

## Learning Group #2- March 7, 2017 Meeting Summary

### *Overview*

Representatives from Piermont, Stony Point, Kingston, and Catskill met with the project planning team (NYS DEC Hudson River Estuary Program [HREP], Consensus Building Institute [CBI], Scenic Hudson) to continue coordinating work to implement recommendations from sea level rise (SLR) Task Force reports along with other flooding adaptation and mitigation initiatives. This was the second of four meetings for the “Sea Level Rise Implementation Learning Group” grant-funded project. The City of Kingston is participating in the project both as a SLR task force community and a member of the project planning team (as the HREP grant recipient and administrator).

The meeting, held at the Howland Public Library in Beacon, NY, kicked off with a brief welcome by Kristin Marcell (HREP) and a review of the agenda by Bennett Brooks (CBI). Libby Zemaitis (HREP) gave an update on funding opportunities, with emphasis on the NYSERDA Clean Energy Communities grants, the DOS County Resiliency Planning grants, and the Combined Funding Application (CFA, which will likely be announced in April). Julie Noble described Kingston’s success in securing CFA grants in 2016 and provided insights on the application process. Laura Straus (Piermont) announced the imminent funding of a coordinator position in Piermont to work on implementing climate adaptation actions, and invited the other communities to consider partnering in funding such a position in the longer term. Jim Monaghan (Stony Point) announced that construction is beginning on the FEMA-funded bulkhead replacement at the town park. He also noted that the town is hiring a part-time grant writer. The main meeting topics were the Flood Preparedness Guide, water infrastructure mapping, and community engagement strategies.

### **Flood Preparedness Guide**

Nava Tabak (Scenic Hudson) provided a checklist of information needed for the guide, including a version which relates each item on the list (as applicable) to elements of a Comprehensive Emergency Management Plan as outlined by NYS. Sean Carroll (Dutchess County CCE), the staffer who will be working with the communities to produce the map and other content for the guide, discussed the process and formats participants can use to get the information to him. The content is customizable (from the version Catskill produced), and production is expected to take about a week once all the final information is submitted. Sean can also produce standalone maps (showing the same elements that the map in the guide will have) if communities are interested.

Piermont, Stony Point, and Kingston each have already made good progress on assembling the necessary information. The presentation provided an opportunity to ask several clarifying questions of Sean and the Catskill representatives, and all three communities are expected to move forward in producing guides in the near future.

### **Water Infrastructure Mapping**

Kristin Marcell and Michelle Gluck gave a presentation illustrating the benefit to communities of digitally mapping water infrastructure, as well as reviewing the technical needs and considerations for such a project. As proposed, the project would include 2 phases, each estimated to take one year. Phase one includes the inventorying of existing data (already completed), setting up a GIS database, and working with Columbia University students to digitize and field-verify existing wastewater infrastructure maps. Jen Zunino-Smith (Cornell Cooperative Extension, Rockland County) gave an overview of an ongoing project to map the county's MS4 (stormwater) infrastructure. In order to move forward we need to gauge the level of interest by the four learning group communities, and get confirmation that they would be willing to share existing data.

### **Community Engagement Strategies**

Gabrielle Weiss, Libby Zemaitis, and Julie Noble presented a spreadsheet with a wide array of possible community engagement strategies that could serve as the focus for future Learning Groups and/or cross-community collaboration. In their presentation, they illustrated examples of strategies from each category of engagement (e.g. education, governance, arts, technology, outreach), and demonstrated how the table can be sorted based on various categories (such as cost or time frame). The municipality representatives then worked within their groups to review the strategies and prioritize those that seem most relevant or attractive to them. Each group reported back to the full learning group on their top three choices (sometimes more) for community engagement, which were as follows:

Piermont: kayak tours of waterfront, outreach programs with Columbia (Lamont-Doherty), public art in parks, website and social media, engagement about upcoming road work (elevating), flood preparedness guide

Stony Point: Bulletin board or art installation in new dog park, participate in Trees for Tribes, posting info on new website, social media pages and/or on ConstantContact newsletter

Kingston: build on CAD and create a gallery space for designs, website, develop flood preparedness guide in English and Spanish, replace storm gauge

Catskill: public arts (possibly tie to Lumberyard project), pop-up green stormwater infrastructure street demo, climate-related event publicity

### ***Key outcomes, decisions, next steps***

The meeting generated several specific outcomes outlined below.

