

Coastal Resilience Community of Practice Meeting

Wednesday, March 22, 2023 – 10:00am - 12:00pm

Purpose of the COP: Bring together diverse coastal stakeholders to focus on how ecosystem resilience can build local community resilience. We don't necessarily have to have a "thing" to work on but will take on projects as appropriate and mutually agreed on. Website: <https://deq.nc.gov/coastal-resilience-cop>

This quarter's meeting is focused on equitable community engagement.

In attendance:

- Amanda Mueller – NC State University
- Amanda Merrill – Moffatt and Nichol
- Anna Cherry – Currituck County
- Brian Byfield – N.C. Office of Recovery and Resilience
- Carol Caldwell – Whiteville, NC; Community Advocate
- Cayla Cothron – N.C. Sea Grant
- Dawn York – Moffatt and Nichol
- Erin Seekamp – NCSU
- Eryn Futral – N.C. Department of Public Safety
- Frank Dukes – University of Virginia
- Forest Shepard – N.C. Division of Water Resources
- Holly White – N.C. Office of Recovery and Resilience
- Jacob Boyd – N.C. Division of Marine Fisheries
- Jillian Daly – N.C. Coastal Reserve/Division of Coastal Management
- Joe Heard – Town of Duck
- Kacy Cook – N.C. Wildlife Resources Commission
- Kasen Wally – N.C. Division of Coastal Management
- Kathryn Gaasch – MDC Rural Forward
- Keith Graham – Men & Women United for Youth and Families
- Krista Early – N.C. Division of Coastal Management
- Lisa Williams – Mideast Commission
- Lora Eddy – The Nature Conservancy
- Mackenzie Todd – N.C. Division of Coastal Management
- Michelle Lovejoy – Environmental Defense Fund
- Mike Christenbury – N.C. Division of Coastal Management
- Paula Gillikin – N.C. Coastal Reserve/Division of Coastal Management
- Rachel Love-Adrick – N.C. Division of Coastal Management
- Robin Hoffman – N.C. Division of Water Resources
- Sam Burdick – Dewberry
- Steve Bevington – N.C. Land and Water Fund
- Whitney Jenkins – N.C. Coastal Reserve/Division of Coastal Management

Presentation: Equitable Community Engagement: Recommendations for the [North Carolina Flood Resiliency Blueprint](#)

Presenters:

- Carol Caldwell, Community Advocate and Former Executive Director for Columbus County DREAM Center
 - From Whiteville, NC in Columbus County, worked for 20+ years in Columbus County school system.
 - Why community engagement matters: It has been her experience that it doesn't work when decisions are made top down. Works better with community involved. Flooding has been an astronomical problem in Columbus County, her community has been flooded three times since '99. Matthew and Florence decimated the community. The houses and people are no longer there
- Reverend Keith Graham, Director of Operations of Workforce for Men & Women United for Youth and Families
 - Serves Columbus, Bladen and Brunswick County
 - Why community engagement matters: Lots of people in his rural area don't feel like their voices are heard. Trying to drive resources to the community.
- Michelle Lovejoy, Manager of Climate Resilient Coasts & Watersheds North Carolina for Environmental Defense Fund
- Kathryn Gaasch, Program Director for MDC Rural Forward
- [N.C. Inclusive Disaster Recovery Network \(NCIDR\)](#)
- Carol: in West Whiteville, the flooding has wiped out so much of the community; so many families have had to leave because of the flooding. Therefore it is imperative that decisions are a collaborative effort between the government and community to bring communities back
- Keith: community engagement matters. We need to connect the government with the people. Inequities become interconnected with the distance and the space the people are living in. Solutions we create to address inequities also need to be interconnected. A solution created that doesn't engage the community is not likely to succeed.
- Working to ground truth community engagement plan; working to build capacity of community and local leaders to advocate and participate in state planning process; also to learn what they need to participate more effectively
- White facilitators bringing their own background into this space – need to name explicit and candid systemic racial discriminations and disparities. Communities and agencies can't assume racial equity. If you don't write it down, how will they know?
- Carol: Agency representatives should be culturally competent and willing to listen and learn from community leaders and residents before undertaking formal learning efforts. Need to provide training for this. Models for community engagement need to reflect that each community is unique. We need to realize that this is not a one-size-fits-all approach because every community is different and unique. We need to make people aware so they can develop the competency to talk with people and not to people.
- Keith: engage with the people; a project needs to move at the pace of the stakeholders

