



Section 5



Module 2

Source Water Assessments: Federal and State Perspectives

SESSION:**Source Water Assessments****TRAINING GOAL:**

Ensure that participants gain an understanding of the Source Water Assessment and Protection Program and Source Water Assessments.

TRAINING OUTCOME:

Trainer/assistance provider's presentation should heighten the local official's (and the other target audiences') awareness and understanding of their systems' source water assessments (SWA).

BACKGROUND INFORMATION:

Be familiar with the local SWA before presenting training to the community audiences. SWAs are usually available from the state Source Water Protection Program or the local drinking water system. Each state should have conducted a SWA for every community water system in the state, and provided them to the systems. Be advised that many drinking water system personnel are not aware of the Source Water Assessments, and do not know how to interpret or use the assessment.

LEARNING OBJECTIVES:

As a result of the training, participants will be able to:

- Explain the purpose and intended use of SWAs, and identify who has a copy of the local SWA
- Identify the elements of a source water assessment
- Identify the key contaminant sources that threaten their drinking water, including wastewater sources
- Explain the likely need to update the SWA, and how to do so
- Describe how the SWA findings can be used to help the protect the local drinking water source and benefit the community
- Explain the voluntary nature of source water protection planning

LEARNING ACTIVITY #1

Length: 20 minutes

Materials Needed: Copies of the local source water assessment, or portions thereof; flipchart and markers for trainer

Process: (Full group activity.) Provide participants with a copy of the local source water assessment, or a manageable portion of it, and ask them to read selected sections—such the local data on failing septic systems. Ask them to write down or discuss the following types of questions:

- What does this data tell us about the wastewater contamination in the community?
- How serious does this problem seem to be? Mild? Medium? Severe?
- What additional information would you need to make a decision about whether and how to address this problem?

- What type of expert assistance would you need to make an informed decision about how to proceed?
- Which local groups, volunteers, experts could provide valuable assistance?

Summarize the key points on the flip chart. Ask for questions, respond and make clarifications.

LEARNING ACTIVITY #2

Length: 20 minutes

Materials Needed: Customized worksheet, pens for groups; flipchart and markers for trainer

Process: Break participants into groups of three-five people. Provide them with a customized worksheet, similar to the one below, and ask them to work together to fill it out. The purpose of the activity is to help participants identify strategies for engaging local groups to participate in a review of the source water assessment.

<i>Key Community Groups to Help Review the Source Water Assessment</i>	<i>Why is it important to include this group in the process?</i>	<i>What would motivate this group to volunteer their time? (What's in it for them?)</i>

Summarize the key messages on the flip chart. Ask for questions, respond and make clarifications.

KEY MESSAGES FOR DIFFERENT TARGET AUDIENCES:

Be sure to identify the audiences you'll be training and carefully consider their specific wants, needs, and motivators. Craft your message, training, and activities accordingly. Remember to refer to the "SMART Audience Reference Sheets" in this curriculum for ideas, as well as learning as much as you can about the local stakeholders and local issues.

SUGGESTED HANDOUTS:

Create and hand out a one-page Fact Sheet highlighting information from the local source water assessment, such as the percentage of failing septic systems in the community, the location of these systems, and their impact on the drinking water source. Be sure to incorporate social marketing ideas in crafting the message. For example, based on your target audience, determine if it's best to point out that the pollution could get into the drinking water and make people sick or that pollution is degrading aquatic and avian ecosystems.

POSSIBLE AGENDA:

Source Water Assessments	
Approximate Time to Deliver Session:	_____ hours/minutes
Welcome and Introductions	_____ minutes
Complete Registration Form	_____ minutes
Complete Pre-assessment	_____ minutes
Topic A	_____ minutes
Topic B	_____ minutes
Topic C	_____ minutes
Activity #	_____ minutes
Other	_____ minutes
Complete Post-assessment	_____ minutes
Summary and Feedback	_____ minutes

POWERPOINT AND CONTENT:

Two PowerPoint Presentations, one outlining the federal perspective on the Source Water Assessment and Protection Program and one addressing a state perspective, are provided on the SMART PowerPoint CD-ROM. It is likely that each of these PowerPoints will need to be adapted to meet your local needs or address your state-specific information. Additional clarifying points are listed in the “Notes” sections of the PowerPoints.