience: Academics, other government employees, and technical experts.</p>	<p>Typically, proposals are due nine months prior to a conference. Planning ahead is crucial.</p>	Inform, Consult
Story maps and community hubs	<p>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 help users explore the content. A community hub provides added functionality that lets organizations interact with interested members of the public by inviting them to participate in initiatives, provide feedback, and create and share their own content. CARB has purchased</p>	<p>Geographic Information System, or GIS, experts in your organization may be able to help you with a story map and community hub site.</p>	Inform

	<p>licenses and is developing a platform to host these sites.</p> <p>Potential audience: General public with reliable internet access. Is not always compatible with slower internet or older / outdated browsers.</p>		
Video	<p>Provides brief and entertaining educational information about your CARB action 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, and text may cost less.</p> <p>Potential audience: General public often familiar with CARB.</p>	Work with CARB's Office of Communications.	Inform



State Public Dialogue Sessions: Engaging Communities

The California Air Resources Board (CARB) is a state agency working to protect the public from the harmful effects of air pollution and develop programs and actions to fight climate change. Come and offer your advice on how we can best work with your community as we develop regulations, implement programs, and offer incentives that affect people in your neighborhood. Outcomes from these sessions will be used to improve CARB's work with communities.



HOW CAN CARB MEANINGFULLY CONNECT WITH YOUR COMMUNITY?

Share your experiences to shape how we can best connect with your community about clean air and climate change.

Come Share Your Experiences

JANUARY 17, 2024, 12-2 PM

Location: [Zoom](#)

JANUARY 18, 2024, 4-6 PM

Riverside Southern California Headquarters
4001 Iowa Ave, Riverside, CA 92507

JANUARY 23, 2024, 2-4 PM

Location: [Zoom](#)

JANUARY 25, 2024, 6-8 PM

Location: [Zoom](#)



Learn more and share your input at the Community Engagement website



Subscribe for email updates (Topic: Environmental Justice Stakeholders Group)



Sesiones Estatales de Diálogo Público: Envolviendo a las Comunidades

La Junta de Recursos del Aire de California (CARB, por sus siglas en inglés) es una agencia estatal que trabaja para proteger al público de los efectos nocivos de la contaminación del aire y desarrollar programas y acciones para combatir el cambio climático.

Venga y ofrezca su consejo sobre cómo podemos trabajar mejor con su comunidad a medida que desarrollamos regulaciones, implementamos programas y ofrecemos incentivos que afectan a las personas de su vecindario. Los resultados de estas sesiones se utilizarán para mejorar el trabajo de CARB con las comunidades.



¿CÓMO PUEDE CARB CONECTARSE DE MANERA SIGNIFICATIVA CON SU COMUNIDAD?

Comparta sus experiencias para dar forma a la mejor manera de conectarnos con su comunidad sobre el aire limpio y el cambio climático.

Venga a Compartir sus Experiencias

17 DE ENERO DE 2024, 12-2PM

Ubicación: [Zoom](#)

18 DE ENERO DE 2024, 4-6PM

Sede de CARB en Riverside
4001 Iowa Ave, Riverside, CA 92507

23 DE ENERO DE 2024, 2-4PM

Ubicación: [Zoom](#)

25 DE ENERO DE 2024, 6-8PM

Ubicación: [Zoom](#)



Obtenga más información y comparta sus comentarios en el sitio web de Participación Comunitaria



Suscríbase para recibir actualizaciones por correo electrónico (Tema: Grupo de Partes Interesadas en Justicia Ambiental)

Example flyers in English and Spanish.

Appendix IX: Social Media Communication Methods for Community Partners

This appendix lists various types of information that can be posted on social media, a description, and an example of a CARB social media post.

Table 8. Social media communication methods for community partners

Information Type	Description	Examples of Actual CARB Posts
Overview/Resources	Provide a quick overview of the CARB action and the community engagement event you want to highlight. Point to websites, draft/final reports, regulations, or important information and tag anyone that may be a partner on the CARB action. Tagging uses an @ symbol to identify a partner and helps get an original post reposted/shared for more visibility.	Posted on X: CARB approved updates to the Commercial Harbor Craft Regulation to reduce #AirPollution from ports and harbors on the California Coast. The regulation will provide \$5 billion in #PublicHealth benefits and will reduce diesel PM by 89%, reduce NOx by 54% and reduce cancer risk for 22 million Californians by 2035.
When to promote your event	Identify when you want community partners to post about your community engagement event(s). For example, specify	CARB's Hybrid & #ZeroEmission Truck & Bus Voucher Incentive Project reopens to new voucher requests today, March 30, 2022, at 10 a.m. pacific time. Over \$400 million is now available to accelerate California's transition

	that we want partners to post 10-15 calendar days before an event and a reminder post the day of the event.	to zero emission vehicles. Apply today!
Take action	Encourage people to sign up to CARB listservs to get updates and be involved on the CARB action, to attend events, or to review draft materials.	Join the California Air Resources Board on May 21, 2022, from 2:00-5:00pm for a look inside one of the world's most advanced and greenest vehicle emissions testing and research facilities dedicated to California's #CleanAir. Tour the lab, see the largest #AirQuality art collection, view the #ZEV truck and bus showcase, ride/drive #ZeroEmission cars, and visit interactive booths from the Riverside community.
Additional example posts & hashtags	Provide community partners with several example posts with different options for saying similar things, with images and hashtags for community partners to share. Posts can include quotes and data from reports. Hashtags are a strategy to get more people to see your posts and become	California Climate Investments Implement \$10.5 billion in #GHG reducing projects that are expected to reduce 76 million metric tons of emissions with over 50% of investment benefiting disadvantaged and low-income communities. To learn more read the recently published California Climate Investment Annual Report #ClimateAction #CapAndTrade #CAClimateInvestments

	familiar with the content.	<p>Today the California Air Resources Board released its Annual Climate Investments Report that shows the program continues to lead the way by supporting a low carbon and more equitable future.</p> <p>#ClimateAction</p> <p>#CleanAir</p> <p>Additional Hashtags: #AirQuality, #AirPollution, #CleanAir, #CleanEnergy, #ZeroEmissionVehicles, #EnvironmentalJustice, #PublicHealth, #ClimateChange, #CarbonNeutral</p>
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Appendix X: Checklists for Accessible and Plain Language Materials

These checklists are a quick reference for you to use when compiling or editing a writing project for the public. The primary focus is writing in plain language, but you will also find references to equity in writing and ADA remediation.

To create the checklists we took key principles and tips from the [Federal Plain Language guidance](#), CalHR's Plain Language training, and other public resources.

Checklists include:

- General Checklist (principles for anything written for the public)
- Webpage Checklist
- PowerPoint Presentation Checklist
- GovDelivery Bulletin Checklist
- ADA Guidance for Public Documents

Although this document provides key considerations when writing in plain language, this is not a comprehensive guide. The [Federal Plain Language website](#) provides guidelines, tips, training opportunities and resources.

What is plain language?

Plain language is text your audience can understand the first time they read it. Our goal is to make it easier for the public to understand and use CARB's communications. Clear government communication is required under both [federal](#) and [state](#) law.

Equity in writing

In addition to plain language it is critical to apply a [racial equity lens](#) to our writing. Please refer to the [CARB Communication Style Guide](#) where there is a section titled, *Equity In Writing Guide* (page 43). The below quote summarizes what it means to apply a racial equity lens to our writing: "Applying a racial equity lens to our writing means that we consider the lived experiences and perspectives of the racially diverse internal and external audiences who will receive our communications as we develop our work products."

This section includes a table of problematic terms and suggested alternatives, recommendations for inclusive language (pronouns, racial, cultural), and additional external resources.

[Race-Related Communications Resources | UCSF Communicators Network](#) has more resources on this topic.

General checklist:

- Who is your audience?
- What are the main points?
- Why are you creating this document? Is the goal clearly stated at the beginning of the document?
 - Can the audience easily find what they need?
 - Can the audience understand the goal?
 - Can they use what they read or hear to meet their needs?
- When/where (if applicable).
 - Are important dates, times, and locations highlighted (including time zones)?
- Is all the information included necessary for the reader to know?
- California plain language standard is 8th grade reading level or lower. You can check this using the [Hemingway Editor](#).
- Use active voice, not passive voice.
 - Example:
 - Active: Your hire date will determine eligibility.
 - Passive: Eligibility will be determined by your hire date.
- Use base verbs, not [hidden verbs](#) (a verb converted into a noun).
 - Example:
 - Hidden Verb: make the payment.
 - Base Verb: pay.
- Use personal pronouns to speak to the reader (you, we, etc.).
- Use common, everyday words
- Avoid jargon and acronyms (if necessary, define acronyms when first used)
- Avoid colloquialisms and idioms (they do not always translate the same or make sense in other languages).
- Define technical terms or replace with common terms if possible.
- Write concisely ([Word Economy](#)).
 - Revise your work to eliminate redundant, unnecessary, filler words, cliché, or weak language and make your writing strong, clear, and concise.
 - Ask yourself: "Could I communicate this same idea using fewer or simpler words?"
 - Use simple words (ex. Additional-More; Furthermore-Also; Subsequently-Later).
- Keep sentences and paragraphs short (sentences no more than 25 words; paragraphs of five sentences or less).
- Break up your content with headings and lists.
- Simplify the layout.
 - Use white space to organize information.

- Use helpful visual aids (images, charts, graphics, tables, etc.).
- Test it: Ask someone unfamiliar with the content to review it for clarity and readability.

Webpage checklist

- Split topics into independently meaningful sections.
 - Each section addresses one issue or idea.
 - Each section makes sense when taken out of context.
- Use informative headings to help user navigate content.
 - Questions often make good headings.
- Include a table of contents (side bar) if your webpage requires scrolling.
- Inverted pyramid style:
 - Start with the shortest and clearest statement you can make about the topic.
 - Put most important information at the top and background at the bottom.
- Do not cut and paste the text of print documents to create web content.
- Do not assume the reader has knowledge on the subject or read related pages. Clearly explain the information so each page can stand on its own.
- Avoid use of PDFs.
 - If you post a PDF, use a web page that explains:
 - What it is about.
 - How large the file is.
 - Who might find the information helpful.
- Use links that clearly explain the content of the page it links to.
 - Do not use "click here" or "more".
 - Add a short description as needed.
 - Test web links are working.



For webpages keep in mind:


Readers do not read everything on a webpage. They scan for what they need. Only 16% of readers read word-by-word. As the number of words on a page goes up, the percentage read goes down.

People often follow an **F-shaped pattern** focusing on the top left side of the page, headings, and the first few words of a sentence or bulleted list. Here is an image of how the eye tracks a page. The red shows where the user looked the most.

PowerPoint presentation

- Use CARB's PowerPoint templates.
- Avoid text-heavy slides (it is difficult for people to read text and listen to the speaker at the same time).
 - For each slide employ the 5-5-5 rule: have no more than 5 lines, no more than 5 words per line, and be no longer than 5 minutes.
 - Ask yourself if an item can be in your speaking notes rather than on the slide.
 - Replace text with visuals where appropriate.
- Focus on readability of slides, not how many there are.
- Are the slides easy to read, even from a distance or on a small screen?
- Use images that support and clarify the text.
- Use simple graphics.
- Use high contrast between background and text colors.
- Use readable font styles (simple, sans serif fonts) and size (at least 24 point)
- Speak slowly when presenting (especially when there is interpretation)

Sources and Additional References:

-  [Art of Effective Presentations slideshow](#)
- [Tips for creating and delivering an effective presentation - Microsoft Support](#)
- [Ten simple rules for effective presentation slides - PMC \(nih.gov\)](#)

- [Ten simple rules for short and swift presentations – PMC \(nih.gov\)](#)
- [Making Better PowerPoint Presentations | Center for Teaching | Vanderbilt University](#)
- [PowerPoint® Presentation Flaws and Failures: A Psychological Analysis – PMC \(nih.gov\)](#)

GovDelivery bulletins

- Order of information (first to last):
 - Action (What is CARB doing? What is CARB asking for?).
 - Clear dates, times, deadlines.
 - How to act or participate.
 - Contact information.
 - Necessary basic background on the program or effort.
- Email title is concise and clear.
- Have you answered the who, what, when, where, why, and how?
- Only use one text effect (**bold**, underline, *italic*) for emphasis.
 - Example: *apply now* instead of apply now.
- Do not paste links from Outlook as they carry over safe link code and aren't accessible by the public.
- Break up bulletins into multiple text boxes.
- Include images that are relevant to subject matter or purpose of GovDelivery.
- Include alternative text and captions.

