

Olivehurst Public Utility District



Agenda Item Staff Report

Meeting Date: April 18, 2019

Item description/summary:

The Yuba Water Agency has sponsored a community outreach program within the Olivehurst area. Most of the work so far has been planning and preliminary studies. This month I received the first large update on the project with some deliverables/action items as well as future planned events. A status report with action items and upcoming events is attached. Design elements of the program are also attached for board input/approval. The program plans on sending monthly updates to committees with the most important items coming before the board for input/approval. The project managers have also expressed their availability should the board want more information.

Fiscal Analysis:

OPUD is not responsible for paying for any portion of the project. It has been paid for by a YWA grant.

Employee Feedback

Very positive.

Sample Motion:

Consider approval of proposed design elements and branding ideas for OPUD.

Prepared by:

Christopher Oliver, Public Works Engineer

OPUD Community Engagement and Education Project	
STATUS REPORT	
Reporting Period:	<p>October 15, 2018 – March 30, 2019</p> <p>Please note: all subsequent Status Reports will cover a single month. This initial report covers activities completed under the initial kick-off of the Phase 2/Year 2 work effort which began on October 15, 2018.</p>
Submitted by	Brooke Ackah-Miezah, Project Coordinator
Project Schedule Overview	<p>Project initiation: Oct 15, 2017</p> <p>Phase 1/Year 1 - Oct 15, 2018: Initial Assessment and Phase 2 Work Plan development</p> <p>Phase 2/Year 2 - Oct 15, 2019: Community Engagement and Education Outreach</p> <p>Phase 3/Year 3 - Oct 15, 2020: To Be Determined at close of Phase 2</p>
Action Items	<ul style="list-style-type: none"> ▪ Final confirmation that the proposed brand identity logos and supporting graphics are approved and ready for implementation. Team members are available to present at an upcoming Board meeting - - to walk the board through the designs' strategic and creative thought process. ▪ Final go-ahead to begin implementing social media strategy. Per approved scope of work, create a Spanish Facebook presence for OPUD under the public outreach campaign name. Through this Facebook page disseminate water education and conservation information, campaign supporting messages and serve as an additional means for people to ask questions and provide feedback regarding OPUD and their water. Any service-related questions or concerns submitted through Facebook would be routed to OPUD in order to coordinate an appropriate response.
Activities Completed	<p><u>Project Initiation</u></p> <ul style="list-style-type: none"> ▪ Meetings with Burdick & Co team <ul style="list-style-type: none"> ✓ Katie Burdick/Project Manger ✓ Brooke Ackah-Miezah/Project Coordinator ✓ Carlos Quiroz/Quiroz Communications/Project Outreach Coordinator ✓ Claudia Martinez/Quiroz Communications ✓ Amanda Ford ✓ Nicodemus Ford/Project Planner ▪ Meet with OPUD staff to review proposed Work Plan ▪ Finalize Work Plan and develop Implementation/Acton Plan for both project components <p><u>Project Outreach/Schools</u></p> <ul style="list-style-type: none"> ▪ Draft Workplan for Education Outreach. ▪ OPUD mtg. to present and get feedback for Workplan draft. ▪ Contact recommendations for school principals (Director James Carpenter/OPUP staff). ▪ Draft materials to support initial meeting with Ella Elementary/Principal Rob Gregor. ▪ Secured in-person meeting with principal and vice-principal at Ella Elementary.

Began conversation via email and then phone with Ella Elementary principal; briefly shared project desired outcomes and scheduled in-person meeting for March 29 to move closer to securing our first partner and address any questions and/or ideas.

- Conduct initial meeting with Principal Gregor and draft summary notes.
- Draft Action Plan, as a result of meeting outcomes.
- Secured one (1) translator for in-person program tasks as well as content translation; working to secure one (1) additional translator to ensure materials are accessible for all students and families.
- Received and reviewed SYRCL budget for water day presentation and Salmon Run Fieldtrip.
- Requested one-page program overview from SYRCL to identify the desired outcomes and agenda for the Salmon Run Fieldtrip.
- Weekly conference calls to coordinate, strategize and provide call notes and action items to ensure effective and efficient coordination of the project.
- Drafted one-pager project overview to disseminate to principals, teachers and other vested stakeholders; revised draft to prepare for first in-person meeting.
- Drafted a Letter of Support/Interest to be used to officially “sign-up” schools as project partners and to ensure that programs have formally committed to their role thereby ensuring success.

