



# Getting In Step

A Guide for  
Conducting  
Watershed  
Outreach  
Campaigns

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## A Guide for Conducting Watershed Outreach Campaigns

December 2003  
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# Introduction

## What You Will Learn

The purpose of this guide is to provide the tools needed to develop and implement an effective outreach campaign as part of a state or local water quality improvement effort. Whether you're charged with developing a watershed management plan to restore impaired waters or protecting your local water resources for the future, this guide will help you understand the importance of reaching out to people and motivating them to act. It will help you understand the audiences in your watershed, create messages that resonate with them, find appropriate ways to communicate your message, and prompt changes in behavior to reduce water pollution.

This guide is an update of the 1998 publication *Getting In Step: A Guide to Effective Outreach in Your Watershed*. This updated version includes more specific information on how to work with the mass media to conduct an outreach campaign. It also provides new information on how to incorporate social marketing techniques into your campaign to generate sustainable behavior changes that will protect water quality. The guide will teach you how to listen to the needs of your audience rather than just blindly handing out fact sheets or reports that sit on shelves and collect dust. It will show you the important roles that audience research and program evaluation play in changing personal behavior. The step-by-step approach to social marketing and outreach planning and implementation in this guide will help you to determine the most effective vehicle to reach the target audience and motivate behavior change.

As a companion to the guide, the U.S. Environmental Protection Agency (EPA) and the Utah Department of Agriculture and Food have jointly developed a how-to video called *Getting In Step: A Video Guide for Conducting Watershed Outreach Campaigns*. This 35-minute video provides background on the six steps for conducting an environmental outreach campaign and includes four in-depth case studies that showcase successful local outreach programs from across the country. The video icon 





*Getting in Step: Engaging and Involving Stakeholders in Your Watershed* was released in February 2003. The Stakeholder Guide features information on how to generate interest and participation in watershed assessment, planning, and management. Web-based versions of all these guides are available on EPA's Web site at [www.epa.gov/owow/watershed/outreach/documents](http://www.epa.gov/owow/watershed/outreach/documents).

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We've made a lot of progress cleaning up America's lakes, rivers, and streams since the passage of the 1972 Clean Water Act. We don't have fires on rivers anymore. Fish kills are down, and the quality of sewage treatment has improved dramatically. But even with all our laws and regulations, about 40 percent of the nation's waters are still too polluted for fishing, swimming, and other uses. Compounding the problem is a lack of public awareness. In a survey for the *Ninth Annual National Report Card on Environmental Attitudes, Knowledge, and Behaviors* (May 2001), the National Environmental Education and Training Foundation found that 45 percent of respondents believe that the most common cause of water pollution is still factories.

Some of the worst problems have been solved. The Clean Water Act has focused a powerful array of regulations and resources on improving wastewater discharges from cities, factories, and other facilities. Billions of dollars have been spent on new treatment plants, permitting systems, and inspections. But many of America's waters are still contaminated by sediment, sewage, disease-causing bacteria, fertilizers, manure, toxic metals, and oil and grease. Some of our stream corridors, riverbanks, and lakeshores lack stabilizing vegetation and continue to erode, further degrading water quality and aquatic habitat.

Today, polluted runoff is the source of most of the contamination in the nation's waters. Heavy rains and melting snow pick up pollutants and transport them downhill toward the nearest body of water or leach through the soil, carrying pollutants toward ground water supplies.

Runoff from an urban or suburban area, for example, is likely to contain the following:

- Fertilizer and pesticides leached from lawns
- Oil and antifreeze washed off driveways
- Bacteria and organic matter from pet waste
- Sediment from construction sites
- High storm flows and increased stormwater temperatures

Runoff from farms, homes, or factories in rural areas can contain many of the same pollutants. Multiplied by hundreds or thousands of acres in a watershed, the cumulative effect of polluted runoff can be devastating to the receiving waters downstream.

### Point versus nonpoint



*Point source pollution* is defined as pollution that comes from factories and sewage treatment plants. It is usually discharged to waterbodies through pipes.

*Nonpoint source pollution* (also called polluted runoff) comes from many diffuse sources. It occurs when rainfall or snowmelt moves over and through the ground. As it moves, this runoff picks up pollutants like dirt, oil, and fertilizers and carries them to lakes, rivers, coastal waters, and even our underground sources of drinking water.



## How to Address Water Pollution

EPA and state and local governments are addressing these challenges by focusing on some of the remaining major sources of water pollution (e.g., urban streets and parking lots, livestock farms, septic tanks). They're implementing best management practices (BMPs) to reduce polluted runoff and launching new initiatives to educate people and motivate them to change their own personal behaviors to help in the effort. But the problems are so widespread that fighting polluted runoff requires the efforts of individuals and communities nationwide. Most people don't realize that many of the things they do every day in and around their homes contribute to polluted runoff. Those individual behaviors need to be changed. Making a change from pollution-generating behaviors to pollution-preventing behaviors will require education, enlightenment, and new attitudes. When people know, understand, and change how they do things, polluted runoff problems can be solved.

## How to Develop an Outreach Program

Many state and federal agencies require some form of outreach or public education and involvement as part of their water quality laws and regulations. For example, Phase II of EPA's National Pollutant Discharge Elimination System (NPDES) stormwater regulations, which calls for small municipal separate storm sewer system operators to develop and implement stormwater management programs, requires that localities provide opportunities for citizens to participate in the development of the program and that they distribute educational materials on stormwater runoff. Developing an effective outreach campaign not only will help gain the critical support and compliance that will lead to the ultimate success of the stormwater management program, but also will help meet the federal requirements EPA has set. If your program requires the cooperation of the public to meet its legal obligations, making the audience aware of the issues, educating them on what needs to be done, and motivating them to take action will help you meet both your regulatory and water quality objectives.

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## Getting In Step

*Getting In Step* provides the overall framework for developing and implementing your outreach campaign in concert with an overall water quality improvement effort. It presents the outreach process as discrete steps, with each step building on the previous ones. The steps are as follows:

- Define the driving forces, goals, and objectives
- Identify and analyze the target audience
- Create the message
- Package the message
- Distribute the message
- Evaluate the outreach campaign

Appendices A–D include worksheets to help you develop your outreach plan. They may be photocopied and used as templates for preparing your plan. Appendix E provides information on additional resources for outreach and education. It includes publications, Web sites, phone numbers, and other available outreach materials.

Throughout the guide, sidebars provide specific examples, key concepts, and recommendations for outreach to the public.





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 *Check out the Getting In Step video.*

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During a 2001 focus group study, EPA found that although some people have heard the term *watershed*, few people understand it well enough to be able to define it and, more importantly, few people see the importance of understanding what a watershed is in addressing the problem of nonpoint source pollution. Linking the problem to the causes is often the most important stage of education.

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**Goal:** Evaluate watershed management program success, and adjust approach if necessary.

**Objectives:** Recruit volunteer monitors to gather long-range information on water quality trends; conduct five volunteer monitoring training courses over the next 2 years.

Once your objectives are defined, you'll need to prioritize them. You should evaluate which objectives are most important to help meet your overall goal. The priority goals and objectives you focus on might change from year to year because of political, economic, or climatic influences.

Use the Building Blocks worksheets in Appendix A to help you define the driving forces, goals, and objectives for your campaign.

### Setting up the evaluation process

Although Step 6 of this guide provides more in-depth coverage of how to evaluate your outreach campaign, building in evaluation from the beginning and during every step will ensure that you stay on the right track and meet your program objectives. Ideally, feedback generated after each completed step will help you carry out the tasks for each subsequent step more effectively. This guide includes specific evaluation questions after each step to help you along the way. Keep in mind, however, that what is successful in one region of the country might not work in another region, state, or even county. By the same token, failure of a particular method of outreach for one issue or in one area does not necessarily mean that it won't work for your campaign. In the next step you'll learn how researching your target audience will help you determine what might work best for your situation.

" We conduct an annual phone survey that reaches about 450

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##### **Step 1: Define your driving forces, goals, and objectives**

- Are the objectives consistent with the planning team's goals?
- Are the objectives specific, with time limits and measurable components?
- Will the objectives be accepted and understood by the people that will be affected by them?
- Will I be able to evaluate whether the objectives were accomplished?
- Do I have the resources to accomplish the identified objectives?







- The **late majority** is the largest of the five categories. These people are conservative, often set in their ways, and skeptical about trying new things and adopting new behaviors.
- **Laggards** are the most resistant to change. They are the least likely to adopt a new behavior no matter how hard you try to educate and motivate them.

### Picking the low-hanging fruit

Many outreach campaigns fail because organizers believe they need to focus heavily on targeting the late majority and laggards segments since they encompass the greatest number of people. However, the late majority and laggards are the hardest people to reach and the hardest to convince that they should change their behavior. It is much easier to reach and convince innovators or early adopters.

Once you've reached the members of these categories, they can become partners to start the diffusion process in their own circles. Because they are considered to be leaders and are well respected, their peers will be more likely to pick up the new behavior. When it comes to changing behavior, success means "preaching to the choir." Focus your efforts on those most likely to adopt the new behavior and then let them spread the message or behavior in their own spheres of influence.

Once you've identified the target audience, you'll need to gather information on them before proceeding to the next step. Conducting at least a rudimentary analysis of the target audience is a task that's often ignored, but such an oversight can render the rest of the outreach plan useless. To develop an effective message that resonates with the audience, find out what they think about the issues and what messages might engage and motivate them.

### What information do I need about the target audience?

First, remember that the target audience is your customer. You want to sell your customer a product (e.g., environmental awareness, membership in an organization, participation in a stream restoration project, or some voluntary behavior change). So you need to find out what will make the customer buy the product. Keep in mind that you cannot assume that the customer's reasons or values will be the same as yours. Several types of information are needed to characterize and assess the customer:

#### Demographics

Collecting demographic information will help define the socioeconomic structure of the target audience, the appropriate education and age levels for proposed messages, and the types of organizations that could be engaged to implement outreach activities. For example, retired persons, with more free time, are able to volunteer more often.



### Basic information needed about the target audience

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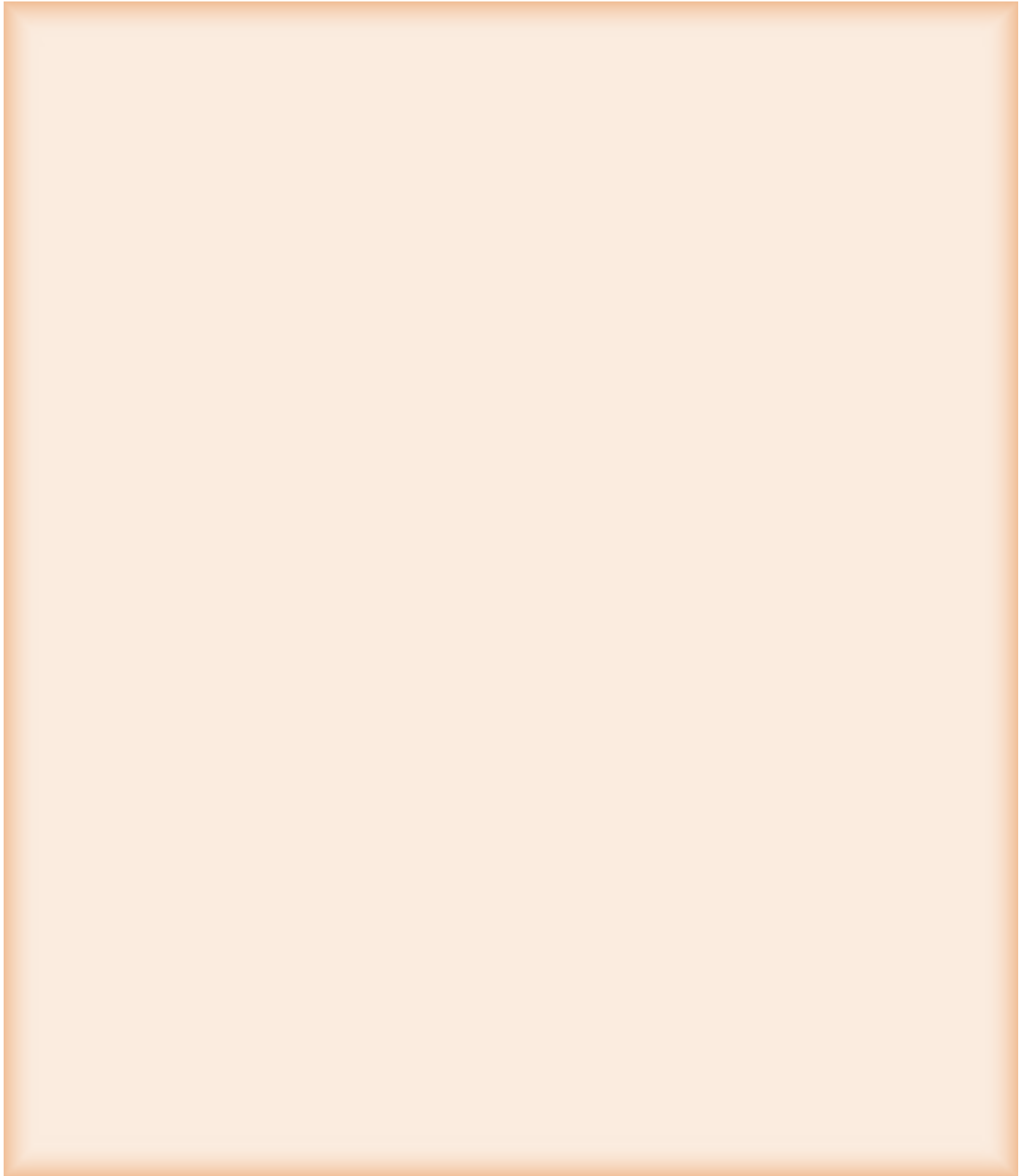
## How to conduct a survey

