WEBVTT

1

00:00:03.420 --> 00:00:04.450

Summer Jean Cortez: Alright.

2

00:00:13.110 --> 00:00:16.830

Summer Jean Cortez: So as we wait for a few more folks to log on.

3

00:00:17.070 --> 00:00:32.330

Summer Jean Cortez: how about you folks? Let me know who's joined us today? Let's go ahead and use the chat to say our names, our Lhd affiliations, and just to get some ideas going. Some of the reasons your team might be engaging with different types of stakeholders.

4

00:00:33.575 --> 00:00:37.580

Summer Jean Cortez: We'll get started in one or 2 min. So

5

00:00:37.860 --> 00:00:49.599

Summer Jean Cortez: once we get going, please feel free to add questions to the chat at any time. We'll stop a couple of times during the session to take questions, but definitely don't feel like you need to hold on to them until then.

6

00:00:57.040 --> 00:00:58.020

Summer Jean Cortez: See.

7

00:00:59.830 --> 00:01:04.749

Summer Jean Cortez: Jenna says, sharing impact with current and prospective partners fabulous.

8

00:01:43.860 --> 00:01:46.490

Summer Jean Cortez: Let's see, Victoria says.

9

00:01:46.510 --> 00:01:50.620

Summer Jean Cortez: but they also want to share impact with our funded partners.

10

00:02:00.280 --> 00:02:08.079

Summer Jean Cortez: and it says, stakeholders needed to attain maintain. Psc. Changes in neighborhood and community-wide settings. Amazing.

11

00:02:09.310 --> 00:02:15.799

Summer Jean Cortez: Brian says, incorporating and uplifting. Those who may already be doing the work have community connections.

12

00:02:16.640 --> 00:02:18.090

Summer Jean Cortez: That's wonderful.

13

00:02:49.760 --> 00:02:58.469

Summer Jean Cortez: Let's see, Laura says, to create changes that are community centered without duplication of services. Yes, absolutely

14

00:03:28.150 --> 00:03:35.650

Summer Jean Cortez: all right. Well, it's 7 5. So I think we're going to get started just because we have a jam packed schedule for today.

15

00:03:35.720 --> 00:03:41.700

Summer Jean Cortez: But, please, if you're in the middle of typing out a response. Please feel free to still share it in chat when you're ready.

16

00:03:42.263 --> 00:03:44.529

Summer Jean Cortez: But I'll trudge on ahead

17

00:03:46.840 --> 00:04:02.359

Summer Jean Cortez: so certainly there are countless reasons why you would want to engage with stakeholders right beyond the fabulous answers that folks have given in the chat. Some of these reasons might include to support program, visibility to spotlight your successes.

18

00:04:02.470 --> 00:04:20.310

Summer Jean Cortez: You might be engaging simply for the sake of growing your relationships, and not necessarily in connection to a particular project, or you could be mobilizing your community towards collaboration on a new initiative, or perhaps engaging them to support collaborative scaling of a past or existing initiative.

19

00:04:20.500 --> 00:04:34.639

Summer Jean Cortez: And finally, at at this point, one of your driving, my whys might very well be the funding application package which lists that presenting to a community decision making body, at least annually, is a core objective.

20

00:04:34.720 --> 00:04:39.899

Summer Jean Cortez: So at minimum, our hope today is to make this objective a little bit easier.

21

00:04:40.000 --> 00:04:49.200

Summer Jean Cortez: And also, if you're already engaging with stakeholders to give you some additional confidence, and to give you some tools to make sure that these are as effective as possible.

22

00:04:51.950 --> 00:05:09.710

Summer Jean Cortez: So there are clearly so many reasons why you might be engaging stakeholders. However, we recognize that the how might be more challenging than identifying a why right? Figure out figuring out how to effectively form a communication strategy for different situations and stakeholder types.

23

00:05:09.810 --> 00:05:17.800

Summer Jean Cortez: We heard this feedback in our surveys conducted for the Lhd data storytelling toolkit as well as a ta and training survey.

24

00:05:17.890 --> 00:05:32.850

Summer Jean Cortez: In response, we created this webinar, as well as a corresponding supplemental resource, which I will introduce shortly with the goal of supporting you with strategies and tools to enhance the impact and effectiveness of your stakeholder engagements.

25

00:05:32.880 --> 00:05:41.790

Summer Jean Cortez: So a big thank you for your for filling out our surveys. We really really do appreciate your time and feedback, and we do our best to be responsive

26

00:05:41.900 --> 00:05:43.900

Summer Jean Cortez: through webinars like this.

27

00:05:46.110 --> 00:05:55.840

Summer Jean Cortez: So over the next hour and a half, we'll be diving into best practices for tailoring communications to different audiences and different decision points. You'll want to consider along the way.

28

00:05:55.890 --> 00:06:02.900

Summer Jean Cortez: We'll also be spotlighting how to maximize impact when engaging with current versus potential partners as well as decision makers

29

00:06:02.950 --> 00:06:15.079

Summer Jean Cortez: along the way, we'll be exploring data sources available to you in situations where they'd be most impactful. And finally, we'll be exploring lessons learned from 2 different Lhds who have engaged diverse stakeholders in their work.

30

00:06:18.020 --> 00:06:39.529

Summer Jean Cortez: So let's begin with general best practices for tailoring communication materials. I'll hand things off now to Robin Braswell Wax. Robin is pursuing a master's degree in program evaluation. She has a special interest in effective stakeholder communication and has been working with Npi to develop today's training and supplemental resources as a part of an 8 month practicum

31

00:06:40.420 --> 00:06:41.740

Summer Jean Cortez: welcome Robin.

32

00:06:41.740 --> 00:07:07.930

Robyn Brasuell-Wax: Thank you. Hi, there summer and Hello, everyone, and it's great to be here with you and have the opportunity to share some of what I've been learning over these past several months. So just gonna dive right in so when you're working to develop an effective strategy for communicating with various stakeholder groups. There are a number of decision points to consider. And they were going to be walking through 5 core steps within this process, and we'll be looking at considerations for each of these.

33

00:07:07.930 --> 00:07:27.910

Robyn Brasuell-Wax: and I will say, because there's so much to think about with each of these, and we could easily spend an hour just talking about best practices alone. We have created a supplemental resource, as summer mentioned for you all. In case you're interested in learning any more about any of these topics, and you can also use it as a reference guide, moving forward and developing your communications. Next slide, please summer.

34

00:07:32.940 --> 00:07:55.979

Robyn Brasuell-Wax: So here is a little preview of the best practices. Resource we put together for you. It's broken down into the 5 sections that were on the previous slide, and each is one to 2 pages and includes additional details, examples, and also links to other learning resources. Excuse me so definitely. Keep an eye out for this. We'll be sending it out after our time together today.

35

00:07:56.360 --> 00:07:57.800

Robyn Brasuell-Wax: Next slide, please.

36

00:07:58.890 --> 00:08:04.740

Robyn Brasuell-Wax: So whenever you are developing a communication, the 1st thing you want to think about is

37

00:08:05.172 --> 00:08:19.309

Robyn Brasuell-Wax: identifying who your intended audience is. So from here you can then start to understand their needs, and how you can direct decision or direct communication points directly to them and also inform their decision making.

38

00:08:19.310 --> 00:08:40.730

Robyn Brasuell-Wax: So we recommend developing an audience profile. And to do this, you can consider your audience's expertise levels. So this includes, considering not only their expertise on a topic, but also what their literacy and numeracy levels are. You also want to consider what your audience's needs are. So what does your audience expect? And also what information do they actually need to inform their decisions?

39

00:08:40.770 --> 00:08:53.160

Robyn Brasuell-Wax: You also want to consider your audience's priorities. So how can you align your message with their priorities? And you also want to think about how can you frame your message? So it really resonates with your audience and their values and their context.

40

00:08:53.370 --> 00:09:02.519

Robyn Brasuell-Wax: And lastly, you want to consider, how does your audience tend to receive information? Is it through the news, for example, or maybe websites. These are all important things to keep in mind.

41

00:09:02.640 --> 00:09:04.199

Robyn Brasuell-Wax: Next slide, please. Summer.

42

00:09:05.570 --> 00:09:08.960

Robyn Brasuell-Wax: So the next thing you want to think about is

43

00:09:10.190 --> 00:09:21.910

Robyn Brasuell-Wax: sorry is also how you can facilitate meaningful engagement with your audience. And this comes down to identifying the best communication method and identifying how much information to include

44

00:09:22.090 --> 00:09:46.210

Robyn Brasuell-Wax: or detail. I should say so. To do this, you can consider how much time your audience has. So if you include too much information, you risk your audience not paying attention or losing interest rather quickly. You also want to factor in your relationship with your audience. So are they familiar with your program? Do they have an existing relationship with you? If so, you're likely to be able to provide less detail without them questioning

45

00:09:46.210 --> 00:09:57.290

Robyn Brasuell-Wax: the information you're sharing. However, if it's a new relationship or new audience that you're working with, you'll want to include those additional details. So you can really establish that you're a credible source.

46

00:09:57.530 --> 00:10:17.450

Robyn Brasuell-Wax: And the last thing you want to keep in mind is how you will be delivering your message, so will be in written form orally live or in video depending on whichever method you use, you really want to align the level of detail and amount of information to match that communication method that you're selecting to use next slide, please.

47

00:10:18.430 --> 00:10:38.399

Robyn Brasuell-Wax: So, as mentioned on the previous slide, there are several different communication methods, and you want to ensure the amount of detail aligns with that method. So here are some examples for you. So a written communication method, like an infographic or report, or a flyer, it's really important for this document to stand alone. So you want to include explicit details and contextual information.

48

00:10:38.450 --> 00:11:07.510

Robyn Brasuell-Wax: However, if you're using a live oral communication method like presentations or meetings. You don't necessarily have to include those explicit contextual details on your slides. If you're doing a presentation, because as a presenter, you're there to fill in gaps. And you can also, as the audience or audience members, they can ask clarifying questions. And then if you're doing a video as your communication method, you really want to include those explicit and contextual details so they can come together to convey the story that you're trying to tell

49

00:11:07.690 --> 00:11:09.029

Robyn Brasuell-Wax: next slide, please.

50

00:11:11.430 --> 00:11:24.469

Robyn Brasuell-Wax: So we want to keep in mind that although each of those communication methods is effective alone, it's really important to recognize the power of leveraging multiple communication methods. So

51

00:11:24.530 --> 00:11:30.579

Robyn Brasuell-Wax: whenever we're doing this is often the most effective and inclusive to our audiences. So

52

00:11:30.750 --> 00:11:56.610

Robyn Brasuell-Wax: here we want to look at how we can appeal to different learning styles depending on the communication method that we're using. So the 1st one is going to be visual learners. So visual learners, they really like those visual aids like charts and diagrams and infographics, you can include those in your slide decks or your written materials. The next is going to be auditory. So they really like presentations and meetings as opposed to just written materials alone.

53

00:11:57.560 --> 00:12:00.298

Robyn Brasuell-Wax: And next, we want to look at

54

00:12:01.980 --> 00:12:09.590

Robyn Brasuell-Wax: variable, so verbal learners, they really prefer those discussions and over one way presentations.

55

00:12:11.170 --> 00:12:17.749

Robyn Brasuell-Wax: And then next, we want to also look at hands-on learners. They really like those interactive components.

56

00:12:18.160 --> 00:12:42.309

Robyn Brasuell-Wax: And then the next learning style we want to look at is social and solitary learners. So social learners, nearly like those collaborative and group discussions, whereas solitary learners they might need some space and time to really be able to absorb the information so you could include leave behind information for them to explore later, or you could also share information ahead of time.

57

00:12:42.310 --> 00:12:56.479

Robyn Brasuell-Wax: And so, as you can see, there are a lot of different learning styles, and folks in your audience are likely going to have a wide range of these. So really, including multiple learning styles, is going to ensure everyone's engaged in what you're trying to share

58

00:12:56.700 --> 00:12:58.110

Robyn Brasuell-Wax: next slide, please.

59

00:12:59.440 --> 00:13:05.520

Robyn Brasuell-Wax: So here we want to go ahead and take a moment to look at an example. So.

60

00:13:05.870 --> 00:13:25.159

Robyn Brasuell-Wax: And we're wanting to explore how you can develop a communication strategy. Taking into account we were just talking about with multiple communication methods. So in this scenario, your Local Health Department wants to engage the community to help in planning and evaluating your program. And of course there are many different ways. You could do this. But.

61

00:13:25.240 --> 00:13:38.258

Robyn Brasuell-Wax: as I just said, taking into account multi methods of communication. We would want to do a data party here and a data party for those of you who are not familiar with it.

62

00:13:38.860 --> 00:14:02.180

Robyn Brasuell-Wax: it's a collaborative event where a group of diverse stakeholders, they come together to review, interpret, and discuss data, and the intent of an event like this is to bring together people to make. And so they can have a shared experience where data is more accessible, understandable, and actionable for everyone, regardless of their level of data analysis expertise.

63

00:14:02.240 --> 00:14:04.230

Robyn Brasuell-Wax: So here we want to

64

00:14:04.250 --> 00:14:07.669

Robyn Brasuell-Wax: figure out what types of communication methods could we use

65

00:14:07.750 --> 00:14:09.290

Robyn Brasuell-Wax: next slide, please?

