

## ◆ GENERAL PUBLIC/RESIDENTS ◆

### Situation Analysis Overview

Cities within the County of Los Angeles and the unincorporated area encompass nearly 10 million people whose socioeconomic levels vary from great wealth to poverty, and who collectively speak more than 90 languages/dialects. It is important that the education program make an impression on as many of these people as possible and that they understand the actions of **each individual person does make a difference.**

Unfortunately, there is no simple solution, no single action, no easy “fix” to prevent storm water pollution. A combination of efforts – education, technology, partnerships with business and industry – will be necessary to meet our goals.

The problem is complex from both an action and result standpoint. Storm water carries nonpoint source pollutants from different and unidentified sources and flow rates can fluctuate from thousands to billions of gallons in a short time. The education program and prevention solutions must take into account the impact of these many sources of pollution.

### **From Awareness to Behavior Change**

The ongoing storm water public education programs in the County of Los Angeles have heightened *awareness* of the problem among media, influential businesses and government leaders, and certain segments of the general public. These programs have laid a foundation to make the transition from basic education to a call-to-action that motivates and allows for behavior changes. As outlined in the first section, one of the greatest challenges to the program will be to measure behavior changes that actually reduce storm water pollution.

### **Regional Considerations**

With many issues within the 4,070-square miles of the County of Los Angeles being regional in nature, the Permit defines six Watershed Management Areas (WMAs) and calls for the cities within these WMAs to work collaboratively to address education and outreach efforts countywide as well as in their watershed. Currently, many cities have widely differing goals and resources and it is a challenge to forge the cooperative partnerships necessary for Co-permittees to work collaboratively beyond their jurisdictions for the benefit of the entire watershed, and the entire County.

The term “watershed management area” is not part of the general public vocabulary and research has indicated that educating the public about simple everyday actions to enable behavior changes is a more efficient use of funds than educating them on WMAs. This is even more true for the County of Los Angeles which must address six different WMAs -- many of which are concrete channels, not bucolic creeks or rivers.

Given the need to change specific behaviors in order to improve water quality, the Principal Permittee shall provide guidance to Co-permittees to develop outreach programs that focus on the watershed-specific pollutants listed in the current Permit in Part 4, Section B1.d. The Principal Permittee will address region-wide pollutants in mass media outreach efforts.

## **What the General Public Knows or Believes**

Based on the Resident Population Final Evaluation conducted in October 2001 for the County by Pelegrin Research Group, the Campaign that ended in 2001 achieved several important milestones including:

- ◆ A significant impact on residents specifically targeted with the campaign messages **Neat Neighbors** found the campaign messages more meaningful, thought-provoking, enlightening and motivating than did other segments.  
**Fix It Foul-Ups** were more likely to remember that the campaign mentioned fertilizers as a harmful pollutant.  
**Fix It Foul-Ups** were also more inclined to change their behavior now than they were five years ago, indicating that the campaign had a significant impact on this group’s beliefs and intentions.
- ◆ The campaign increased general public concern about water pollution.
- ◆ The campaign demonstrated success in educating the public about the connection between pollution of storm water and pollution of the ocean.

## **Issues of Importance to the General Public**

Residents are concerned about the aesthetics associated with storm drains including unsightly garbage, unpleasant smells and the resulting attraction of undesirable pests. Pollutants that offend the senses are universally disliked. Cigarette butts are in this category, not only as a pollutant, but because they are perceived as a sign of uncleanness. Garbage in the gutter is seen as both offensive to the eyes and nose as well as a great threat to the environment.

Toxicity and health are also important issues with residents. However, national research,<sup>1</sup> as well as local focus groups,<sup>2</sup> confirm there is a lack of understanding about how certain substances people consider to be harmless actually hurt the environment. In the research and in the focus groups, people thought of dog droppings as “fertilizer” and not connected to bacteria found in stormwater. Leaves and yard trimmings are “natural” and not understood as causing an imbalance in the supply of oxygen in the water needed by marine plants and animals. Lastly, sediment actually smothers aquatic plants, but the public typically thinks of it in terms of being soil -- a basic component of raising food.<sup>3</sup>

Many residents fear gutters because of health reasons ... “all the diseases down there.” Avoidance of floods was discussed in focus groups as another reason to keep storm drains clean; however, the segmentation study research indicated that only 27% of the general population are very concerned about flooding. And while runoff from sprinklers was considered wasteful, it was not seen as a potential carrier of pollutants. A few residents, however, made the connection between water runoff and dissolved chemicals that can seep from lawn fertilizing and be carried in flowing water to the storm drain.