Project Outreach – Adult Community

- Begun reaching out to Olivehurst-area schools to schedule presentations at existing English Learner Advisory Committee (ELAC) meetings, which are attended by parents of Non-English Speaking student. The presentations will cover the campaign key messages submitted to OPUD in February for review. The goal is threefold: to educate the community about the origin and quality of their water, introduce them to OPUD and its services, and provide a forum for the community to provide feedback about their water and experiences with OPUD. far, Team has been met with interest.
- Initial development of presentation to ELAC groups. A draft of the ELAC meeting presentation was provided to OPUD for review and input
- Worked with marketing consultant to develop a campaign brand identity (logo) in English and Spanish to implement throughout all campaign materials and communication efforts. Rather than translate the English tag line directly into Spanish, it was “transcreated” to preserve the original meaning and intent but in a way that would more effectively work with the targeted community.
- Submit initial design team ideas, draft materials to OPUD staff for review and comment.
- Identified potential team member to help with Hmong community outreach.
- Begun reaching out to community-based organizations, including the Alliance for Hispanic Advancement (AHA) and AMPLA Health to look for outreach partnerships and presentation opportunities. AHA invited us to participate in their Cinco de Mayo and Dia de la Independencia de Mexico (Mexican Independence Day) events. AMPLA Health invited us to participate in their National Center Week event, as well as to attend their meeting with all Parent Liaisons.

	<ul style="list-style-type: none"> ▪ Contacted Maria Cabrera, Parent Liaison of Ella and Johnson Elementary in Olivehurst and she has invited us to present at their ELAC monthly meetings. Parents will be our audience. ▪ Created a PowerPoint presentation to present at ELAC meetings. ▪ Spoke with Debby Porcayo, representative of the "Alliance For Hispanic Advancement" in Yuba County. She contacted seeking referrals to key community individuals in Olivehurst to hopefully be a part of the community events for this year. She referred me to Jose Gonzalez (community event coordinator) for the "Alliance For Hispanic Advancement". He invited us to participate in two events "Cinco de Mayo" on Sunday, May 5th and "Mexico Independence Day" on Sunday, September 15th. He will let us have a table at each event. ▪ Spoke with Maria Quintero Valle with Ampla Health and she has also invited us to participate in the "National Center Week Event" happening in August (exact date and times to be determined). ▪ Exchanged emails with Maria Vaca Parent Liaison from Linda Elementary and has invited us to do a 20 min presentation at a monthly parent meeting on April 26th at 9 am.
<p>Upcoming Activities</p>	<p><u>Project Outreach/Schools (April Projected Activities)</u></p> <ul style="list-style-type: none"> ▪ Continued refinement of Education program after initial in-person meeting with Ella Elementary/Principal Gregor. ▪ Final draft of Letter of Support/Interest for official school "sign-up". ▪ Schedule Salmon Run Fieldtrip for Fall 2019 Ella Elementary. ▪ Schedule time with 4th Grade teachers at Ella Elementary during Teacher Development Time (April). ▪ Work with teachers to collaborate and further develop program to meet teacher educational goals as well as Education Outreach goals. ▪ Schedule May Teacher Development Time to finalize 2019-2020 school year Education Outreach Goals/Objectives/Tasks/Deliverables. ▪ Ongoing team preparation for school engagement initiative. ▪ Outreach to Johnson Park, Arboga, and Olivehurst Elementary schools for further collaboration, development, and implementation of OPUD Education Outreach Program. <p><u>Project Outreach – Adult Community</u></p> <ul style="list-style-type: none"> ▪ Presentations at Ella Elementary on Monday, April 1st at 9 am and at Johnson Elementary on Thursday, April 4th at 9 am for the ELAC meetings. ▪ If approved, the Spanish Facebook page for OPUD will be created and launched. Tentatively called "Tu Agua Olivehurst" (Your Water Olivehurst), the page will be an ongoing information source to the Spanish-speaking Olivehurst. ▪ Begin scheduling Spanish media (radio and television) opportunities to get on-air and talk about water-related issues and promote the campaign's key messages. ▪ Continue outreach and support more presentations to parents at Elementary Schools, Middle Schools, and High Schools, as well as continue identifying more community and health fairs events in which to participate. ▪ Continue in contact with FRC's and community centers to make ourselves known and available for future community events.

