

# Climate Change Adaptation Workshops:

## A Planning Guide for Local Government Staff

v.2



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# STARTING POINTS

## Why Use This Guide

The Climate Change Adaptation Workshop Planning Guide is a tool to support public agencies to begin identifying and implementing climate change adaptation strategies.

Public sector agencies face the significant challenge of responding to the many effects of global climate change, from sea level rise to extreme weather events. We must assess the risks and decide where to prioritize our efforts. At the same time, whether or not a comprehensive adaptation assessment has been completed, there are steps we can take today to help our communities become more resilient.

This guide outlines a methodology to help you facilitate a team toward identifying tangible adaptation initiatives and securing necessary ownership and approvals. The methodology centers on a single half-day workshop. In the guide, you will find steps to plan, conduct, and evaluate a workshop for your department or program. The ideal workshop not only presents information to make a case for adaptation but also, most crucially, shrinks down what has to be done next to a reasonable scope so that staff can take action.

We've included tips and examples from our experience in Alameda County, California as well as suggestions about how you might adjust the approach for your agency.

We hope this guide will accelerate your efforts to prepare your agency and community to respond to the impacts of climate change.

## From Our Partners



“The Climate Change Adaptation Workshop brought awareness about the health impacts of climate change to our Public Health stakeholders. The relationships developed during the workshop were incredibly valuable. Since the workshop, two climate adaptation projects have been funded and are providing valuable tools for our communities.”

*-Zerlyn Ladua, Director  
Alameda County Public Health Systems  
Emergency Preparedness and Response*

“The Wildfire Smoke Communications Workshop brought together all the key agencies involved in communicating information to the public on this topic. We focused on developing a unified protocol that we can use the next time our region faces poor air quality caused by wildfire smoke.”

*-Paul Hess, Emergency Manager  
Alameda County Sheriff's Office of Emergency Services*





“The Cooling Our Communities Workshop provided a valuable opportunity for staff to brainstorm ideas, opportunities and potential limitations to developing and implementing climate adaptation policies and actions in relation to heat. The collaboration with the General Services Agency Sustainability Office and the Public Health Department provided insights, data, and examples of best practice responses to heat impacts in other jurisdictions.”

*-Sophie McGuinness, Planner III  
Alameda County Planning Department*

“The health impacts of climate change affect everyone, particularly vulnerable populations like children, elderly, homeless populations, and people with mobility issues and pre-existing health conditions. Our workshop was a catalyst for internal change within the Public Health Department to start to look at how the Department’s clients will be affected. The process of developing the workshop allowed for getting our Department leadership onboard and bringing together various affected programs that would otherwise not typically work together or have the time and capacity to work on this topic. This has been a helpful partnership and an important vehicle to elevating the needs of clients and their particular challenges in adapting to climate change.”

*-Anna Lee, Local Policy Coordinator  
Alameda County Public Health Department*



## Workshop Outcomes

The workshop model outlined in this Guide has proven a successful tool to jumpstart pragmatic, short-term adaptation projects that have led to increased climate resilience in Alameda County.

### *Tree Planting and Heat Resilience:*

After a workshop covering the impact of planning decisions on the heat island effect, our County Planning Department left the room with a new interest in investing in vegetation to contribute to cooling in two unincorporated communities with high heat vulnerability. The department partnered with Public Health and Sustainability to **secure a grant** to support the planting of **hundreds of residential trees** in these communities and to engage community ambassadors in **heat resilience outreach**.

### *Multilingual Flyer for Smoke Preparedness:*

Spurred by a workshop focused on communicating with clients about how to stay safer from wildfire smoke, the Public Health Department formed a three session working group that developed and gained approvals for a **flyer with tips and information** about smoke preparedness and protection. The flyer was translated into a total of six languages and distributed through department programs and at community preparedness fairs.

### *Air Quality Communications Protocol:*

A cross-agency workshop hosted by the Office of Emergency Services in partnership with Public Health and Fire Departments solicited input into a new **air quality communications protocol** for the County, designed to establish clear roles and foster helpful collaborations to face the unprecedented challenge of days of poor air quality due to smoke from extreme wildfires in our region.

### Continued Collaborations:

Many workshop participants reported that they appreciated the opportunity to come together with colleagues in other agencies to jointly tackle challenges. The workshop planning process in particular led to greater coordination and communication among staff in different agencies who started to meet together regularly. In our case, relationships built to address smoke conditions were leveraged for coordinated response and resource-sharing during heat waves. This outcome reinforces the idea that a project spurred by the workshop can have a ripple effect on additional climate impact response if it helps to forge a positive and productive example of collaborative work.

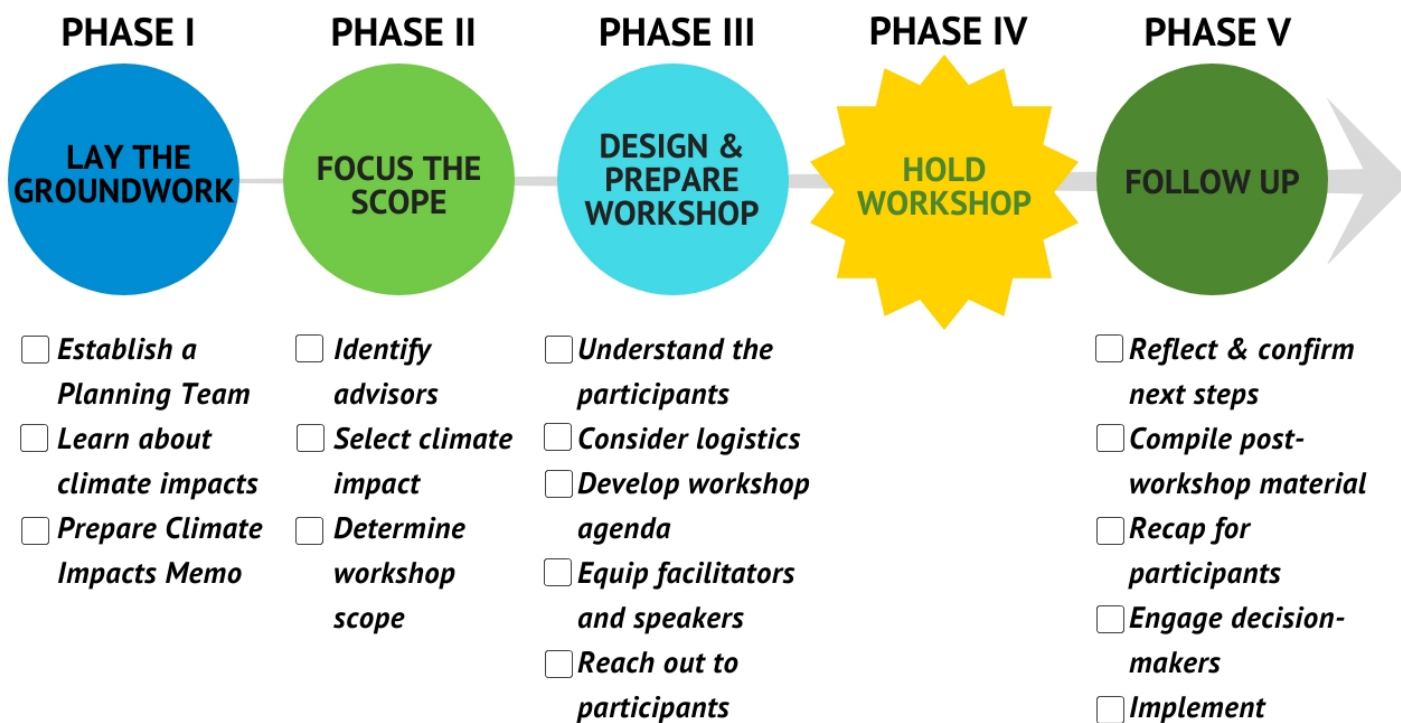
## How to Use This Guide

***It starts with you:*** To use this guide effectively, you will find it most effective to have one project manager shepherd the process. (This may well be you, as you are reading this guide.)

You do not need to have an area of focus or top-level approvals to use this guide, as the guide will assist you to select a workshop topic and build support.

Timing for each phase can vary widely. However, we would be surprised if the full process from preparation to follow-up could be completed in less than four months, especially if climate change adaptation is not your full-time focus. We suggest that your Planning Team works backward when estimating when to hold the workshop and allows plenty of time for steps such as approvals and reserving an appropriate space for the workshop. If Planning Team members come from multiple agencies, expect to coordinate more complex consensus-building and approvals processes, which will extend the workshop timeline further.

The guide covers five key planning phases. While these steps are often iterative, we have laid them out in a flowchart for simplicity. Feel free to use the checkboxes to track your progress, regardless of the order you find most useful.



## Core Principles

Our approach was shaped by a set of principles that helped the workshops resonate with participants.

