From: Tim Chauvel
Sent via email to: larry.rohlfes@dtsc.ca.gov ; mike.singh@dtsc.ca.gov
Attention: DTSC Independent Review Panel Members – Mr. Gideon Kracov, Chair, Ms. Arezoo Campbell, and Mr. Mike Vizzier
Subject: DTSC PUBLIC PARTICIPATION PROGRAM
Date: Wednesday, August 3, 2016

I disclose that I work for the Department of Toxic Substances Control's (DTSC) public outreach program as a Public Participation Specialist (PPS) for the past sixteen years (I started in 2000). However, I am writing this communication to the DTSC Independent Review Panel as a member of the concerned public, and not as a State of California employee.

I came to DTSC with a master's degree in environmental science and engineering, and extensive experience in communicating environmental issues to concerned stakeholders within the United States and overseas (Australia, New Zealand, Solomon Islands, South Pacific, Japan etc.). I have worked for environmental NGO's, consulting, and government.

I started work with DTSC with high hopes that my efforts would enhance the "protection of public health and the environment" for all Californian's. I have worked on many of DTSC's high profile projects such as Exide, Santa Susana Field Lab, BKK landfill, military sites such as Vandenberg Air Force Base, permitting projects, and many small cleanup projects throughout California. In my experience, I would consider that DTSC's overall public outreach undertaken by the department is for the most part – basic. And from my prospective, what could best be described as being mostly controlled by an internal organizational communication process plagued by chronic siloed departmental dysfunction, and inadequate internal project management tracking tools.

To best understand the social science principles that create best practices in public outreach, one has to understand basic outreach process and strategy. The International Association for Public Participation (iap2 - https://www.iap2.org.au/) created a Public Participation Spectrum which clearly defines the following five-step process that steadily increases the level of public involvement in any given decision-making process. The five steps are listed below:

1. INFORM: To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions. This is the most basic form of public outreach – we will keep you informed, but the public will have no input into a decision.

2. CONSULT: To obtain public feedback on analysis, alternatives and/or decisions. This type of outreach process will keep the public informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. The process will seek public feedback on drafts and proposals.

3. INVOLVE: To work directly with public stakeholders throughout the process to ensure that public concerns and aspirations are consistently understood and considered. This outreach process promises the public that an entity such as DTSC would ensure that public concerns and aspirations are directly reflected in the decision-making alternatives developed, and provide feedback on how public input influenced the decision.

4. COLLABORATE: The goal of this outreach process is to partner with the public in each aspect of the decision, including the development of alternatives and the identification of the preferred solution. In this type of process, an agency and all stakeholders would work together to formulate solutions and incorporate public advice and recommendations into the decisions to the maximum extent possible.

5. EMPOWER: This final outreach process would place the final decision making in the hands of the public. The promise to the public is that the final decision will be made by the public.

In my experience, the most commonly used type of public outreach undertaken at DTSC are the INFORM, CONSULT, and INVOLVE models of public engagement. Occasionally, COLLABORATION is used, but it can take up a lot of staff hours and resources, and is plagued by excessive management control. I have participated in very well managed collaborative outreach processes with the U.S. EPA and Federal military sites. In 2009, I and other multi-agency team members received the U.S. EPA Citizen Excellence in Community Involvement Award, for outreach work undertaken on the DDT contamination Palos Verdes Shelf Fish Contamination Education Collaborative project.

So why am I contacting the DTSC Independent Review Panel?

Back in 2011, I and other PPS (many have now quit the department) submitted internal comments outlining programmatic issues to the Director and management of External Affairs (now the Office of Communication). To date, five years later, surprisingly, management has never acknowledged or responded to any of our recommendation or concerns. I won't go into all the detail, but I have attached additional material for the panels review. There are some very dedicated PPS working at DTSC who take their roll of being the interface between community stakeholders and the department very seriously. All we can hope is that our comments will assist the Independent Review Panel in strengthening DTSC role in the future protection of public health and the environment for all Californians.

Thank you for your consideration on this matter. Sincerely, Tim Chauvel.

