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Conducting Effective Storm Water Outreach

EPA Watershed Academy and the Office of Wetlands, Oceans, and Watersheds

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Presentation

Alli Gold: Good afternoon, and welcome to today's Webinar, titled Conducting Effective Stormwater Outreach. This webinar is sponsored by the EPA's Watershed Academy and the Office of Wetlands, Oceans, and Watersheds, also known as OWOW.

I am Alli Gold, an ORISE Fellow in EPA's Office of Wetlands, Oceans, and Watersheds. And I will be moderating the Webinar. Thank you, all, for joining us today. We'll start by going over a few housekeeping items. The materials in this webinar have been reviewed by EPA staff for technical accuracy, however, the views of speakers and the speakers' organizations are their own and do not necessarily reflect those of the EPA. Mention of any commercial enterprise, product, or publication does not mean that EPA endorses them.

First, I would like to briefly summarize some of the features of today's webinar. We encourage you to submit questions to our speakers during this webinar. To ask a question simply type it in the questions box and click send. If your control panel is not showing, simply click on the small orange box with the white arrow to expand it. If you have any technical issues you can let us know by entering it in the question box to the right of your screen, and then clicking on the send button. We will do our best to respond to your issue by posting an answer in that questions box.

This webinar will be recorded and archived so that you can access it in a few weeks after today's live presentation. The archived webinar will be posted on EPA's Watershed Academy Webinar page at www.epa.gov/watershedwebcast, one word.

This webinar will showcase EPA's Nonpoint Source Outreach Toolbox, which offers a variety of stormwater, TV, radio and print ads, and other tools for conducting effective stormwater outreach. The webinar will also feature Think Blue Maine. This successful awareness and behavior change outreach effort conducted by the Think Blue Maine partnership included the development and airing of a 30-second public service announcement with red rubber duckies, and the creation of posters, door hangers, and other successful outreach products.

Research survey results showed a marked increase in public understanding and a willingness to take actions to protect water quality. Please be sure to visit thinkblumaine.org and check out some of their successful products.

It is now my pleasure to welcome and introduce our three expert speakers. Our first speaker is Don Waye. Don Waye is the Nonpoint Source Outreach Coordinator with EPA's Office of Wetlands, Oceans, and Watersheds. As Outreach Coordinator for EPA's Nonpoint Source Control Branch Don oversaw the development of the Nonpoint Source NPS Outreach Toolbox and several guides on watershed outreach and stakeholder involvement. Prior to joining EPA Don spent 15 years at a Regional Planning Agency in Virginia, working with numerous local governments on watershed management.

Holly Galavotti, our second speaker, has worked at the Environmental Protection Agency for seven years. She works in the Office of Water, Water Permit Division, on Stormwater Management, and works with regions, states, and municipalities, and other stakeholders on implementing the Stormwater Program. She's the Staff Lead for recent EPA stormwater rulemaking to better protect water bodies from stormwater impacts.

Our third and final speaker is Kathy Hoppe. Kathy is an Environmental Specialist for the Maine Department of Environmental Protection in the Division of Watershed Management. Kathy has been involved in Maine's Nonpoint Source Program for over 20 years and has managed the State Nonpoint Source Outreach efforts and coordinated Section 319 funded projects. For the past eight years she has also been heavily involved in Maine's Municipal Stormwater program, working on minimum control measures one and two, and as a Think Blue Maine partner. Since 1994 Kathy has been integrating social marketing techniques into Maine's outreach efforts.

One final note before we get started with our first speaker, we will try to answer as many questions as possible throughout this webinar. However, due to the high number of participants not all questions will be answered. However, we have posted the speakers' contact information in case you would like to contact them after the webinar. You can find the speakers' contact information at the end of the slide presentation, which is also posted on the Watershed Academy website, again, epa.gov/watershedwebcast, one word.

And now I'm going to send it over to Don Waye, our Nonpoint Source Outreach Coordinator. Don, take it away?

Don Waye: Thank you, Alli. Now, will I be able to – will they be able to see what's on my screen?

Alli Gold: Yes.

Don Waye: Okay, very good. And can everybody see the –

Alli Gold: Yes.

Don Waye: -- the screen? Okay, good. Well, listen, 10 years ago EPA and its state partners operating in a joint workgroup commissioned a study on the effectiveness of nonpoint source outreach. And we relied on a series of focus groups and the study explored attitudes, beliefs, and

perceptions of the public toward nonpoint source pollution, conducted eight sessions across four cities across the U.S.

And about the same time National Geographic conducted its own national poll of attitudes about various environmental issues and revealed that only about 14% had even heard of nonpoint source pollution, and we pretty much confirmed that through our own focus group participants we found the term nonpoint source pollution confusing and non-descriptive.

Also, they indicated the term made them feel there was nothing they could do personally to address the problem. They equated nonpoint with what's the point? Stormwater runoff fared a little bit better as a term, although most respondents viewed themselves as having a passive role with respect to this. They suggested that it might be more effective to use a term that carries the implication of personal water pollution, something that connotes stewardship.

And you can see some of the takeaway quotes from our focus group. The Mother Earth thing doesn't work. A seal or two dying doesn't do it for me. I know it's painful for those of us in our profession to hear that our own society is so desensitized to how we are impacting our environment. As humans we're a schizophrenic lot. We hear how people care about the environment, and I think our society has done, well, an interesting job of scapegoating some corporations and industries, but it's harder to hear it when the finger is pointing right back at us. And all of us are tuned into WIIFM, or what we call what's in it for me?

So accepting this reality and searching for ways to meet this challenge let us smack into the field of social marketing. There are a lot of textbook definitions on social marketing. This one is a pretty good one. Here's an even shorter one – got behavior change, remember the old tagline got milk, well, this might be – it's you're not an effective marketer unless you get somebody to change the choice of how they were doing things in the past, whether it's a consumer purchase or whether it's a lifestyle change or something more modest, like maybe not fertilizing the lawn as much or being careful about how you use fertilizer.

So there are entire textbooks on social marketing, and at best they're worth every penny. The following concept, four concepts come from Peter Mitchell. He's a Social Marketer. He was behind the Youth Antismoking Campaign, known as the Truth Campaign, and who also brought people in the Mid-Atlantic the Save The Crabs, Then Eat Them Campaign to reduce fertilizer runoff on lawns.

And here's the core concept, number one, to sell behavior change there must be a fair exchange. Most people are kind of like your spouse or maybe your cat. They're not going to change unless you offer them something in return. Tip the scales in favor of making the right choice. Make the reason for doing the wrong thing less appealing or if not taking any action is the wrong thing then make that list a feeling and increase the appeal of doing the right thing. Promote the behaviors of making the right choice and overcome the barriers. If the choice is about lawn care behaviors the message might be detox your lawn to protect the kids or even save the crabs, then eat them.

So core concept number two, marketers appeal to the audience's point of view, that's why they don't use the slogan, use the bus, we need the fares.

