

**Chapter Details — Administrative Draft**

<i>Authors or volume leads, please provide context and input to the publications staff in the space below.</i>	
<i>Volume and chapter number</i>	Chapter X, "Outreach and Education about Water"
<i>Contact person</i>	<i>Megan Fidell</i>
<i>Notes to editor</i>	<i>Type any notes to the editor here (i.e., to mention any information currently missing or to confirm any unusual spellings/facts that may generate queries from the editor otherwise). [Notes from editors to staff will be in gray highlighting or in comments.]</i>
<i>Design/graphics information</i>	<i>Type any notes about the status of graphics, or any suggestions about photos/figures, here.</i>
<i>Box information</i>	<i>Please list corresponding boxes and their status (as well as the status of any graphics that go in them) here.</i>
<i>Table information</i>	<i>Please list or describe corresponding tables and their status here.</i>
<i>Glossary entries</i>	<i>Type any terms/definitions here that you would like to see included in the glossary. Please ensure they are defined in the text of this chapter, too.</i>
<i>Captions</i>	<i>Type any captions for known photos here. Include the image's file name or description of photo.</i>
<i>Recommended pull quotes</i>	<i>Suggest pull quotes for this chapter here. (Pull quotes are bits of text that will be repeated in margins or elsewhere on the page, in a different font/size from the rest of the text. Typically, they should be no more than a couple of sentences and should be interesting/intriguing enough to serve as an additional entry point to pull readers in.) (Copy and paste pull quotes from the text of the chapter.)</i>
<i>Column notes</i>	<i>If additional information needs to appear in the margins (e.g., directional notes to readers, perhaps telling them where to find related content in other sections of Update 2013), type that information here and indicate what portion of the chapter it should accompany.</i>



# Chapter 0. Outreach and Education about Water

## Outreach and Education about Water in California

Evon – instrumental in getting public to understand local regions various types of strategies, highlighting examples, building stormwater system

Two big parts: General sense for public, value

Helping local agencies become familiar with strategies that haven't been familiar to them. Water districts do have Public Affairs, ask them what they have been doing. Information sharing to show about the question of rate hikes, how a business model doesn't work for water agencies, show agencies ways to present information to their constituents. Water Plan can be helpful, show how a locality can convene information hearings. Get public on-board. Not necessarily with outside consultants.

Betsy Collins: What USEPA has for watershed academies, all kinds of outreach materials, surface water ambient monitoring, how can I translate into local informational tools. Already done.

Kathleen: Philosophical statement, educate, propagandize people to what is not a complete fact, system not completely privatized, stated that water is a human right, finite. Relationship between land and water development is critical. Critical to a public campaign. Common language to say what is happening.

In terms of education – have a hard time figuring this stuff out. Who is developing what plan. Helpful, if someone showed a big flow chart of agencies. How they are involved.

Show what is already going on, the state can lag local activities

## **Public Outreach:**

To the broad public/ public education system /

About limits of water availability, link to land development and planning, sustainable or holistic water understanding (especially a case study), environmental issues,

Conflict resolution

To districts and agencies (possibly to help them conduct their own campaigns)

NGO's, environmental organizations/ partner with governmental agencies to disseminate/ articulating network

Given existing clearinghouse/ organizations/ case studies of various, not just generated by governmental organizations, make sure that people know that most information generated by NGOs, volunteers.

Educate low-level public officials – water agencies, cities, businesses (substantial part of who WhollyH2O does, they don't know what to do about greywater, how to deal with public).

Use web-based footprints, calculators, learn where your water comes from (by zip code). Enviromapper.

Compare to other developed countries or can compare regions, as in 2020 Plan

## **Creating a cultural shift by 2050**

Need at the water user level, funding,

Educational system, curriculum setting, how people relate to water/watershed resource management

Sense of investing in water, beyond paying bills, rewards conservation, more direct than byproduct go to an (elite) developer, everyone getting a benefit out of conserved water

Need to bring commercial and institutional along.

Water as a human right, shared resource, shared responsibility

Public information sharing about real-time water use, sparks competitiveness

Have people experience water in nature, as something different than a commodity

Water has to cost something, not financially valued, water conveyance and treatment are paid for, but not water. Water rates have to go up. First problem, this is how to proceed. Educate people about the difference between conveyance and treatment, and paying for water.

But cost of living, and basic cost of water is very difficult for treating Lake water.

### **Bringing sociology into the agencies**

Mainstream water conservation and use, sustainable water management

Teach communication skills (to themselves), not good at communicating with public

Research on common problems facing water managers: rate hikes, public acceptance of reclaimed wastewater, flood and evacuation behavior, conservation behavior.

## **Potential Benefits of Outreach and Education about Water**

### Public education

Get more participation in conservation programs.