Attachments: PPS Comments to Management 2011; Being Part of the Solution; PPS Position Requirements Matrix (what we do).

List of Public Participation Specialist (PPS) and Program staff Issues, Concerns and Recommendations

To: Jim Marxen, Acting Deputy Director of External Affairs, Department of Toxic Substances Control (DTSC), Cal. EPA.

Source: DTSC Public Participation Specialists

Date: May 26, 2011

Jim,

As discussed in previous e-mail, the following list of highlighted and bulleted issues and concerns was developed through the use of an informal confidential survey of PPS and program staff north and south. Not all PPS and program staff participated or gave comment, but there were at least four from north and south that did, and others agreed with the approach of what we were formulating. Others may not have agreed at all, but I didn't hear directly from all staff members so I don't know. Names of those that did give comment have been kept confidential and I will leave it up to them if they wish to come forward with further comments in the future.

We queried each other regarding our overall "job satisfaction" and came to the conclusion that we would like to see improvement in overall job satisfaction by attempting to resolve some of our core issues as indicated below:

1. **Dialog Issue** – Some PPS staff have had tense conversations when questioning management decisions and actions. This has fostered a fractured dialog setting and has eroded trust amongst PPS staff and Supervisors and Managers. To improve this issue we would like to see enhanced two-way dialogue that meets our informational needs of External Affairs Management and OEA "mission, vision and goals" as well as "actively listening" and incorporating the needs and programmatic limitations as voiced by PPS and other staff. PPS staff requires the ability to freely ask questions of Supervisors and Managers without the feeling that there will be intimidation and reprisal. PPS staff may need to question decisions made by management rather than challenge managerial authority.

2. **Team Building** – PPS staff do not feel that Supervisors and Managers do enough to foster supportive team building. PPS staff request that a good quality "team building" training is undertaken by all staff levels (including management/supervisors) within OEA. It is recommended the training focus on the work we do and the way we interact at all levels inside and outside the department. The training would include:

    - Active Listening (listening to the other person's perspective and point of view)
    - How to develop a balanced approach to two-way dialogue

- How to deal with conflict and disagreement (conflict resolution techniques)
- How to include staff in planning activities and discussions regarding project work and special projects.
- How to develop mutual respect and a cohesive approach to achieving team goals and expectations
- Develop team approach to establishing project timelines, priorities, and goals vs. top-down dictated approach

3. **Special Projects and Trainings** – PPS staff have had to undertake special projects and implement training to program staff. To accommodate our ever increasing workload, PPS staff request that time lines and deliverables for all "special projects and trainings" and regular OEA program activities be evaluated in the context of the limitations and constraints on staff time due to:

   - project workload
   - PLP/furlough days
   - abolishment of overtime hrs in the 40 hr work week (taking time off during the work week to compensate for hours overworked)
   - travel time to meetings and project locations, and:
   - staff vacation leave

4. **Over-Reporting** – Some PPS staff consider that they have been overburdened with over reporting, and spend unnecessary time reporting the same or similar information in various reporting vehicles. PPS staff request that project reporting and schedule reporting be streamlined in order to save staff time and added burden. A number of different software reporting platforms do not interact with each other and may be a wider department planning communication strategy issue that needs to be fixed in the long term.

   Presently PPS staff report on the following (this may vary regionally):

   1. 30/60/90 (via email – (required)
   2. Upload of fact sheets and notices to DTSC website (required)
   3. GroupWise calendar (required although it will be phased out and taken over by Microsoft Outlook)
   4. Monthly update of Excel project tracking document
   5. Upload of project comment periods and activities to SharePoint OEA main calendar
   6. Upload of staff weekly schedules to SharePoint regional office calendar
   7. Sending out of GroupWise weekly schedule (preferred activity for many PPS as it is easy and quick).
   8. Updating/or closing out of EnviroStor work requests (required)
   9. Weekly supervisors conference call – report list of weekly/bi-weekly project activities via email
   10. Monthly PPS regional staff meeting – project updates
   11. Daily-Log/Time Sheet (required)

12. E-mail to supervisor after each public meeting indicating time (start & finish) of the meeting, number of attendees, and a summary of what occurred
13. Hand out and compile comments from public meeting surveys and forward back to Supervisor (part of Performance Measures)
14. Phone call with supervisor to get update on what went on in weekly Supervisors meeting (this may not happen in all regions?)

