US FOREST SERVICE
Region 5

Latino Awareness & Engagement

GUIDEBOOK

Created & Developed by VOCES, LLC
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I. Introduction

Introduction to the Latino Awareness & Engagement Guidebook

The US Forest Service is undertaking the revision of forest plans across all National Forests. The 2012 Planning Rule for National Forest System Land Management Planning is guiding this work and requires public participation. This participation must provide opportunities for engagement with youth, low-income and minority populations, in the past groups that have been underserved.

Eight National Forests have been selected to be "early adopter" forests; three of these are in Region 5 – Inyo, Sequoia and Sierra. As they begin their plans they are seeking innovative approaches that will lead to increased participation in forest planning by the underserved groups. The Forest Service has selected Latinos as the first group to pilot new approaches to engagement, and Region 5's early adopter Forests are the first to begin this work.

This guidebook contains a systematic approach to creating engagement and ultimately input to Forest Planning. This approach is entirely new and innovative – it has been custom designed to the specific characteristics of the Latino population near the early adopter National Forests of Inyo, Sequoia and Sierra. It is based on state of the art practices in public participation, process design and adult learning.

The guidebook contains a set of 10 tools that are to be used to first create awareness of National Forests and the Forest Service, then develop engagement between the Forest Service and Latinos and ultimately lead to Latinos providing meaningful input to Forest Planning. All tools are presented in self study modules – the modules contain the full content of each of the tools including specific objectives each tool will achieve, description of the tool, instructions for using the tool, where appropriate a general budget for the cost of using the tool, and finally a self test to reinforce learning the tool's main points.

We recommend the following approach to using the tools in this guidebook.

1. Identify who you will be working with, your "team" for this work, and together agree to use the tools in the guidebook. Then individually or as a group take the next steps
2. Read the description of the Latino Engagement and Consultation Model
3. Study the first module on the Latino Engagement and Consultation Model
4. Look through the guidebook in its entirety to get an overall picture of the full set of tools
5. Complete the Trusted Community Contacts (TCC) Module – TCCs are the key to successfully creating Latino awareness, engagement and meaningful input
6. Select at least three additional modules to complete, based on your community and your Forest
7. As a team complete the project plan as laid out in the Project Planning Tools Module
8. Implement your plan over the coming months, creating Latino awareness and engagement
9. In January 2014 begin the input stage of forest planning following the guidance in Gathering Input Module

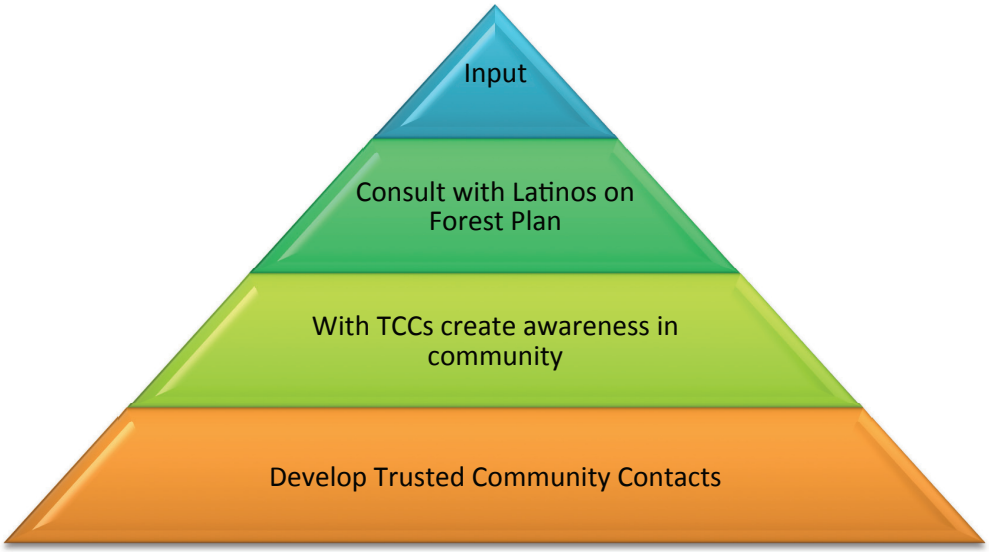
For additional support and consultation contact VOCES LLC, 500 Copper NW, Suite 102, Albuquerque, New Mexico, 87102 505-247-2729.

II. Latino Engagement and Consultation Model

Forest Service Region 5
Latino Engagement and Consultation Model

Purpose: To create engagement between Latinos and the Forest Service that leads to meaningful input to Forest Plans being developed by early adopter National Forests in Region 5
Premise: Latinos are unaware of National Forests and the Forest Service and unlikely to give input to plans

1. Develop the Foundation for Engagement: Trusted Community Contacts (TCC) are members of the specific community to be engaged and are key to connecting with Latino communities
    - Forest Service finds and recruits initial TCCs
        - TCCs help identify communities to engage
    - TCCs trained / "brought up to speed" on the key elements of National Forests in order to represent National Forests (NF) and the Forest Service (FS) to Latino communities
2. Create Awareness of National Forests in Latino Communities – FS staff with TCCs achieve this
    - Through use of engagement tools in Latino Awareness & Engagement Toolkit
        - In local communities, person-to-person or person-to-small groups
    - Through Latino mass media
3. Consult with Latinos on relevant parts of Draft Forest Plans
    - One on one interviews in local communities - "Bringing the mountain to Mohammed"
        - At swap meets / cultural events / Latino food markets
    - Small group meetings in local communities -- "Bringing the mountain to Mohammed"
        - At churches
        - At schools
4. Receive Latino input on Draft Forest Plans



From April to December, 2013 create awareness and engagement in Latino communities using Steps 1 & 2. Begin consulting with and collecting Latino input to Forest Plans in January 2014 using Steps 3 & 4.

Latino Engagement & Consultation Model
Self Study Module

Introduction – The Four-Tiered Model

- **Objectives** – After studying this module you will be able to:
  - Explain the four parts of the Latino Engagement & Input Model
  - Discuss some of the data on which the Model is based
  - Describe why each part is important to creating meaningful input from the Latino community
  - Use the Model to guide your own work as part of the Region 5 early adopter forests seeking to gather Latino input to Forest Planning
- **Latino Engagement & Input Model Background –**
  - This model is based on data collected from Latinos in the fall of 2012, in a small focus group representing the national profile of Latinos and during in-depth personal interviews with nearly 50 Latinos in the San Joaquín Valley, California. An overwhelming fact emerged: Very few Latinos know what the National Forests are or where the nearest one is located. Most are entirely uninformed with no personal experience with or about National Forests. Consequently, most Latinos will be unable and/or unwilling to give meaningful input to plans about National Forests. For the Forest Service to be able to gather meaningful input, it must first create an awareness and knowledge/experience base among the Latino community. Once this occurs, collecting meaningful input can become possible.
  - **Tier 1 of the Model – Develop Trusted Community Contacts**
    - Significant trust issues and barriers exist between the Latino community and most governmental entities. To engage the Latino community and create awareness of National Forests, individuals who are trusted members of the Latino community should be identified and recruited by the Forest Service to serve as a bridge and link between the Forest Service and the Latino community. We call these persons Trusted Community Contacts (TCCs).

- **Tier 2 – With TCCs create awareness in the community**
    - TCCs and Forest Service staff together will use the multiple methods in the Latino Engagement and Consultation Tool Kit to create awareness of the National Forests and the Forest Service. See Modules on the various Tools for details on each tool. Most of the tools will be used one-on-one or one-on-small groups to create awareness. Awareness activities are currently planned / intended to occur from April to December 2013. Multiple contacts or "touches" with individuals will need to occur to create awareness. This principle comes from successful product marketing – to successfully launch a new product, the maker must "touch" a person 3 to 5 times via various marketing strategies (Radio, TV, Internet, Mail, etc) before the person can be expected to try the product. The same is true for creating awareness of the National Forests.
- **Tier 3 – Consult with Latinos on Forest Planning**
    - Following the creation of awareness by TCCs and Forest Service staff meaningful consultation with Latinos on Forest Plans can occur. Methods to consult include:
        - One-on-one interviews in local communities about draft plans - "Bringing the mountain to Mohammed"
            - At major cultural events
            - At remates / swap meets
            - At Latino food markets (such as Vallarta)
        - Small group meetings in local communities -- "Bringing the mountain to Mohammed" with attendees personally invited to attend by staff and / or TCCs
            - At churches
            - At schools
        - These consultations will occur in the January to March 2014 timeframe. The consultations should reach as many people as possible already "touched" by awareness efforts
        - During the consultations input from Latinos will be gathered, focusing on:
            - what people want the future of a particular forest to be (desired conditions) and
            - alternatives to creating that desired condition

- **Tier 4 -- Collect and Use Input**
    - From Tier 3 activities Latino input will be collected, analyzed, verified with the community and incorporated into the plans. Final plans will be given back to the community to demonstrate that their input was heard and used.

- **Data on which the Model is based** – The following are the key points revealed during the focus group and "on the ground" data gathering.
    - Most Latinos are unaware or unclear what National Forests are or where they are located
    - Middle class Latinos, who are a small minority of the Latino population, tend to have some level of awareness
    - To engage Latinos in planning, they must first become aware of National Forests. If their input is sought without awareness, either they will not provide input (most likely not attend meetings or similar gatherings) or will provide input that lacks meaning (making guesses about facts and future desired conditions)
    - Latinos have significant trust issues about US government entities, especially the Border Patrol. Unfortunately, Forest Service uniforms and vehicles look like Border Patrol to Latinos, including legal immigrants and US citizens. Latinos are most likely to engage through a trusted community contact who can help them develop trust in the Forest Service
    - To engage Latinos "the mountain must go to Mohammed". Latinos are extremely unlikely to attend traditional public participation / input meetings and if they do attend are unlikely to speak.
    - Methods must be developed to reach Latinos where they live, interact, shop, go to school and church – these are the places they can be reached. Commercial providers of goods and services have already learned this and make their wares known in these venues.
    - Awareness activities will need to occur repeatedly over months to create awareness and engagement. Single events and one time efforts will not create awareness and engagement. This model requires multiple contacts and efforts over months. There are no meaningful short term, easy methods to make this cultural change.

Additionally, general stakeholder analysis work completed for Inyo and Sequoia National Forests by the Center for Collaborative Policy at California State University at Sacramento found many of the same key points to be true for all stakeholders. The Center recommended in the Communication and Collaboration Plans it developed many of the approaches that are part of the tool kit that accompanies this model. Among

these are: the meet people where they are, build relationships with community leaders, have field trips, build trust with small successes, use multiple venues and times and connect with youth through school clubs and activities.

- **Individual or Small Group Activity** –
    1. Write down (if individual study) or discuss (if small group study) what is different about this model for creating input from more traditional ways to solicit citizen input.
    2. Group all the differences into those which are positive and those which are negative.
    3. For the negative differences discuss or consider deeply if they are valid concerns. If you find them to be valid, record them and later as you learn the various tools available decide which tool will best be able to address the negative difference.
    4. If resources are needed beyond the tool set provided by this project, identify what they are and how to obtain them.

Module Review Questions

Complete these questions to review the important concepts from this module.

1. Write down the four Tiers of the Latino Engagement and Awareness Model:
    a. _____
    b. _____
    c. _____
    d. _____

2. What are the key points that emerged from the data about Latinos and National Forests?
    a. Most Latinos know little to nothing about the National Forests
    b. Under current conditions, nearly all Latinos could give little to no meaningful input about plans for National Forests
    c. Meaningful input to Forest Plans cannot be obtained from Latinos
    d. We must create awareness of National Forests in the Latino community before we can collect input to plans
    e. National Forest uniforms and vehicles may be threatening to Latinos
    f. All the above
    g. All the above except c.

3. What is the best way to engage the Latino community and create awareness?
    a. Newspapers
    b. In writing via the mail
    c. Personally, probably face to face
    d. By someone who they trust or with whom they can identify
    e. Both c. and d. Item b might work but is too expensive to consider
4. How many times do you need to contact or “touch” individuals to create awareness?
    a. once
    b. twice
    c. three times minimally
    d. ideally 4 to 5 times
    e. Both C and D
5. Once awareness has been created what are the best ways to collect input from the Latino community?
    a. General meetings
    b. One on one in-person in places Latinos naturally gather
    c. Small group meetings in churches / schools / similar places with invited participants who you have met or contacted earlier
    d. Both B and C
    e. All of the above
6. My most important learnings from this module are:

    a. _____

    b. _____

    c. _____

III. Legal Requirements and Demographics

Legal Requirements for Latino Engagement

Why create Latino engagement and input?