## **Themes and Messages Targeted to the General Public/Residents**

During previous focus groups, participants were exposed to a series of test themelines and asked to choose the ones they found most compelling. Because general public/residents were less educated about stormwater pollution prevention than the commercial/industry sector participants, they were more attracted to broader themelines (e.g., “You’re the solution. Prevent pollution.”). Abstract themelines (e.g., “Gone, but not for long.” “Can it. Don’t dump it.”) were seen as confusing and meaningless to residents.

The focus groups revealed common threads that can be of assistance in designing the Public Education Program. In addition, segmentation research provided some additional information about what would motivate key targets to change their behavior. These recommendations are summarized:

- ◆ ***Give action-oriented, specific messages.*** Short, specific “do’s and don’ts” are favored by many because they are unambiguous, implementable and point to tangible practices that can be adopted or changed.

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<sup>1</sup> *National Geographic*, “Our Polluted Runoff,” February 1996.

<sup>2</sup> *Residents and Industry Stormwater Awareness, Practices and Communications Report*, -- Focus Groups, Los Angeles County Department of Public Works, conducted by Pelegrin Research Group, November 1996.

<sup>3</sup> *Residents and Industry Stormwater Awareness, Practices and Communications Report* -- Focus Groups. Ibid.

- ◆ ***Emphasize personal responsibility and empowerment.*** Messages that indicate that the individual can make a difference are generally motivating and well received. This type of message is uplifting and diminishes the feeling of powerlessness or despair tied to the perception of a rapidly deteriorating environment.
- ◆ ***Build on existing aesthetic concerns for the immediate neighborhood.*** Since the general public is concerned with the offensive effects of urban pollution within their immediate surroundings and neighborhoods, messages that address such concerns have a wide appeal. The well-being of the ocean and beaches, while theoretically important, is not as compelling, especially for those who live away from the coastline.
- ◆ ***Build on concerns for children's future and welfare.*** The need to protect children from dirt and disease within their immediate surroundings is a powerful incentive to maintain storm drains that are clean and free of pollutants.
- ◆ ***Build on existing knowledge or existing positive practices.*** Messages that amplify and connect to existing positive practices are well received. Messages that connect recycling with urban runoff have the potential to build on an existing momentum as well as increasing awareness of specific pollutants. The well-established fear of motor oil can be expanded to other pollutants by establishing a similarity.
- ◆ ***Build on guilt or shock.*** Messages based on guilt or shock are appealing to those who give pollution a low priority or to those who are cynical about the willingness of others to change behaviors.
- ◆ ***Minimize differences by adopting an overarching approach.*** Since there are significant differences in the degree of knowledge and compliance with good practices within the general public audience and between audiences, an overarching message accompanied by different sub-messages can specifically address such differences and be tailored by audiences.
- ◆ ***Make information easily accessible for those who want it.*** Ease and convenience are keys in getting people to change behaviors. Those individuals who express an initial interest in pollution prevention practices should be able to obtain additional information in an easily accessible manner.

## Communications Approach

There is little disagreement that the general public, as a whole, is concerned about the environment and that most people want to “do the right thing.” Research<sup>4</sup> supports this belief and further concludes that “doing the right thing” messages would be well received by some target audiences. The residents in these groups will be motivated by credible messages related to protecting children and would be inclined to act upon basic information about alternative behaviors.

Other general public communications tools -- media relations, public service announcements (PSAs), instructional materials, corporate and entertainment industry tie-ins, community education efforts and events, and the 1(888)CLEAN LA hotline and [www.888CleanLA.com](http://www.888CleanLA.com) web site -- will be planned to work in-concert with the advertising campaign. A single communications tool should not function as a stand-alone component. Working alone, a single component cannot have the impact that a group of well-timed and integrated activities will have on the target audiences. Messages must be heard repeatedly through a variety of tools and applications in order to make an impression and change behavior.

