

①

- a large public outreach/engagement
 - schools / children
 - UNM
 - public school curriculum
- AD campaigns (like DOT Safety
 - like ABCWA pamphlets/cards in the mail
 - campaign)
 - community campaigns
- Gap between Agency Plan + on the ground implementation
 - information deserts in NM, how do you get information to those cities
- Focus the ads on people's everyday problems
 - ↳ Solid waste website where you can type in questions on how to recycle certain objects, and they will provide you information
- Plans are sometimes written in an inaccessible way
 - put it in a language everyone can understand (at a 6th grade reading level)

1.) A lot of questions
not too many answers.

2.) Coordination between
various entities ;

Communities
- importance of data

3.) Equitable distribution of H_2O ?
How the community will be
involved and community's
concern of losing out / have
water taken from them

②

Where are "equity" and
"justice" in this process?

What's the status of the
rulemaking, and what's next?

Will there be money to
implement the plans?

How are agencies
coordinating for this —
and how can we do
better?

ROUND #1

Surprises -

So much divergence
So much focus on problems - healing distrust
People had difficulty in thinking about solution
Role of government workers - where is public interest when industry can have large voice always

Immediate Needs

- Funds - advocacy !!
- Data - transparency - sharing
- Strong collaboration
- ^{legislation} leaders to move beyond immediate problems for public welfare
- engagement is needed for a future (status quo will result in evaporation of people from NM)
- who lobbies for people, earth & water
- Organization & outreach

Questions - Opportunities

How to engage communities

Focus on diverse voices & wisdoms (indigenous etc.)

Paradigm shift in worldview

relational - all are connected

How logistically does the public ~~to~~ gather to decide regions, etc.?

How do those already engaged collaborate to be powerful voice in creating rules?

Go out to others & their places

#2

BEAVERS



(3) ② DIVERSITY IS NECESSARY

1. DISAGREEMENT IS OK

CONSENSUS IS NOT MANDATORY

CHALLENGING CONVERSATIONS (RESPECTFULLY)
ARE GOOD

RESOURCES FOR ENGAGEMENT MUST BE PRIORITIZED

2. SUPPORT
EDUCATION
CONNECTION

3. HOW DO YOU REACH AND GET THE
OTHER 2 MILLION PEOPLE PARTICIPATING.

NOT COMMENTING IS NOT SYNONYMOUS WITH CONCURRANCE

What caught attention.

- Getting the right people at the table.
 - ~~vari~~ ^{different leads} ideas about key concepts
 - Surprised at ~~many~~ of public & attendees here w/out info about climate change & water challenges - Need continued Edu.
- Education
 - ~~lack of understanding~~ about goals & formats of regional water plans
- We need to get going on data needs & monitoring ASAP -
 - its hard to set up some
- "Kaizen" - change ready agencies & people
 - ↳ continuously improve
- get comfortable w/ uncertainty

Common themes

- Funding - NA enough not set up right
- Stress/anxiety re climate/drought.
- Disillusionment w/ water plan
- Airing of grievances needs to (PTSD) happen (and move on)
- Question
 - What can motivated people ~~groups~~ do on w/out water planning / state sanctioned gov.
- Timing & next steps??

What are the
Desired outcomes & goals

What does "Success" mean &

How do you measure it?

How do you prioritize uses?

Accounting for wet water

Champions & continuity of
Planning efforts

1 - WSPA ^{almost} is entirely anthropocentric

2 - "Beneficial use" entails consumption/
3 diversion — need to value non-consumptive
uses

4 - Sacrifice means to make sacred

ROUND #1

1. LEGISLATORS DON'T UNDERSTAND WHAT THEY PASSED
2. GUV " " "
3. LACK OF UNDERSTANDING OF SCOPE, URGENCY OF PROBLEM
4. EAST SIDE WATER CONS. EASEMENTS
5. COMMON THEMES - EDUCATION FOR POLICY MAKERS, GENERAL PUBLIC
6. KEEP WATER QUALITY IN DISCUSSION
7. HOW DO WE EFFECTIVELY EDUCATE (#5)

ROUND 1

- 1) TANGENTIAL IMPACTS OF WATER USAGE
 - CHANGE COMMUNITY CULTURE — RURAL, TRIBAL, SMALL URBAN
 - SOCIO-ECONOMIC IMPACTS
 - WATER LEAVES COMMUNITIES
 - \$ RULES & LEAVES AREA
- 2) POTENTIAL IMPACTS OF WATER SHORTAGE
 - CAN'T ATTRACT INVESTMENT
 - PEOPLE & JOBS LEAVE
 - REFUGES — FOOD RESOURCES
- 3) RIVER MAINTENANCE/HEALTH
- 4) HOW DO WE DEFINE SUCCESS OR PRIORITIZE RESOURCES
 - WHO SPEAKS FOR THOSE WHO CAN'T SPEAK FOR THEMSELVES
- 5) LEARNED ABOUT UNLIKELY PARTNERS
 - DOD, DEVELOPERS

I ★ We were unaware of the concerns of Portales and other small communities impacted by drought.

