Engaging your Public in Water Planning

Part 1

Claire Bleser, PhD. - Administrator

Leslie Yetka - Natural Resources Manager
Agenda

PART 1
• Why public engagement?
• Planning your engagement
• Knowing your audience
• Getting people to show up
Agenda

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Minnesota’s Watershed Districts

- Created by the legislature in 1955 (103D)
- Formed by petition
- Overseen by state Board of Water and Soil Resources
- Board of appointed managers
- Taxing authority, regulatory authority
- Protect, manage, and restore water resources
FINAL STATEMENT OF NEED AND REASONABLENESS

Riley Purgatory Bluff Creek Watershed District Rules
November 5, 2014

This statement of need and reasonableness presents background on, technical support for and an explanation of new rules adopted November 5, 2014, by the Riley Purgatory Bluff Creek Watershed District:

- Rule A: Procedural Requirements
- Rule B: Floodplain Management and Drainage Alterations
- Rule C: Erosion and Sediment Control
- Rule D: Wetland and Creek Buffers
- Rule E: Dredging and Sediment Removal
- Rule F: Shoreline and Streambank Stabilization
- Rule G: Waterbody Crossings and Structures
- Rule H: Appropriation of Public Surface Waters
- Rule I: Appropriation of Groundwater
- Rule J: Stormwater Management
- Rule K: Variances and Exceptions
- Rule L: Permit Fees
- Rule M: Financial Assurances

These rules will provide the backbone of the District’s regulatory program, the reestablishment of which after a period of dormancy is discussed below. The rules apply to land- and water resource-disturbing activities as delineated in detail in each substantive rule (B through J).

Planning Background
In 2007 the District suspended its regulatory program, relying instead on a streamlined and simplified regulatory system that left watershed cities with sole responsibility to regulate to protect water resources. The updated Riley Purgatory Bluff Creek Watershed District management plan completed in 2011 included a commitment by the District to an advisory role only on regulatory matters.
They felt left out of a process that impacted them.
Significant losses in
Protection
Time
Money

Trust
WE NEED A NEW PLAN!

“A good plan is one for which you can find the support in your actions”

“A good plan should demonstrate the framework on how you make your decisions. It should be flexible.”
Engage stakeholders

Collect data

Identify issues

Determine solutions

Public hearing

Wow! How logical, evidence-based, and great!

Implement
For the plan, we expanded our definition of who stakeholder is...
...looked for opportunities to engage them
Develop a planning engagement process
Public Engagement Spectrum (IAP2)

Inform: Low level of public engagement
Consult: Mid level of public engagement
Involve: High level of public engagement
Collaborate
Empower
Agenda

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DESIGN LAB
1) THE NEED

- The need is the compelling reason for doing anything.
- Sensing the need is the first step to designing a meeting, organizational structure or change initiative that is relevant.
- The need exists outside of our work.

2) THE PURPOSE

- Out of need comes the clarity of the purpose.
- Purpose statements are clear and compelling and guide us in doing our best possible work.
3) THE PRINCIPLES
● Principles of cooperation help us to know how we will work together.
● It is very important that these principles be simple, co-owned and well understood.

4) THE PEOPLE
● Once the need and the purpose are in the place and we have agreed on our principles of co-operation, we can begin to identify the people, organizations or stakeholders that would contribute and have a role in our work.
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## Stakeholder Analysis

### Meet Their Needs
- Engage and Consult
- Increase/maintain level of interest
- Aim is to move them to the right
- Could be a risk to your idea

### Key Player
- Manage closely
- Involve in projects and decisions
- Engage on a regular basis and work to maintain the relationship

### Low Priority
- Monitor
- Communicate generally to keep updated
- Aim to move to the right

### Keep Informed
- Make use of interest through involvement
- Consult on their area of interest
- Can be a supporter/ambassador

<table>
<thead>
<tr>
<th>Influence/Power of Stakeholder</th>
<th>Interest of Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>+</td>
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</tr>
</tbody>
</table>
Agenda

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80% Enjoy Wildlife Watching and Adjacent Recreation

Wildlife watching and walking or running on nearby trails are the most common ways respondents use local waterbodies.