National Environmental Policy Act (NEPA) Requirements

- Agencies shall involve the public in preparing & implementing NEPA procedures
- Must identify and invite participation of interested persons
  - Video, public meetings, formal hearings, informal workshops
  - Develop reasonable alternative ways of meeting needs in light of input

Executive Order 12898

Requires Federal actions to address environmental justice in minority populations and low-income populations

EO 12898 Requirements

- Development of agency specific environmental justice strategies
- Public participation and access to information
- Provide opportunities for effective community participation n NEPA process
- Develop effective public participation strategies
- Assure meaningful community representation

EO 12898 encourages innovative public participation strategies

- Coordination with community organizations and individuals
- Translation of documents and translators at meetings
- Use of personal interviews
- Use of different sizes and formats for meetings
- Use locations and facilities local and convenient to low income and minority communities

Accompanying memo from the President

- Importance of NEPA for identifying and addressing environmental justice concerns
- Emphasizes importance of public participation process
  - Each agency shall provide opportunities for community input in the NEPA process
- Council on Environmental Quality - agencies may supplement with specific procedures tailored to program or activities of individual department, agency or office

2012 Planning Rule for National Forest System Land Management Planning

- Requirements for Public Participation*
  - Provide opportunities for public participation in assessment, plan proposal and monitoring
  - Be pro active and use contemporary tools to engage public
  - Provide opportunities for engagement with youth, low-income and minority populations

**Part 219 Subpart A 219.4*

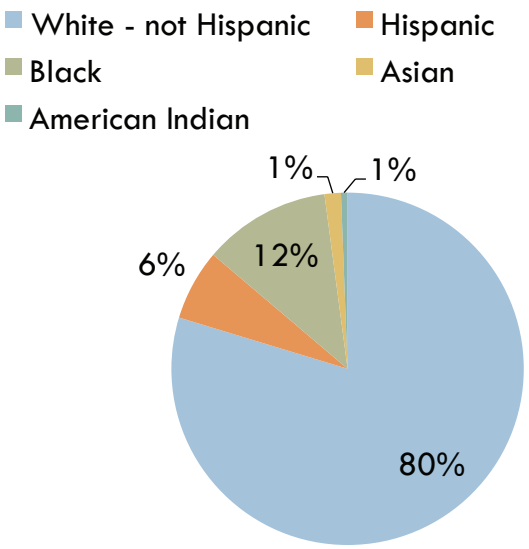
Summary of Legal Reasons

- NEPA
- Executive Order 12898
- 2012 Planning Rule for National Forest System Land Management Planning

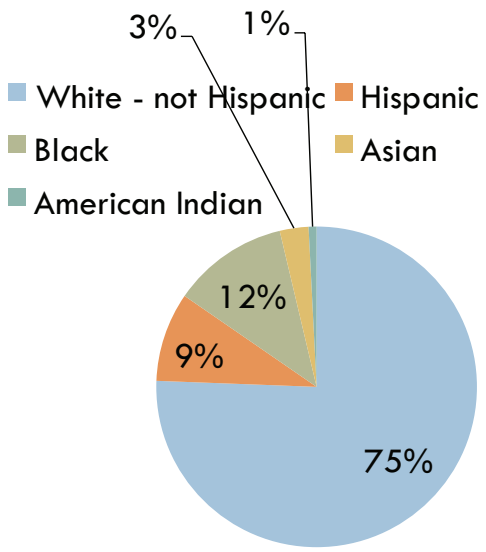
DEMOGRAPHICS OF US AND CALIFORNIA

We are becoming more "ethnic" with every census

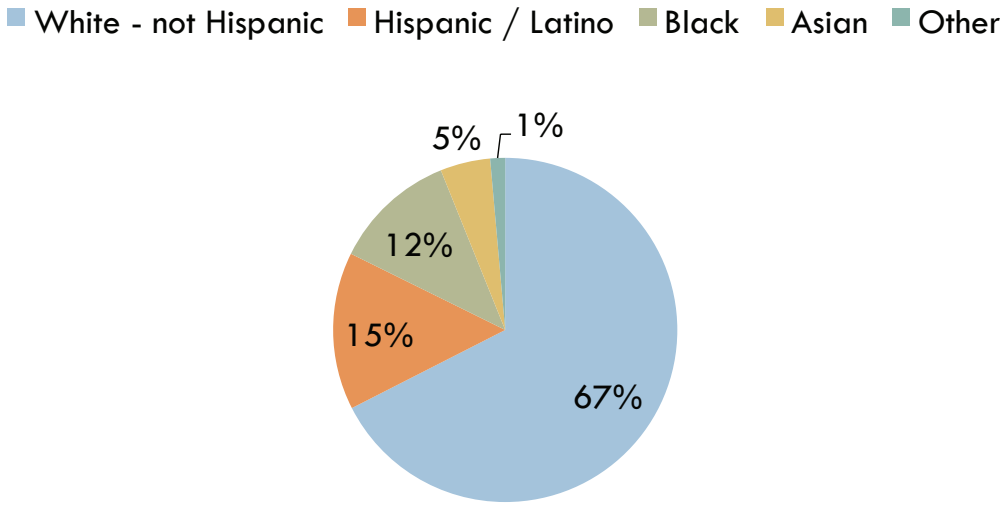
US Census 1980



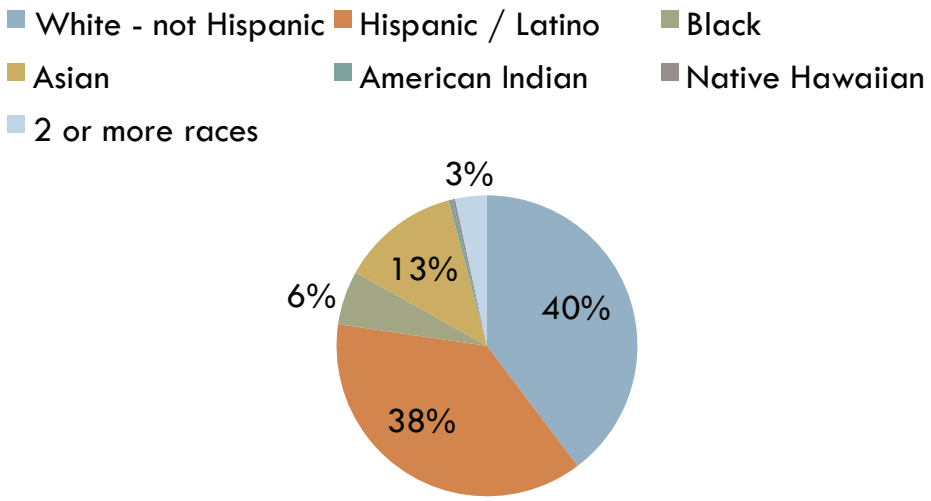
US Census 1990



US Census 2010

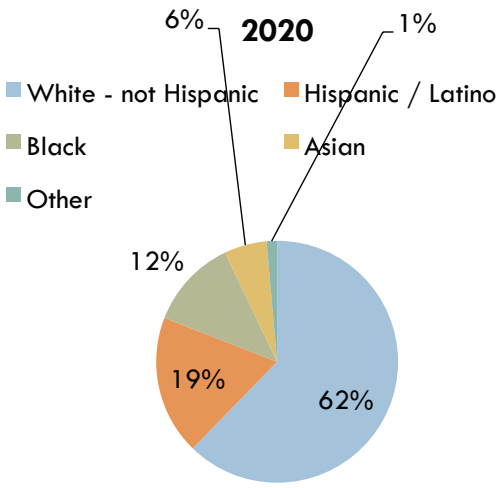


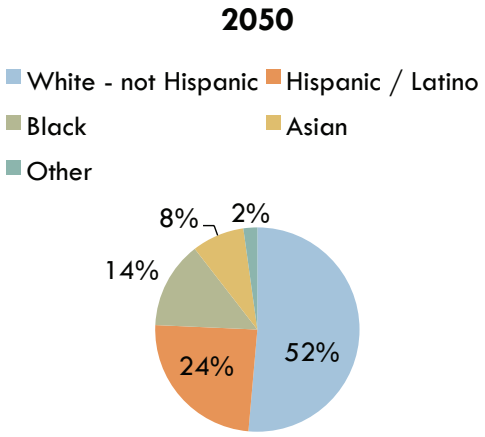
California by "Race" in 2010



2012 estimates have increases for "minorities"

Projections of the US Workforce





Bureau of Labor Statistics

IV. The Tools – in Self Study Module Form

Trusted Community Contacts (TCC)
Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
  - Describe what a Trusted Community Contact (TCC) is
  - Explain why a TCC is key to creating awareness and engagement in the Latino community
  - Be able to identify potential candidates to recruit as TCCs
  - State what training a TCC will need prior to working with Forest Service staff in creating community awareness and engagement
  - Describe what a TCC uniform should be and why one is needed
  - Plan a budget for TCCs in your organization
- **Background - Why TCCs? –** Our background research shows that the Latino community is not a monolithic, single group but a set of communities, both physically and socially. To create trust and engagement with these multiple communities, the easiest connections can be made through the human conduit of a person who is already a member of that community, known and trusted by members of that community and able to make contacts with other members of the community at a personal level. We have created the term Trusted Community Contact to describe such a person.

  Similarly, our research shows that the various Latino communities are not currently aware of either the National Forests or the Forest Service and tend to distrust governmental entities, especially ones that superficially appear to have a connection to the US Border Patrol. Unfortunately, the uniforms of the Forest Service and the green government vehicles driven by the Forest Service appear identical to the Border Patrol to average Latinos (including US legal residents and citizens) who are not familiar with the Forest Service. Hence, the need for the Forest Service to create trust is even greater and having a TCC as the point of connection to the part of the Latino being approached will be extremely helpful, and will overcome barriers an outsider may not even be able to identify.

- **Strategy** –
  - Find potential TCC candidates.
    - The Central California Consortium of the Fresno Office of the Sierra National Forest has a program called Generation Green that engages high school and college students in a variety of programs and activities. Most of these students are Latino, coming from various segments of the Latino population and all are fluently bilingual, an essential skill for TCCs. They are currently informed about National

Forests and the Forest Service, engaged with and connected to their communities and eager to be involved with the new programs and activities. These individuals, especially the college students, are excellent candidates to be TCCs. Contact Jim Oftedal or Lily Nieves in the Fresno Office at 559-297-0706 x 4824 to determine if any Generation Green students are in your area. To better understand Generation Green, see the attachment "Generation Green Best Practices" at the end of this module.

- An extra plus of recruiting TCCs from college age students is the multi-generation connections they naturally have – to their younger siblings and relatives, to their parents and relatives that generation and to their grandparents. The very strong family orientation of Latinos also supports multi-generation connections if TCCs are older.
- Other potential sources of persons to be TCCs are in the following list. Begin by calling and meeting with these sources in your area, describing this project and asking them for recommendations of candidates to be TCCs. A script to be used for this purpose is at the end of this module.
    i. Leaders of cultural organizations
    ii. Religious leaders, especially Catholic and Christian denominations
    iii. Teachers and trusted educators
    iv. Doctors and community based health providers
    v. Spanish language Media personalities
    vi. Trusted local Latino business leaders
- At in person meetings with these persons, describe this project and get the names of candidates for TCCs. Have the person providing the names make a call or other form of contact with the potential TCC to let the person know you will be calling them.
- From these meetings, develop a list of 2 to 3 candidates to interview for each TCC "position" you are seeking to "fill".
- Contact each candidate; establish their interest and availability and competence as an English/Spanish bi-lingual person. Set up an interview. Send them the flier on the project and a job application before the interview. Conduct an interview. Offer appropriate candidates intern positions with payment at appropriate hourly rates for time spent on this project.

- Train New TCCs in the following areas
    - Why they are important to this project

        i. Present the Engagement and Input Model and self study module
        ii. Explain they are foundation for developing links to the Latino community
        iii. Describe how they will help develop awareness in their community of the National Forests and Forest Service
        iv. Let them know that in 2014 they may help gather Latino input to Forest Planning
    - What the National Forest system is
    - What the Forest service is
    - What the "local" Forest is
        i. Where it is located
        ii. Meaningful history
        iii. Current uses
        iv. Locations of recreational sites
            1. Camping
            2. Picnicking
            3. Etc
        v. Anything else that is important for them to know in order to be able to explain the forest to their community
    - Basic presentation skills training
    - Information about Forest Planning
    - Why Latino input to Forest Planning is important
    - Cultural sensitivity emphasizing the issues identified in the Latino Engagement Self Study Module
    - With them develop plans for awareness activities, including their part in Project Planning (see the Project Planning Self Study Module)
- Provide them the TCC uniform. It should be the regular Forest Service polo shirt (often worn by Forest Service staff in casual situations) worn with dark green field pants.

- **Resource Planning**
    - Budget for TCCs
        - Pay – plan to bring them on as temporary, hourly paid "interns" or a similar position (GS-1, 2 or 3). Pay will be approximately $10 to $15 per hour based on their experience and education. Plan to use them 20 hours per month during school times and up to 40 hours per month during the summer. Assuming 6 school months and 3 summer months, this equates to:
            - $2400 each for the least experienced at $10 / hour

        - $2880 each for those with some experienced at $12 / hour
        - $3600 each for the most experienced at $15 / hour
    - Uniform –
        - Polo Shirts - $45 for each TCC (have 1 long sleeve and 2 short sleeve)
    - Forest Service staff time – plan for a staff member to train, mentor and support TCCs who are hired. Initially, a regular FS staff member should accompany TCCs in all “field” work, at Remates, cultural events, Latino markets, churches, schools and other places where TCCs will work to create connections, develop awareness and engagement. Plan for up to ¼ FTE to support the TCCs.

Module Review Questions

Complete these questions to review the important concepts from this module.