- Participants from Piermont, Stony Point, and Kingston had questions answered about producing the Flood Preparedness Guide and can begin sharing the needed information with Sean Carroll.
- Participants gained a better understanding of what is involved and the decisions needed to create digital maps of water infrastructure. The next step is for each community to decide its level of commitment to this project. The planning team will arrange for a follow-up teleconference to answer additional questions.

- In the community-specific breakout sessions, each community prioritized the community engagement activities they are most interested in pursuing. The planning team will review these and propose next steps to advance activities of mutual interest in subsequent meetings.

The planning team let participants know that the next two meetings will likely be in June and September.

### *Meeting Participants*

#### **Piermont**

Nathan Mitchell

Laura Straus

#### **Stony Point**

Jim Monaghan

#### **Kingston**

Jennifer Berky

Emilie Hauser

Kevin McEvoy

Julie Noble

Lucy Potter

#### **Catskill**

Arielle Herman

Liz LoGiudice

Nancy Richards

#### **Hudson River Estuary Program**

Kristin Marcell

Libby Zemaitis

Gabrielle Weiss

#### **Consensus Building Institute**

Bennett Brooks

#### **Scenic Hudson**

Nava Tabak

#### **Cornell Cooperative Extension**

Sean Carroll

Michelle Gluck

Jen Zunino-Smith

## *Supplementary materials*

- Meeting agenda
- Flood Preparedness Guide checklist (with cross reference to CEMP items)
- CEMP outline with cross reference to Flood Preparedness Guide items
- Community engagement strategy overview and table handouts

## Sea Level Rise Implementation Learning Groups

### Learning Group #2

5:00 - 7:45 p.m. – Tuesday, March 7, 2017

Community Room, Howland (Beacon) Public Library

313 Main Street, Beacon, NY

### AGENDA

- 4:45-5:00 PM**      **Informal Gathering**
- Food will be available starting at 4:45 p.m. and throughout the evening
- 5:00-5:20 PM**      **Getting Started**
- Welcoming remarks
  - Introductions, agenda review and discussion protocols
  - Updates
    - Consolidated Funding Application Release
    - Relevant updates from each community
    - Other
- 5:20-5:40 PM**      **Flood Preparedness Guide**
- Cross-community discussion on information-gathering efforts needed for Flood Preparedness Guide: progress, challenges and opportunities, other elements to incorporate into guide, possible nexus with CEMP
  - Consider next steps
- 5:40-6:20 PM**      **Water Infrastructure Mapping**
- Overview of assets mapping effort approach and timing
  - Cross-community discussion on approach; seek community feedback on information needs and standards
  - Consider next steps
- 6:20-7:20 PM**      **Community Engagement – Overview and Breakout Sessions**  
*(Participants take break, as needed)*
- Presentation on possible options for using Learning Group to support community engagement efforts (20 minutes)
  - Community breakout sessions to identify priority activities (30 minutes)
  - Report back from each community on priority interests; full group discussion to identify common areas of interest (10 minutes)
- 7:20-7:40 PM**      **Open Discussion**
- Opportunity for communities to raise issues for group discussion
- 7:40-7:45 PM**      **Next Steps and Reflections**
- Review next steps, elicit feedback on Learning Group discussions
- 7:45 PM**            **Adjourn**

## Flood Preparedness Guide Checklist: CEMP overlap

For SLR Implementation Learning Group

### Flood Preparedness Guide

CEMP Section II-6>Preparedness>Public Education and Awareness> Educate the public about the different protective measures that could be implemented, reiterating the message of individual and family preparedness

- List of emergency shelters (including addresses and information on which can accommodate pets)
  - *CEMP Section II-3: Preparedness>Facilities>References to shelter efforts for mass care, pets/service animals, and other support facilities that may necessitate operational support.*
- List of safe areas for parking cars in case of a flood (including addresses)
  - *CEMP Section II-3: Preparedness>Facilities>References to shelter efforts for mass care, pets/service animals, and other support facilities that may necessitate operational support.*
- List of flood prone roads (including detailed descriptions of most susceptible portions, and/or illustrated on a map)
  - *CEMP Section I-4: General Considerations & Planning Guidelines>Situation>Designate hazard areas of concern*
- Evacuation routes (including detailed descriptions and/or illustrated on a map)
  - *CEMP Section II-1c: Preparedness>Planning>Evacuation Planning*
- Where to get information on flood zones (e.g. town hall, library)
- Information on the available emergency notification/communication systems (e.g. reverse 911, town or county system)
  - *CEMP Section III.6: Response>Public Warning and Emergency Information> Identify how public information will be relayed via a Public Information Office (PIO), Joint Information Center (JIC), or otherwise*
- Emergency contacts (e.g. fire, police, village/city/town)
- Flood preparedness and recovery resources to refer to in the guide (see Catskill guide, amend as needed)
  - *CEMP Section II-6>Preparedness>Public Education and Awareness> Educate the public about the different protective measures that could be implemented, reiterating the message of individual and family preparedness*