Q&A with Carol, Keith, Michelle & Kathryn

- Eryn Futral: Have you engaged with floodplain managers at the community level?
 - Kathryn: We don't have them engaged as part of the research team, but as far as phase 2 – they might be interested participants in ground truthing this framework. No, not directly with this project
 - Michelle: I have not heard that organization pop up in the NCIDR network. The group meets once a month and it's a great way to meet the people involved. Anyone can sign up to that network to see how your organization can better serve a community. Blueprint process does have some level of engagement with floodplain managers.
 - To learn more about the NC Inclusive Disaster Recovery Network see here: <https://rural-forward-nc.mailchimpsites.com/ncidr>
 - Holly: Clarifying Eryn's question – Eryn were you speaking specifically to flood managers in the community of the flood manager association?
 - Eryn: Locally, but NC chapter of Floodplain Managers too!
- Erin Seekamp: I'm really impressed by the expansiveness of your definitions of who the stakeholders are.
 - Carol: We need to remember to include the entire community. We need to talk with and not talk to. If you don't write it down, how will they know? Those are the two major points to take away.
- Amanda: Appreciate how stakeholder groups are diversified. Question: balance of building trust with a community while building a project with tight budgets and tight timelines.... Wants to know how to expedite the trust process.
 - Keith: Need to figure out the proper language to use to help people have confidence and believe in you. A lot of people out here are hurt because of past experiences and don't believe in the systems as they are. Need to be able to communicate with them in a way they can hear it. Engaging with local community leaders and activists is a good way to do this. We need to build confidence and trust with the people who have these needs.
 - Carol: Columbus County is in a unique position right now. Our sheriff resigned because of some of his views. We are now in the process of trying to reach out across the county – looking at several groups of people including our youth, educators, medical folks – we want to bring everyone together to try and get us to start talking with each other and listening to each other. That puts us in a unique position if we can make this work.
 - Michelle: one of the things we're starting to observe is that state processes are moving so quickly. We rely on nonprofits, that are strapped for resources, to do this community engagement. Because the timeline moves so quickly, they have to skip over some engagement steps.

Presentation: The Institute for Engagement & Negotiation at the University of Virginia, [Equitable Collaboration website](#) – Frank Dukes – [See Slides](#)

- Frank is a mediator/facilitator; he has done a lot of work around contaminated sites and a lot of coastal work.

- Around 10 years ago they realized they needed to reframe the work they were doing – people were bringing trauma to public meetings and they needed to reframe the participatory process. The Duke Energy coal ash spill helped solidify this when he facilitated that community engagement process.
 - Community dialogue focuses more on relationships. When you have a group of people meeting over an extended period of time, understanding what change they can make (happened with coal ash spill process); figure out what can be done to make the communities whole following a traumatic event
- Why equitable collaboration?
 - Often when there are communities that are dealing with some sort of harm or trauma, ordinary public processes often add harm. The standard public hearing isn't effective in dealing with serious issues.
 - Equitable processes needed to deal with equitable outcomes
- 6 key elements of equitable collaboration
 - Goal is to build authentic relationships
 - We aren't asking people leading this to be therapists, but just to recognize that often people are bringing trauma to the table and to not exacerbate this trauma
 - Responsive – need meeting summaries to know who is paying attention to this
 - Truth seeking – often called fact finding. But truth can be bigger than facts. Ex. Facts of contaminations, what sort of cleanup is being done, what will be done to the site. But also the story and experiences that people have – bringing their truths to the table
 - Deliberation – the idea we each have something to learn from each other. More effective when you bring people together than when posing top down solutions.
 - Not asking people to be therapists and diagnose people but just to be aware there are traumas in the room. Trauma is not the event, it's the person's experience of the event
 - Ask what historical traumas may be involved in your work? Racialized history, or storm events, or way communities have been rezoned or ignored.
 - Cultural humility (similar to cultural competency) – promoting idea that we are here to learn about each other since there's no way everyone can know about everything
 - Involve other people in helping design and adapt the collaboration process.
 - Many worksheets available on the Equitable Collaboration Web site: <https://equitablecollaboration.virginia.edu>

Q&A with Frank

- Michelle Lovejoy: What we've noticed is that participants need to walk out of the meeting with value added to their lives, so it's not an extractive relationship with community meetings. "We've been telling you the same thing since Hurricane Hugo (1989)." They aren't feeling heard, so people have stopped coming. Have you had this experience in Virginia?
 - Frank: Absolutely. And often with good reasons people are distrustful; I don't know of any way to do it besides building relationships, asking for skepticism "what might go wrong, what might we be doing that's repeating harms that have been done?" Also, speak up and speak out when you see something happening. You can't be neutral when it comes to outcomes or the idea that a community has been harmed because that harm needs to be addressed. No tiptoeing around harm that has been done. Not afraid of conflict, we want to make conflict productive.

Presentation: Reflections on engaging an under-represented population through the [Eastern Carteret Collaborative](#) Paula Gillikin, N.C. Coastal Reserve – [See Slides](#)

- The Eastern Carteret Collaborative (ECC) launched shortly after Hurricane Florence when it was obvious specific communities were left out of recovery processes.
- ECC is a partnership dedicated to crossing divides, building trust, and working together for a stronger Carteret County – resilience
 - Not just project based with a tight timeline to implement objectives. We go slow to build relationships so we can go fast in the future when it comes to making quick decisions.
- ECC focuses on getting the right people in the room together, especially underserved communities.
- “With and through” -> We want to work with and through communities. Foster connections within groups and across boundaries
- Example of engaging an underrepresented community in Town of Beaufort during the land use planning update process
 - Members of ECC worked on getting the community survey out to people who typically wouldn’t be able to access the survey or feel like it wouldn’t benefit them – collaborative effort because that would have been hard for the Town of Beaufort to do alone
 - They made the survey in digital and paper formats and set up locations at places like Loaves and Fishes (community thrift store), the Boys and Girls Club (surveyed parents dropping off kids), and churches. Beaufort’s African American population is about 6% and about 6% of survey participants were African American. The survey reflected the town’s population demographics.
- Example of the Wave Effect
 - Cohort of 12 people that explored importance of building resilience at different levels; recognized and embraced cultural differences
 - Wave effect learning experience day – focused on cultures and leveraging cultural differences. Had to learn to be comfortable with uncomfortableness – need to look at cultural aspects of community that will affect creating resiliency.
- Example of Feed and Seed
 - To cross bridges and interact with marginalized communities.
 - Where neighbors can have a meal and learn about ECC partner organizations and resources
 - Introduced the wider community to the collaborative. Breaking bread together is a wonderful way of bonding and creating relationships. This is an intimate way of sharing ideas that might not come up in a public meeting. This method has shown a lot of progress, especially in the North River community.
 - There were no agendas for these interactions, but project team members were placed with different groups and did have discussion questions ready
- Take aways:
 - Slowing down is difficult when you’re doing a project-based engagement. It is important to slow down to speed up.