More equitable and just usage and distribution of water. More aesthetic value of water.

Two-way street, gives agencies feedback, and helps them approach water issues.

### Creating a Cultural Shift

Children may leverage home/people's behavior

Help with climate change adaptation and resilience

More aesthetic value of water

### Bringing Sociology into the Agencies

## Potential Costs of Outreach and Education about Water

### Public education

If you get rapid water conservation, their rate structure may not be prepared for the lost income. Can potentially get change before the districts are ready.

Would require more funding

### Creating a Cultural Shift

Potential for backlash on state's priorities, especially as regards kids' education

### Bringing Sociology into the Agencies

Expense of staff time, increasing demand for the field

## Major Issues Facing Outreach and Education about Water

Public education – non-profits who are doing the informational campaigns need funding, how do we support them in continuing this effort.

Creating a Cultural Shift – may be perceived as propaganda; is it the role of the State to try to create a cultural shift?

Climate Change: educating people about increasing variability, changing expectations from historical water supply, water and energy nexus, Flex Your Power at the Tap

### Bringing Sociology into the Agencies

- Agencies struggle on their own with public processes, don't have a public informational officers, don't know how to deal with public

## Recommendations to Facilitate Outreach and Education about Water

**Public education** – Survey of what is already being done by NGO's and universities, agencies, EPA, professional associations

Education and Outreach has to be a two-way street – getting to work on problems from a public perspective, needs to be somebody she can go to (an ombudsperson) to direct people to the process. Need from the outside to be directed into the agencies.

Do Road Show of 1975 Water Plan – about California, ecology, water, extent of thought, don't

get that across

## **Creating a Cultural Shift**

## **Bringing Sociology into the Agencies**

## **References**

### References Cited

End references for any works cited in your text appear here.

### Personal Communications

End references for any personal communications you are citing in your text appear here.

### Additional References

End references for additional works the reader might benefit from reading appear here.



**The text below is for publications staff use only. This text will not appear in the final version of this document.**

*Publications staff: Acronyms and abbreviations will be presented for each chapter individually. References for citations will appear within each chapter, as well. Use the lists below to create acronym tables for each chapter, generate tables of contents, and crosscheck information within the text.*

*Right-click in the field and then select “Update Field” and “Update Entire Table.”*

**Table of Contents**

This is set up to generate a list of all text styled as “Update 2013 heading 1” through “Update 2013 heading 5.” It can be modified to collect any styles you want. You may change what it gathers by selecting the line of text below; right-clicking; and choosing Edit Field, Table of Contents, Options.

Chapter 30. Water-Dependent Cultural Resources and Practices .....	<b>Error! Bookmark not defined.</b>
Water-Dependent Cultural Resources and Practices in California .....	0-1
Update 2013 Heading 3 .....	<b>Error! Bookmark not defined.</b>
Update 2013 Heading 4 .....	<b>Error! Bookmark not defined.</b>
Update 2013 Heading 5 .....	<b>Error! Bookmark not defined.</b>
Potential Benefits of Water-Dependent Cultural Resources and Practices .....	0-3
Potential Costs of Water-Dependent Cultural Resources and Practices .....	0-3
Major Issues Facing Water-Dependent Cultural Resources and Practices.....	0-4
Recommendations to Facilitate Water-Dependent Cultural Resources and Practices .....	0-4
References .....	0-4
References Cited .....	0-5
Personal Communications .....	0-5
Additional References.....	0-5

**Table Mentions**

This is set up to generate a list of all text marked as a table mention, using the letter T as the table identifier.

No table of figures entries found.

**Table Titles**

This is set up to generate a list of all text styled as "Update 2013 table title."

**No table of contents entries found.**

**Figure Mentions**

This is set up to generate a list of all text marked as a figure mention, using the letter F as the table identifier.

No table of figures entries found.

**Figure Titles**

This is set up to generate a list of all text styled as "Update 2013 figure title."

**No table of contents entries found.**

**Box Titles**

This is set up to generate a list of all text marked as a reference to a box, using the letter B as the table identifier.

No table of figures entries found.

**Acronyms and Abbreviations**

This is set up to generate a list of all text marked as an acronym/abbreviation, using the letter A as the table identifier.

No table of figures entries found.

**Citations**

This is set up to generate a list of all text marked as a citation, using the letter C as the table identifier.

**No table of figures entries found.**

**Miscellaneous**

This is set up to generate a list of all text marked as miscellaneous [river names, region names, or anything else you'd like to gather into a list], using the letter M as the table identifier.

No table of figures entries found.

**Glossary**

**This is set up to generate a list of all text marked as a glossary entry, using the letter Z as the table identifier.**

No table of figures entries found.