* We were unaware of the way water rights are administered in NM (use it or lose it) doesn't encourage conservation. \$\$\$

* Need funding + positions.

II Education coupled with engagement

Money \$\$\$

Creating a collective voice
Media

III What am I going to do ???
How do we → change water right administration ???

1. Portales/Clouis Water Shortage

- Impacts At our door.

[• Stories & experiences]

2. Data need



??
(Q.) How do we leverage our
collective & individual power ??

0. Aridity - evaporation from reservoirs

1. Prior Appropriation - How do we get owners of water rights to give up water from lands to have nots

2. Resources needed to pay for changes where do we get money - Getting resources from Feds or other states.

3. Developing a water budget together to understand the severity of our current crisis.

4. Two tiered severance tax to provide money to drive innovation, promote education.

3

① What caught our attention

- a How do we get past ^{simple} commoditification of water?
- b Are we conserving water to encourage more growth?
Should we limit growth - people + large scale dairies/farms
- c What about non-adjudicated water

② Common Themes

Education - legislators / urban dwellers / kids / traditional communities
provide science / options / \$ to help agriculture to adapt - incentive

③ Burning Questions:

How do we engage those who: aren't aware of issues
- don't care
- are discouraged into inaction

How do we break down siloing - of people / industries etc
govt agencies
non-profits

#3 Attention

1. • Big Picture Stage Now - Focus on setting up resilient processes (And long term continuity)

- Start at Values - Build plans from values perspective

What do we want to achieve w/ water we have

- How to support Decision makers/~~70%~~ Electeds make unsavory decisions

- ~~the~~ Need for data access/data to support planning entities

Common Themes

2.

Funding

- Consistent to maintain momentum/continuity

- ~~to incentives~~ ~~new ideas~~ ~~tech~~

3.

- Maintaining Institutional Knowledge ✓

~~Integrate all~~ incorporate all forms of knowledge

Questions

3. Regional Entity as Agency vs. Citizens Advisory?

What can we do locally ~~before rules are in place?~~

In anticipation of planning ~~act~~ being stood up?

③ CONVERGENCE ROUND

Distribute water beyond the RIPARIAN ZONE

Keeping Rio GRANDE (and other) FARMS intake to function as aquifer recharge!

② ⇒ AQUIFER RECHARGE IS GOING TO BE CRITICAL
first step: understanding aquifers

③ ⇒ How does the WSAC measure success? ~
~ How do we enforce accountability? ~

State agencies are not necessarily with each other

② ⇒ COLLABORATION between agencies is needed
& interagency & interregional communication

* Create a

① LIVING PLAN / DOCUMENT

"Planning as Process" - YES

* We need to

① SKIP A CHEN GUM at the same time: Planning while implementing some of the older plans *

Questions:

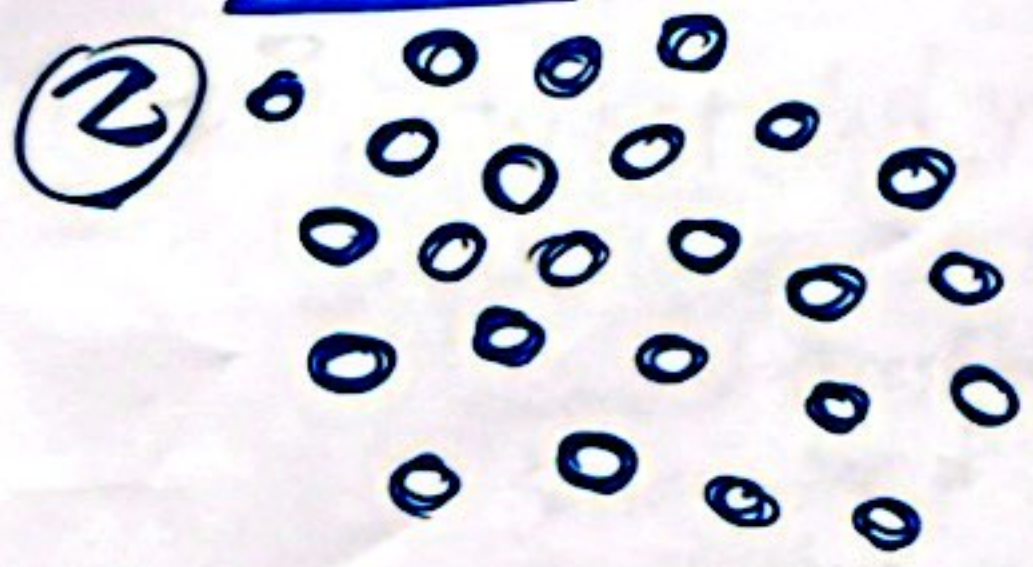
* WHO IS DOING WHAT? HOW are the myriad agencies, stakeholders groups, commissions etc. interacting with each other? —