- “With and through” rather than “to and for” concept
 - Feed and Seed concept is great.
- Be comfortable in uncomfortableness.
 - Historical traumas come up when you start to engage these communities – must learn to be comfortable even when it is uncomfortable

Round robin – members share what they are working on related to resilience.

- Kacy Cook – completed Green Growth Handbook and it should be on the website in coming days.
 - Partners for Green Growth offer cost share assistance for local govts embarking on conservation plans.
 - Partners for Green Growth cost-share funding for local government conservation planning-related projects, including nature-based community resiliency (This could be used as match for other resiliency grants)
 - <https://www.ncwildlife.org/Conserving/Programs/Green-Growth-Toolbox/Technical-Assistance>
 - Action Item: Could everyone that offers funding to local government resilience projects please let Kacy know and send her the funding URL
- Steve Bevington – NC Land of Water Fund Board of Trustees awarded 17 communities and nonprofit groups \$15 million: 2022 NCLWF Grant Flood Risk Reduction Award List:
 - <https://nclwf.nc.gov/media/456/open>
- Brian Byfield – Big thank you to Whitney for the great Funding Forum! Recordings from the Forum are online: <https://www.rebuild.nc.gov/resiliency/resilient-communities-program/north-carolina-resilient-communities-funding-forum>
- Holly White – Currently processing applications for Duke Energy Accelerator grants. 80+ project ideas came out of [RISE](#). We are processing those applications now hopefully giving \$65K each. Keep your eyes peeled for those grants! We may be reaching out to some of you about the projects in the portfolio and thinking about how we can get these project implemented. Please reach out to Brian or Holly if you think your organization can help with any of those projects.
 - N.C. Association of Floodplain Managers is cohosting the national flood plain manager conference in Raleigh May 7-11 - <https://www.floods.org/conference/2023-asfpm-conference/>
- Mackenzie Todd – Resilient Coastal Community Program (RCCP), the RFP for phase 4 was released yesterday and phase 4 funds will address construction and implementation of engineered resiliency projects. Applications are due April 28th and eligible applicants are county government, municipals government, and federally and state recognized tribes in our 20 coastal counties that have completed phase 1, 2, and 3 of the RCCP process. We are also starting our second iteration of phase 1 and 2, so 15 communities were awarded. Hoping that work will start the beginning of May.
- Jacob Boyd – We’re still charging ahead and making good progress with the Resilient Clearing House.
- Amanda Merrill – Working with Dawn York for a project in New Bern – Duffy Field resilient project – we are in the initial phase. Looking for connections with stakeholders in the Duffy Field

area. Action Item: please let Amanda know of any key residents/stakeholder groups in the Henderson Park area of New Bern to add to their contact listserv, amerrill@moffattnichol.com.

- The Project is in New Bern - we're looking for additional stakeholders in the Henderson Park area. It's a fast timeline, we only have about 1 month to conduct outreach in the community and our public meeting is in a month or so. Ensuring we are able to reach as many residents/groups as possible is key and would appreciate any contacts you may be able to provide!
- Cayla Cothron – Thank you for your help in thinking through NC Sea Grant’s resiliency focus area. Also, making a plug for our coastal resiliency competition fellowship opportunity. <https://ncseagrants.ncsu.edu/news/2023/02/north-carolina-sea-grant-opens-the-coastal-resilience-team-competition/>
- From Lora Eddy – The Nature Conservancy evaluated over 12,000 coastal sites along the Atlantic Seaboard and Gulf of Mexico for their capacity to sustain biodiversity and natural services under increasing inundation from sea level rise. Each site received a resilience “score” based on the likelihood that its coastal habitats can and will migrate to adjacent lowlands. A coastal site was considered more resilient if it had more options for adapting to, or accommodating risk, and more vulnerable if it had less options: <https://www.conservationgateway.org/ConservationByGeography/NorthAmerica/UnitedStates/edc/reportsdata/climate/CoastalResilience/Pages/default.aspx>
-

Next meeting in June. Whitney will send a meeting poll

- Next meeting topics –
 - Dan Rizza - Climate Central - Cayla will get up with him
 - NC Flood Coalition (American Flood Coalition) – Eryn suggestion
 - Town of Nags Head’s estuarine shoreline management plan – the plan has been adopted, working to secure funding to address outcomes of plan and next steps – Whitney will get up with Kate Jones
 - NC Land and Water Fund – funding recipients related to flooding/resilience – Steve Bevington – there are some interesting approaches here, can provide a shore presentation at the next meeting
 - Community engagement in Turner Station, SE Baltimore County, MD – Andrea van Wyk, Baltimore Community Project Manager for TNC’s Maryland/DC chapter
 - Salt marsh impacts/migration – Kacy idea (Marae West’s presentation, seaside sparrow), Marsh migration corridor mapping
 - SASMI – final conservation plan – Mallory Eastland, connection to NC stakeholders
 - Duke University saltwater intrusion/SLR group
 - Amanda Mueller: Kristie Gianopoulos and Greg Rubino with NC DWR have been doing research on plant community changes due to salinity changes. Follows up on some work on Marcelo Ardon and some of his former students (Justin Wright? and one other). <https://www.swislr.org/>