66

00:14:10.070 --> 00:14:36.469

Robyn Brasuell-Wax: So with a strategy like this, you're likely going to be working with 3 buckets of communications. The 1st is going to be advertising, so you can post flyers in spaces that are frequented by your priority population. You can also post these on social media or send them out digitally through a listserv. The next one is going to be actually the data party itself. And so during the session data parties, they typically utilize

67

00:14:36.836 --> 00:14:41.599

Robyn Brasuell-Wax: various approaches to sharing data and accessible and engaging ways is often in

68

00:14:41.610 --> 00:15:05.090

Robyn Brasuell-Wax: posters, the form of a poster or a data placement and a data placement. If you haven't heard of this before, it's a visual representation of key data points, and it's laid out on a large sheet of paper so that people can make annotations there. And everyone's able to see it. So it's literally like a placemat for discussion, which is pretty cool. And the last part of this would be facilitation. So

69

00:15:05.150 --> 00:15:20.379

Robyn Brasuell-Wax: the facilitator could guide discussions, they can ask framing questions and encourage ideas for action. So, as you can see, this really taps into using all those different methods of communication and catering to different learning styles

70

00:15:20.690 --> 00:15:22.180

Robyn Brasuell-Wax: next slide, please.

71

00:15:24.350 --> 00:15:52.779

Robyn Brasuell-Wax: So next, we want to talk about how you can craft your message for impact. So certain crafting, impactful message. It really comes down to pinpointing what your odd, what you want your audience to know and connecting it to why they should care. So you can do this by considering some of these points, such as, What is the so what of your message? So what is the intended outcome or call to action. You also want to ensure that you're being direct, and you provide your audience with information and tools to take action.

72

00:15:52.960 --> 00:16:17.139

Robyn Brasuell-Wax: Next, you want to consider supporting information. So what information does your audience trust? If it's quantitative, what specific data points are most relevant to them? If it's qualitative, what participant stories can you include, for example, you also want to consider framing. So how can you frame your message? So it aligns with your audience's values, and you also want to try and use asset based framing to really focus on strengths instead of problems.

73

00:16:17.340 --> 00:16:34.500

Robyn Brasuell-Wax: And lastly, you want to consider how you can really, emotionally connect your your message to your audience. So, using pronouns such as view it really help your audience feel like you're speaking or calling directly on them to take action. And here you also want to ensure you're highlighting benefits that will be most meaningful to them.

74

00:16:34.670 --> 00:16:36.180

Robyn Brasuell-Wax: Next slide, please.

75

00:16:37.820 --> 00:16:43.292

Robyn Brasuell-Wax: So another essential step in crafting, impactful message is, including

76

00:16:44.760 --> 00:17:07.659

Robyn Brasuell-Wax: impactful data. So we've included some internal sources for quantitative data. And I'll just go ahead and go over these briefly. So using the parasite dashboards, you can find data points for Cfhl activities reach and so forth. You can also utilize evaluation project data such as the data storytelling toolkit

77

00:17:07.720 --> 00:17:19.229

Robyn Brasuell-Wax: data tables, and every Lhd has a data table file summarizing, summarizing their program and evaluation data for 2023 and 2024

78

00:17:19.359 --> 00:17:27.409

Robyn Brasuell-Wax: for Ioe and adult, de, you have access to data sets, summarizing changes in dietary and physical activity behaviors.

79

00:17:27.956 --> 00:17:48.050

Robyn Brasuell-Wax: Among survey program participants. And then with slack data, you can convey changes in policies and practices where pse interventions are implemented. And finally, the California community obesity profiles. You can access county level health data, including obesity, dietary intake and so much more

80

00:17:48.380 --> 00:17:50.020

Robyn Brasuell-Wax: next slide, please.

81

00:17:53.850 --> 00:18:17.370

Robyn Brasuell-Wax: So next we want to highlight some impactful external external sources. I'll go through these ones as well. So there's the ask. Ch. Here we have health statistics by county region and State, including demographics, dietary, and PA behaviors, chronic disease and snap participation. Next, you have healthy places Index. This is a summary score of the helpfulness of a community

82

00:18:17.370 --> 00:18:29.479

Robyn Brasuell-Wax: based on 25 indicators. You also have the Cal Hhs open data portal, and this provides access to all publicly available data collected by Chhs departments.

83

00:18:29.480 --> 00:18:52.859

Robyn Brasuell-Wax: And you also have the California Department of Education's data quest site. And this provides data from California's Tk and K through 12 schools. And it's available at school, District county and State levels. You also have American community survey, which is for the Us. Census bureau. This is demographic, social, economic and health data at multiple geographic levels.

84

00:18:52.940 --> 00:19:03.690

Robyn Brasuell-Wax: And then you also have the city health dashboard. So this provides data on over 40 measures of health and drivers of health for all cities, with a population of greater than or equal to 50,000.

85

00:19:03.950 --> 00:19:12.369

Robyn Brasuell-Wax: And then, lastly, there's the county health rankings. And this provides how counties rank with relation to health outcomes and health factors

86

00:19:12.760 --> 00:19:14.489

Robyn Brasuell-Wax: next slide, please.

87

00:19:16.350 --> 00:19:29.550

Robyn Brasuell-Wax: So that was quite a few sources. And now we want to open it up to you. We'd love to hear what sources have been especially helpful or useful to you and the work that you do so. Please take a moment and post those in the chat.

88

00:19:33.840 --> 00:19:40.080

Summer Jean Cortez: I'm going to go ahead and go back one slide just so that folks can see the external data sources we just shared. I know.

89

00:19:40.080 --> 00:19:40.750

Robyn Brasuell-Wax: Cooking. Yeah.

90

00:19:40.750 --> 00:19:41.640

Summer Jean Cortez: A lot at you.

91

00:19:41.640 --> 00:19:42.919

Robyn Brasuell-Wax: There are a lot.

92

00:19:43.370 --> 00:19:49.540

Summer Jean Cortez: I know, but we would love to hear if there are any additional ones that folks are utilizing

93

00:20:14.670 --> 00:20:24.800

Summer Jean Cortez: excellent point. Miranda. Miranda asked a follow-up question in the chat. That question being, do you already use any of these that are here on screen?

94

00:20:36.420 --> 00:20:38.810

Summer Jean Cortez: Laura says, all of the above

95

00:20:39.200 --> 00:20:40.280

Summer Jean Cortez: fabulous.

96

00:20:51.230 --> 00:20:56.450

Robyn Brasuell-Wax: Alright. Should we go ahead and move on? And if anyone has anything else they can post it on in there.

97

00:20:56.720 --> 00:21:16.299

Summer Jean Cortez: Yes, absolutely. And I do want to make one note, just so that we catch it for the recording. You had mentioned the data storytelling toolkit data tables. I want to make one note that everyone has access to their fiscal year rather Federal fiscal year. 23 data tables right now

98

00:21:16.360 --> 00:21:27.139

Summer Jean Cortez: Federal fiscal year 24 is coming soon. We're prepping right now, and you should have access to that in January. So not yet, since we're currently still in fiscal year 24.

99

00:21:28.510 --> 00:21:30.750

Robyn Brasuell-Wax: Thank you for clarifying that summer.

100

00:21:30.920 --> 00:21:32.080

Summer Jean Cortez: No problem.

101

00:21:33.500 --> 00:22:02.589

Robyn Brasuell-Wax: Alright. So let's move on to talk about effective data visualization. So visualizations are a really great way to tell your data story. However, if you're using visualizations that don't align with your audience's needs or with the data you're working with, you're going to have a missed opportunity. Unfortunately, so in order to avoid this missed opportunity, you want to ensure that you always keep in mind your audience the data that you're working with, and also what you're trying to convey. So are you trying to convey comparison

102

00:22:02.590 --> 00:22:21.620

Robyn Brasuell-Wax: process, or a hierarchy, or even a change over time? You can also use tools like the data visualization catalog to help you choose the best visualization for your data, and a link to this catalog is also included in the supplemental resource. We will be providing to you later. So keep a lookout for that

103

00:22:22.370 --> 00:22:23.530

Robyn Brasuell-Wax: next slide, please.

104

00:22:24.910 --> 00:22:49.710

Robyn Brasuell-Wax: So something else to keep in mind is that some visualizations are just easier for people to interpret. So here we have a framework to help, you see which are easiest to hardest to accurately interpret. So I'm just gonna walk through these, starting from the right side with the easiest. To accurately interpret, this is going to be position along a common scale. So this involves spatial location along a common baseline

105

00:22:49.710 --> 00:22:56.640

Robyn Brasuell-Wax: represent data. So think of a bar chart where each bar starts from the same baseline.

106

00:22:56.680 --> 00:23:04.462

Robyn Brasuell-Wax: and next, moving on to position along non aligned scales. So here this one's a less accurate

107

00:23:05.180 --> 00:23:22.195

Robyn Brasuell-Wax: it involves using a group bar chart, for example, where the bars have different baselines and then moving on to angle and slope. These comparisons are fairly accurate. A common example of this includes pie charts. I will make a note here, though, that whenever you are

108

00:23:22.590 --> 00:23:52.070

Robyn Brasuell-Wax: trying to convey more than 3 data points, it's going to get trickier to interpret. And then the most difficult to interpret is going to be area volume and color saturation. So think bubble charts, 3D. Charts and heat maps. These are going to most often lead to misinterpretation. But I will say, regardless of whichever visual you choose. Whenever you directly label your data, you are going to alleviate some of that burden for interpretation for your audience

109

00:23:52.540 --> 00:23:54.100

Robyn Brasuell-Wax: next slide, please.

110

00:23:56.120 --> 00:24:00.694

Robyn Brasuell-Wax: You can also use color and descriptive titles. You can say,

111

00:24:01.150 --> 00:24:10.179

Robyn Brasuell-Wax: your purpose of your visualization and also highlight key, takeaways for your audience. So color is really a great tool for

112

00:24:10.519 --> 00:24:34.630

Robyn Brasuell-Wax: making your visuals more engaging. However, as you can see, based on the graph on the left. If you're misusing color, you're overusing color, it can really feel overwhelming and make people not want to engage with what you're trying to convey to them. So whenever you intentionally use color, such as on the right, the graph there we used one of our brand colors to highlight a specific data point.

113

00:24:34.630 --> 00:24:42.140

Robyn Brasuell-Wax: We also strategically use this in the chart title so that we could tie those data points in

114

00:24:43.640 --> 00:25:01.650

Robyn Brasuell-Wax: you also want to use descriptive titles to complete clearly convey. Excuse me the so what of your message? So you can think of these titles as one sentence stories aimed at capturing key insights. So, for example, the title on the right provides audience with a quick understanding of the takeaway message

115

00:25:01.650 --> 00:25:18.830

Robyn Brasuell-Wax: and a few other things to point out the graph on the right, as you can see, we've left justified the title, and that's intentional, because in the West we, our eyes naturally travel from left to right. So that's just a good rule of thumb, some other things to declutter your graphs

116

00:25:18.860 --> 00:25:29.809

Robyn Brasuell-Wax: could be removing grid lines, unnecessary axes, and having fewer categories, and also ordering from alphabetical or from largest to smallest

117

00:25:30.130 --> 00:25:31.670

Robyn Brasuell-Wax: next slide. Please

118

00:25:33.050 --> 00:25:57.719

Robyn Brasuell-Wax: alright. And the last thing I want to talk about today is choosing the right messenger. So, choosing the right, choosing the right messenger is essential because they're going to be the face of your story. So you really want to have this person be someone who is perceived as credible, and who also has a really deep understanding of the topic. So you want to let your settings and your goals really guide you here and here we've included some example. Messengers such as

119

00:25:57.720 --> 00:26:19.590

Robyn Brasuell-Wax: team members. They can provide impactful, often quantitative data about the reach and outcomes of the program. There's also program participants. They can often share the qualitative side. So they'll be able to tell you the impacts of programs or initiatives on them, their family and their communities. There's also program partners. They can more directly advocate for funding and resources.

120

00:26:19.710 --> 00:26:21.200

Robyn Brasuell-Wax: Next slide, please.

121

00:26:22.760 --> 00:26:44.470

Robyn Brasuell-Wax: Okay, so we want to take another minute to look at an example here. So we want to. The goal of this one is to figure out how we would navigate choosing the right messenger for a situation. So in this scenario, your Lhd team wants to help improve access to physical activity, for residents help improve health and prevent chronic disease.

122

00:26:45.310 --> 00:27:08.779

Robyn Brasuell-Wax: To do this you decide you would like to conduct, walk audits, walk audits, and park assessments to gain a better understanding of the barriers that prevent community residents from being physically active in their communities. So we'd love to hear from you what are some of the pros and cons of different facilitators for these activities? You can raise your hand or feel free to post in the chat

123

00:27:35.180 --> 00:27:42.660

Robyn Brasuell-Wax: right in the chat. Here, Joanna saying, strong in person, connections, building trust with community that's a great one

124

00:27:57.760 --> 00:28:10.029

Robyn Brasuell-Wax: like also share some that we were thinking about on our end as well. So we were thinking, community team members. They're probably experienced in facilitating events and activities like this. So that would be a really great one.

125

00:28:10.860 --> 00:28:21.119

Robyn Brasuell-Wax: Another one, we were thinking, was community groups and other partners. They have existing relationships with the community so they could facilitate more engagement and involvement as well.