## **New York State CEMP Outline - Flood Guide Overlap**

### *Executive Summary*

1. Inside the Front Cover
  - Signatory page stating the effective date of the plan.
  - Revision table.
  - Record of distribution (if applicable).
  - Table of contents including supplemental annexes (attached or not).
  
2. Executive Policy Regarding Emergency Management
  - What the mission of this plan is, what it covers.
  - When this plan would be implemented, under what circumstances.
  - The jurisdiction's official policy on emergency preparedness.
  - Identification of elected leadership and decision-makers, how decisions will be made in case of an emergency (ie chain of command, etc.)

### *Section I - General Considerations & Planning Guidelines*

1. Introduction
2. Purpose
3. Scope
4. Situation
  - Part of hazards identified (flood)
  - Hazard areas of concern identified (flood map)
5. Assumptions
  - Describes what disaster can be expected, what that information is based on
6. Concept of Operations
7. Authority
8. Plan Maintenance and Distribution

### *Section II - Preparedness*

1. Planning
  - a. Mitigation Planning

- b. Response Planning
- c. Evacuation Planning
  - Mapping, public communication/ emergency alert
- d. Continuity Planning
2. Training and Exercising
3. Facilities
  - Temporary parking, shelter locations
4. Capability Assessment
5. Equipment, Services, and Donated Goods
6. Public Education and Awareness

### *Section III - Response*

1. The Role of the Chief Executive
2. Alert/ Notification
3. Activation
4. Response Levels
5. Resource Management/ Direction and Control
6. Public Warning and Emergency Information
7. Information Collection Assessment and Evaluation
8. Restoring Public Services
9. Communications
10. Implementation of Protective Measures
11. Assignment of Roles and Responsibilities
12. Emergency Medical and Public Health
13. Mass Care and Temporary Housing

### *Section IV - Recovery*

1. Overview, including short-term and long-term recovery plans.
  - Debris removal line
2. Damage Assessment

Learning Group #2

## Community Engagement Strategies

March 7, 2017

**Engaging, educating and empowering your community is a fundamental aspect of adapting to climate change.** There are a range of community engagement strategies, from short to long term, and low to high costs. This is a summary of strategies that may be effective for Hudson River Learning Group communities.



**Identify your top 3 strategies to explore for your community,** and the planning team will report back with more information at Learning Group #3.

**Engagement strategies are organized so you can quickly identify those matching your criteria.** Links to case studies are included for a more in-depth look.

- Categories: arts, technology, outreach, governance and education
- Goal: awareness, education and participation
- People and financial resources: low (green), moderate (yellow) and high (orange)
- Potential partners and funders
- Primary target of outreach: event attendees, online community, specific target audience/area, community-wide
- Timeframe: short, long and ongoing
- Depth of interaction: low, moderate and high

[strategies on next page]