Note: Prior to finalizing this PPS issues list, Patrice sent out an e-mail message stating that the present calendar reporting regime on SharePoint will be re-evaluated due to the technical issues of using the system. Thank you Patrice!

5. **PP Supervisors Interface with Chief** – PPS staff believe some past specific issues requiring supervisory involvement were in hindsight poorly strategized and not made a high priority although it was a high priority for PPS. For example, the PPS re-class activity went from Supervisor to Supervisor and agency to agency without any result whatsoever. The result was that salary level of PPS staff has remained (and got lower due to contractual givebacks to the State) at outdated levels while the department requires an elevated level of competency and commitment to the OEA strategy and momentum. More for less – where is the incentive?

   In the future, PPS staff request that PP Supervisors elevate line-staff issues with transparency even if they don't support the issue(s). Follow-up responses should be fully explained back to PPS staff by Supervisors or Chief in a timely manner.

   - Recently, some PPS feel that communication has increasingly become top-down and one-way, which has had the effect of adding to the everyday work load "stress" level of some staff members.

6. **Problems with Project Managers** – PPS staff do on frequent occasion have public outreach project management issues with technical staff. The issues can include:

   - miss-communication from either side
   - resource and time constraints
   - PPS not brought into early project planning
   - project managers (PMs) resistance to undertaking legally required outreach
   - PMs not being clear on legally required outreach activities
   - PMs confusion and resistance to 1) what is legally required, 2) what is required by DTSC policy, 3) what is recommended by DTSC policy, or based on level of public interest
   - PMs not placing our names in EnviroStor,
   - PMs not sending work requests on EnviroStor, or
   - sending work requests with low-ball PPS work hours and very short deliverable time lines

We have repeat offenders to some of the above issues and little gets done about permanently fixing these issues at the supervisory or Performance Manager/Manager level.

In retrospect, there will always be project management issues popping up from time to time, the question is – how do we react and manage these issues in a pro-active manner without buying into the old "story" of us-versus-them. Some of the above is driven by department culture, some of it is personality, but the net result is unwanted added stress for the PPS. It is recommended that these issues need to be openly discussed at the project management level with the goal of permanently fixing some of these repeat issues. We also know that PMs have issues with us – we would like to hear them and work out the issues and move on.

7. **OEA Strategic Plan** – The current OEA Strategic Plan (Plan) identifies specific goals and describes "objectives and strategy" actions to accomplish these objectives. Goal 4 of the Plan talks about how "OEA managers hire and maintain talented staff to accomplish our mission" and talks specifically about how to provide staff the opportunity to improve skill sets and have their work be evaluated. We support this Plan, but consider the focus of the Plan is deficient and out of balance in a number of following areas:

   - The Plan has no focus or mention on how PPS staff can move up in the organization. Job growth for PPS staff is stagnant. In fact, for many past and present PPS, the only way to move up is to move out. Hence the high attrition rate. At one time PPS staff were enticed with the potential opportunity of a "lead" position, this position has never materialized and probably never will in the present financial climate.

   - The Plan's main focus seeks to promote opportunity for the outside public in regard to enhanced communication and transparency, but fails to mention internal opportunities in these areas. Also, PPS staff constantly supports each other's well being and work satisfaction; whereas the Plan's primary focus is on improving operational procedures (output) and expanding external communication. We don't have a problem with that, but the Plan fails to incorporate long-term strategies that would help to improve job satisfaction, morale, and enhance internal communication. If we seek to improve and enhance external communication with outside stakeholders, then why isn't staff given the same opportunities internally?

8. **OEA Performance Measures** – Similar to the above, we understand the need for performance measures and the counting of widgets, but again, the performance measures fail to look at the level of staff worker satisfaction and quality of internal communication. Tracking and enhancing both may lead to the possibility of higher productivity?