126

00:28:27.720 --> 00:28:32.310

Robyn Brasuell-Wax: Alright, let's go ahead and look at the next strategy that we were thinking of, too.

127

00:28:32.480 --> 00:28:51.650

Robyn Brasuell-Wax: We're going to expand on this a little bit further. So your team wants to sustain this effort and connect with policy and decision makers to implement the actions identified in your assessment. So here, what are some of the pros and cons of different potential messengers for this activity, and again feel free to raise your hand, or you can post in the chat as well.

128

00:29:15.300 --> 00:29:23.580

Robyn Brasuell-Wax: Alright, and Jenna shared. Participants can provide personal stories. How they've been affected by current conditions. That's a really good one. Thank you. Jenna.

129

00:29:34.230 --> 00:29:46.550

Robyn Brasuell-Wax: Another one we were thinking about was community partners. They can add that personal touch. It goes in with Jenna what Jenna was just saying. They can add that personal touch and share the potential impact for themselves and communities.

130

00:29:47.180 --> 00:29:52.400

Robyn Brasuell-Wax: We're also thinking that your Lhd, you can share results of your assessments to city staff.

131

00:29:52.420 --> 00:29:56.046

Robyn Brasuell-Wax: Really, you're the subject matter. Matter expert. So

132

00:29:56.790 --> 00:29:59.660

Robyn Brasuell-Wax: your experience in communicating data faster.

133

00:30:01.970 --> 00:30:02.890

Robyn Brasuell-Wax: alright

134

00:30:03.020 --> 00:30:25.299

Robyn Brasuell-Wax: sort of move on next slide. So what should you do whenever you found that someone else outside your Lhc is going to be the right messenger for your communication. You can still play a really active role here, and you can do that by supporting logistics and coordination, also creating materials and refining talking points and also building capacity of the messenger.

135

00:30:25.700 --> 00:30:32.340

Robyn Brasuell-Wax: and that is it for me. I'm going to go ahead and pass it off to summer. Thanks so much for bearing with me everyone, and

136

00:30:33.100 --> 00:30:34.909

Robyn Brasuell-Wax: yes, have a great rest of your day.

137

00:30:36.100 --> 00:30:46.330

Summer Jean Cortez: Thank you, Robin. I will take the baton now, and next let's take a look at how these best practices can be applied to 2 different stakeholder groups. You may be engaging with

138

00:30:46.350 --> 00:30:48.249

Summer Jean Cortez: current and potential partners.

139

00:30:51.070 --> 00:30:59.439

Summer Jean Cortez: So let's start by thinking about the intended outcome of these sort of interactions when we're engaging with these groups, what are we trying to do?

140

00:30:59.580 --> 00:31:15.560

Summer Jean Cortez: So if you're looking to engage new potential partners, it's likely that you or your team have a program specific need. Or perhaps you're looking to initiate some new programming that would benefit from a specific individual or groups expertise or resources.

141

00:31:15.640 --> 00:31:30.530

Summer Jean Cortez: In this case. During the interaction, much of your focus would be tailored toward the goal of inspiring buy-in. Right to do this, you might seek to demonstrate the credibility of your team and highlight the mutual benefit that will come from this new partnership.

142

00:31:31.060 --> 00:31:42.179

Summer Jean Cortez: These points around engaging potential partners are probably not new to most of you. It's probably intuitive to think about interacting with potential partners in this strategic way.

143

00:31:42.220 --> 00:31:50.039

Summer Jean Cortez: But what might be a little bit less common for us is to think critically and strategically about the way we engage with our current partners.

144

00:31:50.070 --> 00:31:57.099

Summer Jean Cortez: especially outside of those really material task oriented exchanges that happen amidst an active project.

145

00:31:57.300 --> 00:32:08.279

Summer Jean Cortez: So it's clear that maintaining partner buy-in is a fundamental goal, ensuring that our partners continue to support and believe in our shared mission is crucial for sustaining our efforts.

146

00:32:08.350 --> 00:32:30.610

Summer Jean Cortez: However, let's not stop there. The true potential of these partnerships really lies in going beyond just retention. It's about finding ways to deepen collaboration and building trust over time. So by doing this, we can transform these partnerships into powerful alliances that not only sustain but also elevate our work.

147

00:32:34.620 --> 00:32:38.040

Summer Jean Cortez: Next, we want to consider that when and how.

148

00:32:38.220 --> 00:32:44.390

Summer Jean Cortez: when connecting with potential partners, it may be beneficial to create brief reports to leave behind after your meeting.

149

00:32:44.420 --> 00:32:49.489

Summer Jean Cortez: this report can spotlight the reach and outcomes of your program in the relevant setting.

150

00:32:49.690 --> 00:32:57.290

Summer Jean Cortez: In drafting this up, you might consider leveraging the Lhd data storytelling toolkit and data tables created by Npi.

151

00:32:57.870 --> 00:33:10.129

Summer Jean Cortez: even refining the data to reflect only school settings. For example, if you want to do this, but need help, just keep in mind, Npi. Would love to help you facilitate this. So please excuse me.

152

00:33:10.320 --> 00:33:12.490

Summer Jean Cortez: please never hesitate to reach out

153

00:33:12.964 --> 00:33:29.500

Summer Jean Cortez: now with connecting with current partners sharing program data and successes through regular meetings or progress reports can be really instrumental in garnering continued engagement. After all, they've likely been involved in collecting the data and sharing it back with them can help foster a sense of collaboration

154

00:33:30.040 --> 00:33:47.629

Summer Jean Cortez: when preparing to share data with current partners. You might consider leveraging some of these site specific program evaluation data resources that Npi creates for you like the Ioe or adult de infographics or the slack change over time. Summary reports. These are all really really good tools that we create for each of you.

155

00:33:50.760 --> 00:34:05.980

Summer Jean Cortez: And finally, I'd like to present some best practices for crafting your message to each of these groups with potential partners. Consider emphasizing how your program is aligned with their goals and values. You might choose to describe a specific need. You're addressing in the community they serve.

156

00:34:06.190 --> 00:34:18.380

Summer Jean Cortez: This would be a good opportunity to reference some county or census tract, health data points. If possible. It can be really impactful to share specific outcomes you've achieved in the same or similar settings.

157

00:34:18.400 --> 00:34:19.839

Summer Jean Cortez: And finally,

158

00:34:21.210 --> 00:34:29.829

Summer Jean Cortez: CC, and then finally, clearly, share your ask, what are the next steps that you're thinking about. Are you folks on the same page

159

00:34:30.340 --> 00:34:35.700

Summer Jean Cortez: with current partners? Consider positioning your program data as really the focal point of your engagement.

160

00:34:35.780 --> 00:34:50.810

Summer Jean Cortez: It's important to revel in your successes together and post questions that can deepen collaboration and shape future programming. For example, how can we improve programming? How can we expand our efforts to reach more participants or increase our impact.

161

00:34:53.310 --> 00:35:08.809

Summer Jean Cortez: Now, next, I I was going to ask a an engagement question. But I think just because we're running a little bit behind right now. I'm going to skip it for now, and we can circle back if we have a little bit more time at the end. But

162

00:35:09.535 --> 00:35:28.660

Summer Jean Cortez: it could be a good question to ponder with your team. What? What do the longest lasting partnerships you have look like. What have? What have been the characteristics that have made them so effective and have led to that trust building over time? Just something to consider.

163

00:35:31.345 --> 00:35:56.229

Summer Jean Cortez: Next, I'd like to hand it over to Christina Hecht. Christina is a senior policy advisor for Npi, and she's been so gracious to be a guest speaker for us today, giving a little bit of advice on how to engage decision makers before I hand off the baton, though I want to give a little disclaimer that we're going to talk a lot about local and state policymakers today.

164

00:35:56.240 --> 00:36:13.809

Summer Jean Cortez: But I know that all of you folks in the chat today engage with a wide range of decision makers. This could include school boards or planning bodies. Which are all super important for our purposes as well. Right? But today we're going to be really zoning on in on this in this section.

165

00:36:14.190 --> 00:36:17.100

Summer Jean Cortez: Yes, that's it. I'll hand it off to Christina. Now.

166

00:36:17.670 --> 00:36:22.959

Christina Hecht, UC NPI: Thanks. Summer. And Hi, everybody, I'm it's great to be here with you today. Slide, please. Summer.

167

00:36:23.400 --> 00:36:36.320

Christina Hecht, UC NPI: So I also work at Npi. I'm part of the other side of Npi. And we strive to do research, to inform policy, and also to translate information for various stakeholders

168

00:36:36.390 --> 00:36:49.000

Christina Hecht, UC NPI: and as an aside. We also coordinate the National Drinking Water Alliance. So I'm not going to get into drinking water in this presentation. But please reach out if you have interest in drinking water issues. Slide, please. Summer.

169

00:36:50.740 --> 00:36:55.009

Christina Hecht, UC NPI: So I'm going to start with a real life story of decision maker engagement.

170

00:36:55.120 --> 00:37:01.840

Christina Hecht, UC NPI: I'm part of a group of 2 academic teams and 2 community-based organizations in the Central Valley.

171

00:37:01.910 --> 00:37:10.940

Christina Hecht, UC NPI: We have worked together using community engaged methods to improve food security by increasing participation in school meal programs.

172

00:37:11.280 --> 00:37:20.469

Christina Hecht, UC NPI: But early on we learned 3 things that we continue to work on families. Typically aren't aware that school meals must meet nutrition standards.

173

00:37:20.680 --> 00:37:24.810

Christina Hecht, UC NPI: They don't understand everything that goes into producing the meals.

174

00:37:24.840 --> 00:37:27.549

Christina Hecht, UC NPI: and they want to make their voices heard.

175

00:37:27.750 --> 00:37:32.859

Christina Hecht, UC NPI: So we produced 3 of these cartoon style infographics. And I'm gonna

176

00:37:33.010 --> 00:37:35.280

Christina Hecht, UC NPI: share the link in the chat there.

177

00:37:35.490 --> 00:37:41.539

Christina Hecht, UC NPI: And this one tells in brief form a story of how community concerns can have an impact.

178

00:37:41.810 --> 00:37:52.030

Christina Hecht, UC NPI: We started by doing a photo voice project with community parents and issues that rose to the top included concerns about the amount of food items with added sugars.

179

00:37:52.380 --> 00:37:57.479

Christina Hecht, UC NPI: We did focus groups with the students, and they voiced a desire for more fresh fruit

180

00:37:58.000 --> 00:37:59.399

Christina Hecht, UC NPI: and vegetables.

181

00:37:59.760 --> 00:38:06.480

Christina Hecht, UC NPI: Our organizations help parents and students understand the avenues to make their concerns heard

182

00:38:06.580 --> 00:38:11.369

Christina Hecht, UC NPI: some districts actually made menu changes, making the meals more acceptable.

183

00:38:11.950 --> 00:38:21.210

Christina Hecht, UC NPI: Meanwhile we produced policy briefs and you'll see one later on, based on the research, and we shared them with legislators at the State and Federal level.

184

00:38:21.620 --> 00:38:28.910

Christina Hecht, UC NPI: The community-based organizations also encourage their parents and students to call their representatives on the issue.

185

00:38:29.840 --> 00:38:38.299

Christina Hecht, UC NPI: So, as you probably all know, California. Senator Skinner put forth a bill to limit added sugars and sodium in school meals.

186

00:38:38.420 --> 00:38:45.210

Christina Hecht, UC NPI: and Usda considered and then formalized the 1st ever standard for added sugars in school meals.

187

00:38:45.520 --> 00:38:51.459

Christina Hecht, UC NPI: Also, both State and Federal have made quite a few more investments in the farm to school program.

188

00:38:51.590 --> 00:38:55.930

Christina Hecht, UC NPI: So I'm optimistic that the input from our project was of value.

189

00:38:56.010 --> 00:38:57.200

Christina Hecht, UC NPI: Slide, please.

190

00:39:00.900 --> 00:39:08.030

Christina Hecht, UC NPI: I hope this example helped to show that engaging decision makers can reward the community with positive change.

191

00:39:08.040 --> 00:39:12.029

Christina Hecht, UC NPI: that it's actually fun and that everyone can play a role.

192

00:39:12.160 --> 00:39:18.940

Christina Hecht, UC NPI: Specifically, you can provide information about topics within your work areas to decision makers

193

00:39:19.150 --> 00:39:25.299

Christina Hecht, UC NPI: at the same time you may learn about decision maker priorities in a way that can benefit your work

194

00:39:25.660 --> 00:39:33.910

Christina Hecht, UC NPI: and information exchange helps build relationships, including the opportunity for more in the future slide, please.

195

00:39:35.200 --> 00:39:48.850

Christina Hecht, UC NPI: One thing we learned from Central Valley families was that they did not understand or realize the various levels where different types of decisions are made, and some are just referred a minute ago to these different levels.

196

00:39:49.757 --> 00:39:54.899

Christina Hecht, UC NPI: Families needed to know what level could help make the changes they were seeking.

197

00:39:55.810 --> 00:40:01.360

Christina Hecht, UC NPI: Sometimes we think of these as little P and big P policy opportunities.

198

00:40:01.660 --> 00:40:12.700

Christina Hecht, UC NPI: little P policy typically influences, organizational practices, for example, healthy beverage policy at a local YA place of worship, or a healthcare site.