**Narrow the Frame:** It will be more effective to focus on specific climate change impacts that your agency can respond to rather than intimidating staff with a long list of alarming trends. Overwhelming the audience can prevent effective action. In the workshop outreach and content, downplay mention of “climate change” and instead talk about “wildfire smoke” or other specific impacts.

**Start Small and Lay Groundwork:** Your workshop will focus on a particular impact and a set of solutions that are selected for feasibility. These can later be built on for more ambitious projects. Stakeholders who think the workshop process is not comprehensive enough may be your best allies in leveraging these small steps for bigger scopes in the future. You can share with them that the workshop provides an opportunity to create a model for successful adaptation change management that can later be applied to broader scopes.

**Integrate With Existing Goals:** We call this “integrated resilience.” Climate adaptation projects won’t be seen as extra work if they help to accomplish existing organizational goals. Pre-workshop interviews are crucial so that you can understand existing perspectives and projects and knit climate adaptation work into them. One of the central challenges of adaptation is that climate impacts are newly recognized, so there are not staff resources explicitly devoted to addressing them. This workshop aligns participants around a shared understanding of how a particular climate impact relates to their existing roles and responsibilities.

**Connect to Community Wellness:** An effective way to build resilience is to strengthen a community’s overall well-being and social connections so its members are better able to withstand shocks. This means adaptation strategies can be embedded in existing goals, plans, and actions around community health and wellness, broadly defined, which is an area of primary concern to public agencies.

**Prioritize Equity:** Communities with the fewest resources and greatest need are often affected first and worst by climate impacts. “Social equity” is the fair and just distribution of societal benefits and burdens. By integrating an equity framework and engagement of disproportionately impacted residents into workshop planning and content, outcomes will be more likely to meet community needs. Therefore, the risks and experiences faced by those affected most must be central to all phases of workshop planning, including topic selection, data gathering and strategies explored.

**Put Implementers at the Center:** To know if something will work, ask the person who will be tasked with implementing it. You’ll want to bring these people to the table early on, as members of the Planning Team or participants in the workshop.

**Find the Champions:** One key strategy to embed in the workshop is to find the person, or people, with the passion, capacity, and/or vision to move forward adaptation efforts, especially in early stages when relevant decision-makers are still becoming informed. These champions might include you. All processes are people-driven, and this workshop can identify and engage people to help introduce the changes and make them happen.

**Get Proactive:** Adaptation work is necessarily reactive, so it can be hard to orient differently. “Preparedness” may be a useful frame to organize your most crucial partners.

# PHASE I: LAY THE GROUNDWORK

## Step 1: Establish a Planning Team

One important early step is establishing a Planning Team with a clear project lead (This could be you!). By using a team approach to planning the workshop, you can leverage the breadth of perspectives and creativity available in the agency.

Possible Planning Team members could include sustainability office representatives, relevant agency staff and leads, and state partners. Within your local government, consider community services, community centers, emergency preparedness, fire, flood control, health, general services, libraries, planning, and public works. If your jurisdiction has a Climate Action Plan, you can use that to leverage support for this work.



It may be difficult to recruit people for “climate adaptation work” if they may perceive it as another group’s job. It is very important to be clear that the work is about preparing their program and clients they serve for current impacts and future trends. If you can illustrate impacts that are already being seen, such as air quality hazards from wildfires or more extreme heat waves, this may help make the challenge seem more pressing to potential team members.

You’ll want to make the case that changes are happening and that their expertise should be reflected from the beginning. We have found that as the project progresses, partners get a better sense of the stakes and why their role is important.

Helpful planning team members may include people with the following characteristics:

- Has training and experience in meeting facilitation. If your team does not have at least one experienced facilitator, you may consider contracting one for your workshop.
- Has institutional knowledge or relationships to ensure the success of climate adaptation in your organization, broadly. Your Sustainability team may have cross-agency relationships.
- Represents a group or department that will have a stake in the end result and will want to have been involved from the earliest planning stages.
- Would be involved in implementing any changes that came about from the work.
- Has time to review and give input on key decisions.
- Has time to research and prepare workshop content, possibly with the support of a staff person, fellow, or intern who will be available for the duration of the workshop planning.
- Is motivated by innovation, planning, or preparedness, and has a passion for this work.

You can revisit your team composition at all stages and add team members. Once you've selected an area of focus, you may want to add team members with relevance to that focus. Consider, in particular, relevant team members or contacts from outside the key agency or department involved. This will contribute to cross-agency partnership down the line. Also consider including community partners, if appropriate. If contacts have limited time, they could act as advisors or provide technical assistance as-needed.

Remember that throughout the workshop planning process, you'll be looking for other champions with the capacity and vision to manage the adaptation projects that come out of the workshop. It is helpful to involve them on the Planning Team.



### Fellowship Programs

Within California, fellowship programs such as Climate Corps and CivicSpark help recent graduates and career-changers secure 10-month paid placements within organizations working on climate. The programs help to provide resources for climate projects and train fellows on relevant skills. Hosting fellows from such a program may help add staff capacity if Planning Team members have limited time for project management.

Planning Team members will have many demands on their time. Consider setting planning meetings significantly in advance or on a regular schedule to make it easier for members to plan to attend. If someone cannot make it, an email or phone check-in is worth your time to get their buy-in, and they will appreciate being included.

You may end up with Planning Team members at different levels of decision-making. Remember, you can always ask a Planning Team member to get higher-level approval from their supervisor or to get research support from their staff if they don't have the authority or time for it themselves, due to their organizational position.

Adaptation brings together unlikely partnerships at times. The more diverse your Planning Team, the more relationship-building and respect-building you will need to do. Take time to establish shared goals, set meeting norms, and to know each other as people. If conflicts come up, you can then reference the shared goals and norms. With mutual respect and shared goals, the Planning Team may not always see eye-to-eye, but will find ways to move the project forward.

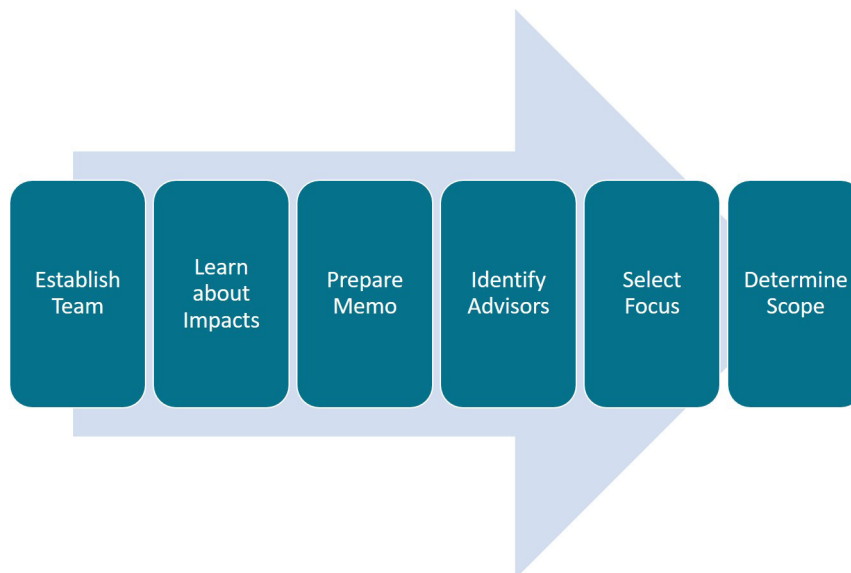
Consider engaging community groups and members of groups most impacted by your explored climate impacts on your Planning Team. This is a way to step up the participation of those impacted so that the results can be most applicable and effective. See resources listed in Appendix D for more on how to engage the public.

Your Planning Team membership may change over time. As word gets out about your project, connections to additional departments may surface. Invest the time to update new partners so they can be informed participants.

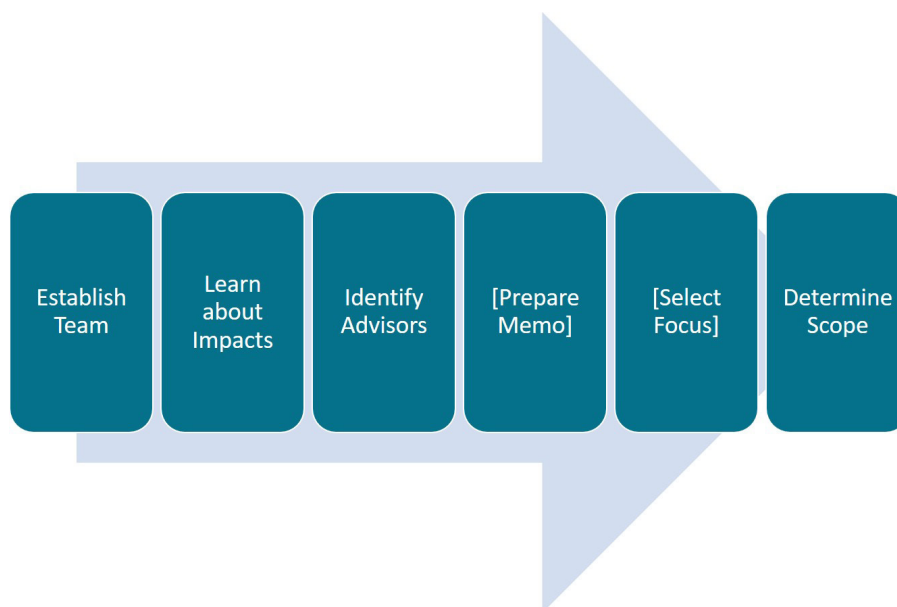


## What comes first? You decide!

There are many ways to order the steps presented here. If your starting point is knowing that you're working with a certain department or group, you can spend more time exploring possible impacts to address.



