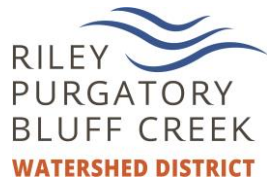# Engaging your Public in Water Planning
Part 1

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

PART 1

- Why public engagement?
- Planning your engagement
- Knowing your audience
- Getting people to show up

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
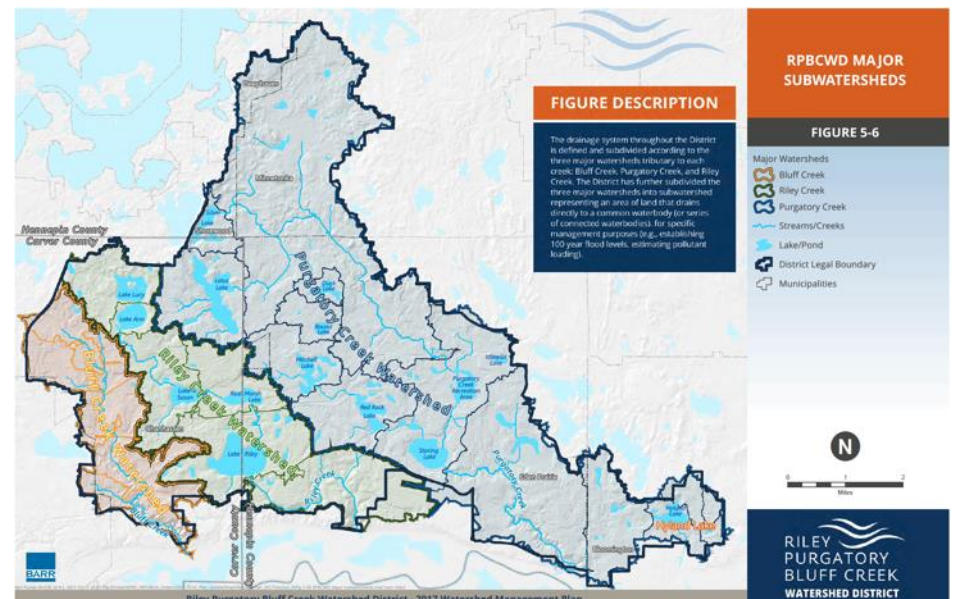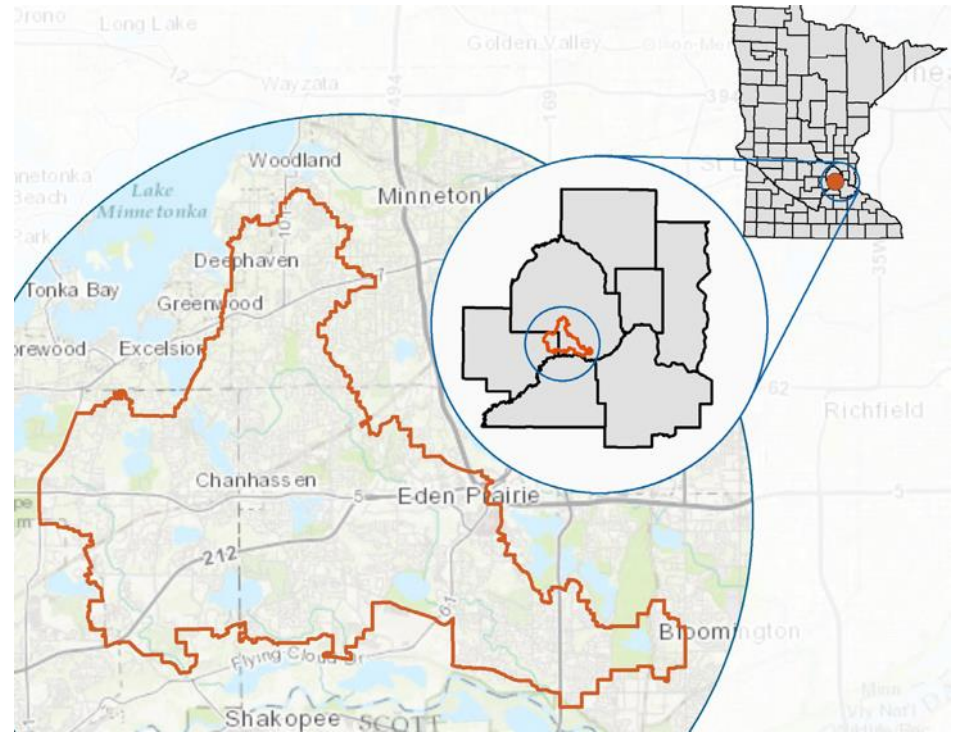
RILEY PURGATORY BLUFF CREEK WATERSHED DISTRICT

