

APPENDIX L – MINIMUM REQUIRED EDUCATION PROGRAMS: OUTREACH AND MARKETING PLAN AND GENERAL EDUCATION REQUIREMENTS

Goal 3: Waste Reduction and Recycling Rates

The SWMD shall provide the following required programs:

- *A website;*
- *A comprehensive resource guide;*
- *An inventory of available infrastructure; and*
- *A speaker or presenter.*

Goal 4: Outreach and Education – Outreach Plan and General Requirements

The SWMD shall provide education, outreach, marketing, and technical assistance regarding reduction, recycling, composting, reuse, and other alternative waste management methods to target audiences using best practices

A. Minimum Required Education Programs

Instructions for the Minimum Education Programs Required by Goal 3 (Remove these instructions for the solid waste management plan)

In accordance with Goal 3 of the 2009 State Plan, each SWMD is required to provide four minimum education programs. Requirements for each of these programs are described below:

Website - Each SWMD shall create and maintain a website that provides at least basic information.

If the SWMD has an active website, then briefly explain the content of the website and how long it has been since the SWMD updated the website. If the SWMD did not have an active website in the reference year, then explain the steps the SWMD will take to develop and provide a website, a schedule for developing the website, and a description of the content of the website. If there is an existing website but the SWMD intends to make changes, then describe the changes, and provide a schedule for making the changes. Whether the SWMD already has or needs to develop a website, explain how the SWMD will advertise the availability of the website, how the SWMD will keep the website up-to-date, and who will maintain/make changes to the website (a SWMD employee, a consultant/contractor, another county employee, etc.).

In the space reserved with “[replace with text describing the website]”, provide enough information to describe the SWMD’s strategy for developing and maintaining its website.

Comprehensive Resource Guide – The SWMD will prepare, regularly update, and make available a compilation of outlets for recycling. The guide is intended to be the “go-to” reference for the SWMD to answer questions from residents and businesses regarding where to recycle particular materials. Thus, the resource guide is meant to be a compilation of reduction and recycling outlets for specific materials, such as clothing and other textiles, furniture, pallets, cardboard, compact fluorescent bulbs, home renovation items, household hazardous waste, electronic waste, etc.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

The SWMD will make this document as comprehensive as possible and periodically review and update the document to ensure that information remains accurate.

[NOTE: *The resource guide will provide the detailed inventory of outlets for recyclable materials that used to be provided in Table III-5 of version 3.0 of the format. Examples are retailer-based programs for specific materials, such as lead-acid batteries, rechargeable batteries, scrap tires, used oil, and electronics).*]

If the SWMD already has a resource guide, then describe the guide as it existed in the reference year. If the SWMD does not have a resource guide, then explain the steps and provide a schedule for developing the guide. Whether the SWMD already has or needs to develop the guide, explain how the SWMD will make the guide available and how the SWMD will keep the guide up-to-date. In the space reserved with “[replace with text describing the resource guide]”, provide enough information to describe the SWMD’s strategy for developing the resource guide and making it available.

Infrastructure Inventory – The SWMD shall maintain and make available up-to-date information about the solid waste recycling and management infrastructure in the counties that comprise the SWMD.

The infrastructure inventory will consist of at least the following:

- Solid Waste Management and Disposal Infrastructure, including: **[NOTE:** *The policy committee should have compiled this information in Appendix M]*
 - Landfill facilities;
 - Transfer facilities;
 - Scrap tire facilities; and
 - Incinerators/waste-to-energy facilities.

- Waste Reduction and Recycling infrastructure, including: **[NOTE:** *The policy committee will inventory the recycling opportunities available in the reference year in Appendix B. New recycling opportunities will be in Appendix I.*]
 - Curbside recycling services;
 - PAYT trash collection services;
 - Drop-off recycling locations (both privately and publicly owned/operated);
 - Composting facilities;
 - Yard waste collection programs;
 - Recycling centers; and
 - Materials recovery facilities and other facilities for processing recyclable materials.

In the space reserved with “[replace with text describing the infrastructure inventory]”, provide enough information to describe the SWMD’s strategy for maintaining/updating the inventory and making the inventory available.

Speaker/Presenter – The SWMD shall either employ or have readily available someone who can function as a speaker or presenter when needed.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

If the SWMD already has a speaker/presenter, then describe the speaker's relationship to SWMD (by contract, employee, other agency [such as soil and water conservation, OSU extension, Keep Beautiful Program, etc.]), the duties of the speaker, the programs the speaker/presenter provided in the reference year etc. If the SWMD does not have a speaker/presenter, explain how the SWMD will fulfill this requirement. In the space reserved with "[replace with text describing the speaker/presenter]", provide enough information to describe the SWMD's strategy for having a speaker/presenter available.