We need an "ecosystem map".

* How is the SOYWP connected to the WSAC?

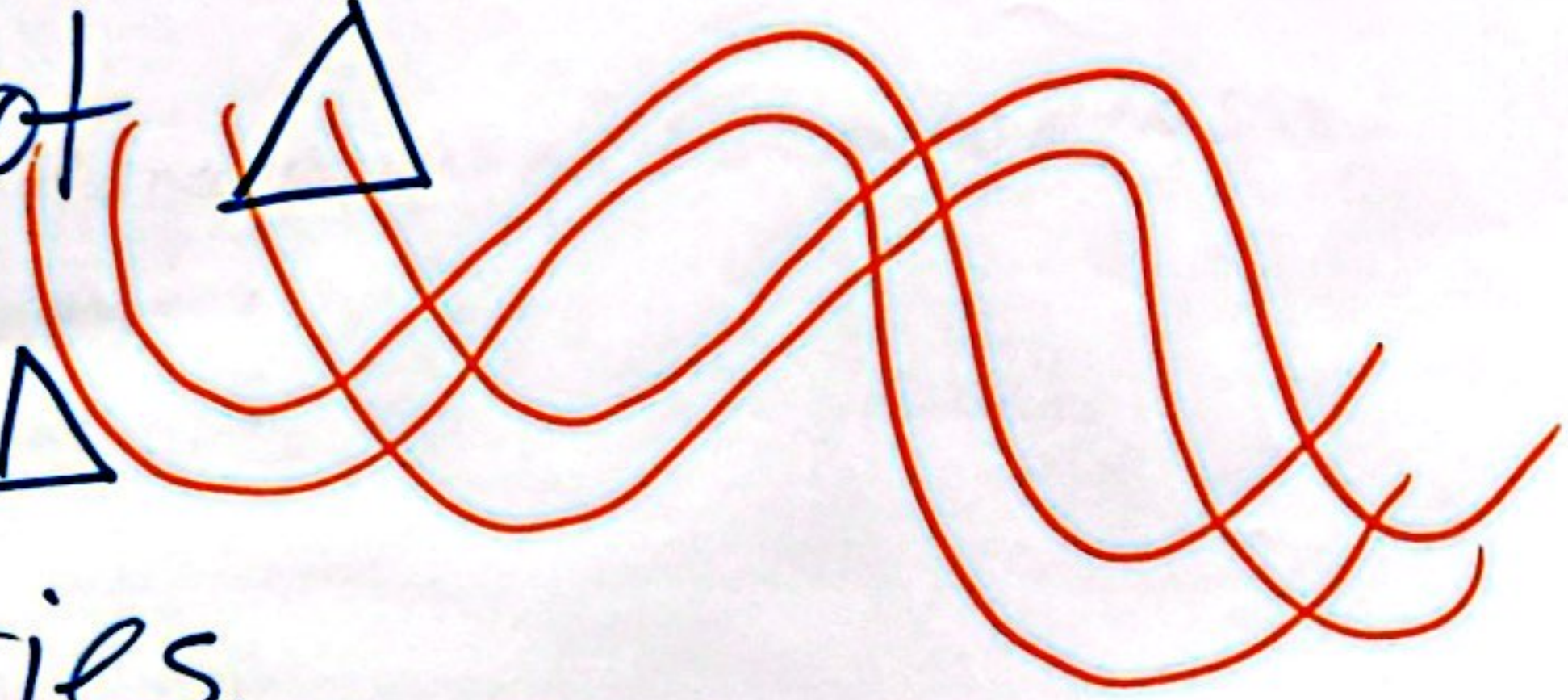
* How to engage & keep people engaged for a long time? —

③ Asking people to read reports and going to websites is not going to work.
Prevents burnout...
↓
Everybody is an expert!



• Natural World → cannot Δ

Human Construct → CAN Δ
i.e. Regional boundaries,
Water Law



• What can we do now?