199

00:40:13.180 --> 00:40:19.609

Christina Hecht, UC NPI: or it could come from a local policymaking body such as a school wellness committee, or the School Board.

200

00:40:20.190 --> 00:40:30.149

Christina Hecht, UC NPI: Big P. Policy is usually made by elected officials and then implemented and overseen by agencies. For example, Cdph. Or Cde.

201

00:40:30.760 --> 00:40:41.390

Christina Hecht, UC NPI: Your town or city, most likely has a council of elected officials as a region. You send elected representatives to our State legislature, and the same is true at the Federal level

202

00:40:42.150 --> 00:40:43.420

Christina Hecht, UC NPI: slide, please.

203

00:40:45.060 --> 00:40:54.560

Christina Hecht, UC NPI: I want to review quickly, and a very simple overview what policy related activities are allowed when you're speaking on behalf of your workplace.

204

00:40:54.910 --> 00:41:04.319

Christina Hecht, UC NPI: Lobbying is not allowed. Simply put. Lobbying is when you attempt to influence an outcome by requesting a certain action or vote.

205

00:41:04.980 --> 00:41:08.869

Christina Hecht, UC NPI: But you are always free to provide information.

206

00:41:09.090 --> 00:41:13.719

Christina Hecht, UC NPI: Obviously, we want that information to be trustworthy and evidence-based.

207

00:41:14.340 --> 00:41:21.869

Christina Hecht, UC NPI: Now, as the fine print says, you may find community partners who are not subject to these organizational restrictions.

208

00:41:21.920 --> 00:41:24.290

Christina Hecht, UC NPI: So that can be a good strategy

209

00:41:24.660 --> 00:41:32.349

Christina Hecht, UC NPI: and just a reminder. You are always free to voice your opinion so long as you make it clear that you do so only on your own behalf.

210

00:41:32.830 --> 00:41:34.250

Christina Hecht, UC NPI: Next slide, please.

211

00:41:36.850 --> 00:41:52.250

Christina Hecht, UC NPI: Okay. So now I'm going to dig into some ways to engage. We'll look at 3 avenues, written materials, visits, and opportunities offered through our democratic legislative process. And I'm also going to provide some tips for success

212

00:41:52.370 --> 00:41:53.630

Christina Hecht, UC NPI: slide, please.

213

00:41:55.260 --> 00:42:05.570

Christina Hecht, UC NPI: So starting with written materials, although, of course, reports are valuable. In my opinion, the brief is a critical door opener, and the briefer the better.

214

00:42:05.640 --> 00:42:10.359

Christina Hecht, UC NPI: Put yourself in the shoes of the Staffer who's going to get this brief?

215

00:42:10.390 --> 00:42:13.099

Christina Hecht, UC NPI: All kinds of things come across their desks.

216

00:42:13.250 --> 00:42:27.500

Christina Hecht, UC NPI: You want yours to be short, eye catching easy to read. Show that there's an evidence based background. And, most important, make the Staffer think, Hey, this looks important. We need to learn more. I want to take this to my boss.

217

00:42:28.320 --> 00:42:33.969

Christina Hecht, UC NPI: I've illustrated with our added sugars brief stemming from that photo voice project I mentioned.

218

00:42:34.620 --> 00:42:40.550

Christina Hecht, UC NPI: You can provide these at an in-person visit or send them by email with a short cover note.

219

00:42:41.020 --> 00:42:56.680

Christina Hecht, UC NPI: you probably know that your legislative office website provides information on contacting them. You can always call and ask for the name and email of the Staffer whose portfolio includes a certain topic, for example, nutrition or education.

220

00:42:57.170 --> 00:42:58.630

Christina Hecht, UC NPI: Next slide, please.

221

00:43:00.590 --> 00:43:04.279

Christina Hecht, UC NPI: Have you ever visited the office for one of your representatives.

222

00:43:04.340 --> 00:43:07.119

Christina Hecht, UC NPI: Personally, I love making those visits.

223

00:43:07.250 --> 00:43:11.380

Christina Hecht, UC NPI: This can be in the repertoire for you or for your clientele.

224

00:43:11.740 --> 00:43:17.019

Christina Hecht, UC NPI: The top photo is my husband and me outside Congresswoman Barbara Lee's office in DC.

225

00:43:18.310 --> 00:43:21.580

Christina Hecht, UC NPI: Here are 5 tips for success when making a visit.

226

00:43:21.930 --> 00:43:27.390

Christina Hecht, UC NPI: Google, the office for Contact information and then email or call to make an appointment.

227

00:43:27.990 --> 00:43:31.639

Christina Hecht, UC NPI: be prepared to hand over your business card when you arrive.

228

00:43:32.250 --> 00:43:36.990

Christina Hecht, UC NPI: plan to provide information that they want, or that you feel they should have

229

00:43:37.360 --> 00:43:42.020

Christina Hecht, UC NPI: be respectful of their time. Visits are usually 30 min maximum.

230

00:43:42.420 --> 00:43:51.430

Christina Hecht, UC NPI: Make a 1 page leave behind that sums your information on other resources you can provide, or this could be your brief. I mentioned a few minutes ago.

231

00:43:52.320 --> 00:44:00.389

Christina Hecht, UC NPI: On the other hand, it's also a great idea to invite your representative to visit a local program. You want to show off or teach about.

232

00:44:00.680 --> 00:44:06.940

Christina Hecht, UC NPI: These visits happen when the representatives are in their Home office and not in session at the Capitol.

233

00:44:07.040 --> 00:44:10.339

Christina Hecht, UC NPI: It's a great chance to tell and show.

234

00:44:10.540 --> 00:44:15.360

Christina Hecht, UC NPI: The photo is from a representative visiting a local Cacfp site

235

00:44:15.860 --> 00:44:24.199

Christina Hecht, UC NPI: when hosting a visit. I recommend this resource from the National Ca, Cfp Association, and Miranda is going to pop the link in the chat

236

00:44:25.440 --> 00:44:26.750

Christina Hecht, UC NPI: slide, please.

237

00:44:28.260 --> 00:44:33.779

Christina Hecht, UC NPI: My last slide in this section is about ways to engage in the legislative process.

238

00:44:34.190 --> 00:44:38.399

Christina Hecht, UC NPI: Public comment is part of our tradition of open democracy.

239

00:44:38.630 --> 00:44:46.500

Christina Hecht, UC NPI: Our regulatory or rulemaking process includes specific periods of time when the public is invited to provide comments

240

00:44:47.000 --> 00:44:53.570

Christina Hecht, UC NPI: on the Federal level. Notice of proposed rulemaking is posted online in the Federal Register.

241

00:44:53.960 --> 00:45:00.499

Christina Hecht, UC NPI: Each rule has a docket number, and it's very easy to use the online form to submit your comment.

242

00:45:01.120 --> 00:45:09.850

Christina Hecht, UC NPI: Every single comment must be read and tallied. So the number of comments submitted really makes a difference to how the agency makes their decision.

243

00:45:10.350 --> 00:45:12.430

Christina Hecht, UC NPI: A few tips for success.

244

00:45:12.640 --> 00:45:22.510

Christina Hecht, UC NPI: unique or individual comments are weighted more heavily than those form comments that sometimes an organization, will, you know, say, click here to submit a comment

245

00:45:23.360 --> 00:45:29.029

Christina Hecht, UC NPI: as a health professional, be sure to mention your credentials, and why the subject matters to you

246

00:45:29.210 --> 00:45:31.700

Christina Hecht, UC NPI: share your research or other evidence.

247

00:45:32.140 --> 00:45:37.230

Christina Hecht, UC NPI: Comment is also a great vehicle for citizen engagement by your clientele.

248

00:45:38.200 --> 00:45:49.329

Christina Hecht, UC NPI: However, I want to caution that Lhd staff need to be careful about county level restrictions around providing public public comment on behalf of your organization.

249

00:45:49.460 --> 00:45:57.319

Christina Hecht, UC NPI: You may need to obtain specific permission, or you may not be able to provide public comment in your work. Capacity at all.

250

00:45:57.550 --> 00:46:06.860

Christina Hecht, UC NPI: However, you can always comment as a citizen, so you'll notice that I keep harping on this private individual and on behalf of your organization.

251

00:46:07.510 --> 00:46:27.609

Christina Hecht, UC NPI: Now, it's less likely, but not out of the question, that you or your clientele could have one of these other opportunities. So I just want to run through them and again be super clear about whether you are speaking on behalf of your employing organization, or whether you or your clientele are speaking as private citizens.

252

00:46:27.960 --> 00:46:30.060

Christina Hecht, UC NPI: So the listening session

253

00:46:30.400 --> 00:46:41.439

Christina Hecht, UC NPI: agencies hold listening sessions to gather. Input for example, this spring Usda held a series of listening sessions around the country about the effectiveness of myplate.

254

00:46:41.980 --> 00:46:52.549

Christina Hecht, UC NPI: They will invite known experts or known interested parties like maybe a trade organization to provide input on a specific subject under consideration.

255

00:46:52.810 --> 00:46:55.550

Christina Hecht, UC NPI: Sometimes the session is open to all.

256

00:46:55.710 --> 00:47:01.670

Christina Hecht, UC NPI: The photo is my boss Laureen speaking to Usda. Maybe I should say our boss for some of us

257

00:47:02.680 --> 00:47:11.109

Christina Hecht, UC NPI: for success. Prepare your remarks carefully, because you may have a strictly enforced short, maybe even 90 seconds time to speak.

258

00:47:11.230 --> 00:47:14.205

Christina Hecht, UC NPI: so never waste time with and

259

00:47:14.980 --> 00:47:20.339

Christina Hecht, UC NPI: briefly state your qualification and then present your input as a few key points.

260

00:47:20.560 --> 00:47:24.869

Christina Hecht, UC NPI: Always be respectful and say, Thank you for the opportunity to speak.

261

00:47:26.260 --> 00:47:32.119

Christina Hecht, UC NPI: Hearings are another important method of information. Gathering as part of the legislative process

262

00:47:32.540 --> 00:47:38.819

Christina Hecht, UC NPI: being invited to provide testimony up in Sacramento, or even in DC. Is a big honor.

263

00:47:38.950 --> 00:47:44.010

Christina Hecht, UC NPI: The aim is to provide factual background or pertinent supporting information.

264

00:47:44.610 --> 00:47:50.259

Christina Hecht, UC NPI: On the left is an advocate colleague, serving as an invited expert witness before Congress.

265

00:47:50.360 --> 00:47:53.610

Christina Hecht, UC NPI: Such testimony is read into the permanent record.

266

00:47:54.070 --> 00:48:01.689

Christina Hecht, UC NPI: But your clientele might like to attend sessions that allow the public to provide testimony, or something called me, too.

267

00:48:02.796 --> 00:48:10.719

Christina Hecht, UC NPI: On the bottom left is Melissa from Norris, California, telling her personal experience as a calfresh recipient.

268

00:48:11.340 --> 00:48:16.499

Christina Hecht, UC NPI: Also, just to note that nowadays sometimes hearings have a virtual option.

269

00:48:16.920 --> 00:48:29.920

Christina Hecht, UC NPI: a few tips for success. There's usually a set amount of time to speak, usually 2 to 5 min, and a formal process for the events. So be sure you know the process and the time deal details. From whomever invited you

270

00:48:30.310 --> 00:48:34.630

Christina Hecht, UC NPI: prepare your remarks carefully, ask a colleague for examples.

271

00:48:35.660 --> 00:48:42.599

Christina Hecht, UC NPI: you may very well be asked follow-up questions by members of the committee that is holding the hearing. So be prepared

272

00:48:42.990 --> 00:48:54.959

Christina Hecht, UC NPI: with each of these opportunities. You most likely will also be able to upload or leave a printed version of your information, oftentimes with a page limit that allows you to provide more detail.

273

00:48:55.930 --> 00:49:01.499

Christina Hecht, UC NPI: Finally, my last example of a way to inform the legislative process is through a briefing.

274

00:49:01.570 --> 00:49:05.760

Christina Hecht, UC NPI: The photo is of a room used for briefings in our State capital.

275

00:49:06.710 --> 00:49:15.890

Christina Hecht, UC NPI: Typically, an advocacy group or a committee of the legislative body will hold a briefing to hear from experts, to learn more about a specific issue area.

276

00:49:16.150 --> 00:49:21.869

Christina Hecht, UC NPI: Briefings are excellent opportunities to provide more in-depth information on a topic.

277

00:49:22.170 --> 00:49:33.399

Christina Hecht, UC NPI: If you are invited to speak, expect to speak for about 10 min, and even though it's longer. Stick to those same tips for success. Make a brief statement of the problem. First, st

278

00:49:33.730 --> 00:49:40.389

Christina Hecht, UC NPI: clearly, lay out your information. For example, today, I'm going to name. 3 key considerations.

279

00:49:41.010 --> 00:49:47.240

Christina Hecht, UC NPI: Avoid jargon and acronyms. Your audience is intelligent, but this is not their expertise area.

280

00:49:47.390 --> 00:49:50.669

Christina Hecht, UC NPI: Don't talk down, but don't assume they have the background.

281

00:49:51.400 --> 00:49:55.660

Christina Hecht, UC NPI: Ask if there will be a briefing packet to which you can make a contribution.