1. TCC stands for
    a. Total Cooperative Contact
    b. Trusted College Coed
    c. Trusted Community Contact
2. The reasons TCCs will help to create awareness and engagement of Latinos with National Forests and the Forest service are:
    a. They are connected with a specific part of the Latino community
    b. They are trusted and known by their community
    c. They can do effective work in the community in a cost effective manner
    d. The Region 5 CCC already has the equivalent of TCCs and they are working effectively to create awareness and engagement
    e. All of the above
3. Why do TCCs need a uniform other than standard issue “formal” Forest Service uniform?
    a. They may come from homes that cannot afford proper clothing
    b. Forest Service green is ugly
    c. Most Latinos think Forest Service clothes and equipment look like US Border Patrol
    d. Only c
    e. Probably c, but a and b may also be true
4. What are potential sources of TCC candidates?
    a. The CCC Generation Green students, especially college age
    b. Religious, cultural and educational leaders in the Latino community
    c. Latinos I know personally who seem like they would be interested and willing to work on this project
    d. All of the above
5. True or false: I should interview and hire TCCs much like I would any other temporary position?
    a. True
    b. False
6. What are the key areas TCCs will need training?
    a. Background on this project
    b. What the National Forests are and why Latinos should be interested in using them
    c. Basic presentation skills & cultural sensitivity awareness
    d. How to drive a US Government vehicle
    e. A, B, and C
    f. All of the above

7. The cost of hiring a TCC from April to December 2013 will be about what?
    a. $2400 to $3600 in pay each
    b. $45 for three uniform shirts for each
    c. The time of a regular staff member to mentor, train and work with them, about ¼ FTE
    d. All of the above combined
8. My most important learnings from this module are:

    a. _____

    b. _____

    c. _____

After Event Evaluation
Forest Service Staff to complete

Name & Location of Event: _____
Date of Event: _____

Staff Attending: _____

Number of People contacted: _____

Desired Outcome for the day: (Select all appropriate desired outcomes)

- Increase awareness of National Forest and Forest Service _____
- Personally connect with members of local Latino community _____
- Collect names of interested persons in community _____
- Recruit volunteers for later use _____
- Get specific questions answered from discussion guide _____
- Gather ideas for inclusion in Forest Planning _____
- Other: _____
- Other: _____
- Other: _____

To what degree do you think your outcome was achieved?

1	2	3	4	5
Not at all		Somewhat		Completely

What worked best?

What was your biggest problem?

What one thing will you do differently next time?

Script to Call Sources of TCCs

Hello, I am _____ from the Forest Service. We got your name from _____ as a Latino leader I your area. . We want to increase Latino Participation in forest service planning national and eventually increase Latino use of National Forests. As part of this effort we are seeking individuals in the Latino community who can partner with the Forest service and be a connection to their community.

I would like to meet with you to get your ideas on Latinos in your area who might be able to fulfill this role.

Is there a time and a place we can meet with you?

Are there any other Latinos you know in your area who you think we should talk to about this?

Generation Green
Best Practices

The Generation Green (GG) Program is a kindergarten through 12th grade program under the umbrella of the USDA Forest Service Central California Consortium (CCC). The CCC has staff members dedicated to coordinating the Generation Green program. The program provides environmental education and leadership opportunities to underserved rural and urban youth. GG provides role models/mentors, career training, and encouragement for higher education; all while exposing high school students to Forest Service careers in natural resources. GG prides itself on building future leaders of tomorrow by encouraging community involvement and focusing on personal growth. GG focuses on outreaching to underserved populations. GG provides environmental education as well as leadership, community service, and employment opportunities for youth. Although the focus of GG is outreach, environmental education, and community service, GG also cultivates a very diverse and talented applicant pool and provides employment opportunities for youth.

- *Targeted Outreach* – The program targets minority low income communities that have not been traditionally outreached by the agency. The goal is to connect these communities to the agency, while providing resources.
- *Safety Net* – Staff, students and parents work together to create a trusting relationship and open communication. Staff conducts visits with students and supervisors to discuss safety, questions/concerns, and mentorship. Parents gain a thorough understanding of what their son/daughter will be doing while working for the agency. Parents know exactly who to contact should they have questions regarding their son/daughter's safety and whereabouts.
- *Staff* – The program has two staff members who have offices on school sites. Staff members are visible, dependable, and provide one on one mentoring for GG youth. Staff members are bilingual and provide services in English, Spanish, and Hmong.
- *Program Credibility* – For 16 years, the program has provided a safety net to support and ensure successful internships. Students share positive experiences through word of mouth and social media.
- *Pipeline Approach* – The pipeline starts in elementary schools with environmental education; continues on to middle schools with camps and science projects; then to high schools with community stewardship projects, higher education workshops, and summer internship opportunities.
- *Environmental Education* – Bilingual staff create science based lesson plans (that align to teacher's current curriculum) and provide weekly afterschool programs for 4th through 6th graders.
- *High School Club* - Staff organize club meetings and events, provide environmental education, and serve as provide mentor/role models for students.
- *Leadership Camps* – Students participate in several overnight leadership camps. Students are away from home for the first time and gain confidence, leadership, team building, time management, and communication skills. Students learn about the agency and hear from career speakers.
- *Higher Education* – Students visit various colleges and universities and learn about higher education. They hear from university staff, a higher education panel, and attend

workshops. Topics include: how to be successful in college, freshman year, managing finances, admission requirements, and helpful student resources.

- *Parent Involvement* – Staff holds trilingual evening parent meetings in the community. GG meets with parents of middle and high school students and learn about agency about jobs, leadership activities, and overnight camps. Discussion topics also include: the importance of higher education and how to responsibly enjoy our public lands.
- *Professional Development Workshops* - Training is provided to students in areas such as resume writing, public speaking, networking skills, time management, and environmental education.
- *Summer Employment* - GG students are eligible to apply for agency summer employment opportunities. If GG students are hired as interns and sent to remote areas, they are sent in pairs for extra support (someone they can relate to), which increases retention and helps create a positive experience. Student interns attend a three-day orientation and learn about careers, work expectations, ethics and conduct, civil rights, and how to have a successful internship. They also hear from career speakers.
- *Awards Ceremony* – Interns and program participants share their experiences via group presentations to peers, family, supervisors, as well as local, regional, and national leaders.

The following are suggested steps to creating a GG Program in a new community.

Create a pipeline:

1. Identify the community and school by researching the demographics. Target low income minority populations.
2. Meet with the school leadership (district staff, principal) to gain interest and support. You will discuss the mutual benefits and ask for in-kind support (office space, equipment, etc.)
3. Hire staff that are bilingual and can communicate well with the community. Ensure staff has the necessary skillset to do the job. Consider hiring a college student completing a BA or MA who is from the community.

Mobile Outreach Module (MOM)
Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
  - Create a mobile outreach module (MOM) for less than $500 from inexpensive commercially available items
  - Identify what handout materials and giveaways to take when using the MOM
  - Be able to effectively use the MOM for community events you will attend
  - Describe how and why using a MOM will promote the development of Latino Engagement and Awareness
- **MOM Strategy** – As part of the Latino Awareness and Engagement project, the Forest Service staff will be attending community events to promote awareness and engagement and create trust in the community. Best practices from related fields of work show that having a standard display helps to create clearer "branding". Branding is the process which creates a unique name and image in the consumers' or public's mind through campaigns with a consistent theme. The MOM will help to create the consistent theme for Latino Awareness and Engagement. It will support the staff when you are at a community event by having the right resources quickly and easily available to you for use at the event. The main parts of the MOM are:
  - A pop-up canopy to provide a defined space, serve as a booth and offer some protection from sun and rain
  - A banner that attaches to the canopy to identify the Forest Service and the Latino Awareness and Engagement project (with digital photo display)
  - Folding table and chairs
  - Appropriate Spanish and English print material on the National Forests and Forest Service
  - Inexpensive usable giveaways to remind attendees of the Forest Service and National Forests
  - Instructions for use

Creating a Mobile Outreach Module

You will need to order and purchase the following items to create a MOM. Here is what you need to do:

1. Purchase a portable pop-up tent / canopy. It should be light weight and very easy to put up and take down. Possible sources and costs:
    a. E-Z Up Express II 10'x10' Commercial Canopy from Sears: $123
    b. E-Z Up Pagoda Instant Shelter from Sears: $142
    c. Similar products available in season from Costco, Target, Wal-Mart, about $100
    d. Have grommets put in the tent for easy attachment of the banner
2. Purchase a center fold 6' table and 4 folding chairs. These should be as durable and light weight as possible. Costco, Target, Wal-Mart and other stores carry these. Table is $70 and chairs $115.
3. Order a banner with grommets to attach to the pop-up tent. Banner should have National Forest and Forest Service logos, "Latino Engagement Project" and Latino faces on it.
    a. Where to have it made - Staples, Kinko's, Vista Print on line and similar companies can produce a durable banner 6'x2' for about $30
4. Purchase double ended snaps to attach the banner to the tent – about $4 for two
5. Purchase a brochure display – a plastic holder for the handout material described below in 7 you will take along. About $6 each, you should purchase 3, sized for page size fliers, tri fold brochures and other material. Check with your Public Affairs Officer to determine sizes to match material.
6. Purchase an electronic / digital picture frame to display rolling photos of Latinos enjoying the National Forest, about $70 for a 10" frame.
7. Obtain printed materials in Spanish and English – work with your Public Affairs Officer to obtain appropriate brochures / handouts / etc for distribution to attendees.
    a. Be sure to put on each a label you make in your office using MS Word that has the project name, your name and contact information on it.
    b. Be sure to have the print materials translated into Spanish (be culturally resonant)
8. Order giveaway items that have the FS / NF logo imprinted. The reason to have these is to give one personally to each individual as a memento and reminder of the National Forest and Forest Service
    a. Select practical items such as jar openers, bottle opener, pen, pencil, note pad, 7 day pill case which will be kept and used by the attendees
    b. Consider purchasing Eco Friendly items.
    c. Find and order them online under "trade show giveaways under 50 cents eco friendly". This Google search produces many choices

    d. Order 1000 at a time for best pricing. Partner with other offices to make your purchase and save even more. Total cost $500
9. Total costs:
    a. For MOM itself: Tent $150, table & chairs $180, banner $30, brochure holders $20, double ended snaps $4 – Total cost for MOM less than $400
    b. Electronic / Digital Picture Frame - $70
    c. For printed material: see your PAO
    d. Giveaways: see PAO and your purchasing person, from $300 to $500
10. You can make your MOM even more effective by taking along an office TV, video player and appropriate DVDs, such as the Youth Video produced for the Forest Service by HCN. Play the videos continuously during events where the MOM is set up.

Using the MOM – This is also your check list to keep with the MOM

For best use of the MOM follow these instructions.

1. Plan for the location where you will take the MOM – go to the site ahead of time and know where you will be setting up
2. Be sure everyone going to event has it on their calendars
    a. At least 2 people should attend all events, 3 is even better, and a fluent Spanish speaker is a requirement
3. Load van / car night before if possible
4. Day of event – arrive 1 hour before beginning of event
5. Erect pop - up tent and attach the banner
6. Set up table to be out of sun as much as possible with two chairs in front of table
7. Set up brochure display and insert brochures
8. Have give aways handy to staff but not too easy for public to take
    a. Focus on personally giving them to those you talk to
9. Review the script for the day. See scripts in the appendix of this module.
10. Meet and greet attendees following the script as appropriate
11. Track number of contacts made on Tally Sheet. Use Tally Sheet in appendix of this module
12. Evaluate at end of event before you take tent down. Use evaluation form in the appendix of this module

Module Review Questions

Complete these questions to review the important concepts from this module.

1. Select the 4 best reasons to use the MOMs as part of the Latinos Awareness and Engagement project:
    a. Increase awareness of National Forests in attendees
    b. Begin to build trust in the Forest Service with the attendees
    c. Create a clear understanding of what a National Forest is, and that the Forest Service is there to serve all residents including Latinos
    d. Increase the willingness of attendees to later on provide input to the Forest Service in the refinement of Forest Planning
    e. By using the MOM we will create a more uniform “brand” for the National Forests and Forest Service
    f. The MOM will make attendance at community events easier and more effective for staff
2. What are the best print materials to take with the MOM to community events?
    a. Spanish language material
    b. Material that describes what the Forest Service and National Forests are
    c. Where the closest National Forests are and how to get there
    d. Whatever the PAO provides
    e. All of the above
    f. A through C
3. Why will we distribute give aways to attendees?
    a. We are nice people and the small tokens remind people of this
    b. Small practical items used in the attendees’ homes will be reminders of what the National Forests and Forest Service are
    c. Give aways with our logo are part of our branding strategy and may create awareness in family members
    d. B and C
    e. A is also true in most cases
4. Why do we need to use tally sheets as part of the events where the MOM is deployed?
    a. We should keep metrics for our activities – to be able to see trends and report on our activities
    b. It is a federal requirement
    c. Best practices show that keeping tallies promotes more effective staff presence at community events
    d. A and C
5. Why do you need to evaluate each use of the MOM promptly?

a. I need to learn from myself and my co-workers at the Forest Service what worked and what we need to do differently to make the next use of the MOM even better
b. Evaluation is a good practice and keeps us aware of continuous improvement
c. A and B

6. My most important learnings from this module are:

a. _____

b. _____

c. _____

After Event Evaluation
Forest Service Staff to complete

Name & Location of Event: _____
Date of Event: _____

Staff Attending: _____

Number of People contacted: _____

Desired Outcome for the day: (Select all appropriate desired outcomes)

- Increase awareness of National Forest and Forest Service _____
- Personally connect with members of local Latino community _____
- Collect names of interested persons in community _____
- Recruit volunteers for later use _____
- Get specific questions answered from discussion guide _____
- Gather ideas for inclusion in Forest Planning _____
- Other: _____
- Other: _____
- Other: _____

To what degree do you think your outcome was achieved?

1	2	3	4	5
Not at all		Somewhat		Completely

What worked best?

What was your biggest problem?

What one thing will you do differently next time?

Event Tally Sheet

Name & Location of Event: _____

Date of Event: _____

Staff Attending: _____

Contacts Made

Age: child <10	Youth 11 – 17	Student 18 – 24	Young Adult	Middle Age	Senior

Totals

Scripts for Use at Events

Greeting People in English:
"Hi, my name is _____, I am with the US Forest Service and we are here to let our Latino community know that the National Forests belong to all of us. Have you ever heard of or been to a National Forest here in the US?"

"Very few Latinos actually know about these wonderful forests that are free to all of our people. Did you know the National Forests have free places to hold a carne asada or a family gathering on weekends?"