Website

[replace with text describing the website]

Resource Guide

[replace with text describing the resource guide]

Infrastructure Inventory

[replace with text describing the infrastructure Inventory]

Speaker/Presenter

[replace with text describing the speaker/presenter]

B. Outreach and Education – Outreach Plan and General Education Requirements

Description of Requirements for Outreach and Education (remove these instructions for the solid waste management plan)

As prescribed by the 2009 State Plan, each SWMD will provide education, outreach, marketing, and technical assistance regarding reduction and reuse through an outreach and marketing plan. This appendix provides information and instructions for preparing and describing the SWMD's outreach and marketing plan. For its solid waste management plan, the policy committee will replace these instructions with the SWMD's outreach and marketing plan.

The outreach and marketing plan will be the SWMD's comprehensive strategy for providing education, technical assistance, marketing, and outreach to all of its constituents.¹ The outreach and marketing plan will also contain the strategy for evolving the SWMD's environmental education

¹ Education, outreach, and technical assistance are often used interchangeably. However, each has its own purpose.

Education generally refers to conveying information or knowledge. Examples of education include pamphlets, brochures, webpages, newsletters, fact sheets, direct mail, bill stuffers, seminars, and workshops.

Outreach generally refers to building relationships with people or groups in order to advise them about a topic. Outreach engages individuals through a variety of means intended to foster collaboration and participation in addressing the topic of concern.

Technical assistance refers to providing help and support. Examples include working with a community on a contract for recycling service, conducting a waste audit for a business, attending a city council meeting to support local recycling efforts, and helping a resident find a recycling drop-off.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

programs away from traditional awareness education towards changing peoples' behaviors.

The ultimate goal is to get more people to participate in recycling programs and recycle more waste. To do this, the SWMD will emphasize changing residents' and businesses' behaviors so they aren't just aware of the recycling resources available within the SWMD but also use those resources. One of the tools for doing this is social marketing (See Appendix S for information about social marketing).

The outreach and marketing plan will specify the programs the SWMD will provide. The SWMD is not expected to modify all of its existing programs to meet the requirements of Goal 4. However, SWMDs are expected to incorporate the principles of Goal 4 into their programming when possible. Thus, a SWMD's education strategy will likely consist of a combination of programs the SWMD has historically provided, existing programs the SWMD will modify, and new programs.

Before deciding on the programs, the policy committee will evaluate the SWMD's existing outreach, education, and technical assistance programs following an analysis similar to those conducted in Appendix H. Instructions for that analysis are provided later in this appendix. The instructions below explain the requirements associated with Goal 4.

Components of the outreach and marketing plan

There are three components that all SWMDs will incorporate into their outreach and marketing plans. These components are:

1. Each SWMD will address five target audiences;
2. Each SWMD will follow basic best practices when developing and selecting outreach programs; and,
3. Each SWMD will select an outreach priority and provide education and outreach programs to all appropriate audiences in the context of the priority using social marketing principles and tools. The SWMD's strategy for addressing the outreach priority will be a portion of the overall outreach and marketing plan.

Each of the three components is explained below under a heading corresponding to the component. SWMDs may continue to provide many of the programs they have traditionally provided. However, each SWMD will begin to align the information and messages communicated through those programs with Goal 4. Other SWMDs will find it necessary to develop new programs in order to achieve the intent of the outreach and marketing plan. This is particularly true for programs the SWMD will use to achieve its outreach priority (explained in more detail later in this appendix).

The policy committee will use the results of the strategic program analysis in Appendix H as input when developing the SWMD's outreach and marketing plan, particularly for identifying new programs and changes to existing education programs and for identifying an outreach priority. These new and changes to existing programs will be described in detail in Appendix I and summarized in Chapter 5 of the solid waste management plan.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

Target Audiences

Each SWMD's outreach and marketing plan must address, at a minimum, five target audiences. As is shown, each target audience can be broken down into multiple segments. The SWMD may need to take differences among segments into account when developing programs for a target audience. The five audiences are as follows:

1. **Residents:** This target audience includes all people living in residential dwellings. Segments include:
 - single family homes; and,
 - multi-family facilities (i.e., condominiums, apartments, and mobile home parks).
2. **Schools:** This audience encompasses primary (K-12), secondary (colleges, universities), and vocational schools and includes the following segments:
 - students;
 - teachers/professors/instructors;
 - administrators (principals, board members, superintendents), and other support staff (e.g. librarians, office staff, etc.); and,
 - other staff (e.g. janitorial, cafeteria staff).
3. **Industries:** This target audience consists of businesses classified as manufacturing under the North American Industry Classification System (NAICS)².
4. **Institutions and Commercial Businesses:** This target audience includes people in the following segments:
 - government offices;
 - non-profit organizations;
 - commercial businesses (retail and service);
 - hospitals;
 - churches;
 - non-residential quarters (e.g. campgrounds, nursing homes, prisons, etc.);
 - special event/sports venues (arenas, stadiums, concert halls, convention centers, fairgrounds, etc.);
 - transportation centers (such as airports); and,
 - amusement parks and other tourist attractions.
5. **Communities and Elected Officials:** This target audience includes the following segments:
 - policy makers;
 - elected officials, such as:
 - county commissioners;
 - city representatives, including the mayor and city council members;
 - township trustees;
 - community leaders;
 - influential members of society; and
 - community groups such as homeowners associations, citizen groups, grass-roots organizations, etc;

² NAICS is the current system of classifying businesses according to type of economic activity. In 1997, NAICS replaced the Standard Industrial Classification (SIC) system. For a listing of NAICS codes and information about the classification system, see Appendix V. For more information about NAICS, visit the U.S. Census Bureau's website at <http://www.census.gov/eos/www/naics/>.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

How a SWMD addresses a particular target audience or segment of a target audience will be determined by the available recycling programs/lack of recycling programs in the SWMD. This is also true for the message that is delivered, the attention devoted to an audience, and a target audience's role in the overall outreach and marketing plan.

For example, If residents throughout the SWMD have access to recycling services, then the SWMD will spend most of its time and resources providing outreach and marketing efforts to residents to get more of them using the available services. Since it doesn't need to establish additional infrastructure, the SWMD may not provide extensive outreach to community decision makers and elected officials. Instead, the SWMD may provide community leaders with periodic progress reports or involve them in publicity events to keep them engaged.

Conversely, if there are inadequate or ineffective residential recycling services, then community decision makers will play a much more important role in the SWMD's outreach and marketing plan. The message delivered to community and political leaders will encourage them to establish new or improve existing residential recycling programs. The SWMD will not devote significant time or resources to providing new residential outreach programs until the necessary recycling services are in place.

Demonstrating Target Audience Not Priority

The policy committee can demonstrate that the SWMD does not need to address a particular target audience if that audience does not have a strong presence in the SWMD. Furthermore, a SWMD with multiple counties may have different target audiences in each county depending upon the presence or absence of an audience in a county.

As an example, a single county SWMD without an appreciable industrial sector may not need to include extensive outreach programs for industrial generators in its outreach and marketing plan. Similarly, a SWMD with two counties where there is a strong industrial sector in only one county will likely provide more extensive outreach to industrial generators in that county than the county lacking the industrial sector.

Best Practices

When selecting programs and strategies to address each audience, the policy committee will adhere to the following best practices:

1. **Be familiar with the solid waste management infrastructure.**

Understanding the available reduction and recycling infrastructure is crucial to understanding how education, outreach, and technical assistance can be the most effective. Thus, the first step in developing an outreach and marketing plan is to have a complete inventory of the existing primary recycling infrastructure. The policy committee should have compiled much of this inventory when completing Appendix B. Furthermore, this inventory is the same as the inventory that is required for Goal 3.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

2. Provide outreach within the context of the infrastructure.

The ultimate goal of an outreach and marketing plan is to get more people and businesses to recycle/to increase the amount of material people recycle. People can't recycle if they don't have access to recycling infrastructure. Furthermore, educating people about the need to recycle without first providing them with a way to recycle can needlessly frustrate them and is unproductive. So, one of the fundamental principles of providing effective outreach that the SWMD will follow is to align its education, outreach, and technical assistance with the available recycling infrastructure.

If there is adequate recycling infrastructure in place, then the SWMD will focus its efforts on getting people to use that infrastructure. If there isn't adequate infrastructure, then the SWMD will focus its efforts on establishing that infrastructure. For example, if a community doesn't have a recycling service, then the SWMD would work with political leaders and other community representatives to implement recycling services. The SWMD wouldn't reach out to the residents until after those recycling services are in place.

[NOTE: See Example A on Attachment L.1 for an illustration of providing outreach within the context of the infrastructure.]

3. Develop and implement outreach effectively.

The 2009 State Plan prescribes five best practices for the policy committee to follow when selecting programs and strategies. These practices are intended to help the policy committee select programs that will change people's behavior so they recycle more. All five of the best practices borrow from social marketing.

Social marketing is similar to commercial marketing. However, instead of promoting a product, social marketing promotes a desired behavior/seeking to change an undesirable behavior. Recycling is an example of a desired behavior. Social marketing is aimed at influencing people to behave in ways that are in society's best interest, such as recycling.