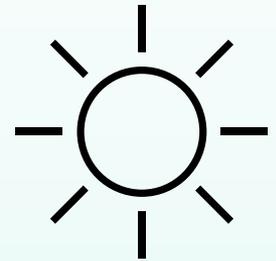
Designing an Equitable Collaboration Process

Why equitable collaboration?

- Ordinary public processes often add harm
- Authentic engagement require equitable processes
- Equitable processes lead to equitable outcomes

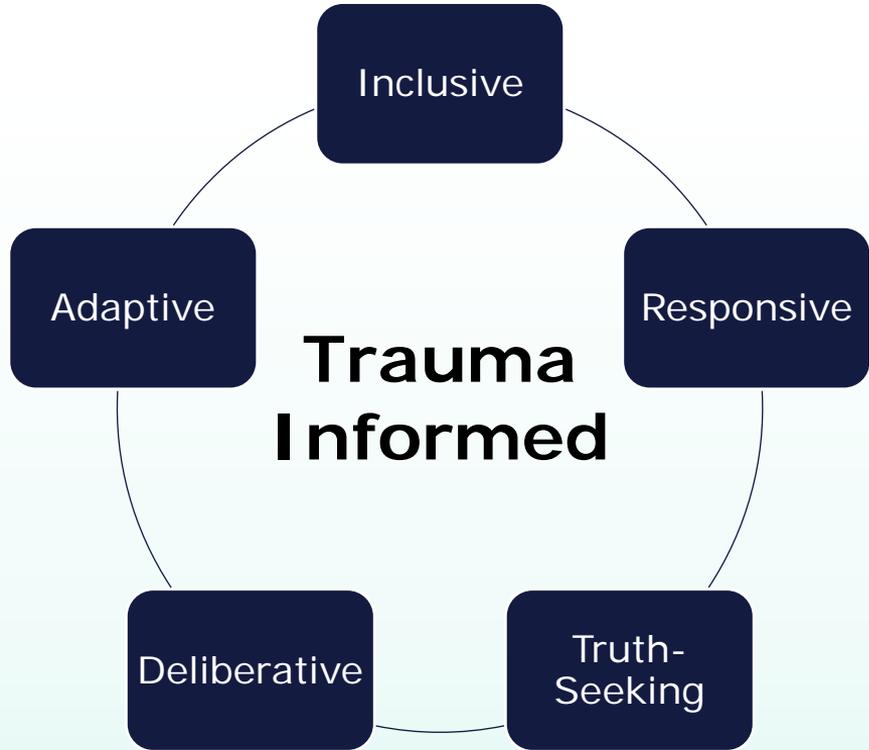


Institutions and communities will produce more authentic, equitable and legitimate outcomes if they adopt principles of “equitable collaboration” to guide their decision-making processes.



6 Key Elements of Equitable Collaboration

- **Trauma-Informed** – Recognizes past traumas; prepares and supports people through a process, to prevent and minimize renewed trauma
- **Inclusive** – Reaches all segments of a community, acknowledges racial, ethnic, gender, class and other dynamics as integral for meaningful participation
- **Responsive** - Acknowledges community questions, needs, concerns and ideas in a meaningful way
- **Truth-Seeking** – Invites honest, more complete histories, especially when such histories are painful to hear and understand
- **Deliberative** – Fosters brave spaces where participants honestly and openly confront past and present, for learning, growing, and shared civic thinking
- **Adaptive** – Using appropriate process to achieve local goals and adapt to changing circumstances.



Key Overarching Questions: Worksheet

- What have been the issues under conflict? What has been most at stake for the individual parties, communities, and resources involved?
- What have been the goals of any conflict transformation efforts to date? What other goals might best be sought?
- What learning needs to happen? How can such learning occur?
- Was or is there a way to involve the community and/or diverse representatives in designing the collaboration process? That early involvement may lead to a more robust, responsive, and legitimate process, and may help develop working relationships across potentially divided sectors.
- What resources (e.g., skills, financial support, accessible spaces) have been or may be helpful for a robust collaboration process?



TRAUMA INFORMED DESIGN



Trauma-informed

Understanding trauma

- *Trauma* may occur when a person experiences events or circumstances that elicit intense fear, horror, or helplessness.
- Trauma is the body's response to the event.
- Responses may include fight, flight, or freeze.
- Those responses may show up again and again.



Trauma-informed

Trauma-informed engagement acknowledges that conflict and poorly-designed engagement may evoke harmful emotions, including trauma, in individuals and groups.

