



The Public Education and Outreach and Public Involvement and Participation Decision Process:

Worksheets for Documenting Your Program Choices

These worksheets can help you document your planning process for your annual reporting for the South Carolina NPDES General Permit for Storm Water Discharges from Regulated Small Municipal Separate Storm Sewer Systems Minimum Control Measures 1 & 2.

These worksheets are only a guide. Completing these worksheets does not guarantee compliance with the permit.

For Tracking 4.2.1.2 – Public Education and Outreach

You can document the MCM 1 (Public Education and Outreach) decision process using the worksheets in this document. The worksheets refer to the MCM 1 permit item numbers as shown below.

Permit item Number	Relevant worksheets
4.2.1.2.1	Follow all MCM 1 Steps
4.2.1.2.2	Tables 10 & 11: MCM 2 Step 2
4.2.1.2.3	Tables 2–5: MCM 1 Step 2 A, B, C
4.2.1.2.4	Table 1: MCM 1 Step 1
4.2.1.2.5	Table 7: MCM 1 Step 3
4.2.1.2.6	Manager Worksheet
4.2.1.2.7	Tables 6 & 7: MCM 1 Step 3

For Tracking 4.2.2.2 – Public Involvement and Participation

You can document the MCM 2 (Public Involvement and Participation) decision process using the worksheets in this document. The worksheets refer to the MCM 2 permit item numbers as shown below.

Permit item Number	Relevant worksheets
4.2.2.2.1	Table 11: MCM 2 Step 2
4.2.2.2.2	Follow all MCM 2 Steps
4.2.2.2.3	Tables 8 & 9: MCM 2 Step 1 A & B
4.2.2.2.4	Table 11: MCM 2 Step 2
4.2.2.2.5	Manager worksheet
4.2.2.2.6	Tables 10 & 11: MCM 2 Step 2



Municipality: _____
Date: _____

MCM 1 & 2 Manager Worksheet For Meeting 4.2.1.2.6 & 4.2.2.2.5

This worksheet is for recording contact information for anyone responsible for managing the Public Education and Outreach (MCM 1) and Public Involvement and Participation (MCM 2) programs. Please fill out one sheet for each person responsible for overall management/implementation. If individuals other than the overall manager are responsible for different portions of the program, include fill out one sheet for each person. These program parts can include specific outreach objectives or activities.

Name: _____

Position/ Title: _____

Contact Information: Phone: _____ E-mail: _____

Office address: _____

City: _____ Zip: _____

Percentage of responsibilities devoted to Public Education and Outreach (MCM 1): _____

Percentage of responsibilities devoted to Public Involvement and Participation (MCM 2): _____

This person is (select all that apply):

- Municipal staff Hired consultant
 Volunteer Other (please describe): _____

This person manages (select all that apply):

- Overall Public Education and Outreach (MCM 1)
 Overall Public Involvement and Participation (MCM 2)
 A portion of the MCM 1 program: (please list below)

- A portion of MCM 2 program: (please list below)

(Use additional sheets as necessary. Update as contact information changes.)

MCM 1

Step 1: Identifying Pollutants of Concern For Meeting 4.2.1.2.4

Permit language:

“4.2.1.2.4 What are the target pollutant sources your public education program is designed to address”

What is this table for?

For any storm water outreach program - or even public involvement and participation program - to be successful, it needs to deal with real problems faced by the community that people in the community can help solve. Therefore, the first step in planning your program is to figure out what pollutants your community is dealing with.

Your pollutants of concern might be:

- **A water quality problem you are facing now** – This is for dealing with any water bodies that already have a high level of a pollutant in them that you want to clean up.
- **A water quality problems you want to avoid for the future** – You might be planning ahead to prevent other pollutants from becoming a problem as your community changes.

Table 1 lets you list and prioritize these current and potential pollutants your community is dealing with so the rest of your outreach plan can help address real problems your community is facing.

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
Goals and Objectives	Outreach Strategy 4.2.1.2.5
	Evaluating Success 4.2.1.2.7

MCM 1		
Identify Pollutant of Concern 4.2.1.2.4		
Identify Target Audiences 4.2.1.2.3		
Target Behaviors and Actions	Audiences Who Should Do Actions	Getting To Know Your Audiences
Outreach Strategy 4.2.1.2.5	Goals and Objectives	
Evaluating Success 4.2.1.2.7		

Instructions:

For Table 1, list the storm water discharge pollutants of concern for your area and record how your program identified them as a concern.

	1 Pollutant	3 Identified as:	
		Current problem: ^A	Potential problem: ^B
2 #_		<input type="checkbox"/>	<input type="checkbox"/>

1. List each individual pollutant your program will address in its own row under the **"Pollutant"** column.
2. You may assign a number to the pollutant in the space provided in the column to the left.
3. Mark how your program identified each pollutant as a pollutant of concern.
 - A. Check the box under the **"Current problem"** column if your program identified the pollutant as an impairment through water quality testing or through other programs associated with the NPDES storm water permit. (*Example: Illicit discharge detection.*)
 - B. Check the box under the **"Potential problem"** column if your program identified the pollutant as a potential impairment, water quality threat or water quality concern through expected changes. (*Example: Expected population growth leading to increased development and the potential for increased sediment.*)

You will want to revise or add to Table 1 if...