"May I please give you some information about a local National Forest that is open for you and your family to visit almost any time? There is a phone number on this pamphlet you can call to learn more. Or you can call me on my cell phone _____ almost any time."

Greeting People in Spanish:
Hola, mi nombre es _____ yo trabajo con el (Departamento) Servicio de Bosques Nacionales y estamos aquí para informar a nuestra comunidad latina que los bosques nacionales pertenecen a todos nosotros. ¿Ha oído o visitado algún Bosque Nacional en Estados Unidos?

Muy pocos latinos saben que estos frondosos bosques son accesibles gratuitamente para toda nuestra gente. ¿Sabía que en los Bosques Nacionales hay lugares con asadores para cocinar y reunir a toda la familia en los fines de semana?

¿Me permite darle alguna información sobre Bosques Nacionales cercanos a esta área que están abiertos y disponibles para que usted y su familia visiten cuando gusten?

Hay un número telefónico al que puede llamar para obtener más información sobre los bosques o florestas nacionales, o llámeme a mi celular al_____ cuando guste.

Be sure to obtain "Frequently Asked Questions" from your Public Affairs Officer for Region 5 FAQs and nationally from the Forest Service website http://www.fs.fed.us/faq/

How to Attend: Cultural Events
Swap Meets – Remates
Latino Food Markets
To Create Awareness & Engagement
Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
  - Explain why attending events in the Latino community is important to creating awareness and engagement with National Forests and the Forest Service
  - Discuss why attending these events is an effective use of your resources
  - Plan your participation / attendance at these events
  - Be effective during these events
  - Document the contacts you make during your participation
  - Evaluate your participation using the evaluation forms provided in this module
- **General Strategy** – The background research for the Latino Awareness and Engagement project clearly showed that to reach Latinos, it is essential to "bring the mountain to Mohammad", to go to them, to meet them "on their territory", to reach out and become part of their community if only for a short time. [Research completed by the Center for Collaborative Policy at California State University at Sacramento for the early adopter National Forests in Region 5 found the same key points to be true for most stakeholders.] By going to their meeting / gathering places many basic barriers are overcome. Latinos are already present - if you put up an interesting display, they are likely to see it as they walk by. If you are present regularly, as many Latinos are, they are likely to develop a sense of who you are and sooner or later will be able to engage with you. Ultimately you may be seen as a regular part of the event and a trusted adjunct of the community.
  - A straightforward way to do this and reach many Latinos in single efforts is to attend major events and be present at major gathering points. Cultural events, swap meets / remates and Latino food markets are among the best ways to do this.
  - "Non-ethnic" commercial providers of goods and services have been doing this for quite some time. For example, the US Armed Forces recruiters have on-going presences at swap meets / remates as do major cell service and insurance providers. Community organizations such as health care providers and educators are also present at some.

- We identify three different types of events here – there may well be others in your area. The principles we present here are applicable to other venues and events you find.

- **Strategy in Attending Cultural Events** – The many parts and members of the Latino community come together regularly and predictably at certain public events. Those that have the largest attendance, and create a large, natural audience for you to meet, are significant cultural events. These events occur throughout the year with some being tied to specific calendar events and others occurring when the some part of the community sponsors one. Examples include:
    - Cinco de Mayo celebrations
    - 16th de Septiembre celebrations
    - Nuestra Señora de Guadalupe holy day– December 12
    - Parish Fiestas
    - Rodeos
    - Mariachi fiestas
- **Strategy in Swap Meets / Remates** – On Saturdays and / or Sundays swap meets, known as remates in the Latino community, are held. While the exact origin of the swap meet or remate can be debated, they are much like traditional markets in Mexico and other countries and are a definite part of the California scene for most people. Remates offer the opportunity to buy and sell virtually all kind of goods and some services. For Latinos, the remates offer products almost impossible to find elsewhere, such as dozens of kinds unusual spices, many different varieties of chiles, exotic fruits and vegetables and clothing common to the Latino community but not so common in commercial stores. A broad variety of services are offered by vendors, including cell service and cable and satellite TV, insurance, child care, even US Armed Forces recruiting. The atmosphere is positively charged with music, families enjoying time together and the aroma of food being cooked by dozens of food vendors. Thousands of Latinos attend the larger remates, such as the Cherry Avenue Auction Swap Meet in Fresno. Here and similar remates are opportunities to meet and create connections with thousands of Latinos in their own community. Find your local remate through your TCC or Google it --*"swap meet" followed by your community's name.*
- **Strategy at Latino Food Markets –** Virtually all cities or towns with a Latino population have food markets that sell foods and related products that are staples in the Latino diet. Of course, tortillas, salsa and chips are now in virtually all food stores across the US, but for foods that are distinctly Latino, only a Latino food market will have everything: the special cuts of meat, fresh salsas and breads, tortillas made on the premises, handmade tamales, spices and herbs needed for Latino kitchens. In California, Vallarta Supermarkets are such places.

Founded in 1985, Vallarta is now a California chain of 41 stores with 8000 employees. Partnering with a Latino food market such as Vallarta can provide access to thousands of Latinos on any given weekend as they come to shop and enjoy the fiesta type atmosphere in their stores. If you create a partnership with such a food market, it can become a regular "sponsor" for your work, providing food and beverages for events you will host. In exchange for recognizing the market's support you not only receive donations of food and drink but also develop a direct connection with a part of the Latino business community. A simple Google search of "Latino food market *[put your community name here*]" will produce multiple results for your area.

- **Objectives** - The objectives of attending cultural events, remates and food markets are:
    - Create awareness of what the National Forest and Forest Service are in the people attending
    - Meet personally and talk to Latino attendees making connections that may include family members and friends
    - Use the opportunities created to distribute information via videos playing during the day, written informational handouts given to attendees and inexpensive give-aways that will serve as reminders of the Forest Service and National Forests
    - Following multiple exposures to the community, create trust and engagement with Latinos attending

Planning Attendance at Remates

The Forest Service staff, with the TCC being a point of focus and connection to attendees, in April will begin planning attendance as part of their project planning to increase Latino awareness of the National Forests. For the remates and food markets, attending the same one every week or at least every other week from May to December will be most effective. The key steps are:

1. Identify the remates (or swap meets) that have a large Latino attendance in your area. Your TCC should do this step.
2. Decide which seem the best possibilities and go to them as attendees to gather on the ground data. A staff member and TCC should go together – the TCC may be essential if translation is needed. Keep notes on what you see – what kinds of organizations are present, what types of information do they present, which of their displays seem to attract the most Latino interest. [Later you should tailor your own presence / display based on date you collect.] If possible, talk to the remate organizer on the day of your visit to determine how to become a vendor. Determine which day of the weekend, Saturday or Sunday, will give you maximum exposure.

3. Based on your ground work, select the best one to attend with a booth / MOM as a vendor. Decide if you will attend Saturday or Sunday, and how many weekends each month you can support Forest Service presence.
4. Contact the organizer / hosting organization and take the necessary steps to become a regular vendor, if you did not do this in step 2. If available and in your budget, purchase a permanent display sign to promote visibility and awareness. Cherry Avenue Auction has 3'x5' signs at the entrance advertising their regular commercial vendors – we especially noted the US Army signs. They are among the first things seen on entrance.
5. Purchase or reserve a MOM (mobile outreach module) for use.
6. Identify dates to attend for the rest of the year and put them on your project plan and on the master calendar for the Latino Awareness and Engagement project.
7. Determine what printed material and give aways to take with an emphasis on those that can help the attendees spread the word about the National Forest to others in their community. Order material and give aways well in advance

Attending the Remate

On the day of the remate regular staff and TCCs in appropriate attire, most likely the Forest Service polo shirt with dark green field pants but not the green uniform, should

1. Load the materials / equipment to be taken into the vans
    a. MOM – including folding table and chairs, pop up tent, banner
    b. Handouts and giveaways
    c. Tally sheet
    d. Water for staff
    e. If hot weather, have water to give to attendees. Your Latino market partner should be able to provide this if you post a small banner or sign acknowledging their support
2. Drive to the remate at least one hour before gates open to the public, or whatever time the organizers recommend
3. Set up the MOM
4. Get a tally sheet and contact sheet ready for use during the day.
5. "Work the audience" in front of the table
6. Welcome attendees as they walk by and show interest. See scripts at the end of the module for what to say.
7. Give them an appropriate piece of reading material as you talk to them
8. As appropriate, get their contact information for follow up – such as an invitation to a field trip or later to a forest plan input meeting. See the contact sheet in the appendix.
9. Give them an appropriate give away as a memento of the National Forest / Forest Service.

10. Keep a tally of everyone with whom you make contact on the tally sheet, provided at the end of this module
11. Complete an after event evaluation
12. Pack up and drive everyone home

Planning Attendance at Cultural Events

The steps to attend a cultural event are very similar to those above for attendance at a remate / swap meet. The Forest Service staff, with the TCC being a point of focus and connection to attendees, in April will begin planning attendance as part of their project planning to increase Latino awareness of the National Forests. Cultural events are generally one time activities. You should identify all the major Latino cultural events in your area and plan which ones to attend for best use of your resources. Typically this will be larger events, or events that have a theme common with the National Forests. Be sure to avoid overlaps with other activities or gaps where weeks go by and you are attending no events. The key steps are:

1. Identify the cultural events that have a large Latino attendance in your area. Your TCC should do this step.
2. Decide which seem the best possibilities based on “themes”, information from your TCC, location, likely attendance and the like.
3. Contact the organizer / hosting organization and take the necessary steps to become an exhibitor / presenter. If offered, purchase a display sign to promote visibility and awareness.
4. Purchase or reserve a MOM (mobile outreach module) for use.
5. Identify dates of the selected events you will attend for the rest of the year and put them on your project plan and on the master calendar for the Latino Awareness and Engagement project.
6. Determine what printed material and give aways to take with an emphasis on those that can help the attendees spread the word about the National Forest to others in their community. Order material and give aways well in advance

Attending the Cultural Event

On the day of the event regular staff and TCCs in appropriate attire most likely the Forest Service polo shirt with dark green field pants but not the green uniform, should

1. Load the materials / equipment to be taken into the vans
    - MOM – including folding table and chairs, pop up tent, banner
    - Handouts and giveaways
    - Tally sheet
    - Water for staff

    - If hot weather, have water to give to attendees. Your Latino market partner should be able to provide this if you post a small banner or sign acknowledging their support
2. Drive to the event at least one hour before gates open to the public, or whatever time the organizers recommend
3. Set up the MOM
4. Get a tally sheet and contact sheet ready for use during the day.
5. "Work the audience" in front of the table
6. Welcome attendees as they walk by and show interest. See scripts at the end of the module for what to say.
7. Give them an appropriate piece of reading material as you talk to them
8. As appropriate, get their contact information for follow up – such as an invitation to a field trip or later to a planning input meeting
9. Give them an appropriate give away as a memento of the National Forest / Forest Service
10. Keep a tally of everyone you with whom you make contact on the tally sheet, provided at the end of this module
11. Complete an after event evaluation
12 Pack up and drive everyone home

Planning Attendance at Latino Food Markets

Being at Latino food markets on a regular basis requires many of the same steps as attending a remate / swap meet. The Forest Service staff, with the TCC being a point of focus and connection to attendees, in April will begin planning attendance as part of their project planning to increase Latino awareness of the National Forests. Like the remates, attending the same one every week or at least every other week from May to December will be most effective. The key steps are:

1. Identify the Latino food markets in your area. Your TCC should know one or more. And Google can identify even more.
2. Decide which seem the best possibilities and go to them as customers to gather on the ground data. A staff member and TCC should go together – the TCC may be essential if translation is needed. Keep notes on what you see – what kinds of customers are patronizing the store; are other organizations are present; if so what types of information do they present; what do their displays look like. Determine which day of the weekend, Saturday or Sunday, will give you maximum exposure – which day has the most shoppers.
3. Based on your ground work, select the best market to attend with a booth / MOM as a vendor. Decide if you will attend Saturday or Sunday, and how many weekends each month you can support Forest Service presence.

4. Contact the market owner / manager. Explain the Latino Awareness and Engagement project. Determine if they are willing to have you set up the MOM outside of their store and become a partner in this effort. If your first choice declines, move on to your second or third choice until you have a food market partner confirmed.
5. Purchase or reserve a MOM (mobile outreach module) for use.
6. Identify dates to attend for the rest of the year and put them on your project plan and on the master calendar for the Latino Awareness and Engagement project.
7. Determine what printed material and give aways to take with an emphasis on those that can help the attendees spread the work about the National Forest to others in their community. Order material and give aways well in advance

Attending the Food Market

On the day to attend regular staff and TCCs in appropriate attire most likely the Forest Service polo shirt with dark green field pants but not the green uniform, should

1. Load the materials / equipment to be taken into the vans
    - MOM – including folding table and chairs, pop up tent, banner
    - Handouts and giveaways
    - Tally sheet
    - Water for staff
    - If hot weather, have water to give to attendees. Your Latino market partner should be able to provide this if you post a small banner or sign acknowledging their support
2. Drive to the food market at whatever time the owner or manager recommends
3. Set up the MOM
4. Get a tally sheet and contact sheet ready for use during the day.
5. “Work the audience” in front of the table
6. Welcome attendees as they walk by and show interest. See scripts at the end of the module for what to say.
7. Give them an appropriate piece of reading material as you talk to them
8. As appropriate, get their contact information for follow up – such as an invitation to a field trip or later to a planning input meeting
9. Give them an appropriate give away as a memento of the National Forest / Forest Service
10. Keep a tally of everyone you with whom you make contact on the tally sheet, provided at the end of this module
11. Complete an after event evaluation
12. Pack up and drive everyone home

Module Review Questions

Complete these questions to review the important concepts from this module.