Social marketing can be applied to many recycling opportunities. It can be used on a large scale, such as influencing residents in multiple neighborhoods to participate in composting programs and on a small scale, such as influencing city officials to implement curbside recycling in their city.

Ohio EPA encourages SWMDs to learn more about the social marketing process prior to developing their outreach and marketing plans. Additional information about social marketing is provided in Appendix S.

The five best practices discussed below are central to the social marketing methodology. The policy committee will follow these principles when developing the SWMD's outreach and marketing plan. Following these principles will increase the likelihood that the SWMD will have outreach, education, and technical assistance programs that achieve the desired behavior change (i.e. more recycling).

a. *Understanding the different needs of different audiences.* The five target audiences differ from

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

one another in terms of why they do or don't recycle and what they want and need to recycle. Key factors to understanding different audiences include:

- Why members of an audience do/do not engage in the desired behavior (often differences between recyclers and non-recyclers are key to understanding how to encourage more people to recycle) ;
- What prevents members of the target audience from engaging in the desired behavior (i.e. barriers, both perceived and real);
- What do members of the target audience want and/or need in order to engage in the desired behavior (i.e. benefits and incentives); and,
- What the best way is to reach members of the target audience (i.e. how/where do they obtain information, how to get their attention).

A great deal of information already exists about why people do or do not recycle given a specific situation and how to get more people to recycle in that situation. It may be possible to obtain some of the information that about a target audience by researching secondary sources. See the bibliography at the end of Appendix S for sources to consult.

Assuming that there is a recycling program, common reasons why people might not use the program (i.e. barriers) include [**NOTE:** *some of these may be actual barriers and some may be perceived barriers*]:

- They don't know how to recycle (don't know what their recycling opportunities are) ;
- They feel recycling takes too much time/is too difficult;
- They believe that the current recycling program is inconvenient (don't want to drive to a drop-off or don't want to dirty their vehicle by putting recyclables in it to go to a drop-off);
- They don't know what to recycle or how to prepare materials to be recycled;
- They don't have space to store recyclables;
- They don't have enough time to recycle;
- They can't remember to recycle;
- They feel that recycling costs too much;
- They don't believe that recycling is important or makes a difference;
- They feel that recycling is not beneficial;
- They think that people like them don't recycle/they don't see other people recycling; and
- They think recyclables just end up in the landfill.

- b. *Focusing on changing behavior not just creating awareness.* Research shows that simple awareness education is not effective for getting people to change their behavior. Thus, traditional information campaigns that increase the public's knowledge of recycling do not necessarily result in more people recycling. People may know that they should recycle but don't follow through or in some cases don't have access to recycling programs.

Campaigns that market desired behaviors to specific target audiences have been proven to change behavior. As was explained above, in order to change behavior, it is crucial to provide education and outreach based on available infrastructure, understand why people aren't doing a desired behavior, and offer them something they want in exchange for doing the behavior.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

c. *Having measurable outcomes to achieve.* It is not possible to determine whether a program is successful if the results cannot be measured and compared against pre-program conditions. Ohio EPA encourages SWMDs to define factors of success that can be measured.

Although the specific measurements will depend upon the type of program selected and the behavior being affected, following is a list of common measurements:

Examples of measureable outcomes include:

- Number of communities that establish new recycling programs;
- Number of new customers that sign up for a curbside recycling program;
- Number of customers that set-out containers for curbside recycling;
- Number of residents that use a drop-off location;
- Increase in the number of times a drop-off bin is emptied;
- Number of residents that use a special collection event;
- Number of schools that establish new in-school recycling programs;
- Increase in material collected for recycling;
- Decrease in waste disposed;
- Number of organizations requesting recycling containers for special events;
- Decrease in the number of times a company's trash container is pulled by the waste hauler.
- Decrease in contamination;

d. *Using a consistently and frequently repeated message.* People may be willing to and want to recycle, but are inconsistent about it or forget. Thus, even though people may recycle immediately following a campaign, they may quit if they are not continuously reminded. It is crucial that the target audience be continuously reminded, or prompted, to recycle.

The message conveyed and how it is conveyed must be appropriate for the intended audience. Further, the meaning of the message and the information conveyed must be consistent each time the message is repeated. Finally, a marketing campaign that uses different media must have a unified, consistent theme among those media.

e. *Evaluating the results to determine if the program is achieving the desired outcome.* This involves measuring the results of a marketing campaign against the measureable outcomes/factors of success that are defined for the program. This will require the SWMD to have both pre and post program data.