### Snapshot of Activities

1. Advertising
2. Media Relations
3. Public Service Announcements (radio, cable television, print)
4. Instructional Materials Distributed in a Targeted and Activity-Related Manner
5. Corporate/Entertainment Industry Tie-Ins
6. 1(888)CLEAN LA and [www.888CleanLA.com](http://www.888CleanLA.com)
7. Events Targeted to Specific Activities and Population Sub-Groups

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<sup>4</sup> Los Angeles County Stormwater Segmentation Study, Resident Population. Ibid.

## Activity 1 Advertising

### Description -- Overview

The advertising campaign will be “problem/solution”-oriented and designed to communicate using an overarching approach with strong visuals and “how to” messages throughout all media components. Messages will emphasize each person’s ability to prevent storm drain pollution through simple behavior changes, and potential consequences if behaviors are not changed. All advertising campaigns will include the 1(888)CLEAN LA hotline and [www.888CleanLA.com](http://www.888CleanLA.com) web site, the theme tagline and the signature **Project Pollution Prevention**.

Advertising buys will be planned on an annual basis, and in conjunction with the buy, free media time and space will always be negotiated to maximize reach and dollars spent. Co-permittees can help expand the reach of the campaign by contributing to this annual buy to purchase the most media for the money. They can also play an important role in securing local public service announcements and free media opportunities.

### County Responsibilities -- Activity 1

- ◆ Concept and production of advertising campaign
- ◆ Develop a strategy to educate ethnic communities and businesses through culturally effective methods
- ◆ Adapt advertising to other languages as needed
- ◆ Provide artwork on disk or photostat to Co-permittees for local tailoring and placement; provide hard copy or tape of radio advertising with a spot for local identification; provide video PSAs in VHS or beta format.
- ◆ Create a countywide media plan; initiate countywide media buy and negotiate PSA placements
- ◆ Provide counsel and information to Co-permittees for localizing and placing advertising messages within individual cities for pollutant-specific outreach campaigns
- ◆ Enhance the existing outreach efforts to residents and businesses related to the proper disposal of cigarette butts

- ◆ Organize public outreach strategy meetings for Co-permittees on a quarterly basis.
- ◆ Provide guidance to Co-permittees to augment the countywide outreach and education program.

Co-permittee Responsibilities -- Activity 1

- ◆ Write endorsement/encouragement letters to local radio stations and newspapers supporting and encouraging them to extend or increase usage of PSAs
- ◆ Coordinate regional and local outreach education to reduce duplication of efforts.
- ◆ Follow the media guidelines above to take advantage of the research already conducted with County residents.

<b>Activity 2      Media Relations</b>
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Description

A successful education and outreach program will require the support of print and electronic media to report on the activities of the program and communicate “how to” messages to residents. Components of a comprehensive media relations program that will ensure the media receives accurate, timely information include:

- ◆ media kit
- ◆ media releases and advisories
- ◆ fact sheets, issue papers, update reports, feature articles, case studies
- ◆ editorial board meetings and press briefings
- ◆ community/public affairs talk shows
- ◆ on-line reporting

Many of the collateral materials developed for the General Public/Residents, School Programs, and Corporate Outreach will be included in media information kits along with specific, localized information from the Co-permittees.

Reporters will be approached with relevant stories timed to coincide with the advertising campaign, seasonal activities and other events planned within the Public Education Campaign. For example, media releases and advisories update the media on new information, specific program elements, upcoming meetings and activities, and are normally followed by a telephone call to pitch the story. Issue papers will be used to highlight and analyze a specific aspect or topic, provide an expert opinion, and/or propose solutional measures. Update reports are results, successes and/or failures of certain programs, pollution monitoring, regulatory measures enacted; in essence, the “State of Storm Water.”