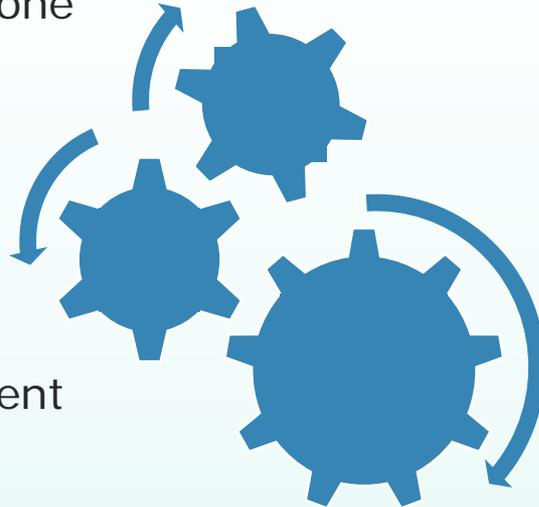
- Learn of historical traumas.
- Seek out vulnerable populations.
- Prepare for their engagement.
- Prepare to process trauma.
- Prioritize self care.

What would be the possible consequences of not undertaking an equitable collaboration process?



Trauma-Informed Facilitation

- Acknowledge Harm Done and Promote Consciousness
- Ensure Consistency
- Never Overpromise
- Support Meaningful Community Engagement Structures
- Reflective Process
- Promote Safety



- Honor History and Celebrate Culture
- Foster Social Cohesion
- Remove Participation Barriers
- Provide Compensation
- Make Community Growth and Accomplishments Visible

Trauma-informed self-care

- Get adequate sleep and sustaining nutrition
- Take mini-breaks
- Connect with supportive individuals
- Reward yourself periodically
- Avoid excessive alcohol intake
- Engage in mindfulness and self-awareness activities
- Exercise multiple times during the week



Trauma-Informed Design Questions: Worksheet

- What traumas that may be historical, indirect, or hidden have been associated with the relevant issues?
What are some issues that may arise that could stimulate trauma?
- Who have been the populations that may be vulnerable to additional harm during any collaborative process?
What particular attention has been or could be undertaken to prepare for their engagement in the process?
While conducting the process?
- What precautions have been or could be taken to ensure a “brave space” for discussion that is both physically and emotionally appropriate for vulnerable populations who might engage during the process?
- What would be possible traumatic re-enactments or unintended consequences of not moving forward with an equitable collaboration process for these issues (i.e., if nothing were to be done)?
- What are my potential anxieties or even traumas related to these issues, and where am I at in processing them? Can I play an effective role as a researcher or advocate or facilitator? What is my own self-care plan?



INCLUSIVE



Inclusive

Inclusive - if learning and growth is to be enduring it must reach all segments of a community.

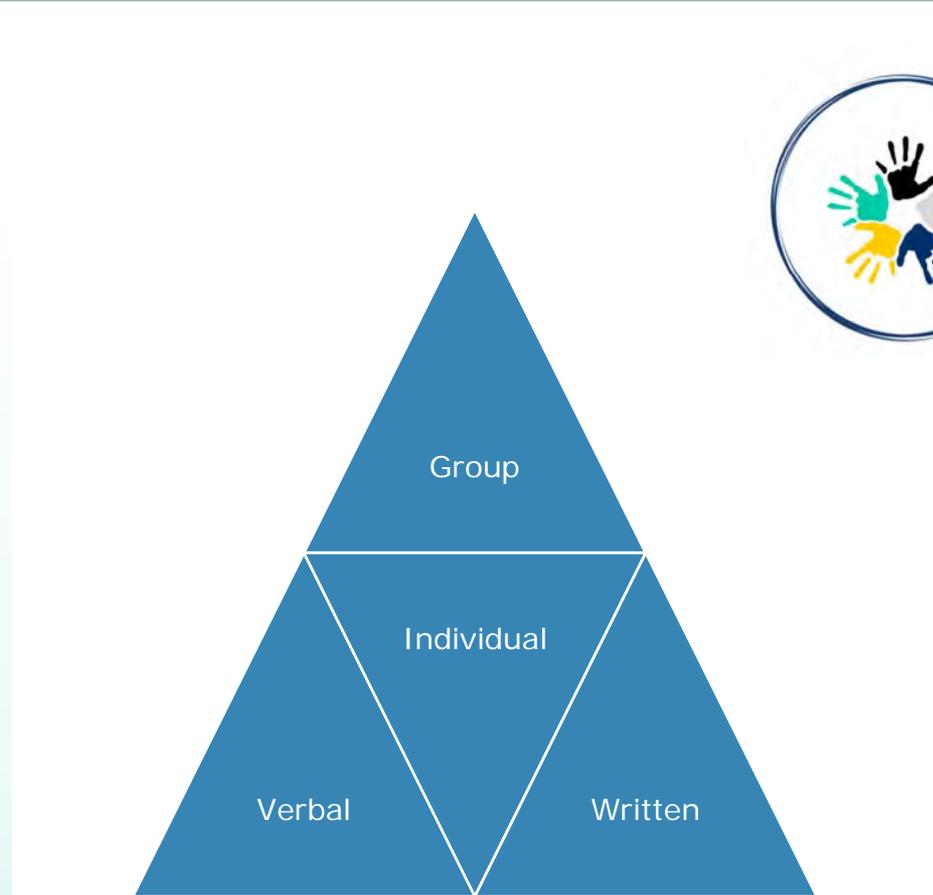
- Ask who this matters to, and why.
- Invite strategic participation.
- Identify and break down barriers to participation
- Prioritize and practice widespread inclusion.