Core concept number three, make it fun, make it easy, make it popular. Fun, especially when we're talking about dog poop is relative, of course, not spending hours on lawn care, for instance, is more fun and cheaper, by the way, then spending precious weekends implementing a full chemical assault on your lawn. Which is why pictures of people that are relaxing in hammocks is a selling point. If a desired behavior is picking up dog poop, it may be sold as more fun than stepping in it, or drinking contaminated water. So both the drawbacks and the benefits get repositioned.

Easy? Well, easy is the concept of self-efficacy, which is the confidence that your target audience can easily see itself embracing the preferred behavior. It's the idea that, hey, I can personally do this. I can take this on. I'm the captain of my ship, the master of my destiny. You want people to bind to the belief that they can, should, and will take this on.

And, finally, popular – well, what's popular changes over time. In the 1960s it used to be popular or at least common to smoke on airplanes and elevators. Now it's taboo. What changed, well, our social norms changed. We're in the midst of another one right now with pet waste. Once upon a time people rarely picked up after their pets unless they were maybe in a major city. Now it's more common, not just in big cities but also in suburbia, in a growing number of places if you don't pick-up after your pet it's almost like you've violated some unspoken social contract and your neighbors might give you the evil eye. So carrying a bag has become almost a public badge of honor or at least a responsibility.

And more and more municipalities and community associations are seeing the wisdom of supply waste bag dispensers in parkland, dog runs, and common areas. Hey, if you can make picking up dog poop fun, easy, and popular you're really on to something. The (inaudible) partnership is trying, and with more than 100,000 hits on the [Dog Duty] YouTube video, well, that's as close to going viral as it gets in the stormwater outreach community.

So what did we do with the workgroup? Well, we toyed with the idea of developing a national campaign for stormwater but we rejected it for a couple of reasons. First, we heard from experts who told us that we're not likely to be effective with mass media on a national level unless we had a minimum of \$2 million to \$4 million, and that was 10 years ago, so I can only imagine what it is now. It really wasn't in the cards for us in terms of a realistic budget.

Besides, we also struggled with what a national message would be since nonpoint source pollution or storm water runoff is not just a single message, like buckle-up America maybe or don't smoke, or only you can prevent forest fires. Depending on what the local [dragon] forces and issues are it could be something like recycle your motor oil, or maybe take your car to the carwash, or pick-up after your pet, maintain septic systems, detox your lawn – too many messages.

Our desired behavior change outcome would have been diluted. So we chose to develop tools to empower efforts that will make a difference locally on a watershed by watershed basis. Local

groups can choose which tools to use, which pollutants and behaviors to solve for, and which media to use to get the word out. That's why we developed the outreach toolbox.

We also developed a Getting In Step Guide from something that the Council of State Governments produced in 1998 under an EPA grant. And we just released the third edition of the Getting In Step Guide For Connecting Watershed Outreach Campaigns this year. The new edition includes new information on how to use social media that didn't exist in 1998, like Facebook and the like.

The Getting In Step Guide offers advice on how to maximize effectiveness of local public outreach campaigns to protect and restore local water quality. The guide is sort of meant to be a resource that pulls together principles, techniques, and information for effective watershed outreach into a single, user-friendly source.

It was developed with input from federal, state, and local watershed practitioners and social marketing experts. We also have a companion video on DVD that presents four very different examples of what it's like to apply these principles to actual average campaigns from around the country.

We do not intend to use this webcast to go over the entire six-step process, presented in Getting In Step. In fact, we have devoted the entire webcast and training modules and all-day live trainings solely to these six steps. So let me just say that these resources are available to you, including through EPA's watershed Academy, which you can access through www.epa.gov/watershedacademy, all one word.

I really want to emphasize step six, which is done before and after you actually launch your campaign, so you can evaluate the affect of your outreach on the desired behavior change, but more on that a bit later.

So the toolbox is an online compendium of resources, including TV, radio, and print ads, and now we're adding social media, as well, to help organizations develop an effective and targeted outreach campaign. Here's the URL, www.epa.gov/nps/toolbox.

So the idea of the toolbox was not just to fill it up willy-nilly with a bunch of outreach products relating to nonpoint source, but to fill the need to first allow inexperienced folks tasked with doing outreach the opportunity to learn from the Getting In Step Teaching Resources. And, second, to encourage folks to utilize evaluation data that's relevant to their own needs and to gather their own evaluation data as needed. And also, third, to avoid reinventing the product development wheel or at least to minimize the cost of adapting existing outreach products that may be applicable to campaigns in multiple parts of the U.S. Because every dollar that's wasted on developing materials that someone else may have already developed, often with extremely professional results, is a dollar that can't be invested in getting your message seen and, or heard in your target audience.

So the specific purpose of the toolbox' catalog of outreach products is to allow limited average dollars to be stretched farther by investing in the other five steps of the Getting In Step process.

A primary purpose of the catalog is to reduce the cost of step four, which is packaging your message. That's typically the step that many organizations sink most of their budget into. The idea of the toolbox is that you make your average dollars go farther and your outcomes more effective.

And now let's take a look at the toolbox, itself. Here I've called on the web, so we are live, possibly – and let me go back and find out why that link didn't work. And we should be live at this point.

On to the toolbox site, and here's what it looks like, at first blush it's not really much to look at but wait till you take it out for a spin. The old version of the toolbox had this interactive toolbox graphic, that you may recognize if you've visited the toolbox before. It's still there, we were just instructed by our web gurus to not rely on that as the main navigation. It doesn't have all the links but you can click on the Getting In Step resources, tips and help, featured products, and searches, and what-not.

You'll find the complete Getting In Step resources through a few different links here, and here, on this side, as well. You'll find logos, slogans, and mascots. You'll find the surveys and evaluations link, all here on the left side, and links to specific media campaigns from around the country, and also collections of other outreach materials that states have developed.

So if you click on the where you live link, for example, you'll see a map of the United States, which is interactive. State by state, you can click on a particular state. We also have a drop-down choice. You can click on not state specific or any state, at all. And if you click on California, for example, I won't – they have a ton. But some states don't have any in our toolbox, and it may not be an accurate reflection because we're constantly finding material we didn't know about previously, but also we don't just add stuff just because we need something for a particular state. It's got to fit in with the purpose of the toolbox, and it's got to have a reasonable shot at being effective and achieving behavior change in one of our focus areas.

So what are the areas that we've focused on in the toolbox? You can see that under featured products and you can read about it on the main home page, as well. So here they are – motor vehicle care, septic system care, pet care, lawn garden care, household chemical and waste, general stormwater and storm drain awareness.

There's also a section of the toolbox that just lists various media campaigns around the country -- there's 20 for California alone. We call California the land of outreach, but you can still – I mean you can use with permission any of their material for yourself or at least a lot of it. Maine certainly did. We call Maine the land where they benefit from others' larger outreach budget. There's no sense reinventing the wheel if you know of an existing wheel that suits your own purposes, and that's really the whole beauty and point of the toolbox.