Additional information:

- For more guidance on GovDelivery bulletins see the [Air Waves page](#), "Tips for Creating Quality Bulletins".

Americans with Disabilities Act guidance for public documents:

The Americans with Disabilities Act (ADA) requires all public documents be accessible to everyone. Individuals use assistive technology like screen readers, voice recognition software, and other tools to access electronic content. ADA remediation ensures that content will be correctly read by these tools. For this reason, all documents posted to CARB website need to be ADA remediated.

There are division staff that have expertise in and software for remediation. However, when a document is created well, remediation is easier.

Here are a few tips to make the document more accessible and easier to read.

- Color contrast:
 - Make sure all the colors used in the document are high contrast with each other. Colors that are too similar to each other in tone or intensity can be hard to differentiate for certain readers.
 - Do not use color coding to communicate information.
- Simple fonts:
 - Select sans-serif fonts that are easy to read such as Avenir Next LT Pro, rather than cursive or stylistic fonts.
- Simple tables:
 - Avoid overly complex tables and do not use merged cells.
- Graphs:
 - Make sure the data is shown in more than one way.
 - For example, if you have a line graph but the only way to differentiate between the lines is color, it is best to use text labels as well. For bar graphs or pie charts, you can use patterns in addition to color and text labels. Avoid using a single method of differentiation.
- Alternative text:
 - All figures, graphics, and pictures in the document need alternative text. Alternative text describes what is seen visually in an image or graphic.
- In Word and PowerPoint, use the “Check Accessibility” features to identify and address accessibility issues.

For more information, please check:

- [The Americans with Disabilities Act | ADA.gov](#) webpage
- [Accessibility of State and Local Government Websites to People with Disabilities | ADA.gov](#).

Additional resources:

- [Plain language guide - Writer](#)
 - A “guide to communicating clearly and effectively with plain language”
- [Plain Language Basics: Online Workshop](#)
 - 2-hour 40-minute recorded training from the Federal Plain Language website
- [Guidelines for effective writing | CMS](#)
- Federal website: Centers for Medicare & Medicaid Services high level takeaways, guidance, and examples from the federal plain language guidelines.
- [Checklist for Plain Language on the Web](#)

- Federal Plain Language website checklist for web content.
- [Checklist for Plain Language](#)
 - Federal Plain Language website general checklist.
- [ODI Innovation Hub | Innovation Hub \(ca.gov\)](#)
 - State of California Innovation Hub. This hub includes a Plain Language equity toolkit.

Appendix XI: Americans with Disabilities Act Resources and Tools

This appendix provides several resources and tools for ADA compliance, which requires all public documents to be accessible to everyone. Individuals use assistive technology like screen readers, voice recognition software, and other tools to access electronic content. ADA remediation ensures that content will be correctly read by these tools. Please work with those responsible for ADA compliance in your division to make sure you are meeting all of CARB's requirements.

Table 9. ADA resources and tools

Software	Software Capabilities
Microsoft Office (Word, Excel, PowerPoint)	<ul style="list-style-type: none">• Microsoft Word and PowerPoint have automatic ADA check options that identify issues and recommend solutions.• Resources available from Department of Rehabilitation.
Adobe Acrobat (PDF)	<ul style="list-style-type: none">• Instructions in software that help users create ADA compliant PDFs.• Full Check/Accessibility Check tool for new PDFs or already created PDFs.• Create Accessibility Report which summarizes findings of accessibility check.
Colour Contrast Analyzer	<ul style="list-style-type: none">• Tool that allows user to check their text or visuals to optimize visibility for individuals with vision disabilities.
NVDA (Non-Visual Desktop Access)	<ul style="list-style-type: none">• This tool is a screen reader which can be used to check ADA compliance.• This application can be downloaded on CARB computers for free.

Appendix XII: More Engagement-oriented Outreach Examples

This appendix lists a variety of activities that encourage greater engagement. Remember, outreach and engagement are different but complementary terms, and both are essential to effectively work with the public. Outreach informs the public about a CARB action and can increase participation in our work, while engagement is an ongoing mutual dialogue with communities to involve and collaborate. This table provides examples of outreach and engagement activities, provides a description of each, tips, and lists the corresponding level of engagement on the IAP2 Engagement Spectrum.

The examples below are ways to go beyond informing and/or consulting affected parties and move further along in the engagement spectrum. Table 10 includes strategies to **inform, consult, involve, collaborate, and empower** affected parties, and foster more multi-directional feedback throughout the engagement process. Note: CARB acknowledges that communities have identified compensating uncontracted individuals or groups, providing uncontracted travel support, offering childcare or eldercare, or providing food for community meetings or events as participation barriers for several years. There are many challenges to overcoming these barriers. CARB staff commits to exploring opportunities to reduce or eliminate barriers to community participation in CARB's engagement and partnership activities.

Table 10. More engagement-oriented outreach examples

	Description	Tips	Engagement 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 surveys. A questionnaire is a related tool that can be distributed in the mail, at information points, at public events, 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. Limit survey length to encourage higher response rates.	Consult
Online voting/poll	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 and green cards, and a show of hands are other ways for everybody to participate and be heard.	If polling at the event, 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 vote.	Consult, Collaborate

Informal planning meetings with affected parties	<p>These are informal meetings, ideally co-hosted with a community partner. This method allows staff to convey a significant amount of information to individuals and small groups and respond to concerns in person. This includes one on one conversations as well.</p>	<p>Consider hosting these meetings in other languages and have a translator interpret in English. Pick time and locations that are convenient for community members. Consider if the meeting should be in person, virtual, or hybrid and what time of the year, time of day, location or other factors should be considered when planning for a meeting.</p> <p>U.S. EPA example of Regional Roundtables.</p>	<p>Inform, Consult</p>
Mapping information	<p>Map available and relevant data as a graphic illustration to convey the information about the CARB action and/or its complexities. You may include demographics, census, environmental factors, and geographic area information. Depending on the digital platform, community members can identify alternative boundaries and locations, understand the opportunity cost, and choose between tradeoffs. You</p>	<p>Understand participation limitations for residents who speak English as a second language and community members without access to the internet. Identify alternative methods to reach these audiences and collect their input. GIS experts in your organization may be able to help you develop maps.</p>	<p>Inform, Consult, Involve</p>

	can also map survey results and community assets.		
Focus group	Bring together 8-12 people to get their input, ideas, and reactions. The group can be selected in a variety of ways (e.g., randomly, select targeted audiences).	<p>A moderator and dedicated notetaker are useful when conducting a focus group. Also, staff should partner with local community-based organizations to obtain recommendations for focus group participants and to find unbiased moderators.</p> <p>Here are two example reports from focus groups: LMI Focus Group Supplemental Report and Equitable Building Decarbonization Focus Group Report.</p>	Consult
Advisory committee	An advisory committee is a collection of individuals with knowledge and skills and a variety of perspectives to make recommendations and provide key information on CARB action. They provide perspective on issues and opportunities based on membership qualifications. In addition to convening an advisory committee, directly engage	An advisory committee must be either appointed by the Board or formed consistent with criteria set forth the Bagley-Keene Open Meeting Act . They must comply with the Bagley-Keene Open Meeting Act, the Public Records Act, and funding-related legal requirements such as Government Code section 87104. This requires structure and organizational support	Involve, Collaborate

	with affected community members to gain a more holistic perspective.	from staff. Note that formal committees appointed by the Board are eligible for per diems under statute. Current examples of this at CARB are the Environmental Justice Advisory Committee (EJAC), Research Screening Committee, the Scientific Review Panel, and the AB 617 Consultation Group.	
Tabling at community events, fairs / traveling displays	Take your message directly to residents via a traveling display, with posters and brochures that explain the CARB action, illustrate points you need to make, and seek desired input. Depending on the event format, you can do quick polling or game on the spot. Have spin the wheel to win a prize 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
Budget challenge/ participatory budgeting	This method can be a 'low tech' game such as chips and buckets representing budget priorities, large forum or 'high tech' computer software. Residents express their budget preferences by allocating a set sum to various budget	Community decision-making can vary from inform to empower, from residents hearing about CARB action elements, to providing decision-makers with information about budget preferences, to processes that allow	Inform, Consult, Involve, Collaborate, Empower

	priorities. The method allows staff to identify resource allocation preferences, prioritize broad social policies and monitor public spending.	residents to participate in designing how to use parts of the budget that the agency has discretion over and in compliance with legal requirements. Consult with CARB's Legal Office.	
Site visits/community tours	Staff tour a site, or multiple sites with community members/advocates, which brings CARB to the community, allows CARB to learn more about the most impacted communities, and helps build networking opportunities. Community members work with staff to plan the visit/tour and identify sites/locations within their community.	While in-person visits are preferred, online visits through Google Street View and Google Maps can help start to get a sense of the site.	Inform, Consult
Gallery/station walk/open house	Hold a half-day or daylong event to generate interest, present information about several aspects of your CARB action, gather public input and have one-on-one interactions with community members. The method includes various stations around a large room where 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. Create a welcoming and engaging atmosphere. Ensure that your date does not coincide with other cultural holidays and events.	Inform, Consult

Conversation café	This format allows participants to have safe, open, and meaningful conversations in public places. The goal is to build social trust and cohesion.	Review this manual for conversation café hosts here .	Consult
Design charrette	A design charrette is a series of meetings to generate ideas for the effort and then refine them into the final design of the CARB action. This method is most useful when the effort involves a design of new facilities, redesign of existing facilities or where brainstorming for land use and transportation planning is needed.	Review initial suggestions: Participatory tools . Here is an initial example: What floats your boat?	Involve, Collaborate
Open office hour	Hold a time where anyone can join in for an informal discussion; provides another option for affected parties.	Choose a place, platform, and time that is convenient for attendees.	Inform, Consult
One-on-one individual meetings	One-on-one meetings provide an opportunity to sit down with an individual or organization and have an informal discussion specific to them.	Choose a place, platform, and time that is convenient for the individual or organization.	Inform, Consult, Collaborate

Theatre of the Oppressed	<p>This method involves communities from the start. Communities identify the problem or oppression and have a group of actors (either from the community or from outside) act out the oppression. The play often ends with the possible or actual effects of that oppression on the community or group. The idea is for the audience to relate to the tragedy of oppression on a personal and intimate level.</p>	<p>This practice requires a lot of trust and active participation. These reading materials provide more information.</p>	<p>Collaborate, Empower</p>
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Appendix XIII: Dialogue, Deliberation, and Facilitation Tools

This appendix lists various digital engagement tools for dialogue, deliberation and facilitation. It lists the tool, a description, tips, and a corresponding level of engagement based on the IAP2 Spectrum of Engagement where applicable. You may need training and financial resources to access these.

Table 11. Dialogue, deliberation, and facilitation tools

Tools	Description	Tips	Engagement Spectrum
Miro/Mural/Padlet	There are digital interactive whiteboards that let users collaborate in real-time by providing comments.		Involve, Collaborate
Lucidchart	This is a digital space that allows users to collaborate visually on drawing, revising, and sharing charts, diagrams, and sticky notes.		Involve, Collaborate
We and Me	Provides toolkits and services to help foster	Useful training opportunity for staff and teams that need help building	Inform, Involve, Collaborate

	authentic engagement and better performance.	experience with engagement and collaboration skills.	
Prezi	This is a visual communication tool that allows users to create more engaging PowerPoint presentations that zoom in, move, and jump around, helping to grab and keep an audience's attention.		Inform
Microsoft Visual Studio Live Share, Github/Gitlab, JetBrains	These are interactive environments that allow users to collaborate on coding such as computer programs, websites, and apps.	Mostly for internal use, this could be used when working on data analysis or when posting data to open data platforms.	Involve, Collaborate

Appendix XIV: Polling and Survey Tools

This appendix lists various engagement tools for polling and surveys. It lists the tool, a description, tips, and a corresponding level of engagement based on the IAP2 Spectrum of Engagement where applicable. You may need training and financial resources to access these. If pertinent to your effort or the nature of the information being collected, consider if the platform you are using has sufficient data security features.