9. **The Story** – For many years there has been a "story" floating around the Office of External Affairs (OEA) that our PP support services and approach to public outreach are seen by some technical staff and management in a negative light. The specifics of the "story" seem blurred and nebulous in light of hard cold facts – but the story persists. The question to ask is if this historic "story" has any real meaning in this present day work environment and does it affect the way we work or make decisions? If so, then we need to look at that. We think that the old "story" is long dead and we need to move on with a new more positive story that showcases our expertise and value to the department.

In conclusion, we do not wish our comments to be construed as overly negative or focused on any one individual, but we would like our comments to be considered in a way that promotes two-way dialogue, team work, productivity, and a positive work environment. There has been a fair amount of dialogue while developing the Public Participation Guidance Manual in regard to promoting "21st Century Communication." But what does 21st century communication really mean? Is it just meant for what we write on paper/electronically, or is it also about the way we communicate with each other and with the outside world? We consider that this is something that needs to be further explored in the context of how OEA and department staff communicates internally and how that communication fits in with the departments core values and goals as outlined in the latest strategic plan.

For a better understanding of what we are talking about, go to the following hyperlink for more information: http://www.ehow.com/list_7471780_drawbacks-traditional-organizational-structure.html

There is probably more we could put into this list, but we will leave it up to other PPS to follow up with you if they so desire.

And to end, as Susan Gerke once said "Conflict is inevitable in a team… in fact, to achieve synergistic solutions, a variety of ideas and approaches are needed."

Being a Part of the Solution

Challenge I: Lack of effective communication is eroding the work setting in DTSC, specifically the PPS/OEA Unit in Southern California
Symptoms: High staff turnover, attrition of employees, stressful work environment, redundancy of tasks, poor utilization of staff resources and dangerously low morale.
Suggestions: Facilitated communication workshop/s targeting how line staff and management communicate. Examine effective communication examples in a variety of mediums including verbal, written, email and incidental. This should be arranged and facilitated by an outside individual or agency. There are ingrained patterns of communication and work completion that can best be discussed and "retooled" by a 3rd party without a "horse in the race". Involve line staff in the search and selection process to get buy in.

Challenge II: The first and second line management staff in the DTSC PPS unit seems to be lacking in key management and motivational skills and techniques. The result has left staff feeling disenfranchised, without specific direction or support in key tasks, experiencing repeated examples that appear to have the markings of disrespecting employees and the efforts to improve the Team.
Symptoms: Repeated requests from management for information previously provided. Redundancy in reporting on projects leading to reduced time PPS staff has to provide excellence to our internal and external customers. Slow or no response from management on email, memo or telephone communications. Lack of follow through or resolution on issues for extended periods of time. Messages are sent but not acknowledged or responded to at varying levels. Managers do not acknowledge physical presence of some employees. Ex. Entering a room and not saying "hello". While this may seem insignificant it can be interpreted as hostile or dismissive. Random phone calls, email or cubical visits to communicate with employees with no recognition that employees maybe working under deadlines, on projects or discussion may not be possible on the spur of the moment. A sense of urgency ALL THE TIME. Line staff are expected to make appointments with managements, but the same courtesy is not displayed to staff.
Suggestions: DTSC management attend formalized management training courses offered to build on existing skills. If budgetary constraints preclude training, DTSC or management can invest in basic books on the subject (see attached suggestions). It is the responsibility of ALL employees; management and line staff to develop their skills. This can be done with reading material, online coursework and seminars. Focus on time management, motivating employees, respecting others, and how to communicate in a positive manner. Please note while this is being suggested for PPS/OEA Management, it is recognized that ALL DTSC staff and managers can benefit from this. Job performance is not static. It is dynamic!