In this case I'll click on Maryland and go down to the Chesapeake Club Spring Media Campaign. And you can see the list of products that Social Marketer, Peter Mitchell, whom I mentioned previously, developed for the Chesapeake Bay Program around the Washington, D.C. Metropolitan area and Virginia and Maryland suburbs.

And if I click on Protect The Crab Cake population print ad, it's a billboard here, and it's a special type of billboard. In this case this was used as a subway station poster and on metro buses and subway trains. There, while people are waiting they have time to absorb a bit more of a subtle message that's heavy on the visual.

So if the tagline and visual is confusing at first, the idea is that the eyeballs linger longer, and to make the connection once they read the fine print which says hold-off on the lawn fertilizer until fall before there are no genuine Maryland crab cakes. And you can see the brand they're selling is the Chesapeake Club. They actually created tens of thousands of drink coasters with the Chesapeake Club logo, and they worked with bars and restaurants in their target area to distribute them among patrons.

But perhaps the least sexy and most valuable part of the toolbox is this surveys and evaluation section. Again, you should conduct pre and post campaign evaluations so you can control for the affect of your outreach. And you should also test your message on the sample audience before launching anything big and expensive. And valuation should not be, again, it's the idea of going slow before going fast, and spending the dollars wisely upfront before you sink into the bulk of your budget on something that you really hope will generate the behavior change that you desire.

So evaluation should not be an afterthought for any campaign. It's a vital step to determine its effectiveness. The toolbox actually has the most comprehensive collection of surveys and evaluations, evaluation results for nonpoint source outreach campaigns known to exist. We really beat the bushes to gather as many surveys as possible into this one central location.

And now we'll go to the search page, so you can see the different ways you can search, and what the toolbox holds in its catalog in any particular subject, like you can search for rain gardens or fertilizer. If you type in the word oil you'll not only get hits for recycling and used motor oil that you might expect but also because the letters o-i-l appear in the word soil and even toilet you'll get some extra stuff that you didn't probably expect.

So in this case I'll type in the term devil ducks or probably even just devil might work, we'll see. And, sure enough, I get devil ducks is from the State of Maine, it's a 30-second public service announcement, and so there's a different, a few different ways you can search, and you guys can explore that on your own.

If you click on the find out more, you'll get this popup window. So if you want to adapt the ad for your own use, you can see the contact information and permission information at the click of a mouse. One more click and you're on the thinkblumaine.org website. I won't go there right now.

From the find out more popup screen you can continue to drill-down through the toolbox by clicking on the related media campaigns link and many of the products, the toolbox, are associated with the [RIPA] products that belong in an organized campaign. And here's an example of that. And if you click on the ad, itself, you can actually view it through the toolbox. I won't go there.

There's also, finally, as we wrap-up here a featured product section, which I showed you before but we haven't really explored. These, to make it here they need to be exemplary outreach examples. And most of them are backed up by evaluation data that's demonstrated they're effective with their intended audience, at least for that corner of the nation. They cover the six behavior change categories, I mentioned previously. And I'll go down to the TV ads, in section – in the lawn and garden care section, and I'll jump over the TV ads. You can see the double duck campaign, you can see Peter Mitchell's delicious campaign from Save The Crabs, Then Eat Them.

We really put a lot of thought into the toolbox, and so far it's proven to be a pretty positive experience. Here's an example of some of the level of popularity that we achieved when we first started it in 2007. We had many folks interested, lots of eyeballs on it, and a lot of good ideas. And while it's gone down a little bit since then because people now know about it they refer to it sort of on a continual basis and when they need to. We also collected 18 pages of overwhelmingly positive comments and, actually, I picked a few. So they've really helped the MS4 support community quite a bit. I've removed the names to protect the innocent.

And at this point, Alli, we're going to break for questions?

Alli Gold: Yes, I'm going to ask you a couple questions from the audience. Thank you, first of all, for that excellent presentation, Don. I felt myself holding back a couple of laughs, so I didn't ruin the laugh opportunity for our audience, so thank you.

And our first question from folks is how do I get copies of Getting In Step?

Don Wayne: It's very easy. You can go to the Nonpoint Source Outreach Toolbox page and download copies. It's a PDF, and it's pretty handy. There's actually a working guide, and so the appendix is full of worksheets that are designed to be interactive that you work with and fill-out as you go through your campaign. And we will have some copies printed before too long I imagine, but this version just came out.

And so I don't know if there's any copies of the old version still available, but I can get back on that one. But right now it's only available as a download through the toolbox and through a couple of other pages through EPA's website, as well.

Alli Gold: Okay, great. And another question we got was how are we supposed to use fliers for other states that have state specific logos on them? And that goes with another question about intellectual property rights, can you let us know about the information that's on the toolbox? Is it free for us to use? What are the restrictions for other states?

Don Wayne: Sure, okay. So, for example, let's just pick something we haven't gone to before. Can they see my screen still?

Alli Gold: Yes.

Don Wayne: Okay, so here's one. I have no idea. This is from the State of Mississippi – I'm sorry, Minnesota, it's the Mississippi River, and it's a little ad that used – they've run in magazines and on fliers. You can see the ad right here. What crayon will a child need to color a lake in 20 years? They're concerned about [purification] and nutrients, and that's EPA's major focus, as well. And they give tips.

So if I want to use that how do I find out about it? So I go here to product details or to find out more if it's on a future product, and I showed a screen like this at one point before. And it actually has in this case permission information. In this case it's granted for other organizations or individuals to modify and so on. And here's a contact person, so you can probably get sort of a native file format and make the changes, not just in the PDF but in whatever program they use to create that particular average product.

Alli Gold: That's great. So we can contact that person through the toolbox.

Don Wayne: There's a phone number, sometimes e-mails, as well.

Alli Gold: Excellent, don. Thank you. And I'll give you one last question before we move on to our next speaker. What if the state or local government has a PSA or a print ad that they think should be included in an Nonpoint Source Outreach Toolbox? Are there procedures for getting new products added?

Don Wayne: That's a great question, and we're always looking for more. Sometimes we find out about them through announcements that happen to come our way. Sometimes our contractors find them out for us and send us news that there's new stuff on the scene. Other times we don't – we're not aware of them until we're informed.

Actually, in the toolbox, itself, under one of the tips and frequent questions we get, that's a frequent question that we get. And the answer is they can just shoot me an e-mail and there's an e-mail link right there in the toolbox, and they can let me know about it, they can send me the contact information, I can follow-up with them. And I think also my contact information is included in this presentation, so.

Alli Gold: Yes, absolutely. And you're especially looking for ad efforts or PSA, other things that fit a valuation, correct?

Don Wayne: Exactly.

Alli Gold: Okay, excellent. So thank you for that wonderful presentation and answering all those great questions. Don, we really appreciate it.

Before we move on to the next speaker, I have a couple quick poll questions for the audience. And once you – I'm going to post the questions in a moment, and the audience will be able to see them. And then we'd like you to answer them.