### **Description -- “Guide to Local Media Relations”**

Each Co-permittee will receive an updated “Guide to Local Media Relations” that provides the following “how to” information for working with media in their individual communities:

- ◆ tips for working with local print and electronic media
- ◆ tips for communicating/pitching stories and the types of stories/opportunities to be on the lookout for
- ◆ format and examples of media releases, advisories, fact sheets
- ◆ distribution practices/policies
- ◆ protocol for media interviews
- ◆ how to place public service announcements

### **County Responsibilities -- Activity 2**

- ◆ Create and produce overarching media kit cover and enclosure information. Media kit cover available for Co-permittee purchase through “group printing” system
- ◆ Update a countywide media contact/outlet database
- ◆ Update media lists, information, case studies; main source of countywide media information
- ◆ Develop and implement annual countywide media relations plan
- ◆ Distribute “Guide to Local Media Relations”
- ◆ Produce appropriate artwork photostats

### **Co-permittee Responsibilities -- Activity 2**

- ◆ Provide local media contacts/outlets for database
- ◆ Use the “Guide to Local Media Relations” to implement local media relations

<b>Activity 3 Public Service Announcements</b>
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## **Description**

A Public Service Announcement (PSA) is defined by its message, not whether it is free or paid. In reality, a PSA can be either a paid spot or a free spot, and its definition reflects the fact that the message is not based on a product sale, but is a service or information provided in the public interest.

While the ultimate goal of a PSA is to have it placed pro bono (free), it is sometimes necessary to pay for the spot, possibly at a reduced rate, to ensure a strong air time or specific newspaper section targeted to the primary audiences. Advertising media negotiated for PSAs will be based on the results of the research and supported by budgetary parameters.

### **County Responsibilities -- Activity 3**

- ◆ Development and production of PSAs
- ◆ Distribute PSA templates, copy, tape to Co-permittees for local placement
- ◆ Negotiate countywide PSA time and placement
- ◆ Track and evaluate PSA placement

### **Co-permittee Responsibilities -- Activity 3**

- ◆ Play broadcast PSA on city news outlets or cable station and place print PSA in city newsletter
- ◆ Provide information about PSA placements or local ads to County for reporting to the Regional Board

### *Optional*

- ◆ Negotiate PSA time and space in the local market

<p><b>Activity 4      “How To” Instructional Materials Distributed in a Targeted and Activity- Related Manner</b></p>
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## **Description**

In the focus groups, general information brochures were rated very low by the general public, mainly due to the time it takes to read them. However, in keeping with the “problem/solution” communications approach, “how to” instructional materials can prove valuable if the information is simple -- stating the problem and a personal, easy solution -- and is distributed in a manner that makes the material meaningful and increases the probability that the recipient will actually read the piece.

“How to” instructional materials should be produced to correspond with the advertising campaign and seasonal activities. For example, during the Spring and Summer, lawncare tip cards can be distributed through nursery/garden stores, garden and horticultural clubs, botanical gardens, lawncare services and homeowners associations.

The basis of the information for the tip cards should be the BMP fact sheets and the many excellent brochures that already exist, having been prepared by the County program or by individual Co-permittees. Technical information and other educational materials will be adapted for general public understanding and relevance.

### **County Responsibilities --Activity 4**

- ◆ Determine “how to” materials to be developed and develop format of each
- ◆ Write copy for materials and obtain technical and information approvals
- ◆ Design and produce materials. Ensure availability of materials to Co-permittees through “group printing” system
- ◆ Develop and implement countywide distribution plan

### **Co-permittee Responsibilities -- Activity 4**

- ◆ Obtain materials through the “group printing” system and distribute through local channels
- ◆ Provide input on “how to” materials needed, preferred formats, or distribution methods.
- ◆ Provide data about materials distributed to County for reporting to the Regional Board

## **Activity 5 Corporate, Community Association, Environmental Organization and Entertainment Industry Tie-ins**

### **Description**

Partnerships with corporations and businesses, environmental organizations and the entertainment industry are essential to reach audiences on a variety of levels. In many cases, messages tied-in to these types of organizations have more credibility and therefore more potential to be effective. Relationships and partnerships with corporations, environmental organizations and the entertainment industry can expand the message distribution avenues and activities, and supplement program budgets through the following:

- ◆ Personal and business endorsements
- ◆ Cooperative traditional and non-traditional advertising in the consumer marketplace
- ◆ Information distribution through POP displays, product neck-hangers, mailings, tip cards
- ◆ Sponsorship of community events and special activities
- ◆ Celebrity spokespersons to media and at events
- ◆ Special messages on established product packages (e.g., Northern California Coca-Cola and Sprite cans carrying a storm water awareness message and a 1-800 information number, Spring/Summer 1997)