1. The main reasons we will attend cultural events, remates and food markets for Latinos are:
    a. Increase awareness of National Forests in attendees / customers
    b. Begin to build trust in the Forest Service with the attendees / customers
    c. Create a clear understanding of what a National Forest is, and that the Forest Service is there to serve all residents including Latinos
    d. Increase the willingness of attendees to later on provide input to the Forest Service in the refinement of Forest Planning
    e. All of the above
2. What are the best days of the week to attend cultural events, remates and food markets?
    a. Sunday
    b. Saturday
    c. Any work day
    d. Probably Saturday and / or Sunday based on advice from event organizers and market owners
3. What do cultural events, remates and Latino food markets offer that make them important for the Forest Service to attend as it seeks to create awareness and engagement?
    a. Easy access to hundreds or thousands of Latinos each weekend
    b. Access to whole families, multi-generations who are likely to attend together
    c. After regular attendance at one or more of these, the Forest Service may come to be seen as a part of the Latino community
    d. There is likely to be great food and the chance to better understand and appreciate Latino culture
    e. All of the above, with D being a side benefit to Forest Service staff
4. Where should you position yourself to encourage connection with attendees / customers
    a. Behind the table so I can easily get at materials and equipment
    b. In front of the table so I can easily greet and shake hands with attendees / customers

5. Why do you need to evaluate each event attendance promptly?
    a. I need to learn what worked and what we need to do differently to make the next event even better
    b. We are required to do evaluations.
    c. We have a form that makes it easy.
    d. A is the right answer but C is also true
6. My most important learnings from this module are:

    a. _____

    b. _____

    c. _____

After Event Evaluation
Forest Service Staff to complete

Name & Location of Event: _____
Date of Event: _____

Staff Attending: _____

Number of People contacted: _____

Desired Outcome for the day: (Select all appropriate desired outcomes)

- Increase awareness of National Forest and Forest Service _____
- Personally connect with members of local Latino community _____
- Collect names of interested persons in community _____
- Recruit volunteers for later use _____
- Get specific questions answered from discussion guide _____
- Gather ideas for inclusion in Forest Planning _____
- Other: _____
- Other: _____
- Other: _____

To what degree do you think your outcome was achieved?

1	2	3	4	5
Not at all		Somewhat		Completely

What worked best?

What was your biggest problem?

What one thing will you do differently next time?

Event Tally Sheet

Name & Location of Event: _____

Date of Event: _____

Staff Attending: _____

Contacts Made [put one mark for each, estimate ages as best possible, group marks in sets of 5]

Age: child <10	Youth 11 – 17	Student 18 – 24	Young Adult	Middle Age	Senior

Totals

Scripts for Use at Events

Greeting People in English:
"Hi, my name is _____, I am with the US Forest Service and we are here to let our Latino community know that the National Forests belong to all of us. Have you ever heard of or been to a National Forest here in the US?"

"Very few Latinos actually know about these wonderful forests that are free to all of our people. Did you know the National Forests have free places to hold a carne asada or a family gathering on weekends?"

"May I please give you some information about a local National Forest that is open for you and your family to visit almost any time? There is a phone number on this pamphlet you can call to learn more. Or you can call me on my cell phone _____ almost any time."

Greeting People in Spanish:
Hola, mi nombre es _____ yo trabajo con el (Departamento) Servicio de Bosques Nacionales y estamos aquí para informar a nuestra comunidad latina que los bosques nacionales pertenecen a todos nosotros. ¿Ha oído o visitado algún Bosque Nacional en Estados Unidos?

Muy pocos latinos saben que estos frondosos bosques son accesibles gratuitamente para toda nuestra gente. ¿Sabía que en los Bosques Nacionales hay lugares con asadores para cocinar y reunir a toda la familia en los fines de semana?

¿Me permite darle alguna información sobre Bosques Nacionales cercanos a esta área que están abiertos y disponibles para que usted y su familia visiten cuando gusten?

Hay un número telefónico al que puede llamar para obtener más información sobre los bosques o florestas nacionales, o llámeme a mi celular al_____ cuando guste.

Be sure to obtain "Frequently Asked Questions" from your Public Affairs Officer for Region 5 FAQs and nationally from the Forest Service website http://www.fs.fed.us/faq/

Contact Sheet

[so you can follow up with attendees later – be able to invite them to other events and ultimately to meetings to gather forest plan input]

Name	Phone number	e-mail address

Latino Mass Media
Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
  - List the major Latino mass media providers
  - Explain how to use Latino Mass Media to create awareness and engagement with the Latino community
  - Develop messages that resonate with the Latino community—not just a literal translation of English messaging

- **Latino Mass Media Strategy** – Research is showing that Latino mass media can have a limited impact on developing awareness and likely cannot alone create engagement. Announcing general meetings and inviting the general public to attend will have little impact on the Latino community. Creating targeted messages aimed at Latinos, their interests and culture can help to develop awareness, especially using radio. This comes from the behavior of many people who work physical labor jobs generally having a radio in their work area or in their pockets as they go about routine activities. Hearing positive messages about the National Forests, not just the reports on drug cartels growing marijuana there, can be beneficial in creating a general awareness about the Forests. Including messages that target Latinos about what they can do at no cost and where the nearest forests are, and specific family oriented activities can be part of a total approach to creating awareness. For example, mass media about public meetings or general information about the forests should include some incentives. These could include activities such as jump houses for children, drawings for free prizes and free gifts for the first 100 participants to arrive or call in. Culturally relevant public service announcements, both radio and television, that indicate forests are great free places for carne asadas, family picnics and Sunday afternoon family get togethers would likely encourage Latinos to use their National Forests

Connecting with Latino Mass Media

Examples of Latino mass media in the Fresno area of Region 5:

- KFSO La Preciosa 92.9 FM, Fresno
- KFTV Univision)
- KMMM Radio Amor, Fresno
- KRDA Recuerdo 107.5 FM, Fresno
- Que Onda 92.1 FM Fresno
- Vida en el Valle, Fresno newspaper co-located with Fresno Bee

Work with your TCC to identify other local, popular radio stations and newspapers read by the Latino community that may be supportive of this project. Meet with them face to face to develop a connection and elicit their support.

Developing Effective Messages for Latino Mass Media

1. Latinos respond positively to human interest feature stories so be sure articles or TV spots feature TCCs in stories about local forests to create awareness of the Forest Service and its mission and role. Engage the TCC in writing stories about themselves that may be useful to a reporter.
2. In material written for the media you need to make a very clear comparison of forest use in Mexico vs. forest use in US. In Mexico forests are mostly where people without resources to gather food, fuel and other resources. They are not used or seen as a source of recreation, nor something the average Mexican has any reason to be concerned about future management. In fact, the existence and use of National Forests in the US is relatively unique on the planet. This difference needs to be made clear to Latinos, especially newly arrived immigrants and first generation Americans.
3. Engage local media reporters in field trips (including their families if possible). See the Field Trip Self Study Module for in-depth ideas. Included are the need to engage them early, have them accompany all field trips and commit to reporting on the trip to their paper or station.
4. Provide a media kit that is fully bilingual –include Latino demographics, beneficial uses of forest (watersheds, snowpack, etc.), sample handouts in Spanish designed for use by Latinos coming to the National Forests.

Module Review Questions

Answer these questions to review the important concepts from this module.

1. True or False and why– To engage Latinos we just need to buy enough radio and TV time.
    a. True
    b. False

    Why is this so?

2. What kinds of material will need to be developed to gather input from Latinos on forest planning?
    a. Spanish language material that resonates, not just translations of English material

   b. Motivational content that explains to the media why this project is important
   c. All of the above
3. How can Latino mass media be best used in the input gathering process?
   a. Announcement of meetings
   b. Providing general information about draft plans once they are developed
   c. Keeping Latinos aware of National Forests
   d. All of the above
   e. both b. and c.
4. My most important learnings from this module are:

   a. _____

   b. _____

   c. _____

Field Trips to Develop Awareness in Latino Community
Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
  - Explain why a field trip will increase awareness of National Forests among attendees
  - Plan an effective field trip by identifying needed resources and appropriate attendees
  - Conduct a field trip that will create a positive experience in a National Forest for attendees
  - Evaluate a field trip using the evaluation forms provided in this module
- **Field Trip Strategy** – A field trip conducted by Forest Service staff, including a Trusted Community Contact, is a structured method to introduce selected Latino opinion makers and their families to National Forests. Those invited should be Latinos who are respected by and connected with their local communities and have little to no familiarity with National Forests. The overarching purpose of the field trip is to have attendees personally experience the benefits of spending a day with their families in a National Forest having a cook out, typically referred to by Latinos as a "carne asada". Benefits they should discover are: the beauty of the place, the high quality of the air, campgrounds that are family oriented for an activity they already enjoy; in the winter, how to have fun in the snow in the National Forest and so forth. The objectives of the field trip are:
  - Attendees will have a pleasant experience on the day of the field trip
  - The Forest Service will begin to build trust with the attendees
  - Attendees will engage with the Forest Service staff to learn more about the National Forest
  - At the end of the day the attendees will leave with a clear understanding of what a National Forest is, that the Forest Service is there to serve all residents including Latinos, and that they are encouraged to return with other friends and family members
  - Attendees will be willing later on to engage in providing input to the Forest Service in the refinement of Forest Planning

Planning the Trip

In April, Forest Service staff, with the TCC being a point of focus and connection to attendees, will begin planning field trips as part of their project planning to increase Latino awareness of the National Forests. One trip each month from May to September will be most effective. The key steps are:

1. Select dates for the trips. Sundays, after church if possible, are likely to result in the highest turnout because: 1) the close connection to agriculture of most Latinos in California requiring six day work weeks in the summer; and 2) most Latinos' practice of attending church services regularly on Sundays. Saturdays may be effective for other areas where Latinos work five days a week. TCCs should be integral in setting dates.

   The following steps will need to be taken about four weeks in advance of each individual field trip

2. Invite four to six opinion leaders and have them invite their families. TCCs will be essential in locating and inviting the opinion leaders. Consult with the TCC about the most effective way to extend the invitations – all will need to be done personally, probably face to face in a positive respectful way. Be clear that the family members of those invited are included in the invitation. Latinos will most likely come ONLY IF FAMILY is included.
   a. Follow up on the invitation at least twice, with the last contact the week of the event. At that time get a count of how many people will likely be coming with each invitee
   b. Be sure to get contact information for those invited so they can be reached later for their opinions
3. Invite a member or two of the media, getting in advance a commitment that their paper, TV station, radio show etc. will run a feature on the event. Check with them several times in advance, especially the Friday before the trip to assure they are coming.
4. Arrange for transportation for the field trip.
   a. Plan locations to pick up the families attending – their homes, church, school, whatever is best for them
   b. Do not use green government vans – these look like Border Patrol to local Latinos, including US citizens, and are likely to create negative feelings. Find alternate vans or buses or similar vehicles from the Forest Service or other agencies close by
5. Partner with a local Latino market or other market to provide food and beverages and in exchange give them publicity as supporters, both in the media and during the event. If you have connected with a food market as part of your regular attendance at community events, ask them to sponsor the food and beverages for the day and give them recognition before, during and after the field trip for their support.

6. Plan the menu – have the TCC select food and beverages. Based on the number of people coming prepare the list for “grocery buying” at the sponsoring Latino market or other market.
7. Plan activities for the trip
    a. The meal
    b. Activities for children
    c. A short presentation on the location where the trip is occurring and on what the National Forest is and why to care about it
    d. Determine what equipment needs to be taken – sports equipment, camping / cooking equipment, firewood, etc.
    e. Pick up food the day before from the partner food market
    f. Determine if any of the invitees would like to help with food preparation on the day of the field trip
8. Determine what printed material and giveaways to take with an emphasis on those that can help the attendees spread the word about the National Forests to others in their community
    a. Take appropriate handout material
    b. Take attendee evaluations and pencils with National Forest logo for all to use and keep

Conducting the Trip

On the day of the trip, everyone involved (regular staff and TCCs) in appropriate attire (probably the Forest Service polo and dark green field pants but not the full green uniform) should:

1. Load the food in appropriate coolers in the vans
2. Load the materials / equipment to be taken into the vans
3. Drive to attendees’ pick up locations
4. Welcome attendees as they are picked up. Give them an appropriate piece of Spanish language reading material as you welcome them aboard
5. Drive to the National Forest campground for the event
6. On arrival, have a short “briefing” welcoming everyone to the National Forest, emphasizing it is theirs, explaining the place itself, what is there, where baños are, etc. Keep this very friendly and limit your presentation to 5 minutes
7. Have meal preparers, which can include the attendees, prepare the food
8. Begin the activities for children and adults
9. Have the meal
10. Lead / encourage after lunch activities
11. Final presentation – thanking them for coming, telling a bit more about the National Forest, and that they will be contacted later to get their ideas about the future of the National forests.
    a. Do this in the style of a ranger talk around the campfire

12. Drive everyone home, have attendees complete evaluations during the ride and collect them as they leave the vans.

Evaluating the Trip

This activity, like all that are used for this project, should be evaluated. There are two parts to the evaluation – your evaluation as an organizer and the attendees' evaluation. Be sure this is done for each field trip individually.

1. Complete the after event evaluation (see below).
2. Have the attendees each complete the attendee evaluation (see below) on their way home and collect them as they depart the van.
3. Monday after the trip, review all evaluations and determine what and how to improve before the next field trip.

Module Review Questions

Answer these questions to review the important concepts from this module.