If you have a climate impact selected already, you may also want to begin by forming a Planning Team to create buy-in from the beginning, but you can skip or spend less time on your Impacts Memo. In this case, you may want to find advisors earlier in the process.



The main principle is to have the relevant people in the room as soon as you have enough clarity about the topic to bring them into the room with purpose. This may mean that you add team members and advisors throughout these first phases, taking the time to onboard new members.

## Step 2: Learn About Climate Impacts

It will be useful to find plans, policies, or other guidance for adaptation and understanding how climate change will impact your agency or program.

Many such resources may have been developed to inform preparedness in your own local government. You may find valuable guidance in **local hazard mitigation plans, climate action plans, disaster preparedness plans, or continuity of operations plans.**

In addition to these documents, or if they are not available, you could review state and federal research and guidelines regarding climate trends and recommended actions. Be sure to note which impacts are addressed by each assessment, and ensure major impacts are covered. For example, hazard mitigation plans are focused on the built environment and may not include heat, but heat can have a significant health impact.

Don't forget materials and data from your community. Look for news articles about community impacts, social media posts during climate shocks, or website posts from community groups addressing related issues. Seek out results of community science research and reports from local environmental justice and/or health-focused community organizations. These resources may not mention climate change explicitly, so think broadly!

After collecting and reviewing these documents, consider how climate hazards may affect the operations and services of the department or program you are building the workshop for. Be sure to consider both primary and secondary impacts. For example, wildfires not only affect the areas that burn but also release smoke into surrounding areas which impacts public health.



These documents may be housed with other agencies. We recommend using your information-gathering process as an opportunity to build relationships across your jurisdiction with other agencies that are involved in climate preparedness. Making these connections now will help advance future work. See Appendix C for more climate data resources.

## Step 3: Prepare Climate Impacts Memo

If you have not yet selected a climate impact to focus on, choose two to four top impacts to profile in a memo. Include the most consequential climate hazards to your operations or mission. You may use an equity lens to identify which impacts will be most important to act on. You may also include impacts that, while crucial, might be relatively easier to address to help build support for adaptation work.

For this short list of impacts, write out your findings in a short memo we're calling your Climate Impacts Memo.

### Preparing the Climate Impacts Memo

A Climate Impacts Memo provides an opportunity to better understand the climate impacts that your workshop may focus on. The purpose of taking the time to prepare a memo reviewing a set of several impacts is to enable you, your Planning Team, and advisors to evaluate which is the best focus for the workshop.

For internal impacts relating to your ability to provide services, consider:

- How will this impact affect infrastructure in your jurisdiction?
- Will your department/program see a change in the type of services you provide due to this impact (e.g., more cases of asthma or more roads that need fixing)?

## Preparing the Climate Impacts Memo *cont.*

- What will be the effect on how you provide the services? Consider your staff, facilities, and access to facilities.
- What might be the cost associated with some of the major impacts you are listing? You might be able to find estimates from your state or another jurisdiction to help you make your case.

You may need input from your Planning Team, advisors, and other experts to answer these questions. Asking for information is a great way to start to engage them.

For external impacts on your community, consider:

- Which of your service areas geographically are most vulnerable to this impact?
- How will this affect the populations you serve? You may consider health, security, and well-being.
- Who in your population will experience these impacts first and/or most severely? Consider socioeconomic and other factors when answering this question. Depending on the impact, a variety of factors may affect vulnerability such as age, health conditions, access to a car, access to air-conditioning, community assets, or other factors specific to the impact. .

One good way to explore which communities or populations will be most impacted and learn about their needs is through a community engagement process. Speaking directly to community members on the frontlines is the best way to start determining how to address climate threats. To structure community engagement, it's good to identify a community liaison, someone who often works with members of one of the vulnerable groups. This could be a staff member of your jurisdiction or a community leader. Focus groups, workshops, and community interviews can allow your effort to integrate community needs and voices from the start. You'll want to be prepared to act on the guidance you receive to foster trust, so be thoughtful about the questions you ask and be clear about how the input will be used. Community engagement consultants can help structure your process. For more guidance on effective community engagement, see Appendix D..

While at the memo-writing stage you are focusing on impacts, not solutions, it is helpful to provide a brief overview of what one or two other jurisdictions are doing to address this impact. (You may wish to invite a representative from one of these to present at the workshop, later on.)

If no examples are found, provide relevant recommendations from state, federal, or non-profit reports. This will help your advisors understand who might need to be involved in the workshop, and what actions will need to be considered. The purpose of the workshop is action, so understanding options to respond to the climate impacts is a key to overall success. (Don't get discouraged if the actions you read about seem too difficult or expensive, as your workshop will help identify achievable next steps.)

Include pros and cons of selecting each topic area as a focus for the workshop. Tailor these pros and cons to the interests expressed by your advisors, which may include measurability, feasibility, reducing liability, or investing in frontline communities.

The goal is for your advisors and Key Approver (See Phase II, Step 1) to quickly understand each impact, its effects, and the feasibility of working on this impact in the near-term so that they can make an informed decision about which impact to focus on for the workshop.

### ***Focus group research for Alameda County's Wildfire Smoke Communications Workshop***

For a cross-agency workshop designed to plan for communications during wildfire smoke conditions, we hired a consultant to conduct engagement focus groups with members of communities in our county who are particularly sensitive to smoke, including unsheltered residents, older adults, outdoor workers, undocumented residents and parents of young children. With a total of 4 focus groups, we received a clear message that community members were unlikely to sign up for our county alert system, but that they would trust and welcome messages from local churches, schools, community centers and senior centers they frequent. As a result, we built a new function into our alert system to send messages to community organizations and institutions. Through listening to the needs of those most impacted, we were able to identify the strategies that would best serve these communities.



### **Equity in Initial Planning: Understand Who is “Vulnerable”**

Communities affected first and worst by climate impacts are often referred to as “frontline” communities. To build an equity framework into your project, be sure to define frontline populations broadly and historically – include groups that have been targeted by discriminatory policies such as communities of color, and groups that may have fewer resources to help them bounce back from climate impacts such as low-income households. Older adults, young children, unsheltered and undocumented residents are often listed among those most affected by a wide range of climate impacts. To truly meet the needs of everyone who will be impacted by climate change, residents of all backgrounds must be considered in your approach, and targeting groups that may have been historically underserved will ensure all are included. Vulnerability assessments that incorporate socioeconomic factors, such as the California Heat Assessment Tool (CHAT - <https://www.cal-heat.org/>), can provide a ready-made foundation for an equity-infused understanding of the problem and potential ways to address it. Once you begin narrowing your list of impacts, be sure to note the specific communities in your jurisdiction that will be most affected by each, and include that understanding in your memo development, focus determination, and Planning Team selection.

### ***Using maps for Alameda County's Planning Department Workshop***

The County's Community Assessment, Planning and Evaluation (CAPE) team within the Public Health Department borrowed a heat vulnerability methodology from Contra Costa County to make a set of detailed and colorful maps. These maps used datasets including socioeconomic factors that showed clearly that some unincorporated communities were highly vulnerable to increased or extreme heat. When the Planning Department, responsible for the unincorporated built environment, saw the maps, they immediately wanted to learn more and address this vulnerability. In this way, starting off with well-visualized, equity-informed data helped to catalyze the workshop and define our goals, with equity baked in from the beginning.

# PHASE II: FOCUS THE SCOPE

## Step 1: Identify Advisors

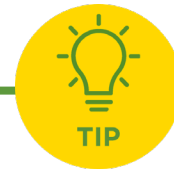
Effective implementation of workshop outcomes will rely on buy-in from decision-makers, so it is important to approach them early in the process.

Your advisors are there to *advise* the planning process and are likely more senior to those on your Planning Team or have a special area of expertise. It is best if you have a small group of staff members from several levels of the organization helping to advise the process, as they will have different vantage points on implementation.