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.

Stakeholders

CAC TAC

They felt left out of a process that impacted them

Stakeholders

CAC TAC

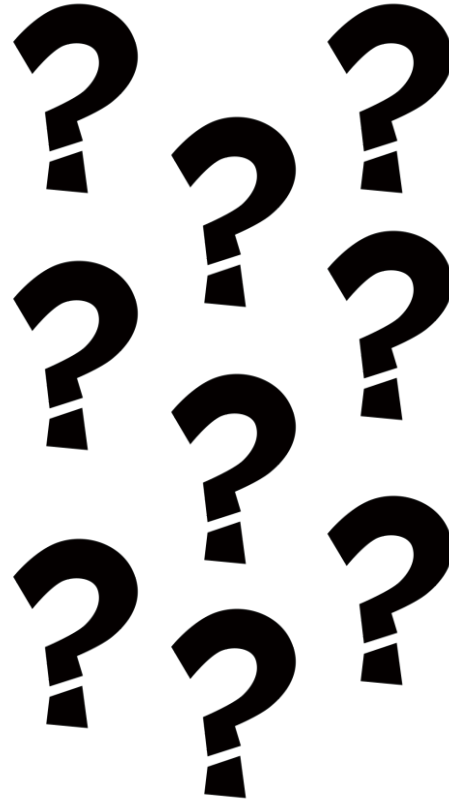*Significant losses in*
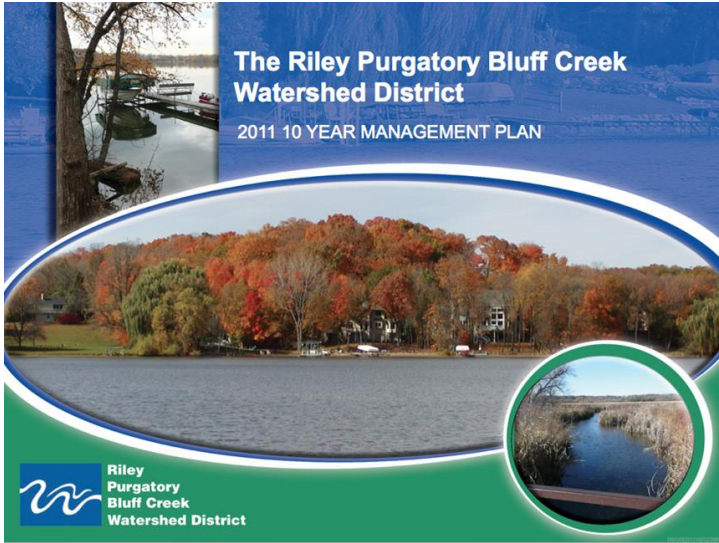Protection
Time
Money

Trust

The Riley Purgatory Bluff Creek Watershed District

2011 10 YEAR MANAGEMENT PLAN

Riley
Purgatory
Bluff Creek
Watershed District

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."

Collect data

Engage stakeholders

Identify issues

1.
2.
3.
4.
5.