So our first question will be please click on the radio button that describes best who you work for. We have five options for folks. Oh, I haven't launched it yet. I'm sorry, folks. Here we go. And the poll should now be in progress. You should all be seeing the poll. There are now five options. I'm sorry I didn't post that right away. State and federal government, local government, tribal entities, watershed groups, and university folks.

So I can see the stuff polling in. It looks like a lot of people are coming from local governments, which is exciting. About 26%, 27%, it keeps fluctuating, state and federal. Some tribal entities, watershed groups, and a small number of universities.

So thank you for answering all of those questions, and I'm going to close that poll, and I'm going to post our next poll question for folks. Please click on the radio button that best describes how many people are participating at your webinar location today? So here's the question, please answer it?

You'll see sometimes we get big groups of people that are in one room, and we just like to know how many are sitting with you. It looks like most of you are by yourselves. Hopefully, you're enjoying a nice lunch while you're participating in this webinar. And it looks like some of you are in some nice small groups. One percent of you are in groups over six, so I hope you're having a party about stormwater outreach, because we are here at Headquarters all in the room together. I think we broke that number of six.

So, with that, I'm going to move on to our next speaker, Holly, and, Holly, I hope you can take it away?

Holly Galavotti: Great. Thank you.

Don Wayne: Alli, you need to close the poll.

Holly Galavotti: Hi, and my name is Holly.

Alli Gold: I'm so sorry. Sorry, audience. Here we go – Holly, take it away?

Holly Galavotti: Great. Thank you. Hi, my name is Holly Galavotti, and I work in the Water Permits Division here at EPA Headquarters. We work closely with the stormwater coordinators at EPA regions and states and municipalities who implement the Stormwater Program. Today I would like to give some background about EPA's Stormwater Program and how public education is an important part of that program.

So, first, a quick overview of EPA's current program. Under the Clean Water Act EPA currently regulates certain industrial, construction, and municipal stormwater discharges through our NPDES Permit Program in order to reduce pollutants going to local waters. Today we're going to focus on the municipal part of our program.

In the municipal program EPA regulates those discharges from municipal separate storm sewer systems, or MS4s for short, in cities and other areas across the U.S. An MS4 is defined as a

publicly owned conveyance of stormwater. MS4, shown in the picture here, is a common example of a system in which stormwaters conveyed through a system of curved city streets and alleys, to storm drains and pipes, and ultimately discharged to a local stream, river, lake, or ocean. EPA requires the Stormwater Program to be implemented in larger cities across the U.S., those greater than 100,000, and those cities in urbanized area, and this urbanized areas is set by the census.

So how can you tell if your city is required to implement the Stormwater Program? Here is a map which shows those areas, and they're in green on this map, that are required by EPA to implement a Stormwater Program. So these are the cities that are greater than 100,000 or those that are in the urbanized area that is census definition. The census updates its definition every 10 years, so in that case the places that implement the Stormwater Program are also updated every 10 years. So just a quick note that this map shows where we implement the municipal program, whereas the industrial and construction program applies to a greater area.

The MS4 program is primarily implemented through general and PDS permit. The state writes one permit for those cities in the urbanized area, and then the city applies for coverage under that permit. In four states EPA writes those general permits. I must note that larger cities, those generally greater than 100,000 and in many cases have their own individual permit, so the state writes that permit for that city.

The general permit requires the city to implement a stormwater management program that focuses on six minimum control measures. Those are public education and outreach, public participation, [elicit] discharge detection, and elimination program, construction program, post-construction program, and, finally, pollution prevention, good housekeeping, and street sweeping.

Today we're going to focus on public education and outreach part of the MS4 program. The goal of the education part of the Stormwater Program is to make the public and community aware of activities in that municipality that increased pollutants to local streams and rivers. Many of these activities are those that Don mentioned earlier – over fertilization of the lawn, littering in the street, and proper disposal of car fluid recycling, soot from car washing, improper use of pesticides, improper septic system maintenance, lack of disposal of pet waste, and illegal dumping into the storm drain are activities that could occur in the municipality that could increase the pollution in the local water bodies.

The most important part of the stormwater education program is to inform people of how these activities lead to pollution in local streams and rivers and lakes, making that link between activity and pollution is critical.

Recording the outcome of cleanup activities and other public education activities is an important education tool for the city and for the citizens to measure the progress a city is making. The city, the regulated MS4 is required to report the progress of their education program and enter a report to the state or EPA in those four specific states.

So we've provided some examples here of some results that certain cities have reported. So, for example, in [Waynesville], Missouri there's report of the pounds of trash removed from volunteer cleanup activities, and that's quite some progress there.

In Hamilton, Ohio, there was a campaign done to label storm drains to inform the public of where stormwater discharges end up. These results can be very effective to help a community make the link between behavior and water pollution so that ultimately behaviors can change, leading to cleaning waters.

Surveys, as Don mentioned, can be an effective tool to measure the effectiveness of a public education campaign. So here's some examples. Here's Hanover, Virginia has not only led an effective clean streets program, where they've removed 170 tons of material through street sweeping, cleaning, but it's also measured the increase in public perception about the cleanliness of the county.

Salt Lake County, Utah used a survey to gauge the understanding of its communities about how stormwater is discharged to water bodies through the MS4 system with little treatment. Over half the citizens were misinformed that stormwater was treated at the wastewater treatment plant, which is not the case in many MS4s. This information can help a county focus and specialize its education campaign to focus on keeping a community clean. They also found that their education campaign was most effectively reaching people through TV ads.

As Don mentioned, sharing education materials amongst cities have been a great tool to get cities started on their public education campaign. These tools can be a great starter or supplement to cities developing specific materials that are targeted to specific pollution issues in their city.

Many MS4s are familiar with and have aired EPA's After The Storm video, which helped them meet their stormwater outreach requirements. This was a joint product developed by EPA and the weather channel. Today we'd like to point you to a new DVD that has not only After The Storm, but three other additional stormwater education videos. And those include Reduced Runoffs, Slow It Down, Spread It Out, Soak It In. a video about Washington, D.C.'s River Smart Home program for homeowners, which I'm personally a big advocate and a part of that campaign here in D.C. And, lastly, Building Green, a Success Story in Philadelphia.

So these are some examples of how public education fits into the MS4 federal program and some examples of effective campaigns people have used. Thanks so much, and I welcome any questions.

Alli Gold: Yes, thank you, Holly, for that wonderful presentation. And we had a couple of questions here from the audience that I'd like to ask you, if that's okay? The first question is can you touch on the importance of educating local decision makers and the importance of these outreach tools in these communities, maybe one or two specific examples?

Holly Galavotti: Sure. I think that education for everyone in the community is very important, so activities that the general public is carrying out and making that link between how that can

impact their local water bodies is important. And also the decision makers in that community that can be an example.

Some examples, I'm trying to think of examples off the top of my head, but we recently went out and did a tour of some Stormwater Programs across the country, and I think that those – some great activities have come out of the public utility departments and cities. And really gotten the citizens engaged and got children involved, in not only stenciling the storm drain but stenciling a large area in the intersection to show that all the water flowing from that road was going into that storm drain. So they had done this huge art project where they not only stenciled this storm drain but the whole area. It was quite impressive, and the kids were really engaged.