Table 12. Polling and survey tools

Tools	Description	Tips	Engagement Spectrum
In-person surveys/ polls	Low-tech polling and survey options include paper surveys, a raise of hands, etc. Use poster boards, index cards, sticky notes, printed surveys, and sticker dots, etc., to conduct in-person surveys.	Low-tech options to gather information may work better than online surveys in some communities. Also, capturing input from community members on paper can allow people uncomfortable with public speaking to have their voices heard. Low-tech options are often the most accessible to community members and feel more interactive than digital options. These are best for fully in-person meetings or as the in-person evaluation for hybrid meetings.	Involve, Consult, Collaborate

Zoom/ Microsoft Teams Polling	Users create single-choice or multiple-choice polling questions for meetings and workshops. Zoom surveys are available and remain live after events.	Advanced polls can also be used as a quiz by specifying which answers are correct. Polls and surveys can also be conducted anonymously. Good for digital meetings/workshops.	Involve, Collaborate
Mentimeter	This is a space to develop interactive presentations that include questions, polls, and quizzes to create more engaging presentations.	Good for hybrid meetings/workshops. Your audience can use their smartphones or other electronic devices to connect to the presentation to answer questions, polls, or quizzes. Their responses are then visualized in real-time to create a fun and interactive experience.	Involve, Collaborate
Sli.do	Users create polls, Q&A, quizzes and surveys for meetings and workshops.	Good for hybrid meetings. Attendees can join without any logins or downloads and use their smartphones or other electronic devices. Can be used with Webex, PowerPoint, Microsoft Teams, and more.	Involve, Collaborate
Poll Everywhere	Users create polls, Q&A, quizzes, surveys, and word clouds for meetings and workshops.	Can be used with Webex, PowerPoint, and more. Good for digital meetings/workshops.	Involve, Collaborate

Microsoft Forms/Google Forms	Users create online surveys and polls to collect feedback and view results.	Use the survey to gather data, understand challenges and needs, gain feedback and collect community opinions.	Consult
SurveyMonkey	Users create and publish an online survey and view results.	The free version of Survey Monkey limits the number of questions that can be asked.	Consult
ArcGIS Survey 123	Users create, share and analyze surveys online and can be georeferenced, or tied to a location.	CARB has purchased licenses and is developing a platform to host these sites.	Consult

Appendix XV: Mapping and Data Analysis Tools

This appendix lists various digital engagement tools for mapping and data analysis. It lists the tool, a description, tips for those using the tool, and a corresponding level of engagement based on the IAP2 Spectrum of Engagement where applicable. You may need training and financial resources to access these.

Table 13. Mapping and data analysis tools

Mapping and Data Analysis	Description	Tips	Engagement Spectrum
ESRI / ArcGIS Online / ArcGIS StoryMaps	GIS software that supports mapping and spatial analytics.	A way to convey and illustrate information. CARB's Office of Information Services has licenses and GIS experts that can help get you started.	Inform
ArcGIS Hub	Allows users to build modern and dynamic websites focused on specific community-based topics and incorporate relevant datasets that can help improve the public's	CARB has purchased licenses and is developing a platform to host these sites. Examples can be found here: <i>Gallery / ArcGIS Hub</i>	Inform, Collaborate

	<p>understanding of a particular issue. Additionally, it lets organizations interact with interested members of the public by inviting them to participate in initiatives, provide feedback, and create and share their own content.</p>		
Google Earth/ Google Street View	<p>A computer program that renders a representation of Earth based primarily on satellite imagery. Allows users to see cities and landscapes from various angles.</p>	<p>Can help users get a glimpse of a location and identify potential emission sources such as industrial facilities, ports, and highways/major roadways in proximity to sensitive receptors such as housing, schools, hospitals, etc.</p>	Inform
Twinmotion	<p>A visualization tool that allows storytellers to produce high-quality images and interactive</p>	<p>Free for individuals and organizations with a gross revenue of less than \$1 million. The program can be used to enhance</p>	Inform, Collaborate

	presentations from 3D data.	discussions with communities by allowing for collective visioning in real time.	
Tableau	A visual analytics software used to understand data.	Can help convey and illustrate information. Can connect to a variety of datasets, including big data, a structured query language (SQL) database, a spreadsheet, or cloud apps. CARB's Office of Information Services has licenses for your use and can help get you started.	Inform
Power BI	A visual analytics software used to understand data.	Can help convey and illustrate information. Can connect to a variety of datasets, including big data, a SQL database, a spreadsheet, or cloud apps. All CARB staff have	Inform

		access to Power BI through the Software Center.	
Excel	A spreadsheet software program for visualization and analysis.	Can be used to create charts and graphs and to run statistics on small to medium data sets. Could be used to analyze equity data.	Inform
R	An open-source programming language for statistical computing and graphics.	Can be used to run statistics on large data sets. Could be used to analyze equity data.	Inform
Python	A high-level, general-purpose programming language.	Can be used to run statistics on large data sets. Could be used to analyze equity data.	Inform

Appendix XVI: Types of Software and Methods for Engagement

Various types of software and methods for engagement should be used in the following ways to promote greater collaboration and receive more feedback.

Table 14. Types of software and methods for engagement

In-Person	Virtual	Hybrid
Information stations	Word clouds	Text-in polls
Text-in polls	Instant polling	Text-in polls or instant polling
Vote by raise of hands	Use of platform reactions	Raise hands in-person and instant polling online.
Small group discussions	Small group discussions	Small group discussions

For CARB-hosted events have community presentations or listening sessions focused on how the CARB action impacts them or what they hope it addresses in their community.

Appendix XVII: Example Certificate of Participation



Figure 8. Example Certificate of Participation

Appendix XVIII: Benefits of the Chat Function

The chat function in virtual or hybrid meetings or webinar helps increase engagement by:

- Providing those who are not comfortable with public speaking a platform to voice their comments.
- Accommodating those who may not have microphone access to participate in the meeting.
- Increasing access to those who are monolingual or not fluent in English to provide their comments.
- Allowing those who want to remain anonymous to submit their questions privately to the meeting host or facilitator.
- Creating a platform for increased dialogue.

Note that Zoom has [question and answer \(Q&A\)](#) and [chat function](#). Determine which works best for you by referencing the table below. Note that both can be enabled at the same time, you do not have to choose one or the other.

Table 15. Question and answer versus chat function

Q&A	Chat
<ul style="list-style-type: none">• Attendees can only type in questions.• Questions may be answered, dismissed, or deleted by the host, co-hosts, or panelists.• Hosts, co-hosts, and panelists can answer the questions through typing in an answer or indicating they will answer it live.• The host can control which questions (answered questions only or view all questions) are visible to the attendees.	<ul style="list-style-type: none">• Open to all attendees for the duration of the meeting/webinar.• Chats can be sent to everyone, a specific participant, or the host.• Conversations may occur in chat that are separate from the verbal presentation.• The host can decide between several settings for who can chat, and which chats are public.<ul style="list-style-type: none">○ No one.

<ul style="list-style-type: none"> • Collect records for legal requirements under the California Environmental Quality Act or Administrative Procedure Act (please contact the Legal Office with questions) 	<ul style="list-style-type: none"> ○ Host and co-host (can chat with everyone and attendees can private chat). ○ Everyone (all can send chats to everyone, and attendees can privately chat the host/co-host). ○ Everyone privately and publicly (everyone can send chats to everyone and to anyone privately). We do not recommend this option.
--	---

Consider enabling chat during virtual or hybrid meetings and/or webinars to promote inclusive dialogue. Due to possible difficulties of managing the chat along with the other duties of virtual/hybrid meetings, be clear about the expectations of chat in the beginning of the meeting. This may include:

- Clearly state that meeting agreements apply to the chat.
- Designate which parts of the meeting where chat is encouraged.
 - This may include the introduction or discussion portions.
 - Include a chat icon in the presentation and reiterate verbally to participants that they may input items into the chat.
- Designating a time when chats will be read aloud. Ensure if you are doing this that *all* chats are read. If you are using interpretation services, reading the chats aloud will allow for those in the interpretation channel to hear what is being discussed in the chat, in their preferred language.

If you choose to have the chat disabled during the meeting/webinar, it is best practice to provide Q&A as an option. Include other avenues for people to communicate outside of verbal comments.

Chat monitoring roles:

In the facilitation guide, outline how the chat will be monitored and translated if necessary. Create a small team to monitor the chat. Note that the number of staff for each role is a suggestion; it will depend on the size of your meeting and the number of participants.

Designate one or two staff to be the main chat moderators. Their role will entail:

- Creating an internal chat that is separate from the meeting to coordinate the small team of staff monitoring the chat.
- Directly communicating with the facilitator when issues arise.
- Determining whether to move disruptive participants into a breakout room or removing the participant completely (refer to “How to respond to harassing chats/questions” section below for more guidance).
- Assigning staff to address the following chat topics:
 - One staff to address technical issues.
 - One staff to translate chats in a non-English language to English and address those chats.
 - Two staff to address any questions or comments.
 - One staff or facilitator (if there is one) for reading aloud the chats for translation.
- Determining which questions/comments require a follow-up.
- Determining which questions/comments require a response from upper management.
- For meetings/webinar with Q&A:
 - One or two staff to determine if the question should be answered in writing or verbally (or both).
 - Often people ask for a printout or digital copy of the Q&A including the host’s responses.
 - One staff to unmute or invite the participant to unmute to ask their question.

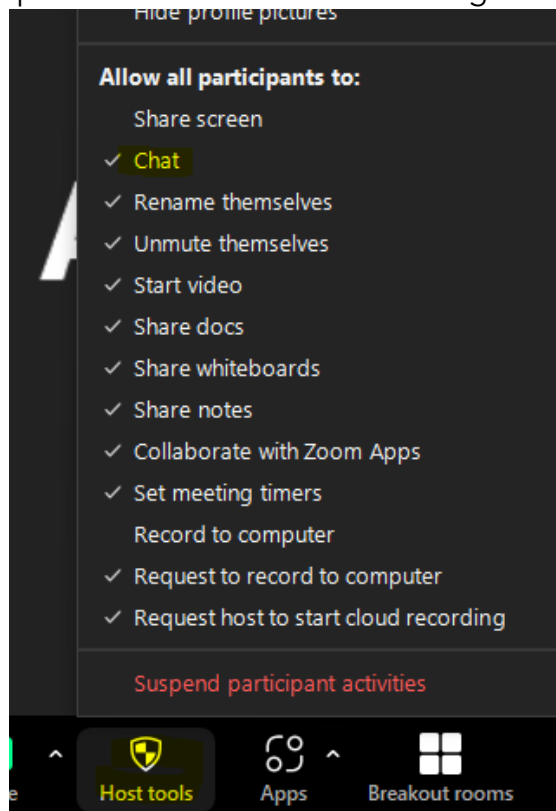
How to respond to harassing chats/questions:

When a participant is being disruptive in the chat or Q&A section, this can impact the purpose of the meeting and prevent other participants from using the chat function to the fullest. It is best to consider disabling chat for the remainder of the meeting/webinar as a last resort.

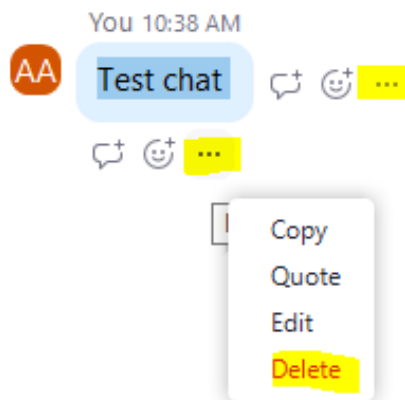
Before deciding to disable the chat, use your best judgment to determine whether to remove the participant completely from the meeting/webinar (see [Dealing with harassment during public meetings](#)). Or, put them into a breakout room separate from the meeting to have a one-on-one discussion.

If a chat falls under the definition of harassment (see [Dealing with harassment during public meetings](#)), work with the facilitator and management to determine if the following steps should be taken:

1. Click "Host Tools" at the bottom of the screen and uncheck "Chat". This will disable the chat and prevent further chats from being sent.