Determine solutions

Public hearing

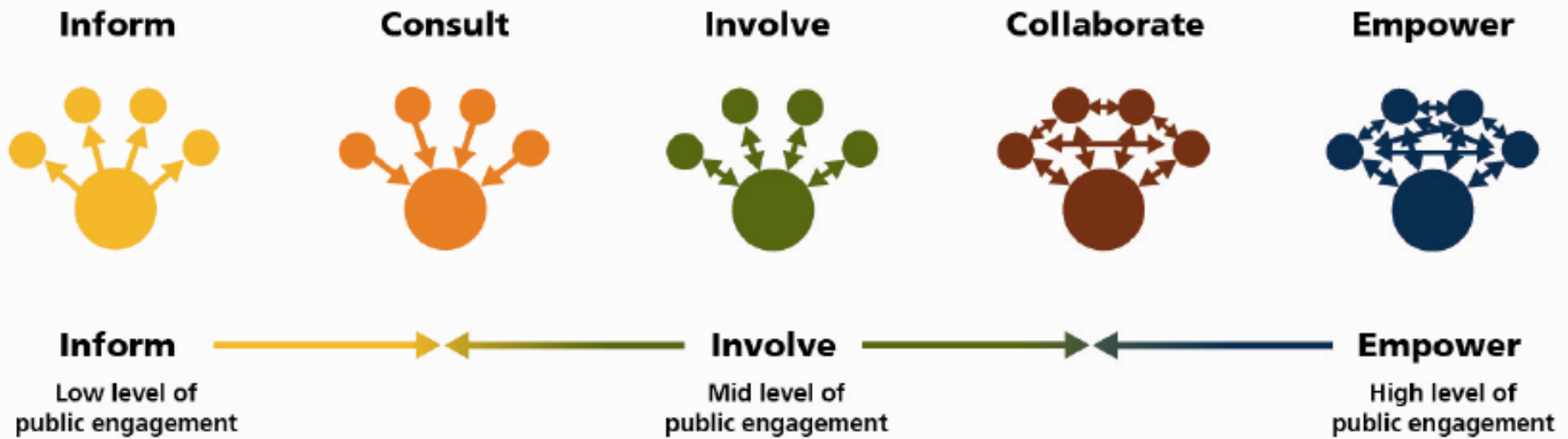Wow! How logical, evidence-based, and great!

Implement

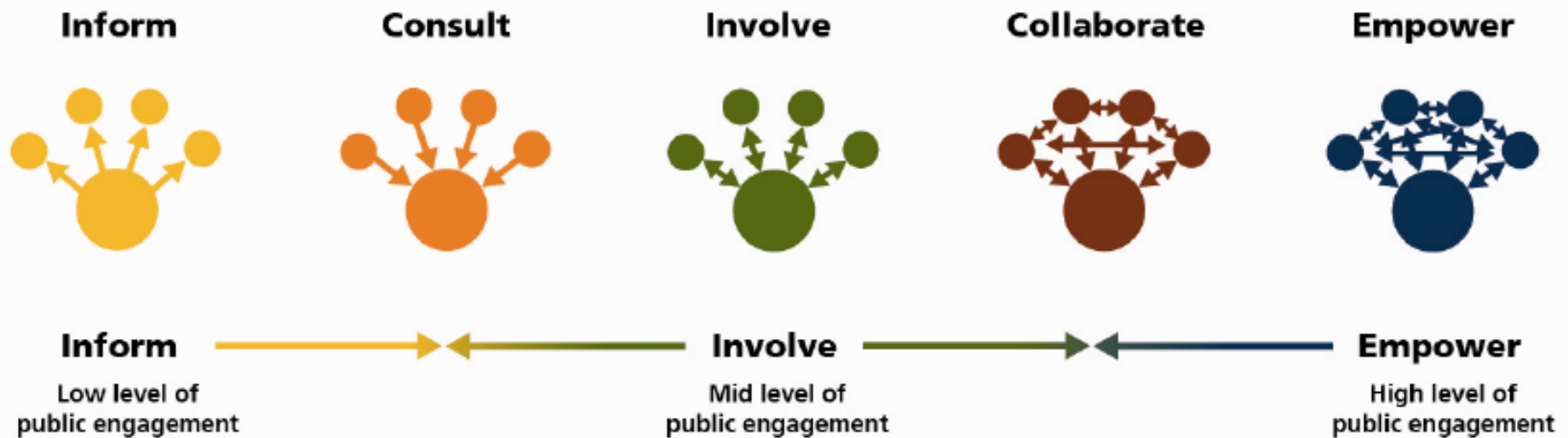For the plan, we expanded our definition of who stakeholder is...