Common Concerns

The three most common concerns that survey respondents had about water resources were:

- 81% of respondents chose: Pollution entering waterbodies
- 75% of respondents chose: Aquatic invasive species
- 75% of respondents chose: Clarity of water
Example of Communications

Speak up for 
Clean Water

Help protect the future of water resources in your community.

Take the survey
Ten minutes of your time will help shape the next ten years for water resources in your community. The Riley Purgatory Bluff Creek Watershed District has three creeks, over a dozen lakes, and many wetlands. Help us to protect, manage, and restore them.

To take the survey, go to: rpbcwd.org

Attend a summit
Join the watershed district and your neighbors in setting priorities for our water resources. There will be three summits, one for each of the three watersheds: the Riley, Purgatory, Bluff Creeks. Come to the one most connected to, or come to all. Be part of the process of updating community’s water resource-plan.

Bluff Creek Watershed
May 11
6:30 pm
Channahon Recreation Center
2200 Cater Bluff

Riley Creek Watershed
May 16
6:00 pm
Channahon Library
7771 Karter Blvd

Purgatory Creek Watershed
May 18
6:30 pm
Elburn Public Library
1501 Elburn Town Center

What will we do with the information we are gathering?
Inform ● Consult ● Collaborate
Agenda

PART 2
• Effective engagement practices
• Interpreting results
• Fulfilling your commitment
• Sharing your story
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THIS TABLE IS A SNAPSHOT OF ALL THE RECORDED COMMENTS FROM THE WORKSHOPS.

OVER 500 COMMENTS

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### Appendix C - Summary of Comments Received at Issue Identification Workshops

<table>
<thead>
<tr>
<th>Comment ID Number</th>
<th>Stakeholder Meeting (see Section 3.2.2)</th>
<th>Comment, question, or general issue</th>
<th>Resource Type (If applicable)</th>
<th>Issue Category (see Section 3.3)</th>
<th>Issue Subcategory (If applicable)</th>
<th>Applicable District Strategies (see Section 4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Purgatory</td>
<td>Storm water ponds testing: which are monitored?</td>
<td>Wetlands</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO S4, DC S2</td>
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<tr>
<td>2</td>
<td>Board</td>
<td>Protect cranberry bogs and wild rice</td>
<td>Wetlands</td>
<td>Education &amp; Outreach</td>
<td>Stewardship</td>
<td>EO S7</td>
</tr>
<tr>
<td>3</td>
<td>Board</td>
<td>Promote sustainable landscape and land use to conserve groundwater: capture, retain and let water infiltrate where it falls (recharge). Drought-tolerant plants use less groundwater</td>
<td>Groundwater</td>
<td>Water Resources</td>
<td>Groundwater</td>
<td>Ground S1, WQuan S3</td>
</tr>
<tr>
<td>4</td>
<td>Purgatory</td>
<td>We are not in favor of the delisting of Red Rock: Bakers, Satterness, Kitrells, Richardson, Lien</td>
<td>Lakes</td>
<td>Education &amp; Outreach</td>
<td>Public Engagement</td>
<td>EO S6</td>
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<td>5</td>
<td>Board</td>
<td>Water use restriction: lawn watering and drip irrigation</td>
<td>Groundwater</td>
<td>Water Resources</td>
<td>Groundwater</td>
<td>Ground S1</td>
</tr>
<tr>
<td>6</td>
<td>Board</td>
<td>Shoreline protection and improvement</td>
<td>Lakes</td>
<td>Education &amp; Outreach</td>
<td>Stewardship</td>
<td>EO S7</td>
</tr>
<tr>
<td>7</td>
<td>Riley</td>
<td>Training professionals on impacts of everyday activities: lawn mowing, etc.; speaking with city maintenance</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO S4, EO S1, EO S8</td>
</tr>
<tr>
<td>8</td>
<td>Riley</td>
<td>Climate change considerations: how to implement into planning and management</td>
<td>Other</td>
<td>Planning</td>
<td>Climate Change</td>
<td>Plan S2</td>
</tr>
<tr>
<td>9</td>
<td>Riley</td>
<td>No-net-loss of aquifers: how do we do this?</td>
<td>Groundwater</td>
<td>Water Resources</td>
<td>Groundwater</td>
<td>Ground S1, WQuan S3</td>
</tr>
<tr>
<td>10</td>
<td>Board</td>
<td>Craft plan such that we can take advantage of new funding opportunities as they arise</td>
<td>Wetlands</td>
<td>Data Collection</td>
<td>Inventory</td>
<td>DC S1</td>
</tr>
<tr>
<td>11</td>
<td>TAC</td>
<td>Inventory of existing wetlands: woodland wetlands</td>
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<tr>
<td>12</td>
<td>TAC</td>
<td>Partnerships; engage volunteers and enforce rules</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Building Capacity</td>
<td>EO S8</td>
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<tr>
<td>13</td>
<td>CAC</td>
<td>Who is monitoring wells?</td>
<td>Groundwater</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO S4, Reg S1, Ground S2</td>
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<tr>
<td>14</td>
<td>Purgatory</td>
<td>Assist in the establishing of an association</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Building Capacity</td>
<td>EO S8</td>
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<tr>
<td>15</td>
<td>Board</td>
<td>Flood control for Atlas 14 and projected/predicted climate change</td>
<td>Other</td>
<td>Planning</td>
<td>Climate Change</td>
<td>Plan S2</td>
</tr>
<tr>
<td>16</td>
<td>Board</td>
<td>Invasive species control: how we identify invasive; monitoring; rapid response; reduce spread; education</td>
<td>Lakes</td>
<td>Education &amp; Outreach</td>
<td>Stewardship</td>
<td>EO S7</td>
</tr>
</tbody>
</table>
## Comments from the workshops