### Select the sample

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### Design the questionnaire

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To send an e-mail survey, you'll need a bank of e-mail addresses for members of your target audience. If you have an organizational listserver, you could use it, but this might bias the survey results because those participants are most likely already aware of and active in your cause. When you do send your survey, the e-mail can be either a plain text message (text-based survey) or an e-mail attachment (form-based survey created through Microsoft Word or Corel WordPerfect, for example). After recipients fill out the survey, they can send it back simply by replying to your message.

A Web survey will gather responses from citizens that have access to the Internet. Upload the survey on your organization's Web site and put plenty of advertising on the homepage. People visiting your site will have the opportunity to anonymously fill out the survey at their own pace.

**Pros/Cons** E-mail surveys take a short amount of time, are self-paced, and provide the sender with fast results. Computer issues can cause problems, however; if a server goes down or if the user has problems downloading attachments. Web surveys assume that members of your target audience visit your Web site regularly. Keep in mind, however, that most visitors to your site might also be aware of the issues and your efforts. In addition, visitors to your site might not be in your target audience and could skew the survey results.

For more information on conducting surveys, see the boxes on pages 14 and 15.







### Community cultural assessment and characterization

Understanding the social and cultural aspects of a community can be very important when there's no baseline information on the target audience. For example, if you've just moved from San Francisco to ac





### *Concept maps*

A **concept map** identifies the relationships between causes and effects of environmental problems, such as the link between land use decisions and nonpoint source pollution. Your organization might ask community members to draw a concept map depicting their thoughts on how nonpoint source pollution occurs in their community. Once the map is finished, you can see what stereotypes might be present in your community, what perceptions create barriers to change, and where you might need to focus your campaign's attention.





















RfUZ\_TV^`cV]ZVj è RU aOHYZIYSVRGZcdY`hdèV^`deUZVTe  
]Z\`è èVAc`S]V`OHYZIYhZ]SVèVVRdZdeè ac`^`èL}\_R\_TZ]j  
R\_UèVY\_ZIR]j OHYReSRccZcd\_WUè SV`gVt`^`Vè`^`ègReVaV`i  
a]Vè`V\_XRXVZ`èReSVRGZ`cOEYZ`\Z\_XRS`fèèVdVbfVdZ`\_dhZ]  
Y]aj`f`TY`dèèVSVRGZ`cdj`f`dY`f]UèRèXèZ`j`fc`TR`aRZ`Z

E`^`R`VèVSVRGZ`cd]VtZ`\_`ac`TvdVVRdZ`df`dVR`èS]V]ZVèV`  
`\_`Vac`èV`èU`\_`aRXV`S`%Wè`èV`3f`Z]UZ`X3]`T`d`TR`d`f`Uj`S`i`ž`Z  
S]R`\`^`ReZ`Zlac`gZMUZ`2aaV`UZ`4Z3j`R`\_`dh`VèZ`XèèVbfVdZ`\_`d  
Z`èV`èS]V]j`f`j]`SVRS]Vè`d`T`èV`èVa`èV`èR]`SVRGZ`cdj`f`cV`  
T`\_`dZVèZ`XR`U`UMZLVh`YZIYSVRGZ`cj`f`dY`f]U`WIF`d`\_`è`^`Wè`  
j`fc`XR]dR`U`S]VtègVdZ`7`c`VR`a]V`Lh`YV`R`\_`dh`VèZ`XèèVbfVd  
èZ`\_`yH`YZIYSVRGZ`chZ]`SVèV`^`de`R`W`d`URS]Vè`ac`^`èVè`^`j  
RfUZ\_TV`èSV`df`èVè`T`\_`dZVèS`èY`èV`dY`èd`èV`è`R`\_`U]`\_`èèV`è  
T`èd`j`f`^`Z`YeZ`Tf`ch`YZ]Vèj`Z`Xè`\_`V`\_`T`f`d`RX`èV`VRU`aèZ`\_`W`R`I`Y  
SVRGZ`èèY`Z`\`RS`fèèV`T`èd`\_`Wf`èV`R`I`Y`^`RèV`èZ]`d`R`U`Wè`è`RèL  
Y`h`èV`è`èV`èZ]`dhZ]`SVUZ`èZ`èZ`èV`èULR`U`h`Y`\_`hZ]`Y]aj`f`UZ`è  
èZ`èZ`èV`èV`è`Z`èV`èV`T`èè`ac`^`èV`R`SVRGZ`c`Z`è`èZ]`èZ]`èR`èj`Y`Z`Y`èL  
j`f`^`Z`Y`èh`R`\_`èè`W`I`F`d`\_`R`\_`èV`è`SVRGZ`c`èY`èh`Z]`R`I`Y`èZ`èV`èV`  
èR`è`V`èd`f`èèèY`èV`è`\_`dh`Vè`è`è`è`èV`èV`èV`èV`èZ`\_`dZ`èV`èS]V]hZ]  
SVWf`\_`U`Uf`èZ`XèèV`èR`èX`èR`èV`èUZ`\_`TV`R`\_`R]j`dZ`è`ac`T`vd`j`f`T`\_`Uf`è`èU  
VR`èZ`èZ`èR`èZ`X`W`I`F`d`X`è`f`a`èR`èZ]`èR`\_`èd`T`^`a]VèèV`èV`èS]Vè`èV`èV`èZ`è  
R]d`R`X`\_`U`h`R]`è`kV`è`Z`\_`\_`SVRGZ`èèZ`h`R]d`èèèèè`èV`

## Message delivery

```
EYV_ViedVtZ_1DeVa S' UZIF dMdc^ RedR_UUMZgVj ^ VTYR  
_Z^ dWcj`fc^ VdRX, eReZLY`h e XeeV^ VdRXaRT`RXU  
R_UUZkZf eUz:edYMaW] e XgVd ^ VeY`fXYee ^ VdRXVUMZgVj  
hYV_j`f`dVTdWZ_XR_UdV_ZXj`fc^ VdRX/SVIRf dVeVhRj Zed  
UMZgVWUTR_dX_Z`TR_ej RWWIehYReYRaaV_dQMA] Q `fUMZM] Q °
```





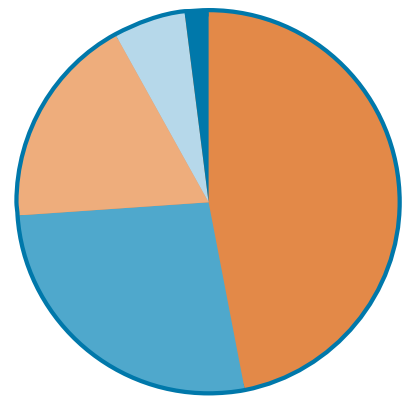






dWēVZ RUgVēZV V\_eWcRac`UfTēLeV^`cV]ZVj j`f`]] d^ V` I  
SVcēVac`UfTeR\_UēV^`cV]ZVj j`f`]] Sfj ZŽ6UFTRē\_XdēR\M  
Y ]UvdR\_UTZēV\_d`\_hRēVdYU`ca`]]fēUcf`\_Wēdf VdZl`  
UZWēV\_eaV a]Vc^ V` SVchYRevd`\_RēdhZē ēV^ R\_UhYReZl  
Z W\_e`VēV^ Ž2deYdRj Z\_XX VēLy`fe`WēZYēL`fe`W Z\_UŽ%D  
Zj`fc^ VēRXVZldY`ēLj`f`^ ZYehR\_eē Uzā]Rj Zē`\_ RēWēVdR  
ēc^ RX\_VēR\_U`Wā ZēZ W\_e`VēYVRf UZ\_TVWē^`\_ēyd`cVgV\_  
j VēdŽ@ēVc aRl`RXVdē dRZ\_XRf XVēLTR]V\_URēL7ēZSWēL\_Vhd^ V  
UZRaZTVēLacZ\_eU^ RēVēZ]dLR\_Ud` WēēYc R]] YRgVēVZ`h`ac`d  
R\_UT`dŽER`VēZ`Vē`Ma]`cVēV^ ē`dWZVēVj }ej`fcac`XR^  
Sj ]Z`Z\_X`S]VlēgVLRf UZ\_TVLR\_U^ VēdRXVŽ

### Format options







HYV\_f dZ\_XeYV^ VUZRL`cR\_j `eYVc^ VdRXVUZkZsf eZ\_ Wc^ RfLZd  
YVjaW] e` d^ V^ SVc eYVdR\_URdUWc^ f ]R Wc ac` UFTZ\_XcVdf ]edZ\_  
^ Rc\VeZ\_XTR^ aRZX\_d+ Reach  $\times$  frequency = results.









7@C :> > 65:2E6 C6=62D6  
 4`\_dRte+5VS`dRY 4RdZ]`L4Zj `WR\_ 5ZX Li'"/ &#8i)'%#L  
 54RdZ]`1 dR\_UZX`Z`g

**"THINK BLUE" PSA TAKES HOME FOUR EMMY AWARDS**

San Diego—June 17, 2002`i EYV 4Zj `WR\_ 5ZX`dDe`c^ HR&vA`J]fI  
 eZ`AcVgV\_eZ`Ac`XcR^ R\_U2^ V&ZIR`5cVR^ 4Z`V`Rh V&VSZhZ`\_VdRe  
 eYV#`eYR`\_fRj`cXZ`\_Rj`6^`^j`2h`RdUdRf`dRjL;f`\_V" &Z?`^`Z`ReUZ`dZ  
 TR&X`cZ&L`eVY`EYZ` \ 3]fV+C`RUde`3VRIYV&AfS]ZTDVgZV2`\_`f`\_TV^`V\_e  
 1AD2/`U`^`Z`ReULhZ`\_Z`XZ`\_Wf`c`W&V`dZ`TR&X`cZ&L`

EYVRh`RdUdh`V&VYR`\_UU`\_`feSj`eVARTZ`TD`f`eYh`Vde`4YRa&c`\_W&V?`ReZ`\_Rj  
 2TRU`j`\_`W&VgZ`\_`2cedR`\_UDIZ`\_TVdZ`\_R`TV&V`\_`\_j`ReeYVF`Z&Z`8dR`\_e  
 9`eM]ZER`\_Z`XY`^`V&eV6^`^j`h`V&V8dXJ`f`edMj`Wc`@f`edR`\_UZ`\_X2TY&gM  
 ^`V\_eZ`\_2f`UZ`\_Wc`RDa`\_`d;`Z`\_`@cc`Wc`@f`edR`\_UZ`\_X2TY&gM`\_`V\_eZ`\_AY`\_e`XcR  
 aYj`\_1Da`\_e`LR`\_U6c`\_ZV2`\_UVd`\_L5VS`\_dRY`4RdZ]`\_LH`Z]R^`JR`\_Tj`\_R\_U;`WR`\_V  
 DT`\_e`Wc`@f`edR`\_UZ`\_X2TY&gM`\_`V\_eZ`\_HcZ`\_X1Da`\_e`R\_U`@f`edR`\_UZ`\_X2TY&gM  
 ^`\_`V\_e`Wc`RAfS]ZTDVgZV2`\_`\_`f`\_TV^`\_`V\_eZ`\_`