OPUD Community Engagement and Education Project

INITIAL MONTHLY REPORT - SUPPORT MATERIALS¹

October 2018 – March 2019

The following text and attachments provide an overview and summary for this initial **OPUD Community Engagement and Education Project** Monthly Report. The text is provided to staff to use at their discretion, while providing an April 2019 update to the Board. Any or all of the text may be 'cut-and-pasted' into a staff report or may simply be archived to support future staff reports or actions.

Introduction/Background

The OPUD Community Engagement and Education Project is funded through the Proposition 1, Department of Water Resources (DWR), Sacramento River Funding Area/Disadvantaged Community Involvement (SRFA/DACI) Program. The SRFA includes all or part of six Integrated Regional Water Management (IRWM) areas, as shown on the attached map (**Figure 1**, SRFA IRWM Map below).

The overall goal of the SRFA/DACI Program is to evaluate and then address the technical and capacity needs of regional DAC with respect to water/wastewater/stormwater/natural resources, via targeted technical assistance using a diverse group of subcontractors. This support includes training, technical support, support in preparing projects for funding applications, capacity building, and other direct assistance. The SRFA grant is being managed/administered by the Yuba Water Agency, which successfully applied for the SRFA grant in 2016, as the designated representative for the entire funding area.

The grant began implementation in October of 2017 with Phase 1 and is now continuing with Phase 2/Year 2 work (Oct 2018 – Oct 2019). Phase 1 was largely comprised of data gathering, mapping and identifying Disadvantaged Communities/DAC across the SRFA. This work resulted in the formal identification of 91 DAC across the region, conducting over 60 detailed Technical, Managerial and Financial Needs Assessments in the identified DAC, identification and mapping 200+ Small Water Systems, initial outreach to Tribal Communities across the SRFA and completion of 4 Community-based Needs Assessments that were focused on areas designated as high priority by individual IRWM regions.

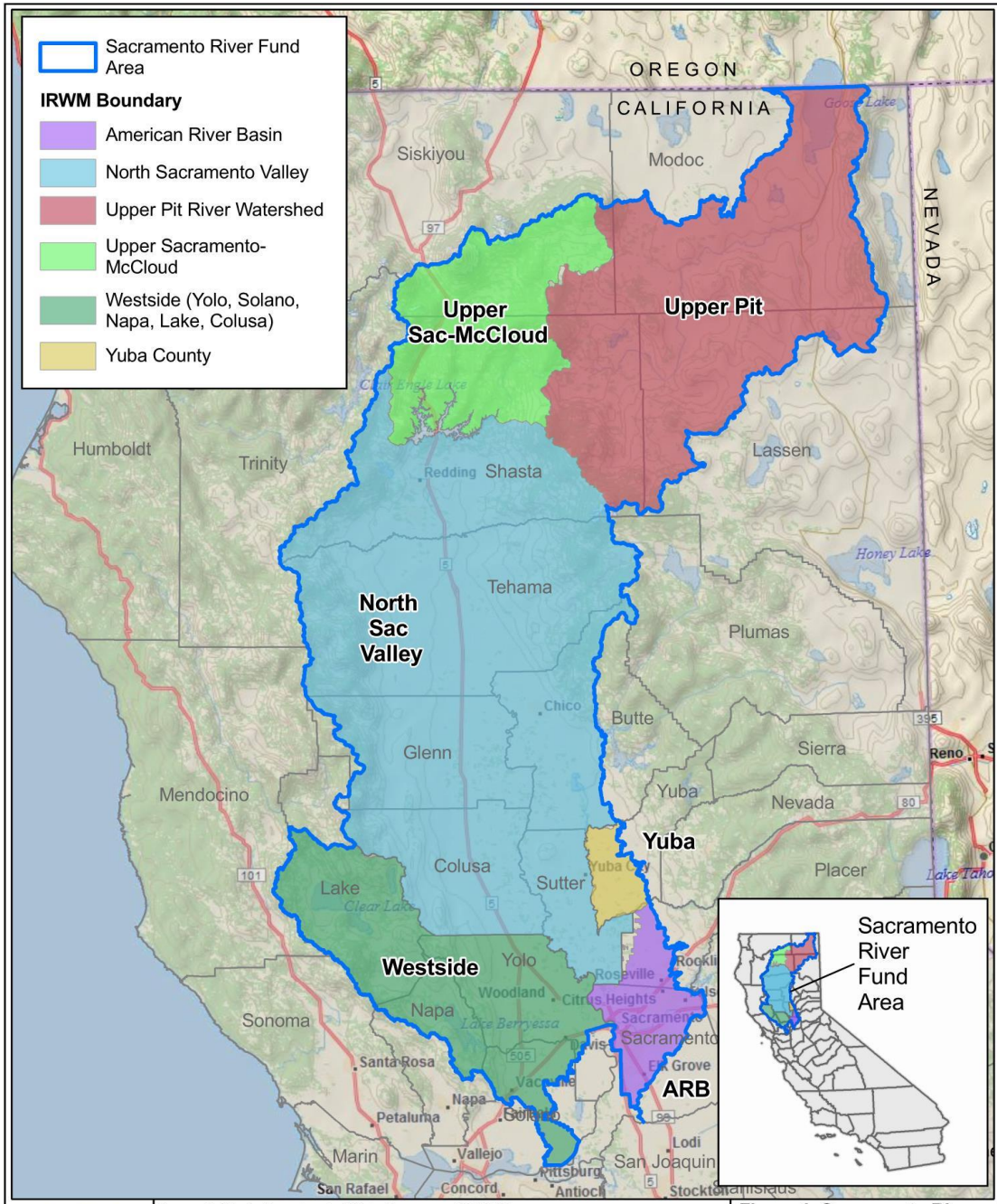
A full copy of the Phase 1 report, detailing the full process, all tasks, and all outcomes and deliverables of the Phase 1 work effort, is available through OPUD staff upon request.

