

Paulina Maria Mejia
Outreach and Public Affairs Internship
Waterwise Community Center
Chino Basin Water Conservation District
Montclair, California
January 2020-June 2020

Acknowledgements

This project was supported by Santa Ana Watershed Project Authority's (SAWPA) Disadvantaged Communities Involvement (DCI) Program and Proposition 1 funding from the California Department of Water Resources (DWR).

I would like to thank all the staff members from Chino Basin Water Conservation District for allowing me the opportunity to grow and learn, specifically the Community Programs Department. I would also like to thank the following people, including my family members and loved ones who encouraged me and/or supported me throughout my internship.

The following people are:

Omone Abu

Monica Curiel

Maia Dean

Jenna Hoover

Teresa Guerrero

William Mercado

Riju Mondal

| Table of Contents | Page |
|---|-------------|
| Executive Summary | 4 |
| Introduction | 4 |
| Project Objective: Adobe Creative Suite Tutorials | 5 |
| Project Approach | 6-9 |
| Project Outcomes | 10 |
| Next Steps | 10 |
| Conclusions | 11 |
| Appendices | 12-14 |

Executive Summary

I served as an Outreach and Public Affairs intern for Chino Basin Water Conservation District (CBWCD) from January 2020 through June 2020, I supported the Community Programs Department with outreach and engagement efforts with communities in their service area and throughout the region, identified potential opportunities for partner and stakeholder collaboration for community workshops and events, and supported with designing outreach and promotional materials for various Waterwise Community Center workshops, events and outreach campaigns.

During my internship, I learned about the purpose of Special Districts and their relationships with various partner and stakeholders throughout the region and with the communities they provide services to. Special Districts are governments that are independent, special purpose government units, other than school district governments, that exist as separate entities with substantial administrative and fiscal independence from general purpose local governments and are founded by state law. Although CBWCD does not directly provide water services to communities, it works to sustain a regional water supply and provides other conservation and education services to over six cities in San Bernardino County. CBWCD's mission is to 'Demonstrate, Educate and Percolate,' and it does this through their various departments (Administrative, Facilities and Operations, Conservation and Community Programs) and a variety of community events, workshops, and programs.

Introduction

In this report, I will go in depth about the experience and projects I worked on to support the Community Programs Department at CBWCD. At the start of my internship, I supported the Community Programs Department with planning and organizing their annual Earth Days Celebration slated for April 1-3, 2020. I conducted various outreach efforts to recruit volunteers to help assist with the event from partners such as Ontario--Montclair School District and other community-based organizations. I also connected with other partner and stakeholder agencies such as local cities, landscape professionals, water and utility agencies and emerging professionals to recruit as panelists. The purpose of this program was to allow 5th Grade students from CBWCD's service area the opportunity to experience different careers in water

conservation first-hand. Unfortunately, Earth Days 2020 was cancelled due to COVID-19. COVID-19 had caused non-essential staff to work from home, therefore causing events, workshops, and programs to be cancelled. The most notable gem of all, the Waterwise Community Center's, Demonstration Garden, and facility was closed until further notice.

In all, staff, and interns, including myself, had to adapt and be resilient during this time of change and uncertainty. The Community Programs Department, interns and I had conversations on what we could work on from home. Our team had weekly check-in meetings that covered project topics, management updates, mental and personal health, and upcoming professional and personal opportunities. My project tasks changed. I took on creating an Adobe Creative Suite Tutorial and Manual which would serve as a professional and personal development training for staff.

Adobe Creative Suite Manuals and Tutorials: Illustrator, InDesign, and Photoshop

Adobe Creative Suite Products such as Illustrator, InDesign and Photoshop are used by some staff members at CBWCD. However, one staff member made it known that not all staff were familiar with using the applications and suggested how it would be helpful to have a tutorial of each product. Another staff member thought that a tutorial and a manual together would help alleviate extra work from other staff who take on the development of promotional materials by using any one of these three products.

At the onset of my internship with CBWCD, I was introduced to the basics of InDesign, a common Adobe Creative Suite Product used to make flyers, brochures, pamphlets, and other promotional and outreach material. Other Adobe Creative Suite Products such as Illustrator and Photoshop, I had little to no experience with. Therefore, I thought this was a great opportunity to garner technical skills with all three products and to assist staff with their design process.