282

00:49:55.880 --> 00:49:59.350

Christina Hecht, UC NPI: Always be respectful and thank them for the opportunity.

283

00:49:59.650 --> 00:50:01.990

Christina Hecht, UC NPI: And now just a few closing thoughts

284

00:50:04.350 --> 00:50:05.760

Christina Hecht, UC NPI: next slide summer.

285

00:50:08.170 --> 00:50:14.429

Christina Hecht, UC NPI: I want to say that I love doing this sort of work, and I find it so stimulating and such an honor.

286

00:50:14.720 --> 00:50:21.669

Christina Hecht, UC NPI: I think my success stems from relationship building with legislative staff, and occasionally their bosses

287

00:50:22.030 --> 00:50:26.729

Christina Hecht, UC NPI: from making sure I always have some type of information to offer.

288

00:50:27.020 --> 00:50:31.779

Christina Hecht, UC NPI: and from expecting that we are all players for the good, not enemies

289

00:50:32.590 --> 00:50:39.939

Christina Hecht, UC NPI: to remember. It's all about effective ways to provide information. And you heard some great suggestions earlier from Robin.

290

00:50:40.230 --> 00:50:42.189

Christina Hecht, UC NPI: Be thoughtful and creative.

291

00:50:42.480 --> 00:50:50.970

Christina Hecht, UC NPI: You are a subject matter expert with on the ground input to offer. And remember, you're providing information about their constituents.

292

00:50:51.700 --> 00:50:56.260

Christina Hecht, UC NPI: What will grab your audience's attention? And what do you want them to take away?

293

00:50:57.000 --> 00:51:03.740

Christina Hecht, UC NPI: If you don't know the answer, just say so. Tell them you will look into it and then be sure to get back to them.

294

00:51:03.830 --> 00:51:09.360

Christina Hecht, UC NPI: This is actually a great way to build those relationships. It's a way to show that you are trustworthy.

295

00:51:09.940 --> 00:51:15.639

Christina Hecht, UC NPI: I urge you to use our democratic process and to help your clientele and others do so too.

296

00:51:15.980 --> 00:51:17.849

Christina Hecht, UC NPI: And next slide summer

297

00:51:19.180 --> 00:51:24.710

Christina Hecht, UC NPI: I just want to end by saying Thank you, and acknowledge all those friends from whom I got photos.

298

00:51:24.780 --> 00:51:28.139

Christina Hecht, UC NPI: and I think we're ready to move on to Q. And A.

299

00:51:30.960 --> 00:51:32.926

Summer Jean Cortez: Thank you so much, Christina.

300

00:51:33.520 --> 00:51:51.669

Summer Jean Cortez: just one heads up before we move on to questions. If you folks are working on something, and you're not sure if an activity is allowable, maybe it's toe the line a little bit. You'll want to contact your Po for assistance, and you can really iron out how to navigate the the given situation.

301

00:51:51.850 --> 00:51:52.630

Summer Jean Cortez: Okay.

302

00:51:54.200 --> 00:52:07.139

Summer Jean Cortez: so it looks like we have about 5 min for questions before we move on to our Lhd panelists at this time. I'll open the floor to questions on anything we've covered thus far.

303

00:52:09.430 --> 00:52:13.679

Summer Jean Cortez: Please feel free to type into the chat or raise your hand.

304

00:52:14.230 --> 00:52:15.996

Summer Jean Cortez: or rather just unmute yourself.

305

00:52:20.250 --> 00:52:22.729

Christina Hecht, UC NPI: You can always email me, too. Later.

306

00:52:26.090 --> 00:52:49.629

Miranda Westfall: Christina. While people are thinking about their questions, I have one to get us started. So you shared a lot of potential different avenues for engaging decision makers for anybody here today who maybe hasn't done as much of this work with engaging with policymakers. What do you recommend as a 1st step is there sort of low hanging fruit to, to dip your toes into this work?

307

00:52:50.770 --> 00:52:53.999

Christina Hecht, UC NPI: That's a good question, and I wish I had a like a

308

00:52:54.030 --> 00:53:20.579

Christina Hecht, UC NPI: one. Find one answer. But I think really, if you go to their website. You can see what kind of legislation that member is sponsoring or co-sponsoring to get an idea of their interests and priorities. And if you see some overlap there with your county or your constituent concerns. That could be a prime place to figure out. If you have a role.

309

00:53:21.510 --> 00:53:23.410

Christina Hecht, UC NPI: what you could provide to help.

310

00:53:26.310 --> 00:53:27.720

Miranda Westfall: Thank you so much.

311

00:53:28.910 --> 00:53:39.879

Christina Hecht, UC NPI: Oh, and Jesse is commenting, and also the committees they are on. Yes, absolutely. When I'm in fact, when I'm meeting with a a representative. I usually check their website for all that stuff.

312

00:53:39.930 --> 00:53:47.266

Christina Hecht, UC NPI: And if they're on a certain committee where I can put in a little, you know, like, maybe they're on on

313

00:53:48.560 --> 00:54:05.950

Christina Hecht, UC NPI: Armed Forces Committee, Armed Forces Type Committee. Then I will talk about. You know, the importance of nutrition for being prepared for military service, and there are reports out there about that. And I can cite a report. So that's just a specific example.

314

00:54:20.300 --> 00:54:48.510

Christina Hecht, UC NPI: Well, while we're waiting for another question, I'll embroider on that for a minute more I would say that sometimes you can find a kind of unexpected way where your concern, like maybe food, insecurity, could intersect with a concern of a representative who might not normally think about food insecurity the way you do. But if you link it to some other sector of the population, they might think, oh, wait a minute, I do. This is something I need to think about.

315

00:54:48.720 --> 00:54:50.119

Christina Hecht, UC NPI: If that makes sense.

316

00:54:56.970 --> 00:55:15.020

Summer Jean Cortez: Not to put it all too hard, but just so that we capture for the audio recording. I wonder if Miranda and Jesse could speak on the conversation that was happening happening in chat related to a question there. I believe it was related to videos.

317

00:55:17.589 --> 00:55:21.639

Jessie Gouck: Oh, sure! Hi, everybody! This is Jesse! From cdph

318

00:55:22.260 --> 00:55:36.060

Jessie Gouck: We handled a lot of that conversation in a side chat, but essentially there were, were some questions about allowability tied to like using video as a type of media, and whether or not

319

00:55:36.230 --> 00:55:40.139

Jessie Gouck: that was allowable. If you're using it from the perspective of

320

00:55:40.200 --> 00:55:45.530

Jessie Gouck: sharing sort of some of your success stories, or to engage

321

00:55:45.590 --> 00:55:53.333

Jessie Gouck: stakeholders, or to try and garner buy in on, you know, a particular area, and and the answer to that is yes and

322

00:55:53.780 --> 00:55:57.049

Jessie Gouck: looking forward to sharing some more information with all

323

00:55:57.520 --> 00:56:11.589

Jessie Gouck: coffers, healthy living, local health departments soon about some funds that we have available at the state level to actually help you produce those kinds of videos or sizzle reels, or or sort of participant stories.

324

00:56:12.110 --> 00:56:17.650

Jessie Gouck: and so we definitely encourage that I think the question was really around allowability and some

325

00:56:17.670 --> 00:56:20.760

Jessie Gouck: historical changes in the program that limits

326

00:56:20.840 --> 00:56:23.219

Jessie Gouck: local sort of media

327

00:56:24.060 --> 00:56:43.949

Jessie Gouck: placement. And that's really around like paid media or paying for sort of like a social marketing type campaign at the local level. And that's now completely handled at the state level. So we were just kind of working out the differences between those 2 types of media, or that fall under a media umbrella. So that was the distinction.

328

00:56:45.070 --> 00:56:47.510

Summer Jean Cortez: Wonderful. Thank you so much, Jesse.

329

00:57:07.410 --> 00:57:32.980

Anna Luciano-Acenas: I do have a question. Summer for Christina. Have you ever had the opportunity to bring in like to be part to bring in Spanish speaking residents in that process. When you work and present or you, you work with legislators. I was just curious. You know if that was part of a strategy that you have done in the past.

330

00:57:33.460 --> 00:57:38.939

Christina Hecht, UC NPI: Hi, Anna! Yes, absolutely. I'll say a couple of different things.

331

00:57:38.990 --> 00:57:52.090

Christina Hecht, UC NPI: The public comment process one thing we investigated is whether comments can be submitted in Spanish as well as English, and we learned that at least for recent Usda comment process.

332

00:57:52.220 --> 00:57:57.949

Christina Hecht, UC NPI: you can submit the comment in Spanish, which really opens it up to more members of the public.

333

00:57:58.070 --> 00:58:14.409

Christina Hecht, UC NPI: and I want to reiterate that those comments from individual members of the public that just state their individual concern are really, those are really important part of our democratic process, and a great way for helping people to feel that they have a role in that process.

334

00:58:14.828 --> 00:58:36.409

Christina Hecht, UC NPI: Also, there are a lot of organizations around the State with that will even bring bus loads of community residents up to Sacramento for certain events. So if you have community members that are interested in doing that, you you might keep an eye out for that. But Jesse's hand is up, so maybe she has something more accurate to say.

335

00:58:36.690 --> 00:58:57.980

Jessie Gouck: No, no, nothing inaccurate about what you said more just that. You know, there are examples of this kind of work happening in calfresh, healthy living programs around the State in terms of like building, sort of comfort and capacity of folks who are not funded by calfresh healthy living to

336

00:58:58.450 --> 00:59:15.490

Jessie Gouck: stand in these places and share their voices about what it is that they care about. And so you can even look to something like the champion provider program where there's training like the allowable activities for calfresh, healthy living are training people on best practice and evidence around

337

00:59:15.740 --> 00:59:41.279

Jessie Gouck: specific types of nutrition and PA interventions. You can also give people spokesperson training. You can do that in relation to their work, just or their like role in being a community voice for you. Period how they choose to use that voice on their own time is their own. And so that's not just the champion provider. You've got examples of folks who do various types of like resident leadership academies or the

338

00:59:41.280 --> 00:59:50.249

Jessie Gouck: champion program. And I know you in Orange County have done this, you know, over time, and those are completely allowable activities. You can essentially

339

00:59:50.250 --> 01:00:03.229

Jessie Gouck: support the preparation of this like all the way, you just can't be a part of the ask in the room. So just kind of like clearing that path for folks, that this space of

340

01:00:03.470 --> 01:00:25.880

Jessie Gouck: building, the network of capacity and understanding and supporting that not only via training and resources, and creating, even, say, materials that look like some of the briefs that were shared earlier, or the videos that other people can carry and say this publicly available resource is something that I am aware of, that I want to make you aware of.

341

01:00:25.880 --> 01:00:33.589

Jessie Gouck: And these kinds of things. So it's not like we can have no role. We just have a specific role.

342

01:00:35.840 --> 01:00:46.300

Christina Hecht, UC NPI: Maybe I'll add one more thing, Anna, in our work in the San Joaquin Valley we made sure to translate those photo evidence briefs into Spanish, and

343

01:00:46.400 --> 01:01:14.329

Christina Hecht, UC NPI: that was I think both valuable, because when community members sent those briefs to their local representative with an email, it it really kind of used their voice more. But something that was so meaningful for me was when when we translated our research brief into Spanish and brought it back to the community, and they saw their own voices and their quotes and their photos, and this thing with the Npi Logo on it.

344

01:01:14.370 --> 01:01:18.899

Christina Hecht, UC NPI: It was really meaningful for them, and and it was for me, too.

345

01:01:22.420 --> 01:01:31.845

Summer Jean Cortez: Thank you, everyone. This is such a lovely conversation. I hate to jump in, but I just want to make sure that our panelists have time to get through their slides.

346

01:01:32.810 --> 01:01:41.800

Summer Jean Cortez: So with that I would love to introduce Laurel Chambers, the project director from Sonoma County. Thank you so much for sharing with us today.

347

01:01:43.040 --> 01:02:00.100

Laurel Chambers: Hi, everyone, thank you so much. So, diving right in I'm the project director for Sonoma County, Local Health Department and today I'll be sharing some of the strategies that we have used and are currently using to work on general plan updates next slide.

348

01:02:04.450 --> 01:02:28.469

Laurel Chambers: All right. So a little bit of background. This work is done through the Sonoma County Food System Alliance, and is really made possible by the Coalition. I could not have done this alone. The Fsa. Was established in 2,009. We released our Food Action Plan in 2,012, which was then adopted by the county, and then, in 2,017, we began looking at general plans as an opportunity to impact local food policy.

349

01:02:28.490 --> 01:02:36.580

Laurel Chambers: We realized that food was not mentioned at all in the current general plan for the county or for Santa Rosa, which is our largest jurisdiction.

350

01:02:36.760 --> 01:03:02.680

Laurel Chambers: and this led us to go on a learning journey. We talked to a local general plan expert. We invited guest speakers from Santa Clara County. We split up the into groups. We analyzed the current general plan and looked for places to insert our food action plan goals. We wrote it up into a white paper. We shared it with the Board of Supervisors. Certain members met with a board member.