- a pollutant's load improves enough to make it less of a priority problem
- or new concerns arise.

Municipality: _____
 Date: _____

MCM 1 Step 1

Table 1: Identifying pollutants of concern			
	Pollutant	Identified as:	
		Current problem: ^A	Potential problem: ^B
#__		<input type="checkbox"/>	<input type="checkbox"/>
#__		<input type="checkbox"/>	<input type="checkbox"/>
#__		<input type="checkbox"/>	<input type="checkbox"/>
#__		<input type="checkbox"/>	<input type="checkbox"/>
#__		<input type="checkbox"/>	<input type="checkbox"/>
#__		<input type="checkbox"/>	<input type="checkbox"/>

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
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Evaluating Success 4.2.1.2.7	

A – Identified as an impairment through water quality testing or through other programs associated with the NPDES storm water permit (Example: Illicit discharge detection).

B – Identified as a potential impairment, water quality threat or water quality concern through expected changes (Example: Expected population growth leading to increased development and the potential for increased sediment).

(Use additional sheets as necessary.)

MCM 1

Step 2: Identifying Target Audiences For Meeting 4.2.1.2.3

A. Identifying Target Behaviors and Actions

Permit language:

“4.2.1.2.3 Who are the target audiences for your education program who are likely to have significant storm water impacts (including commercial, industrial and institutional entities) and why those target audiences were selected.”

What is this table for?

A pollutant of concern might come from several **different behaviors** people do that add to it. It might also come from **different sources** people have control over. How vigilant they are in taking care of those sources may affect how much pollutant they contribute.

A single pollutant like bacteria might come from **different behaviors** like:

- Not picking up pet "poo"
- Letting farm animals linger in streams

A single pollutant like nutrients might come from **different sources** like:

- Unbagged piles of raked leaves
- Leaking restaurant grease bins

Effective outreach and education

programs focus on people doing what is more likely to contribute to pollution by:

- identifying bad behaviors and
- encouraging people to trade them for better behaviors.

Of course, the more specific you can be in listing both the bad and good behaviors, the easier it will be to develop a simple message. And simple messages make it easier for your target audience to understand what they shouldn't be doing and what they should be doing instead.

Not all good behaviors are equal, though. Some are better than others at reducing or preventing pollution. Some are easier than others for people to adopt because they might take less time, be less expensive, be easier to learn or be more socially acceptable. Therefore, **you want to pick good behaviors to encourage that you think are the most likely to help reduce your pollutant of concern.** When choosing behaviors, consider how good it is at reducing pollution, how likely people are to adopt it, and anything else you think is important.

Table 2 lets you:

- list any specific bad behaviors contributing to the pollutant of concern,
- list any good behaviors people could do instead – what people can either do or stop doing,
- and prioritize the good behaviors you want to encourage. You will want to think about which good behaviors are more likely to help reduce your pollutant of concern. You then give them a priority ranking. This helps you figure out which actions you want to focus on for the rest of the outreach planning process.

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
Goals and Objectives	Outreach Strategy 4.2.1.2.5 Evaluating Success 4.2.1.2.7

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	
Identify Target Audiences 4.2.1.2.3	
Target Behaviors and Actions	Audiences Who Should Do Actions
	Getting To Know Your Audiences
Outreach Strategy 4.2.1.2.5	Goals and Objectives
Evaluating Success 4.2.1.2.7	

Instructions:

Table 2 is for listing and prioritizing behaviors and pollutant sources likely to be significant contributors to an identified pollutant of concern. You will later use this information to identify audiences that do those behaviors or contribute to those sources.

Pollutant #__ : 1 _____ (One table for each pollutant from Table 1)			
	Behaviors and sources that contribute to this pollutant	What people should do (or stop doing) to reduce their pollution contribution	Priority ranking
3 #__	2	1. 2. 4 3.	5

1. Fill out this table for at least one pollutant from Table 1. Each pollutant should have a separate Table 2.
2. List behaviors (*Example: Leaving grass clippings near storm drain*) and sources (*Example: Leaking restaurant grease bins*) that may contribute to the pollutant. You might choose to create this list through an idea-generating process like brainstorming.
3. You can number the undesirable behaviors and sources.
4. For each behavior or source that may contribute to the pollutant, list actions that people **should do** or **should stop doing** to help water quality. Attach additional sheets as necessary.
5. You will need to prioritize the individual actions people can do or can stop doing to help water quality. The priority ranking should be based on your local situation. You might want to consider:
 - an action’s potential load reduction,
 - what it would cost people to adopt or not adopt an action (*Examples: time, money, or learning new skill*),
 - the potential for partnering with other organizations to encourage an action,
 - or any other relevant considerations.

You will want to revise, add to or complete additional Table 2s if...