Project Approach, Adobe Creative Suite Manuals and Tutorials

Planning and Research for Adobe Creative Suite Manuals and Tutorials:

- **Step 1: Surveying Staff Members and Research**

At the start of this project, I worked together with the Community Programs Department to develop a survey that would ask staff from all four departments (Administrative, Facilities and Operations, Conservation and Community Programs) about their experience with Adobe Creative Suite Products. This survey required developing and editing questions that would assist with the manual and tutorial process and serve as a guiding tool to see how I could orient both documents to staff's needs. There were ten questions on the survey that were related to experience, what staff knew already about Adobe Creative Suite Products and what information would be helpful for their design development process. Fourteen staff members responded to the survey, 38.5% of the respondents were from the Community Programs Department, 38.5% were from the Conservation Department, 15.4% were from the Administrative Department and 7.7% were from the Facilities and Operations Department.

The following questions were asked:

- Which department do you work in?
- Rate your level of experience with Adobe InDesign?
- Do you find that an InDesign tutorial would better support you in your job or serve as a valuable professional development opportunity?
- What features do you currently use on InDesign? (Write N/A if applicable)
- Are there any features on InDesign that you would find valuable to include in the training? (i.e. how to make brochures, flyers, nametags, signs, posters, resume development, stickers, templates, etc.)
- How familiar are you with other Adobe Creative Suite products such as Illustrator or Photoshop?
- Are there any features that you would like to learn how to use on Illustrator or Photoshop? (creating graphics/images, photos/graphics editing and effects, adding text to images, cropping, website mock-ups, resume development, etc.)
- Would you prefer an in-person or online step-by-step tutorial for InDesign?

- Please leave any other comments or suggestions you would like to see included in the online or in-person tutorial of InDesign:

After analyzing the responses from the survey, I developed an outline for each Adobe Creative Suite Product (Illustrator, InDesign, and Photoshop) that was to be included in the manuals and tutorials. This outline would serve as a tool on how I was to approach each Adobe Creative Suite Product tutorial with content and applicable information. After completing these outlines, I proceeded to research basics to intermediate uses of Illustrator, InDesign, and Photoshop.

I used a variety of sources and forums to assist with my research and relied on sources from YouTube creators whose content mostly consisted of Adobe Creative Suite Products for beginners. I used Adobe Creative Cloud forums, American Graphics Institute (AGI), Shutterstock and others to learn about Illustrator, InDesign, and Photoshop. After analyzing and collecting information, it was time to develop the online tutorials for each Adobe Creative Suite Product.

- **Step 2: Development of Online Tutorials and Manuals**

After completing research for Illustrator, InDesign, and Photoshop, I recorded an online tutorial of each product for staff. These online tutorials would only be accessible to staff members for their general use and learning purposes. I started with creating online tutorial videos using OBS Studio, which was a free recording software that was accessible and user friendly for beginners. I began by recording content and information about InDesign, Photoshop and lastly Illustrator. Since InDesign was commonly used by staff, I focused a lot of my attention on creating tutorials for that application. The following online tutorials developed were:

InDesign

- Introduction to InDesign
- Flyer Development I
- Flyer Development II
- Business Card Development
- Brochure Development

From there, the same process was applied to making online tutorials for Illustrator and Photoshop. The following online tutorials developed were:

Illustrator

- Introduction to Illustrator

Photoshop

- Introduction to Photoshop
- Flyer Development I
- Resume Development
- Website Mockup Development

After completing recordings of each online tutorial for InDesign, Illustrator and Photoshop, basic to intermediate video editing needed to be completed. Therefore, I learned the basics on how to use Adobe Premier Pro, an intermediate to advance video editing software. Each online tutorial took over a week to edit and process as its final files. On average, each video was around 30 minutes and all videos combined were about 12 gigabytes of storage.