2. Click the three dots next to the chat message and click "Delete".

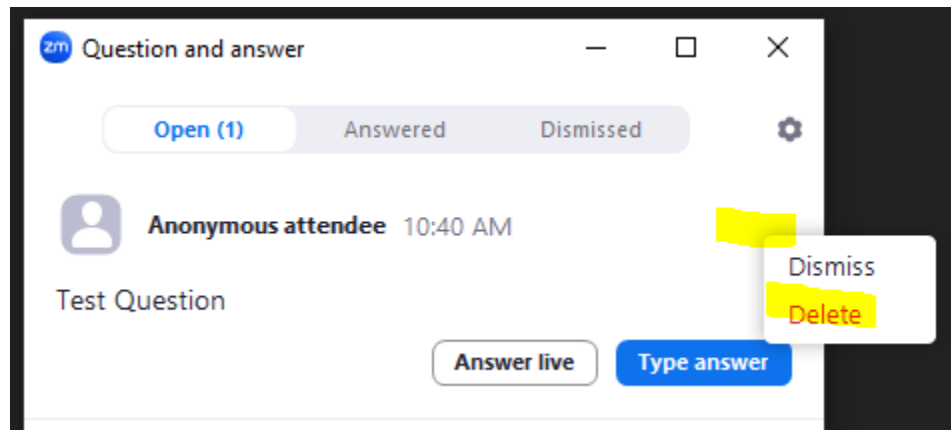


3. Explain why the chat was disabled (refer to meeting agreements) and let attendees know if you are going to re-enable the chat or if it will remain off for the remainder of the meeting.

4. Remove the participant from the meeting by going to "Participants". Click the three dots next to their name and select "Remove".
5. Click "Host Tools" again and check "Chat" to re-enable chat.

If a message in the Q&A meets the definition of harassment:

1. Remove the participant from the meeting by going to "Participants". Click the three dots next to their name and select "Remove".
2. Click "Q&A" at the bottom of the screen.
3. Hover over the message you want to remove and click the three dots next to it. Click "Delete".



Appendix XIX: Interpretation in Public Events

CARB's responsibility to the public includes making public events accessible to all individuals. An important aspect of accessibility is language access, and every effort should be made to provide interpretation that fulfills the needs of your audience. To find out if interpretation is available for a specific language contact Equal Employment Opportunity Program, bilingualservices@arb.ca.gov.

Spanish speakers make up a large portion of non-English speakers in the state and CARB is shifting toward standardizing Spanish interpretation and translation for all public-facing materials and meetings.

This guidance covers how to incorporate interpretation in virtual and in-person public meetings and is intended for the program staff who plan and run the public meeting.

Public virtual meetings, including workshops and community events, primarily use Zoom's interpretation channels. In addition to the interpretation channel, staff may choose to use a separate conference line to accommodate attendees with limited internet.

For this document, instructions below are intended for the meeting's point of contact.

Submitting a request:

Complete the [Bilingual Language Services Interpretation \(Spoken\) Request](#) and submit it at a minimum of two weeks, or 10 business days before the event. The resources folder has samples of the completed request forms.

- See the resources folder for sample completed forms:
 - Sample complete spoken interpretation request form–virtual meeting
 - Sample complete spoken interpretation request form–in-person meeting
- Notes on the request form:
 - *The requestor's name* should be the individual that acts as the main contact for questions or concerns before or during the meeting.
 - Under *Event Description* select the meeting format or type.
 - Provide any helpful details in the "environment/room description" section.
 - If you use a conference line include this with the room description.
 - Interpretation service:

- Consecutive (repeated): One to two sentences in the primary language, followed by a translation. This form of translation will take additional time.
 - Simultaneous (concurrent): Translation is occurring at the same time on a different channel/platform. This is what will be selected for the Zoom translation channel and any conference lines.
 - Under the other option, indicate the number of interpreters needed (put this information into the email submission, as well).
- Event location:
 - Event address
 - If held virtually, include the platform under location.
 - Event hours
 - If you are requesting interpreters to arrive early or stay late, indicate this in the event hours.
- Logistics of the event:
 - Even if interpretation was not requested by external people, note that the services are being requested because it is standard practice for accessibility.
- For offsite locations:
 - The individual listed should be present at the in-person meeting and available to support the interpreters.
- Ask the interpreters to arrive 30 minutes early to check in and account for anyone running late.
 - It is helpful to ask the interpreter(s) to attend the meeting's dry run. If you would like to request this, the time and location should be included in the original request.
- Request interpreters to stay on the Zoom call for 30-60 minutes past the scheduled end of the meeting in case it goes over. The interpreter(s) cannot guarantee they will be available if we do not make this request ahead of time.
- With the request, please include the meeting notice or link to the [CARB calendar](#) item.
- Once you have completed the request, route it to your liaison or division office for approval/signature and submit the request to the Equal Employment Opportunity Program.
- Requests are submitted to the general Equal Employment Opportunity Program email: bilingualservices@arb.ca.gov.

In-person meetings:

When hosting an in-person meeting, ensure that you request the equipment needed to provide simultaneous interpretation. Typically, individual headsets can be provided by the contractor, but you should specifically request that they bring equipment. If you know how many people will need interpretation, provide that information.

The interpreters will also need a space to set up:

- Space for equipment (laptops, headsets, etc.)
- They will need to be able to hear all participants but set up in an area where they can speak into their equipment at full volume.

Interpretation for in-person meetings is more costly because of the additional time and travel expenses. Funding for interpretation and translation services are typically covered by Equal Employment Opportunity Program's contract.

Listen to [this interview](#) with Reyna Rodriguez of Linguistica to learn more from the perspective of an interpretation and translation professional.

Sample email to contractors (in-person):

Recipients:

- Contractors
- cc: Contracting general email; Equal Employment Opportunity Program contact; staff point of contact

Attachments:

- All meeting materials (e.g., presentation, meeting notices/flyers, etc.)
- For Spanish interpretation include the [Spanish Term Glossary](#)

Sample email language:

Hello [insert contractor's name(s)],

We look forward to working with you *[insert day/date]*, from xx:xx-xx:xx a.m./p.m., for *[insert meeting name]*.

Address:

Per previous events, we are anticipating that you will have the needed interpretation equipment with you. Let us know if there are any concerns with that.

Attached are the meeting presentation and agenda. The meeting notice can be found here: *[insert link to meeting notice]*. If you need any additional meeting materials, please feel free to reach out to me.

[Insert name of staff contact](cc'd) will be your point of contact and can assist if you run into issues during the meeting. You can also contact me via email, *[insert your email]* or via call/text at: xxx-xxx-xxxx.

Virtual meetings:

Zoom settings in advance of the meeting

Tell the branch support staff creating the Zoom meeting, that you will be using interpretation. Select the option to have interpretation and enter the language. Since an email is required to proceed, any staff email can be entered. The interpreters name and email can be assigned and edited later or during the meeting.

Interpretation ☒ Select interpretation languages. Select output channels below. You can assign interpreters at any time.

[+ Add Language Interpreter](#)

Interpreters request that transcript is enabled to assist with translation. Before the meeting is started, the options for *Automated Captions* and *Full Transcript* are enabled in the Zoom account settings.

Automated captions



Allow users to enable automated captions in these languages in meetings. ☐

Full transcript



Allow viewing of full transcript in the in-meeting side panel

Instructions for a separate conference line:

Zoom does not currently allow individuals calling into a meeting to access simultaneous translation. To ensure access to interpretation for those with limited

internet or technology access, we can provide a separate conference line and request translators for the line. When planning your event, evaluate the potential needs of your audience. This may include requests for interpretation, the quality or availability of internet access in the geographical area, input from local leaders, etc., to determine whether a conference line is needed.

This requires additional translators (*standard practice is two per platform*) and staff to open and monitor the conference line.

When contacting the contractor, ensure they have the separate conference line number and participant code. This is *not* the conference line that Zoom automatically creates.

Instructions for staff opening the conference line:

1. Call into the conference line.
2. Enter the participant code.
3. When prompted, press * and then enter the leader code.
4. Keep your phone connected throughout the meeting and access the Zoom meeting on your computer.
5. If the translator encounters any issues, communicate the issue with the internal team.
6. Once the meeting ends, hang up to close out the line.

Contact the contractors:

The main contact will receive the contractors' contact information. The contractors' information is typically sent three to four calendar days in advance of the event. Once you receive it, send all the meeting materials and information via email to all contractors, cc'ing the contractors' general email, so they can review them in advance.

The email should include:

- The main contact's information.
- Contact information for the staff person assigned to the Zoom translation channel or conference line.
- Access information for the meeting: Zoom link and conference line information.
- Time, location, and format of the meeting.
- Any additional information or special instructions.

If you have not received the names and contact information of the assigned interpreters three to four calendar days prior to the event, reach out to Payam Ahmadi, or the appropriate Equal Employment Opportunity Program contact, and the contractor.

Sample email to contractors (Zoom channel):

Recipients:

- Contractors
- cc: Contracting general email: Equal Employment Opportunity Program contact, Payam Ahmadi; staff assigned to the interpretation channel

Attachments:

- All meeting materials (e.g., presentation, meeting notices/flyers, etc.)
- For Spanish interpretation include the [Spanish Term Glossary](#)

Sample email language:

Hello [insert contractors' names],

We look forward to working with you *[insert day/date]*, from xx:xx-xx:xx a.m./p.m., for *[insert meeting name]*.

We have you assisting with interpreting simultaneously within the Zoom Spanish channel.

Attached are the meeting presentation and agenda. The meeting notice can be found here: *[insert link to meeting notice]*. If you need any additional meeting materials, please feel free to reach out to me.

[Insert name of staff that is assigned to the Spanish channel](cc'd) will be in the Spanish channel with you and can assist if you run into issues during the meeting. You can also contact me via email, *[insert your email]* or via call/text at: xxx-xxx-xxxx.

I ask that at the beginning of the meeting, one of you stay in the main room to translate a brief introduction and instructions for how to access translation. Once we are sure that no attendees have any questions, we will ask you to join the Spanish channel.

We have two of you designated to translate on the Spanish channel so that you can switch off to take breaks during the session. We have had issues in the past of both

interpreters either speaking at the same time or neither speaking, so please communicate with each other to ensure there are no gaps or overlaps. You may not be able to hear each other while in the interpretation channel.

The Zoom link for the meeting is below:

- Join from PC, Mac, Linux, iOS or Android:

[INSERT ZOOM MEETING/REGISTRATION LINK]

If you have any questions, please do not hesitate to reach out to me.

Sample email to contractors (separate conference line):

Recipients:

- Contractors
- cc: Contracting general email; Equal Employment Opportunity Program contact, Payam Ahmadi; staff assigned to separate conference line

Attachments:

- All meeting materials (e.g., presentation, meeting notices/flyers, etc.)
- For Spanish interpretation include the [Spanish Term Glossary](#)

Sample email language:

Hello [insert contractors names],

We look forward to working with you [*day/date*] from *xx:xx-xx:xx a.m./p.m.*, for [*insert event name*].

I have you assisting with interpreting simultaneously on the separate Spanish conference call line.

Attached are the meeting presentation and agenda. The meeting notice can be found here: [*insert meeting notice link here*]. If you need any additional meeting materials, please feel free to reach out to me.

[*Staff's name assigned to the conference line*] (cc'd) will be opening and staying on the Spanish conference line with you and can assist if you run into issues during the meeting.

You can also contact me via email, [*insert your email*] or via call/text at: xxx-xxx-xxxx.

The Zoom link for Tuesday's meeting is below. Please log into the Zoom meeting by xx:xx a.m./p.m. and then call into the Spanish conference line separately, to provide translation to the conference line (also below).