Alli Gold: That's awesome. Well, thank you for sharing that. And many folks, our audience, may know that EPA is working on a stormwater rule, can you just give us a brief summary of what the status of that is?

Holly Galavotti: Sure, that's something that I'm very active in right now is putting out a proposal that can make some positive changes to our Stormwater Program, it mostly focuses on the post-construction part of the program that I was mentioning earlier. And we are working on that proposal. We've done a lot of early outreach on the rulemaking and have gotten a lot of public input. And we – our schedule is to put out a proposal for that rule in December in which – after a proposal comes out will be a public comment period. And we look forward to lots of comments.

Alli Gold: Great. Well, Thank you, Holly. Thank you for your wonderful presentation. We appreciate you joining us today.

And before we – I guess now we're going to move on to Kathy Hoppe in Maine. And, Kathy, are you ready to take it away?

Kathy Hoppe: I sure am.

Alli Gold: Okay, great. You just have to press the play button on your screen. Yes, you've got it, Kathy. Thank you.

Kathy Hoppe: Thank you.

Alli Gold: No problem.

Kathy Hoppe: Well, I'm going to tell you guys a story about how collaboration research and strategic planning helped Maine be what we think is pretty successful in the Think Blue Maine partnership. And like most stories we have to start at the beginning, and I and some others in the Department weren't working in the Stormwater Program. Maine wasn't even involved in the Stormwater Program. I was in the Nonpoint Source Program, and we have some people who are working in the Lakes Program.

And when the Stormwater Program came and we got a look at minimum control measure one and two we realized that we had some new partners who were going to be working locally on some of the same issues we had been working on.

To the general public stormwater pollution and nonpoint source are the same thing, it's what when it rains what gets carried off. So we thought we've got some new people to work with. So we got involved in actually developing our first five-year stormwater permit.

Alli Gold: Kathy, I hate to interrupt you – do you mind speaking up just a little bit?

Kathy Hoppe: I sure will try.

Alli Gold: Thank you. Sorry.

Kathy Hoppe: That's okay. So in the first five-year permit we used the stakeholder process, and its goal – we decided the goal together was going to be behavior change. We weren't going to count success based on, oh, we mailed out a thousand brochures. Our goal was to change people's behavior so we could protect and improve the water quality in Maine.

And our second-year five-year permit we added that our requirement was going to be to write an awareness and a behavior change plan. Looking around we decided we couldn't work alone, we've got municipalities with a size population of 63,000 and we also have communities with only 2,000 people. And if you look at the demographics of where the communities were located in Maine they're basically clustered in four areas, all in the southern part of the state.

So the municipalities decided they were going to all work together where they could on those six minimum control measures, and in some areas they were going to work as clusters, and others they'd take on the minimum control measures individually.

As part of the Stormwater Program there are some nested entities that get drug into this program, like universities, federal facilities, their turnpike and the interstate. They also decided they didn't want to go it alone and joined in on this cooperation.

Like some of the DEP staff, cooperative extension in the Federal Water Conservation District, and some of the nongovernmental organizations in the State realized that there were more people now working on some of the same topics they were.

So we all decided to work together, but work together to do what? We had to know where we were starting from. So we started out by doing focus groups. We hired a market research company to do some focus groups on stormwater. One of the things we learned from the focus groups was that there's really a need for basic awareness. And Don found this, also, in the national survey that was 10 years old.

The other thing we wanted to do is figure out what kind of tone and message we should be using. So our consultant pulled three different public service announcements out of Don's toolbox and showed it to our focus groups. We weren't necessarily planning to do a public service

announcement but we wanted to get an idea of what the tone and message should be when we were dealing with our target audience.

Much to our surprise the San Diego ad not only played well, you know, it was not only the right tone and the right message, it played really well with our focus groups. And the consultant wound-up saying, you know, you really should try to run this ad. So San Diego was kind enough to loan us their ad, let us do a voiceover, and it has been very successful in Maine, and this is certainly a place where we can save some money.

We also needed some more data, and so we developed our own little municipal employee survey. So we developed the survey, we had a captive audience, the municipal employees passed it out, they collected it back, and we had some data on what people do and think about stormwater. We also were lucky enough to partner with EPA and bring [TetraTech] getting into that workshop to our stormwater communities at the very beginning of the first general permit.

So we're going to work together, save money, have a common message, make this effort appear bigger than it is. But there's no way we can name all 28 municipalities and their other partners on the back of a brochure or at the end of a public service announcement. We needed to create a common identity. We created the Think Blue Maine partnership, developed a website and, again, we partnered with some students at Southern Maine University, and DEP hosted the site. DEP also paid for the voiceover with the San Diego ad.

But together we all worked together to raise the money to air the ad, but we needed a common fiscal agent. Somebody had to collect all the money and do one contract with a media buyer. And Cumberland County Soil and Water Conservation District stepped up and helped us all out.

I wanted to give you a graphic of how the stormwater communities fall in Maine. You can see they're clustered in four areas, most of the State is not covered, yet we're trying to do some of this at the Statewide level but local efforts, like storm drain sampling, point of sale are only happening in the clusters.

As I've said, we really have been lucky with our partners. Everybody has taken on a piece that fit their goal or their abilities to be involved. The International Guard, which has its limits on what it can do as a federal agency, was able to buy the rubber ducks with the Think Blue Maine logo on it as handouts at various booths.

A number of groups between the [Brewer] Wastewater Treatment Plant and the Cumberland County Soil and Water Conservation District treated displays that could be used at various events. The Eagle Scouts got involved and storm drain stenciled in some communities, and the Public Works Department noticed that since they have to label these [out falls] anyway as part of their permit requirement why not put the duck on it? And the Cumberland County District developed fact sheets. These are just some of the examples. Everybody is doing their part and working together and sharing materials.

So how did we do with our first effort? Well, we used the Statewide phone survey. We did a pre-survey. We've done a post-survey. And we've repeated the survey a number of other times

since 2004 to evaluate our progress. Our most recent survey that included the first ducky ad was done in 2006. And when you ask a top of the mind question, which is catching people off guard, have you seen or heard anything about water pollution in the last 30 days, 52% of Mainers said yes. When we used a follow-up question, what have you seen or heard? Fifty percent correctly identified our ad. When we used an aided question, which is giving them a prop, have you seen or heard anything with rubber ducks, accumulating and flowing downstream, 73% said, yes, they had.

So the second five-year permit had that requirement for both awareness planning and a behavior change plan. Again, in a collaborative effort all of the regulated entities under the State Stormwater Program decided to work on one awareness plan. The clusters individually took on the behavior change plan.

The two largest clusters in the State of Maine, the ones around Portland and Bangor, chose to pick lawn care as their effort to change someone's behavior. And they decided to focus on the do-it-yourselfers. That's the largest group here in Maine. We found that only 27% of people fertilize their lawn, and of those who use fertilizers once or more a year 78% are do-it-yourselfers. When we brought in and coaxed on lawn care, hey, we've got some more partners, the P3 effort here in Maine, yard scaping, lake smart, we had some more partners to work with and made this effort even bigger.