### Your advisors may include:

- Someone who will oversee the implementation of adaptation changes. If working with a department, a deputy director may be in the best position to do this. This person may be your Key Approver.
- Someone who might be involved in managing adaptation projects, such as a project manager or program staffer.
- Someone at a high level internally who has experience with or passion for broader policy, systems thinking, or sustainability. This might be someone from a level above the program or department level you're working at for the workshop.
- Someone in a special, relevant role, such as a Public Information Officer.
- Someone who can lend credibility and priority to the workshop. This could be a director or someone in agency leadership.

Higher-level, executive advisors do not need to be in every meeting, as they are likely to have limited time availability. They should be included in the first scoping conversations, then updated only as needed. It may be useful to hold short, separate meetings with each advisor as needed, if it is difficult to schedule joint meetings.



A special role among your advisors is your **Key Approver**. You want to know who can veto decisions made about the workshop and make sure this person is being consulted and informed throughout the process.

It is beneficial to work with your Key Approver early on to determine what role this person might want to play in the planning and the workshop itself. Early on the Key Approver may approve goals, send emails directing or asking others to participate, and review high-level agendas. At the workshop, the Key Approver may provide a welcome and participate in a breakout group. The Key Approver will need to approve any next steps directly following the workshop. If the groundwork is laid in advance, hopefully this will be an easy, celebratory approval.

## Step 2: Select Climate Impact Focus

After preparing the Climate Impacts Memo, the planning team will have developed some preliminary ideas for the scale and focus of your workshop. At this point, meet with your advisory team, including your Key Approver, to review the memo and select a final, narrowed scope for your workshop.

In that meeting, you may discuss the following selection criteria for which climate impact to focus on in the workshop:

- What climate impacts will most affect your operations, your facilities and assets, and the population you serve? Which will most affect the most vulnerable populations with the fewest resources to adapt?
- Given these impacts, which climate impact is most important to take on now? Which is most imminent? Which is expected to be most severe?
- Which impact is your agency in the best position to act on at this point in time? Which impacts seem to lend themselves to doable solutions that you can commit to implementing within current resource constraints?
- Workshops provide an opportunity to hear from a broad range of internal stakeholders. On what questions would their perspective and ideas be most valuable to agency planning? On which projects is their buy-in most crucial?

## Step 3: Determine Workshop Scope

We encourage you to apply the workshop model creatively, as it can be adapted to different scopes, scales and sizes. We have used the model at the department level, for our Planning Department (within the Community Development Agency) and Public Health Department (within the Health Care Services Agency). We have also used it to convene representatives from seven agencies to tackle one topic that required collaboration.

Some questions to consider as the advisory team discusses the workshop scope and invitees:

- Within which division(s) or team(s) will the change necessary to respond to the selected impact need to happen? Which agencies are needed at the table to approve or enact a new way of doing things? Would it involve operations, services, staffing, or the community? Who will be involved? Make sure those who would be implementing the changes are included. It is recommended to also invite their supervisors to build understanding and buy-in.
- Groups within organizations are often siloed. Which other groups could we include? What new relationships do we need to facilitate integrated approaches to this climate change impact?

For the selected scope, write a list of invited participants reflecting the roles listed here. Our workshop invitee list ranged from 30-60, with 20-40 participants ultimately attending, which is a manageable group for full-room discussion and breakouts.

As you determine participants, consider relevant non-governmental or community-based partners to include. Workshop participation can fit into a broader strategy of engaging the public in an equitable, community-driven process. See Appendix D for a framework for public participation, which indicates a spectrum from an “informed” to an “empowered” public. In the context of this workshop model, hearing from the public through focus groups or survey results might achieve “consultation,” while inviting members of the community could “involve,” “collaborate with” or “empower” the public, depending on how their input is used. Before engaging the public, the parameters of the project should be set appropriately, and this should be communicated well to those offering input to avoid over-promising in the process of inviting participation. Because serving frontline communities is a key component of successful adaptation projects, those groups should be identified from the beginning of the workshop process, and the greatest level of participation should be sought.

### ***Participant Approach for Alameda County's Public Health Department Workshop***

Public health nursing staff and asthma program staff were both included because they would be directly involved in preparing their clients for wildfire smoke. Including their supervisors in the workshop helped cement crucial high-level support for the time spent addressing this impact.

We also realized that the department's Public Information Officer was crucial to include because the person in that role shares health advisories with the public.

### ***Participant Approach for Alameda County's Wildfire Smoke Communications Workshop***

In addition to regional and non-profit partners, participants from seven county agencies attended this cross-agency workshop. The invitation list was developed with a clear goal of fostering connection between groups that might issue messages during smoke conditions. Office of Emergency Services, Health Care Services Agency, Fire, and the Office of Sustainability were on the Planning Team. In addition, the County Administrator's Office, Information Technology Department, and Social Services Agency were included as participants, due to their crucial communications functions.

## **PHASE III: DESIGN THE WORKSHOP**

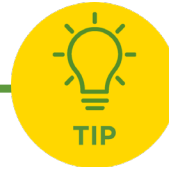
### **Step 1: Understand the Participants**

Knowing as much as possible about your invitees' interests, concerns, and needs will help you design a workshop that inspires them to action.

To help ensure that the workshop is relevant for all attendees, interview key participants. You will want to interview five to twelve participants who represent the breadth of perspectives within the pool of invitees. Make sure to interview both supervisors and on-the-ground staff and to touch on each major role among the invitees. If one group is more likely to be at odds with the topic, either by pushing the envelope or disengaging, be sure to speak with at least one representative directly.

You can speak with participants by phone or in person. Meeting at their location might let you learn more about their context. If interviews are impractical, small group meetings could also work.

If you are not familiar with the invitees, identify a leader within the target audience and seek that person's advice about how to learn about their work, such as specialties and sub-disciplines within the group and their current challenges and priorities. If it's not feasible to learn about invitees personally, doing your best to understand the culture of any participating departments will pay off.



Find additional tips and sample questions for the Participant Interviews in Appendix A.

In initial conversations, ask about other relevant staff members to speak with. This will help you establish the invitation list. At this point, for cross-agency or cross-functional workshops, you can begin to assess whether the numbers and relative authority of your invitees from each department is sufficiently evenly matched. If you have many more representatives from one department than another, for instance, you may need to be intentional about achieving more parity or accounting for any imbalance in your participant list.

Use your growing knowledge of your target audience to refine the workshop focus, goals, and desired outcomes that you have already identified, as well as to inform the workshop agenda and speaker selection.

#### ***Participant Context Lesson from Alameda County's Planning Department Workshop***

After conducting several interviews with Planning Department staff, we integrated more content that would be relevant to planners focusing on current projects because we realized that long-range policy planners made up a small portion of the department. Speaking directly with Current Planners gave us a better sense of specific strategies for heat island reductions that had been considered and the barriers they faced. Our presentation became much more relevant after knowing more about the context of this part of the audience.

#### ***Useful Tool Lesson from Alameda County's Wildfire Smoke Communications Workshop***

In interviews before this workshop, prospective attendees were shown a copy of an air quality communications protocol from a neighboring jurisdiction. They were asked to glance through it and share whether this looked like a useful document for our county to emulate. All interviewees responded that the model would be useful. The sample protocol was then used as a framework for discussion at the workshop.



## Step 2: Consider Logistics

Before you dive into designing the workshop agenda, it is critical to understand any logistical constraints.

These questions will help you identify constraints to keep an eye out for:

- What is an appropriate amount of time to request from staff to attend the workshop? At Alameda County, we held workshops that lasted four or four-and-a-half hours, in the morning.
- Where can you host the workshop? This will dictate how many participants you can invite. Consider where most of your participants are located and prioritize their convenience when identifying a location.
- Does that room have audiovisual capacity for presentations? Does it have a phone and fast internet connection for virtual meetings? Is it accessible?
- Will you need microphones so that everyone can be heard?
- Does the meeting room offer enough space to accomplish all workshop elements, including listening to presentations (which may be theater-style seating) and participating in breakout groups (likely around tables)?
- Would you like to record the workshop presentations? If so, how do you plan to notify participants (without stifling participation) and share the recording? We opted to record presentations but not record, or delete, all participant audio to preserve confidentiality.
- Are there other simultaneous office priorities during the calendar window of your workshop? Will this prevent invitees from attending?
- Will you be providing refreshments? Consider providing coffee or tea, healthful snacks, or lunch depending on the time of day and duration of your workshop to help the participants keep focused and feel that their needs are being met.

At this point you may wish to work with your Planning Team and advisors to set a date that works for everyone so that you can reserve a room and preserve time on their calendars.



### **Equity in Workshop Logistics: Design for Inclusivity**

The best workshop is inclusive of all the expertise in the room – which means allowing all to fully participate. Universal design principles can help make sure logistics meet the needs of people who are hard of hearing, have limited mobility, or have other accessibility needs. The Planning Team should take into account the different cultures and identities – including agency or organizational cultures – in the room. If you are welcoming members of the community or public to your workshop, you will also want to ensure language access, schedule the workshop at a convenient time of day (e.g., not when the invited members of the public are working), and anticipate other needs such as food and childcare. Consider compensating community members for their time as experts in the needs of their communities. See reports linked in Appendix D for more guidance on inclusivity.