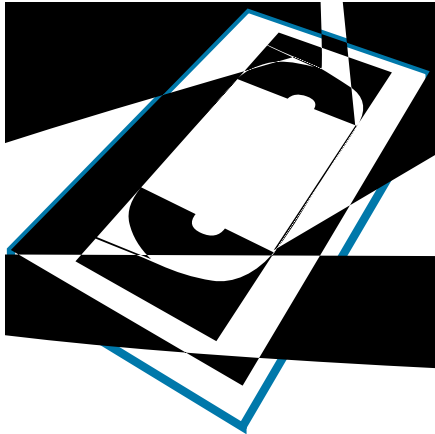
EYVYc`\_RUde`3VRIYV&AD2`\_hRd`\_`\_V`\_W&YcWac`\_Uf`TU`Sj`\_eYV`4Zj`\_dDe`c^  
 HR&vA`\_Ac`\_XcR^`\_Z`\_eYV`\_}`\_cedj`\_VRc`\_V&ed`\_`VUR`\_TR`\_aRZ`\_Z`\_`RUUZ`\_`\_e`\_yC`\_RUd  
 e`3VRIYV&eYVDe`c^`HR&vA`\_Ac`\_XcR^`\_ac`\_Uf`TU`h`\_`\_eYc`\_AD2`\_dh`Z&Y`\_7`\_f`\_c`  
 Dbf`RcV`Ac`\_Uf`TeZ`\_`\_dLh`\_YZY`\_h`\_Rd`\_Rj`d`\_`\_`^`\_Z`\_ReU`Wc`\_Z&y`EYZ`\_`\_`3]f`\_V+`HR&vA`  
 3RSZ&P`AD2`Z`

yEYZI`ZIR`h`\_`\_UcW]`RIY&gM`\_`V\_e`Wc`eYV`4Zj`\_`WR\_`5ZX`\_R\_U`\_f`\_c`\_ac`\_XcR^`\_P%  
 dRZ`\_Ac`\_XcR^`\_5ZVT`\_e`\_c6c`\_ZV2`\_UVd`\_`Zy`\_e`Zl`\_`\_e`\_W`\_eYRe`R`X`\_gVc`\_`^`\_V\_e  
 RXV`\_Tj`\_YRdeYV`\_aa`\_`cf`\_Zj`\_e`\_U`\_d`\_`^`\_V&YZ`\_X]Z`\_V&ZIR`\_UR&eZ`\_d`\_f`\_TY`\_h`\_`\_UVd  
 W]`\_cVT`\_X`\_Z`\_`Z%  
 EYV^`\_aYRdZ`\_`W&VY`EYZ`\_` \ 3]f`\_V%`TR^`\_aRZ`\_Zl`\_e`\_Uf`\_TR&V`DR`\_5ZX`\_cVdZV`\_eL`  
 Sf`\_dZ`\_V&M`R`\_UZ`\_Uf`\_dej`\_RS`\_`fed`\_c^`\_h`\_Re`v`\_a`\_`J]f`\_eZ`\_`\_Lh`\_YZY`\_RIT`\_f`\_`\_ed`\_Wc`\_RaI`  
 ac`\_i`Z`\_ReVj`\_`\*!`\_`\_`WR]`\_SVRIY`\_a`\_d&Z`\_XIR`\_UT]`\_d`\_f`\_cVdZ`\_eYV`4Zj`\_R\_U`\_eYc`\_ReV`\_d`  
 eYVbf`\_Rj`Zj`\_`W&Z`\_XeY`Re`DR`\_5ZX`\_Zl`\_`\_`\_h`\_`\_W&Z`

...

3Vdf`cV`e`\_dV`\_U`eYV`\_Vhd`\_cV]`VRdVZ`\_ReZ`\_Vj`\_`^`\_R`\_`V&ZC]`VRdVd`\_dV`\_e`  
 e`\_`VRc]`\_`^`\_Z`\_Ye`\_Xe]`\_`\_de`\_`\_`\_eYV`\_cV`a`\_`\_c&c`\_d`\_U`d`\_L`R`\_U`\_cV]`VRdVd`\_dV`\_e`\_`  
 ]`ReV`\_`^`\_Z`\_Ye`\_`\_e`\_`R`\_V`Z`\_e`\_`eYV`\_`\_Vh`\_`\_d`\_`\_a`\_`\_V&Z`\_`\_Wj`\_`\_f`\_`\_U`\_`]Z`\_V`\_cV`a`\_`\_c&c`\_d`\_e`  
 ReV`\_UR`T`\_`^`\_Z`\_X`V`g`V`\_`\_d`\_dV`\_U`\_cV]`VRdVd`\_`&`\_URj`\_dZ`\_`R`\_U`g`R`\_`TV&Z`\_`@`\_eYc`\_cV]`VRdV`  
 Vd`\_dY`\_f`\_]`US`V`\_dV`\_e`R`\_W`h`\_URj`\_d`\_S`W`c`V`\_eYV`\_`\_Vh`\_`\_d`\_`\_a`\_`\_V`\_c`\_d`\_U`\_VR`U`]Z`\_`V&Z`\_`>`\_R`\_V`  
 R`W]`\_`h`\_f`\_a`\_`TR]`\_`e`\_`VRIY`\_cV`a`\_`\_c&c`\_e`\_`T`\_`\_}`\_c^`\_cVIV`\_Zae`\_`W&V`\_cV]`VRdV`\_R`\_U`  
 cV`a`\_`\_U`\_e`\_R`\_j`\_`bf`\_V&Z`\_`\_dZ`





News coverage formats: video news releases

2 gZUV \_VhdCjVRdVIG? C/ Zi eVVEG Vbf ZgRjV\_e` WRh cZaV\_ acVd  
 cVjVRdMLR\_UZeZiSVT ^ Z XR\_ Z TcVRZ Xj Z a` ceR\_eaZIV` Wf d  
 cVRIY TR^ aRZ\_cZ2 gZUV \_VhdCjVRdVXVRej Z TcVRdVj` f c` Uud  
 eYReEG \_Vhdac XR^ dh Z] T gVcj` f c dè g Z2dj` f h` f JUWcR  
 h cZaV \_VhdCjVRdMj` f VdRS]ZiY eV dè g R\_XjVR\_UT`\_e` ] eV  
 T`\_eV\_dSf edReZ\_dRcVWVe` V` SV]ZiY` c` eVch ZIVTYR\_XV eV  
 dè g SWWcVeyj UVIZV è d`\_ ZZ2\_U[f de]ZVR\_VhdCjVRdLeV  
 ^ VUR^ Rj c[VTej` f c dè g R]e XVeVZiYRèdh Yj ZèdZ a` ceR\_ee`  
 V\_d f cVeyRej` f c` VdRXVZi\_Vhdh` ceY]Lh V] acVd\_eMUR\_Uh V]  
 ac UfTVZ

2 G? C ZiRacVlac UfTVUiacMeRaVULVUZMLR\_U\_RcReU`\_VhdZV`  
 WcECZ:eZig aZIR]j " è S^ Z\_f eVd]`\_X` W` h ZYR\_RUUZ`\_R] S  
 è ` ^ Z\_f eVd` VSlc ]]iRh W` eXVZ2 G? C` W` Z Tj f UvdZ\_eVgZh  
 h ZY Mi aVcedh Y` ac gZUVWWTegVd f\_USZVd eYReScZ` X` f e eV  
 T` cV` Vj` f c` VdRXLRd h V] Rldf aa` ce` XgZi R]Z:ef d f R]j ` aV\_d  
 h ZY RSRI` X` f`\_Ud]ReV iR` eM edTcW` eYReT`\_eZ` d d f` ^` Rj` Z` Wd  
 ^ ReZ`\_ d f TY Rd eYVUR` LeV`\_R` V` Vj` f c` cR` Z` ReZ`\_ LeV`\_R` V`  
 ` V` V` Vac` [VTeR`\_UT`\_eTeZ` Wc` ReZ`\_/ eYRe d e] d` \_ eV d TcW` Wc  
 RS` f e & dT`\_Ud Z EYVG? C dY` f ]USV dY` eZ` RSc` RUIR` de`\_Vhd dj ]V  
 h ZY bf Z\ Tf eL` d` VRUj` dY` eL` W` WeZ` eVgZh dLR` U eYV ]Z VZ9 V eV Rv  
 d` ^` V` eYVc eZad Wc TcVRe` X WWTegV G? Cd+

- † 9ZVRac` WdZ`\_R] ac UfTeZ`\_T` ^` aR`\_j` è` U` eV d TcZadh cZ` X`  
 dY` ` eZ` XLR`\_U VUZ`\_X` f`\_ ]Vd j` f` YRgV RITVd è` d eRW` V` SVd` `c  
 aRce` Vd h Y` YRgV d f TY` eR]V` eZ`
- † :\_Tj f UVRgVj` ScZWW`\_VdV`\_eV`\_TV d f` ^` ^` Rj` ` V` eYV d è g` ` \_` eV  
 ` aV`\_Z` X d]ReV Rd eYVyDf` XX d eU`\_2`\_TY` c` =VRU`%h` YZiY` R]` TR]  
 \_VhdR`\_TY` c` TR`\_ cVRU` Re eYV e` a` V` eYV d è g` Z`
- † 2d` eYV Mi aVcedZ` eVgZh VU Wc eYVG? C è` ]` ` ` ` Re eYVZ` eVd  
 gZh Vc d]ZYej` ` WIR`^` VcR` è` eYV cZY e` c ]W`\_` eU`ZVTej` Z` è` eYV  
 TR`^` V` eZ`
- † 6\_T` f` cRXV eYV acVd è` TR]` eYV` \j` Z` eVgZh Vd` ` c` eYVc` Mi aVced  
 UZVTej` è` T`\_} c` eYVZ` Wc` ReZ`\_` eYV` YRgV` cVIVZ` gVU` Z`
- † FdVX` RaY` Z` dR`\_UR`\_Z` ReZ`\_` è` Z] f` d eR` V` \j` a` Z` eL` ` V` eYTY`\_ZIR]` `c  
 T` ^` a]M` d è` cZ` dZ`
- † 2d` eYV ac` UfTeZ`\_T` ^` aR`\_j` è` acVd`\_eR]` eYV`\_R`^` VdR`\_U` eZ]Vd  
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 aVcd`%` c` y` TY` j` c`\_d`%` ` \_` R d]ReV` Re eYV d eR` c` ` V` eYV G? C` d eYV` c` eYR`  
 ` \_` eYV` eRaV` Uf` cZ` X` eYV G? C` Z` EYZi` Raac` RIY` h` Z]` R]` ]` h` R` d` eR`\_`  
 è` cV` Tc` ReV` eYZi` Z` Wc`^` ReZ`\_`\_Z`\_ Z` d` h` \_` g` aV` d` j` ]VZ` V` d` f` cV` eV  
 d` b` f` V`\_TV`\_W`\_R`^` Vd` ` \_` eYV` d]ReV`^` ReYV` d` eYV` ` dUc` ` W` Ra` V` R`\_TV`  
 Z`\_ eYV G? C` Z`
- † DY` ` eL` VU` ZLR`\_U` d` Vac` UfTV` eYV G? C` Z`\_R` Sc` RUIR` d` b` f` R]` Z]` Wc`^` Re  
 d` f` TY` Rd` 3V` eR` IR`^` L5G4` h` Ac` L` ` c` >` Z`\_Z5` C` Z` 4YV` T`\_h` ZY` eYV` d` eR`\_`\_` e`  
 }`\_U` ` f` e` h` YZiY` Wc`^` Ra` d` ` Z` f` d` eZ`