Community Engagement Matrix - Learning Group #2

| Strategy  | Focus Area | Goal                                 | Work/ capacity required | Expected cost | Potential partner(s)  | Potential funders             | Primary target of outreach | Time frame | Depth of engagement | Case study/ example   | Link                            |
|---|------------|--------------------------------------|-------------------------|---------------|---|-------------------------------|----------------------------|------------|---------------------|---|---------------------------------|
| Visual art displays   | Arts       | Awareness + Education                | Moderate                | \$\$          | Local artists and art institutes, higher ed + schools                                       | CFA, NEA Art Works            | Community-wide             | Short      | Low                 | Artists and Climate Change: installations                         | <a href="#">Case study link</a> |
| Performance Art event with discussion                               | Arts       | Participation                        | Moderate                | \$\$          | Local artists, art institutes and production companies (Arm of the Sea Theater, Lumberyard) | CFA, NEA Art Works            | Event attendees            | Short      | Moderate            | Anu, Artists and Climate Change: performance                      | <a href="#">Case study link</a> |
| Community design contest  | Arts       | Education + Participation            | Moderate                | \$\$          | Local businesses  | CSC, DEC EJ grants            | Event attendees            | Short      | High                | NYC bike rack design competition, Boston bench design competition | <a href="#">Case study link</a> |
| Systems drawing sessions  | Arts       | Education + Participation            | Moderate                | \$            | Art schools   | NEA Art Works + similar       | Event attendees            | Short      | Moderate            | Andrea Frank - SUNY New Paltz                                     | <a href="#">Case study link</a> |
| Sculpture/ land art installation                                    | Arts       | Awareness + Education                | High                    | \$\$\$        | Local artists   | HREP, NEA Art Works + similar | Community-wide             | Long       | Low                 | High water line   | <a href="#">Case study link</a> |
| Posting info on and updating website                                | Technology | Education                            | Low                     | \$            | Cornell WRI, HREP, local higher ed intern   |                               | Online community           | Ongoing    | Low                 | Who to call during a flood  | <a href="#">Case study link</a> |
| Social media  | Technology | Awareness, Education + Participation | Low                     | \$            |   |                               | Online community           | Ongoing    | Moderate            |   | <a href="#">Case study link</a> |
| Email Newsletter  | Technology | Education                            | Low                     | \$            | Cornell WRI, HREP, local higher ed intern   |                               | Online community           | Ongoing    | Low                 | Kingston Mayor's Message, Yonker's This Week                      | <a href="#">Case study link</a> |
| Flood Guide printing and distribution                               | Outreach   | Education                            | Moderate                | \$\$          | Cornell Cooperative Ext.  | CSC                           | Target group or area       | Short      | Moderate            | Catskill flood guide  | <a href="#">Case study link</a> |
| Small scale neighborhood meetings                                   | Outreach   | Awareness, Education + Participation | Moderate                | \$            | Cornell Cooperative Ext.  | DEC EJ grants                 | Target group or area       | Long       | High                | Baltimore case study  | <a href="#">Case study link</a> |
| Beach/ shore cleanup  | Outreach   | Participation                        | Moderate                | \$            | Watershed groups, Scenic Hudson, Riverkeeper  | DEC EJ grants                 | Event attendees            | Short      | Moderate            | Annual Riverkeeper Sweep  | <a href="#">Case study link</a> |
| Tree planting + maintenance   | Outreach   | Participation                        | High                    | \$\$          | HREP Trees for Tribs  | HREP                          | Event attendees            | Ongoing    | Moderate            | Trees for tribs   | <a href="#">Case study link</a> |
| Fisherman outreach (distribute materials, have conversations, etc.) | Outreach   | Awareness, Education + Participation | Moderate                | \$            | HREP fisheries  | HREP                          | Target group or area       | Long       | Moderate            | DEC Cooperative Anglers Program                                   | <a href="#">Case study link</a> |
| Participatory mapping exercises                                     | Outreach   | Education + Participation            | High                    | \$\$          | TNC, HREP, Local higher ed  | HREP, TNC, Greenway grants    | Event attendees            | Long       | High                | Kingston FTF mapping exercise                                     | <a href="#">Case study link</a> |