…looked for opportunities to engage them

Develop a planning engagement process

Public Engagement Spectrum (IAP2)

Agenda

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

DESIGN LAB

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.

DESIGN LAB

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

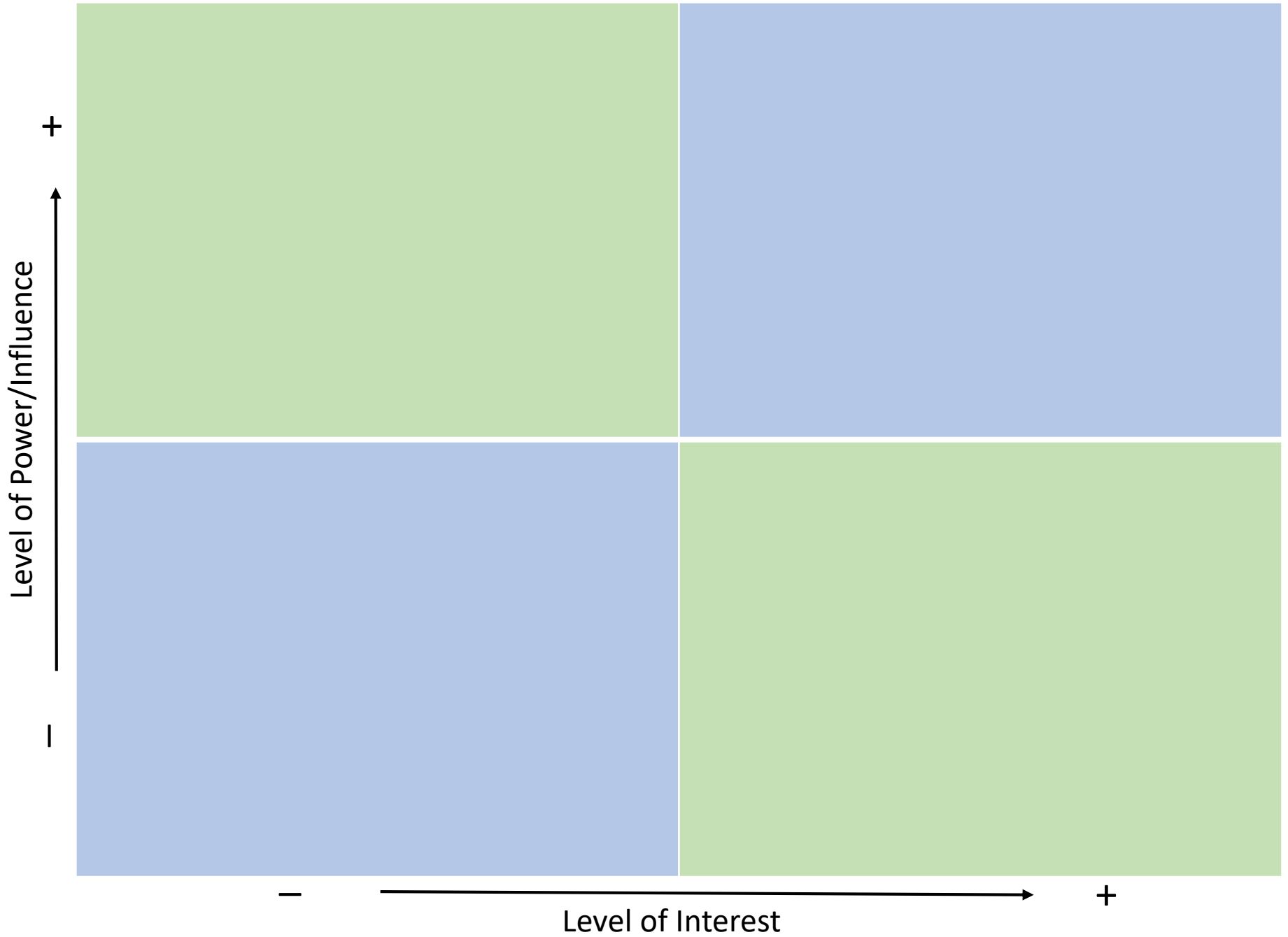- Once the need and the purpose are in the place and we have agreed on our principles of co-operation, we can begin to identify the people, organizations or stakeholders that would contribute and have a role in our work.