- Join from PC, Mac, Linux, iOS or Android:

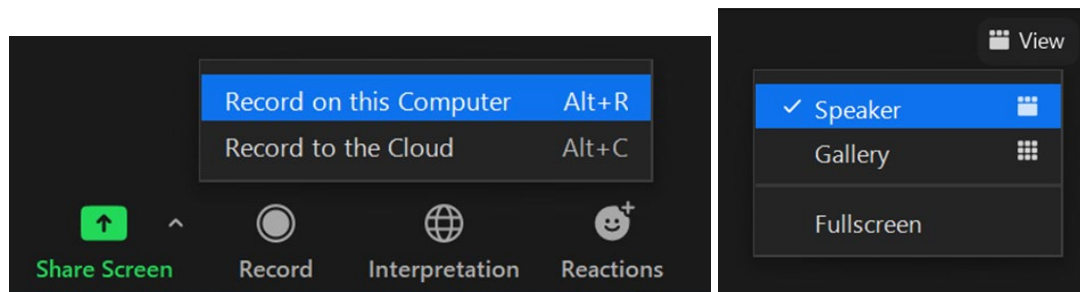
[INSERT ZOOM MEETING/REGISTRATION LINK]

- Info for accessing the Spanish conference line:
 - Phone number: xxx-xxx-xxxx
 - Participant code: xxxx

During the meeting:

Additional staff support is needed to facilitate interpretation:

- Zoom channel: A staff person will need to join and remain in the interpretation channel for the duration of the meeting. Their responsibilities include:
 - Record the interpreted version of the meeting. Select *Local Recording*.
 - Start the recording prior to the host initiating a cloud recording.
 - Keep the meeting in Speaker View because local recordings will record in whatever view you select.

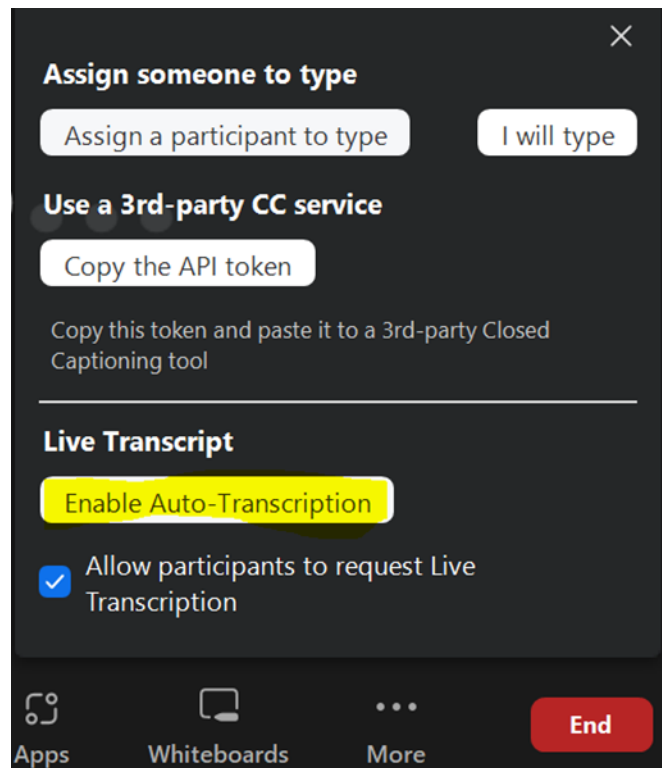


- Notify the host or appropriate staff if there are any issues with interpretation. For example: if interpretation stops, sound quality issues or overlapping interpretation.
 - Communicate with contractors if they have questions and to notify of issues before contacting the host.
- Separate conference line: A staff person will open the conference line and ensure the contractors are able to access the line. They will remain on the line for the duration of the meeting in addition to accessing the meeting via Zoom. Their responsibilities include:
- Opening the conference line and ending the call at the end of the session.

- Updating the host or appropriate staff if there are comments or questions on the conference line.
- Communicate with the contractors if they have questions and to notify of issues before contacting the host.

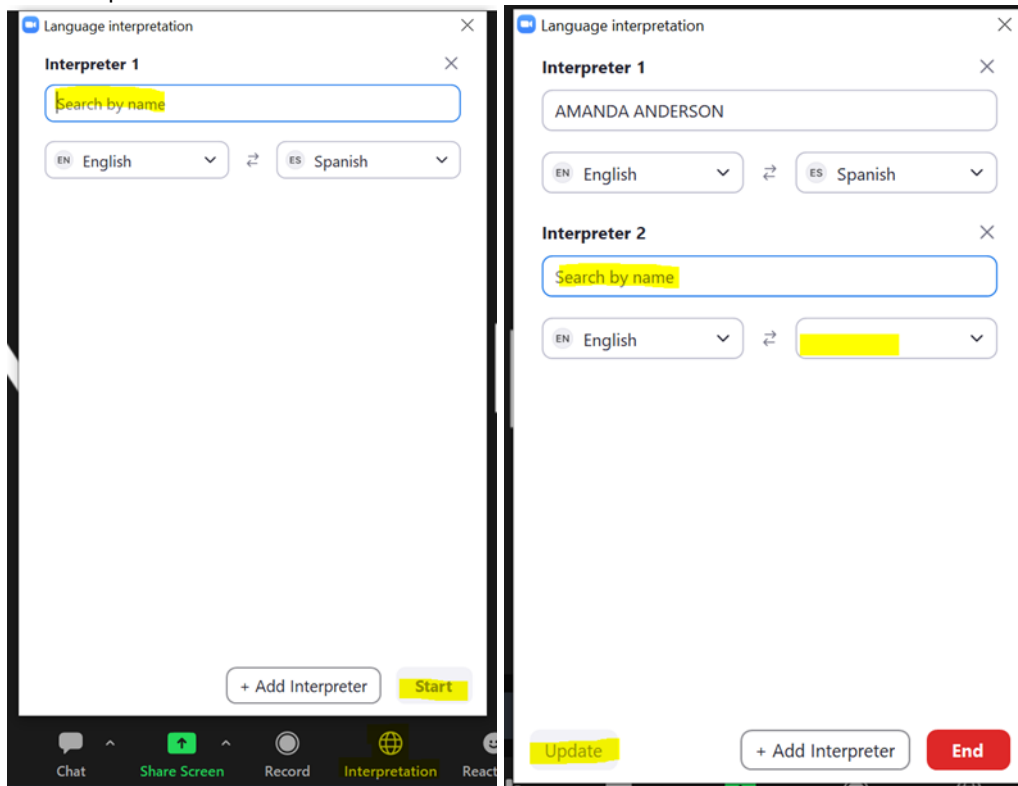
Setting up the interpretation channel during the meeting:

- After the meeting is started, enable transcription by selecting *More*, and then *Transcript* and choose *Enable Auto Transcription*.

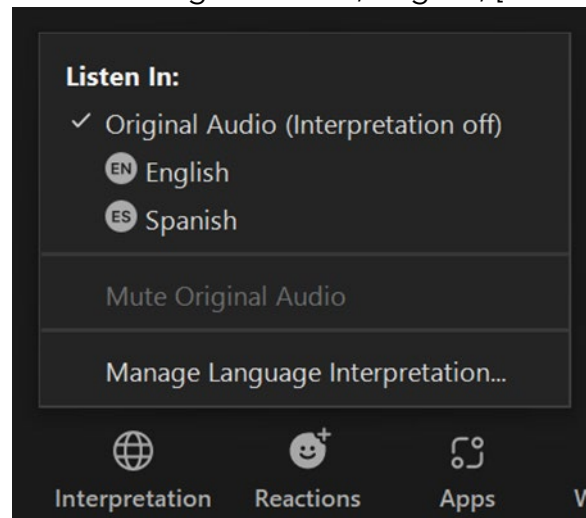


- Once the meeting is open, the host will *Start Interpretation* to open the interpretation channel. To start interpretation, an interpreter must be assigned. Once started the assigned individuals will automatically move to the interpretation channel.
 - Ask one of the assigned interpreters to remain in the main channel to interpret consecutively for the introduction and to provide instructions on how to access interpretation. The resource folder has sample interpretation instruction and housekeeping slides. Once the instruction has been provided and there are no questions the host will edit the channel, add the

additional interpreter, and select update to move the individual into the interpretation channel.



- When the interpretation channel is opened, there are three options that attendees can select: Original Audio, English, [Additional Language].



- Interpreters can move between the English and [Additional Language] channels only, however attendees joining the meeting are automatically put into the Main Channel/Original Audio.

- Interpreters cannot be heard in the Main Channel/Original Audio once assigned.
- Provide instruction at the beginning of the meeting asking attendees to choose English or [Additional Language] so that interpretation of attendees' comments can be heard.

After the meeting:

If the meeting recording is being posted, ensure that you post recordings of all languages.

To post a meeting recording:

- Trim the video using either the Photo/Video editor application on your desktop or by uploading the file to Microsoft Stream
- Route the recording via OneDrive or Microsoft Stream to Comms
 - The video contact is Denise Chelini, denise.chelini@arb.ca.gov
 - CC: comms@arb.ca.gov
 - This request can be sent via email and should include the desired name of the video and any necessary language for the description
 - The name and description should be translated into the language of the recording.
- The videos will then be posted by Comms on CARB's YouTube channel.

Appendix XX: Summary Action Table

This image is an example Summary Action Table. A template and examples are in the Model resources folder.

Summary Action Table					
This table tracks all feedback received during the community meeting. It provides context on the meeting itself, the feedback received, and how (if) the feedback was incorporated.					
Meeting:	Air Toxics Regulatory Process and Community Input Listening Session				
Meeting Date:	May 12th, 2022				
Meeting Time:	5:00 pm - 7:00 pm				
Community Stakeholder Feedback	Feedback Incorporated? (Y/N)	Date Incorporated	If feedback was incorporated, where in the document can it be found?	If feedback was not incorporated, please elaborate on the reasoning.	Additional CARB Comments
Community is concerned with the application of pesticides near the waterways. CARB should limit which pesticides are used and where they can be applied.	No	In progress	N/A	Comment was not incorporated. This is outside of CARB's jurisdiction. The California Department of Pesticide Regulation (CDPR) enforces laws regulating pesticide use and conducts environmental monitoring of air, water, and soil to determine the fate of pesticides.	Concerns were passed onto CDPR staff on 6/15/2022 for appropriate follow-up. This table will be updated with CDPR's response.
Community would like to know when toxics inventory is updated.	Yes	6/15/2022	Page 9 (link www.example.arb.gov/example_document_2022_draft) has been updated to incorporate comment. The following sentence was added: "People on the Toxics Listserv will be notified when the toxics inventory is updated on a bi-annual basis."	N/A	N/A

Figure 9. Example Summary Action Table

Appendix XXI: Community Engagement Event Worksheet

This worksheet provides questions and considerations when planning a community event. The worksheet will guide you through various engagement event aspects for effective implementation. The worksheet should be completed for each engagement event chosen for your CARB action.

Table 16. Community engagement event worksheet

Engagement Event Worksheet
Event: Event Date: Event Time: Location:
Event Planning
What outcomes are you looking to get? You want to listen to all voices and needs, but it is always good to know the primary reason you are engaging with communities before going into an event.
What goals do community groups, partners, or collaborators have for this event? Is there alignment across desired input and outcomes?
What level of community participation is involved? Refer to the Engagement Spectrum.

<p>Will a facilitator be needed? Do CARB lead staff have any professional training? If the issue being discussed is contentious and complex enough, external support may be required. Refer to Appendix V: Facilitator Selection Criteria and Skillset Guidance for guidance on selecting an effective facilitator. To request an outside facilitator, a contract is needed.</p>
<p>What barriers to participation have you identified and how are you addressing them?</p>
<p>Does the event location meet the needs expressed by community members? Consider proximity to the affected parties, parking needs, accessibility to public transportation, and the size and layout of the venue.</p>
<p>Will you need language translation and interpretation services for outreach and the event?</p> <p>Submit requests for translation at with enough time to post outreach materials at least four weeks in advance and meeting materials at least 10 business days in advance and plan to distribute those through in multiple avenues (hardcopies etc.).</p> <p>If using external translators, have any program CARB staff been identified to review the translation for accuracy? Who will provide the translators with meeting materials/info in advance and be the main contact for the contractor? See Language Access in the Planning Your Community Engagement and Implementing your Community Engagement Plan section.</p>

How does your engagement event acknowledge and address racial and social inequities? Refer to the racial equity goals you identified in the Before Planning Your Engagement section.

What equity metrics will you use to evaluate the effectiveness of your engagement efforts?

How will you engage communities during the event? For example, focus groups, tabling at community events, or site visits, etc.

What tools, software, or methods you will use to engage with participants during the event?

Material Development

Which staff or teams will be needed to help prepare materials? List them here.

Have the listed staff already been contacted, and do they have capacity for involvement?

Who is the point of contact for ensuring materials use clear language and are ADA accessible?