Instructions for Evaluating Existing Programs and Outstanding Needs (remove these instructions for the solid waste management plan)

The policy committee will develop the SWMD's outreach and marketing plan in four phases.

Phase 1: Evaluate Existing Programs and Outstanding Needs

The policy committee will evaluate the SWMD's existing education, outreach, and technical assistance efforts to determine if the SWMD has programs to address all five of the target

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

audiences. The policy committee will also evaluate the effectiveness and adequacy of the SWMD's existing programs. Ultimately, the policy committee will decide which programs the SWMD will continue providing, those it will discontinue, any changes the SWMD will make, and new programs the SWMD will provide. The policy committee will also identify its strategy for incorporating the principles identified for Goal 4 into the SWMD's education, outreach, and technical assistance programs. The policy committee will perform this analysis similarly to how it performed the analyses in Appendix H.

Below are some suggestions for things to consider during the evaluation:

Target Audiences:

- Does the SWMD have programs to address the 5 target audiences?
 - If yes, the policy committee will evaluate those programs in accordance with instructions under the heading for "Existing Programs".
 - If no, the SWMD doesn't have programs for a target audience, then why?
 - Is it because the audience doesn't have a strong presence in the SWMD (such as a small industrial sector?)
 - Is it because the SWMD is unsure of the best way to reach out to a target audience?
 - Is it because the audience hasn't responded to past efforts to reach out to it?
- Are there unique or special interest groups that need particular attention? Examples include a university, prison, airport, event venue (such as an arena, sports stadium, or convention center), hospital or other specific type of generator.
 - If yes, then does the SWMD already reach out to those groups?
 - If yes, then evaluate those programs in accordance with the instructions under the heading for "Existing Programs".
 - If no, the policy committee will evaluate how to address them in accordance with the instructions under the heading for "Phase Two"

Existing Programs:

For the education, outreach, and technical assistance programs the SWMD offers:

- Is a program appropriate given available recycling opportunities?
 - Is the SWMD providing awareness education to a target audience that doesn't have access to a recycling opportunity?
 - Is the SWMD providing awareness education to a target audience that does have access to a recycling opportunity?
 - If yes, then the outreach and marketing plan will involve aligning those programs with social marketing principles.
 - Is the SWMD targeting with the correct audience given what the SWMD is trying to accomplish?
 - Is the program "one-size-fits-all" or is it specific to the type of recycling opportunity? For example, does the SWMD use the same strategy and message to address drop-off locations and curbside recycling services? Residents that use drop-offs and residents that use curbsides should be addressed differently.
- Did/how does the SWMD measure the results/effectiveness of its programs?

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

- How did programs perform/what were the impacts of the programs?
- What are the strengths and weaknesses of the programs?
- What worked and didn't work?
- When is the last time the SWMD made changes to the programs?
- Has the SWMD ever asked for feedback from the target audience regarding the programs?
- How did the SWMD market available programs to the target audiences?
 - Were those efforts sufficient?
 - Did the message reach the intended audience?
 - How can the SWMD improve how it markets itself and its services?
- Is there consistency throughout the SWMD (particularly relevant to a SWMD with multiple counties) and among the target audiences in the message being communicated?

Compare status of programs in the reference year with how programs were designed in the current approved plan.

- What programs did the policy committee expect the SWMD to offer under the current plan?
 - Were the programs implemented as anticipated by the policy committee?
 - Are there programs that were implemented but not as expected in the current plan?
 - If yes, why?
 - What was different between how a program was anticipated to work versus how it was implemented?
 - Was the program successful?
 - What are the strengths and weaknesses of the program?
 - What worked and didn't work?
- Were there programs from the current plan that the SWMD didn't implement? If yes, why?
- Did the SWMD implement programs during the planning period that weren't anticipated in the current plan?
 - If yes, why?
 - What are the strengths and weaknesses of those programs?
 - How did the programs perform?
 - What were the impacts of the programs?

In the space reserved with "[replace with text describing the evaluation of existing programs and outstanding needs]" provide text to explain how the policy committee analyzed the target audiences, the SWMD's existing programs, and outstanding needs.

[replace with text describing the evaluation of existing programs and outstanding needs]

Phase 2: Results of Program and Needs Evaluation (remove these instructions for the solid waste management plan)

The policy committee will do the following:

- 1) Draw conclusions (what did the policy committee learn from the analyses conducted in phase 1?);
- 2) Develop a list of action items (what could the SWMD do during the planning period to act on the

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

- conclusions from step 1?);
- 3) Prioritize the action items from step 2 (of all the items on the list, what are the most important things to address?); and

Review the instructions in Section A (Conclusions, Actions, and Priorities) of Appendix I for an explanation of how to conduct this phase.