- there are changes in Table 1 – you set new pollutants of concern,
- you have met public education and outreach goals/ objectives and need to move to the next phase of your public education and outreach plan,
- or you are not meeting public education and outreach goals/ objectives and are concerned about how relevant the prioritized actions are to addressing the pollutant of concern or about the likelihood of encouraging the action.

Municipality: _____
 Date: _____

MCM 1 Step 2 A

Pollutant # __: _____ (One table for each pollutant from Table 1)

Table 2: Identifying actions to encourage			
	Behaviors and sources that contribute to this pollutant	What people should do (or stop doing) to reduce their pollution contribution	Priority ranking
#__		1. 2. 3.	

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
Goals and Objectives	Outreach Strategy 4.2.1.2.5
	Evaluating Success 4.2.1.2.7

(Use additional sheets as necessary.)

MCM 1

Step 2: Identifying Target Audiences For Meeting 4.2.1.2.3

B. Audiences Who Should Do Actions

Permit language:

“4.2.1.2.3 Who are the target audiences for your education program who are likely to have significant storm water impacts (including commercial, industrial and institutional entities) and why those target audiences were selected.”

What is this table for?

Some people are more likely than others to contribute to any particular pollutant of concern. Effective outreach and education programs **focus on people who are more likely to contribute to pollution.** These programs encourage them to change their bad behaviors that contribute to pollution to good behaviors that do not contribute or might even prevent pollution.

Some people are more likely than others to contribute to any single pollutant of concern.

For example, **lawn clippings** are more likely to come from people who take care of yards than people who live in apartments.

You should have prioritized the bad behaviors you want to change and the good behaviors you want to encourage in Table 2. In Table 3, you will list the types of people who can or should be making these behavior changes. These are your **primary audiences**. Be as specific as possible. This will help you later as you try to prioritize the audiences you want to reach and gather more information about them to help you develop your messages.

There is also space to list **secondary audiences**. These are the people who can influence the primary audience. You may want to consider forming partnerships with the secondary audiences to help you reach your primary audience.

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
Goals and Objectives	Outreach Strategy 4.2.1.2.5 Evaluating Success 4.2.1.2.7

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	
Identify Target Audiences 4.2.1.2.3	
Target Behaviors and Actions Audiences Who Should Do Actions	Getting To Know Your Audiences
Outreach Strategy 4.2.1.2.5	Goals and Objectives
Evaluating Success 4.2.1.2.7	

Instructions:

Table 3 is for identifying those audiences who might reduce their pollution contribution by changing their behavior.

Pollutant #__ : 1 _____ (One table for each pollutant from Table 1)			
<i>From Table 2</i>		Primary audience: Who should perform action	Secondary audience: Who may influence primary audience
Priority ranking	What people should do/ not do		
#__ 2		1. 3	4
		2.	

1. Fill out this table for at least one pollutant from Table 1. Each pollutant should have a separate Table 3.
2. List actions to encourage (What people should do/ not do) in order of the priority ranking from Table 2. Attach additional sheets as necessary.
3. For each action, list anyone who should perform the action. You might choose to create this list through an idea-generating process like brainstorming. Attach additional sheets as necessary.
4. For each primary audience identified, are there people who might influence them (*Examples: Home owners associations, churches, or professional associations*)? You might choose to create this list through an idea-generating process like brainstorming.

You will want to revise, add to or complete additional Table 3s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- or you are not meeting public education and outreach goals/ objectives and think you need to better target your audience.

Municipality: _____
 Date: _____

MCM 1 Step 2 B

Pollutant # __: _____ (One table for each pollutant from Table 1)

Table 3: Audiences who should do actions			
<i>From Table 2</i>		Primary audience: Who should perform action	Secondary audience: Who may influence primary audience
Priority ranking	What people should do/ not do		
#__		1.	
		2.	
		3.	
		4.	
#__		1.	
		2.	
		3.	
		4.	
#__		1.	
		2.	
		3.	
		4.	

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	
Identify Target Audiences 4.2.1.2.3	
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
Goals and Objectives	Outreach Strategy 4.2.1.2.5 Evaluating Success 4.2.1.2.7

(Use additional sheets as necessary.)

MCM 1

Step 2: Identifying Target Audiences For Meeting 4.2.1.2.3

C. Getting To Know Your Audiences

Permit language:

“4.2.1.2.3 Who are the target audiences for your education program who are likely to have significant storm water impacts (including commercial, industrial and institutional entities) and why those target audiences were selected.”

What are these tables for?

At this point, you have identified your primary audiences – people who should make the behavior change you want to encourage. Now you need to get to know them better. This will help you figure out what your message should be and how you should deliver it.