*News coverage formats Query letters*

2 bf Vj Jvéc Zldv\_eè éYVUZE cRj dRWE UVéc^ Z\_Va` éV éRj Z\_éVd  
 VdeZ\_Rdè gj ZMRŽAcZ cT\_eRTeh ZY éYV dRWE dVT ^ ^ V\_UUSWwV  
 j` f dS^ ŽERdè gj `c VgV\_hcZVZŽ8ZgVéYVUZE cRTYR\_TVè cMVe  
 `ccUZVTeZSWwVj` f Viav\_UR\_j dX\_Z\_IR\_écdV f cTVZf dRjij éYV  
 bf Vj Zl^ RUVéC f XY R JvélSf eM^ RZd TR\_SVdV\_eZVéYVUZE c  
 RTIVaed éV^ Ž4YVI\ VRIY` cXR\_ZReZ\_xdHVS dZV` c TRj R\_URd éYV  
 \_VhdUd\ Wc ZdacWcUWc^ ReŽEYVZ\_bf Zj dY` f JUUMdVcSV éYV  
 XV\_VRj T`\_éV\_e` WéVAc` a` dUaZTVLdReVéYV éV` ch` c\Z\_XZjV  
 ZVéVZl`\_LR\_URUUVdh Yj éYV ZHfVZl cMjgR\_eè éYVT ^ ^ f l  
 \_Zj ŽEYVè aZ dY` f JUSVh Vj] cVdRcTYULR\_U éYVbf Vj Jvéc dY` f JU  
 SV\_` j`\_Xc éYR\_`\_VaRXŽ

*News coverage formats News conferences*

:Vj` f YRgVd ^ VScR\_ZXZ\_Wc^ ReZ\_` cR\_VgV\_eéYRèdè` Z l  
 a` cR\_eWcR\_Vhd cVjRdLR\_VhdT`\_WcV\_TV^ ZYéSVRaac` acZVŽ  
 5`\_`éTRj] R\_VhdT`\_WcV\_TVf`\_Vhd éVéVdSZX\_Vhd Ž4Rj]Z\_XRT`\_l  
 WcV\_TVè T`gVc`c`f éZ\_VZdf Vd`cè XV\_VdRéVaf S]ZTj Zl ]ZVjTj Z\_X  
 h` Jwé éYV^ VURR\_UT f ]UYf cèj` f c f c` f eWc` ^` cVZ` a` cR\_e  
 \_VhdT`\_WcV\_TVŽ

? VhdT`\_WcV\_TVdRcVZ` a` cR\_eVgV\_ééYReCbf ZVéY` f XYéM] a]R` l  
 \_Z\_XŽ2 X`U^`UVRe`c` `VhY` TR` T`\_ec` ] éYVgV\_éh ZY` f e  
 dZ\_Z\_XéYVdV` cVc` Zl` WUJŽF dRjij R\_VhdT`\_WcV\_TV` aV` d  
 h ZY éYVUZkSf éZ`\_`VR`\_Vhd cVjRdVéYRe Vi a]RZ` d éYV dRd`\_ Wc  
 éYVT`\_WcV\_TV` Uac` gZUMZ\_Wc^ ReZgVbf` éVdW`^ aV` a]VZ`g` ]gWU  
 Z` éYV ZHf VLSRT`Xc` f`\_UZ` Wc^ ReZ`\_LR` UT`\_eRTeZ` Wc^ ReZ`\_ŽEYV  
 ^`UVRe`c éV` ^ R\vdR`Wh` hVjT` ^ Z`XZ`é` UfTè` gj` cV` R`dR`U  
 Z`é` UfTvd` éVc` dVr`Vd`c` ^ R\vdR`dR`éV` V`eih` YZY` Zl` W`\_cVRUŽ  
 CV` R`dSj` Rj]` dVr`Vd`dY` f ]USVTR`Wj]` acV`RcUŽEYV`~` `c` Zl  
 éYV`\_aV`\_VU`Wc`bf`VdZ`\_dLh` YZY` f` dRjij` TR`\_SVR`\_éZaR`eUR` UacV  
 aR`cVU`Wc`SWwVYR` UŽDaV`\_UR` ]ZéVéZ` VZ` éYVUR`j` d`c`Y` f` c`d`SWwV  
 éYV`\_VhdT`\_WcV\_TV` XV` VReZ`\_XR` ]Zé` VZVj` bf` VdZ`\_dL` j` f` ]` SV  
 RS]Vè` cVh`\_UT`\_}UV`éj` R`URTI`f` dR`j]Ž

> R\vd`f`cVj` `f` Z`gZV[Rj]`\_Vhd` `f` dVdZ` éYVR`cV`R`é` j` `f` cT`\_WcV\_TV`



CRUZ dRz\_dj aZRIj U \_`eXRd\_eVéVWbfV\_Tj `cē VdWc  
a|Rj Z\_XADdUf c\_ZXWVRzē VZ> R\_j aV a|VéZ\ éYReéV7UUDRj  
4`^`^f\_ZIRz\_d4`^^ZkZ\_`cBfZVdRuz\_R\_UEG dRz\_dé Rj`f  
TRéVRTVéRz\_R`f\_e`Vz`Vè afS|ZT dVgZVZ9`hVgVLeYV?Rz\_Rj  
2dI TRz\_`W3c RUIRdVdRj dYReSc RUIRdVdRvf\_Uvc\_`S|Z  
XRz\_è XR\_eē`Vè R\_j dAVIZ TX`faZ:\_cVIV\_ej VRdLeYVX gVc`f  
^V\_eUéVf]ReUéVZ\_Ufdej è cUFTVéVR`f\_e`VáRaVh`c  
cBfZVUWcRuz\_R\_UEG dRz\_dLR\_UzXRgVdRz\_déVRSZj è  
dVéYVz`h`dR\_URdWcADz f dRXV`\_S`éYWVR\_UaRZURzē VZ

4S AefTVZ\_Rj UdQVz`

TRUŽ9`fVZe YVZj jRU













## Print materials

3j Wc`eV^`dea`af]Rc Wc^ ReWc`f eVRIY TR^ aRZ\_dZl acZ\_eZAcZ\_d  
 WU^ ReVcZ]dZ\_T]f UVZ^ d ]Z V W T e d Y W e L S c` Tyf cV L~j V c L S` `` ]V e L  
 a` d e V c L S f d a ] R I R d U c L S Z ] S` R d U c L R\_ U U ` c ` \_ S Y R\_ X V c Z E Y V ] Z e X V d  
 ` \_ Z E Y V d V ^ R e V c Z ] d T R\_ S V T e V R e U V R d Z j\_ R\_ U e V e R e X e R f U Z\_ T V T R\_  
 c W c e` e V ^ R X R Z\_ R\_ U R X R Z\_ Z H Y V\_ a d V a R c Z\_ X a c Z\_ e U ^ R e V c Z ] L S V  
 R h R c V ` W ` h e V e R e X e R f U Z\_ T V h Z ] f d V e V Z\_ W c ^ R e Z\_ Z: V e Z l e  
 S V W U ` c a Y ` e T a Z U L j ` f ` ] h R\_ e e` f d V R d e R\_ U R c U a R a V c d k V R\_ U  
 ] Z\_ Z e R\_ j R e h ` c ` e` ] Z\_ V U c R h Z\_ X d Z 5 R e \ I T ` ] c U S R I \ X c` f\_ U d T R\_  
 d V Z f d j ] Z\_ Z e a Y ` e T a j Z\_ X L R d j ` f ` g V a c` S R S ] j U Z I T g V e U Z < W a Z\_  
 ^ Z\_ U e Y R e j ` f c ^ V d R X V h Z ] T ^ a V e V h Z e Y R ] ` e ` W e Y c a c Z\_ e U ^ R I  
 e V c Z ] Z 4 ` d e d W e Y Z X Y b f R ] Z j\_ T ` ] c ^ R e V c Z ] d T R\_ S V T \_ d U V e R S ] V L R\_ U  
 e V Z\_ W c ^ R e Z\_ T R\_ S V T ^ V U R e U b f Z \ j Z 5 ` \_ e W e X e e V d V Z h f V d  
 U f c Z\_ X e Y V a ] R\_ Z\_ X a Y R d V Z 4 Y V T \ S R T \ e a R X d % R\_ U % e` c V g Z h  
 e V a c` d R\_ U T\_ \_ d ` V g R c Z f d W c ^ R e d Z`

### 5VdX\_ R\_U ac Uf TeZ \_

H Y V\_ U V d X\_ Z\_ X e Y V ] R j ` f e ` W j ` f c S c` T y f c V L ~ j V e L ` c Y h l e` X Z U L  
 ` ` f a W e j Z X L R d V ` Z R\_ T j ` f e Z`



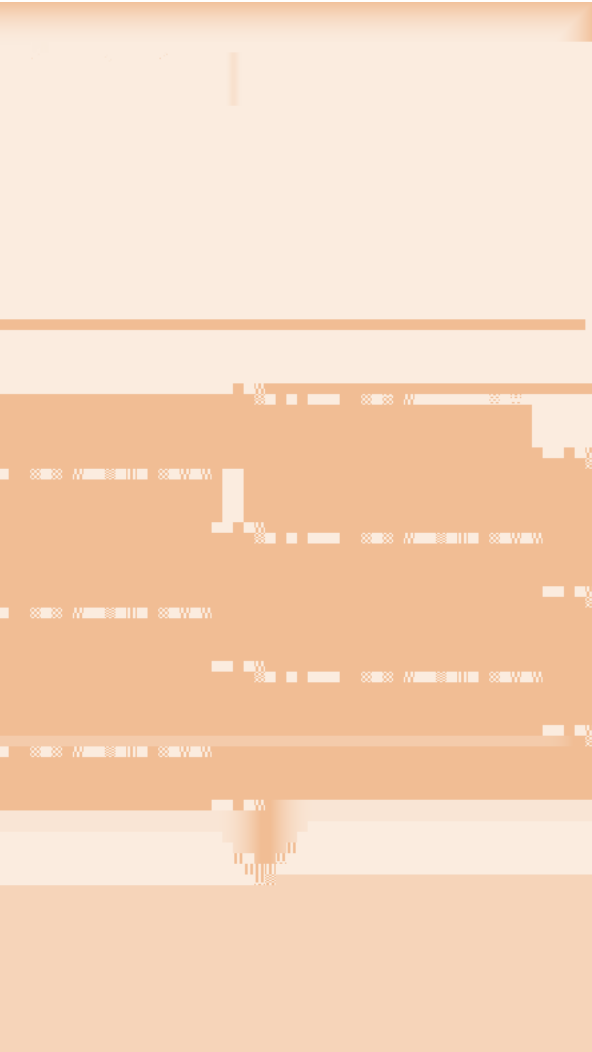




```
:Vj`f U_`eYRgVRTIVde`RX`UaY`e`XRaYv&T`_dUcfdZ`X
de`T`aY`e`dZEYVdVaY`e`dRcVRgRZRSjV`_`451C@>`dR`UTR`
dRceRd]`h`Rd`°`#&WcRdVe`W&`X`UhfRjZj`aY`e`XRaYdZEYV
:_eVc_VeRj]d`de`T`deY`f`dR`Ud`VZ`RXVdeYRe`TR`SVU`h`_]`RUMZ
>`R`Vdf`dVeYVcdV`jf`eZ`_`Vj`f`caY`e`dZiRaac`acZReVWceYV
Wc^`Ref`dMUZAcZ`dbf`RjZj`UZZRj`jVd`WU`YZYicVd`jf`eZ`_`Z`RXVd
e`Rg`ZUR`yaZ`VjReU%`f``Z`=`h`Vc`dV`jf`eZ`_`^`ZYeSV``Rj`Wc
HVSISRdMUWc^`ReZ`Vj`f`f`dVRUZZRj`TR`^`V`TW`f`fU`†`
```

### 4]Za Rce` \_ eYV H VS

```
9Vd/ Rd/ R Wh`a`af`jRcTjZa RceH VS
dZVd`_`eYV`:_eVc_Ve+
†_rye`h`h`h`ŠRqj`d]ZaRceZ`^`^
†`h`h`h`ŽcRaYZidZ`^`^
†`h`h`h`Z]ZaRceZ`^`^
†`h`h`h`Z]ZaRceT`__VTeZ`_Z`^`^
†`h`h`h`Z]ZaRceZ`^`^
```



## Flyers

7j VcdTR\_ SVVi eV^ Vj WWWegVZwVj ~cVV\_XRZ\_XLT\_TZMLR\_U  
 ^ V^ `dRSjVZEYVj ~cV` W\_ fdUe` Z aRceScZAWZ a` ceR\_e^ Vd  
 dRXVd`cZ` a]` cVaV a]Vè dR\vdZ a]VRIEz\_dZGi a]` cVj`fc`aeZ\_d  
 cXRdUZ\_XaRaVcR\_UZ\ T ]`cd !



### NPS outreach materials available

As part of the Year of Clean Water activities, EPA celebrated Nonpoint Source Pollution Awareness Month in March 2003. Several outreach materials were developed, including a poster (shown here), a bookmark, a pop-up sponge, two fact sheets, and a brochure. Adobe Acrobat files of these documents are available for download at [www.epa.gov/nps/outreach.html](http://www.epa.gov/nps/outreach.html).