### **County Responsibilities -- Activity 5**

- ◆ Identify countywide corporations, environmental and entertainment industry organizations. Develop and maintain database
- ◆ Solicit and implement countywide partnerships
- ◆ Provide materials (i.e., advertising, POP display materials, tips cards) as needed for mailings, information counters, ad placement, etc.
- ◆ Develop specific materials co-sponsored with corporations and organizations

### **Co-permittee Responsibilities -- Activity 5**

- ◆ Identify and pursue any appropriate local partnerships with corporations, and community and environmental organizations to assist in distribution of stormwater education materials. Templates for local tailoring or materials for purchase are available through the County's "group printing" system.
- ◆ Utilize the "Guide to Local Partnerships"

- ◆ Support the countywide efforts with a local “thank you” to stores/partners in the local community. Have a telephone conversation with and send a letter to the participating store manager/partner.

## Activity 6

1(888)CLEAN LA and [www.888CleanLA.com](http://www.888CleanLA.com)

### Description

The County of Los Angeles currently advertises and operates 1(888)CLEAN LA and 888CleanLA.com to disseminate information about programs throughout the County. Although some of the Co-permittees have their own hotline numbers, the 888Clean LA resources will continue to list programs available to all residents. Providing one number to call instead of a different one for each jurisdiction is what makes it possible to do mass media advertising and include a number as a call to action. The County’s 24-hour hotline number allows callers to find out about household hazardous waste roundups and used oil recycling, as well as serving as the general public reporting contact for reporting clogged catch basins and dumping and illicit discharge violations as required by the Permit. The County has placed this phone number in all appropriate telephone directories.

The County infrastructure capability and capacity of the 1(888)CLEAN LA phone number makes it able to handle thousands of calls per day. Coordination between the County and the Co-permittees with individual hotline numbers is important for dissemination of consistent information and call handling. Many cities uses the 888 number and [www.888CleanLA.com](http://www.888CleanLA.com) web site to provide information for their residents.

### County Responsibilities -- Activity 6

- ◆ Operate effectively and continue to expand the information provided by the 1(888)CLEAN LA hotline and [www.888CleanLA.com](http://www.888CleanLA.com) web site
- ◆ Promote 1(888)CLEAN LA through as many vehicles as possible
- ◆ Provide a list of reporting contacts from all Co-permittees to the general public through the [www.888CleanLA.com](http://www.888CleanLA.com) web site.

### Co-permittee Responsibilities -- Activity 6

- ◆ If a Co-permittee hotline already is in operation, it should be reviewed and updated once annually to ensure that it is easy for the public to use and contains accurate information
- ◆ Provide contact information for staff responsible for storm water public education activities to the County and notify the County of changes to contact information no later than 30 days after a change occurs.
- ◆ Provide hotline and website data to County for reporting to the Regional Board
- ◆ Coordinate the listing of the County’s hotline number or city hotline number in public information, and the government pages of any local telephone books as they are developed or published.

**Activity 7 Events Targeted to Specific Activities and Population Sub-Groups**

**Description**

Events can serve as focal points for the diverse communities within the County of Los Angeles and they bring added dimension to the Public Education Plan when incorporated with other communications components. Events provide an opportunity for people with similar interests and a positive inclination to do the right thing to gather and gain “how to” information about preventing storm water/urban runoff pollution.

Samples of potential events include:

Event	Pre-Qualified Population
◆ Already-scheduled County and local household hazardous waste round-ups	Attending residents are already doing the right thing by recycling HHW, and most are likely to take another step in pollution prevention if handed simple “how to” information as they drive through the round-up.
◆ Cleanup/beautification campaigns (i.e. Coastal Cleanup, neighborhood cleanups, tree-planting)	Residents are already demonstrating their willingness to do the right thing by volunteering to make a community beautiful. If given information in conjunction with this type of event about

- ◆ Community fairs and festivals
 

simple things to do at home or work, these people are most likely to take another step in pollution prevention.