Community Engagement Matrix - Learning Group #2

| Strategy  | Focus Area | Goal                                 | Work/ capacity required | Expected cost | Potential partner(s)   | Potential funders                          | Primary target of outreach | Time frame | Depth of engagement | Case study/ example                                    | Link                            |
|---|------------|--------------------------------------|-------------------------|---------------|--|--|----------------------------|------------|---------------------|--|---------------------------------|
| Walking or kayak tours  | Outreach   | Education + Participation            | Moderate                | \$            | Historic societies, volunteers, Recreation Departments, local kayak clubs or outfitters                | DEC EJ grants                              | Event attendees            | Short      | Moderate            | Friends of Historic Kingston tours                     | <a href="#">Case study link</a> |
| Participate or have Tables/ displays at special events  | Outreach   | Education + Participation            | Low                     | \$\$          | Local higher ed, HREP  | HREP, SeaGrant                             | Event attendees            | Short      | Low                 | Hudson River Valley Ramble                             | <a href="#">Case study link</a> |
| Proactive, effective media communication  | Outreach   | Awareness, Education + Participation | Moderate                | \$\$          | Local radio station, higher ed for PSA development, CCE  | DEC EJ grants                              | Community-wide             | Ongoing    | Moderate            | Denizens of the Deep                                   | <a href="#">Case study link</a> |
| Partner w/ Chamber of Commerce to educate local businesses  | Outreach   | Awareness + Education                | High                    | \$            | Chamber of commerce, business owners   | CFA  | Target group or area       | Ongoing    | High                | Partners Helping Partners                              | <a href="#">Case study link</a> |
| Public meetings (Common Council, Planning Board, etc.)  | Governance | Awareness + Education                | Moderate                | \$            |  |  | Event attendees            | Ongoing    | Moderate            | Rebuild by Design, Center for Rural Design             | <a href="#">Case study link</a> |
| Community taskforces (eg flooding/ climate)   | Governance | Education + Participation            | High                    | \$\$          | Multiple   | HREP, DOS                                  | Event attendees            | Ongoing    | High                | Climate Smart Community Task Force                     | <a href="#">Case study link</a> |
| Transparency efforts (posting meeting notes online, etc.)   | Governance | Awareness + Education                | Low                     | \$            |  |  | Online community           | Ongoing    | Low                 | ICMA Building Transparent Communities                  | <a href="#">Case study link</a> |
| Conservation Advisory Council   | Governance | Education + Participation            | High                    | \$\$          | HREP, Scenic Hudson, Hudsonia, local higher ed, New York State Association of Conservation Commissions |  | Community-wide             | Ongoing    | High                | Village of Red Hook CAC                                | <a href="#">Case study link</a> |
| Local Waterfront Revitalization Plan  | Governance | Participation                        | High                    | \$\$\$        | DOS, HREP  | DOS  | Target group or area       | Long       | High                |  |                                 |
| New or updated comprehensive plan   | Governance | Participation                        | High                    | \$\$\$        |  |  | Community-wide             | Long       | Moderate            | Metropolitan Council Planning Guide                    | <a href="#">Case study link</a> |
| Local higher education/ research partnerships (interns working for muni gov, CAD, research to answer local questions, etc.) | Education  | Awareness, Education + Participation | High                    | \$\$          | <a href="#">Environmental Consortium of College and Universities</a>                                   | Cornell WRI                                | Varies                     | Varies     | Varies              | Climate-Adaptive Design, Resilient Communities Project | <a href="#">Case study link</a> |
| Climate change/ waterfront curriculum   | Education  | Education + Participation            | Moderate                | \$            | M (local elementary + secondary schools, HREP)   | HREP, SeaGrant, Teaching the Hudson Valley | Target group or area       | Ongoing    | Moderate            | Hudson River Estuary Climate Change lesson project     | <a href="#">Case study link</a> |
| Student-driven data collection  | Education  | Education + Participation            | High                    | \$\$          | M (local elementary + secondary schools, HREP)   | HREP, SeaGrant, Teaching the Hudson Valley | Target group or area       | Ongoing    | High                | Eel project, Day in the Life of the Hudson River       | <a href="#">Case study link</a> |

Community Engagement Matrix - Learning Group #2

| Strategy                               | Focus Area | Goal                                     | Work/ capacity required | Expected cost | Potential partner(s)                           | Potential funders | Primary target of outreach      | Time frame | Depth of engagement | Case study/ example                             | Link                            |
|--|------------|--|-------------------------|---------------|--|-------------------|---------------------------------|------------|---------------------|---|---------------------------------|
| Sand sculpting/ modeling/ erosion demo | Education  | Education + Participation                | High                    | \$\$          | M (local elementary + secondary schools, HREP) |                   | Event attendees                 | Short      | Moderate            | Teach Engineering curriculum, Erosion in Rivers | <a href="#">Case study link</a> |
| Acronyms                               | CCE        | Cornell Cooperative Extension            |                         |               |  | HREP              | Hudson River Estuary Program    |            |                     |   |                                 |
|  | CFA        | Consolidated Funding Application         |                         |               |  | NEA               | National Endowment for the Arts |            |                     |   |                                 |
|  | CSC        | Climate Smart Communities                |                         |               |  | PSA               | Public Service Announcement     |            |                     |   |                                 |
|  | DEC        | Department of Environmental Conservation |                         |               |  | TNC               | The Nature Conservancy          |            |                     |   |                                 |
|  | DOS        | Department of State                      |                         |               |  | WRI               | Water Resources Institute       |            |                     |   |                                 |
|  | EJ         | Environmental Justice                    |                         |               |  |                   |                                 |            |                     |   |                                 |