From there I developed a skeleton draft of what each InDesign, Illustrator and Photoshop Manual would look like. Originally, the manuals would be in one document separated by denoted sections. However, staff members from the Community Programs Department recommended separating each manual into its own document to make it easier for staff to navigate. Therefore, I separated each Adobe Creative Suite Product into its own document. Each manual contains information and content oriented to each product. For each manual a similar template pattern would be used. The following manual templates were:

- Executive Summary
- What is InDesign? (or Illustrator/Photoshop)
- What is InDesign used for? (or Illustrator/Photoshop)
- When should I use InDesign? (or Illustrator/Photoshop)
- InDesign v. Photoshop v. Illustrator

- Let's Begin! Keyboard Shortcuts
- Let's Take it Up a Notch: Tips and Tricks
- Adobe InDesign Tools Glossary (or Illustrator/Photoshop)
- Closing Remarks
- References, Resources and Other Helpful Sites

After drafting each skeleton template, the next steps would be to convert them into a PDF File for staff.

- **Step 3: Final Deliverables: Online Tutorials and Manuals**

After successful completion of the skeleton drafts for all three manual templates, converting these documents into a PDF file would be the next steps. While converting these manuals into a PDF document may be a simple process, some documents as shown in the online tutorial, would have active hyperlinks to a specific website or resource that needed to be converted as well. I did some research on ensuring any added function to the document such as comments or hyperlinks would be added into the PDF conversion process. In addition to this, I worked with staff from the Community Programs Department ensuring that CBWCD's branding was reflective in these manuals. Therefore, I had to learn CBWCD's branding guidelines when it came to text in the document, the differences between their logos and acceptable color palettes along with other branding elements. Once a manual template was transferred and converted to one PDF document, I applied the same process to the other two manuals.

The online tutorial videos for InDesign, Illustrator and Photoshop were the trickiest to convert into a file type that would be accessible for staff to use. I recorded each online tutorial using OBS, which I soon realized was not the correct file type I needed. I looked further into which file type would successfully allow staff to download and watch it from their computer.

Therefore, I used a third-party file converter to get the correct file type staff needed to gain access. Once this conversion was completed, I exported each video into a saved file on my desktop that took about 30-45 minutes to download. After successfully exporting each online tutorial video, I shared these tutorials with the Community Programs Department to upload on CBWCDs shared drive.

Project Outcomes

Main project outcomes included successful completion of the InDesign, Illustrator and Photoshop manuals and online tutorials. These manuals and online tutorials will serve as a resource to all staff members at CBWCD for their future uses. I was able to gain insight about the purpose of InDesign, Illustrator and Photoshop and now use it in my day to day tasks and professional career. Other project outcomes included supporting the Community Programs Department with other project tasks such as recording information about stakeholders within CBWCDs service area, developing promotional materials for internal and external uses in the District and community outreach in its service area and abroad.

Next Steps

The Community Programs Department will upload the InDesign, Illustrator and Photoshop manuals and online tutorials for staff to use in CBWCD's shared drive. I will connect back with all staff from CBWCD about the manuals and online tutorials to provide information about both resources and reaffirm they can connect with me about questions or comments they may have.

I look forward to staying connected with CBWCD and its Community Programs Department. I plan on continuing with the volunteer work done previously with the District and to support staff from the Community Programs Department and others with any projects or tasks they may need help with.