1. The main reasons we will conduct field trips to National Forests for Latinos are:
    a. Increase awareness of National Forests in attendees
    b. Begin to build trust in the Forest Service with the attendees
    c. Create a clear understanding of what a National Forest is, and that the Forest Service is there to serve all residents including Latinos
    d. Increase the willingness of attendees to later on provide input to the Forest Service in the refinement of Forest Planning
    e. All of the above
2. What are the best days of the week to have field trips?
    a. Sunday
    b. Saturday
    c. Any work day
    d. Sunday is best but Saturday may also work
3. What is the best way to invite Latinos to field trips?
    a. General notice in paper or other public means
    b. In writing via the mail
    c. Personally, probably face to face
    d. By someone who knows them
    e. both c. and d
4. How many times do you need to contact both invitees and media to a field trip?
    a. once
    b. twice
    c. three times, especially the week of the event

5. What are the key activities you need to plan for the field trip?
    a. The meal
    b. Activities for children
    c. A short presentation on the location where the trip is occurring and on what the National Forest is and why to care about it
    d. Determine what equipment needs to be taken – sports equipment, camping / cooking equipment, fire wood, etc
    e. All of the above
6. Why do you need to evaluate each field trip promptly?
    a. I need to learn from my co-workers at the Forest Service what worked and what we need to do differently to make the next event even better
    b. I need to determine if the attendees' level of awareness of the Forest Service increased as a result of the field trip.
    c. I need to find out from their perspective what worked and what we need to change to improve for the next event.
    d. all of the above
7. My most important learnings from this module are:

    a. _____

    b. _____

    c. _____

After Event Evaluation
Forest Service Staff to complete

Name & Location of Event: _____
Date of Event: _____

Staff Attending: _____

Number of People contacted: _____

Desired Outcome for the day: (Select all appropriate desired outcomes)

- Increase awareness of National Forest and Forest Service _____
- Personally connect with members of local Latino community _____
- Collect names of interested persons in community _____
- Recruit volunteers for later use _____
- Get specific questions answered from discussion guide _____
- Gather ideas for inclusion in Forest Planning _____
- Other: _____
- Other: _____
- Other: _____

To what degree do you think your outcome was achieved?

1	2	3	4	5
Not at all		Somewhat		Completely

What worked best?

What was your biggest problem?

What one thing will you do differently next time?

National Forest Field Trip
Attendee Evaluation
[fill in date]
[fill in location]
[have in Spanish and English]

1. How much did you know about the National Forests prior to this field trip?

1_____2_____3_____4_____5
Nothing Very Little I had hear of them Quite a bit A lot

2. How much do you feel like you know now about the National Forests?

1_____2_____3_____4_____5
Nothing Very Little I know some basics Quite a bit A lot

3. What did you like best about the field trip?

4. What one thing would you do differently to improve field trips for others?

5. Overall how would you rate the field trip?

1_____2_____3_____4_____5
Poor Fair Good Very Good Excellent

Collaboration with Churches, Schools and Similar Organizations In the Latino Community Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
  - Explain why a church or similar organization can be an effective partner in engaging Latinos
  - Describe three methods for creating collaboration with a church or similar organization
  - Plan an event in which the Forest Service and an identified church or similar organization can collaborate
- **Church Collaboration Strategy** – The majority of Latinos are active in churches, especially Catholic churches and some evangelical churches, especially those that have social or environmental justice programs or ministries. Many of these churches find in the Christian message a call to "right relationship" with their fellow humans and for some the physical environment itself. Members may live out their faith in action or "callings". These "callings" often take form in social and environmental justice actions, such as civil rights, fair treatment of all immigrants, service to those who have less, a responsibility to take care of others and the physical environment. The objectives of collaborating with churches and similar organizations are to:
  - Make a long term connection with a church or similar organization
  - Increase knowledge and trust in the Forest Service with the church and its staff
  - Increase knowledge of National Forests and trust in the Forest Service with the members / parishioners of church or other organization
  - Partner with the church at events sponsored by the church, be present at events, demonstrating a trusting and meaningful relationship with both the church and ultimately its members

Planning the Collaboration

The Forest Service staff, with the TCC being a point of focus and connection, in April / May will begin identifying churches and similar faith based or related organizations. The key steps are:

1. Create a list of key contacts. Begin with the Catholic community / churches in your area. Determine what Archdiocese your area is part of and identify the social justice / environmental justice contact.

    a. TCCs should be part of making and identifying these contacts. They will know or can easily find out the most supportive / active churches in their immediate communities
    b. As a beginning: Betsy Reifsnider is the environmental justice program lead for the Archdiocese of Stockton. Her number is 916-442-6480. She may know contacts like herself in other parts of the Catholic Church as well as other communities of faith.
2. Call the appropriate contacts / program leads and arrange a one- hour meeting to explain the Latino Awareness and Engagement program
3. Attend the first meeting. Forest Service regular staff and TCC should attend together. Agenda for the meeting:
    a. Introduce yourselves
    b. Explain the desired outcomes
        i. Create awareness in the Latino community of the National Forests
        ii. Build trust between the Forest Service and the Latino community
        iii. In January 2014 solicit and receive meaningful input from Latinos on the draft forest service plans
        iv. Increase use of National Forests by the Latino community
        v. Increase Latino employment in the National Forest / Forest Service
        vi. Identify opportunities to collaborate
    c. Explain the Latino Awareness and Engagement project
    d. Explain the project plan and timeline
    e. Identify key activities sponsored by the church where Forest Service / National Forest participation would be acceptable
        i. Special events
        ii. Fiestas
        iii. Events where booths are appropriate
    f. Commit to being part of at least two events at the church
    g. Identify activities sponsored or presented by the National Forest / Forest Service where church participation would be appropriate and solicit their commitment to be part of these activities
    h. Agree on next steps that both the Forest Service and the church will take to be in collaboration
4. Similar approaches and actions can be taken with schools in your area

Conducting the Collaboration

On the day of the event, everyone involved (regular staff and TCCs) should

1. Attend the event
2. Bring the MOM and its supporting material
3. Greet those in attendance positively, providing appropriate reading material and other giveaways.
4. Thank attendees for coming and when possible get individual contact information telling them that they will be contacted later to get their ideas about the future of the national forests.
5. Carry out any other appropriate tasks / actions agreed to at the earlier meeting with the church contact.

Evaluating the Collaboration

This activity, like all that are used for this project, should be evaluated. Be sure this is done for each collaborative event individually

1. Complete the after- event evaluation (see below) immediately after the conclusion of the event.
2. The next working day, review the evaluation and determine what and how to improve before the next collaborative event.

Module Review Questions

Complete these questions to review the important concepts from this module.

1. The main reasons we create collaborations between churches serving the Latino community and the National Forests are:
    a. Increase awareness of National Forests in the churches and their members
    b. Begin to build trust in the Forest Service with the churches and their members
    c. Create a clear understanding of what a National Forest is, and that the Forest Service is there to serve all residents, including Latinos
    d. Increase the willingness of church members to later on provide input to the Forest Service in the refinement of Forest Planning
    e. Increase attendance at religious services
    f. All of the above
    g. Only a through d

2. Why do you need to evaluate activity with a church promptly?
    a. I need to learn from my co-workers at the Forest Service what worked and what we need to do differently to make the next event even better
    b. Evaluation is a good thing to do and creates continuous improvement
    c. all of the above
3. My most important learnings from this module are:

    a. _____

    b. _____

    c. _____

After Event Evaluation
Forest Service Staff to complete

Name & Location of Event: _____
Date of Event: _____

Staff Attending: _____

Number of People contacted: _____

Desired Outcome for the day: (Select all appropriate desired outcomes)

- Increase awareness of National Forest and Forest Service _____
- Personally connect with members of local Latino community _____
- Collect names of interested persons in community _____
- Recruit volunteers for later use _____
- Get specific questions answered from discussion guide _____
- Gather ideas for inclusion in Forest Planning _____
- Other: _____
- Other: _____
- Other: _____

To what degree do you think your outcome was achieved?

1	2	3	4	5
Not at all		Somewhat		Completely

What worked best?

What was your biggest problem?

What one thing will you do differently next time?

Project Planning Tools
Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
    - Use the provided templates to manage your part of the project
    - Identify and record specific actions you will take to carry out your part of the project
    - Define and record the roles and responsibilities of each member of your team in carrying out Latino awareness and engagement
    - Manage and modify the master planner to track and monitor all events and activities in your part of the project
    - Estimate resources needed for your part of the project
    - Track your actions and expenses against estimated timelines and costs
- **Project Planning Strategy** – Project planning, one aspect of project management is a systematic methodology to support completing projects on time, within budgets and to desired outcomes. It is used for all types of activities from large, technical projects such as designing and building a new aircraft to small projects carried out by a few people such as strategic planning for a non-profit organization. While sophisticated software is needed to plan and manage large projects, small projects are effectively managed with simple tools, such as Excel spreadsheets and Word documents. We will be using the later for this work. The outcomes you will achieve by using these tools are:
    - Everyone on your team will know:
        - what each person will be doing as part of the project
        - when each person will be doing their work
        - what resources they will need to have allocated to accomplish the work
    - You will effectively deploy over time of the tools and activities that are part of the Latino Awareness and Engagement project
    - You will be able to track you progress against planned dates and costs

Learning the Planning Tools

The first tool in this set is the Action Planning Form. The Action Planning Form helps you to identify in detail the specific actions you will be taking in the Latino community to create awareness and engagement. As you fill out each block of the form you will be developing very specific outcomes, describing individual actions, identifying the specific tools you will use to create these, assigning responsibilities to individual team members, setting dates for actions and determining how you will measure success.

The second tool in this set is the Master Planner. The Master Planner is a calendar covering March 2013 to January 2014. Using it will allow you to see in one place all the activities / actions you will be doing and managing as part of the Latino Awareness and Engagement project. Because it is in Excel you will be able to change it to fit your needs, for example you can add months in 2014 as you plan for the input phase of the project.

The third tool in this set is the Project Time & Cost Performance Tracking. This tool helps you track the time and dollars you will be devoting to this project. It will provide you with performance data that will help you measure your effectiveness. To see it (and all three tools), look at it in the appendix of this module or open the Excel file "project time & costs" posted on the **website http://vocesinc.com/our-services/forms**.

Use all three tools as you plan your project. The Master Planner will be your overarching calendar of events, actions and member responsibilities. The Action Planning Form will have full details needed to manage your team and its work on Latino awareness and engagement. The Project Time and Cost Performance Tracking will assist you in budgeting time and money and track performance in these two areas.

Using the Tools

Step 1:

The Action Planning Form – Copies of the Action Planning Form are in the appendix of this module and on the website **http://vocesinc.com/our-services/forms**. Get one out and begin completing it by filling in the blocks. Completion of some of the blocks will be very obvious, others you will need to discuss or return to at a later time, most likely when you have follow up meetings of your group. Each number below coincides with the block or line in the same number in the Form.

1. Your Group: record a name for your group
2. Members: record the names, phone numbers and e-mail address for each member of your group
3. Others to be involved: think about and record any other individuals who need to be a part of your group and who you need to consult during your work on this project
4. Follow the instructions in the block. For example: Latino families associated with the high school in your area. However, you need to write down the name of the school and where it is. You should identify at least three specific parts of the Latino community you want to engage.
5. Follow the instructions in the block. This block is asking you to identify people you currently know who have a connection to the Latino community. These can

be co-workers, friends, acquaintances, fellow church members, neighbors, and so forth.

6. Fill in block 6 if applicable, meaning you need to identify connections. Brainstorm for now what you will ask your TCC to do to help with making connections.
7. This block asks you to think in very specific terms what awareness you want to create in each community segment you plan to contact. The more specifically you can identify what awareness you intend to create the more likely you are to develop specific interventions to take that will lead to the results you intend. The examples in the block are at the level of specificity you need to address.
8. This block asks how you will measure the effectiveness of your actions. Methods for measurement can include activity based measures such as number of people contacted and number of events held. Results based measures such as pre- and post-contact awareness surveys and post event evaluations by attendees, while more difficult to obtain typically provide better data about your impact on awareness and engagement.
9. Select the appropriate tools from the Awareness and Engagement Tool Kit to use to create awareness in your actions listed in block 7. Fill in the ownership for each and who will be the TCC, once you have identified and recruited your TCCs.
10. Identify specifically how you will use each tool by filling in the name of the tool in the first column and the action to be taken with the tool, then the accountable person and the measurement method you identified in block 8. While there are seven rows, you do not need to complete all seven if you will not be completing this amount of work.
11. Set the date and location of your next meeting where you will finalize this action plan.
12. Write down who is responsible for following up with everyone who needs to attend the next meeting. Be sure that person agrees to this responsibility.
13. Write down who will handle the logistics for the next meeting. Be sure that person accepts this responsibility.
14. Identify anyone who needs to attend the next meeting and is not present as you complete the APF. This could be your public affairs officer, for example.

Now that you have completed the APF you have the first and biggest part of project planning complete.

Step 2:

The Master Planner - To see this planner, look at it in the appendix of this module or open the Excel file “master timeline planning tool” posted on the website **http://vocesinc.com/our-services/forms**. On the horizontal axis at Row 3 are months from March 2013 to January 2014. On the vertical axis in column A are the tools

available for use in creating Latino awareness and engagement. Some of the cells in this spreadsheet are currently filled in, with place holder actions, such as “follow up group meetings”.