Fairs and festivals targeted to neighborhoods where specific issues have been identified and can be addressed.
- ◆ Large events (e.g., Earth Day Celebrations, LA Times Festival of Books, LA County Fair)
 

These events normally attract people who either are already participating in some form of pollution prevention/recycling activities or belong to one of the two primary target audiences.
- ◆ Ethnic Events (i.e., Cinco de Mayo, Fiesta Broadway)
 

Latino events are a potential means of reaching the Neat Neighbors, Fix It Foul-Ups and particularly the Rubbish Rebels, who are an important audience due to the amount of pollution they create but need a customized message and theme.

### **County Responsibilities -- Activity 7**

- ◆ Determine the most cost-effective countywide events to participate in
- ◆ Distribute potential event information to Co-permittees on a regular basis
- ◆ Collaborate with Co-Permittees on countywide event participation whenever possible
- ◆ Distribute Co-Permittee materials at events attended whenever possible

### **Co-permittee Responsibilities -- Activity 7**

- ◆ Provide local event data to county for reporting to the Regional Board
- ◆ Participate in countywide events
- ◆ Target local events and participate on a city-level

## ◆ CORPORATE OUTREACH ◆

### **Situation Analysis Overview**

For the corporate and business communities many of the salient points of the general public apply. The corporate community *as a whole* needs more information and better knowledge of good, anti-polluting business practices. Best Management Practice (BMP) materials and training

materials provide basic education and specific industry-related information and “how to” activities that are meaningful and motivate corporate management to implement BMPs.

### **Target Audiences**

The target audiences for this outreach are all gas stations and restaurant chain executives within the County. Additional target audiences may be added.

### **Compliance Can Be As Easy As “Good Housekeeping”**

In many instances, implementing BMPs is a simple matter of good housekeeping. However, the degree of thoroughness and completion is impacted by time, convenience and equipment. Also impacting BMP compliance is training the appropriate personnel -- management as opposed to the workers who are most responsible for basic housekeeping jobs such as cleaning, disposal of waste, tidying areas and putting things in proper places. The high rate of turnover in many industries and the consequent need for ongoing training can be a burden to businesses.

### **Community Reputation**

A company’s or business’s desire to continue to enhance its good reputation within the community can provide a strong motivator in complying with BMPs -- particularly if the company can tap into a customer base that shows a preference for doing business with an environmentally friendly enterprise. In order to take advantage of this motivator, appropriate publicity for compliant businesses should be part of the plan.

### **Threats to Compliance**

While some BMPs are as easy as good housekeeping, others can be more difficult to implement. There can be increased costs of doing business with some BMP implementation, especially when a business lacks the specialized equipment or the facility set-up, and can’t afford the cost of obtaining this equipment. Costs of compliance would be passed on to the customer in higher charges. These can decrease a business’ competitiveness. The challenge is compounded when established businesses that have always done business a certain way are expected to implement changes that cost money.

### **Reasons for Adherence to BMPs**

According to focus group findings, individuals in the business sectors follow waste disposal rules for a variety of reasons:

- ◆ personal safety
- ◆ fear of fines and penalties
- ◆ fear of exposure to carcinogenic materials
- ◆ customer expectations

◆ C O R P O R A T E O U T R E A C H ◆

**Communications Approach**

The corporate outreach component of the Public Education Plan is intended to be practical, efficient, and good for businesses as well as the environment in the County of Los Angeles. The activities described in this section will meet the requirements of the NPDES Permit and work within the parameters of the Model Programs.

The communications activities for corporate audiences also will take into account that many County of Los Angeles gas stations and restaurants are trying to do the right thing, but have achieved limited success because of the lack of funds and/or a misunderstanding of their own potential to pollute. Education activities implemented in the General Public/Residents Audience will have a spillover effect on the individuals working in the targeted industries.

**Snapshot of Activities**

1. Develop collateral materials and implementation plan for corporate managers
2. Other Educational Printed Materials (Posters, Signage)
3. Advanced Technology and Telecommunications

Note: The County will continue to develop and offer to Co-permittees modular BMP “how to” materials and specific BMP fact sheets-by-industry for purchase at a nominal fee to cover printing costs.