In Tables 4 & 5, you record the information you need to better understand your audience. Some examples of questions you might want answers to are:

- *What are they doing?*
 - Are they always doing the bad behavior?
 - Do they ever do the good behavior?
 - Do they do other good behaviors you might use to convince them to do another good behavior?
Example: Picking up dog waste on walks, but not at home
- *Why are they doing it?*
 - Do they have a reason for doing the bad behavior or is it just habit?
 - Do they even know the good behavior to do?
 - Do they think they are doing something good but they are instead doing something bad?
 - Do they get some benefit from doing the bad behavior?
 - Do they have a barrier to doing the good behavior?
Examples: Not enough time or too expensive
- *What might encourage them to do the good behavior?*
 - What do they value?
 - Can the good behavior help them with something they value?
Example: Health benefit for health-conscious people
 - What do they value that the bad behavior is costing them?
Example: Over-fertilizing wastes money for cost-conscious people
- *How can you reach them?*
 - Where do they usually go that might be a good place to stage an event or put a display?
 - What media do they usually watch/ read/ listen to?
 - When?
 - Are they members of any clubs or associations?

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
	Outreach Strategy 4.2.1.2.5
Goals and Objectives	
Evaluating Success 4.2.1.2.7	

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	
Identify Target Audiences 4.2.1.2.3	
Target Behaviors and Actions Audiences Who Should Do Actions	Getting To Know Your Audiences
Outreach Strategy 4.2.1.2.5	Goals and Objectives
Evaluating Success 4.2.1.2.7	

Instructions:

Table 4 is for tracking the information you have or need to get to better understand a target audience.

Pollutant # ___: 1 _____ (From Table 1)			
Action: 2 _____ (From Table 3)			
Audience: 3 _____ (For each primary audience from Table 3)			
Basic audience information	How collected	Collected	Data location
4	5	6	7

1. Name the pollutant of concern for the audience.
2. Name one of the priority actions for the pollutant of concern. This should come from Table 3 for the pollutant of concern.
3. Name one of the primary audiences for the priority action. Fill out one of these tables for each of the primary audiences listed in Table 3. Attach additional sheets to this table as necessary.
4. List the basic types of information you will need to understand your audience better. This information should include:
 - audience’s existing behaviors,
 - where/ how they get information,
 - and any other specific demographic information relevant to the target behavior (*Examples: Age, home ownership, or professional association*).

For each type of information needed, record:

5. how you will collect it
6. whether it has been collected yet
7. where you are storing this information. This may reference a report or file with this information or may show information is yet to be collected.

You will want to revise, add to or complete additional Table 4s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Table 3 – you identify new primary audiences for the public education and outreach program,
- the demographics of the area change,
- or you are not meeting public education and outreach goals/ objectives and think you need to better target your audience.



Municipality: _____
 Date: _____

MCM 1 Step 2 C

Pollutant # __: _____ (From Table 1)

Action: _____ (From Table 3)

Audience: _____ (For each primary audience from Table 3)

Table 4: Basic primary audience information			
Basic audience information	How collected	Collected	Data location
<i>Should include at least:</i> <i>Existing behaviors</i> <i>Audience information sources</i> <i>Relevant demographics</i>			
<i>Ex. Demographics – home ownership</i> <i>Ex. Existing behaviors</i> <i>Ex. Audience information sources</i>	<i>County records</i> <i>Survey</i> <i>Survey</i>	Yes No No	<i>Report.Doc</i> <i>To Be Coll.</i> <i>To Be Coll.</i>

(Use additional sheets as necessary.)

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
	Outreach Strategy 4.2.1.2.5
Goals and Objectives	Evaluating Success 4.2.1.2.7

Instructions:

Table 5 is for better understanding how to encourage a target audience to make changes that help improve water quality.

Pollutant # 1 _____ (From Table 1)	
Action: 2 _____ (From Table 3)	
Audience: 3 _____ (For each primary audience from Table 3)	
Based on audience information collected (from Table 4) and other input	
Barriers to adoption of improved behavior	Motive for adoption or ways to remove barriers
4	5

1. Name the pollutant of concern for the audience.
2. Name one of the priority actions for the pollutant of concern. This should come from Table 3 for the pollutant of concern.
3. Name one of the primary audiences for the priority action. Fill out one of these tables for each of the primary audiences listed in Table 3. Attach additional sheets to this table as necessary.
4. Based on information you have collected about the audience and other inputs (*Examples: local feedback or local experience*), list the barriers this audience may have to adopting the target behavior.

Tip: A good way to collect this information is to speak with members of the audience about the behavior. Ask them what is preventing them from doing it.

5. Based on information you have collected about the audience and other inputs (*Examples: local feedback or local experience*), list what might motivate the audience to adopt the behavior. Also list what barriers they feel they need removed before they adopt the behavior.

Tip: A good way to collect this information is to speak with members of the audience about the behavior. Ask them what would make them more likely to do it or ask them what they felt they would need to be able to do it.

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	
Identify Target Audiences 4.2.1.2.3	
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
	Outreach Strategy 4.2.1.2.5
Goals and Objectives	Evaluating Success 4.2.1.2.7

MCM 1		Identify Pollutant of Concern 4.2.1.2.4	
Identify Target Audiences 4.2.1.2.3		Target Behaviors and Actions	
Evaluating Success 4.2.1.2.7	Outreach Strategy 4.2.1.2.5	Audiences Who Should Do Actions	
Goals and Objectives		Getting To Know Your Audiences	

You will want to revise, add to or complete additional Table 5s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Table 3 – you identify new primary audiences for the public education and outreach program,
- the demographics of the area change,
- or you are not meeting public education and outreach goals/ objectives and think you need to better target your audience.