I think it's important to look at in these plans that we had specific objectives that identified who our target audience was. We focused on the 35 to 55-year-olds in the MS4s and homeowners. And we wanted to measure the impact, were we making a difference? And our goal is to raise the understanding that water does run-off their property, that it carries pollutants, and it winds-up in our waters. So as we measure with the phone surveys we're going to be checking back to see if we're succeeding at doing that.

In the awareness and behavior change plan we identified specific tools that they were going to use. We did look at the toolbox to see what was out there. We wound-up developing many of our own and different groups developed them, between cooperative extension, some of the County Soil and Water Conservation Districts, and DEP. And here's a few examples, and at the bottom I've put web links where you can find even more.

Okay, so we're going to focus on lawn care. We need some more information in order to be successful again, so we again turned to focus groups and a market research company. We found that having lawns that were safe for kids and pets was a priority with our target audience. We also did a phone survey with some questions about lawn care.

And because our partnership included cooperative extensions we had on-the-ground or I should say firsthand knowledge of a New England Cooperative Extension lawn care project that has a plethora of social marketing research. It's very specific information and it's worth pursuing, especially if you're in New England, but you could look at it and get an idea of what you could do in your community if you wanted to get a lot of really good research.

We also were lucky enough to work with a grad student on norming message research. And norming messages is something new for me, so I think I need to probably explain that a little bit. It's an approach that predicts that campaign messages providing true normative information about widely misperceived behaviors will reduce the gap between distorted perceptions versus actual perceptions and, consequently, will reduce behaviors based on the exaggerated norms.

The best example I can think of is the healthcare industry has been really pursuing this along with colleges, and there's a perceived norm that almost everybody is drinking on college campuses, when the reality is it's much lower than that. So universities have been using norming messages to try to change behavior of their college students. We were lucky enough to have some of that research done, and if you look at the graphic to your right, at the top you'll see a norming message included.

We also hit free research. If you go on the internet you can find stuff, some of the other MS4s, the Chesapeake Bay, and others have been doing lawn care research, so we looked at those. They might not be specific to your site but they can give you some clues.

And being in Maine and Yankees we do things on our own. And so we did some message testing on the cheap. The Cumberland County Soil and Water Conservation District developed a number of posters all similar to the one you see on the right, the [follow is low], changing the text a little bit in a different one, we took these examples to our book club, to the child's dance class while the mothers or parents are sitting around waiting for the class to end to pick-up their kid, the high school basketball games, and asked people what they felt about these ads.

And we, one of the things we learned and the arrow is pointing to it, is the word us. We tried using your, we tried using us, and a few others, and people responded best to this text part of this poster when we used the word us. It didn't cost us anything to do this research, but we think it's helped us be more successful.

So after realizing that, the first ad was aired in 2004, we had run it about five times in that period, up until 2010. We have a new focus on lawn care, and the original lawn care in the original ad, and we had evaluation data that the ad was working, we felt it was time to develop a new ad. So we went and raised about \$30,000 from various sources. Came up with a Steering Committee, representatives of both cooperative extensions, the stormwater entities, and some of our other partners to help design and come up with this new ad.

We started with a request for proposals. We were surprised at the number of proposals we received, and they were from all over the country. After reviewing them, we talked to the consultant we chose, and they asked us do we have to design an ad with the duck? And we responded back, no, you don't have to, but here's all the data we've collected, read through it, and come back and tell us if we have to use the duck. We think we do by this data, but you're the experts.

They came back and said you're stuck with the duck. So they developed a few storyboards, that included the duck in various scripts, and we worked on it for weeks, trying to get it just right, looking at our research data from focus groups to make sure we included kids and pets, the

norming research that said most of your neighbors don't use lawn care products, and also trying to be accurate. And just struggling over whether we say lawn chemicals or pesticides and fertilizer. So it took us quite awhile to come up with an acceptable script and storyboard.

Then came the filming. It's much more complicated than I ever realized. I was very naive. Just simply finding a ditch that looked like the right ditch and bringing in the water to make the ducks flow right, and finding the house that looked like it should for our target audience took some time. And luckily our partners helped us out all along the way. We had to pick a voice, and we had to pick music, and we had to not forget about closed captioning.

So now we have our duck ad. You can create something kind of like if they build it will they play. In this case if we created the duck ad was it a risk we were taking to get it on the air. We already knew because in the awareness plan it was part of their permit, the municipalities had identified during certain permit years they were going to run an ad. They had hoped to get a new one, but if it wasn't a new one they were going to run the old one.

So now we had a new ad. The Cumberland County District again was kind enough to step forward and be the physical agent. They did the contracts for the media buy, and we specified who our target audience was. And the Think Blue Maine partners raised about \$80,000 for a three-week staggered buy here in the State of Maine. And it staggered because spring comes about four weeks earlier in Southern Maine than it does in Northern Maine.

The Portland communities, which is about 13 of them, liked the ad enough that they went and bought a fourth week just in their area.

So evaluation, how did we do? Well, the Bangor Area stormwater group were again lucky. They worked with a University of Maine Ph.D. candidate to do an intercept survey this past spring. It was finished up in July of this summer. When asked have you heard or read any advertisement about water pollution – 48% said they had. When she asked the follow-up question, what have you heard – people correctly identified the message in our ad. And many people also included mentioning the ducks.

When asked if they had heard anything locally, 54% had, but when we asked them what have they seen or heard, again, they correctly identified activities that were happening in their community for the Stormwater Program. So writing something like I heard Alan talk about stormwater at a meeting, for us that means Alan from the town of [Easy] as their stormwater Coordinator. So people were really identifying locally with what was going on. In the intercept survey when the researcher asked have you seen or heard anything with rubber duck, an aided question, 59% of the people recalled seeing the ad.

We also did more evaluation. We did a statewide phone survey because, again, this was – the intercept survey was just around the City of Bangor, it didn't include the whole State. So we brought questions again on a Statewide survey. And I have to say we do this on the cheap, also. There's a research firm here in Maine that four times a year they do what they call the [Omnibus] survey. They take questions from a number of groups and they combine them into one survey and use – make the call. This way we all share the expense of doing the survey. What Nikki or whoever else does is going to go out and their survey, their phone survey is just going to be for

them and about them. In this case somebody could be asking a question about forestry one minute and a water pollution question the next.

So we're stuck with the time scale that they do their surveys on. Our ads ran in March and April. The phone survey that we got in on was asked in July. So when they asked the top of the mind question, do you recall seeing an ad about water pollution, 34% said yes. When followed up with a specific question, what have you seen or heard, 70% specifically recalled off the top of their mind the Think Blue Maine ad.

Some of the examples of what we heard that they saw, again, they correctly described the message that we were trying to get across. And notice the pet waste comment there. And here's a few other examples of what they said off the top of their mind the ad was about.