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>231</td>
<td>Purgatory</td>
<td>Are the watershed district's resources spent equitably?</td>
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<tr>
<td>232</td>
<td>Bluff</td>
<td>Are there invasive plants along creeks? Create volunteer opportunities?</td>
</tr>
<tr>
<td>233</td>
<td>CAC</td>
<td>Are there rules to control heavy users?</td>
</tr>
<tr>
<td>234</td>
<td>Board</td>
<td>Assessment of vulnerabilities of communities due to intense storms and droughts</td>
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<tr>
<td>235</td>
<td>Purgatory</td>
<td>Assist in the establishing of an association</td>
</tr>
<tr>
<td>236-237</td>
<td>Purgatory/TAC</td>
<td>Availability of partnering funds: municipal, state, federal, land owners</td>
</tr>
<tr>
<td>238</td>
<td>Purgatory</td>
<td>Be up front about how and why projects are implemented: objective and methods</td>
</tr>
<tr>
<td>239</td>
<td>Purgatory</td>
<td>Better communication: mailing to individuals; city newsletters</td>
</tr>
<tr>
<td>240</td>
<td>Board</td>
<td>Better system and record of new wells: managing new water use. Educate public about determination of boundaries</td>
</tr>
<tr>
<td>241</td>
<td>Board</td>
<td>Better system and record of new wells: managing new water use. Educate public about determination of boundaries</td>
</tr>
<tr>
<td>242</td>
<td>Purgatory</td>
<td>Biggest source of lake pollution= stormwater system. BMP's impact; more retention areas</td>
</tr>
<tr>
<td>243</td>
<td>CAC</td>
<td>Boundaries? Where do they start and end?</td>
</tr>
<tr>
<td>244</td>
<td>Purgatory</td>
<td>Bring back grass gutters</td>
</tr>
<tr>
<td>245</td>
<td>Purgatory</td>
<td>Buffer zone</td>
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<tr>
<td>#</td>
<td>Comment</td>
<td>Group</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Seasonal creeks sediment inputs into the lakes: does that make sense?</td>
<td>Creeks</td>
</tr>
<tr>
<td>2</td>
<td>What human activities add to creek erosion (bridge building for example)</td>
<td>Creeks</td>
</tr>
<tr>
<td>3</td>
<td>Is there farmland that still affects water in streams? What's the extent?</td>
<td>Creeks</td>
</tr>
<tr>
<td>4</td>
<td>Access walking and bike trails, not adding to erosion</td>
<td>Creeks</td>
</tr>
<tr>
<td>5</td>
<td>Invasive fish migration</td>
<td>Creeks</td>
</tr>
<tr>
<td>6</td>
<td>Invasive plant transfer between lakes</td>
<td>Creeks</td>
</tr>
<tr>
<td>7</td>
<td>Erosion: creek banks at bends in the woods</td>
<td>Creeks</td>
</tr>
<tr>
<td>8</td>
<td>Storm water adding pollution from hard surfaces through creeks</td>
<td>Creeks</td>
</tr>
<tr>
<td>9</td>
<td>Free flowing/lake level control</td>
<td>Creeks</td>
</tr>
</tbody>
</table>