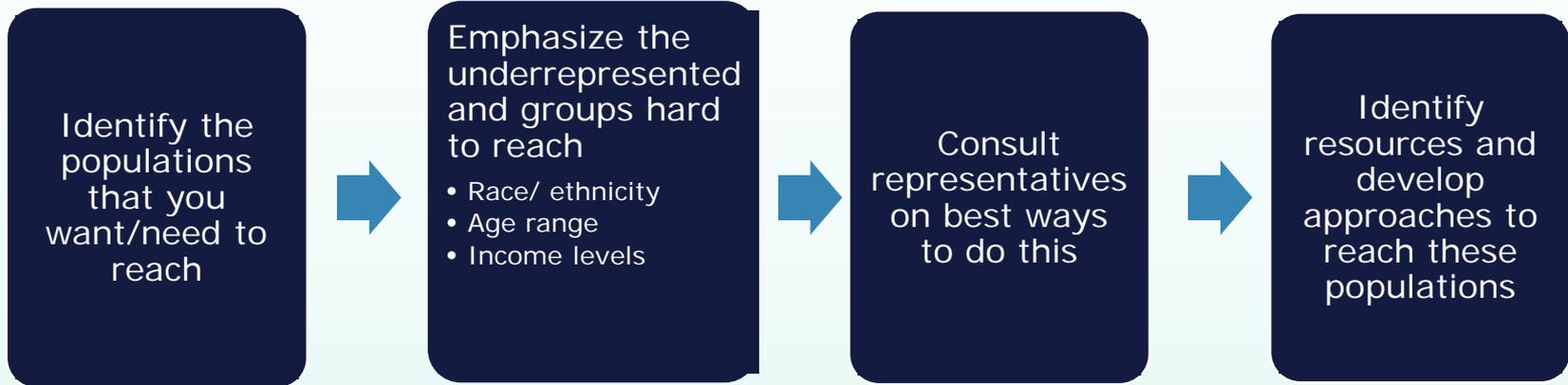
Inclusive Process Design

Enable Different Ways For People To Participate

- Written And Verbal Contributions
- Individual And Group Participation

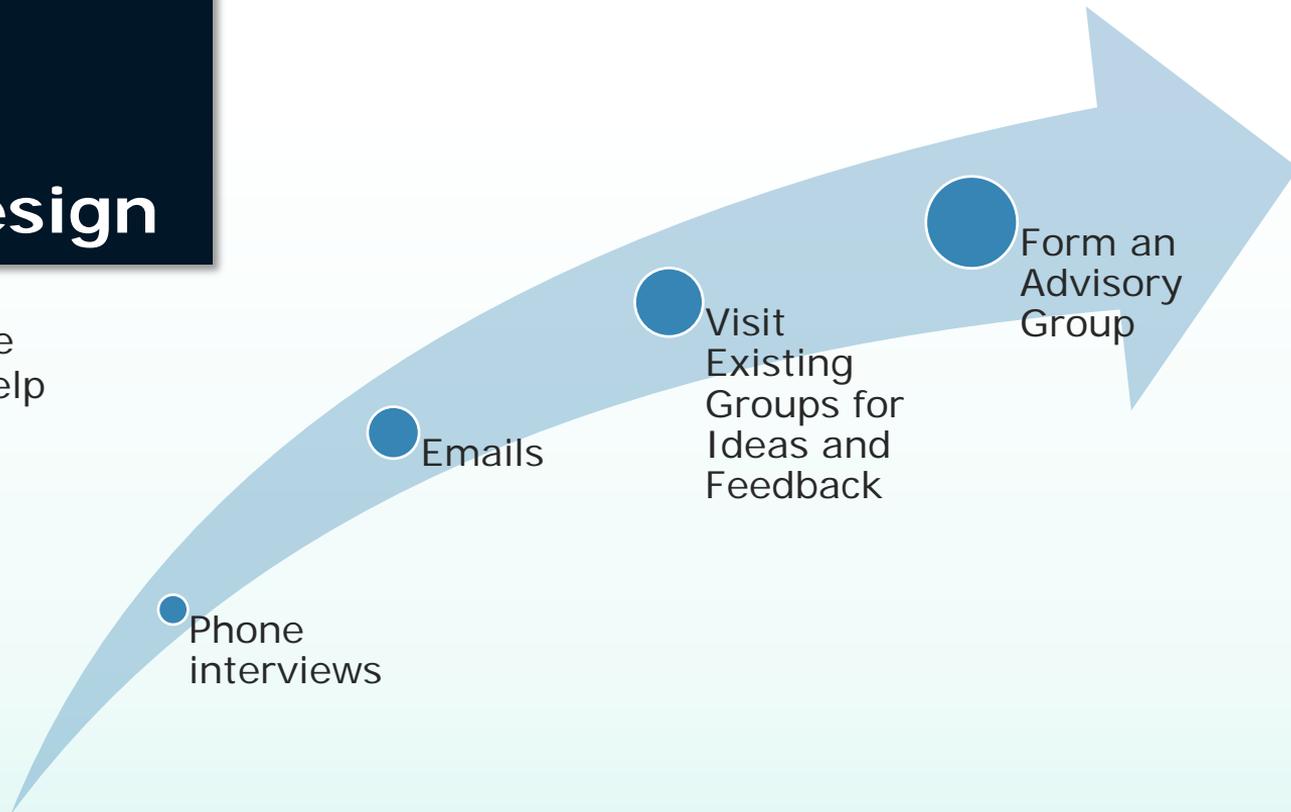


Inclusive Process Design



Inclusive Process Design

How may you get the affected parties to help create an inclusive process?