Now the interesting thing is we got a lot of dog poop and cigarette butts in some of our verbatim responses. The reality is the last time the ad with those two images was run was August of 2009, two years since this survey, two years since the ad had run. So we could tell that people still remembered the original ad and they had pieced together that this was a common effort, and they've linked the runoff of lawn products in with cigarettes and pet waste.

And then you get some that surprise you. They're always good for a laugh and worth reading, these verbatim responses. So when asked an aided question, how many of you people recall seeing an ad with rubber ducks, 65% of the people recalled seeing the ad.

And I have to acknowledge that we were contacted by the lawn care industry that they felt the use of the red duck may have cast a negative light on their industry, which is never our intent. In retrospect, even though the lawn care industry was not our target audience, including them in the Steering Committee may have prevented some ruffled feathers.

But we did hit our target audience by having that phone survey data. We know that we hit the more educated and the age group that we were looking for, which meant our ad resonated with the people who saw it in the media buy with times and the right shows for our audience to see it.

So the keys to this story was that we collaborated whenever and wherever possible. I was amazed at how many people and organizations in the State were working to get the same message we were out, with slight differences. Now we're all pretty much getting out the same message and sharing materials, and each one is doing their part. We're collaborating. There's plenty of pie out there and the more people involved the more we can get done.

One of the other keys to this was that we identified our target audience. We have a specific goal, we can go back to it and measure and seeing if we are successful, and it's impact related. We've done our research. We've tested and piloted and evaluated. And I highly recommend those so that when you end your story, which ours is not yet all written, it will be a successful one.

So, Alli, do we have some questions?

Alli Gold: Yes, we do. Thank you, Kathy, first of all, for a wonderful presentation. And I know I learned a lot, so I'm looking forward to asking you these questions. The first question we have is other than surveys what are some other effective ways to measure success?

Kathy Hoppe: If you want to measure behavior change, actual observation is probably the best. And [Doug McKenzie Moore] has done a number of that, and so he's a good source for research on that. We have been looking at the best we can the sales of lawn care products in stores. One of the efforts specifically focuses on point of sale with information in the stores, because we're dealing with do-it-yourselfers, and then asking the stores for their feedback. So those are some. I believe there are suggestions in the Getting In Step. There was in the previous edition. I have not seen the new one.

Alli Gold: Okay, great. Thank you, Holly – or Kathy, excuse me – two names that end with Y. actually, I just realized all of our speakers have Y's in their names.

Kathy Hoppe: Don doesn't.

Alli Gold: Don has Y in Waye, so there we go.

I have another quick question for you, Kathy. Many of the outreach pieces try to create responsibility for a local water body, helping people to really connect with a local water body, like Friends of the Bay or Friends of the [Falling] Creek. And, unfortunately, for one of our questioners, unfortunately, there are not any rivers or bays that are visible in their community. Lots of small tributaries or creeks, but the river is miles and miles away from the center of town. And many citizens never see it. Any ideas on how to help create ownership for the local community and protect water quality in this situation?

Kathy Hoppe: Well, I know what some of the local communities here in Maine have been doing is when they do the storm drain stenciling project they have included door hangers and they've individualized the door hangers for each neighborhood. So on the door hanger there's the standard message but there's also a map that changes depending on what neighborhood they're in, and let's them know where the water on their street drains to. And so there's a map, it's an aerial view, with their house and where the water goes. So they're letting people know that while they can't see the water body this is where it's going.

Alli Gold: Great, excellent, that's an excellent idea and helps create that visual.

My next question for you, Kathy, is any recommendations on how to get University support of students and, or faculty? You mentioned a couple times that you got support from some local institutions – any recommendations for other states who are trying to do the same?

Kathy Hoppe: If the University is in the regulated area, part of the MS4, then they have to – they also fall into the stormwater permitting process. So bringing them – so they're busy doing their six minimum control measures, too. Bringing them in as part of the partnership so that they're part of the bigger effort gives you one avenue into access faculty and University resources that we've used. We've also paid attention to announcements, or I should say requests, for project

proposals when there's some research grant available and tried to suggest projects that would help us.

Alli Gold: That's great. Thank you, Kathy. If it's okay with you, I'm going to open it up to all three speakers, and I have questions for everybody. And I'll identify which speaker I'm going to ask the question to, but if any of you feel moved to speak please feel free to also answer the question, and then we can start a little dialogue here in the last 15 minutes of the webinar.

So the next question I'm going to ask is for Don – any resources or tools for public schools and education institutions?

Don Wayne: Sure. There are plenty. That's a great question. You won't find a lot in the outreach toolbox, that was not our particular focus. There's – there are – there's groups, like Project Wet, I know there are many others and a lot of states rely on them. I think Arizona, Hawaii, South Carolina are leading examples, and you can probably find their contact information through a toolbox or through other means. That really was not a focus of our toolbox, and there was some interest in expanding our toolbox in that direction, but it really opens it up to quite a panoply of different products out there.

Alli Gold: Okay, great. Well, thank you for directing us to those resources, and I'm sure our audience members may contact you. And I'm at this time going to also direct folks' attention to the slide that's up on your screen. It does have our speakers' contact information, so if for some reason we don't get to one of the questions you asked please feel free to e-mail any of our speakers. I have a feeling when they get back to their desks they're going to have e-mails from all of you, so we appreciate that.

My next question is for Holly – how is pounds of trash or debris an important measure of program effectiveness?

Holly Galavotti: Great. Thanks. I think we can talk about three levels of measuring is a program effective and is the money being spent wisely in making gains through this public education, through the Stormwater Program.

So we talked about one of the measures of effectiveness is the level of activity, so what is the community doing to promote public education, so how many ads, how often are they run, the number of cleanups that are done, and getting the public involved, storm drains that are stenciled. These are examples of measures of program effectiveness describing the level of activity.

I think we also talked today about level of behavior changed – is your program changing public behavior? And we can find these things out through surveys and some of the other measures that we talked about. But I think it's also important to measure level of environmental improvement. And that can be difficult in programmatic activities, such as public education, but it's really important to know is this public education program resulting in environmental improvement.

And one way we can do that is by looking at pounds of trash removed or pounds of sediment removed so we know that through this program and pounds of trash moved through the cleanups

we can see that by doing these activities we protected the local stream from these pollutants. So that's why I mentioned that, to think about that third level of effectiveness of environmental improvement.

Alli Gold: Great, and, Don, do you want to add to that?

Don Wayne: Yes, if I could a bit, because I want to sort of provide a sort of a step back, sort of a bird's eye view perspective here. And somebody else had also asked a question about are there other ways to measure effectiveness. And there's really a continuum here from awareness that there's even an issue to interest, personal interest by the target audience. Then to turn that interest into the next step, which is action. And then sort of what seems to be the Holy Grail in our profession, in-stream results.

So you can measure the effectiveness of your campaign depending on where your audience is in that continuum, and you can do them sort of simultaneously as you broaden, as you expand your audience. So you can sort of hook them in as you go. And so web hits might be a perfectly acceptable way of measuring interest, for example, and there are other –

Alli Gold: Initial kind of thing.