5Zha]Rj d

H YV\_ T ^ a` dZ\_XR\_j ]RcXWc^ ReUZha]Rj LcVReeYVV\_ eZVUZha]Rj  
 daRIVRdZVeh VcV RaRXV]Rj ` f d.RaY` e XcRaYL` c RaRZ\_eZ\_XZEYV  
 dR^ VSRcZTVV^ V\_ed` W^ a` dZ\_ eYReX gVc` X` UUVdZ\_R\_U  
 ~`h Raa]Zj` f ^ ZYeT`\_dUMc ac` UfTZ\_XR\_ Z\_Wc` ReZgVT ^ aR\_l  
 Z\_ aZIVLdf TY RdR\_ Z]f dRcVUWWedYVW` c dZ` a]VSc` Tyf dLe  
 RIT ^ aR\_j eYVUZha]Rj Z

HRVcdYUac` [VTeUZha]Rj dReT`\_WcV\_TVLeLd^ Z RcdL` c` f eU` c  
 VgV\_edac` gZVR\_ M TM]V\_egV\_f VVc dYRc\_ZXZ\_Wc^ ReZ`\_LUF TRc\_Z  
 R\_UZ\_g` ]gZ\_XTZkV\_dLac` ^` eZ\_XYV]aW] RieZ`\_dLcVReZ\_X]Z`\_RXVdL  
 R\_U Sf ZUZ\_XXV\_VcR] Rh RcV\_VdZj` f`\_WUe` T ^ a` dVRUZha]Rj d  
 Zed RdRvd eVZIR]j RaaVR]Z\_XRdRh V]UUVdZ\_WU aRXZf dVR\_ V\_XRX  
 Z\_XL~`h Z\_XUVdZ\_ eYReReeRTedReV\_eZ`\_LZ\_gZVd eYVgZh VcZ\_LR\_U  
 ]VRUdeYVj VVe` f XY` f eZ7` c M R^ a]VZjy` f cUZha]Rj YZY]ZYed  
 j` f c g` ]f`\_eWc` ^`\_Z\_eZ\_Xac` XR^ Lf dVRUZa\_VeRd eYVSRU`Uc` a  
 R\_UZ\_Tj f UVgRcZ f d dR^ a]Z\_XZ` dcf ^ V\_edZ` eYVUZha]Rj Z`i aVZ` V\_e  
 h ZY UZVWV\_eVScZde` UcRaV` gVc eYVSRU`Uc` a` Wj` f cUZha]Rj e  
 RUU dM` f dZH YV\_VgVca` dZ]MlydY` h%j` f cac` XR^ Z` dVRU` W  
 y e]Z\_X%Z`

2g` ZU eYVT ^ ^` \_ aZAM]` V aRdZ\_Xfa U kv\_d` W] Sj` "! IZ TY  
 aY` e XcRaYdh ZY eZ\_j` TRaeZ`\_dZEj` S]` hZ\_Xfa R dZ\_X` Z` TR\_eaY` e l  
 XcRaY` e` a` dVc` dZVR\_UeYV` f dVRUUZ`\_Rj aY` e XcRaYde` d` aa` ce  
 eYV acZ` Rj` eYV` VZAc` UfTVR\_UUZkZsf eYVSc` Tyf dVd` c~j` Vde  
 T`\_gVj` eYVUVeZd` Wj` f cac` [VieZ2XRZ\_LWif d` \_ eYV` S]VieZVc  
 h Yj` j` f` cVReeYVgV\_dh YRe^ VdRXVj` f` Y` aVe` UMZgVc` e` h YZY  
 RfUZ\_TMR\_Uh YRej` f` hR\_ee` RIT ^ a]ZjZ`

3Z]S` RdUd

3Z]S` RdUdL]ZVa` dVcdLR\_ WWTegVj` acVd\_eR\_` f eVRIY ^ Vd  
 dRXV` c dZIVRh RcV\_VdZVeyj` RcVh V] Uv dZ\_VUR\_UReeRTegVZ  
 CV^ V` SVc` e` ]Z`\_ eYVSRZ]S` RdUj` TRcZ`\_ e` eYVReXVeRf UZ\_VZ7` c  
 M R^ a]VZjy` f c^ VdRXVZ dRcXVeZ\_XS` ReVdZ` T` RdR] RcVdLj` f c  
 SZ]S` RdUj` TRcZ`\_ dY` f ]USVh ZY\_Z` RWh` ^ ZVd` VcVVT RdZ` e f d  
 U` c RUGVcZ\_Z` XgV` f VdTR\_ M a` dV eV\_d` VcV` f dR\_Ud` VcV` a]V  
 e` j` f c^ VdRXVLSf eSVdV\_dZgV` e` eYVWTeerRed` ^ VaV` a]V`\_U  
 SZ]S` RdUd` S]VieZ`\_RS]M\_VdVIZR]j` ` \_ dIV\_Z` f dR] c` RUdZ3Z]S` RdUd  
 ` WWC` RTYR` TVe` acVd\_eYZYj` T` ^ a]V]Z\_XL` \_ T` ^ ^ VcIZR] ^ Vd  
 dRXVd eYReTR` SVV\_XRZ\_XLRcZVZLR\_U^ V` ` dS]VZ` eYVca` dZgV  
 RchVted` W` dZ\_XR` SZ]S` RdUz` Tj f UVYZY` cVRIY1\_f` ^ SVc` VcV` a]V  
 Z` ^ VUZRj LR\_UYZY` WbfV\_Tj` 1\_f` ^ SVc` VcZ` VcdW` /Z2` U` h` l  
 dZVZ d eYRej` f` TR` T`\_gVj` ` \_lj` RdY` ce` ^ VdRXV` e` RcVReZgVj  
 \_`\_d` aVIZ` VUR` f` UZ`\_TVZ`\_ RUUZ`\_LZ` d` UZ]Wif` jee` VgR]f` ReVeYV  
 WWTegV\_Vd` VcV` ^ VdRXVZ4` dcd` TR` Rj d` SVT`\_dUMcS]VR` URcV  
 SRMU` \_ Y` h` ^ R`\_j` j` f` Sfj` LY` h` ]`\_XeYj` RcVfaLR` Uh YVeVeYj  
 RcV]` TRaUZ` Wj` f` cVt`\_dUMcZ` Xf` dZ` XSZ]S` RdUd` \Wa` Z` ^ Z` UeYRe  
 eYj` RcV` ^` ` cV WWTegV` ReXV` VcRcZ` XRh RcV\_Vd` ` c d^` Z` UZ` XaV` a]V  
 e` U` d` ^ VcZ` X eYR` eYj` RcV` ReVUF` TRcZ`\_XLSVIRf` dVaV` a]VgZh  
 eYV` ` \_lj` ScZ`-j` Z`



Tips for better displays

- † > R\V df d/j` f TR`\_dVRU` eYV  
 eM` eW` ^` RT` ^ WcRS]V  
 UZbeR`\_TV
- † :\_eVcRTeZgV UZha]Rj d R dV Z]VR],  
 U` Z`\_X` ZIR]h` Rj` dSVeV` c eYR`  
 ]f` d e dVZ`\_X` ` c dVRUZ`\_X
- † :\_eVd` d e` \Z]d` h` Z eY` d` ^` VeY` Z`\_X  
 W]`\_LR`\_U` eYVZ`\_aRd`\_ed` h` Z]  
 W]` ]` h`
- † CVWRZ`\_W` ^` f` dZ`\_X` j` f` c  
 Vi` YZ` Z` RdR` ] eV` Ref` dV` Uf` ^` a  
 ` c eY` Red` h` YVd` Z` h` Z]` V`\_U` f` a
- † 3V` Td` ReZgV` h` Z eY` Uv dZ`\_R`\_U  
 ]Rj` ` f` d` R`\_U` U` eY` Z`\_Xd` ` \_R  
 SZ` dTR]V
- † F` dV` WScZ` R`\_U` ^` ReV` cZ]d  
 e` ^` R\V` eYV` UZha]Rj  
 \$]UZ`\_V`\_dZ`\_R]





- † 4` J` cTY` ZVdž`\_ XV\_VcR]LZj` f RcdY` h Z\_Xj` f c  
d]ZUVdZ\_RgVg URc` c` ^ ŁR URc` SRT\Xc` f\_U ]ZV  
S]RT\` cc` j R]S]f V h žY ]XyeēVi eZiSVdēž:WēYV c` ^  
YRd d` ^ VR^ SZ\_e]XyeēR ]XyeSRT\Xc` f\_U h žY S]RT\  
ēVi eZiSVdēž
- † 4` J` cdTYV^ VZA` h VcA` Z\_eYRdRgRcZ]g` ` WēV^ a]ReVd  
R\_UT ] cdTYV^ VdeYReYV]a e` ^ R\VRf`\_ž VU  
adVd\_eReZ`\_ž5` \_` eZ\_eē UfTV` ^` d/ eYR\_ eYdVT ]` cē  
R\_U\Wa eYV SRT\Xc` f\_UT ]` ceYV dR^ V eYc` f XY` f ež
- † D` f` \_U VWWTedž`2eēRTYZ\_X d` f` \_U VWWTed` j` ` f cēVi e  
Rdž~Z/d` \_e` eYV dTcW\_ TR\_ SVR^ f dZ\_X WceYV } cē  
Wh d]ZUVdŁSf eZeh ž] Xc` h R` \_` j Z\_XžF dV d` f` \_U VWWTed  
daRcZ\_X]j` e` V^ aYRdŁkV\Vj` a` Z\_eēž
- † >` \_` e` \_j` Sf dēVcēž`3d/R\ f a eYV eVi ed]ZUVd h žY  
W]j]T ] caY` e` XcRaYd` cTRcē` \_dē Rg` žU eYV  
RaaVRcR\_TV` WēYV dR^ V d]ZUV SVZ\_X dVaVReVUž



- † **Facility/location** :Wj`f \_WUè dVgVRSR\_bfVéYRj|LT ^ ^ f|  
\_Zj TfS dZL`cWZxc`f\_UdLSVdf cVè TYVT\ RgRZRSZj WcZ  
RUGR\_TVŽ> R\Vdf cVéVgV\_fV} edéV^ VdRX/R\_UéVRFUŽ\_TVŽ
- † **Types of activities** EYZ \ RS`f eéVj aVd`WRtégZVdj`f`UjZV  
è YRgVRej`fcWZ`cWbZgRjZH Zj éVéVSVXR^ VdXRCUè hRcU  
TYZUcV\_OH Zj éVéVSV^`cVT ^ a|M T\_TVædXRCUè hRcU  
RUF|ed05`j`f hR\_eReV\_UWde`gZLVRiYRIéZj Z\_RdaVIZ T  
`dVc`cReéVZ|VZf c04Y`dVRIéZVd éReh Zj YVja ^ WeéV  
`S|VIéZVd`Wj`f chReVcbfRjZj Z`ac`gV^ V\_eac`[VIéZ> R\Vj`fc  
RIéZVdZ`éVcZ\_XR\_UV\_[jRS]VŽ
- † **Staff ng the event** 4Y`dV Raac`acZReVaVcd \_\_Mj è dRWRRIY  
RIéZj ReéV VgV\_eŽF dVM aVcdW^`f edQ °