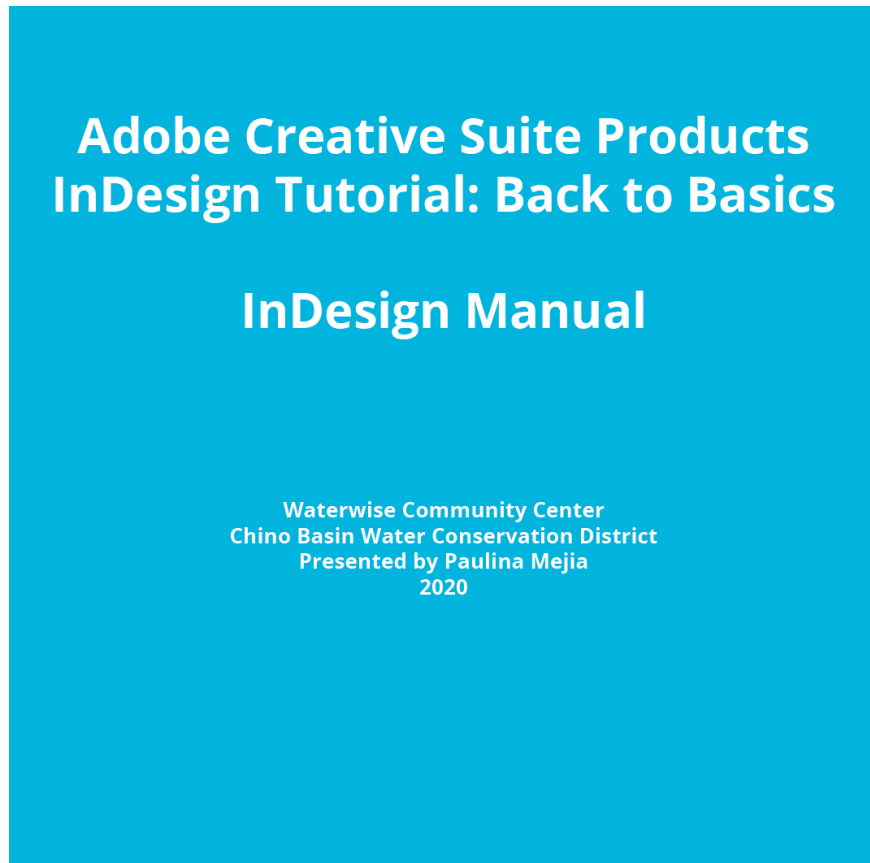
Conclusion

We are living in uncertain times during the age of COVID-19, racial inequalities, and social injustice. It is difficult to conclude this report with a happy ending. We as a country must move forward as a community treating each other with equality, justice, and respect. We have much work to do in our communities, political structure, society and much more.

There is a light at the end of the tunnel and we as a country must make our way to this light. This internship has been a great privilege to partake in, not only as woman in community outreach, education, and water but as a woman of color. I am the first Mexican American woman in my family to graduate with a Master's Degree in Public Policy from UC, Irvine and have been fortunate enough to conclude my education while also participating in this internship with CBWCD. There is much more work to be done and I recognize this, especially in the political and social structures of water and its relationship to underserved communities. I look forward to being an advocate for creating equitable and resilient spaces for community members to engage in dialogue with stakeholders including local elected officials, water and resource agencies, cities and many more. I look forward to continuing my career in community engagement, outreach, and education in the field of water and its relationships with its community. Lastly, I am looking forward to making big strides in the political and social structure of water and its relationship with communities. Water is a human right and is a resource for all communities, despite race, sex, gender, identity etc. Future decisions that have an impact on water and its communities deserve the dialogue so that future water-related decisions are reflective of the community.