In the space reserved with “[replace with a listing of/text describing the policy committee’s conclusions]”, detail the conclusions derived from the evaluation.

In the space reserved with “[replace with the policy committee’s list of actions and provide any necessary/appropriate supporting text]”, provide the list of the policy committee’s actions and provide any text needed to explain those actions.

In the space reserved with “[replace with text explaining the policy committee’s priorities, and provide any necessary/appropriate supporting text.]”, explain, of the list of actions in Step 2, what the policy committee’s priorities for the SWMD are and the reasoning for making those actions priorities. Also explain if there are any actions the policy committee believes are priorities but which the SWMD doesn’t have the time or resources to address in this solid waste management plan.

[replace with a listing of/text describing the policy committee’s conclusions]

[replace with the policy committee’s list of actions and provide any necessary/
appropriate supporting text]

[replace with text explaining the policy committee’s priorities and provide any
necessary/appropriate supporting text.]

Phase 3: Identify Programs to Address Priorities (remove these instructions for the solid waste management plan)

The policy committee will decide how the SWMD will address the priorities identified in Phase 2.

The policy committee has the option of developing its own programs (which can be original or based on programs found through research) and/or selecting programs from a compilation of “model” programs collected by Ohio EPA. Regardless of whether it develops programs or selects programs from the compilation of model programs, the policy committee will follow the best practices for developing and implementing outreach effectively that were identified in “Description of Requirements for Outreach and Education” presented earlier in this appendix.

The model programs are intended to give the policy committee the ability to select proven programs rather than research and develop new programs. The model programs can also serve as inspiration to the policy committee for developing original programs. The policy committee retains the ability to develop its own outreach programs. Further, no SWMDs are required to implement any model programs.

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

By identifying these programs as models, Ohio EPA has determined that these programs can meet the requirements of Goal 4 provided the programs are implemented effectively. Although these programs can meet the requirements of Goal 4, ensuring success will mean that the SWMD may need to adapt the program to that SWMD's specific local circumstances.

To be a model, a program must meet the following minimum criteria:

- The program was previously implemented, preferably by another SWMD in Ohio, or by another party either within or outside of Ohio;
- The program is about reduction and recycling or can be adapted to reduction and recycling;
- The implementing party has information documenting the success of the program;
- The program incorporates measuring results whenever possible; and
- The program allows for collection and comparison of pre and post program data and/or information whenever possible.

Each model program is described in a one to three page summary (similar to a case study). The summary identifies the target audience, describes the program, summarizes the results, and provides contact information. The model programs are available on Ohio EPA's website and will be updated on an ongoing basis.

Phase 4: Describe the SWMD's Outreach and Marketing Plan (remove these instructions for the solid waste management plan)

The outreach and marketing plan will be the SWMD's strategy for providing outreach, education and technical assistance to the target audiences. The description of the outreach and marketing plan needs to demonstrate how the SWMD will use the principles described in Section B. Thus, the description needs to do all of the following:

- Explain how the SWMD will address each of the five target audiences;
- Explain how the SWMD will make the outreach and marketing plan consistent with recycling opportunities (both existing and needed); and
- Explain how the SWMD will incorporate principles and tools for changing behavior into the outreach and marketing plan;

[NOTE: *One place to start is with programs that are awareness based. Also, identify programs the SWMD can easily modify to incorporate social marketing principles and tools, programs where modifications will result in big payoffs, and ways to make incremental changes to existing programs. See Example B on Attachment L.1 for ideas for evolving an existing program.*]

The policy committee will describe the programs the SWMD will provide to each target audience in Appendix I. Follow the instructions in Section B of Appendix I for program descriptions.

In the space reserved with "[replace with text describing the outreach and marketing plan]" describe the outreach and marketing plan as specified above.

[replace with text describing the outreach and marketing plan]

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

Description of the Outreach Priority (remove these instructions for the solid waste management plan)

In addition to the outreach and marketing plan, the policy committee will select an outreach priority, and develop a strategy for the SWMD to provide outreach, education, and technical assistance to all appropriate audiences in the context of the chosen priority. The policy committee's strategy will be designed to change the behaviors of the target audiences to accomplish the desired result. Thus, the outreach priority is an opportunity for the SWMD to incorporate social marketing principles and tools into its strategy.

The analyses that the policy committee conducts in this appendix and Appendix H and the policy committee's conclusions in this appendix and Appendix I should help the policy committee identify the outreach priority for the SWMD.