Inclusive Process Design

- Meetings at various times of day
- Provide children's activities & daycare
- Reach parents through school activities
- Meetings in safe, familiar locations (e.g., community & faith centers)
- Roving bus to sports events, festivals, shopping centers
- Translated materials & live translation
- Field trips
- Consider accessibility of all kinds



Inclusive Design Questions: Worksheet

- How has this matter been important, to which groups of people?
 - What could it take to ensure that the entire range of different authentic interests would be identified and invited to participate?
 - Whose concerns, views, and ideas may have been left out in the past?
 - Whose participation helped or could help provide perspectives that might otherwise be missed?
 - Who has had power to influence any decisions about this issue?
- How can this process be made transparent, especially to those who may have been, or perceive that they have been. left out in the past?
- What barriers are preventing participation? Who has been consulted or may be able to provide information about such barriers, and ways of overcoming them?
- What groups need particular attention prior to any engagement? Consider groups that have participated infrequently on this particular set of issues in the past.
- What could be done to demonstrate that this process will be inclusive of everyone concerned who is willing to participate in good faith?



RESPONSIVE



Responsive

Responsive - too many communities view their governing authorities as distant, uncaring, and out of touch.

- Acknowledge and build on existing work.
- Invite process assistance.
- Commit to real action on community engagement.
- Ensure awareness of follow-up.



Responsive Process Design

- Online Surveys
- Written Surveys At/ Before Meeting
- Index Cards For Comments And Questions
- Facilitated Small Group Discussions
- Recorded Statements
- “Open House” (Informal Gathering) To Allow And Encourage Individual Conversations
- Idea Boards (Allowing Comment And Ideas)
- Email Comments



SAMPLE MEETING AGENDA: MONEY POINT

AGENDA

The Elizabeth River Project's Money Point Task Force

Convened by The Elizabeth River Project & Facilitated by The Institute for Environmental
Negotiation

January 13, 2005

Location: South Norfolk Library
Address: 1100 Poindexter Street
Chesapeake VA 23324

Facilitator: Dr. Frank Dukes – Director of the Institute for Environmental Negotiation, UVA

Bring: flip charts, photomaps, business cards, extra agendas, binders and 3-hole stamp, IEN info, contact list for review, treasure chests, 2 flip charts w/ agenda, “parking lot”, g-rules/expectations questions

Q's: PowerPoint for history? Phoebe role?

*Icebreaker: map w/flip chart asking, “memorable E. River or Money Point” events.
Theme: treasure chests*

MONEY POINT SAMPLE AGENDA (continued)

10:00 Gathering, Refreshments, Welcome, and Introductions

Princess Elizabeth introduces herself and the River and welcomes people.

Frank introduces agenda and notes times are approximate, but we will be asking people to respect the need to work efficiently and get people out on time.

People can introduce themselves by name, affiliation, and a BRIEF description of ““What ways do you relate to the River and/or to Money Point? What interests, skills, experiences and resources do you bring to the group?”

10:30 Task Force Purpose, Goals, and Charge to the Group.

1) Why the Task Force was convened (*Joe Rieger & Marjorie Jackson- The Elizabeth River Project*)

Primary goal of Task Force is to develop a Money Point Corridor revitalization/restoration plan. The Task Force will consist of two workgroups, which will work on onshore issues and offshore issues to develop project ideas to incorporate into the plan.

2) Project concept, funding, and how the project fits with the Elizabeth River Watershed Action Plan. (*Joe Rieger & Marjorie Jackson*)

a) History of contamination at Money Point [*do we want to use PowerPoint?*]

b) Projects already underway at Money Point, including industrial progress

c) Major needs/challenges and initial ideas for future action

3) Task Force charge and protocols (*Frank Dukes*)

MONEY POINT SAMPLE AGENDA (continued)

What would help you work together most effectively? What requests do you have of one another? What lessons do you have from experiences with other groups that might be helpful here? – Groundrules/Expectations/Promises

11:15 Getting Started

- 1) What do we like about Money Point?
- 2) What would we like to change about Money Point?

12:00 Lunch (provided)

12:15 The Future of Money Point: Developing a Task Force Vision

Perhaps Phoebe could introduce some aspects of site planning and of this particular site?

1:15 Task Force Agenda

- 1) Planning for two work groups
- 2) Memberships [*other committee members*]
- 3) Preliminary tasks
- 4) Meetings and Schedules

1:50 Closing

Responsive Design Questions: Worksheet

- Who in the communities with the most at stake have been working on these issues? How may their work be reflected or honored in a collaborative process?
- Are there community members or participants who can help think through the purposes, agendas, appropriate structures and protocols, and other key elements of the process?
- Is there sufficient support to ensure that the process could secure and respond to community input?
- How will the results of any collaborative process(es) be used, and by whom? How may participants influence that use?
- What follow-up may occur following the process to demonstrate the relevance of the engagement to any decision makers?



DELIBERATIVE



Deliberative

Deliberative – Ordinary engagement polarizes. Equitable collaboration begins with the premise that people can and will learn from one another. It fully explores issues before seeking solutions.