OPUD Community Engagement and Education Project

The Community-based Needs Assessments (CBNA) were conducted in selected DAC communities served by water purveyors targeted for the Phase 1 Technical, Managerial and Financial (TMF) Needs Assessments (under a separate task) to identify customer perceptions of water-based needs. The Work Plan stipulated that the DAC selected must be one of the DWR identified DAC Places in each region, to ensure that the SRFA Technical Team would be able to match the information obtained through this task with the results of the TMFNA completed by the water purveyor.

¹ Please note: all subsequent reports will cover a single month. Future reports will not include this section of background and support materials.

Figure 1 – Sacramento River Funding Area/SRFA



Source: California Department of Water Resources GIS (2016); DeLorme World Map 2016



Figure 1. Sacramento River Fund Area

* Prepared by the Yuba County IRWM Region, in support of the SRFA DACI Proposal

December 2016

The goal was to identify those communities most likely to have limited understanding of their water supply or disengaged with purveyor and then work to connect customers more directly with their purveyor. The objective for this outreach was to identify issues from the community's perspective to support both project development and community engagement as part of Phase 2 (Year 2).

The Technical Team led by Carlos Quiroz (Quiroz Communications) engaged with each IRWM/ RWMG to provide input into the selection of a community in its region (e.g., Yuba IRWM – Linda and Olivehurst).

Additional criteria for selecting the DAC for the CBNA varied between regions, with common traits considered, including: language isolation (non-English-speaking communities), migrant-worker communities, a high renter population, known dysfunctional or insufficient wastewater services, lack of trust in drinking water supply, and others.

The community of Linda was initially selected by the Yuba Regional Water Management Group/RWMG as the CBNA focus community in Phase 1. However, Olivehurst was soon added because of: (1) the availability of substantial data and information developed during the outreach completed in Olivehurst during the preparation of the most recent update of the Yuba IRWM Plan, (2) a request by OPUD IRWM representatives, and (3) the joint effort presented an opportunity to study two adjacent communities that shared similar populations, issues, and water sources. Both communities also have a large Latino and linguistically isolated community. For these reasons, it was decided to reach out to both communities simultaneously and to address their community-based water needs during this case study.