- **Planning**
  - Climate Change
  - Evaluation
  - Partnership
  - Prioritization

- **Analysis/Study**
- Cost-Benefit

- **Education/Outreach**
- Effectiveness
- Multiple Benefits
- Natural Processes
- Partnership

- **Recreation**
- Sensitivity
- Water Quality
- Watershed Benefits
Grounded Theory - grounded theory is simply the discovery of emerging patterns in data. It is the inductive generation of theories from data.

*(Glaser in Walsh, Holten et al 2015)*
Agenda

PART 2
• Effective engagement practices
• Interpreting results
• Fulfilling your commitment
• Sharing your story
Fulfilling your commitment

Appendix X - Summary of Comments Received at Issue Identification Workshops

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<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  DC 52</td>
</tr>
<tr>
<td>2</td>
<td>Board</td>
<td>Protect cranberry bogs and wild rice</td>
<td>Wetlands</td>
<td>Education &amp; Outreach</td>
<td>Stewardship</td>
<td>EO 57</td>
</tr>
<tr>
<td>3</td>
<td>Board</td>
<td>Promote sustainable landscape and land use to conserve groundwater; capture, retain and let water infiltrate where it falls (recharge); drought-tolerant plants use less groundwater</td>
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<td>Education &amp; Outreach</td>
<td>Public Engagement</td>
<td>EO 56</td>
</tr>
<tr>
<td>5</td>
<td>Board</td>
<td>Water use restriction: lawn watering and drip irrigation</td>
<td>Groundwater</td>
<td>Water Resources</td>
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<td>6</td>
<td>Board</td>
<td>Shoreline protection and improvement</td>
<td>Lakes</td>
<td>Education &amp; Outreach</td>
<td>Stewardship</td>
<td>EO 57</td>
</tr>
<tr>
<td>7</td>
<td>Riley</td>
<td>Training professionals on impacts of everyday activities: lawn mowing, etc.; speaking with city maintenance</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  EO 51  EO 58</td>
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<tr>
<td>8</td>
<td>Riley</td>
<td>Climate change considerations: how to implement into Planning and management</td>
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<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  EO 51  EO 58</td>
</tr>
<tr>
<td>11</td>
<td>TAC</td>
<td>Inventory of existing wetlands: woodland wetlands</td>
<td>Wetlands</td>
<td>Data Collection</td>
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<td>DC S1</td>
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<td>12</td>
<td>TAC</td>
<td>Partnerships: engage volunteers and enforce rules</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Building Capacity</td>
<td>EO 58</td>
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<tr>
<td>13</td>
<td>CAC</td>
<td>Who is monitoring wetlands?</td>
<td>Groundwater</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  EO 51  Reg S1  Ground S2</td>
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<td>Purgatory</td>
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<td>15</td>
<td>Board</td>
<td>Flood control for Atlas 14 and projected/predicted climate change</td>
<td>Other</td>
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<td>17</td>
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<td>Education</td>
<td>Creeks</td>
<td>Education &amp; Outreach</td>
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<td>EO S1</td>
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<tr>
<td>18</td>
<td>TAC</td>
<td>LRT in general: Purgatory/Starting chain and how it will be impacted. Promote and require buffers</td>
<td>Lakes</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  WQuant S11</td>
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<tr>
<td>19</td>
<td>Board</td>
<td>Building resiliency into the system</td>
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<td>Planning</td>
<td>Climate Change</td>
<td>Plan S2</td>
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<td>20</td>
<td>CAC</td>
<td>What end results are we looking for?</td>
<td>Creeks</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  Reg S1</td>
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<tr>
<td>21</td>
<td>Riley</td>
<td>Is there farmland that still affects water in streams? What are you doing to work with landowners?</td>