<p><b>Activity 1      Implementation Plan for Corporate Managers</b></p>
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**Description**

The County will develop an implementation plan for outreach to corporate managers that will include information, collateral materials and BMPs for gas stations and restaurants.



### **Distribution -- Activity 1**

- ◆ Through meetings and workshops scheduled with corporate managers
- ◆ 1(888)CLEAN LA and [www.888CleanLA.com](http://www.888CleanLA.com)

### **County Responsibilities -- Activity 1**

- ◆ Communicate and inform corporate management of the importance of complying with storm water regulations
- ◆ Distribute and discuss educational materials regarding storm water pollution and BMPs
- ◆ Provide managers with recommendations to motivate employees to comply with storm water regulations.

## **Activity 2 Other Educational Printed Materials**

### **Description**

The purpose of posters, flyers, signage and other similar printed materials is to relay relevant information about storm water/urban runoff BMPs in a graphic format that is space-effective and can be understood at a glance. These materials are typically displayed in high-traffic areas of businesses, so information can be viewed by employees repetitively, reinforcing the messages.

Factors to consider when selecting or developing BMP posters, flyers and signage are:

- ◆ Illustrations that are striking and show BMPs so well that only a short caption or written explanation is required
- ◆ Information that is fundamental, rather than in-depth or detailed
- ◆ Information that is reflective and supportive of the BMPs developed by the Model Programs
- ◆ Size of the material should take into account the potential of limited available space
- ◆ Production of the materials should take into account interior or exterior (weather-proof) posting and should be easily movable if the job is progressive
- ◆ Languages -- the most frequently used languages are English, Spanish and Chinese

### **Distribution -- Activity 2**

- ◆ Gas Station and Restaurant Corporate Offices
- ◆ 1(888)CLEAN LA and [www.888CleanLA.com](http://www.888CleanLA.com)

### **County Responsibilities -- Activity 2**

- ◆ Make existing posters (food and restaurant industry, auto repair, gas station) available to corporate managers
- ◆ Develop additional posters for the target audiences
- ◆ Provide appropriate language translation/interpretation as needed

**Activity 3      Advanced Technology and Telecommunications**

**Description -- 1(888)CLEAN LA and www.888CleanLA.com**

The County of Los Angeles currently advertises and operates 1(888)CLEAN LA and the www.888CleanLA.com web site. The County’s 24-hour hotline number allows callers to find out about household hazardous waste roundups and used oil recycling as well as to report clogged catch basin inlets, and dumping and illicit discharge violations. The web site offers this information online as well as additional information that cannot be accommodated by a telephone system.

The County infrastructure capability and capacity of the 1(888)CLEAN LA phone number makes it able to handle thousands of calls per day.

Coordination between the County and the Co-permittees with individual hotline numbers is important for dissemination of cohesive information and call handling.

**County Responsibilities -- Activity 3**

- ◆ Include these resource web sites in the County News Bureau
- ◆ Operate effectively and continue to expand the information provided by the 1(888)CLEAN LA hotline number and www.888CleanLA.com web site
- ◆ Promote 1(888)CLEAN LA and www.888CleanLA.com through as many vehicles as possible (media relations, flyers, posters, advertising, etc.)

**◆School Education ◆**

**Situation Analysis Overview**

While there is little existing statistical information on children and their polluting and pollution prevention behaviors, it is generally accepted that children are commonly the trend setters or “influencers,” the people who break ground for the widespread changes of the future. For example, children have been the critical players in the education/action process for the

recycling movement. Recycling activities that are conducted in the classroom and schoolwide, either curriculum projects or as fund-raisers, almost always translate into direct or indirect parental involvement. Either the parent has to collect glass, aluminum or plastic for their children to take to school, or they are reminded by their children during the course of normal family life to recycle that glass, aluminum or plastic bottle.

While children have been very successful home messengers for recycling; in reality, they don't naturally segment environmental issues into individual topics like recycling, used oil or water pollution. Teachers and other adults tend to do that and present them as specific topics -- sometimes in a related context and sometimes as separate subjects presented throughout the year. Pollution prevention should be taught to children as a single overarching topic and reinforced as such throughout the year.