Will graphic design be needed for the materials? If so, who will do that? Remember to have all graphics translated into appropriate languages. Work with the Office of Communications to create effective designs.

Has your division website staff been notified that the materials developed will need to be posted on a particular webpage? Or will a new section of your website need to be created? To find your division web point of contact check [this list](#).

Appendix XXII: Meeting Summary Approach and Example

This appendix provides an example approach to creating a meeting summary. Meeting summaries may vary depending on your CARB action.

Table of Contents

1. Introduction
 - a. Why the meeting was held, where, and when
 - b. Why the location and venue were chosen
2. Community Outreach
 - a. Summarize how outreach was conducted including approaches, materials and audiences.
3. Meeting attendees
 - a. Provide a count of the number of attendees by group
 - i. Staff
 - ii. Public
 - iii. Other government agency attendees
 - b. Staff names, position, and division
 - c. Any advisory board members, community experts, or other Tribe or community members under contract related to this event
4. Meeting materials
 - a. Link to the agenda, presentation, meeting materials, and event questionnaire
5. Key takeaways
 - a. Key points or outcomes from each part of the agenda
 - b. Note any major decisions
6. If necessary or appropriate
 - a. Detailed notes
7. Action items
 - a. Provide link to Summary Action Table and detail where comments from the meeting can be found
8. Follow up
 - a. Note any separate follow ups, staff assigned to complete the task, and timeline
 - b. Next steps and general timeline
 - c. Ways to stay informed or involved
9. Appendices

- a. Community outreach
 - i. List the governments agencies, school district and community organizations that were contacted.
 - ii. Include materials in all languages:
 - 1. Public notices, flyers, mailers, etc.
- b. Meeting materials
 - i. As appropriate, include agenda, presentation, meeting materials, and event questionnaire in all languages

Meeting summary examples:

[CARB Community Engagement Community Expert Meeting 1 Summary](#)

[CARB Environmental Justice Advisory Committee Meeting Example](#)

Appendix XXIII: Example Facilitation Plan

This appendix provides a facilitation plan example from a Community Engagement Mode dialogue. It is important to include timing, roles, and more details. This is a “run-of-event” with preparation, speaking notes, and closing considerations.

Table 17. Example facilitation plan

Time	Topic	Presenters	Notes/Talking Points
4:30 pm	Prep and Checklist	All Presenters	<p>Getting space ready</p> <ul style="list-style-type: none"> Equipment <ul style="list-style-type: none"> Oakland - Bring projector, AV from CARB office Hang signs - Michelle/Sam, Antonio Put up restroom signs / highlight gender neutral - Maya Arrange tables, chairs, ensure an armless chair at each table- Deidre Set up flip charts, markers, post its - Deidre Set up pens, paper surveys, note cards, name tags, printed ppts, sign-in sheet - Jonathan Arrange interpretation space - Karina Arrange coloring books, crayons, water - Lisa PPT / Mic / Projector - Jonathan, Antonio Write agenda and questions in English and Spanish on flip charts - Jose Staff name tags - Lisa Make sure room looks clean and welcoming - All
5:30 pm	Roles and last min prep	All Presenters	<ul style="list-style-type: none"> Host - Jose Person at sign in station (help people who join late) - Gretchen Breakout group facilitators - Deidre, Jonathan, Karina Breakout group note takers - Lisa, Gretchen, Antonio Notes during start of meeting and report back - Michelle/Sam, Gretchen Timekeeper - Maya Floating/Observing - Chanell Interpretation contact for issues - Laura Oakland - Vanessa Oakland - Sagrario

5:45	Open doors		Be warm and welcoming. Help people find name tags, seats, etc.
6:00 pm	Interpretation Orientation	Jose	<p>SLIDE 1:</p> <p>Jose will kick off the meeting.</p> <ul style="list-style-type: none"> • Welcome to the Public Dialogue Sessions for CARB's Community Engagement Model. • My name is Jose, role, I use _/_ pronouns • I am part of the CARB team working on the Community Engagement Model. • We are excited to host this meeting and have you here! • Thank you so much for coming out and joining us tonight • Before we dive in, there are a few things we need to go over. <ul style="list-style-type: none"> ◦ We have Spanish (other languages as necessary) interpretation. Please speak slowly to assist the interpreters. ◦ I will let our interpreters repeat this information and then we will go through how to access those services for the meeting. ◦ Pause for interpretation <p>Interpretation instruction talking points:</p> <p>-If anyone requires Spanish interpretation and a headset, please go see our interpreter in the back of the room, (Name). **Interpreter repeats instructions in Spanish. **</p> <p>-**Give some time for people to get their headsets. **</p>
6:05 pm	Meeting agenda, principles, staff	Jose	<p>SLIDE 2: Meeting Agenda Overview</p> <p>SLIDE 3: Meeting Agreement</p> <p>Input: Please any additional meeting agreements you would like to share or prioritize by raising hand to speak.</p> <p>SLIDE 4: Brief Introduction of CARB staff working on draft community engagement model</p> <p>SLIDE 5: Brief Introduction of CARB staff working on draft community engagement model CONTINUED</p>
6:10 pm	Community Engagement Model Overview	Jose	<p>SLIDE 6: Model</p> <p>SLIDE 7: Model Purpose</p> <p>SLIDE 8: Racial equity.</p> <p>SLIDE 9: How are we developing this model</p> <p>SLIDE 10: Community experts</p> <p>SLIDE 11: Feedback</p> <p>SLIDE 12: What is in the model</p> <p>SLIDE 13: Narrative</p> <p>SLIDE 14: Plan Template</p>

			<p>SLIDE 15: Implement Template</p> <p>SLIDE 16: Close Template</p> <p>Are there any clarifying questions that we can answer before we discuss our breakout groups tonight?</p>
6:20 pm	Breakout groups	Jose	<p>SLIDE 17: Tonight's meeting</p> <p>SLIDE 18: Where to go</p> <ul style="list-style-type: none"> • If you need translation, please join Karina who is raising her hand • Otherwise please join a carb staff member at a table • Will CARB staff please raise their hands <p>Are there any clarifying questions before we split up?</p>
6:25 pm	Breakout groups	Jose	<ul style="list-style-type: none"> • Breakout groups <ul style="list-style-type: none"> ◦ Facilitator - Deidre ◦ Note taker - Lisa ◦ Extra notes - Maya • Breakout group 2 - Interpreter <ul style="list-style-type: none"> ◦ Facilitator - Karina ◦ Note taker - Antonio ◦ Extra notes - Michelle/Sam • Breakout group 3 <ul style="list-style-type: none"> ◦ Facilitator - Jonathan ◦ Note takers - Gretchen • Floating/Observing - Chanell <p>SLIDE 19: Introductions (6:25-6:30)</p> <p>Facilitators:</p> <ul style="list-style-type: none"> • Thank you for joining this group. My name is __ and my pronouns are __. I will help guide our discussion tonight. • __ will help take notes. • Before we get started, can we have people introduce themselves <p>Facilitators: Ask for a volunteer to report back at the end.</p> <p>SLIDE 20: Outreach questions (6:30-6:45)</p> <p>Announce 2 mins left for this topic (Maya)</p> <p>SLIDE 21: Engagement questions (6:45-7:00)</p> <p>Announce 2 mins left for this topic (Maya)</p>
7:00 pm	Short Break	Jose	<ul style="list-style-type: none"> • SLIDE 22: break • Facilitators
7:10 pm	Breakout groups 2	Jose	<ul style="list-style-type: none"> • Breakout groups <ul style="list-style-type: none"> ◦ Facilitator - Deidre ◦ Note taker - Lisa ◦ Extra notes - Maya • Breakout group 2 - Interpreter <ul style="list-style-type: none"> ◦ Facilitator - Karina ◦ Note taker - Antonio

			<ul style="list-style-type: none"> ○ Extra notes - Michelle/Sam • Breakout group 3 <ul style="list-style-type: none"> ○ Facilitator - Jonathan ○ Note takers - Gretchen • Floating/Observing - Chanell <p>SLIDE 23: Follow through questions (7:10-7:25)</p> <p>Announce 2 mins left for this topic (Maya)</p> <p>Facilitators: Ask for a volunteer to report back at the end if you haven't already.</p>
7:25			Bring everyone back
7:30	Report back	<p>Jose</p> <p>Note taker</p> <p>Lisa</p>	<p>SLIDE 24: Report back</p> <p>2-4 minutes for report back from each group</p> <p>Group 1</p> <p>Group 2</p> <p>Group 3</p> <p>Logistics: Lisa adding notes to flip chart.</p>
7:50 pm	Wrap Up and Next Steps	Jose	<p>SLIDE 25: Next steps</p> <p>SLIDE 26: Next steps</p> <p>SLIDE 27: Wrap up</p>
8:00 pm	Adjourn	Jose	<p>DO NOT END MEETING BEFORE:</p> <ul style="list-style-type: none"> • Get sign in sheet, evaluation, etc.
			<p>Close space up</p> <ul style="list-style-type: none"> • Equipment <ul style="list-style-type: none"> ○ Oakland - Jonathan gets projector ○ Oakland - Deidre gets AV • Pull signs down - Sam, Antonio • Put tables, chairs back - Deidre • Grab flip charts, markers, post its - Jonathan • Grab pens, paper surveys, note cards, name tags, printed ppts, sign-in sheet - Jonathan • Close up interpretation space - Karina • Grab coloring books, crayons, water - Lisa • Clean up AV area - Jonathan, Antonio • Save agenda and questions flip charts - Maya • Grab any lost and found, check restrooms - Deidre <p>Make sure room looks clean and back to original condition - All</p>

Appendix XXIV: Open Venue for Event Checklist

The following items are general tasks to complete when arriving at the venue if you are hosting an event in-person. This is not an exhaustive list, and your event may require additional items.

- Hang signs pointing to event locations. Include lights during night events.
- Put English and Spanish signs about where things are (bathroom, pens, etc.).
- Arrange room – break out tables, move chairs, set up flip charts, layout sticky notes and markers, provide pens and paper surveys, set out name tags including pronoun stickers (he/him, she/her, they/them), handouts, printed presentations, water etc. Ensure there are armless chairs.
- Arrange interpretation booth.
- Include back table for kids with coloring books and crayons.
- Write the agenda on a flip chart in English and Spanish.
- Make sure the room looks clean and welcoming.
- Note the closest restrooms, including gender-neutral restrooms if available, and emergency exits.
- Make sure staff have name tags on.
- Have hard copies of facilitation guides for staff and interpreters and PowerPoint slides in English and Spanish for participants.

Appendix XXV: Close Venue Checklist

The following list of items are general tasks to complete when departing the venue if you hosted an event in-person.

- Gather all completed surveys.
- Gather all materials used during the event (flip charts, markers, pens, highlighters, papers, sticky notes, and AV/electrical equipment if brought).
- Put chairs and tables back in their original location.
- Clean room.
- Remove all signs posted in the room.
- Remove all externally posted signs.
- Check restrooms for any left items and general cleanliness.
- Turn off lights.
- Ask venue staff if everything looks okay.

Appendix XXVI: Example Community Participant Survey

This appendix has an example survey for community members after the whole engagement. These questions touch on several areas you may want to include. It is recommended that you select questions applicable to your engagement and adjust as needed. These are example questions and may not completely encompass the evaluation feedback you need. Refer to your Engagement Goals and Objectives, as well as your community partners when creating your engagement surveys.

Table 18. Community participation survey

<p>Community Participant Survey</p> <p>CARB recognizes your continued care and commitment to your community. To continually improve our community engagement processes, we kindly ask that you complete the following survey.</p> <p>To complete the survey, please check the appropriate responses. Your feedback will be used to improve [add program feedback purpose].</p> <p>Thank you. We look forward to receiving your feedback by [ADD] Date and working with you to implement your thoughts.</p>
<p>1. Has communication been clear and effective throughout the process of</p> <ul style="list-style-type: none">a. Yesb. Noc. If no, what could have improved the communication?
<p>2. Did you have enough time to review or provide feedback?</p> <ul style="list-style-type: none">a. Yesb. Noc. If no, what did you need more time to review and how much extra time did you need?
<p>3. Did CARB staff create a welcoming and inclusive environment where you could express your opinions?</p> <ul style="list-style-type: none">a. Yesb. Noc. If no, what could CARB have done to make you feel more welcome?
<p>4. Was [] process transparent?</p>

<ul style="list-style-type: none">a. Yesb. Noc. If no, what could have improved transparency?
5. Overall, did you have a positive experience as a Community Expert for CARB's Community Engagement Model? <ul style="list-style-type: none">a. Yesb. Noc. If no, what could have improved your experience?
6. Would you like to be kept informed as CARB continues to develop the action? <ul style="list-style-type: none">a. Yesb. No
7. If you answered yes, please provide your email address: Fill in blank

Appendix XXVII: Example Staff Survey on Community Engagement

This appendix consists of an example of what a completed CARB staff survey might look like. The purpose of this survey is to evaluate your outreach and engagement efforts internally and inform future projects. The expectation is that you will refer to this survey as an example of what can be evaluated and that you will adjust fit your project.

