

**Training and Education**  
**Consultation Group Discussion**  
**November 18, 2020**

This document is CARB staff's attempt to capture a possible consensus for addressing some of the priority changes to the Blueprint regarding training and education structure participants in CSCs: agency staff, industry and community members. CARB is providing this language as a potential discussion starting point for focused revisions to strengthen and improve the Blueprint.

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It is clear that trust and equitable, respectful communication among all stakeholder peers are critical to success. All parties bring important knowledge, lived experience, intellect, and perspective to the table and need to look for opportunities to build trust and openly share information, peer-to-peer, early in the process. This empowers the CSC to respectfully and collaboratively prioritize and implement successful solutions to community air quality burdens. Building trust and a strong channel of communication between CSC members must be founded on:

*Agency understanding of the history of racial bias and inequities affecting communities*

The environmental burdens faced by the communities come from long standing and continuing inequities. To work effectively with these communities, CARB and air district staff and industry (CSC) members must understand this history and what role they need to play to address these inequities. Therefore, CARB and air district staff and industry representatives should have training and a working knowledge in implicit bias, cultural competency, and systemic racism. Additionally, the entire group should have training on Title VI of the Civil Rights Act.

*Collaborative Problem Solving*

Regardless of the CSC governance approach captured in the charter (membership, voting procedures, agenda-setting, leadership and dispute resolution), the CSC must be a collaborative community-based process bringing together multiple parties from various stakeholder groups to address community environmental burdens. All participants should have an understanding of collaborative problem-solving and the ability to participate in a collaborative process. A good place to start is the Environmental Protection Agency's [Environmental Justice Collaborative Problem-Solving Model](#).

*Seeking to understand, respect, and use local knowledge and community perspectives*

The most basic and important learnings can come from community residents, small business owners, and community leaders sharing a historical background

on their neighborhood and describing their specific air quality concerns. This can be through sharing perspectives, experiences, and tours. Learning together can build relationships and trust. Tours are an especially good opportunity for agency leadership to see firsthand the environmental burdens that come from structural inequities.

#### *Community-focused air quality science and common language*

Many stakeholders come to the table with unique air quality agency and industry science/engineering, political/legislative, or legal backgrounds and knowledge of the sector-specific language or terminology. This language can be a barrier to communicating with other CSC members. A concerted effort to communicate in common language should be made to empower clear communication across the CSC. Air quality agencies in particular must make deliberate efforts to distill air quality information into common language as well as creating materials in a non-technical fashion and plain language. Some community groups have already developed informational and scientific materials designed for community and youth audiences. Resources developed by Comite Civico del Valle as part of its [Youth Environmental Health Internship](#) program is one example. Community groups are also using AB617 [Community Air Grants](#) to develop to community and youth understanding of air pollution issues. These community-focused resources can be used in lieu of or as a supplement to the standard materials air agencies use to describe the fundamentals of air pollution.

#### *Knowledge and understanding of AB 617 statutory and program requirements*

AB617 establishes specific roles and responsibilities for the air districts and CARB. It also sets out specific deadlines and requirements for the development of air monitoring and emissions reductions programs. These are further fleshed out in this Blueprint. To ensure that the CSC knows the basics of the AB617 and the Blueprint as well as an understanding of the requirements, milestones, and timelines involved, CARB will provide training on the Blueprint in plain language early once a CSC has been organized.