Municipality: _____
 Date: _____

MCM 1 Step 2 C

Pollutant # __: _____ (From Table 1)

Action: _____ (From Table 3)

Audience: _____ (For each primary audience from Table 3)

Based on audience information collected (from Table 4) and other input

Table 5: Audience information for encouraging priority action	
Barriers to adoption of improved behavior	Motive for adoption or ways to remove barriers

(Use additional sheets as necessary.)

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
	Outreach Strategy 4.2.1.2.5
Goals and Objectives	Evaluating Success 4.2.1.2.7

MCM 1

Step 3: Setting Measurable Goals and Objectives For Meeting 4.2.1.2.5 and 4.2.1.2.7

Permit language:

“4.2.1.2.5 What is your outreach strategy, including how you plan to inform the target audiences, the mechanisms and activities (e.g., printed brochures, newspapers, media, workshops, etc.) you will use to reach your target audiences, and how many people do you expect to reach by your outreach strategy over the permit term.”

“4.2.1.2.7 How you will evaluate the success of this minimum measure.”

What are these tables for?

At this point, you should have:

- identified your pollutant of concern,
- determined what bad actions you want to discourage and what good actions you want to encourage,
- identified the target audiences who should be making those behavior changes,
- and collected information to better understand what might encourage your target audiences to make the behavior change.

Now, you need to set the goals and objectives for your outreach program based on those target audiences and behavior changes you want to see.

A goal is a vision of what you hope to achieve. It is a general statement that often you cannot measure directly. An example of a storm water outreach goal might be:

Encourage the proper care of green space (parks, lawns, undeveloped land, etc.) that protects water quality and improves Our Fair City’s appearance

Objectives let you break up the goals in to manageable tasks that you can carry out and measure for success. A good goal uses the **SMART** criteria. It is:

- Specific – they target a single action or item.
- Measurable – you have a plan for measuring it.
- Audience targeted – it focuses on a single audience.
- Realistic – you can achieve it.
- Time bound – you plan to do it in a given time frame.

Example: 25% of dog owners in Our Fair City will pick up after their dogs within 6 months of starting the “pet poo” campaign.

In Tables 6 & 7 you will list your goals and objectives. In Table 7 you describe how you will carry out the objective (activities you will do) and measure success.

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions
	Audiences Who Should Do Actions
Goals and Objectives	Outreach Strategy 4.2.1.2.5
	Evaluating Success 4.2.1.2.7

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Target Behaviors and Actions	Audiences Who Should Do Actions
Getting To Know Your Audiences	
Outreach Strategy 4.2.1.2.5	Goals and Objectives
Evaluating Success 4.2.1.2.7	

Instructions:

Table 6 is for developing the goals and objectives based on target audiences and priority actions that are likely to have significant storm water impacts for the pollutant of concern.

Pollutant #___: 1 _____ (From Table 1)
Goal: 2 _____
Objective # 3 _____

- 1.** Name the pollutant of concern for the audience.
- 1.** Develop outreach/ educational goals based on addressing the pollutant of concern. A goal is a vision of what you want to achieve (*Example: Promote proper pet waste disposal*). Fill out one Table 6 for each goal for the pollutant of concern.
- 2.** Based on the goal, develop objectives that are:
 - Specific – they target a single action or item.
 - Measurable – you have a plan for measuring it.
 - Audience targeted – it focuses on a single audience.
 - Realistic – you can achieve it.
 - Time bound – you plan to do it in a given time frame.

Include as many objectives as necessary to meet goal.

You will want to revise, add to or complete additional Table 6s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Tables 3-5 – you target new audiences or collect new audience information,
- or you are not meeting public education and outreach goals/ objectives and think it is because your objectives as stated are too difficult to measure.



Municipality: _____
 Date: _____

MCM 1 Step 3

Pollutant # __: _____ (From Table 1)

Table 6: Goals and Objectives
Goal: _____ _____ _____

Objective # __: _____

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
	Outreach Strategy 4.2.1.2.5
Goals and Objectives	Evaluating Success 4.2.1.2.7

(Include as many objectives as necessary to meet goal.)

Instructions:

The Objective Worksheet is for recording information about each objective. This includes information about the activities your outreach strategy will use, how you will reach your audience and how you will measure success.

Pollutant #__ : **1** _____ (From Table 1)

Objective #__ : (From Table 6) _____
 _____ **2** _____

Target audience: (From Table 3) _____ **3** _____

Plan for measuring: _____ **4** _____

Focus (pick one): Knowledge/ Awareness **5** Opinions/ Values
 Behaviors Load Reduction

Brief description of message: _____ **6** _____

Table 7: Activities to meet objective

Brief description	Delivery method	Expected reach	Planned for/ performed on:
7	8	9	10

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Getting To Know Your Audiences	Target Behaviors and Actions Audiences Who Should Do Actions
	Outreach Strategy 4.2.1.2.5
Goals and Objectives	Evaluating Success 4.2.1.2.7

1. Name the pollutant of concern for the audience.
2. Name one of the objectives for the pollutant of concern. This should come from Table 6 for the pollutant of concern. Complete one table for each objective.
3. Name the audience targeted by the objective. This should be one of the target audiences from Table 3.
4. Briefly describe the plan for measuring the objective (*Example: Survey all participants of rain barrel workshops given throughout year*).