<td>Creeks</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54</td>
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<td>22</td>
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<td>School with Green Infrastructure use to educate</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Building Capacity</td>
<td>EO 58</td>
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<td>23</td>
<td>Purgatory</td>
<td>What are regulations?</td>
<td>Creeks</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  EO 51  Reg S1</td>
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<td>24</td>
<td>TAC</td>
<td>Lake ULA information in a format for public lake improvement plan</td>
<td>Lakes</td>
<td>Education &amp; Outreach</td>
<td>Building Capacity</td>
<td>EO 58  DC S7</td>
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<tr>
<td>25</td>
<td>CAC</td>
<td>Concerns: new construction; impact of LRT; educating lake home owners; educating home owners in general; rain gardens, native plants, rain barrels. Cost sharing program.</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54  EO 51  REG S1</td>
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<td>26</td>
<td>Riley</td>
<td>Water clarity should not be only goal</td>
<td>Other</td>
<td>Planning</td>
<td>Prioritization</td>
<td>Plan S6</td>
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<td>27</td>
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<td>Population ownership changes on lakes: shore land district enforcement</td>
<td>Lakes</td>
<td>Education &amp; Outreach</td>
<td>Audience</td>
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<td>28</td>
<td>Board</td>
<td>Better system and record of new wells: managing new water use. Educate public on what is happening with groundwater</td>
<td>Groundwater</td>
<td>Data Collection</td>
<td>Modeling</td>
<td>EO 54  Ground S2</td>
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<tr>
<td>29</td>
<td>Riley</td>
<td>Can we and how can we control water movement into wetlands (and out) to benefit adjacent waters? How can we treat the water?</td>
<td>Wetlands</td>
<td>Data Collection</td>
<td>Resource Assessment</td>
<td>DC S7</td>
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<tr>
<td>30</td>
<td>TAC</td>
<td>Share lessons learned: carp management</td>
<td>Other</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 51  EO 54</td>
</tr>
<tr>
<td>31</td>
<td>TAC</td>
<td>Education on the value of wetlands</td>
<td>Wetlands</td>
<td>Education &amp; Outreach</td>
<td>Awareness</td>
<td>EO 54</td>
</tr>
<tr>
<td>32</td>
<td>Board</td>
<td>Water use systems (sustainable): rain barrels, soil moisture and precipitation sensors</td>
<td>Groundwater</td>
<td>Water Resources</td>
<td>Groundwater</td>
<td>Ground S1</td>
</tr>
<tr>
<td>33</td>
<td>CAC</td>
<td>Threats: lack of funding; lack of public understanding; deteriorating roads/infrastructure.</td>
<td>Other</td>
<td>Administration</td>
<td></td>
<td>Admin S2</td>
</tr>
</tbody>
</table>
Agenda

PART 2
- Effective engagement practices
- Interpreting results
- Fulfilling your commitment
- Sharing your story
Final public hearing:
5 attendees
2 comments
Adjourned on time
Gained insights, and allies
Applying these practices to projects
Scenic Heights School
Forest Restoration

1. Who are we inviting?
2. What is the are we asking from them?
3. What will we do with the information we are gathering?
Engagement efforts

- A community meeting prior to any work
- School newsletter announcements
- Update post-cards to the neighborhood
- An interactive website
- Presentations to school board
- Presentations to every classroom (>800 students)
- Fact sheets and cards to contractors
1. No angry phone calls
2. Tapping into the existing community of stewardship, finding champions
3. First-ever volunteer planting because community told us they wanted to be involved that way (two more being planned)
4. The seeds of a long-term relationship with this school, and others.
“The problem with the designs of most engineers is that they are too logical. We have to accept human behavior the way it is, not the way we would wish it to be.”

Donald Norman
The Design of Everyday Things