Once you have completed the Action Planning Form (APF), you will be able to easily complete the Master Planner by transferring the appropriate information from Action Planning to this tool. Having a completed Master Planner will provide a visual and higher level view of all the activity you will be doing and managing in your part of Latino awareness and engagement. The key steps to accomplish this are:

1. Identify who is on your team or group and record this in rows 17, 18 and 19. Be sure to identify who is team lead and who is backup. (From #2 on the APF)
2. Select dates for your meetings in March and April and record them. (From # 11 on the APF)
3. Select which tools, including the TCC and at least three additional tools your team will use to achieve increased Latino awareness and engagement. Highlight these in pen or if on the computer using the highlighter key in the Home tab (it looks like a pitcher). (From # 9 on the APF)
4. Note on the spreadsheet who is the lead for each tool and which members will support the use of the tool. (From # 9 on the APF)
5. Consult and coordinate with other teams in your Forest to assure no unplanned overlap or gaps occur, especially relative to dates.
6. At each team meeting update your master planner to reflect actions planned and completed.

Step 3:

The Project Time & Cost Performance Tracking. To see this tool, look at it in the appendix of this module or open the Excel file “project time & costs” posted on the website **http://vocesinc.com/our-services/forms**. Use this tool to track your estimated and actual time and costs. These metrics should be useful in demonstrating the effectiveness of your actions. Follow these steps.

1. In the Tool Name column are the Awareness & Engagement tools available for your use. For all those your team has selected for use, identify the Lead team member in column B. (From #2 on the APF)
2. During your planning, enter the estimated start and finish dates in columns C and D (in the format 2/28/2013). (From #10 on the APF) The tool will calculate the estimated days for you.
3. In planning for “costs” use the row just below each tool (for example for Trusted Community Contact which is row 6 use row 7). You will enter the estimated dollar costs in thousands of dollars in cell E7.

4. As each tool is used enter actual data – such as the actual start date and later the actual finish date, again in the format 2/28/2013. The tool will calculate the rest for you for time used. You will need to enter actual costs in column M.
5. The tool will create in the "days by project" and "hours by project" spread sheets (see the blue and maroon tabs at the bottom of the worksheet) that track you actual vs. planned days and hours as you enter data.

Tips on Using The Tools

As your team works on Latino awareness and engagement you should:

1. Designate one team member to manage the tools. S/he will do the inputting of data and will forward current copies to each team member.
2. Update your APF and master planner during or immediately after each meeting.
3. Update your master planner at other times if / as significant events happen.
4. Update your project time & cost tool as actions are planned, costs are estimated and later added when actual times and costs occur.
5. Use these tools to determine if you are staying on your planned schedule and using the other tools appropriately.

Evaluating the Project Planning Tool Usage

This activity, like all that are used for this project, should be evaluated. A tailored evaluation form is in the appendix of this module. Be sure this is done at least once each quarter using the after event evaluation below. As you use the tools and evaluate your performance with them, you should identify how you can be more successful with the tools and change your use to improve your performance.

Module Review Questions

Complete these questions to review the important concepts from this module.

1. The main reasons you will use project planning tools are:
    a. Use of the provided templates supports your ability to manage your part of the project
    b. To define and record the roles and responsibilities of each member of your team in carrying out Latino awareness and engagement
    c. Modify the master calendar to track and monitor events and activities
    d. Estimate resources needed for your part of the project
    e. Develop a timeline to track your actions and tasks
    f. All of the above

2. What are the most important reasons to use these three project planning tools?
    a. Record what Awareness and Engagement tools you will use and who is responsible for leading their use
    b. Plan and track your time in using the tools
    c. Plan for costs associated with using the tools
    d. Track your performance against your plans
    e. Improve your ability to use Excel
3. True or False?
    a. Only one team member should be responsible for entering data in the tools
    b. All members of the team should enter date in the tools
4. We should evaluate our use of the project planning tools because:
    a. We need to learn what is working for us
    b. We need to improve what is not working well for us
    c. Evaluation is a good discipline to practice
    d. A and B
    e. A, B and C
5. My most important learnings from this module are:

    a. _____

    b. _____

    c. _____

Action Planning Form

1. Your "Group": _____

2. Members of your group: _____

_____

3. Others that also need to be involved: _____

4. List the specific parts of the Latino community you want to engage. Describe geographic locations and existing organizations such as churches or schools if applicable:

1.

2.

3.

5. List the current connections you have with these communities. If you have none, identify how you can establish connections. **1.** **2.** **3.**
6. If you need to establish connections identify how you will use your TCC to make these connections
7. List Key Points of Awareness To Create in each community (Make your key point specific & attainable) ✓ Example of Key Point: Neighborhood "xyz" knows where the nearest national forest is ✓ Example of Key Point: Members of church "abc" know at least three activities possible in the national forest of interest to families ✓ Key Point: ✓ Key Point:

✓ Key Point:

8. Measures - How will you measure if your key point of awareness has been made?

1.

2.

9. Preliminary Tool Selection: Highlight all tools your group believes it will use in its awareness / engagement activities. Identify the primary owner and back up owner – individuals who will become knowledgeable / expert in the use of the tool. If you already have TCCs, identify their assignments

Tool	Primary Owner	Back Up Owner	TCC
1. Trusted Community Contacts			
2. Mobile Outreach Module (MOM			
3. Presence at all Major Cultural Events			
4. Presence at Swap Meets / Remates			
5. Latino Mass Media			
6. Field Trips to National Forests			

7. Printed Materials in Spanish			
8. Staffed Stand at Latino food markets			
9. Collaboration with Churches			

10. Identify specific actions that your group will take with each tool to achieve awareness & engagement.

	Specific action for the tool	**Accountable person/Measurement Method**	**Start Date**	**End Date**	**Resources needed**
1.					
2.					
3.					

	Specific action	Accountable person/Review Method	Start Date	End Date	Resources needed
4.					
5.					
6.					
7.					

11. Date & location your group will next meet to finalize this action plan: _____

12. Identify person follow up to assure all are in attendance: _____

13. Identify person to secure meeting space and meeting resources: _____

14. List anyone not present who needs to attend: _____

After Use Evaluation
For Project Planning Tools

Date of Tool Use / Team Meeting: _____

Staff Attending: _____

Items Entered / Updated:

Tool Name	Note where info Entered or Updated	Note Change in Dates or other important matters on Master Planner
Trusted Community Contact		
TCC Costs		
PAO/Mass Media/Print		
Costs		
Sway Meets / Remates		
Cost for Remates		
Mobile Outreach Module		
MOM Costs		
Spanish Language Material		
Material Costs		
Church Collaboration		
Field Trips		
Field Trip Costs		

To what degree do you think the team effectively used the project planning tools?

1 2 3 4 5

Not at all Somewhat Completely

What worked best?

What was your biggest problem?

What one thing will you do differently next time?

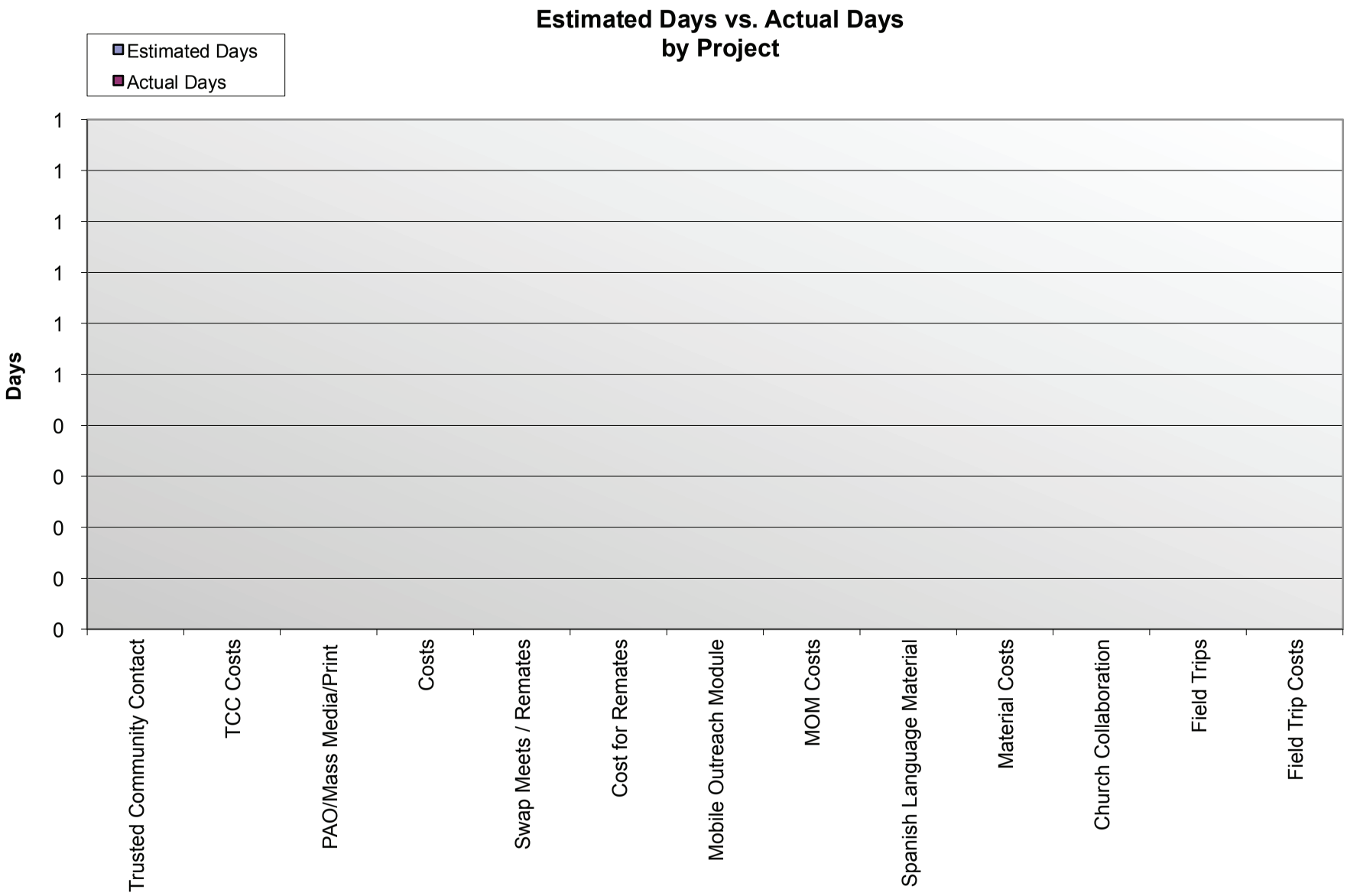
	Latino Awareness & Engagement Project - Master Planner				
	March 2013	**April 2013**	**May 2013**	**June 2013**	**July 2013**
TOOL					
	Train the Team Workshop	*Use of Awareness & Engagement Model and all Awareness and Engagement Tools*			
[Your group's meetings]	Follow Up "Group" Meetings: Lead_____ Members_____	Follow Up "Group" Meetings: Lead_____ Members_____	Follow Up "Group" Meetings: Lead_____ Members_____		Follow Up "Group" Meetings: Lead_____ Members_____
TCC		Identify potential TCCs Lead_____ Members_____	Recruit & hire TCCs	TCCs join teams and are trained	TCCs fully
Cultural Event	Begin identification of major cultural events	Final identification of cultural events to attend in 2013 Lead_____ Members_____		Participation in / attendance at	
Swap Meets/ Remates		Identify remates / swap meets to attend Lead_____ Members_____		Regular attendance at	
MOM	Plan for MOMs for each office: number and location	Create MOMs : 1. purchase tents and banners; 2. purchase give aways; 3. purchase brochure displays; 4. purchase TVs and DVD players Lead_____ Members_____			
Church Collaboration		Identify churches with which to partner Lead_____ Members_____			
Latino Food Markets		Identify Latino food markets with which to partner [these should be encouraged to provide in-kind supprot for events - food, beverages, etc] Lead_____ Members_____		Staff MOMs at partner markets on weekends not	
Field Trips			Plan & Organize Lead_____ Members_____		
PAO/Mass Media/Printed Material	Coordination with Public Information Officers: Lead_____	PAOs begin work with Lation mass media Lead_____ Members_____			
Spanish Language Material		Develop printed material in Spanish & English Lead_____ Members_____		Use Spanish Language Material	
Team Members	Leader:				
	Backup leader:				
	Members:				

August 2013	**September 2013**	**October 2013**	**November 2013**	**December 2013**	**January 2014**
Use of Awareness & Engagement Model and all Awareness and Engagement Tools				*Begin Gathering Input*	
	Follow Up "Group" Meetings: Lead_____ Members_____		Follow Up "Group" Meetings: Lead_____ Members_____		Follow Up "Group" Meetings: Lead_____ Members_____
participate in community awareness and engagement efforts with Forest Service staff					
major Latino cultural events using MOMs					
Swap Meets / Remates using MOMs					
attending other events					
Field trips to national forests					
Use Spanish Language Material					

Latino Awareness & Engagement
Project Time & Cost Performance Tracking

Tool Name	Lead Team Member	Estimated Start	Estimated Finish	Estimated Days / *Costs (in $K)*
Trusted Community Contact				
TCC Costs				
PAO/Mass Media/Print				
Costs				
Swap Meets / Remates				
Cost for Remates				
Mobile Outreach Module				
MOM Costs				
Spanish Language Material				
Material Costs				
Church Collaboration				
Field Trips				
Field Trip Costs				
TOTAL				-

Actual Start	Actual Finish	Actual Days	Variance (in Days)	Estimated Hours	Actual Hours	Variance (in Hours)	Actual Costs
		-	-	-	-	-	


Estimated Days vs. Actual Days
by Project
Estimated Days
Actual Days
Days
1
1
1
1
1
1
0
0
0
0
0
Trusted Community Contact
TCC Costs
PAO/Mass Media/Print
Costs
Swap Meets / Remates
Cost for Remates
Mobile Outreach Module
MOM Costs
Spanish Language Material
Material Costs
Church Collaboration
Field Trips
Field Trip Costs

Estimated Hours vs. Actual Hours
by Project
Estimated Hours
Actual Hours
Hours
1
1
1
1
0
0
0
Trusted Community Contact
TCC Costs
PAO/Mass Media/Print
Costs
Swap Meets / Remates
Cost for Remates
Mobile Outreach Module
MOM Costs
Spanish Language Material
Material Costs
Church Collaboration
Field Trips
Field Trip Costs

How to Gather Meaningful Input
From the Latino Community
For Forest Planning January 2014 and Beyond
Self Study Module

Introduction

- **Objectives** – After studying this module you will be able to:
  - Explain why traditional methods for public participation and gathering input will not be effective for the Latino community
  - Describe how to use the Latino Awareness and Engagement tools to gather input for forest planning
- **Latino Input Gathering Strategy** – Governmental entities have been gathering citizen input for planning and decision making for decades. The work of public involvement and participation has developed from these early efforts into the recognized discipline of public participation. One example is the International Association for Public Participation (IAP2) - a professional organization made up of members who "seek to promote and improve the practice of public participation in relation to individuals, governments, institutions, and other entities that affect the public interest in the United States and around the world." The IAP2 and others in this field offer tools and techniques to involve and engage the public. The initial communication plans developed by Region Public Information Officers refer to appropriate tools to inform, consult, involve and collaborate.