## Step 3: Develop the Workshop Agenda

### *Part A—Complete the Planning Template*

We provide an agenda planning template below to give you a foundation to build upon and to further stimulate your thinking. You will want to plan on several drafts of the agenda, as you invite various parties – including your Key Approver – to review and comment on it. Developing workshop content is likely to take place after agreement on the outline. The text in blue on the template below is explanatory and would not need to be included on the agenda.

### **AGENDA PLANNING TEMPLATE**

#### **FOR HALF-DAY CLIMATE CHANGE ADAPTATION WORKSHOP**

**Workshop Title**  
**Date, Time, and Location**  
**Sponsoring Agency/Agencies**

#### **GOALS**

- What do you want participants to learn about? Be very specific. Do you want participants to know more about the science of climate change? Specific impacts? Equity considerations? How other departments or jurisdictions are dealing with impacts?
- Do you hope to inspire participants to take certain actions as a result of the workshop?
- What information can you share with your audience to ensure they are on the same page to work together on this climate impact?
- How do you want participants to feel when they leave? You may not share the answer at the workshop, but it is crucial to consider. Often, climate information is overwhelming. If you don't want your participants' energy dampened, you may aim for them to feel "empowered" or "equipped." This aim can guide your planning, including the presentation flow and how long you spend on risks as opposed to solutions.

#### ***Goals From Alameda County's Planning Department Workshop***

- "To familiarize participants with how projected increases in temperature will impact health and infrastructure, and how the built environment contributes to heat risk."
- "To explore how the Planning Department's role can reduce the impact of increased heat in Alameda County's unincorporated areas and to consider strategies to help cool down our communities."

## DESIRED OUTCOMES

- What is the final deliverable you would like from the workshop? It might be an agreed-upon project concept, a group of priority strategies, a number of rough prototypes, or a brainstormed list of ideas.
- What documents might participants generate that would advance the work after the workshop? Share which processes, documents, or plans the workshop deliverables will contribute to. These might be emergency plans, documents, protocols, or training. Be as specific as you can, and make sure to get top-level buy-in. If you have, you have already achieved a crucial step by solidifying agreement that change is needed.
- Think about the process by which this issue will be worked on following the workshop. Ideally, the workshop builds buy-in so it is not only one person moving the work forward. Consider forming a short-term working group to fulfill clear, narrow goals. Getting buy-in on this idea from decision-makers before the workshop, when possible, will contribute to success.

### *Desired Outcomes From Alameda County's Public Health Department Workshop*

The key considerations and questions identified by workshop participants will inform 1) the development of materials and methods of sharing information with clients in preparation for instances of poor air quality; and 2) coordination among public health stakeholders related to emergency communication with clients.

<b>Registration &amp; Coffee/Tea</b> <i>(Consider setting this agenda item 10-15 minutes prior to start time.)</i>	
8:30-9:20 AM <i>(50 min)</i>	<p><b>Opening Remarks &amp; Framing Presentations</b>  <i>Outcome:</i> Example— Participants note executive support, gain clarity on the goals and activities of the morning. Participants are familiarized with how climate change will exacerbate [insert your selected climate impact].</p> <ul style="list-style-type: none"> <li>• <b>Workshop Goals</b> <i>(presented by your Key Approver, if possible)</i></li> <li>• <b>Climate Change Impacts on [Your Jurisdiction]</b> <i>(possibly presented by you)</i>  <i>What is climate change, and what will we be facing? Keep this very quick and high-level (&lt;10 min) and focused on the impacts you'll be addressing.</i></li> <li>• <b>Climate Impacts on [Your Area of Work/Your Population]</b> <i>(possibly presented by someone from the part of your agency most affected by this climate impact, such as a public health unit if you are focusing on a health impact)</i></li> </ul>
9:20-10:00 AM <i>(40 min)</i>	<p><b>Initial Reflections</b>  <i>Outcome:</i> Example— Participants discuss the connection between climate change trends and their everyday work.</p> <ul style="list-style-type: none"> <li>• <b>Introductions</b> <i>(We scheduled introductions after the impacts were discussed so that everyone can share their response. Consider asking a succinct question that will focus the group on how they connect to the issue. For example, ask them to name the client population they serve. Be sure to allow ample time if you add a question, at least 30 seconds per participant.)</i></li> <li>• <b>Focused Conversation</b> <i>(Lead the group in a series of questions to help them digest and knit together what they have learned. Appendix B contains links to guidance on facilitating a focused conversation.)</i></li> </ul>

<b>Break</b>	
10:15- 10:45 AM <i>(30 min)</i>	<p><b>Interactive Presentation</b> <i>(This presentation will enable the participants to get in touch with how they relate to the climate impact on which the workshop focuses. Example: “Looking Back: Impacts and Responses during Nearby Wildfires” or a case study from a jurisdiction that has made progress in this area.)</i></p> <p><u>Outcome:</u> Example— Participants recall the recent [climate event], and begin to think about the kinds of responses that are possible and useful.</p> <p>Additional Example— Participants are familiarized with major cooling strategies that have been applied in [another jurisdiction].</p> <ul style="list-style-type: none"> <li>• <b>Presentation</b></li> <li>• <b>Reflection/Question &amp; Answer</b></li> </ul>
10:45- 11:25 AM <i>(40 min)</i>	<p><b>Breakout Groups</b> <i>(An interactive activity that gives participants a chance to brainstorm and share ideas for how their unit can address the climate impact.)</i></p> <p><u>Outcome:</u> Example— Participants suggest and explore: ideas for how to communicate about climate impacts to clients; possible barriers to success; support required from managers and leadership to overcome barriers; and possible next steps.</p> <ul style="list-style-type: none"> <li>• <b>Group Formation</b> <i>(Participants join groups focused on, for example, emergency protocols or communication to clients.)</i></li> <li>• <b>Team Exercise</b> <i>(For example, participants complete a worksheet together to identify an idea or reflect on sample guidance provided. They may identify items for consideration or create a prototype to share with the larger group.)</i></li> </ul>
<b>Break</b>	
11:35-12:15 PM <i>(40 min)</i>	<p><b>Report-Out and Identification of Themes</b></p> <p><u>Outcome:</u> Example— Participants hear ideas proposed by their colleagues and are invited to identify ideas and questions they find particularly important for action or inquiry.</p> <ul style="list-style-type: none"> <li>• <b>Team Reports</b> <i>(For example, each team has four minutes to present their top two ideas and brief details about each idea.)</i></li> <li>• <b>Group Responds</b> <i>(If ideas are put up on a wall, the group might be asked to star ideas they like or add post-it suggestions to ideas.)</i></li> <li>• <b>Group Reflection on Emergent Themes</b> <i>(Participants are led through an exercise, such as reflection questions, to process the generated ideas and responses.)</i></li> </ul>
12:15- 12:30 PM <i>(15 min)</i>	<p><b>Next Steps &amp; Timing</b></p> <p><u>Outcome:</u> Example— Participants are reminded that the time they invested today is appreciated, that their input will be used, and that this workshop is part of a larger climate adaptation effort they have now joined.</p> <ul style="list-style-type: none"> <li>• <b>Group Discussion &amp; Evaluation</b> <i>(Participants are led through a discussion to evaluate the workshop and provide input to shape next steps and workshop follow-up.)</i></li> </ul>

## Part B—Refine Presentation Flow and Assign Presentations

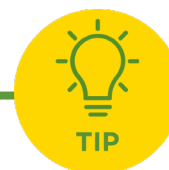
Before the Planning Team and presenters start to put together presentations, it is helpful to ask the following questions:

- What outcome does your team hope to achieve for this topic? The more concrete and feasible, the better.
- How much depth and breadth do you need to cover in order to achieve goals and desired outcomes? Remember to give participants a break from information-intensive presentations with interactive or reflective activities
- How do the lessons from the pre-interviews shape the design of the presentation section? How much background and exposure to the impact do most participants have?
- Is the group likely to question or challenge the presenters? If so, build in time to address questions. (You may also wish to capture points beyond the scope of the workshop, such as using a “parking lot” or “bike rack” flip chart, so that participants know their points were heard.)
- How can the workshop draw from the perspectives and knowledge of the participants through interactive activities such as reflections or discussion between the presentations?
- Do you need to identify and recruit case study speakers or other guest speakers? If so, which speakers will be most credible to invitees and will speak to their experience?
- Are there experts within your organization who can speak to these impacts? Internal partners can provide valuable information, and may become interested or invested to collaborate further.

### **Presentation Arc for Alameda County's Public Health Workshop**

Climate → Air Quality → Respiratory Health → Our Client Population

Each topic was covered in a mini-presentation of 4 to 10 minutes, with time for a few questions in between.