### Curriculum Challenges

The challenge faced by Los Angeles County and its Co-permittees -- the same challenge found with the General Public audience -- is to rise above the clutter and become known for materials that are teacher-useful and student-helpful. This means the materials must be:

- ◆ linked to State Standards for education;
- ◆ fun and enjoyable;
- ◆ flexible with supportive resources;
- ◆ appropriate for specific grade levels;
- ◆ doable within potentially limited classroom budgets, resources, and time;
- ◆ expandable beyond the curriculum and the classroom; and,
- ◆ contain practical and usable information that can be interwoven into science, math, art and other curriculum subjects for greater reach and re-enforcement.

The effectiveness of the school education program will be reinforced by the materials, activities, the "messenger," and its ability to carry beyond the classroom. This is particularly true when activities can be developed that require family involvement and that tie back into and support programs within the General Public/Residents. There is a vast amount of high-quality curriculum existing. Every effort should be made to use what has been developed by professional educators rather than creating new amateur curriculum.

### Youthful Motivation

Information from teachers indicates that children in the K-3 grades have the most natural curiosity and are the most motivated and enthusiastic to carry messages home,

and to share activities with their parents or guardians. As children get older -- 4th through 7th grades -- they more often share ideas and activities with their peers than with their parents, and curriculum activities should reflect this inclination. Activities have been designed for teams or groups of youth so they are part not only of the implementation process, but also in decision making and have some form of control over the final result. These children also can become team peer teachers, presenting their projects and accomplishments to the children in the lower grades. High school students require a different focus. While most are more concerned about themselves and their future, this self-interest can be translated into environmental "lessons" through service learning projects.

### **The Los Angeles County School System**

The 1,650 public schools, 1,320 private schools and 2 percent home-taught student population in Los Angeles County make the diversity of this population as daunting as the general population. Added to this challenge are the restrictive budgetary parameters that prevent schools from doing many of the basic educational activities they would like to do. This situation is complicated by the bureaucratic approval process to implement new programs even when funding is supplied.

### **◆ SCHOOL EDUCATION -- GOALS ◆**

- ◆ Introduce and initiate an anti-pollution ethic at an early age that will carry through to adulthood and to future generations.
- ◆ Develop (or integrate) this ethic into an umbrella pollution program that can be implemented with various grades of school children.
- ◆ Provide information to school districts about environmental/stormwater education resources.

### **Communications Approach**

Given the existence of current and successful school education programs in the County of Los Angeles, an alliance with one or more of these programs is the most efficient and cost-effective method of communicating with school children.

More than 945,000 elementary school children are enrolled in County of Los Angeles schools. For these K-6 children, the County's school program and coordinating youth events will provide the vehicles to teach pollution prevention activities. For the County's more than 800,000 middle- and high school children, the Secondary Student Environmental Education

Program (SSEEP) will create a higher understanding of environmental issues and motivate teenagers to take action.

Both of these programs encompass a variety of environmental subjects, including storm water pollution. The subject content is in keeping with the findings of the focus group research and segmentation study which concluded that the education emphasis should be on providing practical, “how to” information rather than an analysis of the storm drain system.

#### County Responsibilities -- School Education

- ◆ Examine all existing, comprehensive school programs and develop an alliance with the programs best suited to meet the Public Education Plan and NPDES goals and objectives:
  - integrate multiple environmental messages (e.g., recycling, water pollution, solid waste)
  - expand beyond the curriculum and classroom
  - utilize program activities/format that already has been approved by the schools and teachers
  - take into account potentially limited classroom budgets, resources and time
  - provide schools within each School District in the County with storm water pollution prevention educational materials to educate a minimum of 50% of all school children (K-12) per Permit requirements
  - utilize Regional-Board approved methods to measure the effectiveness of in-school education programs

#### **Co-permittee Responsibilities -- School Education**

- ◆ Encourage local school districts/systems to take advantage of selected Countywide programs
- ◆ If jurisdictions implement their own school program, inform the County to prevent the duplication of efforts and wasted resources.
- ◆ Provide information to the County about other school programs offered for reporting to the Regional Board. Programs provided by jurisdictions should meet Permit requirements.

#### *Note:*

Co-permittees will not be responsible for distribution of materials to public or private schools within their respective jurisdictions unless they choose to do so.