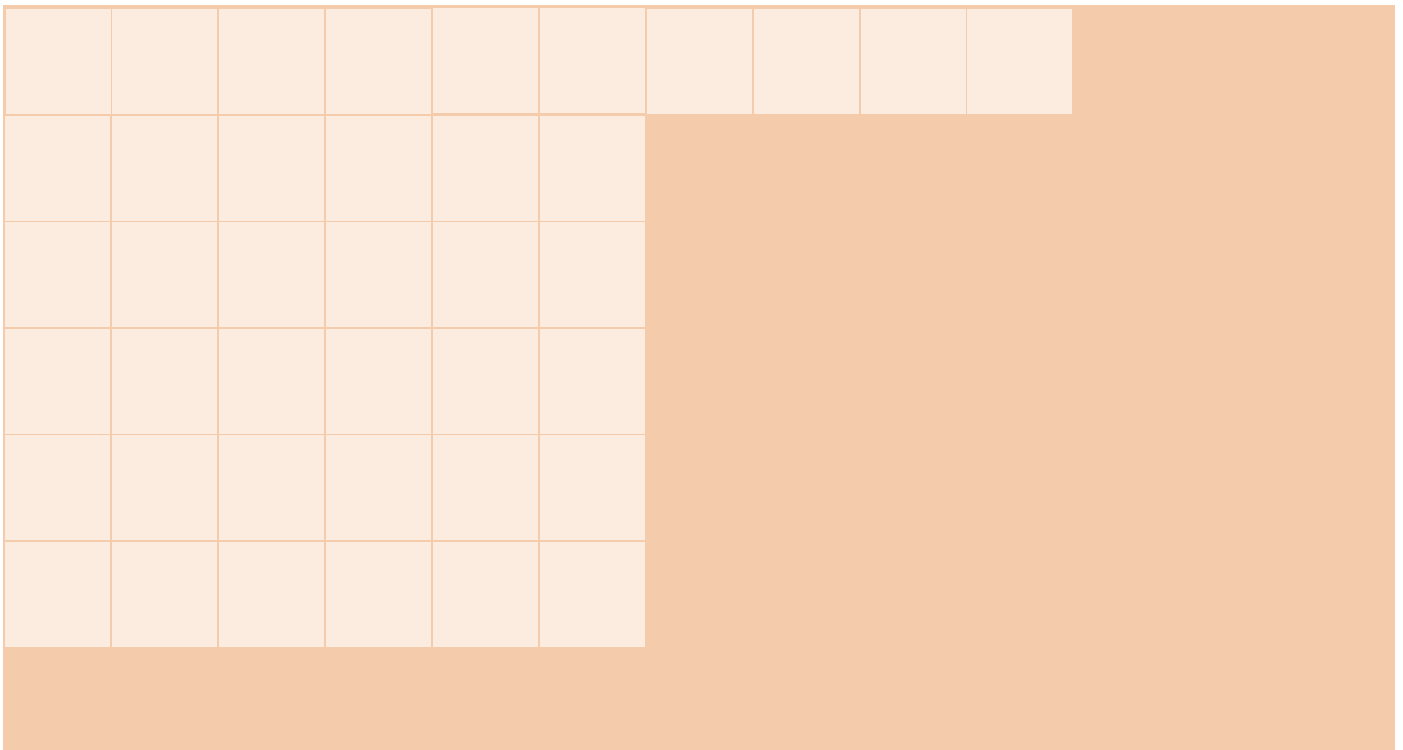
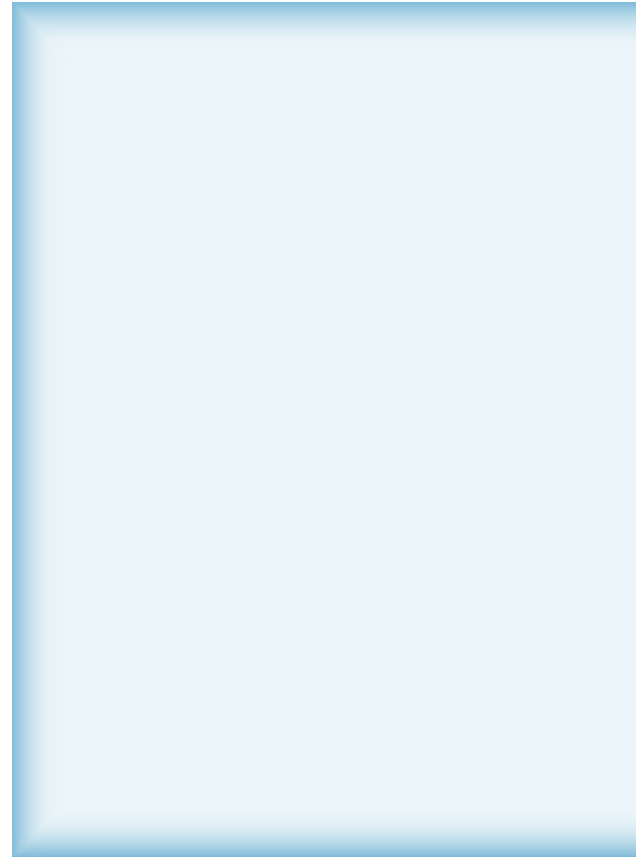
### Tips for better T-shirts



- † =l =R\_U I I =Rd/ eV ^ ` dea` af ]Rc dZVd
- † DV]Te"!! " T ee \_ ` cR S]V\_U` Wd]T ]]VU T ee \_ R\_U ` eVca` ddt \_df ^ Vcd/]T ]]VU ^ ReVcR]dZ7 cZ deR\_TVt 7 ced/] 6T Daf \_ Zl ^ RUV W ^ d/]T ]]VU a]RdeZ S` ee]VdR\_U Zl [f deRd T ^ WcaRS]Vt:Uf dRS]Vt: R\_U ReedRteZgV Rd T ee \_
- † 5` \_ eWcXVe eV a` af ]RcZj ` W ] \_Xtd]WgVU gRcZ/eZ/d\_Z\_ T ` ] T]Z^ ReVd
- † 6i a] d` aeZ \_dZ dYzeR\_U Z\ T ] cdWcgRcZ/ej
- † 8Vebf` e/d W ^ dVgVcR] df aa]Z/cdR\_U VdeZ^ ReV bf R\_eZ/d TRdW/]j e` Rg` ZU ` gVde` T\ d
- † FdVj` f c] X` R\_U h ReVcdYVU \_R^ V
- † Ej e` XVeRaZef d/` VR ] TR] TV]VScZj h VRcZ\_X j` f cdYze
- † 4Rf eZ \_+5ReVU ^ ReVcR]d Rd/ YRdJVce` dV]] RWceYV VgV\_e









**F dZ\_X ]ZkdVcgVcd**

6l^ Rj Zl eV acVWcVUT ^ ^ f\_ZIReZ\_ ^ VUZ ^ R ^ \_X ^ R\_j TZkV\_dL  
 Sf dZ VddaV a]MLR\_URXV\_Tj `WIZR]dSVIRf dVZeTR\_SVRITVdMURe  
 T\_gV\_ZV\_eeZ VdR\_Uac`gZMdRhZeV\_cVT dU`WeyVT ^ ^ f\_ZIR  
 eZ\_ŽZTgVhReVdYUac`[Ved`WV\_]\_UZef dMM] e` VdRS]ZNY M^ Rj  
 ]Zkd eYc`fXY eYVY]a`VR ]ZkdVcgVc e` \Wa aReZTZR\_ edfaURdU`\_  
 ^ W6Z\_XLa` ]Zj UZlIf dZ\_dLR\_U` eYVc ^ ReVcZ: ^ a]V` V\_eZ\_XeYZl  
 T ^ ^ f\_ZIReZ\_ ]Z` ZldZ` a]VR\_UR]]`hd dR`VY` ]UVde` \Wa RScRde  
 `WUVgV` a^ V\_edReeYVZ: ]ZlF cZž

6dRS]ZNYXR\_ M^ Rj ]ZkdZl` eUZ]WIF ]ež: eTR\_ VgV\_ SVZ\_ eVWc^  
 `VRyc`f\_Uc`SZ`%M TYR\_XLh YVeV ]Zkd ^ V` SVcdRcVeYVUVdZ` ReU  
 cVIZAZ\_ed` WeyV} ce^ VdR XR\_UdZ` a]j acVdlycVaj` e` R]]%e` a` de  
 ^ VdRXd e` eYVV\_eZVXc` faZ> R\_j dReVR\_UWUVR] X`gVc` ^ V\_e  
 RXV\_TZdR]cVRUj` Y` de ]ZkdZ` ]Y` f dMLR\_Uj` f ^ ZY eSVRS]Ve` RUUR  
 \_Vh ]Zkd e` eYVZ: dVcgVc VRd]j Ž@eYVcZ` UVaV\_UV\_e` cXR\_ZkReZ\_d` ZY e  
 TY` `dV` dRe ]Zkd eYc`fXY HVS dZdZž

> R]` dU` ^ ` ZlRWWac` XR^ eYReRf e` ^ Rvd eYV^ R\_RX^ V\_e` W\_dVc` V\_e  
 ^ RZ\_X ]ZkdZ` ^ ^ R\_UdReVdV\_ee` > R]` dU` ^ ` Sj` M^ Rj e` YR\_U]VR]]  
 RchVId` WZe^ RZ\_eV\_R\_TVž@\_TVR ]ZkdZl dVef aLgZef R]]` R]]` aVReZ\_d  
 TR\_SVaVWc^ VUcV` `e]j Lcbf ZZX`\_ Z\_eVgV\_eZ` \_` eYVaRe` W  
 eYV ]Zkd ^ R\_RXVZGZkd hhhžž` fihVS^ R dVWVZT` ^ ž^ R]` dU` ^ ` Že` ]  
 Vc` ^` cVZ` Wc` ReZ\_ Ž@eYVc dZd eYRe` VWC` VWV ]ZkdR\_U` \_]ZV  
 ^ VdR XVS` RdH Z` T]f UVXc` f adž` RY` ` ŽT` ^ LXc` f adž` d` ŽT` ^ LR\_U  
 hhhž` aZIRŽT` ^







---

**PROCESS CHECKLIST**  
*DeVa %+ART\RXVj`fc^ VdbRXV*

## Distribute the message

@\_TVeYV^ VdRXVYRdSW\_ aRTVXUz\_ eYUUVZUWc^ RŁ  
 j`f TR\_ ac` TWUhz ZY UZkZsf eZ\_ Ž7 cf\_ RvMj Łj`f`gVRjcvRj  
 T\_ dZUVUUZkZsf eZ\_ ^ VIYR\_ ZĦ` dđ ^ Vh YReh YZV dVVRcTYZ\_ XeYV  
 dRcXVeRf UZ\_ TVR\_ U dV]VTeZ\_ XR Wc^ ReŽ7f ceYVc RTeZgZj\_ Uf cZ\_ XDvĦa &  
 Z\_ T]f UVd eR\_ Z\_ XR T]` dV]` \` Re eYV]VgV]` WZ\_ VŁcVd f dTVdLR\_ U h` c\`  
 cVbf ZVU Wc UZkZsf eZ\_ XeYV^ VdRXVŽ2cvj`f X Z\_ Xe^ ^ RZ\_ R] eY` dV  
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### E-mail

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## Recruit volunteers

the event organizers to see how you might be able to piggyback your event or message. Offering staff time and other in-kind services will make your request more appealing to the event organizers.

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Using selected businesses to deliver your message can increase the likelihood of reaching the target audience and save money on postage. For example, if you develop a brochure on oil recycling, ask to display the brochure at auto parts supply outlets. Keep in mind that businesses will be more likely to distribute your materials if there is an added benefit to them. So if you ask septic tank pumpers to distribute refrigerator magnets containing information on what should and should not go into a septic system, include a space on the magnet for the customer to write down the hauler's name, phone number, and next service date.



### PROCESS CHECKLIST

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- Do I have the resources necessary to distribute the message?
- Will I have enough time to distribute the message?
- Will I be able to distribute messages in this format effectively?
- Have I chosen the appropriate marketing method for my message?
- Am I distributing my outreach materials effectively?

## Campaign

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### Why evaluate?

Outreach programs often in  
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 objectives—means identifying  
 ensuring that outreach contin  
 You need to know what worked  
 make adjustments in the future. I  
 other funds that require a demons  
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 ing funds from private or public sou  
 position if you can show that your pr

The success of outreach programs dep  
 conceived, planned, implemented, and  
 is not diff cult if you initially develop cor.  
 tives against which your achievements can  
 focusing the outreach effort on discrete tan  
 manageable approach for both implementin  
 and measuring its success.

### When to evaluate

Although evaluation is the final str  
 the beginning of the project. As  
 must be built into your outre  
 every step of the way to er  
 This method is commor  
 management is a pr  
 jectives, messages



from the tasks you've implemented. Adaptive management keeps you from charging ahead blindly and being paralyzed by indecision later. It helps you learn from your mistakes and build on your successes.

Because you're selling ideas, attitudes, beliefs, and behaviors with your outreach campaign, not products and services, you won't have product sales goals to help you evaluate your success. Therefore, you need to be in tune with your campaign so you can set measurable benchmarks along the way. Be on the lookout for evaluation opportunities when creating formats or deciding on a distribution method. For example, when you're building a Web site for your campaign, make sure you add a hit counter or are otherwise able to monitor Web traffic so that you can see how many people visit the Web site after PSAs are run on television or after a community event. Don't leave evaluation until the end of the project because you might be out of money by that point.

