California Water Plan Plenary Breakout Session: Outreach & Education

10:15am – 12:00pm

Meeting Summary

Welcome and Greetings

Megan Fidell, Department of Water Resources (DWR), opened the breakout session. She asked participants to introduce themselves, over 30 participants attended the breakout session. She explained that three workshops had been completed to date:

1. In October 2011 the topic was addressed at the Plenary,
2. In March 2012 the topic was revisited, and
3. In June 2012 the first draft was reviewed.

Ms. Fidell explained that today's session is a working session and would include a section-by-section step through of the document. She asked for general and specific feedback; she explained that comments about wording that needs to be changed or additions that need to be made. Ms. Fidell explained that this work will directly feed into the text of the Resource Management Strategy (RMS), which will be turned over for editing before it is included in Volume 3 of the CWP.

Overview of RMS and Questions of Clarification

Ms. Fidell provided a brief overview of what an RMS is and explained that the Outreach and Education RMS is a little different than others since it approaches the challenges in a different way. Ms. Fidell opened the floor for questions of clarifications. No questions were asked.

Section-by-Section Discussion on Content Development/Refinement

Participants were asked to comment section-by-section. Most notes were captured within the document, additional comments were recorded as the group reviewed each section of the document.

Comments on Section 1:

- Science does not focus enough on the history; practitioners (people on the land and who come from the land – not just Native Americans – people who understand the land and the systems).
- More tribal input is necessary
- Reaching younger generations (K-12 and College) there are curriculums
- Chico State is starting a project of interviewing the members of the oldest farming families; what streams ran, how deep were they, how deep were the wells. Involving the community in a way that was not threatening; can't ask anyone about what their well is producing right now. Gathering history is seen as harmless…when did someone have to switch crops due to
- Grace, why is RMS added to CWP; for successful implementation of any on-the-ground program it needs
- Grace, The tone is negative (some locales have been damaged), major rewrite needed and comments forthcoming. People are not ignorant. People are trying to encompass broader
- Grace, 218 was not intended the way it was characterized
- Grace, when describing techniques (page 6) it should be useful; what can they do and use. With opinion, do pre and post campaign.
- Grace, get into more of the techniques that the industry uses and what can be tried; it is too general. We need to drill down more. Education in general is discussed, but we should
- **Maria Elena-Kennedy (WOW chapter on Tribes and DACs) successful case studies in Santa Ana. What was actually done; how the community did the outreach. She can give us the case study. May help resolve the lack of specifics.**
- I think it might also be helpful about who the intended audience is; managers? Educators? Outreachers?
- Historic side of things; reference SF Estuary Institute (SFEI) Historical Ecology tools.
- Troy Boone – Evidence may be in political or ethical conflict with the standpoint that data comes from. Science is not completely objective. (health educators or community organizers can help make sense of
- Engage and engagement might be a better emphasis than outreach. Keep the document open to the possibility that staff and decision makers will learn from the public.
- I'd like to see more about information going both way. Focus on listening and learning.
- Top of page 2 – the word project comes up 4 or 5 times; do we also mean programs, policies, etc.
- State government has a role in helping people understand but it is everyone's responsibility not just state government.
- Do we want people to have opinions or make more informed choices.
- Public outreach and education is best done on a local level rather than statewide because what is effective in San Diego may not be effective in Humboldt.
- No discussion of the impacts of population change; increasing demands and outreach, education, engagement needs to change. Geographic dispersal; northern source areas versus southern consumption areas; these are legitimate

- Several controversial issues were brought up at a meeting last night, which I chaired (Barbara), and you need to provide credence to the diversity of opinions and acknowledge them up front so people feel they own part of the process.

Comments on Benefits:

- Encouragement that agencies outreach in multiple languages. (Maria) In the Santa Ana watershed we also work in Vietnamese and Spanish. There are sizeable Asian communities in the Central Valley.
- You might want to do a separate chapter to differentiate Tribes (sovereign nations) from Disadvantaged Communities on how that work is done.
- Grace - People who buy something should receive it.
- Grace – Recycled water will take a long time before the customer will sign off.
- Grace – DWR and ACWA have the save our water campaign is a great example to include
- Ron – prefer stewardship to management on page 8; we do not have full control over what we are doing…we are not managing it.
- We need to reach out to the places our water is coming from…do we know where the water comes from? Get broader about the community and who to include
- Not all policy making requires such a broad level of outreach
- The education of what water really is should be put into textbooks. We need to tell the historical water story in education. We put on camps for Tribal children so they understand the water history.
- Maintain appropriate emphasis and tone throughout the sections, avoid hostility.
- Tone is easy to challenge; who is this going to…public, CEQA, NEPA, government,
    - Answer – yes; that is a classic problem for the entire Water Plan…the audience is everyone so it is nobody in particular

Comments on Climate Change and Major Issues:

- Ron, Tribes are here with the state, public lack of understanding is being addressed because the state governing bodies don't even understand what rights the government has and governance becomes very complex
- Sarah, climate change could be a heading under major benefits and major costs
- Sarah, major issues seems comprehensive
- Diverse communities pilot project; San Diego tried indirect potable reuse; it was dubbed Toilet to Tap by a politician; they are having more success maybe because people understand this is already happening just a wider loop
- HR issue relative to

- Bring schools and universities to the table; explain why they are being asked to come to CWP and what they
- Complexity in general, and uncertainty, there is not a defined definitive answer; there is huge uncertainty and that affects outreach – intro paragraph
- Include section on disinterest in water, tone: "that's what I pay you for" – also speaks to opportunity cost and number of things people are balancing in life
- Mistrust is not just teaparty it is also other people, also includes immigrant communities. There are parallel communities (older and white who are upset about growing latino population, latinos are here illegally so the entire community is distrustful
- Water rights; people are scared that I will read their water meter and track what they are using and use it as leverage to not allow access to water
- Distrust that the original paragraph is not getting all the way to is the agenda that sceintists are supporting; what is the agenda of doing this study?
- Stephanie – going forward with the CWP, outreach and education is crucial…who are we writing for and who is the audience. How are we going to get the information out there and we are trying to come together and get the point across…we need to figure it out.
- Positive spin on distrust – dispel

Adjourn

Ms. Fidell thanked the participants for their input, which will vastly improve the chapter. She said the chapter will be posted and receive comments again. Ms. Fidell said comments can also be submitted via e-mail to mfidell@water.ca.gov.