Recycling Steering Committee

Modernizing Oregon's recycling system with support from Oregon Consensus

Stakeholder Engagement Subcommittee Meeting

Agenda

Thursday, May 23, 3-5 p.m.

Join Zoom Meeting
https://zoom.us/j/320578715
Meeting ID: 320 578 715
669-900-6833

3:00 – 3:20pm – Update from Steering Committee Meeting (Pam)

3:20 – 3:40pm – Review of committee work plan (Pam)

3:40 – 4:15pm – Initial FAQ Brainstorm (Amy/Group)

4:15 – 4:30pm – PowerPoint Development Planning (Amy)

4:30 – 4:50pm – Op-Ed Review and Discussion (Amy)

4:50- 5:00pm – next steps (Amy/Pam)

Actions from the meeting:

Further develop the plan and have it approved at the next Recycling Steering Committee meeting.

STAKEHOLDER ENGAGEMENT PLAN TEMPLATE
DRAFT 2| April 28, 2019

ENGAGEMENT, OBJECTIVES & ENGAGEMENT STAGES:

Purpose statement: This Stakeholder Engagement Plan (SEP) will assist DEQ and the Steering Committee (SC) with managing and facilitating future stakeholder engagement through the various stages of the SC process. This may include information gathering, deliberation, negotiation, and/or through the development of any implementation action plans.

The key objectives of the SEP can be summarized as follows[1]:
- Sustain and support mutually respectful, beneficial and lasting relationships between DEQ, the SC and their stakeholders;
- Develop both a stakeholder engagement process and public engagement process that allows for effective and meaningful engagement;
- Gain stakeholder and public trust in SC process

Primary principles (*see Appendix A for additional details*)**:**
- **Conduct Education & Outreach:** Several goals of the SEP will be to: 1.) introduce and remind stakeholders of the goals outlined in the 2050 vision 2.) conduct outreach to stakeholders and the general public to provide an overview of the SC process; and 3.) gather input throughout the SC process that may be used to inform future SC decision-making.
- **Provide Clear and Consistent Communication and Messaging**: Clear and consistent communication through developed materials will assist the group to:
    - Communicate with other stakeholders, states, and the general public with clear and consistent messaging about the SC process. This consistent messaging (e.g. talking points, Steering Committee PPT presentation, etc.) will provide the opportunity to limit misinformation when discussing matters related to the SC, with the hopes of increasing transparency and opportunities for effective stakeholder engagement.
    - Provide an opportunity to reframe recycling and build awareness regarding life cycle thinking and the goals of the 2050 vision.
    - Leverage multiple platforms and communication channels to reach diverse stakeholder groups
    - Provide clarity regarding what is / is not being addressed by the SC process.
- **Utilize a "No Surprises" Approach**. Be aware of the "hot" issues DEQ and SC members will need to address in the process in an effort to: 1.) avoid unintended conflicts; 2.) understand the deal breakers; 3.) combat misinformation and unearth any hidden agendas; 4.) increase transparency; 5.) create opportunities to be active rather than reactive when issues arise.

---

[1] Objectives adapted from: https://s21.q4cdn.com/589145389/files/doc_documents/EN/Stakeholder-Engagement-Plan.pdf

Recycling Steering committee phases of work:

1. ***Goal / Problem Definition and Information Gathering Phase***: The work of the Steering Committee is separated into three phases. The first phase of the work includes setting the Steering Committee table and identifying the problems the SC will seek to solve, within the defined broad goals identified in the 2050 Vision. Following this, the SC will provide input to DEQ to identify foundational research on a variety of topics, as well as lean on the expertise of SC members to inform the its work. Finally, Phase 1 includes the establishment of subcommittees to work deeper on issues.

2. ***Brainstorming & Deliberation Phase***: Informed by the above, Phase 2 of the SC's work will be to brainstorm and deliberate potential options to modernize Oregon's recycling system This includes using a collaborative, consensus-based process to formulate proposed recommendations.