- Surface understanding of different views.
- Use a variety of means to share those views.
- Seek out local sources to help facilitate.



Deliberative Facilitation

Cultural Humility

- Openness to learning about one another
- Different than cultural competence
 - Cultural *competence* may be important in particular situations
- Cultural *humility* involves a commitment to learning and self-awareness

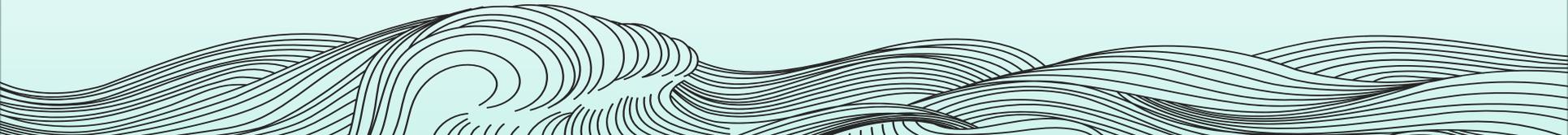


Deliberative Design Questions: Worksheet

- What sorts of understanding of different community members' or participants' views are needed to make informed decisions?
- Can there be opportunities during the process for story-telling, reflection, pairing and sharing, small group discussion, and other types of deliberation that could foster understanding and help build authentic relationships?
- Are there community members most affected by the issues under consideration who could be effective themselves in leadership roles for any small-group interactions?
- Are there ways of engaging the larger community in these deliberations?
- How could this type of deliberation be promoted? How could deliberations be sustained over the period of time required to make change?



TRUTH-SEEKING



Truth-seeking

Truth-Seeking – intense conflicts invariably involve competing claims of truth.

- Seek out and anticipate questions before convening meetings.
- Identify false histories and narratives.
- Seek legitimate expertise.

Who might have stories associated with the issues that would provide new insight into those issues?



“The way to right wrongs is to turn the light of truth upon them”
- Ida B. Wells

Truth-Seeking Design Questions: Worksheet

- What questions have community members or participants been bringing to the process? How might the organizers of any collaborative process be prepared to respond to those questions?
- Are there false histories and narratives that have been associated with the issues in question? How widespread have those been?
- Who might have the most legitimacy in helping a community or participants learn about the issues?
- Who may have stories associated with the issues that would provide new insight into these issues?



ADAPTIVE



Fitting the Process to the Need: Adaptive Process Design

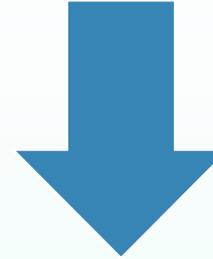
WIDE VARIETY OF PUBLIC PROCESSES MAY BE USED TO MAKE
COMMUNITY DECISIONS



MANY INSTITUTIONS AND COMMUNITIES DEFAULT TO
STANDARD PUBLIC HEARINGS – *BAD IDEA!*



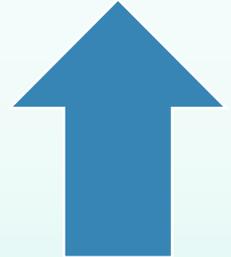
BE DELIBERATE IN CHOOSING WHICH PROCESS(ES) WILL
WORK BEST TO MEET YOUR GOALS



Be
Deliberate



Consider a
Variety of
Processes



LEARNING + EVALUATION



Learning & Evaluation

- **Formative** - evaluation during the process to improve the process
- **Summative** - evaluation upon completion of the process
- **Outcome/Impact** - assesses progress towards achieving ultimate goals

Reminder of the Money Point Revitalization Process:

- Each meeting included a +/△
- In the middle of the process a written, confidential evaluation was offered
- Following the process a confidential evaluation was conducted and shared with all participants
- A web page was developed with periodic updates on the progress at Money Point
<http://www.elizabethriver.org/money-point-revitalization>



Reflections on engaging an under-represented population through the



EASTERN CARTERET
COLLABORATIVE

Paula Gillikin
N.C. Coastal Reserve
N.C. Division of Coastal Management



EASTERN CARTERET
COLLABORATIVE

Z. Smith Reynolds

FOUNDATION





Eastern Carteret Collaborative

Foster Connections

Share Information

Learn Together



Our Efforts



Faith, Fire, and Food

Comprehensive Land Use Planning

Personal Resilience Awareness

Reconnect for Resilience Training

Community Conversations



The Wave Effect



Feed and Seed Community Outreach Tour

Perspectives & Values

“With and Through”

Network Leadership

Personal Resilience

A Systems Perspective

Equity, Diversity, and Cultural Difference



Comprehensive Land Use Planning

- Engaging an under-represented population via survey

**Census
Demographics**



**Survey
Demographics**

the **WAVE EFFECT** *learning trajectory*

january - july 2021

• ACTIVITIES

monthly workshops

work-based learning

reflective practice

coaching



• LENSES

resilience

cultural
difference

empowerment

systems + network
thinking

• FRAMEWORK

connect • name • use
it it it

• OBJECTIVE

a cohort of everyday
leaders equipped to
affect sustainable
community change
in Eastern Carteret

• PRINCIPLES

co-creation

emergence

adaptation

metacognition

Recognizing and leveraging cultural difference





Feed and Seed

- Share insights and connect communities with the resources they need



Take Aways

Slow down to speed up

“With and through”

Eat together

Be comfortable in
uncomfortableness



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