The outreach priority can be a new program (such as a bar and restaurant glass recycling program or a new curbside recycling service), an improvement that is needed for an existing program (such as improving participation in a curbside recycling service), a goal that the policy committee wants the SWMD to achieve (such as increasing yard waste recovery), or some other priority that the policy committee identifies. The outreach and marketing plan will describe what the policy committee wants the SWMD to accomplish, identify affected audiences, and describe the strategy for addressing the priority. A SWMD's outreach priority may change from one year to the next. Furthermore, a multi-county SWMD may have different priorities for different counties depending upon local programs or circumstances.

Ohio EPA does not expect the policy committee to have performed all of the steps needed to develop a social marketing strategy or to have developed a marketing campaign for the solid waste management plan. However, the solid waste management plan does need to describe the policy committee's expectations and establish a basic plan for how the SWMD will carry out those expectations. To this end, the outreach and marketing plan needs to identify:

- the purpose/goal of the outreach priority;
- the target audience(s);
[NOTE: need to consider if different audiences need to be targeted at different times. For example, political leaders might be the target audience when trying to establish a new curbside recycling service, and homeowners would be the target audience once the service is available.]
- the steps involved in developing and implementing the strategy;
- milestones for completing the steps;
- who will implement the strategy; and
- how success will be determined (identify the measure of success)

[NOTE: See Example C on Attachment L.1 for examples of outreach priorities.]

In the space reserved with "[replace with text explaining the outreach priority]", explain the outreach priority and the plan for addressing the priority.

[replace with text explaining the outreach priority]

ATTACHMENT L-1

[NOTE: None of the following examples demonstrate how to implement a social marketing campaign nor do they represent complete social marketing strategies. They are meant to further illustrate what the requirements described in this appendix mean.]

Example A. Providing outreach based on available infrastructure

The largest city in a SWMD has a very active downtown with numerous retail shops, restaurants, bars, and office complexes. While analyzing the commercial sector (in Section 2 of Appendix H), the policy committee learned that only a few businesses and buildings have recycling services. Each business/building owner is responsible for obtaining waste collection services, and there are several waste companies that serve the downtown area. Some of those waste companies provide recycling services and some do not. The SWMD's outreach to commercial businesses in the city will promote establishing a downtown recycling program. This will require the SWMD to work with the business owners, local planning commissions, landlords, the waste companies, and city officials. The ultimate goal is to establish a unified downtown recycling program with the maximum number of businesses participating.

Once a recycling program is established, then the SWMD will provide outreach to business owners and landlords to promote participation in the program. The SWMD may also provide outreach to business employees or office workers regarding how the program works – what materials are collected, how to prepare materials, etc – and internal logistics – how to set up the internal collection program. Outreach to city officials likely will be more limited at this time and may consist of periodic reports regarding the success of the program.

Example B Aligning existing program with social marketing

An example of updating an existing program to incorporate social marketing principles and tools is an information booth. Many SWMDs provide an informational booth at community events, such as the county fair. These booths give the SWMD a great opportunity to interact with the public and learn about people's recycling habits.

Here are some ideas:

- 1) The SWMD can use its booth as opportunity to learn about why people do/do not recycle:

Things to learn about people who don't recycle:

- Do they have access to either a curbside recycling service or a drop-off recycling location?
 - If yes, but don't use it, then find out:

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

- What community they live in (provide community-specific fliers that detail each community's recycling services).
- Why they don't use it (What are their barriers to recycling (i.e. barriers to the desired behavior)?). See the list of potential barriers provided earlier under the heading for **Develop and implement outreach effectively** for likely responses.
- What would convince them to recycle (what do they need to do the desired behavior).
- If they be willing to sign a commitment to begin recycling. If yes, provide a commitment card for them to sign and return. Also, find out if they are willing to let the SWMD post the commitment on-line.
-
- If no, then find out
 - Would they like to be able to recycle?
 - ✓ If yes, would they be willing to write a letter to their local officials asking for a program (provide them a form letter to sign and return to the booth)?
 - ✓ If no, why?

Things to learn about people who do recycle

- What community do they live in?
 - How often do they use a recycling service?
 - If regularly, then find out
 - What motivates them to recycle (i.e. what do they see as the benefits?).
 - If they recycle everything that is accepted through their recycling service.
 - If they recycle things that aren't accepted through their recycling service?
 - If they would they be willing to help the SWMD spread the word by becoming a community ambassador, distributing door hangers, being featured on the web page, being featured in marketing materials.
 - If inconsistently, then why?
 - Because they can't remember? Provide them with something that can serve as a prompt to remind them to recycle (such as a refrigerator magnet)
 - Because they don't accumulate enough material to use the service more often?
 - Would they be willing to sign a commitment to recycle more often? If yes, provide a commitment card for them to sign and return. Also, find out if they are willing to let the SWMD post the commitment on-line.
- 2) Use the booth as an opportunity to test new promotional materials (such as flyers, billboards, etc.). The SWMD's booth might be a good opportunity to get feedback on those materials.
- 3) Distribute community-specific flyers that provide information about each community's recycling opportunities. Combine that with data that quantifies the community's efforts (such as the community's recycling rate).