Table 19. Example staff survey on community engagement

<p>CARB recognizes and thanks you for your hard work and dedication to the community engagement process. To make the process more efficient, we kindly ask that you complete the following survey.</p> <p>We look forward to receiving your feedback by ADD Date. We look forward to working with you to improve future engagement efforts.</p>
<p>Event Title:</p> <p>Event:</p>
<p>Cross Divisional/Cross Boards, Divisions, and Offices (BDO) Coordination</p>
<p>1. Select the statement/s that best describe your experience on the cross divisional/cross BDO coordination.</p> <ul style="list-style-type: none">a. CARB division staff had standing meetings to coordinate and implement work.b. CARB division staff communicated with and updated other CARB Divisions on a regular basis.c. CARB division staff communicated with and updated other sister agencies on a regular basis.d. N/A
<p>Provide any other suggestions to help facilitate cross-divisional/cross-BDO coordination.</p>
<p>Effectiveness of Community Engagement</p>

<p>1. Select the statement(s) that best describe your preparation for the community engagement process.</p> <ul style="list-style-type: none"> a. I was trained for the community engagement process. b. I felt prepared for the community engagement process. c. I had the resources (e.g., time, funding, materials, support from management, etc.) required for me to execute the community engagement. d. N/A
<p>What community engagement efforts worked well?</p>
<p>Was the engagement process flexible to allow changes based on the comments expressed by participants?</p>
<p>What were some reoccurring challenges during the community engagement process? Were there any items that hindered you from engaging communities and other affected parties (i.e., lack of funding, time, scheduling conflicts, management support, etc.)?</p>
<p>What could have been done to overcome some of those obstacles? What more did staff need to support this effort?</p>
<p>What are the lessons learned from this community engagement effort? What are the lessons learned from this CARB action? How could these lessons learned be shared with others internally within CARB working on similar topics?</p>
<p>Implementation of Feedback</p>
<p>1. Select the statement(s) that best describe your experience about the feedback collected from communities and other affected parties.</p> <ul style="list-style-type: none"> a. The feedback received was tracked.

- b. The feedback received was clearly identified as either incorporated or omitted.
- c. The Action Summary Table was shared with communities and other affected parties.
- d. Staff had followed up updates/conversations with communities and other affected parties about their feedback.
- e. Staff held a final meeting to report on the collected feedback and the actions taken related to the feedback received.
- f. N/A

Appendix XXVIII: Recommendations for Community Engagement Processes

This appendix consists of a template for submitting recommendations to improve CARB's Community Engagement Processes. These recommendations can be sent to the Office of Racial Equity to make improvements to the model.

Recommendations for Improvements to CARB's Community Engagement Processes
Pre-engagement(s) improvement recommendations:
Engagement(s) improvement recommendations:
Post-engagement (s) improvement recommendation:
Best practices or notable experiences to inform future engagement processes:
Recommendations to improve community feedback implementation:
Additional recommendation for improving community relationships:
Recommendations for updating internal community engagement processes:
Recommendations to improve cross-divisional or cross-BDO coordination:

Recommendations to improve community engagement effectiveness:
All other recommendations that fall outside of community engagement efforts:

Appendix XXIX: Community Engagement Glossary

The glossary is intended to clarify and describe the terms used in CARB's Community Engagement Model. Except legal definitions, these terms or phrases are described *in the context of CARB actions*. Webpages are provided for additional information. Where appropriate, citations are noted.

Please refer to [CARB's General Glossary](#) for terms commonly used throughout CARB webpages and documents.

Other useful terminology can be found in the Glossary and Government Alliance on Race and Equity (GARE) [Communication Guide](#), the Racial Equity [Tools Glossary / Racial Equity Tools](#), and the Diversity and Racial Equity (DaRE) [Glossary](#) available only from the CARB Inside page.

Actions: In this document, actions are often used to describe CARB projects, policies, programs, regulations, and other efforts.

Affected parties: The people and organizations who could be impacted by a CARB action. In the context of the Community Engagement Model, this includes people who live, work, and own businesses in a geographic area that would be impacted by the action.

Examples include community-based organizations, community leaders and related industries.

Also, read: "Disadvantaged communities."

Agency: Refers to federal, state, and local entities that deliver services, goods, programs, or activities to the people, businesses, and organizations in their district or jurisdiction. [This site describes](#) jurisdictions for some agencies involved in CARB actions.

CalEnviroScreen: Developed by the California Environmental Protection Agency and the Office of Environmental Health Hazard Assessment, CalEnviroScreen is a screening tool that is used to help identify communities disproportionately burdened by multiple sources of pollution and with population characteristics that make them more sensitive to pollution.

CalEnviroScreen: oehha.ca.gov/calenviroscreen

Also, read: "Disadvantaged communities."

California Environmental Quality Act (CEQA): A California law that sets forth a process for public agencies to make informed decisions on discretionary project approvals that have significant effects on the environment. The process aids decision-makers in determining whether any environmental impacts are associated with a proposed project. It requires environmental impacts associated with a proposed project to be eliminated or reduced and that air quality mitigation measures are implemented.

The [CEQA Resources webpage](#) provides information about CARB's implementation of the CEQA process and links to general project comment letters written by CARB and local air districts to public agencies reviewing environmental impacts of their projects.

California Environmental Protection Agency (CalEPA): A state government agency, established in 1991, that oversees and coordinates the activities of six boards, departments, and office that is dedicated to improving California's environment. There are six boards, departments, and offices under the agency which consists of the California Air Resources Board (CARB), the Department of Pesticide Regulation (DPR), the Department of Resources Recycling and Recovery (CalRecycle), the Department of Toxic Substances Control (DTSC), the Office of Environmental Health Hazard Assessment (OEHHA), and the State Water Resources Control Board (SWRCB). The CalEPA boards, departments, and office (BDOs) are directly responsible for implementing California environmental laws that regulate air, water and soil quality, pesticide use and waste recycling and reduction, or play a cooperative role with other regulatory agencies at regional, local, state, and federal levels.

CalEPA's mission is to restore, protect and enhance the environment, to ensure public health, environmental quality, and economic vitality.

California Native American Tribe (Tribe): As defined in CARB's 2018 Tribal Consultation Policy to mean either a federally recognized California Tribal government listed on the most recent notice of the Federal Register and a non-federally recognized California Tribe, including those listed on the California Tribal Consultation List maintained by the California Native American Heritage Commission. Please see the Governor's [Executive Order B-10-11](#) and [CARB's Tribal Relations webpage](#).

Civil Rights Officer: The CARB Civil Rights Officer is the coordinator for CARB efforts to comply with state and federal civil rights (nondiscrimination) laws in programs and

activities. Under CARB's Civil Rights Policy and Complaint Process, the Civil Rights Officer, or a person directed by the Civil Rights Officer, will conduct a prompt, neutral, and thorough investigation into the allegations, review the facts presented and collected, and reach a determination on the merits of the complaint based on a preponderance of the evidence.

At CARB, the Civil Rights Officer is also the EEO Officer. The EEO Officer is the coordinator for CARB efforts to comply with state and federal civil rights laws in employment.

Email the Civil Rights Officer at: EEOP@arb.ca.gov

Civil Rights Policy and Discrimination Complaint Process: CARB's Civil Rights Policy and Complaint Process describes the CARB policy to provide fair and equal access to the benefits of a program or activity administered by CARB. This nondiscrimination policy also applies to people or entities, including contractors, subcontractors, or grantees that CARB utilizes to provide benefits and services to members of the public.

Members of the public who believe they were unlawfully denied full and equal access to a CARB program or activity may file a civil rights complaint with CARB under this policy, including by filing a Civil Rights Complaint Form with CARB's Civil Rights Officer.

The policy is available from the CARB and [Civil Rights webpage](#).

Civil Rights Complaint Form (CARB Form EO/EEO-033):

ww2.arb.ca.gov/sites/default/files/2023-01/eo_eeo_033_civil_rights_complaints_form.pdf

Community Air Protection Program (CAPP): CARB established this Program to implement the requirements set forth in Assembly Bill 617 to reduce emissions of toxic air contaminants and criteria air pollutants in communities affected by a high cumulative exposure burden. [The Program](#) is administered by CARB's Office of Community Air Protection (OCAP) and implemented by CARB and air districts. Other agencies and interested parties participate in various implementation and engagement activities to support emissions and exposures reductions.

Community-Based Organization (CBO): A nonprofit organization that is representative of a place-based community or significant segments of it and provides educational, social, or related services to individuals in the community.

Community Engagement: The process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people. Community engagement is a process that uses public input to make a change. It is sometimes referred to as public engagement. Community engagement supports the belief that people have the right to be meaningfully involved in decisions that will impact their lives. Community engagement is multi-directional communication, a dialogue, not a presentation.

Community Outreach: One-way communication that informs the community about a specific topic, event, issue, or decision. Outreach is not the same as engagement, but it is a critical piece of it because you cannot engage with a community on a topic if they have not been informed or if they are unaware of the opportunity to engage. See [Appendix VIII: Outreach Activity Examples](#) for examples of outreach activities that could be used.

Culture Bearer: Individuals such as musicians, artists, and academics who practice, preserve, and carry forward their traditions, beliefs, and cultural art forms.

Additional information: [McKnight Foundation](#), [The Kennedy Center](#), and [Uniting Voices Chicago](#).

Cultural Competency: Cultural competence is the ability to understand, communicate with, and effectively interact with people across cultures, is an important skill for staff to implement into their work. Grounded in the respect and appreciation of cultural differences, cultural competence is demonstrated in the attitudes, behaviors, practices, and policies of people, organizations, and systems.

Disadvantaged Communities (DAC): According to state law (SB 535 De León, Statutes of 2012), CalEPA designates these communities based on geographic, socioeconomic, public health, and environmental hazard criteria. These criteria may include, but are not limited to:

- Areas disproportionately affected by environmental pollution and other hazards that can lead to negative public health effects, exposure or environmental degradation.
- Areas with concentrations of people that are of low income, high unemployment, low levels of home ownership, high rent burden, or low levels of educational attainment.

CalEPA California Climate Investments to [Benefit Disadvantaged Communities](#).

OEHHA SB 535

Also, read: "CalEPA" and "OEHHA."

Distributive Justice: Is a term commonly used in environmental justice to discuss equitably distributing the benefits and burdens of environmental policies.

Environmental Equity: Note: this term is not used in the model but may be useful for conversations with communities.

The [EJAC/Community Engagement Synthesis Report '22](#) used the term in the following context: "Environmental equity is the government's response to the demands of the environmental justice movement."

Also, read: "Environmental justice".

Environmental Justice: [According to California law](#), environmental justice means the fair treatment and meaningful involvement of people of all races and incomes with respect to development, implementation and enforcement of environmental laws, regulations, and policies.

(2) "Environmental justice" includes, but is not limited to, all of the following:

(A) The availability of a healthy environment for all people.

(B) The deterrence, reduction, and elimination of pollution burdens for populations and communities experiencing the adverse effects of that pollution, so that the effects of the pollution are not disproportionately borne by those populations and communities.

(C) Governmental entities engaging and providing technical assistance to populations and communities most impacted by pollution to promote their meaningful participation in all phases of the environmental and land use decision-making process.

(D) At a minimum, the meaningful consideration of recommendations from populations and communities most impacted by pollution into environmental and land use decisions.

Also, read: "Racial justice", and "Racial equity".