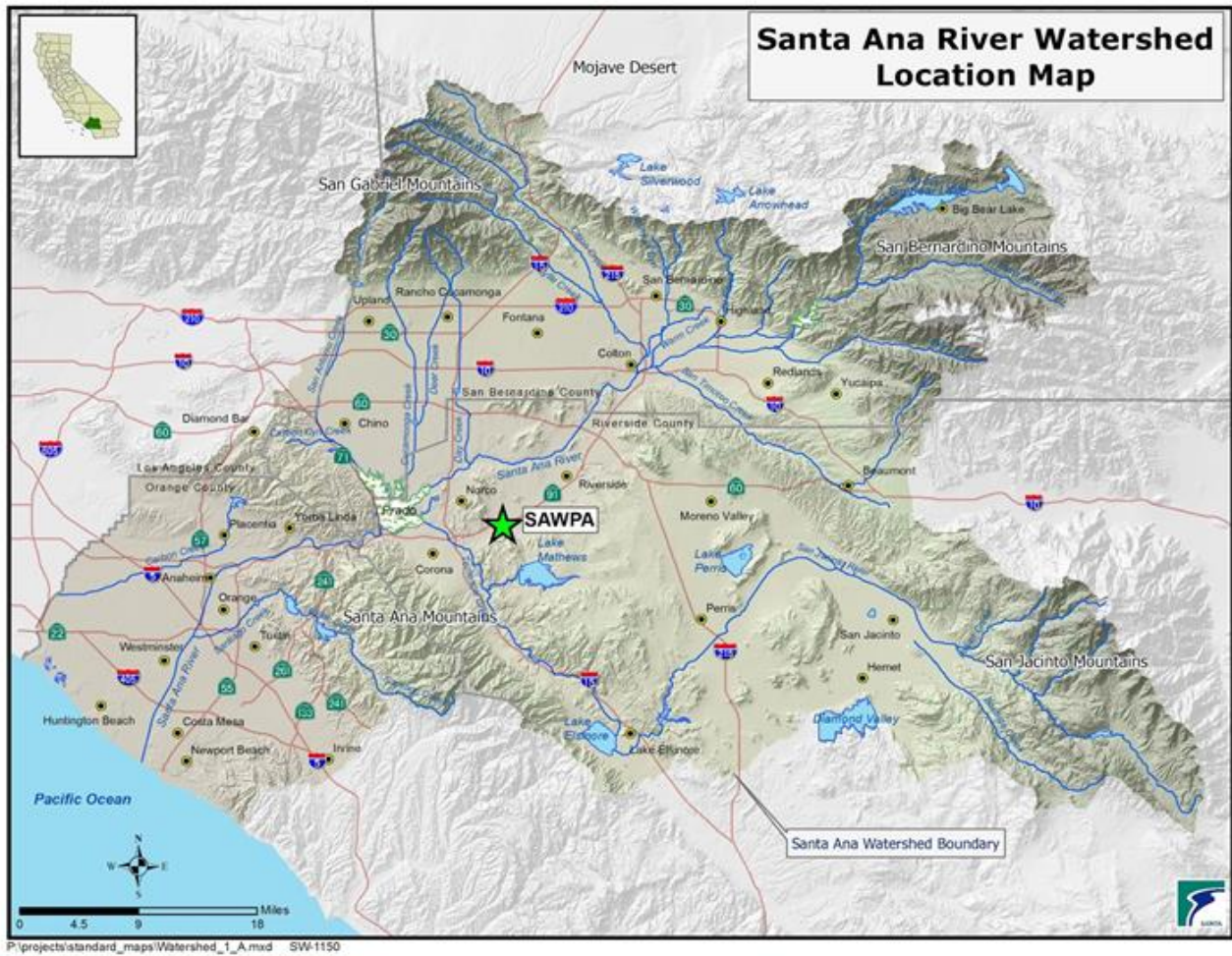
Appendices:

Appendix A:



Source: InDesign Manual Template Cover Page, Community Programs Department, Chino Basin Water Conservation District (June 2020).

Appendix B:



Source: "Santa Ana Watershed Location Map," Santa Ana Watershed Project Authority (SAWPA) <http://oldweb.sawpa.org/collaboration/maps/>

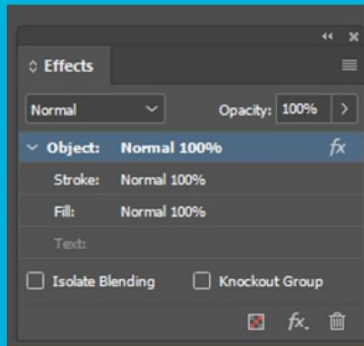
Appendix C:

Tips & Tricks for InDesign:

- *Replacing an Image is Easier than Ever:*

Replacing images has never been easier without losing an image's format. Hold down the Alt key and choose the new image you want to replace the old image with. Click and drag your image while hovering over the old one.

- *Applying an Objects Effect to other Objects:*



Instead of applying an object's effects to multiple images individually, you can transfer an object's effects using the *Effects Tool*. Access the tool through the Windows Menu and select *Effects*. An Effects Tool will pop up onto your InDesign window. Select the effects for the object you have chosen. Then press and drag the *fx* function over the image you would like to have the same effects.



- *Activating Live Corners within a Frame:*



Activating Live Corners within a frame rounds the corners in an image. To activate, use the Selection Arrow Tool to select the Rectangle Frame Tool. Once you select the rectangle frame tool, a boxed blue line will appear with blue and yellow corner points. Select the yellow corner point to activate live corners and adjust to your liking.

Source: InDesign Manual, "Tips and Tricks for InDesign," Community Programs Department, Chino Basin Water Conservation District (June 2020).