Agenda

PART 1

- Why public engagement?
- Planning your engagement
- Knowing your audience
- Getting people to show up

Level of Power/Influence

+

−

Level of Interest

−　　　　　　+

Stakeholder Analysis

Influence/Power of Stakeholder (+ / −)

Interest of Stakeholder (− / +)

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**

Agenda

PART 1

- Why public engagement?
- Planning your engagement
- Knowing your audience
- Getting people to show up

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

Inform ● Consult ● Collaborate

Engaging your Public in Water Planning
Part 2

Claire Bleser, PhD. - Administrator

Leslie Yetka - Natural Resources Manager

Agenda

PART 2

- Effective engagement practices
- Interpreting results
- Fulfilling your commitment
- Sharing your story

Agenda

PART 2

- Effective engagement practices
- Interpreting results
- Fulfilling your commitment
- Sharing your story

World Café
Gallery Walk

Agenda

PART 2

- Effective engagement practices
- Interpreting results
- Fulfilling your commitment
- Sharing your story

THIS TABLE IS A SNAPSHOT OF ALL THE RECORDED COMMENTS FROM THE WORKSHOPS.

OVER 500 COMMENTS

Appendix C - Summary of Comments Received at Issue Identification Workshops

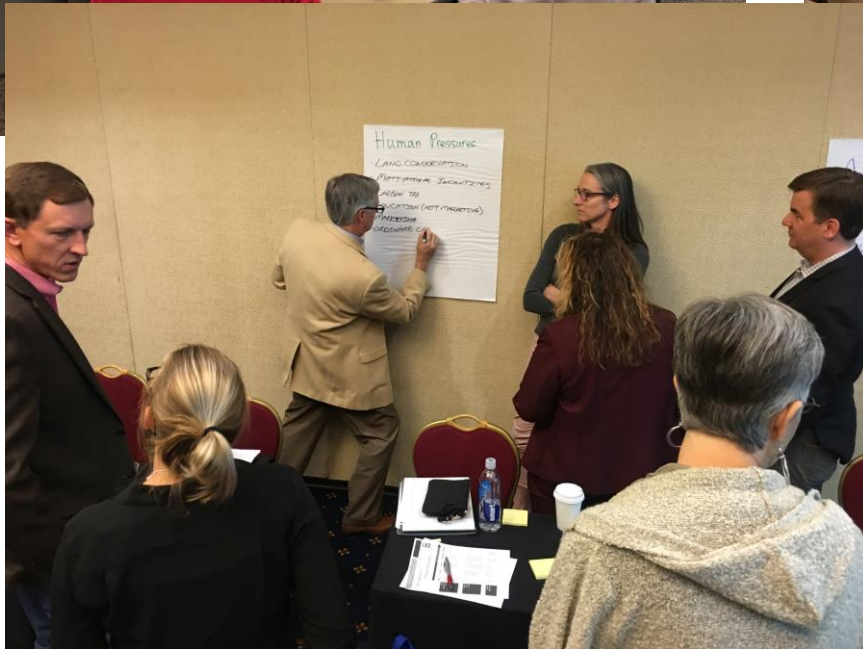| Comment ID Number	Stakeholder Meeting (see Section 3.2.2)	Comment, question, or general issue	Resource Type (if applicable)	Issue Category (see Section 3.3)	Issue Subcategory (if applicable)	Applicable District Strategies (see Section 4.0)		
						Strategy 1	Strategy 2 (if applicable)	Strategy 3 (if applicable)
1	Purgatory	Storm water ponds testing: which are monitored?	Wetlands	Education & Outreach	Awareness	EO S4	DC S2	
2	Board	Protect cranberry bogs and wild rice	Wetlands	Education & Outreach	Stewardship	EO S7		
3	Board	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	Groundwater	Water Resources	Groundwater	Ground S1	WQuan S3	
4	Purgatory	We are not in favor of the delisting of Red Rock: Bakers, Satterness, Kitrells, Richardson, Lien	Lakes	Education & Outreach	Public Engagement	EO S6		
5	Board	Water use restriction: lawn watering and drip irrigation	Groundwater	Water Resources	Groundwater	Ground S1		
6	Board	Shoreline protection and improvement	Lakes	Education & Outreach	Stewardship	EO S7		
7	Riley	Training professionals on impacts of everyday activities: lawn mowing, etc.; speaking with city maintenance	Other	Education & Outreach	Awareness	EO S4	EO S1	EO S8
8	Riley	Climate change considerations: how to implement into Planning and management	Other	Planning	Climate Change	Plan S2		
9	Riley	No-net-loss of aquifers: how do we do this?	Groundwater	Water Resources	Groundwater	Ground S1	WQuan S3	
10	Board	Craft plan such that we can take advantage of new funding opportunities as they arise		Planning	Prioritization	Plan S6	Plan S10	
11	TAC	inventory of existing wetlands: woodland wetlands	Wetlands	Data Collection	Inventory	DC S1		
12	TAC	Partnerships; engage volunteers and enforce rules	Other	Education & Outreach	Building Capacity	EO S8		
13	CAC	who is monitoring wells?	Groundwater	Education & Outreach	Awareness	EO S4	Reg S1	Ground S2
14	Purgatory	assist in the establishing of an association	Other	Education & Outreach	Building Capacity	EO S8		
15	Board	Flood control for Atlas 14 and projected/predicted climate change	Other	Planning	Climate Change	Plan S2		
16	Board	invasive species control: how we identify invasive; monitoring; rapid response; reduce spread; education	Lakes	Education & Outreach	Stewardship	EO S7		