  However, when attempting to engage populations that have not previously been involved, these tools may not work for the simple reason that Latinos do not respond to the approaches and tools that work with individuals and groups who already have a connection to the government.

  Simply put:
  - Experience and research show that Latinos are not aware of National Forests
  - Latinos do not respond to calls to attend general public meetings, especially if they have do not have knowledge of the entity calling the meeting
  - If they do attend such meetings, Latinos are likely to feel outnumbered and overwhelmed
  - For the Forest Service to obtain input on forest planning, non-traditional methods will need to be used

- New methods such as social media and internet-based methods are not likely to produce significantly improved results, in part because many Latinos do not have access to these methods.

The Forest Service is charged with gathering meaningful input from low income and underserved populations, and in Region 5 Latinos represent the largest single demographic of this population. Using the tools in the Latino Awareness and Engagement Tool Kit should help meet this requirement.

To successfully gather Latino input, awareness must first be established. Then the Forest Service can create engagement with Latinos which will lead to sufficient interest by and trust from the Latino community to be involved. To create these, the other tools in the Latino Awareness and Engagement Tool Kit have been developed. It is essential to use these tools for 6 to 9 months before attempting to engage Latinos in public involvement / participation and input gathering.

One central premise of the Tool Kit is the need for "the mountain to go to Mohammed", for the Forest Service staff to go into the Latino community. It is then essential to make one-on-one contacts with Latinos. Then come connections with Latinos and providing them information and experience with the National Forests. These result in Latinos being knowledgeable enough to provide input about desired future conditions – one type of input that is going to be important to forest planning.

The following is the list of tools whose initial purpose is the development of Latino awareness and engagement. Once these tools have been used to achieve engagement and awareness they can also be used with a little modification to collect Latino input to forest planning. How to do this will be presented in this module.

- Trusted Community Contacts
- Mobile Outreach Module (MOM)
- Presence at all Major Cultural Events
- Presence at Swap Meets / Remates
- Staffed Stand at Latino food markets
- Latino Mass Media
- Field Trips to National Forests
- Printed Materials in Spanish

Using the Tools to Gather Input

1. Trusted Community Contacts – Just as the TCCs are essential in building awareness and engagement, they will be very important in gathering Latino input for forest planning. They can serve as individuals who go into the community where engagement has been created to solicit ideas and opinions about draft plans. To accomplish this, TCCs should be exposed to and educated on the basic parts of forest planning. As January of 2014 (the time for collection of input to draft plans) approaches, they and the regular staff they will work with should meet with the authors of the plans to learn the content of the plans and what areas the planners are seeking comment and input. This will begin to prepare them to facilitate gathering Latino input.
2. Mobile Outreach Module – Just as the MOMs are used for awareness and engagement, they can also help to collect input. In January 2014 and beyond, they can be taken into Latino communities with planning material, to distribute the material and collect reaction, ideas and input about the draft plans. Because the Latino communities will already be familiar with the MOMs, they will be more likely to come to the MOM to see what is new, to talk to Forest Service staff and to provide input. Discussion guides specific to the draft plans and input gathering documents should be developed and used with a MOM.
3. Presence at Cultural Events / Remates / Latino Food Markets – Just as the MOMs will be familiar to Latinos who have seen them previously, Forest Service staff including TCCs will be familiar to Latinos at these important gatherings of the Latino communities. These gatherings can also be the places to collect information, ideas and input to Forest Planning. Going to these settings should be seen as one of the most powerful public participation techniques Region 5 can use to collect meaningful Latino input. As above in the MOMs, discussion guides specific to the draft plans and input gathering documents should be developed and used.
4. Latino Mass Media – The PIO communication plans call for the use of Latino media to create participation and gather input. As the Latino media is used to create awareness and engagement, it will also support collection of input by announcing upcoming events such as those described in 3 above. While probably not effective to announce large community meetings, which are unlikely to produce meaningful input, the Latino media can be useful for continuing to keep awareness of National Forests in the minds of Latinos listeners and readers.
5. Field Trips – A very effective method to collect input on forest plans will be to take representatives of the Latino community to the forests for which plans are being drafted. Using the same methods and principles described in the Field Trip module, the staff and TCCs with planners can collect input in the setting where

the plans will have a direct impact. The development of appropriate data collections tools will make field trips effective for Latino input.

6. Printed Material in Spanish – All written material developed to collect Latino input to forest planning must be in Spanish as well as English. As quickly as English versions of written material about forest plans are developed, they should be translated into Spanish. The Spanish language version should also contain motivational content – clearly explaining what is in it for Latinos to care about and participate in forest planning. TCCs should be able to help PAOs articulate these reasons.

Module Review Questions

Answer these questions to review the important concepts from this module.

1. True or False – most of the tools in the Latino Awareness and Engagement Tool Kit also support collecting input for forest planning.
    a. True
    b. False
2. What kinds of material will need to be developed to gather input from Latinos on forest planning?
    a. Material describing what is in the draft plans
    b. Descriptions of areas needing community, especially Latino input
    c. Spanish language material
    d. Motivational content that tells Latinos what is in it for them to provide input
    e. All of the above
3. How can Latino mass media be best used in the input gathering process?
    a. Announcement of meetings
    b. Providing general information about draft plans
    c. Keeping Latinos aware of National Forests
    d. All of the above
    e. both b. and c.
4. My most important learnings from this module are:

    a. _____

    b. _____

    c. _____

V. Forms to Support Tools

Action Planning Form

1. Your "Group": _____

2. Members of your group:_____

_____

3. Others who also need to be involved: _____

4. List the specific parts of the Latino community you want to engage. Describe geographic locations and existing organizations such as churches or schools if applicable: 1. 2. 3.
5. List the current connections you have with these communities. If you have none, identify how you can establish connections. **1.** **2.** **3.**
6. If you need to establish connections identify how you will use your TCC to make these connections

7. List Key Points of Awareness To Create in each community (Make your key point specific & attainable)

- ✓ Example of Key Point: Neighborhood "xyz" knows where the nearest national forest is
- ✓ Example of Key Point: Members of church "abc" know at least three activities possible in the national forest of interest to families
- ✓ Key Point:
- ✓ Key Point:
- ✓ Key Point:

8. Measures - How will you measure if your key point of awareness has been made?

1.

2.

9. Preliminary Tool Selection: Highlight all tools your group believes it will use in its awareness / engagement activities. Identify the primary owner and back up owner – individuals who will become knowledgeable / expert in the use of the tool. If you already have TCCs, identify their assignments

Tool	Primary Owner	Back Up Owner	TCC
1. Trusted Community Contacts			
2. Mobile Outreach Module (MOM			
3. Presence at all Major Cultural Events			
4. Presence at Swap Meets / Remates			

5. Latino Mass Media			
6. Field Trips to National Forests			
7. Printed Materials in Spanish			
8. Staffed Stand at Latino food markets			
9. Collaboration with Churches			

10. Identify specific actions that your group will take with each tool to achieve awareness & engagement.

	Specific action for the tool	**Accountable person/Measurement Method**	**Start Date**	**End Date**	**Resources needed**
1.					
2.					
3.					
4.					
5.					
6.					
7.					

11. Date & location your group will next meet to finalize this action plan: _____

12. Identify person follow up to assure all are in attendance: _____

13. Identify person to secure meeting space and meeting resources: _____

14. List anyone not present who needs to attend: _____

	Latino Awareness & Engagement Project - Master Planner				
	March 2013	**April 2013**	**May 2013**	**June 2013**	**July 2013**
TOOL					
	Train the Team Workshop	*Use of Awareness & Engagement Model and all Awareness and Engagement Tools*			
[Your group's meetings]	Follow Up "Group" Meetings: Lead_____ Members_____	Follow Up "Group" Meetings: Lead_____ Members_____	Follow Up "Group" Meetings: Lead_____ Members_____		Follow Up "Group" Meetings: Lead_____ Members_____
TCC		Identify potential TCCs Lead_____ Members_____	Recruit & hire TCCs	TCCs join teams and are trained	TCCs fully
Cultural Event	Begin identification of major cultural events	Final identification of cultural events to attend in 2013 Lead_____ Members_____		Participation in / attendance at	
Swap Meets/ Remates		Identify remates / swap meets to attend Lead_____ Members_____		Regular attendance at	
MOM	Plan for MOMs for each office: number and location	Create MOMs : 1. purchase tents and banners; 2. purchase give aways; 3. purchase brochure displays; 4. purchase TVs and DVD players Lead_____ Members_____			
Church Collaboration		Identify churches with which to partner Lead_____ Members_____			
Latino Food Markets		Identify Latino food markets with which to partner [these should be encouraged to provide in-kind supprot for events - food, beverages, etc] Lead_____ Members_____		Staff MOMs at partner markets on weekends not	
Field Trips			Plan & Organize Lead_____ Members_____		Field trips to
PAO/Mass Media/Printed Material	Coordination with Public Information Officers: Lead_____	PAOs begin work with Lation mass media Lead_____ Members_____			
Spanish Language Material		Develop printed material in Spanish & English Lead_____ Members_____		Use Spanish Language Material	
Team Members	Leader:				
	Backup leader:				
	Members:				

August 2013	**September 2013**	**October 2013**	**November 2013**	**December 2013**	**January 2014**
	Use of Awareness & Engagement Model and all Awareness and Engagement Tools			*Begin Gathering Input*	
	Follow Up "Group" Meetings: Lead_____ Members_____		Follow Up "Group" Meetings: Lead_____ Members_____		Follow Up "Group" Meetings: Lead_____ Members_____
participate in community awareness and engagement efforts with Forest Service staff					
major Latino cultural events using MOMs					
Swap Meets / Remates using MOMs					
attending other events					
national forests					
Use Spanish Language Material					

Latino Awareness & Engagement
Project Time & Cost Performance Tracking

Tool Name	Lead Team Member	Estimated Start	Estimated Finish	Estimated Days / *Costs (in $K)*
Trusted Community Contact				
TCC Costs				
PAO/Mass Media/Print				
Costs				
Swap Meets / Remates				
Cost for Remates				
Mobile Outreach Module				
MOM Costs				
Spanish Language Material				
Material Costs				
Church Collaboration				
Field Trips				
Field Trip Costs				
TOTAL				-

Actual Start	Actual Finish	Actual Days	Variance (in Days)	Estimated Hours	Actual Hours	Variance (in Hours)	Actual Costs
		-	-	-	-	-	

Estimated Days vs. Actual Days
by Project
Estimated Days
Actual Days
Days
1
1
1
1
1
1
0
0
0
0
0
Trusted Community Contact
TCC Costs
PAO/Mass Media/Print
Costs
Swap Meets / Remates
Cost for Remates
Mobile Outreach Module
MOM Costs
Spanish Language Material
Material Costs
Church Collaboration
Field Trips
Field Trip Costs

Estimated Hours vs. Actual Hours
by Project
Estimated Hours
Actual Hours
Hours
1
1
1
1
0
0
0
Trusted Community Contact
TCC Costs
PAO/Mass Media/Print
Costs
Swap Meets / Remates
Cost for Remates
Mobile Outreach Module
MOM Costs
Spanish Language Material
Material Costs
Church Collaboration
Field Trips
Field Trip Costs

After Event Evaluation
Forest Service Staff to complete

Name & Location of Event: _____
Date of Event: _____

Staff Attending: _____

Number of People contacted: _____

Desired Outcome for the day: (Select all appropriate desired outcomes)

- Increase awareness of National Forest and Forest Service _____
- Personally connect with members of local Latino community _____
- Collect names of interested persons in community _____
- Recruit volunteers for later use _____
- Get specific questions answered from discussion guide _____
- Gather ideas for inclusion in Forest Planning _____
- Other: _____
- Other: _____
- Other: _____

To what degree do you think your outcome was achieved?

1	2	3	4	5
Not at all		Somewhat		Completely

What worked best?

What was your biggest problem?

What one thing will you do differently next time?

National Forest Field Trip
Attendee Evaluation
Date: _____
Location: _____

1. How much did you know about the National Forests prior to this field trip?

1_____2_____3_____4_____5
Nothing Very Little I had hear of them Quite a bit A lot

2. How much do you feel like you know now about the National Forests?

1_____2_____3_____4_____5
Nothing Very Little I know some basics Quite a bit A lot

3. What did you like best about the field trip?

4. What one thing would you do differently to improve field trips for others?

5. Overall how would you rate the field trip?

1_____2_____3_____4_____5
Poor Fair Good Very Good Excellent