MCM 1	
Identify Pollutant of Concern 4.2.1.2.4	Identify Target Audiences 4.2.1.2.3
Target Behaviors and Actions	Audiences Who Should Do Actions
	Getting To Know Your Audiences
Outreach Strategy 4.2.1.2.5	Goals and Objectives
Evaluating Success 4.2.1.2.7	

5. Mark the type of change the objective focuses on.
- **Knowledge/ Awareness** – Objectives focused on these changes might look for the audience to:
 - “show an increase in understanding,”
 - “be able to identify,”
 - “be able to list,”
 - “be able to recognize,”
 - or other similar phrases.
 - **Opinions/ Values** – Objectives focused on these changes might expect the audience to:
 - “believe X is important,”
 - “like X more,”
 - “support X more,”
 - or other similar phrases.
 - **Behaviors** – Objectives focused on these changes might expect audiences to:
 - have an observed behavior change (you see and record the behavior)
 - or report changes in behavior (they tell you in a survey).
 - **Load reductions** – Objectives focused on these changes might expect a measured decrease in load. For example, “X more pounds of dog waste will be collected” or “X less pounds of fertilizer will be sold.”
6. Briefly describe the message(s) you will use to encourage the change aimed for in the objective. You should base messages on what appeals to the target audience. Consider the barriers and motivators listed in Table 5.
7. Briefly list the types of activities you will perform to meet the objective.
8. Describe the delivery method of the activity. You should base delivery methods on reaching the target audience. Consider the information collected on where/how they get information in Table 4.
9. List how many of the target audience you expect to reach with this activity.
10. List when this activity will be or when it was delivered. Attach additional sheets as necessary to list all related activities.

You will want to revise, add to or complete additional Table 7s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Tables 3-5 – you target new audiences or collect new audience information,
- or you are not meeting public education and outreach goals/ objectives and think it is because your objectives as stated are too difficult to measure.

MCM 2

Step 1: Targeting Stakeholder Groups For Meeting 4.2.2.2.3

A. Identifying Stakeholder Groups

Permit language:

“4.2.2.2.3 The target audiences for your public involvement program, including a description of the audiences’ demographic characteristics. You are encouraged to actively involve all potentially affected stakeholder groups, including commercial and industrial businesses, trade associations, environmental groups, homeowners associations, and educational organizations, among others.”

What is this table for?

At this point you should have identified your pollutants of concern (Table 1). You may have also completed the public education and outreach (MCM 1) worksheets.

A good public involvement and participation plan can help you form relationships with groups and individuals that can affect how well your overall storm water program is received. These are people who are affected by or have a vested interest in your efforts to reduce storm water pollution.

Your public involvement and participation plan can help you identify potential partners – such as interested groups already doing work to protect the local environment or secondary audiences who might help you reach your target outreach audiences.

It can also help you identify those groups of people who might be resistant to your storm water program, especially if you do not address their concerns. Your public involvement plan may include involving these people early to increase their likelihood for buy-in or at least to understand what challenges you are likely to face.

In Table 8, you list the various stakeholder groups that might apply to your pollutant of concern. You will use this list as you develop your plan to reach out to the relevant stakeholder groups in your area.

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups
Information on Stakeholder Groups	Types of Activities 4.2.2.2.4
Goals and Objectives	Evaluating Success 4.2.2.2.6
	<i>MCM 1</i> <i>Plan to Involve People</i> 4.2.1.2.2

MCM 2		Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups	Information on Stakeholder Groups
MCM 1 <i>Plan to Involve People</i> 4.2.1.2.2	Types of Activities	Goals and Objectives		
	Evaluating Success			

Instructions:

Table 8 is for listing any identified stakeholder groups for each pollutant of concern.

Pollutant # __: 1 _____ (One table for each pollutant from Table 1)
Groups and individuals affected by pollutant of concern: 2
Groups and individuals whose actions can reduce pollutant of concern (See Table 3): 3
Groups and individuals affected by actions to reduce pollutant of concern: 4
Groups and individuals with an identified interest in pollutant of concern/ water quality issues: 5

1. Fill out this table for at least one pollutant from Table 1. Each pollutant should be on a separate Table 8.

You might choose to create the lists for the following sections through an idea-generating process like brainstorming.