Challenge III: There is no actual way for staff to evaluate their management or for employees to evaluate other employees. This leads to working in a vacuum without a real-time opportunity to identify areas of strength and areas that can benefit from growth. The IDP measures performance of the employee as seen by their direct supervisor only.
Symptoms: The tool is myopic and doesn't encompass a holistic view of either the individual or the work performed by the individual. An opportunity is missed for identifying areas that can be improved or areas of expertise during the evaluation process. Staff feel that the communication is one-sided and doesn't allow for expression of ideas, thoughts, concerns etc.
Suggestions: Utilize a circle or 360 degree approach to review. Create a tool that allows staff to comment (perhaps anonymously) on the work and supervision of their management. Additionally provide this tool to internal and in the case of PPS staff external staff we work with. Much like the Consumer Satisfaction Survey (see attached) only

retooled for specific types of work. This allows the identification of areas of excellence and expertise of DTSC employees that can be built on. It also identifies areas that employees can use assistance to improve and succeed. Employees can't grow without knowing what part of the garden needs to be nourished. Coupled with identifying areas of excellence – look at a focused mentoring program with formality and structure. Allocate a specific amount of time each week for this duty. Skill and knowledge sharing is tantamount to increasing job satisfaction, productivity and maintain a "brain trust" with reduced resources, retirement and transfers.

Challenge IV: The nature of hierarchical structure discourages interaction and can stagnate thought and idea generation. Information or ideas must be conveyed "through a chain of command" that discourages honesty and allows for filtering of the message or unintentional distortion of information…remember the game of telephone we all played as children?
Symptoms: Stagnation of ideas, discouragement of employees to participate or think outside the box. Lack of action or acknowledgement of suggestions once they are handed off to the level of staff immediately above. Consequently employees don't feel empowered to effect change or participate. Morale remains dangerously low because of the idea, real or imagined that, "Nothing is being done." Staff feel more like cogs in a wheel and less like the pistons that drive the machinery.
Suggestions: Break down communication barriers as described in Challenge I. Stop the use of "chain of command" as a tool to impede communication and contact. If an employee has an idea, concern, thought, give it to the person or persons who can examine the feasibility and institute the change. Great leaders don't discourage ideas from their staff, they solicit them. Formalize a method for staff to communicate with executive staff that encourages honest and open dialog. Try an email form that is reviewed and responded to. Ask line staff questions directly! Not their supervisors. Ask line staff to implement a change or test an idea or theory. Instead of saying to managers…"ask your staff and tell me what they think…" Ask the staff directly!

Challenge V: The Envirostor system as designed is not an effective tool for tracking performance measure or assignment and completion of work.

Symptoms: Some Project Managers are either reticent or reluctant to utilize the Envirostor request as a measns of asking for assistance. PPS staff are required to repeatedly ask PM's for Envirostor requests for every product the need. This leads to wasted time emailing and calling PM's for this, and being faced with either not providing services until the request is made or working without the request. Either way put the PPS in an inappropriate situation. It is not the PPS responsibility to remind the Project Manager of the process. Additionally the process is cumbersome for Project Managers and not user friendly for anyone.

Suggestion: See attached document sent to Jim Marxsen and Patrice Bowen over 8 months ago. Implement a drop down menu for Envirostor that makes it easier to request services. Barring this, discontinue the use of Envirostor as a tracking device as this was NOT what it was designed for. In short if it can't be retooled stop trying to fit a square peg in a round hole.