Comments from the workshops

231	Purgatory	Are the watershed district's resources spent equitably?
232	Bluff	Are there invasive plants along creeks? Create volunteer opportunities?
233	CAC	Are there rules to control heavy users?
234	Board	Assessment of vulnerabilities of communities due to intense storms and drou
235	Purgatory	assist in the establishing of an association
236	Purgatory	Availability of partnering funds: municipal, state, federal, land owners
237	TAC	Balance protection of resources with development/redevelopment (cost shar
238	Purgatory	Be up front about how and why projects are implemented: objective and me
239	Purgatory	Better communication: mailing to individuals; city newsletters
240	Board	Better system and record of new wells: managing new water use. Educate pu
241	Board	Better system and record of new wells: managing new water use. Educate pu
242	Purgatory	Biggest source of lake pollution= stormwater system. BMP's impact; more ret
243	CAC	boundaries? Where do they start and end?
244	Purgatory	bring back grass gutters
245	Purgatory	Buffer zone

#	Comment	Group	Category	Sub-category 1	Sub-category 2
1	Seasonal creeks sediment inputs into the lakes: does tha	Creeks	Data Collection	Resource Assessment	
2	What human activities add to creek erosion (bridge build	Creeks	Education/ Outrea	Awareness	
3	Is there farmland that still affects water in streams? Wha	Creeks	Education/ Outrea	Awareness	
4	Access walking and bike trails, not adding to erosion	Creeks	Planning	Recreation	Access
5	Invasive fish migration	Creeks	Water Quality	Habitat	Fisheries
6	Invasive plant transfer between lakes	Creeks	Water Quality	Habitat	Invasive Species
7	Erosion: creek banks at bends in the woods	Creeks	Water Quality	Erosion	
8	Storm water adding pollution from hard surfaces throug	Creeks	Water Quality	Pollution	
9	Free flowing/lake level control	Creeks	Water Quantity	Hydrology/ Hydraulics	