2. List the groups and individuals affected by the pollutant of concern (*Example: People who swim or fish in an impaired water body*).
3. List the groups and individuals who may be contributing to the pollutant of concern or who may be able to reduce the pollution from a source. Consider including target audiences from Table 3 for the pollutant of concern.
4. List the groups and individuals affected by any actions taken to reduce the pollutant of concern (*Example: Gardening stores that sell fertilizer if there is a campaign to reduce fertilizer use*).
5. List the groups and individuals who have expressed an interested in the pollutant of concern or in water body issues (*Example: A local watershed organization*).

You will want to revise, add to or complete additional Table 8s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Table 3-5 – you target new audiences or collect new audience information,
- new groups form or claim interest,
- demographics of area change,
- or you are not meeting public involvement/ participation goals or objectives and think you need to better target your stakeholder audience.

Municipality: _____
 Date: _____

MCM 2 Step 1 A

Pollutant # __: _____ (One table for each pollutant from Table 1)

Table 8: Identifying stakeholder groups for pollutant of concern	
Groups and individuals affected by pollutant of concern:	
Groups and individuals whose actions can reduce pollutant of concern (See Table 3):	
Groups and individuals affected by actions to reduce pollutant of concern:	
Groups and individuals with an identified interest in pollutant of concern/ water quality issues:	

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups
Information on Stakeholder Groups	
Types of Activities 4.2.2.2.4	Goals and Objectives
Evaluating Success 4.2.2.2.6	
MCM 1 <i>Plan to Involve People</i> 4.2.1.2.2	

(Use additional sheets as necessary.)

MCM 2

Step 1: Targeting Stakeholder Groups For Meeting 4.2.2.2.3

B. Information on Stakeholder Groups

Permit language:

“4.2.2.2.3 The target audiences for your public involvement program, including a description of the audiences’ demographic characteristics. You are encouraged to actively involve all potentially affected stakeholder groups, including commercial and industrial businesses, trade associations, environmental groups, homeowners associations, and educational organizations, among others.”

What is this table for?

At this point, you have identified your stakeholder groups for your pollutant of concern. These people are affected by or have an identified interest in your efforts to reduce storm water pollution. Just like with the target audiences for the public education and outreach plan, you need to get to know them better. This will help you figure out how to involve them in your program.

In Table 9, you record the information you need to better understand your stakeholders. Some questions you might want answers to are:

- *Who are they?*
 - Are they individuals?
 - Are they informal groups? *Example: Residents in a neighborhood*
 - Are they formal organizations? *Example: Neighborhood home owners’ associations*
 - Have they expressed an interest?
 - Do they know they are stakeholders? *Example: Unaware pet owners who might be fined if they do not pick up after their dog*
 - Have they been involved with you before?
- *What are they like?*

Demographics that might be relevant depending on the stakeholder group: Home ownership, property caretakers, pet owners, income level (especially if good behaviors cost money), free time, employment (may be important for setting meeting times they can attend)
- *How can you reach them?*

For groups: Is there a leader for the group/ organization? When do they meet? Can you present at their meetings?

For individuals: Where do they usually go that might be a good place to stage an event or put up a display? What media do they usually watch/ read/ listen to? When? Are there any clubs or associations they are members of?

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups
Information on Stakeholder Groups	Types of Activities 4.2.2.2.4
Goals and Objectives	Evaluating Success 4.2.2.2.6
	Plan to Involve People 4.2.1.2.2 MCM 1

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	
Identifying Stakeholder Groups	Information on Stakeholder Groups
Types of Activities 4.2.2.2.4	Goals and Objectives
Evaluating Success 4.2.2.2.6	
MCM 1 Plan to Involve People 4.2.1.2.2	

Instructions:

Table 9 is for tracking the information you need to better understand a target stakeholder group.

Pollutant # ___: 1 _____ (From Table 1)			
Stakeholder group: 2 _____ (One for each stakeholder from Table 8)			
Basic audience information	How collected	Collected	Data location
3	4	5	6

1. Name the pollutant of concern for the audience.
2. Name one of the target stakeholder groups. Fill out one of these tables for each of the stakeholder groups listed in Table 8. Attach additional sheets to this table as necessary.
3. List the basic types of information you will need to understand your audience better. This information should include:
 - where/ how they get information
 - and any other specific demographic information relevant to the target behavior (*Examples: age, home ownership or professional association*).

For each type of information needed, record:

4. how you will collect it
5. whether it has been collected yet
6. where you are storing this information. This may reference a report or file with this information or may show information is yet to be collected.

You will want to revise, add to or complete additional Table 9s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Table 3-5 – you target new audiences or collect new audience information,
- there are changes in Table 8 – you identify new stakeholder groups,
- demographics of area change,
- or you are not meeting public involvement/ participation goals or objectives and think you need to better target your stakeholder audience.

Municipality: _____
 Date: _____

MCM 2 Step 1 B

Pollutant # __: _____ (From Table 1)

Stakeholder group: _____ (One for each stakeholder from Table 8)

Table 9: Basic stakeholder group information			
Basic audience information	How collected	Collected	Data location
<i>Ex. Demographics – home ownership</i> <i>Ex. Existing behaviors</i> <i>Ex. Audience information sources</i>	<i>County records</i> <i>Survey</i> <i>Survey</i>	Yes No No	<i>Report.Doc</i> <i>To Be Coll.</i> <i>To Be Coll.</i>

(Use additional sheets as necessary.)