We recommend that the initial presentations create an arc that takes participants from possibly knowing very little about climate change to seeing how it is directly related to their work.

Advise the presenters to be very intentional about how participants will engage with the material:

- Focus on doable, real examples and case studies. Show powerful images and clear illustrations.
- Acknowledge the past, if your community has faced this impact before. If a key player was not prepared during a previous event, work with them in advance to discuss how to acknowledge that this was a new challenge. The facilitator can assist to focus the discussion on being prepared going forward rather than assigning blame for the past. Ideally, the presenter would be a decision-maker from that entity. Limit how much time you spend on climate trends and science to combat the intimidation that can arise from examining macro-level climate issues.
- Keep a positive frame. For instance, don't say “we aren't prepared” but rather “we have an opportunity to adjust the way we do things to anticipate changes and be prepared.”

Plan for discussion between presentations or sets of presentations, because it is important to allow participants time to process the scariness and breadth of the problem. Keep in mind what emotions or moods may surface from the material, and build in ways to let the group process and then re-focus. One idea is to give participants a few minutes to share their reaction with a neighbor before returning to the full group.

Allow yourself and other presenters plenty of time for researching presentation content and compiling the workshop materials, as finalizing the materials will likely require multiple rounds of review and adjustment.

## Part C—Design Breakout Group Exercises

The workshop outcomes will be primarily driven by the results of the breakout groups. Ideally, you will have presented succinct guidance or proposed solutions during the morning, and the breakouts will allow your participants to consider and apply the guidance they have heard.

Four to five breakout groups are ideal, with one to three ideas presented by each to the full group. We recommend four to seven people per breakout group, so that all can easily participate.

### Designing the Breakout Groups

The breakout groups are of critical importance to the success of the workshop. Designing them thoughtfully will help enable that success.

One good way to design the breakouts is to gather all of the case studies, recommendations, models, and reports you can that outline how to address the climate impact you've selected. Determine how clear you are on which next step(s) will make sense in your context. Walk through these recommendations as clearly and concisely as you can in the workshop presentations, and consider handing them in hardcopy to the participants to look at and react to in the breakouts.



If you have a clear solution you're working toward, the breakouts can workshop and refine that solution for your context. If you have multiple options or no current consensus, the breakouts can do an informed brainstorm and exploration of approaches based on the presented suggestions and models. This is what makes the workshop different than a simple presentation – the ability of participants to contribute explicitly and concretely to potential next steps.

Consider what you want the breakout groups to produce. Then ask yourself:

- What activity will engage participants to develop your workshop outcomes (which may be a list of ideas, considerations, or strategies)?
- Is there any guidance you can provide in a very succinct format (less than one page) for your participants to consider together? You can always divide up the content between different breakout groups.
- What material do you need to create for the breakout group? This may look like a worksheet to walk through an exercise, a fact sheet to review, or an approach used by another organization to reflect on. (Sample breakout group worksheets are available on our website.)
- How much time is needed for participants to accomplish their tasks? (Breakout group work sessions in our 4-hour workshops were less than one hour, and some participants asked for more time in their evaluations.)
- Do you want each person to turn in a worksheet or item, or do you want the group to collect their ideas on a single worksheet or poster?
- What kind of report-out will allow the workshop result to be documented and used?
- How might the outcomes from the breakout groups inform the next step after the workshop?

## Designing the Breakout Groups *cont.*

Consider how you'll support and facilitate the groups:

- How much facilitation will the group need to achieve the expected outcome in the time allotted?
- What types of materials do breakout facilitators need to effectively engage the group?
- Is it beneficial to pre-assign participants to a specific group based on their areas of expertise, to mix the group to ensure diversity, or allow participants to “vote with their feet” to select a group? Think about internal hierarchies, and separate participants from their supervisors if useful. If pre-assigning individuals to groups, you can put colored dots on their nametags to help them find their groups at the breakout period.

In order to ensure the breakout group sections run smoothly, you'll want to assign a facilitator to each breakout group. These facilitators can be members of your Planning Team. Hold a pre-meeting with your facilitators to go over the flow of the breakout group, any prepared responses to challenging situations, and other information and background they will need. Your goal is for breakout facilitators to comfortably lead this part of the workshop on their own.

As for breakout group composition, you can allow the group to self-select based on topic or assign groups. You may want to assign groups to ensure each group has a variety of roles and is of approximately the same size. One way to do this is to put letters or dots on nametags.

### ***Breakout Groups at Alameda County's Planning Department Workshop***

We included a number of proven ways to address heat islands in the morning's presentation to help spark discussion in the breakout groups. When it was time for the breakout groups, we invited participants to self-select into four groups: Pavement, Roofing/Building Materials, Vegetation, and Transformative Built Environments. The fourth topic was selected to allow for creative, bigger-picture ideas. Each group brainstormed concrete ways to implement the recommendations related to their overall theme. At the end of the breakout period, each group reported out on two project ideas.

All participants were then asked to use color-coded sticky notes to identify good ideas, ideas with challenges, or ideas that needed development. With each sticky note, they had the option to include a suggestion to improve or support the idea. The full group then reflected on the ideas and input.



## Breakout Groups at Alameda County's Wildfire Smoke Communications Workshop

The breakout groups focused on generating and prioritizing a list of considerations for the County protocol for smoke communications. We pre-assigned participants to breakout groups with others they did not often work with. One breakout group brought together all the top-level leaders, and the other five groups were curated to have a balance of roles and organizations. Participants were led through a scenario exercise, looking at a model protocol, to imagine how communications would be issued during smoke conditions. Each breakout group then brainstormed what should be kept in mind while the County's protocol was drafted. They then identified four priority considerations they wanted the post-workshop working group to take into account when developing the official department process.

Each working group presented their considerations to the full group. Participants then used dot-voting to highlight which of the full set of ideas would be the most impactful for the working group to consider.

### Part D—Plan Group Report-outs

As a part of your planning process, work with your breakout group facilitators to determine criteria for ranking the ideas generated in the group work. Criteria can include time frame, feasibility, group excitement, or highest impact. These criteria will determine which of their brainstormed ideas each group will share.

Share-outs should be only a couple of minutes per group, ideally 2 ideas per group. After share-outs, consider having the full group reflect visually on the ideas, by “voting” for their favorites (in line with the criteria) by placing dots or post-its with suggestions on ideas. Getting out of their chairs, reading the ideas, and commenting will help participants digest the content. Voting also helps all opinions be heard instead of allowing a few voices to dominate.

It is recommended to lead the group through a facilitated reflection on the ideas and the distribution of dots or post-its.



## Step 4: Invite Participants

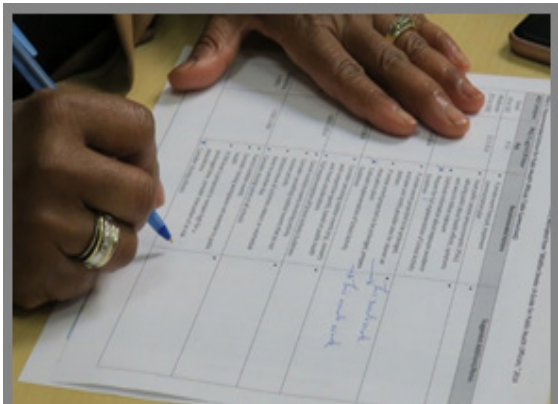
You will want to consider what type of invitation will be helpful to maximize attendance. Some questions to consider:

- Who is the best person to send out the invitation to elevate the workshop's priority? Could it be discussed at a staff meeting? Who could follow up on the invitation, and when?
- What is the best way to send out invitations and collect RSVP's so you will know who is attending?



## Step 5: Prepare Materials

Prepare agendas, breakout group worksheets, and any other materials with participants in mind. We recommend incorporating short written participant evaluations at the end of the workshop to ensure maximum responses because reaching people after the event is difficult. Questions to consider include:



- What worked well?
- What could be improved in the future?
- Where do I (the participant) still feel confused?
- What is one thing I (the participant) will do to move this work forward?

## Step 6: Equip Facilitators and Speakers

### *Part A—Develop Facilitation Plan*

When the workshop agenda and breakout groups are done, create an annotated and more detailed version of the facilitation plan to guide the Planning Team to implement it.

As you design your plan, consider logistical needs:

- What is needed for logistical preparations such as refreshments, agenda handouts, breakout group handouts, sticky dots or post-its, easels and large sheets of paper for small groups to record their ideas, audiovisual equipment, evaluation handouts, and (reusable) nametags?
- How will you make sure this is a visibly climate-friendly event, in keeping with the focus, such as minimizing waste and promoting carpooling or transit to the event?
- How will you integrate universal design guidelines, such as ensuring consistent microphone usage, so that all invited can effectively participate?
- How would you like to set up the room to promote participation? Who will set it up?
- Who will photograph to document “active” moments such as group work and discussion? Will you video record presentations so those unable to attend can learn from them?