The methodology to gather information was a two-part approach. Person-on-the-street interviews were conducted throughout both towns, by knocking on doors and talking with residents in their homes or approaching individuals outside Latino or Hmong markets and other gathering places. These brief interviews were designed to gauge awareness of basic water issues, including participants' familiarity with their water provider, any looming water concerns and overall perceptions. More in-depth stakeholder interviews were conducted with other residents. These longer interviews lasted between 45 and 90 minutes. These interviews were conducted over the phone or in respondents' homes.

A summary of the CBNA is included below, as **Attachment 1** - Yuba IRWM: Linda and Olivehurst Community-based Needs Assessment Summary.

Following completion of the CBNA, the Yuba group in consultation with OPUD and LCWD staff, determined that an intensive outreach effort to the OPUD customer base would be the next step during the Phase 2/Year 2 work effort. Working directly with OPUD staff a detailed Work Plan was developed for the Phase 2 OPUD Community Engagement and Education Project, please refer to **Attachment 2** – OPUD- Community Engagement and Education Program Overview, below.

ATTACHMENT 1

Yuba IRWM: Linda and Olivehurst Community-based Needs Assessment Summary

Outcomes

While respondent communities did not have *numerous* comments, they did have *significant* comments about their water supply and the overall health of the Yuba River. Most participants seemed relatively disengaged when it came to their water service.

- **Watershed Health** – The biggest water-related complaint from either community was the condition of the Yuba River. Respondents expressed concern about the odor the river emits, the trash on the river and its banks and the homeless population that has made the riverside their home. Residents across the board wished there was something that could be done to restore the river to a level that could be enjoyed recreationally and as a natural resource.
- **Water Quality** – Residents in both communities were dissatisfied with the perceived quality of their tap water. They complain about the water’s unpleasant odor, taste and color. Every respondent relies on bottled water to drink and, in some cases, to cook. Respondents spent up to \$200 a month on bottled water, which is a significant amount of money for low-income families. Respondents in both communities expressed a need for more information about the actual quality of the water.
- **Communication** – An interesting difference was identified between Linda and Olivehurst with respect to the amount of contact renters have with their respective water purveyor. While most of the respondents in both towns are renters, renters in Linda have their water costs included in their rent, so they do not interact directly with the water agency or receive any direct information or communication from a water agency. Most of the renters in Olivehurst pay for water directly, separate from their rent.

None of the Linda residents who participated could name Linda County Water District as their water purveyor. By contrast, Olivehurst residents were more likely to identify Olivehurst Public Utilities District as their water agency. The primary issue Olivehurst respondents identified with the District was insufficient number of Spanish-speaking staff available when customers come to the office to pay their water bill in person. There was also some frustration expressed over fees charged for paying the water bill with a credit or debit card.

- **Cost of Water** – Most respondents did not complain about their water rates. Several Linda residents noted that they pay less than other communities around them, while a few thought that other communities were less expensive. The main concern regarding the cost of water in Olivehurst was centered on water meters. Some Olivehurst residents are on meters, while others are not. Some respondents indicated that there is a disparity in what is paid between those two groups.

Recommendations for Phase 2 Follow-up

- Develop a system to ensure that water agency (LCWA, OPUD) communication goes out to all water users, including renters.
- Develop information and materials regarding water quality and watershed health. This information should be prepared in a culturally and linguistically appropriate manner and disseminated to all residences, not just those who directly pay the water bill. Focus on the OPUD service area and on

creating a nexus between local schools, adults/customer and the District to improve communication and understanding about local water.

- Consider staffing the customer service desks with a bilingual (fluent in English and Spanish) person to be better able to interact and answer questions for the two dominant languages of customers
- Develop a water-quality evaluation project within the system where customers complain of water-quality issues.

ATTACHMENT 2

WORK PLAN OVERVIEW² OPUD COMMUNITY ENGAGEMENT AND EDUCATION PROJECT

OPUD COMMUNITY ENGAGEMENT PROGRAM SUMMARY

Overview

The overall intent of the Community Engagement Program is to increase local understanding about OPUD and the water service provided by the District, to develop meaningful engagement between community members and the District and to expand local knowledge and understanding about the sources and treatment/distribution of water within the District.