3. ***Development of Implementation Plans Phase***: The third phase of modernizing Oregon's recycling system will be to develop action plans for implementation based on the SC approved recommendations generated in Phase 2. These action plans may include, but not be limited to, developing legislation for 2021.

ENGAGEMENT STEPS *(for full list see Appendix C)*:

==Phase 1==

==Step 1(A)==. **Develop Background Packet Materials:** Develop a consistent packet of background materials with accompanied messaging to disseminate project information and invite key stakeholders and interested public to be part of the process. The background packet of materials would be made available as a link on DEQ's website and via email by request. The packet of materials may presented by SC members, as well as DEQ staff at events such as community gatherings, conferences, schools, and/or other existing recycling meetings. The packet of materials may include:

- FAQ list
- One pagers based on interest group
- PPT Slides

The packet of materials would include accompanying draft email messaging for SC members to disseminate to their priority groups.

==Phase 1==

==Step 1(B)== **Develop Key Stakeholder Contact list.** SC members to develop inventory/contact list of priority groups and stakeholders. Provide those identified members ways to engage and tools to connect. Find the liaison to the correct point of contact to further relationships and communication between groups and to solicit feedback. ==_____==will maintain the stakeholder contact list, which shall record all stakeholders, contact details, dates of engagement with comments and including follow up requirements.

The Stakeholder Engagement subcommittee has identified specific stakeholder groups and contacts, which can be found in **Appendix B.**

<mark>STEP 3</mark> **Develop Stakeholder & Public Engagement Actions**

ENGAGEMENT METHODS:
Correspondence by phone/email/social media/interested parties listserv: Disseminate project information to stakeholders interested public. Inform stakeholders about SC future SC and subcommittee meetings.

"Road Show" Stakeholder Listening Sessions: Conduct a series of listening sessions in different regions of the state for key stakeholders groups to gather in person and to hear about the SC process; discuss any issues; and provide their input to DEQ and the SC.

Public meetings: Present project information to the general audience and key communities. Allow groups to provide their views and opinions. Facilitate meetings using PowerPoint presentations, posters, videos and/or other project information documents

Surveys: Gather opinions and views from individual stakeholders through statewide survey(s) to provide the public the opportunity to weigh in on policy questions posed by SC members. Surveys will assist the group in gathering feedback from a wide variety of Oregonians on a range of topics and tradeoffs.

Utilize Plain Language[2]. Use language that is clear, concise, well-organized, and <u>follows other best practices appropriate to the subject or field and intended audience</u>. Use plain language to ensure the reader understands as quickly, easily, and completely as possible.

Offer opportunities for equitable participation. Provide resources and/or services that encourage and facilitate meaningful participation and contribution from stakeholders. This may include, but not limited to, providing stipends for participation; childcare; translation and/or interpretation services; plain language review; host meetings at different times of the day or in regions outside of the Portland-Metro area.

<mark>**TIMEFRAME (TBD)**</mark>
What is the timeframe for engaging various stakeholder groups? Is the timeframe realistic?

<mark>**ROLES AND RESPONSIBILITIES (TBD)**</mark>
Roles of subcommitee and SC members, DEQ staff related to plan implementation. Include plan/method for tracking roles and responsibilities and what has been completed.

---

[2] https://www.plainlanguage.gov/about/benefits/

BUDGET AND RESOURCE NEEDS (TBD)

Estimated budget by major activity area, time needed from steering committee members and DEQ staff to support engagement.

FEEDBACK PLAN (TBD)