351

01:03:02.680 --> 01:03:18.949

Laurel Chambers: We did a lot of homework. We did a lot of groundwork, and our original plan. We was to host a workshop for all of the planners in the county, and we wanted to invite all 9 jurisdictions, get everyone in the same room to discuss best practices, and how to integrate

352

01:03:19.100 --> 01:03:31.560

Laurel Chambers: our food action plan into their policies, but we pretty quickly realized that we were going to need to take them one at a time and have a more tailored approach, since everyone's on a different timeline. These planning documents cover

353

01:03:31.770 --> 01:03:48.450

Laurel Chambers: 20 years often, and so it's it's quite a lag from one to the next. There's no guarantee that the planning staff that's around right now will be around in time for the next one. So we're currently working with 2 jurisdictions, and the approach has been a little bit different next slide.

354

01:03:50.090 --> 01:04:14.850

Laurel Chambers: So we 1st started working with Santa Rosa in 2021 I had met one of the planners through my work on the Vision 0 Advisory Committee. She gave a presentation to that group and gathered feedback to inform the general plan, and so I invited her to do the same thing with the Food System Alliance, and she eagerly accepted. She was wonderful to work with. She ended up attending multiple meetings along with the lead planner for the city

355

01:04:14.850 --> 01:04:27.039

Laurel Chambers: throughout 2021, and 2,022 to get feedback from the Fsa. On what we would like to see in the general plan. We gave them our food action plan, and they worked on, incorporating that into the draft.

356

01:04:27.290 --> 01:04:56.319

Laurel Chambers: But we wanted to make sure that they were hearing from a wider pool of stakeholders, and especially from the community. And so we decided to host our own community engagement event focused on the food system. So we actually co-hosted it with the city. So the city was hosting their own events. But since they were working on a comprehensive update of their entire general plan, which is a massive document. We were worried that the food system issues were going to get overshadowed by other elements like housing and public safety, etc.

357

01:04:56.610 --> 01:05:15.969

Laurel Chambers: So on the left you can see the flyer for the event that was designed by an Fsa. Member, and we. We used calfresh, healthy living funding to pay for the event. Facilitator who helped us to plan the event, did facilitation during the event, and compiled the notes into a summary afterwards next slide.

358

01:05:19.500 --> 01:05:31.054

Laurel Chambers: So we outreach for the event in a variety of ways. We 1st got together as a group, and compiled a list of all of the local individuals and organizations

359

01:05:31.440 --> 01:05:51.269

Laurel Chambers: that we wanted to be at this event that we wanted to invite. We then kind of divided up the list, and members of the Fsa. Invited their contacts that were on the list. We knew that a big email blast to everyone wasn't going to be super super effective. And so we

360

01:05:51.540 --> 01:05:57.539

Laurel Chambers: created sample emails. I drafted a few different versions of an

361

01:05:57.540 --> 01:06:21.690

Laurel Chambers: invitation email for different audiences. So there was one email that was drafted specifically to reach out to folks that were interested in Ag and more economic issues. There was one that was for community gardeners and urban ag folks. There was one around that was designed to be compelling for folks that are interested in climate and

362

01:06:22.236 --> 01:06:33.053

Laurel Chambers: conservation. And so we sent those sample emails to the Fsa members and urged them to reach out to their contacts individually and give that individual in invitation.

363

01:06:33.580 --> 01:06:57.629

Laurel Chambers: we like designed flyers, did social media posts did all of that stuff. But I think the personal connection was the most impactful. I feel like people were more likely to show if they show up if they had gotten that personal email inviting them to attend. We also were strategic with our table hosts. There was a portion of the agenda that was going to be small group discussions, and we wanted to have a facilitator assigned to each table.

364

01:06:57.750 --> 01:07:19.448

Laurel Chambers: And so we strategically invited individuals that are important for the local food system. We really wanted them to attend, but we know that they are very busy, and we know that it would be. We knew that it would be harder for them to blow it off if they had an active role in the event. And so that worked really well. They all showed up. They did a fantastic job.

365

01:07:19.750 --> 01:07:40.300

Laurel Chambers: At the end of the day we had about 60 people who attended a mix of English and Spanish speakers, we provided simultaneous interpretation for those who needed it. The city was able to provide childcare, which was amazing, and we had snacks, courtesy of our members who are also farmers. It was a really successful event.

366

01:07:40.916 --> 01:07:44.000

Laurel Chambers: And so then, so that's

367

01:07:44.434 --> 01:08:02.510

Laurel Chambers: still kind of ongoing. The official plan has not been adopted yet they are still in the environmental review phase. There. It's a long process there. The the timeline looks like probably early 2025. They will actually adopt the plan, and we'll wait to see

368

01:08:02.510 --> 01:08:14.250

Laurel Chambers: what stuck and what made it in but we continue to be engaged with the planning team, and they know where we are, and they know we're watching. So next slide.

369

01:08:18.399 --> 01:08:35.010

Laurel Chambers: So right now, the county of Sonoma is also working on a general plan update. However, they are working right now on just updating their safety element and adding a new environmental justice element. And they have to do that before the end of the calendar year. So they're on pretty strict deadline.

370

01:08:35.100 --> 01:08:58.889

Laurel Chambers: Once that's done, they're going to pivot to updating the entire general plan which will include relooking at the environment environmental justice element, which is where the food access policies live. So we're focused right now. The Fsa. On getting as much as possible included into this interim plan, and we'll focus on larger community events for the big update over the next couple of years.

371

01:08:59.220 --> 01:09:19.769

Laurel Chambers: and the the planners are trying to meet with as many groups and people as their time and capacity allows. So they have held. They kind of started with some focus groups for county staff. So myself and some other County employees, who are also on the food System Alliance, got to participate in those through those we got connected and and met the planners and

372

01:09:20.270 --> 01:09:44.648

Laurel Chambers: invited them to participate in Fsa meetings, which they were happy to do. So the county will be hosting a community engagement event. And we're planning on promoting this event rather than doing our own, since they're focusing on just 2 elements right now, so that we feel like the food policy stuff is less likely to get lost. And then the planners recently presented the draft concepts, including our draft concepts that we submitted to them,

373

01:09:45.270 --> 01:10:05.439

Laurel Chambers: to the Board of Supervisors. And so the Food System Alliance submitted a letter as public comment. We listed a few things we were really glad to see in the draft giving credit and a few things that we would like to see added. And while I technically drafted the letter, I had an unrestricted member of the Food System Alliance actually submit it.

374

01:10:06.690 --> 01:10:17.800

Laurel Chambers: And then a couple of us attended the Board meeting. I would have preferred one of the other members to give public comments, but they didn't feel comfortable doing so. I think we need to work on some training. But

375

01:10:17.890 --> 01:10:27.889

Laurel Chambers: so I got up, and I gave public comment, and I was very careful to emphasize that I was doing so on behalf of the entire group, and I just reiterated, reiterated the points in the letter.

376

01:10:28.040 --> 01:10:54.666

Laurel Chambers: and it's not the 1st time I've been. I've been in front of the board this year. I've been part of a few goal resolutions which were a great way to get in front of the board and educate them on different aspects of the Calfresh healthy living program. You also get a fun photo. OP, and I've also given some public comment a few times. Being careful always to stay in the lane of educator rather than advocate, and I always run it by my supervisor to make sure it's all good.

377

01:10:54.950 --> 01:11:03.219

Laurel Chambers: but that's been a nice way of getting in front of the board and letting them know what we're doing and and who we are

378

01:11:04.270 --> 01:11:06.240

Laurel Chambers: all right next slide.

379

01:11:08.990 --> 01:11:36.539

Laurel Chambers: So what? What I found with engaging with planning staff. It's good to remember that the stakeholder relationship goes both ways. So while they are an important stakeholder for for you and what you're trying to do. You're also an important stakeholder for them. They get to count your input and the input of any groups that you're part of as community engagement, which is really important. At least in my county. They report on this. They tell their board, they tell the

380

01:11:36.600 --> 01:11:42.703

Laurel Chambers: the city council how many people they talked to, and what came of that

381

01:11:43.330 --> 01:12:03.630

Laurel Chambers: and and so you want to make it as easy as possible for them to to use your feedback. So whether that's taking meeting notes and sending it to them afterwards facilitating meetings, transcribing notes, and presenting a report to them. I still remember at the end of the Santa Rosa events, or

382

01:12:03.630 --> 01:12:25.872

Laurel Chambers: pulling papers together, collecting everything into a big pile, and the city planners had assumed that they would be taking that. And I I got to say, No, no, I've got it covered, and the look of gratitude on their face was incredible. They were so grateful that somebody else was going to do that, and we got to present a nice polished report to them. You can see that they're on the on the right. That are that are

383

01:12:26.170 --> 01:12:54.082

Laurel Chambers: consultant put together. For them. And that was just such a gift. And like, I said, we don't know how much of our recommendations made it into, or are going to make it into, the final plan. But we did recently see that some of our draft. Our proposed policies that we that we have proposed were cross, referenced in the city's climate adaptation plan. So that's a good sign. We're we're hopeful there.

384

01:12:54.890 --> 01:13:24.480

Laurel Chambers: But another thing to remember is to be persistent. They are very busy, and they have a lot of things going on that they're juggling. I've had to kind of low key stock planning staff. But they're always super grateful, and they'll, you know, when I finally get them on the phone they'll say, Oh, thank you so much for being persistent. Thank you for continuing to reach out. We really appreciate this. And and they're just they're wonderful to work with, but they are really busy in my experience.

385

01:13:24.993 --> 01:13:49.269

Laurel Chambers: Because of that. Timelines often get pushed back. So it's important to plan for delays. Every time. They've said that a draft or a thing would be released on a certain date. I always kind of mentally add a couple of weeks, because it's almost always a little bit later. And then it's so. It's often like, Okay, wait, wait, wait, wait. And then all of a sudden, the draft is ready. Okay, go, go, go, go.

386

01:13:49.270 --> 01:13:58.279

Laurel Chambers: give feedback, get everything in order, get your event done in time, so that they have what they need to. Then go into the next step and incorporate the feedback

387

01:13:58.890 --> 01:14:03.570

Laurel Chambers: and then it's also important to find out how to elevate recommendations

388

01:14:03.790 --> 01:14:28.309

Laurel Chambers: with the city. They wanted to be in in contact with their city council. So they were responsible for that. That's how they wanted that relationship to work. But then, with the county we were told to email our comments and our recommendations directly to the Board of Supervisors and to CC. The planners on the email so that the elected officials could see that we were in touch

389

01:14:28.310 --> 01:14:35.730

Laurel Chambers: with the planners. We are working with the planners, and also to make it easy for the Board supervisors to then direct the planners to work on

390

01:14:36.010 --> 01:14:37.330

Laurel Chambers: work on it. So

391

01:14:37.852 --> 01:14:48.040

Laurel Chambers: that's an important thing to consider us to consider as well. And yeah, I think that's it. Thank you so much.

392

01:14:51.000 --> 01:14:54.300

Summer Jean Cortez: Thank you so much. Laurel. That was wonderful.

393

01:14:54.655 --> 01:15:03.789

Summer Jean Cortez: I think we're actually, I think we'll wait to do questions until the end, if that's okay. And we can do them sort of at the same time.

394

01:15:04.568 --> 01:15:09.679

Summer Jean Cortez: I will parlay then into our next speakers.

395

01:15:12.830 --> 01:15:19.479

Summer Jean Cortez: I'd like to introduce Megan Beard and Anna Luciano Asimas from Orange County.

396

01:15:21.400 --> 01:15:44.689

Anna Luciano-Acenas: Thank you. Summer. So before we start, I thought we'd give you a little bit background of Orange County. So just as a reference in Orange County. The Calfresh Healthy Living program is able to tap into the expertise of the safe routes to school team within the health promotion and community planning division which is part of the Local Health Department.

397

01:15:44.690 --> 01:15:56.849

Anna Luciano-Acenas: We are fortunate to have 2 health educators supporting the safe routes to school and active transportation efforts not exclusive to calfresh healthy living sites.

398

01:15:57.060 --> 01:16:13.350

Anna Luciano-Acenas: Today we will hear from Megan, who has several years of experience working with the city and other community-based stakeholders. Her successful partnerships even led to funding opportunities for projects in select cities and school districts.

399

01:16:13.400 --> 01:16:19.570

Anna Luciano-Acenas: enhancing the overall. Safe routes to school and active transportation projects in Orange county

400

01:16:19.690 --> 01:16:21.290

Anna Luciano-Acenas: next slide, please.

401

01:16:24.530 --> 01:16:45.549

Anna Luciano-Acenas: So just, you know, as a reference, this is Orange County. It's our the little circle there. It represents 34 cities and 28 school districts altogether, and for those of you who may not know Orange County is the 4th largest recipient of Snap Ed Funds in California.

402

01:16:45.550 --> 01:16:58.269

Anna Luciano-Acenas: So we are looking a little bit more in the project in La Habra, which is North Orange County. It's 1 of the 4 cities identified in the Orange County health improvement plan with the highest needs.

403

01:16:58.520 --> 01:17:02.540

Anna Luciano-Acenas: The harbor youth are served by 3 public school.

404

01:17:02.540 --> 01:17:03.410

Megan Beard: Trick and.

405

01:17:03.410 --> 01:17:11.419

Anna Luciano-Acenas: Our Calfresh. Healthy living team primarily supports the La Habra City School district with all its 9 title, one schools

406

01:17:11.870 --> 01:17:13.419

Anna Luciano-Acenas: next slide, please.

