PLAN WRITING

Practical Plan Design

1) Make the plan intentionally accessible for various audiences.
2) Work with community leaders to identify methods and strategies to use to be able to present the complex and/or technical issues to specific audiences.
3) Create specific fact sheets about the Plan for each audience. Consider publishing in different languages. Include Plan goals, and describe specific intersections between readers and the watershed's work.
4) Clearly articulate how the community's input was used to develop the plan.

5) Explore all or portions of the plan designed in landscape view. If printing is unlikely, landscape view supports accessibility for screen viewing.

6) Create a designated public section titled "This section is for you," or "quick review for public" etc. In this section, outline goals, example projects to meet those goals, ways the public can expect transparency, and methods of accountability.

Plan Language and Tone

1) Plan language and tone should be inclusive and without barriers. Where barriers to knowledge or understanding might exist, provide references for additional information or acknowledgement. Consider including a glossary of terms or hyperlinks to supportive information.

SITUATING STORIES IN PLACE

Feedback, transparency, and outlining demographics

1) Develop a pattern of ongoing gap analysis to keep track of communities that have and haven't been reached in the 10-year plan cycle. Segmented, targeted, and smaller efforts help reduce redundancies and allow for customization for each community.
2) Couple surveys and input with relevant updates or summaries from a previous survey from the same audience. This develops and strives for a balance in a giving and receiving information as well as personal time and energy.
3) Include a section outlining community demographics to be referenced later in the plan when relevant. Connect with local organizations that specialize in human and social demographics.

4) Explore and practice formal approaches to cross-disciplinary fields, especially integrating skills from social work and socio-cultural studies.

History and Decolonization

1) Include historical and historic indigenous sacred sites with standard plan background context, such as water resources and geography and their associated maps. Harness information from historical societies and tribal organization partners.

2) Recognize that databases, records, and recognition for sacred indigenous sites are ongoing and still being fully developed.

BEING A GOOD NEIGHBOR

Community Integration and Involvement

1) Identify consistent community-specific consultants/advisers to work with to support programs in the community.
2) Achieve community autonomy by allowing community to select their representatives/spokespeople.
3) Identify community stakeholders in target concentrated poverty zones, or bring connections and experience from these zones.

4) Coordinate departmental, organizational, and group outreach to reduce outreach redundancies.
5) Develop relational approaches to education and outreach for watersheds; work with cultural liaisons to share information as they understand their communities; engage with communities more from this outlet.
6) Acknowledge different cultures, equity, and needs of different communities.

7) Identify different forms of community outreach including storytelling, drama, dance, etc., methods from oral cultures.
8) Learn about language gaps and ways that different cultures and languages relate to various words differently – i.e. different words and uses for the concept of "water." Cultivate lessons learned and new language practices through community experience, when shared publicly this invites other audiences to partake.

Plan Language and Tone (cont'd)

2) Be sure to define a watershed
3) Clearly describe projects and programs with actual examples, stories, or personal connections to make them real.
4) Seek input from all communities represented in the watershed through genuine engagement and conversations with the intention of truly understanding their hope and vision for the watershed, answering their questions, and completely exploring their ideas

5) Ensure the plan reflects the various community's' visions, which is gathered in the community input process.

Pipelines and Mentorships

1) Create and cultivate partnerships with communities and organizations with the intent to provide mentorship to groups or individuals and to invite new perspectives.
2) Create paid internships with job shadowing and apprenticeships for BIPOC communities to create career pathways.
3) Create board positions for student managers or commissioners as non-voting but fully engaged members.

Using data to inform and prioritize location for projects and programs

1) Use restorative development concepts to ensure sustainability and equity in implementation.
2) Use data such as ACP50 and create metrics to prioritize projects where they have the greatest impact for underserved communities.

History and Decolonization (cont'd)

3) Integrate indigenous sacred site awareness and history into ongoing communications outside of the plan document. Explore and develop an intersection of stewardship, from water resources to indigenous sacred sites to other significant local landmarks that compose a sense of place. Examples of accessible language include "spaces for contemplation" and "thank you for helping us preserve the significance of this community treasure by keeping it tidy and leaving no trace", etc.

4) Develop materials with members of the Native American Indian community that acknowledge their history and ongoing engagement; connection with networks that have existing material based on organized trainings and are connected to the community in substantial ways.

Storytelling

1) Layout the story you're hoping for upfront. The story starts with history of place and context (environmental, human, pre-colonial).
2) Designate what data is going to be meaningful for that story. Harnessing community input gathered from the planning process, strive to delineate and group measurements relevant to each community: I.e. youth, BIPOC low income folks, elders, POC, women, etc., each with a method/outlet of capacity building. Shared methods between representations site reasons for grouping or overlapping.

Yearly Practices

1) Search for and partner with community representatives who serve as a liaison between organization and the community - avoid consultants who don't have a lived experience in the area.

2) Develop annual plan to enable watersheds to find a balance between striving for new results-based partnerships and maintaining existing ones.

3) Realize groups have their own dynamics and hurdles with participation. With this, a lack of feedback or contacts may imply that there are no concerns from a given community – establish mutual understanding of what different modes of feedback mean through relationship.

4) Create space to design a program or service that's primarily an education and skills effort from the partner organization's mission, or pre-existing from a partner organization, and includes complimentary topics and support from watershed perspective. Creative presentation of watershed topics according to lens and priorities of partner organization.