		Recreation
☐ **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

Comment ID Number	Stakeholder Meeting (see Section 3.2.2)	Comment, question, or general issue	Resource Type (if applicable)	Issue Category (see Section 3.3)	Issue Subcategory (if applicable)	Applicable District Strategies (see Section 4.0)		
						Strategy 1	Strategy 2 (if applicable)	Strategy 3 (if applicable)
1	Purgatory	Storm water ponds testing: which are monitored?	Wetlands	Education & Outreach	Awareness	EO S4	DC S2	
2	Board	Protect cranberry bogs and wild rice	Wetlands	Education & Outreach	Stewardship	EO S7		
3	Board	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	Groundwater	Water Resources	Groundwater	Ground S1	WQuan S3	
4	Purgatory	We are not in favor of the delisting of Red Rock: Bakers, Satterness, Kitrells, Richardson, Lien	Lakes	Education & Outreach	Public Engagement	EO S6		
5	Board	Water use restriction: lawn watering and drip irrigation	Groundwater	Water Resources	Groundwater	Ground S1		
6	Board	Shoreline protection and improvement	Lakes	Education & Outreach	Stewardship	EO S7		
7	Riley	Training professionals on impacts of everyday activities: lawn mowing, etc.; speaking with city maintenance	Other	Education & Outreach	Awareness	EO S4	EO S1	EO S8
8	Riley	Climate change considerations: how to implement into Planningand management	Other	Planning	Climate Change	Plan S2		
9	Riley	No-net-loss of aquifers: how do we do this?	Groundwater	Water Resources	Groundwater	Ground S1	WQuan S3	
10	Board	Craft plan such that we can take advantage of new funding opportunities as they arise		Planning	Prioritization	Plan S6	Plan S10	
11	TAC	Inventory of existing wetlands: woodland wetlands	Wetlands	Data Collection	Inventory	DC S1		
12	TAC	Partnerships; engage volunteers and enforce rules	Other	Education & Outreach	Building Capacity	EO S8		
13	CAC	who is monitoring wells?	Groundwater	Education & Outreach	Awareness	EO S4	Reg S1	Ground S2
14	Purgatory	assist in the establishing of an association	Other	Education & Outreach	Building Capacity	EO S8		
15	Board	Flood control for Atlas 14 and projected/predicted climate change	Other	Planning	Climate Change	Plan S2		
16	Board	invasive species control: how we identify invasive; monitoring; rapid response; reduce spread; education	Lakes	Education & Outreach	Stewardship	EO S7		
17	CAC	Education	Creeks	Education & Outreach		EO S1		
18	TAC	LRT in general: Purgatory/Staring chain and how it will be impacted. Promote and require buffers	Lakes	Education & Outreach	Awareness	EO S4	WQual S11	
19	Board	Building resiliency into the system	Lakes	Planning	Climate Change	Plan S2		
20	CAC	What end results are we looking for?		Planning	Prioritization	Plan S6	Admin S3	
21	Riley	Is there farmland that still affects water in streams? What are you doing to work with landowners?	Creeks	Education & Outreach	Awareness	EO S4		
22	Board	School with Green Infrastructure use to educate	Other	Education & Outreach	Building Capacity	EO S8		
23	Purgatory	What are regulations?	Creeks	Education & Outreach	Awareness	EO S4	Reg S1	
24	TAC	Lake UUA information in a format for public lake improvement plan	Lakes	Education & Outreach	Building Capacity	EO S8	DC S7	
25	CAC	Concerns: new construction; impact of LRT; Educating lake home owners; Educating home owners in general- rain gardens, native plants, rain barrels. Cost sharing program.	Other	Education & Outreach	Awareness	EO S4	EO S8	REG S1
26	Riley	Water clarity should not be only goal	Other	Planning	Prioritization	Plan S6		
27	Board	Population ownership changes on lakes: shore land district enforcement	Lakes	Education & Outreach	Audience	EO S3	EO S1	
28	Board	Better system and record of new wells: managing new water use. Educate public on what is happening with groundwater.	Groundwater	Data Collection	Modeling	EO S4	Ground S2	
29	Riley	Can we and how can we control water movement into wetlands (and out) to benefit adjacent waters? How can we treat the water?	Wetlands	Data Collection	Resource Assessment	DC S7		
30	TAC	Share lessons learned: carp management	Other	Education & Outreach	Awareness	EO S1	EO S4	
31	TAC	Education on the value of wetlands	Wetlands	Education & Outreach	Awareness	EO S4		
32	Board	Water use systems (sustainable): rain barrels, soil moisture and precipitation sensors	Groundwater	Water Resources	Groundwater	Ground S1		
33	CAC	Threats: lack of funding; lack of public understanding; deteriorating roads/infrastructure.	Other	Administration		Admin S2		