Indicate how stakeholder feedback will be provided to the steering committee, how stakeholder feedback will be tracked and responded to.
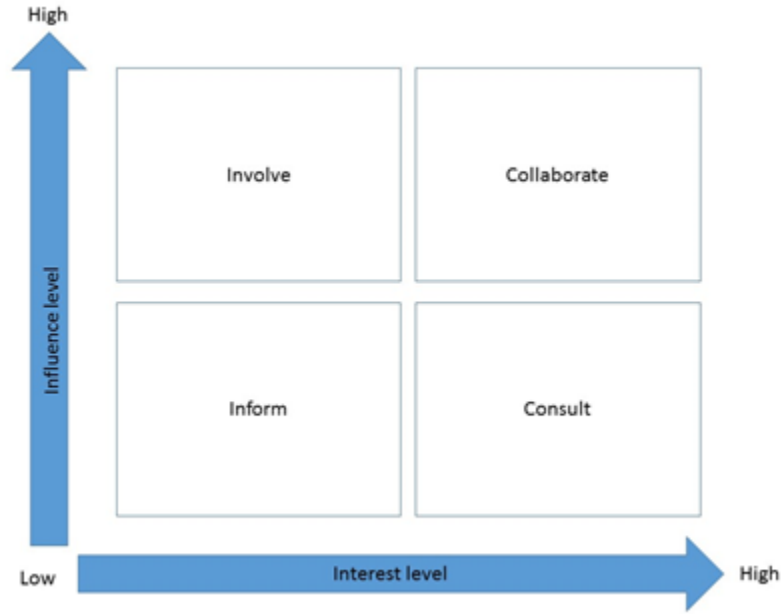
EVALUATION PLAN (TBD)

How will we know if the engagement objectives are being met? Are there specific points in the process when we should check in to evaluate and refine the approach?

Appendix A

Purpose Statement & Objectives Brainstorm:

- Introduce people to the 2050 vision for new Oregonians and remind others
- Gain support for outcomes
- Be most educated in the process and outcomes
- Input from different perspectives to get best outcomes
- People/Stakeholders are engaged
- Complex situations so perspectives are implicit
- Avoid unintended conflicts.
- Support public outreach about contamination
- Aware of the "hot" issues we need to address
- What are the deal breakers? No surprises
- Combat misinformation and set up conversation. No hidden agendas.
- There's an opportunity for transparency
- Opportunity to be active rather than reactive
- More forward together
- Stakeholders are impacted e.g. businesses and lives, etc. This is an opportunity to understand how they are impacted.
- Help stakeholders have a uniform message when they talk
- Outcomes are within the bounds of what the Steering Committee is doing. People need to know so they don't create parallel processes or competing efforts.
- Can communicate with other states (ID, WA, CA) and BC, Canada.
- Opportunity to reframe recycling and build awareness of life cycle thinking.
- Build allies
- Leverage multiple platforms and communication channels.

Appendix B
Stakeholders

Collaborate (high influence / high interest)				
Stakeholder Group	**Engagement methods**	**Engagement Stage (note all or specific stages)**	**Key contacts /specific people to engage**	**Who is responsible for engaging this group?**
Environmental Quality Commission	Briefings	All Stages		DEQ
Key Legislators, committees, committee chairs & co-sponsors of recycling related bills	Phone / email / text messaging One-on-one interviews Formal meetings	All Stages		
Government Industries / Agencies	Phone / email / text messaging One-on-one interviews Formal meetings	All Stages		
Governor's Office	Phone / email / text messaging One-on-one	All Stages		

	interviews Formal meetings			
DEQ		All Stages		
Steering Committee Members		All Stages		
West Coast Recyclers & Refuse Association		All Stages		
Source Separated / MRF Brokers		All Stages		
Other Trade Associations (APR & ISRI)		All Stages		
Other States (WA ORRA, Econology, Cal Recycle)		All Stages		
Other MRFs in the market now		All Stages		

Involve (higher influence / medium interest)				
Stakeholder Group	**Engagement methods**	**Engagement Stage (note all or specific stages)**	**Key contacts /specific people to engage**	**Who is responsible for engaging this group?**
The Media				
Processors				
Oregon Rural Action				
Industry Associations (Grocers/hotels/ORLA)				
Persons with physical/mental limitations				
Diverse persons (MWESB)				
Businesses, chamber of commerce, rotary clubs				

Business Oregon				
Economic Enterprise Zones (County and statewide economic development efforts)				
Material specific stakeholders for future program materials				
School Educators				
Innovators - creating new processes and processors OR those that are creating new uses for commodities				
Titus / BHS				