Public Participation Specialist
Job Dimensions

	Project Research
1	Meet with project manager, unit chief, and/or branch chief to obtain information regarding the scope and details (e.g. stakeholders, timeline, history, type of project, hours) of projects.
2	Review technical and scientific project documents (e.g. environmental investigation reports) to obtain information on projects, including scope, details, and risk to public and environmental health.
3	Identify and interpret applicable laws, regulations, and policies regarding DTSC public participation in cleanup and permitting activities in order to analyze and plan public participation activities.
4	Utilize departmental databases to obtain information regarding the status, scope, details, and history of projects.
5	Utilize the internet (e.g. Google Earth, other agency databases, ATSDR) to obtain information regarding the scope and details of projects.
6	Conduct site visits to obtain information about sites (e.g. geographic features, environmental factors, exposure pathways, facility operations and activities) that would impact projects (e.g. timeframe, strategy, schedule, approach).
7	Identify/review potentially impacted cultural resources (sacred sites, burial grounds, cultural sites) to assess community concern and to develop specific communication strategies.
8	Identify/review potentially impacted sensitive/threatened/endangered species to assess community concern and to develop specific communication strategies.
	Community Research
9	Gather community data (e.g. demographics, elected officials, community groups, languages, economic levels, literacy levels, cultural differences) using the internet and databases in order to create Community Profiles, Public Participation Plans, Community Relations Plans, Community Education Plans, and Communication Plans.
10	Review and interpret technical/scientific documents in order to obtain information needed to create public involvement informational materials/documents.
11	Conduct site visits to obtain information about communities (e.g. sensitive receptors, languages used, environmental justice, density, possible information repositories) that are integral to project outreach strategies and timelines.
12	Conduct interviews, in person and via phone, with community members, elected officials, environmentalists, civic organizations, business/industry, education community, and other interested parties to obtain information regarding community concerns and levels of interest in order to develop outreach strategies, and to comply with statutes and policies.
13	Identify affected interests (e.g. community members, elected officials, environmentalists, civic organizations, sensitive receptors, business/industry, education community, and other interested parties) to develop site key contact list.
14	Identify cultural nuances that will determine appropriate outreach strategies (e.g. locations for information repositories, meeting locations, contacts, meeting times).
15	Consider cultural, literacy, language, and socio-economic factors in order to determine the most appropriate communication methodologies (e.g. email, radio, phone, newspapers, in person, DTSC meetings vs. existing community meetings) to communicate with a diverse audience.
16	Identify communication methodologies based on tribal government and culture to develop relationships with affected Native American communities.

17	Develop and oversee/negotiate the development of site mailing lists (e.g. radius, residents, owners, key contacts, businesses) to assess community concern, facilitate two-way communication, and comply with applicable statutory requirements.
18	Obtain email lists from outside sources to facilitate communication and disseminate information.
19	Create email lists to facilitate communication and disseminate information.
20	Review and revise mailing lists to ensure contact information is current in order to communicate with affected stakeholders.
21	Research community history and past media coverage of community involvement or interest in other local sites or similar environmental issues to assess community interest and concerns about current site related issues.
22	Gather information needed to identify appropriate locations for information repositories and community gatherings (e.g. workshops, public meetings, open houses, community briefings, exhibits and special events) to disseminate information and develop relationships with outside parties.
23	Develop web-based surveys to post on DTSC and affiliate web sites to assess community concerns and interest among the online community.
24	Create and disseminate Community Surveys to obtain information regarding public interest in permitting and environmental cleanup activities.
25	Interpret the results of Community Surveys to assess community interest and needs of the community in order to plan public participation activities.
26	Identify the level of knowledge regarding project specific details (e.g. contaminant, affected media, statutes) within communities in order to enable the communities to effectively participate in the decision making process.
	Planning
27	Develop strategies to inform/educate communities on project specific details and regulatory processes to empower them to engage in the decision making process.
28	Analyze community data to identify appropriate locations for information repositories and community gatherings (e.g. workshops, public meetings, open houses, community briefings, exhibits and special events) to disseminate information and develop relationships with outside parties.
29	Develop, with Project Managers, the scope and details (e.g. allocation of hours for public involvement) of projects (e.g. cleanup agreements, orders, permit decisions).
30	Prioritize and manage multiple simultaneous projects to ensure that deadlines are met and community interests are addressed.
31	Identify and interpret laws, regulations, and policies regarding DTSC public participation in cleanup activities in order to plan public participation activities.
32	Plan DTSC public participation activities to comply with applicable laws, regulations, and policies.
33	Develop Community Profiles by synthesizing research and assessment results to identify community interest and determine level and complexity of outreach.
34	Analyze community data and synthesize research and assessment results to develop project specific Public Participation Plans, Communication Plans, and Community Education Plans uniquely tailored to individual communities to include the highest level of outreach and community involvement.