Agenda

PART 2

- Effective engagement practices
- Interpreting results
- Fulfilling your commitment
- Sharing your story
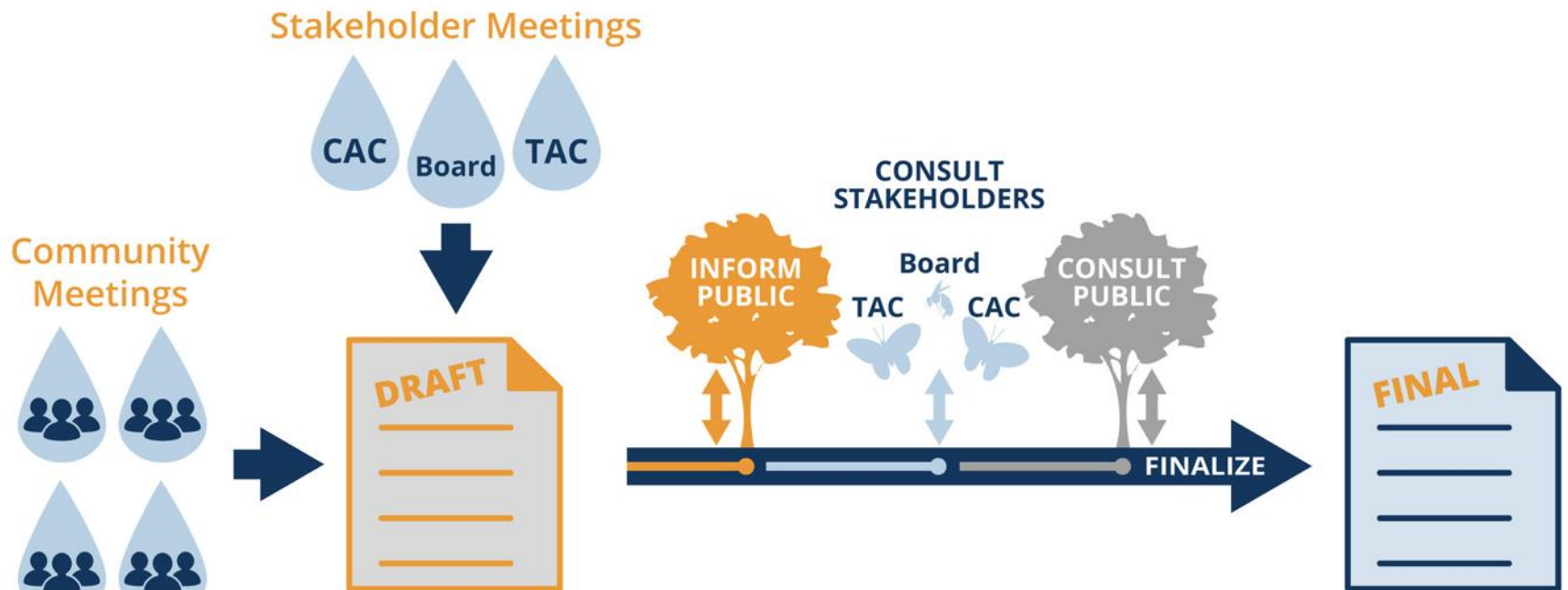
Final public hearing:
5 attendees
2 comments
Adjourned on time
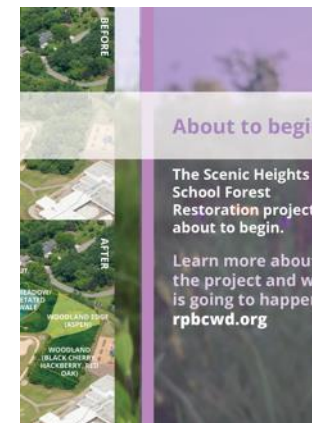Gained insights, and allies

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 class-room (>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.

Claire Bleser
RPBCWD
cbleser@rpbcwd.org
952-607-6512

Leslie Yetka
City of Minnetonka
Lyetka@eminnetonka.com
952-988-8415

"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