- Identify data gaps
↳ analysis for prioritization
- **FUNDING**

• Missing

- Ed/outreach → gen. public
↳ diverse communication systems
- Incorporating Indigenous knowledge

and #3 (recovered)

1. What did you hear today that caught your attention?

What surprised or puzzled you?

- Lack of foresight to ensure adequate funding is available every year of the process - "subject to available funding"
- Sheer number of the people in this room that are interested in or working on this challenge - but who is not here? (burning question)
- Could there be a ~~central~~ ^{key} player that ~~could~~ be involved to coordinate this effort at all regions (e.g., COGs)

2. What were some common themes?

Education (to young people, how to spread the necessary info out to all reaches of the state;
technical need-org. needs; water budgets for each planning area)

Recurring Funding (more to do now) - Bureau Chiefs are overworked

3. What burning questions do you have?

- That the data & models will be available at the time the planning begins
- How can we get regional Water Dialogues to the rural areas (e.g. Ft Sumner)
-

education - K-12, new

outreach

participation

personalized WSPA?

all regions be defined?

Did not realize NM is ahead of the curve (e.g. winning a national award)

Surprised to know (or not know) all the things about water. Lots of teaching and outreach needed.

Water has always been scarce / precious / sacred here.

THEMES:

- education - K-12, news, government ^{local + state}
- outreach
- participation

How do we personalize WSPA?

How will regions be defined?

WSPA MISSING

- B • - WILDLIFE, ECOSYSTEMS, &
 - WATERSHED PERSPECTIVE
- GETTING AT THE ROOT OF THE PROBLEM MEANS ALL ALIEN & PRODUCTION CAN BE MET.
- 30 - \$1'S TO SUPPORT ^{COMMUNITY-BASED} PILOTS, REGIONAL PLANNING TEAMS OF ACTUAL PROJECTS ON THE GROUND
- A. 1 - CONCRETE STRATEGIES TO ENGAGE COMMUNITIES, SUSTAIN ~~ENVIRONMENTAL~~ COLLABORATION, AND SUPPORT COMMUNITY LEADERS
- 20 - MAKING PROCESSES ACCESSIBLE
- 40 - MAKING PEOPLE INVOLVED, & VALIDATED, & USEFUL
- 50 - "MAKING RULES" HARD ENTRY POINT. SUPPORTING REGIONAL GROUPS WITH \$1'S TO START WITH A PROJECT WILL BRING PEOPLE TO TABLE. GIVE PEOPLE A STAKE IN THE GAME, MAKE THE PLANNING PROCESS RELEVANT TO ~~THE~~ THE PEOPLE INVOLVED. THEN WHAT THAT PROCESS REALLY & BECOME IMPORTANT.