Consult (medium influence / medium interest)				
Stakeholder Group	**Engagement methods**	**Engagement Stage (note all or specific stages)**	**Key contacts /specific people to engage**	**Who is responsible for engaging this group?**
The Environmental Center			Mike Riley	
OLOCV - League of Conservation Voters				
Environmental Groups - **Marine debris** - **OEC** - **Recycling Advocates** - **Zero Waste** - **Climate action planning groups**				
Oregon Conservation Network				
College / University Campuses / Youth Groups / K-12 / Youth Councils				

Consumers who want to recycle everything				
Construction Industry				

Inform (low influence / high interest)				
Stakeholder Group	Engagement methods	Engagement Stage (note all or specific stages)	Key contacts /specific people to engage	Who is responsible for engaging this group?
Master Recycler Programs (OGS & Portland Program)				
Solid Waste Association of America				
Plastics Industry Association				
Source Separated Collectors				
Depots				

Inform (low influence / low interest)				
Stakeholder Group	Engagement methods	Engagement Stage (note all or specific stages)	Key contacts /specific people to engage	Who is responsible for engaging this group?
Senior Citizens / retirement homes				
Surfrider				
Very rural haulers and governments				
Manufacturers of products commonly recycled				
SWANA local				

New Oregonians that are untapped in recycling education				
Tillamook, Curry and Coos County				

Appendix C - Large and Small Group Work

What methods will best support steering committee member engagement with the stakeholder groups they represent?

- Follow-up with reports from stakeholders and share regular status/progress updates
- Emails
- Meeting summaries with action items of who is doing what.
- Regularly remind Steering Committee members of action items and roles
- Focused messaging
- Templates of meeting summaries, action items, etc.
- Clearly defined roles and responsibilities.

Are there existing engagement activities and/or communications channels that could be used for those that are high level and high influence?
- Ability to access information on the DEQ website to direct people to information and resources
- Feedback surveys
- Find the liaison to the correct point of contact to further relationships and communication between groups and to solicit feedback
- Make meetings easier to participate, such as holding meetings outside of the PDX Metro area.

What methods overcome barriers to stakeholder participation?
- Make all information accessible e.g. 5th grade reading level and using common, plain language
- Libraries as connection point
- Mentoring or ambassadors program
- Online forum / chat for student leaders through social media
- Find Students who need to get course credit to lead engagement or participate in activities.
- Tap into steering group relationships with community-based organizations
- Connect with Master Recyclers of Color
- Speakers Bureau - volunteers that convey accurate messaging and steering committee members to partner with them.
- Connect with CBs to make them aware of the process and how it might align with their interest.
- Utilize stipends for participation
- Use incentives for participation such as providing a certificate in sustainability or recycling
- Offer childcare, translation, and interpretation services.
- Connect with leaders of student groups to let them know about the process and how they can influence it.

- Address and be aware of the physical limitations for those that are visually or hearing impaired.
- Be flexible with the methods and provide different avenues for engagement e.g. phone, online, and meetings at different times of day.

Barriers to stakeholder involvement:
- Short attention spans
- Access to accurate information
- High workload/low priority for both stakeholders and SC members
- High enthusiasm and low follow through
- Complexity - the issue is complex with significant unknowns, silos, and issues in collaboration
- Cost/resources restrictions
- Geographic issues - those in rural areas have to travel far to engage and there may be issues with access to technology.
- Issues with access to technology
- We don't know what we don't know
- Different messaging for different groups
- Language differences and uses of idioms, terms, access to services for hearing/visually impaired and content not available in multiple languages.
- Time/resources/methods to encourage under represented groups to attend meetings
- Challenges with making meetings accessible
- Relationship building with communities of color
- Efficiency with time and communicating
- Lack of trust
- Fear of change
- Culture of collaboration
- Bureaucratic barriers
- Barriers within members feeling adequately represented within their larger group/association
- There are lots of people to check with!
- Who are the "right" people to connect with? Who are the influencers?
- Competing messages