As you design your plan, also consider how to facilitate participation and smooth transitions among agenda items:

- Who is facilitating the workshop as a whole? Who is “lead” on each agenda item?
- How will you document key outcomes of the workshop? Who will take notes on discussion? Who will take notes that are visible to participants on key conclusions?
- What follow-up steps do you anticipate taking to act on the workshop? Do you have executive buy-in on those next steps so you can name them during closing remarks?

### *Introductions at Alameda County's Wildfire Smoke Communications Workshop*

In the introductions, participants were asked to share their name and a “snapshot” that stood out in their mind from the last fire season. Because many in the room were deployed to assist evacuations or were in a professional role addressing smoke communications, these snapshots included stories that reminded everyone of the seriousness of our task, and drew the participants together.

### *Introductions at Alameda County's Public Health Department Workshop*

Participants were asked to introduce themselves by sharing their name, role, and the client population they serve. This helped focus everyone on the clients who would be the audience for the public health communications.

## *Part B—Brief Planning Team and Speakers*

As the workshop date approaches, you will want to gather your planning team to review each person's roles and responsibilities using the detailed facilitation plan. You may want to include outside speakers in this final review or hold a separate conference call with them to go over things at a higher level.

You will also want to have a final meeting with the Key Approver to go over final plans and ensure the executive is comfortable with them – especially the planned next steps, so any that are agreed upon can be announced. If they are providing welcome remarks, offer to draft talking points.

## **PHASE IV: HOLD THE WORKSHOP**

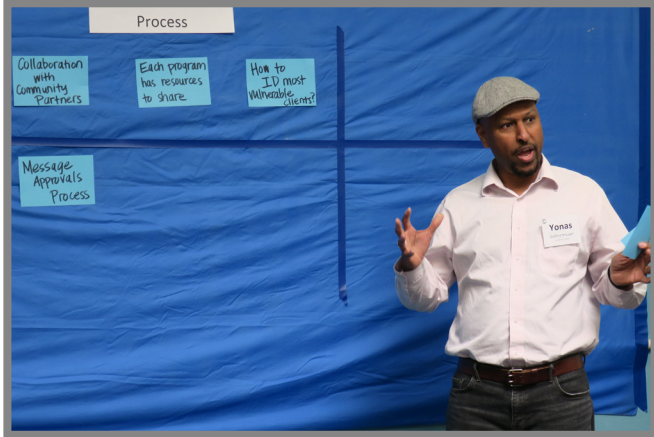
Enjoy seeing your work come together!

There will be hiccups. Keep your goals and desired outcomes in mind so you can adjust as needed while still achieving the main goals.



# PHASE V: FOLLOW UP

## Step 1: Reflect and Confirm Next Steps



You will want to give your collaborators a chance to reflect on the workshop and its outcomes. Gathering your advisors and Planning Team (either separately or together) after the workshop to reflect on the workshop day and the planning process is a fruitful activity to build upon this work in the future. This is often a crucial step in building a common understanding of what the outcomes were and what the follow-up will be, so be prepared to hold team members or advisors to things they committed to earlier in the process, such as forming a working group.

You have set up your workshop to have outcomes that are as concrete and actionable as possible. But, at times, you may not have the buy-in, resources, or clarity to start right away. A menu of ideas is also beneficial and can be the outcome of a successful workshop. If your outcome is a list of ideas, do your best to select at least one go-forward idea to advance, even if all you are able to do is preliminary research. Articulate this idea with as much detail as possible, identify who is accountable for its progress, and get approval from your Key Approver and Advisors as needed in the post-workshop evaluation conversation. Document the desire to move forward on other projects when capacity allows, if possible, so they can be explored or picked up as opportunities come, based on support you've already secured for them. Set a check-in meeting on workshop outcomes for three months from now, and if possible, plan out your own progress on your one go-forward idea, as well as capacity-building for other ideas, to be in a better position when the three month meeting comes around.

Be aware that your next steps may involve higher-level approval than your Key Approver. See Step 4 on the next page.

## Step 2: Compile Post-Workshop Material

As soon as possible after the workshop, you'll want to compile the outcomes:

- Workshop Evaluations: Analyze and summarize. Share as useful (likely with Planning Team).
- Internal Documentation: Write up final, cleaned-up list of ideas that came out of the workshop. Document any "stars," support, or suggestions given. Compile any photos, slides, handouts.

## Step 3: Recap for Participants

Send an email to participants post-workshop to help continue the momentum. We recommend making sure that whoever will track or project-manage change moving forward be the one to send the email. It should go out within 2-3 weeks of the workshop and include any promised resources and summarized documentation. Most importantly, it should include next steps and responsible parties, so the next steps are recorded and committed to. This recap will also help build confidence among workshop participants that outcomes will be implemented. As each major next step in completed, notify the participants. If employees are used to processes without follow-through, they may be skeptical that this will be different. Build trust with follow-up.

This is also a good time to thank presenters, collaborators, and especially any community members that contributed to your workshop. As with participants, sharing outcomes, plans and post-workshop timelines will show respect for their time and effort.

## Step 4: Engage Decision-Makers (as necessary)

In the Alameda County workshops, Department Deputy Directors and program supervisors served as Key Approvers. To advance the projects that resulted from the workshops required approval, from Department Directors. Seeking approval went smoothly as a result of the relationships built in the workshop process. However, it takes time, so it is important to notify participants that follow-up such as meetings may have to wait for these approvals. The recap in Step 3 helps buy time for engaging decision-makers while ensuring participants are informed.

## Step 5: Implement

All implementation will look different. Have a specific implementation plan to ensure that the workshop fulfills its purpose as a change catalyst. If your workshop is set up well from the beginning, your plan will be in place beforehand. Yes, you may shift around your desired outcomes before the workshop in response to interviews, executive instruction or resource availability/constraints, but you can strive to enter the workshop room with an established framework into which any ideas generated will fit.

A good example of concrete implementation is to kick off a short-term working group with clear goals, as our Public Health Department workshop did. Then, the workshop serves to inform and align the group and generate ideas that will inspire the group towards action. Having a manageable goal for your initial workshop outcome and achieving it will build momentum. Then, further projects can always be added.

Even if the next steps are not as clear, the approvals you engaged above in Step 1 will allow you to select and move forward on at least one idea. Remember the allies that you built during your workshop, your new internal champions and any external partners, and keep them updated and engaged. If there is support but not current capacity for projects, consider:

- Looking into adaptation grants
- Expanding staff capacity in the short term with an intern or short-term hire
- Discussing opportunities to act with partners in other agencies or jurisdictions. Participating in another's project might be a smaller commitment than launching your own.

### ***Next Steps for Alameda County's Public Health Department Workshop***

The group Planning Team and Key Advisor agreed that the workshop would kick off a short-term working group to develop wildfire air quality communications guidelines. Three working group meetings that would take place after the workshop were agreed upon even before the workshop was held. Ultimately, five meetings were held, to engage higher-level participants.

The workshop served to inform and align members of the working group, who all participated. Input from other colleagues who attended the workshop helped generate ideas that inspired the working group and helped them make sure their proposals were a good fit across the department.

Regardless of the type of commitment you secure or the implementation steps you are able to enact immediately, the workshop will allow you to learn an incredible amount about how climate change impacts will be viewed, and a crucial staff's-eye view of potential implementation. It will spark ideas in the minds of exactly the right people— those on the ground level. And it will connect people with a common language to begin to tackle coming climate challenges— together.

# MESSAGE TO READERS

Thank you for your commitment to preparing your community for climate change. Please let us know if you're planning a workshop and how it goes.

We welcome your feedback and/or questions about this guide, based on your experience(s), at: [acsustain@acgov.org](mailto:acsustain@acgov.org).

We are all in this together, so you are welcome to share and build upon this guide for non-commercial purposes. If you do, please do credit us and let us know.

## APPENDICES

### Appendix A: Tips for Participant Interviews

At the start of the interview, be sure to provide context about the workshop purpose and goals to get on the same page. Focus as much as possible on the selected impact— you may not need to mention climate change at all. Let interviewees know how interview findings will be captured and used.

#### Questions you could ask include:

- What is your role? What do you do for the department?
- How much do you know about or discuss [the climate impact]? (Be concrete. You don't need to talk about climate change here, just the selected impact.) Do other colleagues or professional organizations know about and discuss [the impact]?
- What has been your experience with things related to this impact? (For example, if a wildfire, reference past fires. If more of a policy matter, ask about past projects.) Do you have experiences on the ground that demonstrate the need to prepare?
- What will you find most helpful from this workshop?
- What barriers might get in the way of workshop success? What might get in the way of successful action to address this climate impact? (Be as concrete as you can with examples of what addressing it would look like.)
- Who else should I talk to if we're trying to tackle this particular impact?