407

01:17:16.240 --> 01:17:32.599

Anna Luciano-Acenas: So what does it take to communicate effectively and engage stakeholders in particular? Today we will hear about the Lahabra project focusing on communication and relationship building. So I'm going to pass it on to my colleague, Megan Beard.

408

01:17:33.520 --> 01:17:50.850

Megan Beard: Thank you, Anna. Hi, everyone. I'm Megan Beard. I'm 1 of our 2 safe process school coordinators. I've been doing this work for 10 years, and I would say that effective stakeholder engagement is the most pivotal part of the work. Without our partners and stakeholders we could not do this work.

409

01:17:51.230 --> 01:18:01.050

Megan Beard: So when asked, you know what I thought? The key components of effective stakeholder engagement? Are these were the 4 things that came to my mind. Summer, do you mind advancing the slide?

410

01:18:01.550 --> 01:18:06.540

Megan Beard: Thank you so much. So the 1st one finding mutual goals.

411

01:18:06.680 --> 01:18:15.139

Megan Beard: Everyone wants to work together on common goals, safe route to school partners include school districts, school staff parents, students.

412

01:18:15.230 --> 01:18:22.989

Megan Beard: city planners, traffic engineers, code enforcement parks and Recs department police department, city council, and many more.

413

01:18:23.100 --> 01:18:28.799

Megan Beard: For that reason you're going to hear me talk a lot about these specific partners throughout the presentation.

414

01:18:29.560 --> 01:18:38.910

Megan Beard: So when it comes to mutual goals, schools love this specific project that we do, because it's a wonderful leadership opportunity for their students.

415

01:18:39.120 --> 01:18:49.150

Megan Beard: During the course of the project which I will describe in the next 3 slides, students gain many skills like public speaking skills, data collection. And they learn about the civic engagement process.

416

01:18:49.640 --> 01:18:59.980

Megan Beard: the traffic engineer, the city traffic engineers. Sometimes it's plural in the specific example we're going to talk about today. There's 1 traffic engineer because Lahabra is a small city.

417

01:19:00.020 --> 01:19:13.290

Megan Beard: but these traffic engineers love having the walk audit report. That is a result of this project, because it demonstrates community involvement. So this was mentioned in the previous presentation.

418

01:19:13.300 --> 01:19:30.049

Megan Beard: You know the they, in order to secure funding when they apply for with applications, they often need to demonstrate community involvement. So this is an easy way to have a mutual goal and to kind of check the box for traffic engineering. And it's already something that we do in kind

419

01:19:30.280 --> 01:19:37.680

Megan Beard: police department. They need and want a positive community relationship. So this provides a great forum for that.

420

01:19:38.830 --> 01:19:48.230

Megan Beard: The second item on the list, checking in following up to see how things are going. Are goals being accomplished? Have priorities shifted.

421

01:19:48.510 --> 01:20:01.239

Megan Beard: We in the Safe Process school project really like to have early communication with our city partners. We like to give them a heads up about what types of issues the youth will be presenting so that they're not caught off guard

422

01:20:01.670 --> 01:20:13.109

Megan Beard: when working with city partners. Our approach is to collaborate, not to agitate. They're our partners, they're not our advisories, and they also want a healthier and safer community for residents

423

01:20:14.090 --> 01:20:24.849

Megan Beard: number 3 recognizing partners and stakeholders. I think this goes a very long way as often as I can. I give thanks and recognitions to our partners

424

01:20:24.910 --> 01:20:48.029

Megan Beard: when it comes to students. I love to commend them for their efforts and their bravery. They get up in front of a group of adults, and they present walk audit findings asking for changes to be made, and that takes so much bravery. So throughout the process, I'm always commending them on their efforts and bravery when it comes to our city partners like traffic engineers from Public Works departments.

425

01:20:48.365 --> 01:20:54.049

Megan Beard: Same thing. I'll give an example of an opportunity I I recently had with the city of Fullerton

426

01:20:54.090 --> 01:20:57.476

Megan Beard: to publicly thank their Public Works Department,

427

01:20:57.990 --> 01:21:06.520

Megan Beard: I was part of a panel presentation at the Fullerton Collaborative, and as soon as I finished sharing my portion of the presentation.

428

01:21:06.520 --> 01:21:32.279

Megan Beard: and I was going to hand the mic to Dave, the traffic engineer. I went ahead and let the room know. This room was full of city residents, businesses, a whole host of partners, and I just let them know how wonderful their Public Works Department has been, how responsive they are to the needs, how they come out thoroughly, investigate all of the intricacies and all of the things that we bring up and walk on it. So I was just able to share that, and it was

429

01:21:32.510 --> 01:21:54.219

Megan Beard: from the bottom of my heart. It's just been such a great experience working with them, and that kind of thing goes so far. So Dave, the traffic engineer, his boss from public works. The Director of Public Works, was also sitting in that room, so he got to hear what a great job his team is doing, and you know we don't have the budget to give a gift card. Thanks.

430

01:21:54.290 --> 01:22:02.940

Megan Beard: And and honestly, I feel like giving that kind of appreciative thanks goes even further than some monetary gift can give.

431

01:22:03.805 --> 01:22:07.389

Megan Beard: Alright. And so the last point I wanted to make was

432

01:22:07.510 --> 01:22:09.029

Megan Beard: to be flexible.

433

01:22:09.481 --> 01:22:14.160

Megan Beard: For those of you who are on the call today, and you work with schools.

434

01:22:14.250 --> 01:22:20.450

Megan Beard: You are very well aware that you need to be flexible. Sometimes you show up to a school, and they're like

435

01:22:20.450 --> 01:22:45.110

Megan Beard: frazzled. Oh, this is happening on this day, and you know you had already prearranged for them to have an auditorium ready for you, and to have all of the appropriate equipment that you needed. But all of a sudden they're saying, Oh, we're gonna have to conduct this in the quad, you know. Sorry can we do it on the steps of the school, and you just have to roll with it so you know you can't be glued to your Powerpoint presentation. There have been times when I've had to be, you know, flipping through photos

436

01:22:45.110 --> 01:22:54.219

Megan Beard: that I luckily had in my bag to kind of train the students on the fly, so, being flexible is a huge piece of the puzzle

437

01:22:54.430 --> 01:22:56.499

Megan Beard: summer. Can you advance the slide, please.

438

01:22:58.990 --> 01:23:00.000

Megan Beard: All right.

439

01:23:00.950 --> 01:23:11.599

Megan Beard: So the next 3 slides are going to speak directly to the project we did at Washington Middle School in Lahabra, but just so that you all know we do this project with many, many schools throughout Orange County.

440

01:23:12.030 --> 01:23:20.950

Megan Beard: The model that we use follows this basic structure. So we initiate contact with the school based on data need readiness or other relationships.

441

01:23:21.100 --> 01:23:25.039

Megan Beard: When I began doing this work in 2,015, I had no relationships.

442

01:23:25.150 --> 01:23:31.119

Megan Beard: I was essentially performing a Google search and cold calling the partners. I knew I needed to accomplish the work

443

01:23:31.540 --> 01:23:39.109

Megan Beard: fast forward to this project with Washington Middle. I've now had a relationship with this school district and city staff for nearly 10 years

444

01:23:39.350 --> 01:23:59.489

Megan Beard: back. In 2,015 I invited Michael Potnik, the city traffic engineer, to come to the Lahabra City School District Wellness Committee, because I knew he hoped, or I knew, that we hoped to get safe routes to school language in the wellness policy, so that things like walk to school day, safe routes to school, walk, audit. All of these terms would be common language in the district

445

01:23:59.950 --> 01:24:05.839

Megan Beard: come to find out. At that meeting Michael had goals of developing a citywide safe routes to school master plan.

446

01:24:05.910 --> 01:24:17.019

Megan Beard: Our goals were aligned. We've been able to conduct walk audits at most of the 9 Harbour City School district sites, and Michael has been able to use that data to apply for funding.

447

01:24:17.810 --> 01:24:25.769

Megan Beard: So after our initial contact with the school. The next thing we do is we identify a core group of students to carry out the project.

448

01:24:25.820 --> 01:24:32.810

Megan Beard: Usually this looks like a Asb group, a PAL group, some type of leadership group that's already regularly meeting on campus.

449

01:24:33.510 --> 01:24:40.500

Megan Beard: The next thing we do is we meet with the students to discuss the bigger project and all of the details.

450

01:24:40.670 --> 01:24:46.400

Megan Beard: From there we train the students to conduct a walk audit, and then we accompany them to do so

451

01:24:46.550 --> 01:24:52.353

Megan Beard: so our walk audit is a photo voice project. You can see some photos here.

452

01:24:52.820 --> 01:25:08.979

Megan Beard: and so the students are equipped with cameras and clipboards. They're note taking. They're photographing the different issues. And the reason we do it this way. The reason it's student led is because they are the agents of change. They know their neighborhood best. They can give us those anecdotal

453

01:25:09.492 --> 01:25:30.400

Megan Beard: experiences that they had. They tell us where the drivers don't speed, where they don't yield to pedestrians. Of course we could go out, and we could physically assess, okay, a sidewalk ends here. There's no appropriate crossing here, but the students really know the intricacies of their neighborhood. So that's why we use this model. And it's student led

454

01:25:31.490 --> 01:25:34.699

Megan Beard: all right summer, if you don't mind advancing, please.

455

01:25:35.750 --> 01:25:46.920

Megan Beard: So our next step is then for the students to present their walk audit findings to stakeholders. So, following the data collection, we meet with the students to debrief the findings

456

01:25:47.282 --> 01:26:09.417

Megan Beard: prioritize the key issues that they feel strongly about the things that they want to talk about, and then we help prepare them to present to stakeholders. So in the room oftentimes are all those partners I mentioned at the beginning. So it's school district school staff. It's all the city staff. So plan, city planners, traffic engineers, code enforcement,

457

01:26:09.790 --> 01:26:11.080

Megan Beard: parks and Rec.

458

01:26:11.452 --> 01:26:18.539

Megan Beard: so all of these major stakeholders within the city are there present at the presentation, listening to the students present their findings.

459

01:26:19.160 --> 01:26:20.829

Megan Beard: Summer, can you advance, please?

460

01:26:24.830 --> 01:26:37.879

Megan Beard: And so in at this specific school, you can read here, bulleted some of the environmental changes that were a result of this project. But additionally, I just wanted to sort of

461

01:26:37.880 --> 01:26:59.160

Megan Beard: back out and look at the bigger picture. As I mentioned earlier. These walk audit reports have been used by the city traffic engineer to apply for additional funding, and just this April they were awarded a large amount of money to develop a safe process school master plan. And that's among many other grants that they were awarded over the last several years.

462

01:27:00.830 --> 01:27:09.799

Megan Beard: so yeah, I just wanted to really reiterate that the bringing the partner to the table at the beginning, getting the policy in place.

463

01:27:09.800 --> 01:27:32.709

Megan Beard: getting the environmental changes come. As as a result, the system changes that happen, you know. Now the Harbour City School district annually participates in walk to school day. Some schools even have walking Wednesdays. So these partnerships are are very long term. They take a long time, a lot of follow up, but the work that can be impacted and and made possible by these partners

464

01:27:32.710 --> 01:27:39.329

Megan Beard: and partnerships are very vast. So I'm going to turn it back over to Anna now, and she'll close out our presentation.

465

01:27:39.570 --> 01:28:03.500

Anna Luciano-Acenas: Thank you, Megan. So you know, just in summary, just little things to consider finding mutual goals. Making it a win win situation is very important. One of the things that Robin shared is making it visual as a communication mode. So the use of an action planning tool from top is actually one of the tools that we've used in Orange County for planning meetings, defining mutual goals.

466

01:28:04.170 --> 01:28:12.269

Anna Luciano-Acenas: Checking in routine communication is definitely important. Going beyond just emailing your partners, phone calls.

467

01:28:12.290 --> 01:28:33.429

Anna Luciano-Acenas: visiting them, connecting with them virtually, or sometimes even including them in electronic newsletters is important because keep keeping them engaged interested and curious about the work that we do is always very helpful. We don't only communicate with them when we need something.

468

01:28:33.928 --> 01:28:52.341

Anna Luciano-Acenas: The other thing is recognizing partners and stakeholders. And there's different ways of doing this from a simple thank you. Note to nominating them at the city council or board of supervisor recognition event can can be options. But sometimes even creative

469

01:28:53.258 --> 01:29:03.710

Anna Luciano-Acenas: you know, electronic cards or videos highlighting their contributions in a in an event that you collaborated with is also another way of recognizing them.

470

01:29:03.800 --> 01:29:20.239

Anna Luciano-Acenas: But one thing that we also want to share is, you know, the flexibility part, you know, as the Public Health service. We do follow the the heartbeat and the direction of our the families that we serve. So it's very important that you know.

471

01:29:20.590 --> 01:29:40.269

Anna Luciano-Acenas: regardless of the funding streams. The leadership changes, and you know the annual student graduation or staff turnovers. We kind of keep true to the goals and try to demonstrate flexibility as much as we can by keeping calm next slide. Somewhere.

472

01:29:40.710 --> 01:29:57.059

Anna Luciano-Acenas: So you know the ongoing communication. Here is an example of a newsletter that we send out to all our partners just not the ones in Lahabra, but folks who we want to reach to support our safe routes to school active transportation walk to school day events.