35	Participate in scoping meetings with responsible parties, consultants, city/county/state/federal government representatives, and tribal representatives to educate, identify timelines, and establish outreach requirements based on technical milestones and community research.
36	Decide upon appropriate community involvement tools and strategies to ensure communities understand projects and can actively participate in decision making processes.
37	Perform cost/benefit analysis to identify internal/external resources to be used in implementing public involvement activities.
38	Identify and incorporate changing societal trends (e.g. cultural, political, environmental) into community involvement strategies.
	Leadership / Advising
39	Make recommendations to DTSC staff (e.g. project team, project manager, legal staff, technical experts) on appropriate and/or required public involvement strategies.
40	Advise and counsel project team members, department management, and external stakeholders on communication issues to enhance others' ability to communicate with community members and other interested parties.
41	Train external parties (e.g. other regulatory agencies, consultants, responsible parties, school districts) to develop and implement community involvement activities.
42	Train technical staff on communication principles and techniques (e.g. how to develop written materials in plain language for the public) to enhance their ability to communicate technical information to different audiences.
43	Lead the community, elected officials, etc., in the formation of statutorily mandated Community Advisory Groups.
44	Train Community Advisory Group (CAG) members on site focus, meeting agendas, group dynamics, facilitation, and conflict resolution to enable groups to function independently.
45	Plan and coordinate remediation activities with CAG leaders, regulatory agencies (city, county, and state), and key stakeholders.
46	Plan, coordinate, negotiate, and implement the relocation of community residents in preparation for cleanup activities.
47	Represent DTSC Public Participation and provide expert advice in the development of departmental policies and procedures.
48	Work with environmental justice communities to develop and implement pilot projects (e.g. chair meetings, develop outreach materials, facilitate access to grants).
	Develop/edit written materials
49	Create Public Notices and Fact Sheets following DTSC editorial standards to inform community members of public meetings and comment periods.
50	Create Work Notices to inform community members of cleanup activities.
51	Create Community Profiles and Public Participation Plans on order to plan public participation activities.
52	Summarize technical and legal documents to communicate complex information in a manner easily understood by members of the public.
53	Utilize PowerPoint to create presentations for public and interagency meetings.

54	Review, edit, and revise documents to ensure clarity and correctness.
55	Write briefing documents to inform upper management about current site activities.
	Meeting Design, Coordination, and Facilitation
56	Coach technical staff regarding communication/presentation skills to ensure staff can properly present at meetings.
57	Ensure appropriate external/internal technical experts and appropriate community members are notified to attend public meetings.
58	Reserve facilities for public meetings and hearings.
59	Coordinate the set up of tables, chairs, and equipment at meeting facilities to facilitate public meetings and hearings.
60	Create meeting materials (e.g. agenda, sign in sheets, comment cards, meeting evaluations, copies of presentations, handouts) to assist in facilitating public meetings and hearings.
61	Facilitate/moderate public meetings, hearings, and workshops.
	Liaison
62	Ensure that community concerns and issues are incorporated/addressed in DTSC decision making processes.
63	Identify and participate in established community events in affected communities to establish rapport with the community. Includes providing visibility to the community, sharing information, and responding to inquiries.
64	Participate in events (e.g. environmental fairs, state department showcases) to share information and answer questions regarding DTSC.
65	Determine appropriate responses to public inquiries.
66	Confer with Project Manager to determine appropriate responses to public inquiries.
67	Respond to/answer questions from community members regarding cleanup activities.
68	Serve as point of contact for the community in the resolution of problems that occur during DTSC activities.
69	Respond to inquiries from, and provide updates to, elected officials and community leaders regarding project activities and progress.
70	Conduct door-to-door meetings with residents to convey information related to cleanup activities.
71	Conduct workshops and open houses to convey information to community members regarding cleanup activities.
72	Act as intermediary between responsible parties and community members to facilitate the development of Public Participation Plans.
73	Facilitate briefings for elected officials and community leaders to inform them about project activities.
74	Mediate competing stakeholder interests, agendas, and issues while maintaining the department's mission and objectives in the ongoing support of Community Advisory Groups.

75	Serve as consultant and liaison with military base commanders (and staff) and community leaders in the formation and support of Restoration Advisory Boards.
76	Negotiate access agreements for access to private property to conduct investigations and cleanup activities.
	Administrative
77	Independently manage multiple projects, special assignments, and management-driven tasks to coordinate workload and work priorities.
78	Coordinate the posting of public documents to the DTSC website.