### Appendix B: Facilitation Tools

- **Dot-Voting:** <http://dotmocracy.org/dot-voting/>
- **Facilitating a Focused Conversation** (Technology of Participation™ method):
  - Method developed by Institute for Cultural Affairs USA: <http://www.ica-usa.org>, which has published *The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace*
  - Overview by Brandeis University: <https://www.bridgew.edu/sites/default/files/relatedfiles/ORID-discussion-method-6.3.14.pdf>
  - Additional sample questions: [https://organizationalexcellence.virginia.edu/sites/organizationalexcellence.virginia.edu/files/PC\\_ORID\\_Questions\\_List.pdf](https://organizationalexcellence.virginia.edu/sites/organizationalexcellence.virginia.edu/files/PC_ORID_Questions_List.pdf)
- **Sample agendas, materials, and PowerPoint presentations** from the Alameda County workshops are available on our website, [www.acsustain.org/what/resilience/workshop.htm](http://www.acsustain.org/what/resilience/workshop.htm). If you'd like more detailed internal documents, please email us at [acsustain@acgov.org](mailto:acsustain@acgov.org).

## Appendix C: Climate Impacts and Solutions Clearinghouses

Below are some of the resources that we used in our research, which may provide some helpful starting points for you.

### *Climate Data & Science*

#### California

- California's Climate Change Research Portal: <http://cal-adapt.org/>
- California EPA's Urban Heat Island Maps and Index: <https://calepa.ca.gov/climate/urban-heat-island-index-for-california/>

#### United States

- National Oceanic and Atmospheric Association's climate data and resilience toolkit: <https://www.climate.gov/>
- National Climate Assessment of climate change impacts: <https://nca2018.globalchange.gov/>

### *Adaptation Interventions & Case Studies*

#### Multiple Topics

- Georgetown Climate Center's Adaptation Clearinghouse: <http://www.adaptationclearinghouse.org/>
- California's Adaptation Clearinghouse: <https://resilientCA.org/>

#### Sea Level Rise

- National Oceanic and Atmospheric Association's Coastal Adaptation Strategies: <https://coast.noaa.gov/digitalcoast/topics/climate-adaptation.html>

#### Heat Island

- U.S. EPA's Heat Island Compendium of Strategies: <https://www.epa.gov/heat-islands/heat-island-compendium>

#### Health

- American Public Health Association's Climate Change Web Resources: <https://www.apha.org/topics-and-issues/climate-change>
- Center for Disease Control and Prevention's Climate and Health Web Resources: <https://www.cdc.gov/climateandhealth/>

## Appendix D: Community Engagement Resources

Community engagement is often depicted as a continuum increasing in the level of engagement and partnership from left to right, as shown in the figure below. This table reflects suggested strategies for community engagement within the context of your adaptation workshop. We recommend the greatest feasible level of engagement of vulnerable communities, to maximize the effectiveness of your outcome for those who will be most impacted. Because many groups that can best inform an equitable adaptation process are already under-resourced, it is also important to build proper compensation into engagement efforts. Thoughtfully-implemented community engagement with those most exposed to climate impacts and/or those often underserved by government is a key ingredient to equitable adaptation work.

### CONTINUUM OF COMMUNITY ENGAGEMENT for an ADAPTATION WORKSHOP

#### INCREASING IMPACT ON THE DECISION

INFORM	CONSULT	INVOLVE	SHARED LEADERSHIP	COMMUNITY-DRIVEN
Local government initiates an effort, and uses a variety of channels to inform the community	Local government gathers information from community to inform government-led interventions	Local government engages community members to shape government priorities and plans	Community and local government share in decision-making to co-create solutions together	Community initiates and directs strategy and action with participation and technical assistance from local government
<b>COMMON CHARACTERISTICS OF ENGAGEMENT</b>				
<ul style="list-style-type: none"> <li>One-way</li> <li>Term-limited</li> <li>Addresses immediate need of government</li> </ul>	<ul style="list-style-type: none"> <li>One-way</li> <li>Shapes and informs local government programs</li> </ul>	<ul style="list-style-type: none"> <li>Two-way</li> <li>Advances solutions to complex problems</li> </ul>	<ul style="list-style-type: none"> <li>Two-way</li> <li>Advances solutions to complex problems</li> </ul>	<ul style="list-style-type: none"> <li>Two-way</li> <li>Advances solutions to complex problems</li> </ul>
<b>COMMON STRATEGIES</b>				
Media releases, brochures, pamphlets, outreach to population groups, translated information, new and social media	Focus groups, interviews, community surveys, public hearings, public comment periods	Forums, advisory boards, coalitions, policy development and advocacy, including testimony, workshops, community-wide events	Co-led community meetings, advisory boards, coalitions, partnerships, policy development and advocacy, including legislative briefings and testimony	Community-led planning efforts, community-hosted forums, collaborative partnerships, coalitions, policy development and advocacy including legislative briefings and testimony
<b>WORKSHOP ENGAGEMENT</b>				
Publicize results of workshop to the community, in accessible languages, platforms, and formats.	Conduct community engagement (focus groups, etc) in advance of workshop. Present and consider engagement results during workshop	Involve a significant number of community representatives as workshop participants. Conduct pre-interviews to be sure the workshop will welcome their perspective and best use their time	Involve community partners, such as representatives from well-respected community organizations of those who will be most impacted, in your Planning Team and as workshop participants, presenters, and advisors	Provide the workshop model and resources for event hosting to organizations in your community that can convene affected residents. The result may be a workshop, or another kind of community-led gathering or effort.

*Adapted from The International Association of Public Participation, King County, Washington, the Urban Sustainability Directors Network.*

## Appendix D: Community Engagement Resources *contd.*

Before selecting a method of engagement, it is useful to review best practices guidance for equitable community engagement in adaptation. Additional sources of guidance include:

- 2017 Update to General Plan Guidelines: Chapter 3 Public Engagement and Outreach  
Governor's Office of Planning and Research, July 2017  
[http://www.opr.ca.gov/docs/OPR\\_C3\\_final.pdf](http://www.opr.ca.gov/docs/OPR_C3_final.pdf)
- Climate Action through Equity  
(City of Portland Bureau of Planning and Sustainability, April 2019)  
<https://www.portlandoregon.gov/bps/article/583501>
- Community-Driven Resilience Planning  
(National Association of Climate Resilience Planners, May 2017)  
[https://kresge.org/sites/default/files/library/community\\_drive\\_resilience\\_planning\\_from\\_movement\\_strategy\\_center.pdf](https://kresge.org/sites/default/files/library/community_drive_resilience_planning_from_movement_strategy_center.pdf)
- Equity in Building Resilience in Climate Adaptation Planning  
(National Association for the Advancement of Colored People (NAACP), April 2016)  
[https://www.naacp.org/wp-content/uploads/2016/04//Equity\\_in\\_Resilience\\_Building\\_Climate\\_Adaptation\\_Indicators\\_FINAL.pdf](https://www.naacp.org/wp-content/uploads/2016/04//Equity_in_Resilience_Building_Climate_Adaptation_Indicators_FINAL.pdf)
- Guide to Equitable, Community-Driven Climate Preparedness Planning  
(Urban Sustainability Directors Network, May 2017)  
[https://www.usdn.org/uploads/cms/documents/usdn\\_guide\\_to\\_equitable\\_community-driven\\_climate\\_preparedness-high\\_res.pdf](https://www.usdn.org/uploads/cms/documents/usdn_guide_to_equitable_community-driven_climate_preparedness-high_res.pdf)
- In the Eye of the Storm: A People's Guide to Transforming Crisis and Advancing Equity in the Disaster Continuum  
(National Association for the Advancement of Colored People (NAACP), 2018)  
<https://www.naacp.org/latest/naacp-releases-toolkit-eye-storm-peoples-guide-transforming-crisis-advancing-equity-disaster-continuum/>
- Making Equity Real in Climate Adaption and Community Resilience Policies and Programs: A Guidebook  
(The Greenlining Institute, August 2019)  
<http://greenlining.org/publications/2019/making-equity-real-in-climate-adaption-and-community-resilience-policies-and-programs-a-guidebook/>
- Our Communities, Our Power: Advancing Resistance and Resilience in Climate Change Adaptation - Action Toolkit  
(National Association for the Advancement of Colored People (NAACP), 2019)  
<https://www.adaptationclearinghouse.org/resources/naacp-our-communities-our-power-advancing-resistance-and-resilience-in-climate-change-adaptation-action-toolkit.html>
- SB 1000 Toolkit: Planning for Healthy Communities (section on Community Engagement)  
(California Environmental Justice Alliance, November 2017)  
<https://caleja.org/2017/09/sb-1000-toolkit-release/>
- The Spectrum of Community Engagement to Ownership  
(Movement Strategy Center, 2019)  
<https://movementstrategy.org/directory/the-spectrum-of-community-engagement-to-ownership/>



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