Don Wayne: Yes, and there are other web analytics, and actually what's sort of replacing that is using social media. We heard an excellent presentation yesterday by the Northern Virginia Clean Water partners, where they looked at how many people sort of hit the click-through ad – clicked through on little ticklers that popped up on their Facebook page, on the right-hand column, through Google searches, and they put ads out there and they attracted interest, and they followed up through blogs, and there are all kinds of ways to measure how that interest translates into action. And so it's not a one size fits all.

But really what we'd like to get to is sort of dollars expended in our outreach program to pounds of pollutant removed, and that seems to be the Holy Grail but that's really what we're talking about in terms of ultimate effectiveness.

Alli Gold: Yes, absolutely. I'm going to ask you a follow-up question to what you just said – we know that TV advertising can be very effective but it's also very expensive. Do you want to talk a little bit about how some social media tools can be used now to do some of the same things that a TV ad would do?

Don Wayne: This is a whole area that didn't even exist in any real way five years ago. So a lot of it is we're figuring out as we go. And that was a major focus of yesterday's webcast, which hopefully we'll be able to get some people information on how they can get more information.

But, for instance, the Dog Duty ad, that I mentioned in trying to be fun and popular, that went viral and it went viral within the local Puget Sound region, primarily. They spent about \$24,000 on that ad, maybe it was \$27,000 on that ad, and they got a tremendous bang for their buck versus – and there were no distribution costs, whatsoever.

Alli Gold: But they just did it on YouTube.

Don Wayne: On YouTube, and then it wasn't just about creating it and pushing it on YouTube, then they had to publicize it, and they had sort of active staff who looked for ways to get that out there. And so, you know, one person forwards it on to their network, and people within their network forwarded it on, and the next thing you know it's gone viral, and there's interest, and then there's sort of created media interest around that. And it sort of snowballs.

Alli Gold: So social media can be used maybe to help spread the word, once the product is created.

Don Wayne: Right, and people can get excited about the campaign and feel like they're part of something larger than just their own selves or their own isolated actions.

Alli Gold: That's great, excellent. I'm going to ask – Kathy to start, do you have anything you wanted to add to that before I ask another question?

Kathy Hoppe: I was just going to add that it's great to count hits and everything and something goes viral, and that means people saw it. And that's a great first measurement of what's going on, but then somehow following it up, like as Don was talking about, like the continuum, did they get the message you wanted out of that viral ad, in this case the Dog Duty. And then the behavior changed. And so far Maine has not gotten into actually measuring behavior change other than self-reported behavior change.

If you go to the toolbox you'll find some of our focus groups and phone surveys, and you'll see we did ask a question, have they changed their behavior and we list the specific behavior, whether it's picking up pet waste or lawn care. And that's self-reporting, and I don't know how accurate those numbers are, but they're better than nothing, and then ultimately it's the water quality issue. Thank you for including me.

Alli Gold: Yes, no problem. And, Kathy, actually while I have you, I'm going to ask you another quick question. Someone from the audience wanted to know how was the target population -- I guess I think it was 35 to 55 – how was that chosen?

Kathy Hoppe: Actually from some research we had done, and we had read some others that that is the group that is most likely to actually change our behavior, and we also wanted homeowners, so we're more likely to get homeowners in that population. And people also aren't set in their ways and they're more receptive to our message, so that's how we picked that age group and that demographic.

Alli Gold: Great. And I'm going to bring up something that was asked by one of our audience members – one person asked about materials being available in Spanish? Someone from EPA here in the room just passed me a note that Long Island Sound National [Estuary] Program has a lot of materials that are available in Spanish, if folks are looking for that. In addition, the reduced runoff DVD that Holly mentioned, there is a Spanish available version online, so.

Don Wayne: Alli, there's also a lot of Spanish material inside the toolbox, itself, and it will be so marked. And I would say California probably comes to mind primarily.

Alli Gold: Okay, great. Well, thank you. I'm learning all kinds of things today.

And before – let's see how much time we have, but before we do that I want to remind everybody that we have a really exciting Watershed Academy webcast coming up in just about a month, on November 30th. It will be on the Nitrogen and Phosphorous Pollution Data Access Tool that EPA OWOW recently released. So please mark your calendars with this date, and we look forward to having another webinar webcast with you then.

In addition, I'm going to ask a couple more questions, but please feel free to download the certificate, which is available here. There's a link. And there will also be a survey available when you close your go-to-webinar, when you press exit you will not get rid of us, we will pop-up on your screen with the survey, and we would like you to fill that out. We take your feedback very seriously, and it helps us develop our future webcasts, so please make sure you fill that out. We greatly appreciate it. And, as Kathy and Don have mentioned, those surveys and evaluations in our outreach are very important, so we ask you to model that great behavior.

So I'm going to ask one more quick question – Don, will you be adding low impact development outreach to the toolbox or is it already there?

Don Wayne: Well, I mean to the extent – that's a great question, by the way because that's a really growing area and becoming more popular – to the extent that they exist, those materials exist, great. A lot of the low impact development outreach is more focused on municipal officials, so I know that the National NEMO program, the local State NEMO programs – NEMO is Nonpoint Education for Municipal Officials, do a lot of that already.

And you can't really necessarily do that in sort of the mass media or other tools that we've talked about today. We do have a lot of rain garden brochures in there, a lot of good examples from all over the country, and rain garden is sort of customized to local or regional climates. So it's an area that we think is right for outreach but we're not sure that the types of stuff we feature in the toolbox may not necessarily be the best place for them, but they are out there.

Alli Gold: Great, and I would also tell people we have LID stuff on the EPA web page, so if you're looking for that those resources are available, if they're not even in the toolbox they're other places, right?

Don Wayne: Right, oh, absolutely. And I think the DVD that we discussed today, the what is it – Soak It In?

Alli Gold: The [Is Runoff], yes.

Don Wayne: Yes, that one.

Alli Gold: Run It Out, Soak It In.

Don Waye: And, yes.

Alli Gold: I'm missing a third.

Don Waye: Yes, we are. So, but that particular one, that's been really popular on local cable access TV. We have the app to the storm video that sort of serves as a primer for that, and then we have the follow-up videos that are – I think it's like seven minutes long, seven to nine minutes long for each one, that highlight what has actually worked through efforts from other municipalities, like Philadelphia and Washington, D.C. So I guess it's called [Previous Runoffs,] Slow It Down, Spread It Out, and Soak It In.

Alli Gold: All right. And I think with that I'm going to close-out the webcast. I first want to thank our wonderful speakers for doing a great job today providing us with excellent information and resources. And I have a feeling the audience members will be contacting you for additional information because I think this is such an important issue that folks want to be involved in.

And I'd like to thank our audience for participating. And I know you're all going to fill-out that survey for me, so thank you so much. And we look forward to seeing you next month on November 30th for our webcast on the access tool. Thanks so much, and have a great day.