Goals, Objectives

The outreach effort seeks to create a more educated consumer and to expand understanding within the community about the roles and responsibilities of the District. Increased awareness and understanding about the District will be complemented by an increased responsiveness by the District to the needs of its customers.

Goals, Objectives

Goal #1: *Enhance the community's awareness and understanding of water-related issues.*

Objective 1.1: Work with OPUD and project team to identify and develop key messages for community education.

- Identify and develop needed supporting and community education materials.

Goal #2: *Encourage the community's active participation and engagement in water-related issues and discussions, including attendance at OPUD board meetings, input contribution, etc.*

Objective 2.1: Develop and implement a community-wide information program that includes a broad spectrum of communication materials and strategies:

- Develop OPUD community engagement Facebook page in Spanish to reach out to target audience through social media and paid Facebook advertising.
- Attend partner CBOs' events or other community events to engage target audience and disseminate educational materials.
- Give presentations at English Learner Advisory Committee (ELAC) meetings to reach non-English-speaking parents.
- Leverage traditional earned media, including Spanish radio, television and print, to reinforce key messages.
- As appropriate, utilize low-cost paid-media to reach community with water-education messages.
- Community-Based Organization (CBO) Engagement: Develop list of local CBOs that represent or serve target communities,

² A more detailed Work Plan is available from OPUD staff ,upon request

- reach out to identified CBOs to offer to give presentations to CBOs on our community outreach efforts and water issues facing the community.
- Identify opportunities to leverage CBOs' community connections and community events to effectively reach target audience.

Goal #3: *Enhance the level of engagement by nurturing future water leaders in the community who can represent traditionally underrepresented groups on water-related issues.*

Objective 3.1: Work directly with OPUD staff and Board to develop new approaches to both serving and engaging the local community.

- Meet with OPUD to better understand existing customer-facing processes and interactions.
- Tour OPUD customer service facilities, interact with staff and customers to get a better understanding of opportunities for enhanced interactions.
- Develop recommendations and share with OPUD.

OPUD COMMUNITY EDUCATION PROGRAM SUMMARY

Overview

Based on well documented research on the positive impacts of education on water conservation and water-literacy, the OPUD/DACI management team has initiated development of a comprehensive program aimed at local school children in the Olivehurst community. This program will be designed to complement and enhance the associated Community outreach to Local Adults/Consumers project.

The education program will focus on augmenting and complementing the existing Core Curriculum to assist children to learn more about their water via diverse activities, experiments, and having meaningful educational experiences around water education (i.e. answering the questions: Where does my water come from? Why should I conserve it? and Is safe to drink?).

Goals, Objectives

The outreach effort is intended to educate these young consumers, while providing them with meaningful and enriching experiences relating to water. This effort supports local children in becoming informed current, and future, customers in the communities where they will live and thrive in the future. Please note many of the objectives generate similar outcomes.

Goal #1: *Have children in the OPUD service area understand the water cycle, the concept of watersheds and water-dependent ecosystems, and how their own decisions affect how water is used and how that affects the natural systems*

Objective 1.1: Develop water-related enrichment and standard-driven programs, materials, and interactive experiences that support local teachers in meeting their core curriculum standards, while instilling local knowledge and awareness among students and school system.

Objective 1.2: Educate school children, as well as their parents and family members about where their water comes from, how it gets to them, and why it's okay to drink.

Objective 1.3 Engage children in community-based education of parents, OPUD customers and other community members about water and OPUD.

Goal # 2: *Help children understand the role of OPUD in providing water and the infrastructure that delivers that water.*

Objective 2.1: Instill local knowledge and awareness among students, parents, family members and school system about OPUD.

Objective 2.2: To educate school children, as well as parents and family members about where water comes from, how it gets there, and why it's okay to drink.

Objective 2.3: To create a new, educated constituency of customers who be able to interact constructively with OPUD decision-makers in the future.

- 1.** Know where your water comes from
- 2.** Use water wisely
- 3.** Your tap water is safe to drink



KNOW



USE



DRINK



go blue
KNOW IT • USE IT • DRINK IT

go blue
KNOW IT • USE IT • DRINK IT



tu agua

CONÓCELA • ÚSALA BÉBELA





Genuine
**Olivehurst
Tap Water**

HIGHEST QUALITY WELL WATER
DIRECT FROM THE SOURCE
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