## Types of evaluations

Outreach programs typically have interrelated sets of objectives and tasks linked to a specific goal, such as improving water quality. The goal of the program—improving water quality or, more specifically, reducing phosphorus loadings by half over the next 5 years (for example)—is typically supported by a number of objectives, which might or might not have specific outreach components. An outreach program evaluation reviews the following three sets of indicators:

- **Activity indicators** related to the execution of the outreach program itself (activity indicators). (e.g., What effect did the effort have on the process? Did people attend the meetings? Did the message get to the media?)
- **Goal achievement indicators** related to achievement of the goals/objectives of the program. (e.g., What effect did the effort have on behavior or water quality?)
- **Community health indicators** related to the overall health of the community. (e.g., What effect did the effort have on the community's health?)



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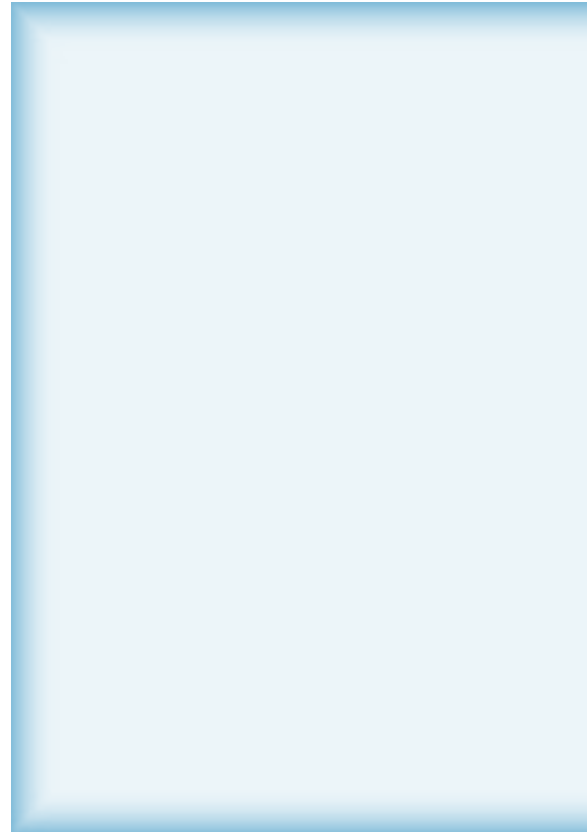
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provide some perspective on w





## PROCESS CHECKLIST

### *Step 6: Evaluate the outreach campaign*

- Do I have a baseline on the target audience's behaviors, beliefs, and attitudes?
- How will I know whether the target audience has received the message?
- What tools will be used to assess the impact of the outreach campaign?
- Can those tools be used if the campaign changes?
- What will be done with the results of the evaluation?
- Who will be responsible for tracking budgets and schedules?
- Do I have the resources to conduct pre/post survey or evaluation techniques?
- Is the outreach campaign accountable to the public, government agencies, another organization, or other funding sources?

## Where do I go from here?

Congratulations! You've just completed all the steps necessary to develop an effective, executable outreach plan. Use the worksheets in Appendix A to help organize your plan and identify possible gaps. In "Part 2: Implementing the Campaign" you'll learn how to put your plan into action.

## Part 2 Implementing the Campaign

### What's in Part 2

In Part 1 you learned about the six steps of outreach and how to develop an outreach campaign plan. In Part 2 you'll learn some tricks of the trade to get you started on implementing the campaign you've planned.

#### Developing an operating plan

From the outreach plan you developed in Part 1, you need to create a “to do” list in tabular format (like the one on page 92) to figure out who's going to do what and by when, and to identify how much each task will cost. This table will become your day-to-day operating plan. Don't worry if there are holes in the table. You can beef up staff numbers by forming partnerships with other local agencies and organizations, and you can increase your budget by applying for grants or obtaining in-kind services. Tips are provided below to help you secure additional resources—both people and dollars.

The key is to outline your operating plan based on what will achieve the objectives in the overall campaign plan you developed in Part 1. When you first create the table, focus on the activities and the time frame needed. If you determine that you can't complete the activities because of lack of funding or staff, you can make choices to scale back certain activities or phase in activities over time. You can find a blank operating plan matrix to use in implementing your campaign at the end of Appendix A.

## Sample Operating Plan Matrix

Activity/ Product	Evaluation Indicators	Time Frame/Due Date	Responsible Party	Resources Needed	Status/Comments
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## Scheduling

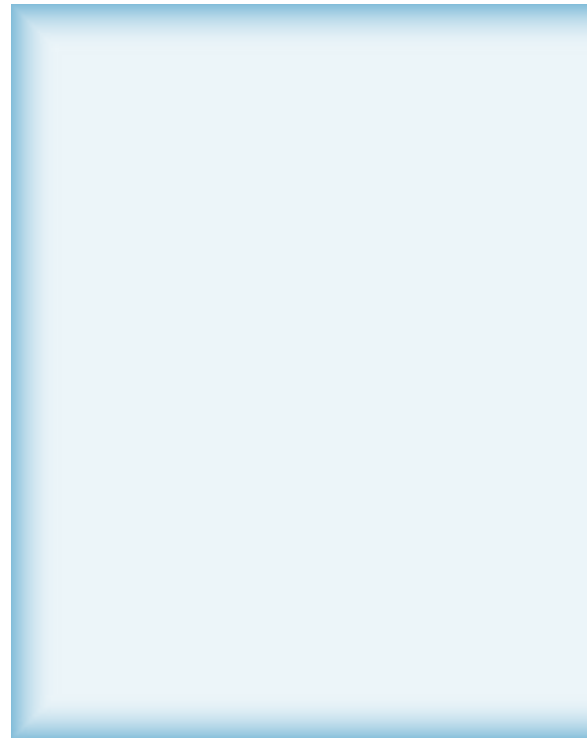
Your day-to-day activities can be translated into a working calendar. Update it frequently and provide it to your workgroup. You can show when items need to be mailed, who needs to be called, when press releases have to be e-mailed, and so forth.

## Determ

Informal partnerships can accomplish a lot even though they're more loosely organized than formal partnerships. Some partnerships might form as logical outgrowths of your objectives. For example, if one of your objectives is to create door hangers with tips for homeowners, the local Girl Scout council would be a logical partner to help strengthen the message and distribute the flyers. Although informal groups might not be eligible to receive as f e

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specialized groups; and individuals. You can use a variety of search mechanisms to find funding sources for your campaign. The site provides eligibility requirements, information on application and award processes, and proposal criteria for each funding source. The catalog can also be obtained in print by calling 1-866-512-1800.

EPA's online Federal Funding Database for Watershed Protection ([www.epa.gov/watershedfunding](http://www.epa.gov/watershedfunding)) is also useful. The Web site gives users access to a database of approximately 100 programs offering financial assistance (grants, loans, cost-sharing) specially geared toward watershed-related projects.

Keep in mind that applying for grants can sometimes be costly and time-consuming. Grant writing requires trained staff to determine grant opportunities and submit detailed grant applications. The awarding organizations often take months to process applications and award grants. Even then, because of the intense competition for the limited pool of grant funds, state and local governments and other potential recipients might find it increasingly difficult to acquire funding for projects.

#### *State funding sources*

Most state environmental, wildlife, or parks agencies offer grant or loan programs (or both) to protect and enhance state environmental resources. For example, the Michigan Department of Environmental Quality's Community Pollution Prevention Grant Program provides \$500,000 in grants to local governments and planning agencies to establish innovative, sustainable pollution prevention practices. In addition, all states provide grants for the control and prevention of nonpoint source pollution through EPA's Clean Water Act Section 319 Grant Program ([www.epa.gov/owow/nps/funding.html](http://www.epa.gov/owow/nps/funding.html)). These grants can fund local field days, demonstrations, tours, workshops, and other educational events and activities that promote the implementation of best management practices to protect water quality. State education agencies also offer grants that can be used for environmental education.



### Poor coordination and planning

Many times failure of a campaign is the result of starting off on the wrong foot. Most often that means stepping forward with no clear strategy or plan on paper for how to conduct a watershed outreach campaign. Your efforts will be in vain if you don't sit down with all of the key players in the beginning and define your goals, identify your target audience, determine your messages, decide on the formats and distribution mechanisms for those messages, and figure out how you intend to measure your success. And it's not enough to just talk about it. Write it down. Whether it's 3 pages or 300 pages, a well-defined written strategy will ensure that everyone involved agrees on how the project will be conducted and who is responsible for doing what.

The very nature of working at a watershed level requires that you coordinate with all the counties, cities, organizations, and stake



political wrangling and contentious public debate by working quietly and individually with stakeholder groups to address disagreements in a satisfactory manner. For example, who pays for cleaner water is at the crux of many discussions, but nearly all studies on public willingness to pay for better water quality show overwhelming support for higher fees, taxes, and water/sewer bills if it means cleaner water. Identification of key public values, alliances with likely supporters, and aggressive outreach and education programs targeted at important stakeholder groups and the public can help generate support for watershed initiatives and ease resistance among those who will share the financial costs—usually, the public.

Regulatory changes also require close communication among stakeholder groups, the regulated community, and elected officials. Changes in local zoning ordinances, permit requirements, or other regulations might affect your campaign. Watershed groups can help regulators stay abreast of the changing regulatory scene by meeting periodically with agency staff, discussing upcoming issues, and offering support for educating key players in the regulatory field and among the regulated community. Stay on top of local politics—who talks to whom and who supports what.

### Fear of the unknown

The fear of failing at the daunting task of watershed education and behavior change can cause delays in getting the job done. Likewise, “paralysis by analysis” has ossified many well-intentioned people who aren’t comfortable making a decision until the data overwhelmingly confirm the chosen actions. In the real world, we make lots of decisions (buying a vehicle, selecting a college, etc.) with far less data than optimally preferred. There will always be unknowns: people might resign from your staff to accept other jobs, a tanker spill could occur in your watershed, funding could dry up, and so on.

Collecting data and using them to plot a course are important. However, don’t be so distracted by your research or fear of the unknown that you fail to pursue your objectives aggressively. Remember Admiral David Farragut at the battle of Mobile Bay: despite facing the new torpedo technology, he went on to win the battle.

### Letting money drive the process

Although your budget might be limited, developing a plan that fits your budget can be a nearsighted approach. Don’t skimp on your goals, but try to match your group’s resources to their role in attaining those goals. If you include those goals in the original plan, you’ll be prepared once these resources are obtained down the road. Also, along the way you might develop partnerships that provide funding for planned activities you thought you could not afford.

## Working together

For tips on working with stakeholders, reaching consensus, and resolving conflict, read *Getting on Same: Engaging and Involving Stakeholders in Your Watershed*. It’s available on the Internet at [www.epa.gov/owow/watershed/outreach/documents](http://www.epa.gov/owow/watershed/outreach/documents)



Funding for watershed projects is usually limited. Groups often find themselves chasing limited dollars. The funding “tail” might wag the project “dog” if you don’t take precautions. Successful projects identify the types of actions needed to protect or restore watershed health and then pursue funding or other support for those actions. When opportunities come along for low-priority activities, careful consideration is required to determine whether chasing this funding and executing the associated nonessential tasks will detract from previously identified—and important—activities. Passing on funding that would reorient your entire project or distract your group from key actions identified to protect or restore the watershed might be tough, but sometimes it’s necessary to maintain your focus, momentum, ‘

et



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# Appendices

- Appendix A** Building Blocks Worksheets
- Appendix B** Identifying and Removing Barriers to Behavior Change
- Appendix C** Behavior Selection Matrix
- Appendix D** Outreach Campaign Evaluation Questions
- Appendix E** Want to Know More?





**Summary Sheet**

Driving Force:

Goal:

Objective:

Objective

Target Audience

Message

Format

Distribution


Evaluation

Evaluation							
	Steps	Process	Impact	Context			
Goal and Objective							
Target Audience							
Message							
Format							
Distribution							





Because planting trees along streamside property is both time-consuming and expensive  
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## Barrier Breakers



- Piggyback onto an existing activity to lower the effort required.
- Provide physical or monetary assistance to promote the behavior.
- Provide monetary rewards or recognition to encourage the behavior.
- Highlight others in the target audience engaging in the behavior to show that it's not as difficult as perceived.