473

01:29:57.433 --> 01:30:21.689

Anna Luciano-Acenas: Here's an example. But you know Megan and I continue to support the collaborative city collaborative and wellness district meetings where such topics can be a priority. And so we hope that we can continue working with them and using the different modes of communication that we actually learned from Robin's presentation today as well. So with that, I'm gonna close and

474

01:30:21.690 --> 01:30:29.789

Anna Luciano-Acenas: and say, Thank you for the opportunity for having us be part of this webinar. If you have any questions, here is our contact information.

475

01:30:34.220 --> 01:30:38.579

Summer Jean Cortez: Thank you so much, Anna and Megan. What a wonderful presentation!

476

01:30:39.021 --> 01:30:54.750

Summer Jean Cortez: I know we're at exactly 1132. So let me just say before. If anyone needs to hop off right away. We will. We will stay on for a few minutes for questions, but for those of you who have an 1130 meeting

477

01:30:55.133 --> 01:31:17.786

Summer Jean Cortez: this recording will be sent out as well as the slides. So you will have the contact information of all of our guest speakers today. We will also link out to a supplemental Pdf. With the information that Robin shared, as well as some additional resources. If you want to learn about any of those particular topics. More.

478

01:31:18.670 --> 01:31:30.760

Summer Jean Cortez: thank you very, very much for tuning in today, but I know I have some questions for our guest speakers. So if you have a few minutes to stay on, let's open it up to questions definitely.

479

01:31:36.700 --> 01:31:59.239

Summer Jean Cortez: Maybe I'll kick it off, since I am just itching laurel. I'm so curious to hear about any of the differences between working at a city level versus at the county level. Right? Is there anything you think folks should keep in mind like about the distinction between working with folks at those different levels.

480

01:32:01.320 --> 01:32:06.647

Laurel Chambers: Great question and in my experience, not not really.

481

01:32:07.390 --> 01:32:11.000

Laurel Chambers: The the biggest difference between the the 2

482

01:32:11.660 --> 01:32:29.369

Laurel Chambers: that we're working with right now is the scope of the general plan update. So it's very different. If a jurisdiction is working on just a couple of elements versus working on an entire entire update. But the the as far as like the the planning. That's been

483

01:32:30.728 --> 01:32:33.032

Laurel Chambers: pretty pretty similar.

484

01:32:34.298 --> 01:33:01.089

Laurel Chambers: the one difference that I I'm not sure if it happened with the with the city. But the the Board of Supervisors requested a workshop of the planning staff to present these like high level, like draft concepts. And to be able to ask questions and give feedback. And if that happened with the city I wasn't aware of it or part of it. but that was that was a feature of the county update. And just a reminder that it's good to stay up to date

485

01:33:01.090 --> 01:33:13.820

Laurel Chambers: on what? The what, the what, the relevant you know, council or board has on their agenda, and see if you can get in there to give a public comment or submit a letter.

486

01:33:18.780 --> 01:33:20.570

Summer Jean Cortez: Thank you so much.

487

01:33:21.626 --> 01:33:25.170

Summer Jean Cortez: I see a question in the chat

488

01:33:25.370 --> 01:33:35.340

Summer Jean Cortez: from Anna. We have not used. Yeah, youth engagement curriculum. I'm not, or I am now curious to check it out. Is it for elementary middle or high school youth.

489

01:33:39.300 --> 01:33:41.320

Summer Jean Cortez: Christina, do you know off the top of your head.

490

01:33:41.320 --> 01:33:45.229

Christina Hecht, UC NPI: Yeah, before I leave, I just put the link for it in the

491

01:33:45.640 --> 01:33:49.610

Christina Hecht, UC NPI: curriculum. But I think it's mainly for high school. We are

492

01:33:49.710 --> 01:33:56.979

Christina Hecht, UC NPI: putting in a proposal to use it on a new project. So I was curious to know if anybody had used this and could

493

01:33:57.040 --> 01:33:58.479

Christina Hecht, UC NPI: give me any tips.

494

01:33:59.240 --> 01:34:03.750

Christina Hecht, UC NPI: anyway. Check it out, guys. And you have my email. If you have thoughts, let me know.

495

01:34:04.000 --> 01:34:08.150

Christina Hecht, UC NPI: I I need to run now to my next meeting. But thanks again, everyone.

496

01:34:08.930 --> 01:34:10.920

Summer Jean Cortez: Thank you so much, Christina.

497

01:34:10.920 --> 01:34:11.680

Christina Hecht, UC NPI: Time.

498

01:34:11.970 --> 01:34:22.149

Summer Jean Cortez: Please do reach out to Christina. If you have any questions about the work that she does. She is such a wealth of information, and has years of experience in this area, and she is just a lovely human.

499

01:34:22.677 --> 01:34:25.949

Christina Hecht, UC NPI: Summer. Yeah, I'd love to hear from you. Bye. Everyone.

500

01:34:30.000 --> 01:34:31.919

Robyn Brasuell-Wax: Somewhere. I have parents.

501

01:34:31.920 --> 01:34:32.639

Summer Jean Cortez: No go ahead!

502

01:34:33.241 --> 01:34:40.790

Robyn Brasuell-Wax: It's for Megan. I'm curious. How did you identify the students that you involved? And also, how did you get them interested in the project?

503

01:34:42.530 --> 01:35:06.600

Megan Beard: Yeah. So most often, it's a pre established leadership group at the school. So Asb group a PAL group. And that's kind of it's mostly determined by the principal. The thought process behind that is that we don't want to be pulling kids from class, but they're already regularly meeting. They already have some type of leadership project that they need to engage in. And this is the perfect project for them to take on.

504

01:35:06.600 --> 01:35:28.909

Megan Beard: So that's that's typically how it goes occasionally. Just this past summer we did a summer project. It was with Oc. United it was with a subset of students from another school or yeah, a different school in a different school district. And that group again, it was already a kind of a regularly they were coming to the summer camp, and they needed a project. And so that that was how it was established.

505

01:35:28.910 --> 01:35:32.339

Robyn Brasuell-Wax: Okay, thank you. So worked out perfectly. Thank you.

506

01:35:43.280 --> 01:35:46.900

Summer Jean Cortez: I have another question for Anna and Megan.

507

01:35:47.010 --> 01:35:50.300

Summer Jean Cortez: I'm curious what it looked like in

508

01:35:50.360 --> 01:35:51.440

Summer Jean Cortez: that like

509

01:35:51.450 --> 01:35:57.449

Summer Jean Cortez: preliminary phase of like building relationships with city staff right? It seemed like by the time you

510

01:35:57.850 --> 01:36:15.050

Summer Jean Cortez: you talked a little bit about building your relationship with the schools over the course of 10 years. I wonder what it looked like building the relationship with city staff over that time? Because it seems like by the time we got to the example you talked about. You guys were pretty tight.

511

01:36:15.710 --> 01:36:24.899

Megan Beard: Yeah, yeah. So at 1st it was cold calls, I mean it. It was, you, know, it was, I, I, we would have our research team

512

01:36:25.000 --> 01:36:53.929

Megan Beard: collect the appropriate data to kind of plot where what schools need the extra help? And then it was a matter of me picking up the phone, calling that principal, telling them why they should say yes. And then, once we got the school project running, it was a similar thing with each city. It was looking up. You know who the traffic engineers are for that city who's in public works, and then contacting that person explaining the project, explaining our goals and how they fit in a line with their goals.

513

01:36:53.930 --> 01:36:59.740

Megan Beard: And you know, just kind of making a case for why they should be at this meeting, why they should come out and hear the students present.

514

01:37:00.047 --> 01:37:28.040

Megan Beard: So yeah, it was really a lot of cold calling at the beginning. And then. Now, you know, with our our cities like Lahabra, Santa Ana, Fullerton, Anaheim, or I could go on and on. We. I have a you know. We're on 1st name basis. So it's it's no longer. It's very rare that I'm I'm cold calling now it's it's more. Hey, we're doing this one this year. Please come, support, and they're happy to do so, because they have seen, you know, the benefits to their own work.

515

01:37:28.850 --> 01:37:38.400

Anna Luciano-Acenas: I. I did want to add also that if there are opportunities to attend city based collaboratives in your region, go ahead and attend it, because

516

01:37:38.400 --> 01:38:03.380

Anna Luciano-Acenas: while they may not be there for safe routes to school planning, they might be there for other projects. But it's kind of nice for them to see you, that you are committed, you know not just when it's time for the safe routes, you know. So I think that type of in person building that trust beyond the project scope is very important. So Megan and I actually tag team like, you know, we and we try

517

01:38:03.380 --> 01:38:09.249

Anna Luciano-Acenas: best to represent Hca. Calfresh. Healthy living, whichever meetings we both attend.

518

01:38:27.250 --> 01:38:31.750

Summer Jean Cortez: I have one more for laurel so

519

01:38:31.850 --> 01:38:36.889

Summer Jean Cortez: oh, I hope I I don't mess up the phrasing. I made a note when you were speaking.

520

01:38:38.360 --> 01:38:58.536

Summer Jean Cortez: you spoke about your work on the Santa Rosa general plan, and that you wanted to make sure that the planners were hearing from a wide pool of stakeholders, and especially from the community. I'm curious how you determined who should be looped in. You mentioned so many different sectors.

521

01:38:58.990 --> 01:39:04.260

Summer Jean Cortez: How did you really pinpoint who ought to have been looped in?

522

01:39:04.790 --> 01:39:05.385

Summer Jean Cortez: yes.

523

01:39:05.980 --> 01:39:30.850

Laurel Chambers: Yeah, it was a joint process. We spent a significant portion of a food system alliance meeting with a giant spreadsheet in front of us and brainstorming and adding names of individuals, adding names of organizations, and particularly focusing on ones that had direct contact to folks in the community. So we didn't just want, like the staff from

524

01:39:30.850 --> 01:39:38.220

Laurel Chambers: Grayton Day Labor Center, for example, to attend. We wanted them to attend, but also to invite their membership and invite their

525

01:39:38.510 --> 01:39:42.748

Laurel Chambers: community members that they are engaged with. And so

526

01:39:43.410 --> 01:39:54.849

Laurel Chambers: that was, that was one of our goals. And we we tried to think of of community based groups that that

527

01:39:55.270 --> 01:40:00.279

Laurel Chambers: had contact with members of the public, that we thought would be likely to

528

01:40:00.320 --> 01:40:04.859

Laurel Chambers: have an interest in in these kinds of of policies and planning.

529

01:40:05.010 --> 01:40:09.059

Laurel Chambers: and it's tough. I mean, we we still ended up getting mostly.

530

01:40:09.480 --> 01:40:15.520

Laurel Chambers: you know, stakeholders from organizations who are paid to be there. More than

531

01:40:15.720 --> 01:40:26.930

Laurel Chambers: you know, actual community members. We did have some. But that is an area that we continue to to work on. And one of our lessons learned. And you know, as a result of that initial

532

01:40:26.960 --> 01:40:55.969

Laurel Chambers: event, we identified some areas of weakness that we we could do better with. And so we're, you know, specifically, you know. One example is, we realize that we didn't have any good contacts with any of the the local tribes or tribal organizations. Since we're really working on that we have been for the last year and trying to make inroads with with those groups to engage those groups. And we and we have started to, and we have incorporated what they have told us as a priority and what we're asking from the county.

533

01:40:56.550 --> 01:40:59.100

Laurel Chambers: So that's been really, really good.

534

01:41:00.710 --> 01:41:08.374

Summer Jean Cortez: A shared spreadsheet of all of the different like target stakeholders. Sounds like a really good idea to kind of see

535

01:41:09.530 --> 01:41:23.689

Summer Jean Cortez: what sectors you're covering and like who you already have relationships, and, like you said, who like where some of those gaps, or like only budding relationships, might be. That sounds like such a good tool to use.

536

01:41:23.690 --> 01:41:37.046

Laurel Chambers: It's a living document for our coalition, because we're also trying to make sure we have representation from the different food system sectors in our coalition, which is an ongoing challenge. So it's a work in progress, for sure.

537

01:41:37.380 --> 01:41:38.140

Summer Jean Cortez: Always, but.

538

01:41:38.140 --> 01:41:40.095

Laurel Chambers: Yeah, it's been. It's been a good tool.

539

01:41:42.270 --> 01:41:51.160

Summer Jean Cortez: Well, those are all of my questions. I want to give one final call for the audience members. I know I'm taking up a lot of the airspace right now.

540

01:41:56.340 --> 01:42:08.139

Summer Jean Cortez: Well, thank you all for staying with us. Not just for an hour and a half, but an hour. 45 ish, and especially you, Lauren, Anna and Megan. For the extra 15.

541

01:42:09.740 --> 01:42:17.609

Summer Jean Cortez: this has been fabulous. We so appreciate you sharing your expertise, and I appreciate everyone here who listened in

542

01:42:18.045 --> 01:42:36.879

Summer Jean Cortez: please do follow up via email, if you have any lingering questions, or if you'd like to connect like, I said before, I'll be sending out everything shared today. As well as some supplemental opportunities for learning. I hope you have a wonderful Thursday and an extra wonderful long weekend

543

01:42:39.180 --> 01:42:40.439

Summer Jean Cortez: bye. Everyone.

544

01:42:40.690 --> 01:42:42.359

Anna Luciano-Acenas: Thank you. Bye.