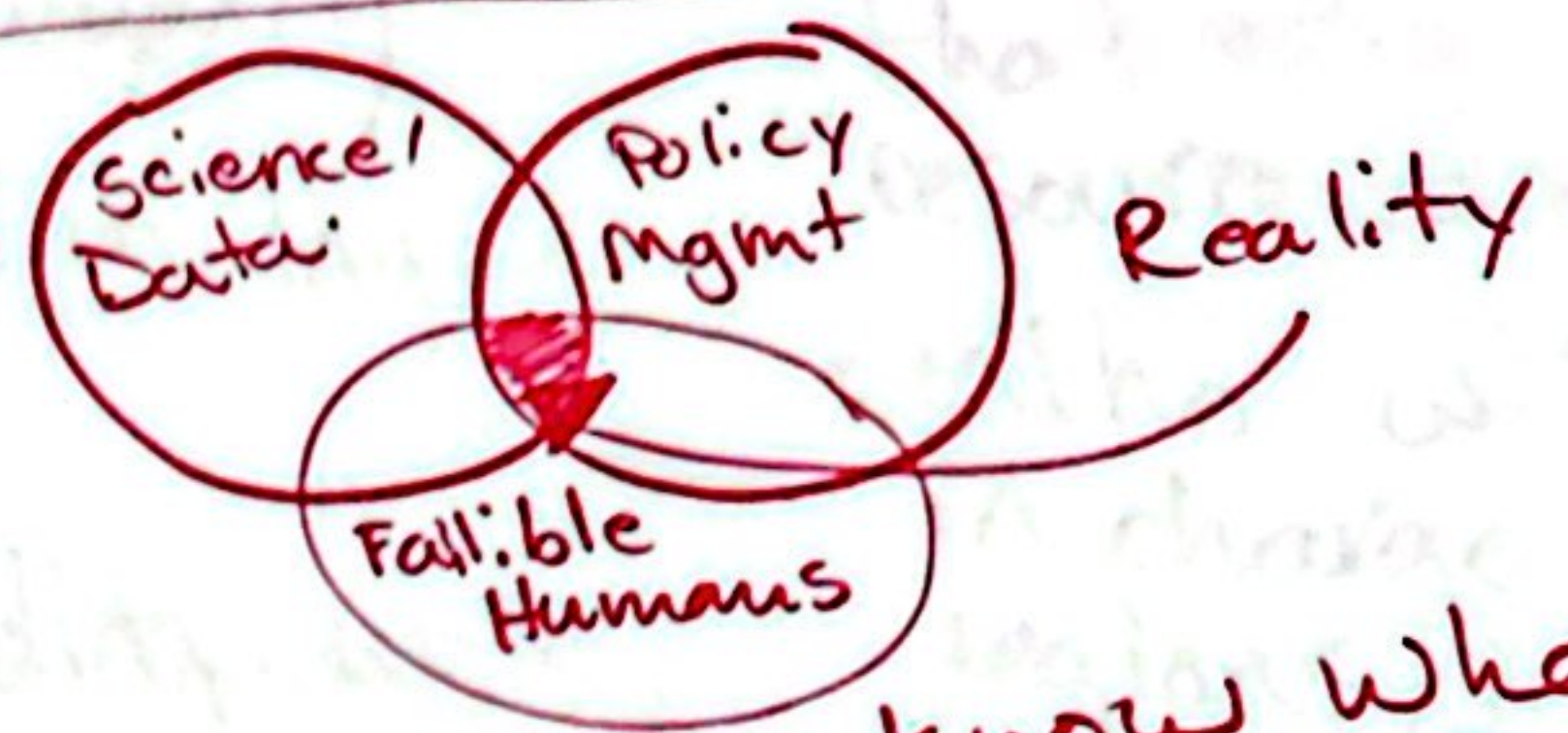
Synthesis

- B. 2. FOR EXAMPLE, DOWNSTREAM ISSUES NEED COLLABORATION w/ UPSTREAM MANAGEMENT.
3. STARTING WITH ASKING THE COMMUNITY WHAT THEIR PROBLEMS ARE, THEN HELPING THEM SOLVE THAT PROBLEM ~~WH~~ BY ADDRESSING THE ROOT OF THE PROBLEM, & HELPING ~~THEM~~ BRING ~~SCIENTISTS~~ SCIENCE TO HELP. (Listening to Community)

#5 Report out Education

Challenges - Compromising Where is Reality?

- Ecosystems
- Endangered Species
- Policies that don't always live
- Being challenged on your beliefs
- Following + Farming
 - Do we farm everywhere?
 - How do we take things out of production?



How do we know what our decision space is?

Funding For Everything

- Implementing Laws
- On-the-Ground implementation
- Who works with communities?
 - Extensions?
 - Ditch Associations

Your Role

- Professional
 - Personal
- } Might Be different or in opposition

USE
YOUR
POWER
LESS

#2

Q1

- Citizen science
- Talk w/ family & friends about water

Q2

• Legislature

- Public education: water planning is, scarcity, regions, urgency
- Need for transparency in lay-person language
- Deployment of funding: wise, & quick, & reliable
- Generate engagement: neighborhood groups, expert speakers
- Water law disconnect w/ water planning
- Legislative advocacy in politico language

Q3

- Is there a bill that allows for resource export?
- Who will be in charge of the regions, in charge of dragging out public for outreach, & running the meeting?
- How do results from River Café work move forward?

common theme: conflict between
water rights holders and other
values not embodied in water rights
regime

Education: Need it!

We need a paid legislature.

We need a process that somehow gets
to the heart of community values.

It requires that process ~~to~~ in order
for water plan to be approved.

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water rights holders and other
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for water plan to be approved.

1. State agencies are not talking with each other and sharing data/opportunities to educate communities about this with programs that they are already working on (water institute trainings, conservation programs, etc.) that would easily start ~~ways~~ to conversations about this.
2. Communities need to be involved! Finding ways to do this is important. Making sure we talk to them at their level (i.e. not using scientific jargon). Having interpreters present (sign, language) at meetings, so people can understand on their own levels. Spending time communicating and LISTENING to them is imperative to have this work!
3. How are the regions being re-evaluated/broken up? Who is making this determination? How will community ambassadors being chosen?
 - How are we tracking programs like water restrictions like LaDona spoke about that are implemented and successful? And how is that being translated to other regions so they can implement it as well?
 - How are legislatures being trained on this? Is it voluntary or a requirement?