Environmental Justice Principles: In CARB's [Vision for Racial Equity](#), CARB commits to using existing authorities and resources to address environmental injustice, the root cause of which is structural racism, including by incorporating the [17 Environmental Justice Principles](#) that were adopted in the 1991 First National People

of Color Environmental Leadership Summit and by using a racial equity lens in all CARB's programs, policies, and regulations.

Environmental Racism: A phrase coined by Chavis and defined by Dr. Robert D. Bullard as "any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race or color."⁶⁸

Engagement Spectrum: Spectrum to assist with the selection of the level of participation that defines the public's role in any public participation process

Equality: Equality is associated with "sameness" and involves giving everyone the exact same level of support or resources regardless of their situation. Equality does not have the same meaning as equity.

Also, read: "Equity".

Equity: [Equity](#) is associated with "fairness," and it recognizes that advantages and barriers exist and accordingly involves providing people with the appropriate resources and support, for their particular situation, to enable them to experience similar opportunities and outcomes as other groups. Equity does not have the same meaning as equality. CARB defines equity as both:

- An outcome—achieving racial equity means race will no longer predict life outcomes and outcomes for all groups are improved, and
- A process—ensuring those impacted by structural racial inequities are meaningfully involved in the creation and implementation of CARB's policies, programs and practices that impact their lives.

Diversity and Racial Equity (DaRE) Task Force: A CARB staff Task Force that works to address, explore, educate, learn about, and respond to internal diversity and inclusion needs. The resources webpage includes the [Diversity and Racial Equity Taskforce Glossary of Terms](#) for Racial Equity, Diversity, Inclusion, and Belonging.

Also, read: "Equality" and "Racial equity".

Ground Truthing: The term ground truthing was introduced into Environmental Justice language from the field of cartography, where aerial imagery or remote sensing data, used to map surface features such as vegetation or land use, is checked or validated using observations "on the ground." Meaning, that rather than just relying on what the remote data is saying, you add in the lived experiences of real people on the ground to determine if the remote data makes sense.

“Ground truthing” is a process that will inform and strengthen the development of the Community Engagement Model based on input from community experts and the public.

Inclusion or Inclusive: Authentically bringing traditionally excluded individuals and groups into processes, activities, and decision/policy making in a way that shares power.

Inclusion is a key principle of community engagement. Using an inclusive process will:

- Equitably incorporate a diversity of people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy.
- Mitigate barriers to participation.
- Include a diverse range of communities (for example, individuals from socioeconomically challenged backgrounds, individuals with varying viewpoints).

Institutional Racism: The [Government Alliance on Race and Equity](#) defines institutional racism as Policies or practices that work better for white people than for Black, Indigenous, and people of color, often unintentionally or inadvertently.

Also, read: “Structural racism” and “Environmental racism”.

International Association of Public Participation (IAP2): [IAP2](#) is an international association of members who seek to promote and improve the practice of public participation / public engagement in relation to individuals, governments, institutions, and other entities that affect the public interest in nations throughout the world.

Also, read: “Engagement Spectrum”.

Just Transition: From the [Just Transition Alliance](#), “A just transition moves us toward a safer and cleaner economy, workplaces that are guided by laws that will require direct action on the worst chemicals, health and safety information for all chemicals, and a health-based standard that protects the most vulnerable populations and workers first.”

Land Use: Refers to the human use of land, such as agricultural, residential, industrial, mining, and recreational. Local agencies have primary jurisdiction over land use decisions. California state law governs local agencies land use decision-making.

Land use planning is the public process to designate the local land uses for an area in long term plans.

California state law requires all cities and counties to have a general plan that contains a “land use element” which uses text and maps to designate the future use or reuse of land within a given jurisdiction’s planning area. The land use element serves as a guide to zoning and official decisions regarding the distribution and intensity of development, and the location of public facilities and open space. Plans are subject to public CEQA review process. Zoning or zone designations are the legally regulated, more specific descriptions of land uses.

[The California Institute for Local Government](#) provides resources about land use and planning.

CARB hosts a [website](#) for more information on land use.

Also, read: “Zoning.”

Language Access: Certain state and federal laws set a floor for the provision of language access services. CARB has legal obligations under the Dymally-Alatorre Language Services Act and language access commitments to early, equal, and meaningful access to critical programs, services, activities, and information to persons with limited English proficiency.

CalEPA [Best Practices and Guidance on Language Access \(2022\)](#) offers six practices that include some legal requirements, as well as practices that go above and beyond what is required by law.

Meaningful Involvement: People have an opportunity to participate in decisions and influence decisions about activities that may affect their environment or health.

Also, read: “Environmental justice”.

Office of Community Air Protection (OCAP): The division within CARB that administers the Community Air Protection Program.

Also, read: “Community Air Protection Program”.

Participatory Budgeting: As described by the [Participatory Budgeting Project](#), participatory budgeting “gives people real power over real money”. It is a democratic process or method in which community members engage in deliberation and help decide how part of a public budget is spent. In the context of the CAPP, it describes practices to support the Community Steering Committee to identify what incentive options should be funded by the local air district and implemented in their Community Emissions Reduction Program.

Participatory Justice: Participatory justice is discussed in academic research as a participation using a justice framework. The practice means that the people affected

by decisions are included in the decision-making process and that the outcome sufficiently reflects their participation.

[Urban Institute on Participatory Justice](#).

Also, read: "Environmental Justice" and "Procedural Equity".

Plain Language and plain writing: Plain language is text (written or verbal) your audience can understand the first time they read or hear it. This includes audiences without technical backgrounds.

The term "plain writing" means writing that is clear, concise, well-organized, and follows other best practices appropriate to the subject or field and intended audience.

Procedural Equity: According to the [EPA](#), procedural equity refers to "inclusive, accessible, authentic engagement and representation in decision-making processes regarding programs and policies." An underlying premise of procedural equity is that those people most likely to be impacted by a decision should be able to influence those decisions.

Also, read: "Environmental Justice" and "Participatory Justice".

Racial Equity: [CARB defines racial equity](#) as both:

- An outcome—achieving racial equity means race will no longer predict life outcomes and outcomes for all groups are improved, and
- A process—ensuring those impacted by structural racial inequities are meaningfully involved in the creation and implementation of CARB's policies, programs and practices that impact their lives.

Also, read: "equity", "equality", "environmental justice", and "racial justice".

Racial Equity Framework: CARB has developed a [Racial Equity Framework](#) that provides a shared foundation and an organizational model for change for CARB to be an anti-racist organization.

Also, read: "Racial Equity" and "Racial Equity Lens".

Racial Equity Lens: CARB has developed and piloted the Racial Equity Lens, which is a data driven analytical tool for staff to embed a racial equity analysis in the planning and implementation of policies, programs, and actions undertaken by CARB. The Racial Equity Lens consists of a series of questions that help CARB staff incorporate racial equity into actions and decision-making at CARB.

[Racial Equity Lens](#) Updated December 2023 available on the CARB Inside page.
Also, read: "Racial Equity".

Recognition Justice: Recognizing systemic injustices and respecting how different values and needs are rooted in diverse histories, identities, and cultural backgrounds.

Redlining: Redlining is the practice of denying a creditworthy applicant a loan for housing in a certain neighborhood even though the applicant may otherwise be eligible for the loan. The term refers to the practice of government and private lenders drawing red lines around portions of a map to indicate areas or neighborhoods in which they do not want to make loans.⁶⁹

Also, read: "Land use."

Sensitive Receptors: People that may have a significantly increased sensitivity or exposure to contaminants by virtue of their age or [health](#). Includes hospitals, schools, and day care centers, and such other locations as the district or state board may determine.

Social Justice: CARB's DaRE taskforce defines social justice as "A vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole."

In academia and government efforts, definitions of social justice vary and have changed over time. This [Taylor & Francis](#) Storymap on social justice points to several definitions and helps to explain the history of this term.

Social justice is used in [CARB Resolution 20-33](#) in these ways: "it is incumbent on CARB to also function as an agent of responsible social change, especially when it is clear that injustices persist that perpetuate institutional and structural racism" and "CARB welcomes and supports global, national, statewide and local demands for racial justice and an end to institutional and structural racism in all its various forms, and acknowledges it must actively participate in changing processes, protocols, and policies within its control to ensure racial equity and social justice remains a key objective in the reduction of air pollutants and greenhouse gas emissions"

Structural Racism: Structural racism encompasses the history and current reality of how multiple systems routinely interact and produce cumulative and chronic adverse outcomes for Black, Indigenous, and people of color. Structural racism is partially driven by institutional racism. Examples of structural racism include redlining and the

development of the interstate highway system that used explicitly discriminatory practices.

Also, read: "Institutional racism" and "Environmental racism."

Time Immemorial: Time immemorial means time in the distant past beyond memory or record.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance. More information included in the CAPP Blueprint 2.0 section titled "Non-Discrimination Laws and CARB".

Traditional Ecological Knowledge: Traditional Ecological Knowledge (TEK) is the knowledge and insights gained from extensive observation of an area or environment and can be passed down generationally in an oral tradition.

Tribal Consultation: Tribal consultation is a formal process to consult with Tribes in a government-to-government capacity about proposed actions that may affect Tribal lands, resources, members, and welfare.

Tribal Engagement: Tribal engagement seeks to build intentional and meaningful connections with Tribes to foster stronger relationships and communication.

Tribal Government: Is the term for the governing body of a California Native American Tribe.

Also, read: "California Native American Tribe".

Tribal Sovereignty: [Tribal Sovereignty](#) refers to the unique legal and political status of federally recognized Tribes. A federally recognized Tribe exercises certain jurisdiction and governmental powers over activities and Tribal members within its territory. Some of these powers are inherent, some have been delegated by the United States, and all are subject to limitations by the United States. Existing limitations are defined through acts of Congress, treaties, and federal court decisions.

U.S. Environmental Protection Agency (U.S. EPA): [The United States Environmental Protection Agency](#) is an independent executive agency of the United States federal government. The mission of U.S. EPA is to protect human health and the environment.

Youth: There is not a universal definition of youth, but it generally refers to people from Kindergarten through 12th grade (K-12) and can range from school age children to people in their early 30s.

Zoning: Regulations and restrictions used by municipalities to control and direct the development of property, use of the land, structures, and objects occupying it within their borders, according to the locally developed land use plans such as general plans, specific plans, and other local guidelines.

Cities, counties, and local agencies are responsible for land use planning and zoning. Zoning regulations address things like the types and quantity (density) of uses and activities, signage, parking, landscaping, design requirements, and requirements intended to mitigate hazardous exposure, such as mandatory setbacks, buffers, and barriers.

Also, read: “land use” and “redlining”.

Appendix XXX: Community Engagement Acronyms

Table 20. List of acronyms used in the Model

Acronym	Meaning
AB	Assembly Bill
ADA	Americans with Disabilities Act
AQIP	Air Quality Improvement Program
ASD	Administrative Services Division
A/V	Audio Video
BDO	Boards, Divisions, and Offices
CalEPA	California Environmental Protection Agency
CARB	California Air Resources Board
CBOs	Community-based Organizations
CCI	California Climate Investments
CERP	Community Emissions Reductions Programs
CMS	Centers for Medicare & Medicaid Services
DaRE	Diversity and Racial Equity
DEIB	Diversity, Equity, Inclusion, and Belonging
EEO	Equal Employment Opportunity Office
EJ	Environmental Justice
EJAC	Environmental Justice Advisory Committee
FSD	Fiscal Services Division
FHA	Federal Housing Authority
GIS	Geographic Information Systems
HOLC	Home Owners’ Loan Corporation

IAP2	International Association for Public Participation
ISD	Industrial Strategies Division
MLD	Monitoring and Laboratory Division
MSCD	Mobile Source Control Division
NAHC	California Native American Heritage Commission
NCP	Non-Competitive Purchase
OC	Office of Communications
OCAP	Office of Community Air Protection
ODI	Office of Data and Innovation
OEHHA	Office of Environmental Health Hazard Assessment
OEJTB	Office of Environmental Justice, Tribal Affairs, and Border Relations
PMC	PubMed Central
REL	Racial Equity Lens
SB	Senate Bill
SNAPS	Study of Neighborhood Air near Petroleum Sources
STCD	Sustainable Transportation and Communities Division
TEK	Traditional Ecological Knowledge
TTD	Transportation and Toxics Division
UCSF	University of California San Francisco
U.S. EPA	U.S. Environmental Protection Agency

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