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

- 4) Have people sign commitments to recycle
- 5) Use the booth to provide people with feedback on recycling efforts within the SWMD. As an example, distribute a fact sheet that shows the recycling rates for the SWMD as a whole and for each community within the SWMD.
- 6) Use the booth as an opportunity to recruit people to participate in a focus group.
- 7) Information provided at the booth. If the information is primarily awareness education, then develop new materials/strategies for encouraging participation in recycling programs.

Example C Outreach Priorities:

Example C1: After assessing yard waste management, (in Appendix H, Section 4 - Residential/Commercial Waste Composition Analysis and in Section 6 - Restricted and Difficult to Manage Waste Streams Analysis), the policy committee determines that there is an excessive amount of yard waste still being disposed. There are two reasons for this. There are no publicly-available composting facilities within the SWMD. In addition, there are a number of large, commercial landscaping companies that currently dispose of their yard waste in the local landfill facility. Because there aren't any local composting facilities, the landfill owner isn't able to direct the companies to a composting facility. Furthermore, none of the communities in the SWMD have yard waste collection programs because they have no place to take the collected material. The SWMD does provide residents with information about backyard composting, but the SWMD has not actively promoted backyard composting for several years.

The policy committee chooses increasing yard waste diversion as the SWMD's overall outreach priority. The SWMD will first focus its efforts on getting composting facilities established. Once a composting facility is available, the SWMD will provide outreach to market available facilities to generators of yard waste, including landscaping and land-clearing businesses and residents. The SWMD will also begin contacting officials from the three largest municipalities about establishing at least seasonal yard waste collection programs.

Example C2: While analyzing the commercial sector, the policy committee learned that a large city school district does not have a district-wide recycling program. Individual teachers at several buildings have independently implemented limited recycling programs. These programs were implemented as a way of teaching students about recycling. Because the programs are independent of one another, the materials that are collected differ from one school to another. Further, the program is labor intensive, and relies on volunteers, usually the teachers, to transport recyclable materials from the school to a local drop-off. None of the schools have central locations to accumulate materials so the teachers must collect materials from each classroom before they can

Appendix L Minimum Required Education Programs, Outreach Plan, and General Education Requirements

take the materials to the drop-off. Even at the buildings that have recycling programs, significant quantities of recoverable materials are still being thrown away.

Other schools within the SWMD are served by a free paper recycling program. Most of the schools are diverting minimal amounts of paper. Not all classrooms at these schools participate in the free service, and those that do participate aren't recycling all types of paper. The service provider is considering discontinuing the service because the costs of servicing the schools are higher than the revenues generated by the paper.

There is the potential for collecting significant quantities of recyclable materials, particularly paper, from schools. The company that provides the free paper recycling program is willing to share revenues with the schools provided enough schools participate in the service and the schools can collectively supply an adequate amount of paper to the company.

The policy committee develops an outreach program to get all or as many schools as possible participating in the paper recycling program. The program has two phases. The first phase targets school administrators. That phase is designed to persuade administrators to secure a contract with the service provider. For those schools that elect to participate, the SWMD also will visit each school and to help establish the most efficient internal collection system. During the second phase, the SWMD's education specialist provides in-school outreach to school children, teachers, and support staff regarding how to use the program. When necessary, the education specialist also instructs support staff (such as the janitorial staff) about the logistics of the program.

Other examples of outreach priorities:

- A trash hauler in the largest community in the SWMD offers subscription curbside recycling service. Few residents have signed up for the service, and the hauler is preparing to raise its subscription fees. The policy committee sees this as an opportunity for the SWMD to work with the mayor and city council on upgrading the curbside service to non-subscription service.
- The bars and restaurants in a local college town currently dispose of their glass bottles. The policy committee sees potential for significant diversion. Thus, the policy committee targets the SWMD's outreach efforts to the bar owners and commercial recycling providers to establish recycling services.
- A SWMD has an established network of drop-off recycling locations, and residents are using the drop-offs. However, the SWMD is finding too much trash in the collection receptacles. The policy committee chooses getting residents recycling more of the correct materials and placing less trash in the drop-off receptacles as the SWMD's outreach priority.
- After analyzing results from a recent industrial survey, the policy committee learns that a number of manufacturers reported that they dispose of large amounts of waste. The policy committee chooses working with these manufacturers on developing recycling programs as the SWMD's outreach priority.