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- \_\_\_\_\_
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# Appendix C:

## Behavior Selection Matrix

Before you complete the Behavior Selection Matrix, take a few minutes to review the following questions. Remember: There are no right or wrong answers to the questions in the matrix. The answers are mostly subjective and will depend on the circumstances surrounding your locality's issues and concerns.

### Which behavior will result in the highest reduction in pollution?

Based on information you have regarding current water quality or environmental conditions in the project area, try to determine which of the behaviors you listed will result in the greatest reduction in pollution if a large majority of the target audience adopts the behavior:

### Which behavior will be the most affordable to promote to my audience?

Consider both the short-term and long-term costs that your organization might incur while trying to promote the adoption of this behavior. Think about the costs of outreach materials and formats, how the materials will be distributed, and who will help you distribute them. Consider whether you'll be able to defray some of the costs by piggybacking onto existing efforts. For example, if you're promoting the use of alternative landscaping designs to conserve water resources in a particular community, is there an existing community newsletter you can use to distribute your message? If so, you will be able to save yourself the expense of printing and distributing your own materials.

### Which behavior will be the most affordable for my audience to adopt?

Estimate all the costs that an average member of the target audience will incur when adopting the recommended behavior. Think about expenses related to gas, wear-and-tear on vehicles, the cost of taking time off from work to get to the recycling facility before it closes, expenses associated with alternative or green products (which are usually more expensive than conventional products), and so forth.

### Which behavior is the most attractive to the people in my community?

Think about which behavior most resembles current community norms and attitudes. Which one will make people seem like smart, savvy neighbors?

### For which behavior will it be easiest to show a link to the problem?

Because most people don't fully understand the link between what they do at home and the quality of our environment, being able to show a clear cause-and-effect relationship between behaviors and their effects on the environment is very important. Agricultural demonstration projects have been a successful in helping people make connections between behavioral changes and environmental results. For example, by planting trees and other vegetation along stream banks, farmers





# Appendix D: Outreach Campaign Evaluation Questions

*Process Evaluation*

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*Impact Evaluation*

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*Context Evaluation*

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5ZUēVTR^ aRZ\_ T ^ aVēhZēY`ēVc d TZRj`cVT\_`^ ZTZdf VdO

HVdēVWc^ RēdR\_U^ VdRXdRaac`acZēVO

HRdēVTR^ aRZ\_ T\_ēc`gVcdZjO



## **Appendix E: Want To Know More?**

This appendix provides information on additional sources of outreach materials, watershed management planning, media relations, and other tools that might be

*6\_gZc`\_^ V\_eR] ARce\_VcdYZad+2 TZ/JU 8f ZUV Wc?`\_ac` } e@cXR\_zkReZ \_dR\_U  
4`^^^f\_zj :\_eVd/ded*

This guide introduces partnerships and explains what makes them successful and how to make them grow. It's available from the Management Institute for Environment and Business at (202) 833-6556, or call The Dryden Press at (800) 782-4479.

*8VeeZ\_X\_Z De/a+6\_XRX\_Z\_X\_R\_U:\_g` Jg\_Z\_X DeR\WY` JUVcd\_Z`J`f cH Re/cdYVU*

This guide provides the tools needed to effectively engage stakeholders to restore and maintain healthy watersheds through community support and cooperative action. Available online at [www.epa.gov/owow/watershed/outreach/documents](http://www.epa.gov/owow/watershed/outreach/documents).

*8VeeZ\_X EYVH` dJ@feZ\_eYV TZKYee` DRgV eYV 6RceY*

This book includes hundreds of practical and proven examples of how to effectively communicate your environmental message. It explains how an xp

**> R\X H RgVd+9` h e` Af e@\_ R H ReVc 7VdbZgR]**

This publication is a great help in providing direction and ideas for organizing your own festival. Use *Making Waves* to plan an event in your school, county, or state. The water festival concept has been an enormously successful way to educate children and adults about water and water-related resources. This new version includes updated samples of fundraising letters, forms, news releases, and more. Also check out *Making More Waves: Ideas from Across the U.S. and Canada for Organizing Your Festival* and *Making a Bigger Splash: A Collection of Water Education and Festival Activities*. All are available through the Groundwater Foundation at (800) 858-4844. (Cost: \$12 each)

**AV\_\_dj JgR\_ R 5VaRce^ V\_e` WEcR\_da` ceReZ`\_c Af SJZT`:\_g` JgV^ V\_e 9R\_US` ` \**

Community participation, enhancing the public's trust, managing conflict that might arise, and developing and carrying out a public involvement program are some of the subjects in this handbook. Also included is a section of ideas and techniques that can be applied to a variety of situations. Developed in 1995, the handbook is available through the Pennsylvania Department of Transportation, Harrisburg, PA. For more information, visit [www.mccormicktaylor.com/training\\_proj\\_PIH.htm](http://www.mccormicktaylor.com/training_proj_PIH.htm).

**CZjVcER] \ 4` ^ ^ f`\_ZTReZ` X R H ReVcdYVU > VcbRXV**

*River Talk!* is a hands-on guide for people who want to be more efficient and effective in encouraging key sectors of their communities to become involved in designing river messages that resonate with target audiences. Contact River Network at (800) 423-6747 or [www.rivernetwork.org](http://www.rivernetwork.org)

**DeRaeZ` X Fa+2 9R\_US` ` \ Wc?Vh CZjVcR\_U H ReVcdYVU @cXR\_ ZkReZ`\_d**

This guide provides information for groups on how to get organized, including funding and procedural advice. Contact River Network at (800) 423-6747 or [www.rivernetwork.org](http://www.rivernetwork.org). (Cost: \$40)

**H ReVcdYVU CVde` cReZ`\_+2 8f ZUV Wc 4ZkV` :\_g` JgV^ V\_eZ` 4R]ZVc`\_R**

Some of the best science and technical tools available to citizens involved in coastal watershed management are available in this guide. Although it was developed for California, this well-constructed guide might spark ideas for use in other watersheds. Published in December 1995, it can be obtained by contacting the U.S. Department of Commerce, National Oceanic and Atmospheric Administration, Coastal Oceans Office, 1315 East West Highway, Silver Spring, MD 20910. Phone: (301) 713-3338; Fax: (301) 713-4044.

**H ReVcdYVU E` ` JdYVU**

The Ohio Watershed Network, a statewide information and education network in support of local watershed protection efforts, maintains an online Watershed Toolshed which includes the module "Planning a Watershed Education Program." The module provides guidance to anyone interested in developing a watershed education program targeting specific audiences to help them make informed decisions to protect water quality. The Network also provides a listing of watershed groups in Ohio, the Ohio Watershed Academy, and other resources and references. Available online at <http://ohiowatersheds.osu.edu/index.html>.

## Existing outreach programs

### 4SOS

4SOS is a regional organization operating in Washington, Oregon, and California whose mission is “to restore salmon to levels which ensure healthy, sustainable natural populations and support productive fisheries.” 4SOS supports multi-stakeholder efforts to raise awareness and build consensus. Resources for communication, working with the media, and outreach can be found at [www.4sos.org/wssupport/group\\_support/message.asp](http://www.4sos.org/wssupport/group_support/message.asp).

### Maine’s Nonpoint Source Awareness Campaign

Maine’s Nonpoint Source Awareness Campaign started in 1995 as a collaborative effort between the Maine Department of Environmental Protection (DEP) and the State Planning Office to raise awareness about nonpoint source pollution prevention. Together these agencies produced the “8 Simple Steps” campaign and a series of radio and print messages. In 2000 the agencies began to develop more tailored materials and campaigns for their specific program needs. For more information, contact Kathy M. Hoppe, Maine DEP, 1235 Central Drive, Presque Isle, ME 04769. Phone: (207) 764-0477; e-mail: [kathy.m.hoppe@state.me.us](mailto:kathy.m.hoppe@state.me.us); Internet: [www.state.me.us/dep/blwq/docwatershed/npscamp.htm](http://www.state.me.us/dep/blwq/docwatershed/npscamp.htm).

### NEMO

NEMO uses geographic information system (GIS) technology to educate landowners and municipal officials about nonpoint source pollution and watershed protection. Contact Chester Arnold, University of Connecticut Cooperative Extension, Haddam, CT. Phone: (860) 345-4511; Internet: [nemo.uconn.edu](http://nemo.uconn.edu).

### RiverSmart

RiverSmart is a national public education campaign designed to show people how simple changes in their everyday activities can protect America’s water resources. RiverSmart is a project of River Network, the nation’s leader in supporting more than 4,000 local river and watershed groups nationwide that are working to save rivers. River Network Partner groups are placing RiverSmart television, radio, and newspaper ads in media outlets across the country. For more information, visit [www.riversmart.com](http://www.riversmart.com).

### Think Blue

The City of San Diego believes the key to cleaner ocean waters is public education. That’s why they created the “Think Blue” educational campaign. “Think Blue” educates residents, businesses, and industries about the causes of storm-water pollution and the pollution prevention behaviors everyone can adopt. For more information, visit [www.thinkbluesd.org](http://www.thinkbluesd.org).



programs. You'll receive news on coming conferences, workshops, special events, and new publications. This site is also a discussion forum and networking tool that volunteer monitors of all types use to ask and respond to questions about volunteer monitoring methods, data quality, data management issues, and more. Whether your group monitors wetlands, streams, or lakes, sign up and get into the loop. To subscribe, send an e-mail to [join-volmonitor@lists.epa.gov](mailto:join-volmonitor@lists.epa.gov). Leave the subject line and message body blank.

### Outreach materials

#### *2c` f\_U eYV9` ^ VR\_U@\_ eYVC` RU*

This 32-page publication is full of useful tips on pesticides, household chemicals, erosion, water conservation, and more. The guide is intended to educate people about their role in the Chesapeake Bay ecosystem, but it's also useful beyond the coast. Copies are available from Alliance for the Chesapeake Bay, 6600 York Road, Suite 100, Baltimore, MD 21212. Phone: (410) 377-6270; Internet: [www.acb-online.org](http://www.acb-online.org)

#### *4YVdRaVR\ V 3Rj 4` ^ ^ f\_zj 2Tez \_ 8f ZUV+2 De\atSj tDe\va 8f ZUV e` :^ ac` gZ\_X eYV 6\_gZc` \_ ^ V\_eZ\_ J` fc? VZYS` cY` ` U*

This guide includes information on storm drain stenciling, stream cleanups, reforestation and tree care, and more. Contact Metropolitan Washington Council of Governments at (202) 962-3256 or visit [www.mwcog.org](http://www.mwcog.org)

#### *2 4ZkV\_ d9R\_US` ` \ e` 2UUcVd4` \_eR^ Z\_ReVU 4` Rj > Z\_V 5cRZ\_RXV*

EPA developed this guide to familiarize citizens and grassroots groups with the history and chemistry of coal mine drainage (CMD) from abandoned mines. It provides an overview of the step-by-step process of contaminated CMD cleanup and the role that citizens and grassroots groups can play in that process. Ask for publication number EPA 903-K-97-003. EPA documents are available from the National Service Center for Environmental Publications, P.O. Box 42419, Cincinnati, OH 45242-0419. Phone: (800) 490-9198; e-mail: [ncepimal@one.net](mailto:ncepimal@one.net); Internet: [www.epa.gov/ncepimahom](http://www.epa.gov/ncepimahom).

#### *EYV 4JVR\_ H ReVc 2Te+2\_ @h\_Vcd > R\_f Rj*

This small booklet explains crucial sections of the Clean Water Act, points out how to get involved in regulatory decisions, and tells the stories of others who have done so. Contact River Network at (800) 423-6747 or [www.rivernetwork.org](http://www.rivernetwork.org)

#### *4JVR\_ H ReVcZ\_ J` fcH ReVcdYVU+2 4ZkV\_d 8f ZUV e` H ReVcdYVU Ac` e\TeZ` \_*

Using EnviroScape watershed education models, children and adults learn by applying chemicals (drink mix) and loose soil (cocoa) throughout a typical community and then making it "rain" to immediately see the water pollution these activities could cause. Contact EnviroScape, c/o JT&A, Inc., 14524-F Lee Road, Chantilly, VA 20151. Phone: (703) 631-8810; e-mail: [learn@enviroscales.com](mailto:learn@enviroscales.com)

#### *EYV ? ReZ` \_Rj H ReVcdYVU =ZcRj*

The National Watershed Library lists many education and outreach tools for specific audiences like farmers, homeowners, and teachers. Visit [www.ctic.purdue.edu](http://www.ctic.purdue.edu) for more information.



