

I am writing with a few comments regarding the **2035 Water Resources Protection and Water Supply Strategies Plan**.

I am a UF IFAS Extension faculty member for 35 years in Osceola County, FL. I have educated local residents and businesses in the areas of home landscape, 4-H youth development, home construction, energy and water conservation, stormwater, local ecosystems, invasive species, stormwater ponds and wildlife.

The document is very comprehensive and provides great ideas to move residents and businesses toward key conservation strategies. Thank you to the team for your intensive discussions and optimistic outcomes.

A few suggestions:

1. Hyperlink key words in the document to the glossary.
2. Include a list of committee members and their titles and contact info as an appendix.
3. Did the committee investigate the use of greywater (from laundry, sinks and showers/tubs) for flushing toilets since toilets are a significant water use indoors and currently use the highest quality water. Example retrofit product is available for approximately \$400 per sink <http://www.shophsg.com/sloan.html>
4. Individual domestic water treatment systems (softeners and conditioners) use a significant amount of water for backwashing. Are there effective solutions to capture the backwash water for reuse somehow?
5. It is important to work with legal issues related to Homeowners Associations and Condominium Associations and clarify how state rules, bylaws and covenants are barriers to implementing water conservation practices in landscapes.
6. Improper landscape irrigation and maintenance is linked to excess nutrient rich runoff into stormwater ponds resulting in algal blooms, fish kills, pond management costs and possible health impacts from toxic algal blooms. Perhaps linking conservation and water quality could offer additional support for discussions and funding to lead to mutual solutions.
7. I agree that education is a key component to the success of practice change regardless of the audience from consumers to commercial agriculture to industrial users. Dr. Liz Felter conducted an extensive literature search and study of behavior change and shares the importance of education in her recent doctoral dissertation. (Felter, 2013)
8. Please be sure that adequate funding is allocated to this critical component (education for behavior change). Significant financial and staff inputs must be in place at the front end of any project and continued to allow for modifications to address barriers to practice change. As the committee is well aware, UF IFAS Extension is already well positioned with a variety of extension faculty (educators) in each of the counties involved with CFWI and can address conservation behavior change with the many target audiences mentioned in the Plan. Working in partnership with local water utilities and other stakeholders, faculty could play a key role in significant water conservation in an efficient and effective manner.

Felter, E. A. (2013). *An examination of community based social marketing strategies to increase water conservation practices by homeowners with automated irrigation systems in central Florida* (Doctoral dissertation, UNIVERSITY OF FLORIDA).

Literature suggests that education is important to people and crucial to their success in adopting new behaviors. However, researchers agree that information alone will not motivate someone to adopt a new behavior (Schultz, 2002; Kollmuss & Agyeman, 2002; Stern, 2000; Hungerford & Volk, 1990). Information is knowledge communicated from facts and news, whereas education is the process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment for future use. Neither definition includes any mention of the behavioral change that might occur as a result.

Kollmuss and Agyeman refer to this information-driven approach as a linear progression model of learning. This approach is based on the linear progression of environmental knowledge leading to environmental awareness and concern (environmental attitudes), which in turn was thought to lead to pro-environmental behavior. Burgess (1998) reported that these rationalist models assumed that educating people about environmental issues would automatically result in more pro-environmental behavior, and termed them (information) “deficit models of public understanding and action” (p.1447). Basically, providing educational materials to people about beneficial environmental practices doesn’t always result in a behavior change that supports a particular environmental concern.

It is equally clear that a lack of information can be a barrier to changing behavior (Schultz, 2002; Cochran, et al. 2007). DeYoung (1988) indicated that the basic how-to-conduct-the-behavior information package is important to the participant. If specific and necessary details are not provided, the participant may feel confused and lack the confidence needed to make behavioral changes, thus creating an impediment to the desired change.