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	
Information on Stakeholder Groups	Identifying Stakeholder Groups
Goals and Objectives	Types of Activities 4.2.2.2.4
	Evaluating Success 4.2.2.2.6
	Plan to Involve People 4.2.1.2.2 MCM 1

MCM 2

Step 2: Setting Measurable Goals and Objectives For Meeting 4.2.1.2.2 4.2.2.2.1, 4.2.2.2.4, & 4.2.2.2.6

Permit language:

“4.2.1.2.1 How you plan to inform individuals and households about the steps they can take to reduce storm water pollution.”

“4.2.2.2.1 How you have involved the public in the development and submittal of your storm water management program.”

“4.2.2.2.4 What are the types of public involvement activities included in your program. Where appropriate, consider the following types of public involvement activities.”

“4.2.2.2.6 How you will evaluate the success of this minimum measure, including how you selected the measurable goal for each minimum measure.”

What are these tables for?

At this point, you should have:

- identified your pollutant of concern,
- identified the stakeholder groups you hope to involve in your program,
- and collected information to better understand your stakeholders.

Now, you need to set the goals and objectives for your public involvement and participation program based on those target stakeholder groups and your pollutant of concern.

A goal is a vision of what you hope to achieve. It is a general statement that often you cannot measure directly. An example of a storm water public participation goal might be:

Encourage home owner association buy-in for new stream buffer ordinance

Objectives let you break up the goals in to manageable tasks that you can carry out and measure for success. A good goal uses the **SMART** criteria. It is:

- Specific – they target a single action or item.
- Measurable – you have a plan for measuring it.
- Audience targeted – it focuses on a single audience.
- Realistic – you can achieve it.
- Time bound – you plan to do it in a given time frame.

Example: 25% of home owners’ associations in Our Fair City will sign on as partners in our local “pet poo” campaign by July.

In Tables 10 & 11 you will list your goals and objectives. In Table 11 you describe how you will carry out the objective (activities you will do) and measure success.

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups
Information on Stakeholder Groups	
	Types of Activities 4.2.2.2.4
Goals and Objectives	Evaluating Success 4.2.2.2.6
	MCM 1 Plan to Involve People 4.2.1.2.2

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups Information on Stakeholder Groups
Types of Activities 4.2.2.2.4	Evaluating Success 4.2.2.2.6
MCM 1 Plan to Involve People 4.2.1.2.2	Goals and Objectives

Instructions:

Table 10 is for developing the goals and objectives based on target stakeholder groups related to the pollutant of concern.

Pollutant #__:	1	(From Table 1)
Goal:	2	
Objective #__:	3	

1. Name the pollutant of concern for the stakeholder group.
2. Develop public involvement/ participation goals based on stakeholders groups for the pollutant of concern. A goal is a vision of what you want to achieve Fill out one Table 10 for each goal for the pollutant of concern.
3. Based on the goal, develop objectives that are:
 - Specific – they target a single action or item.
 - Measurable – you have a plan for measuring it.
 - Audience targeted – it focuses on a single audience.
 - Realistic – you can achieve it.
 - Time bound – you plan to do it in a given time frame.

Include as many objectives as necessary to meet goal.

You will want to revise, add to or complete additional Table 10s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Table 8 & 9 – you targeted new stakeholders or collect new stakeholder information,
- or you are not meeting public involvement/ participation objectives and think it is because your objectives as stated are too difficult to measure.



Municipality: _____
 Date: _____

MCM 2 Step 2

Pollutant # __: _____ (From Table 1)

Table 10: Goals and Objectives
Goal: _____ _____ _____

Objective # __: _____

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups
Information on Stakeholder Groups	
Types of Activities 4.2.2.2.4	Evaluating Success 4.2.2.2.6
Goals and Objectives	MCM 1 Plan to Involve People 4.2.1.2.2

(Include as many objectives as necessary to meet goal.)

Instructions:

The Objective Worksheet is for recording information about each public involvement/ participation objective. This includes information about the activities your involvement strategy will use, how you will reach your stakeholder group and how you will measure success.

Pollutant # 1 _____ (From Table 1)			
Objective #__ : (From Table 10) _____ _____ 2			
Target stakeholder group: (From Table 8) _____ 3			
Plan for measuring: 4 _____ _____			
Focus (pick one): <input type="checkbox"/> Knowledge/ Awareness <input type="checkbox"/> Opinions/ Values <input type="checkbox"/> Behaviors 5 <input type="checkbox"/> Involvement Level <input type="checkbox"/> Load Reduction			
Brief description of message: _____ 6 _____ _____			
Brief description	Delivery method	Expected reach	Planned for/ performed on
7	8	9	10

1. Name the pollutant of concern for the audience.
2. Name one of the objectives for the pollutant of concern. This should come from Table 10 for the pollutant of concern. Complete one table for each objective.
3. Name the stakeholder group targeted by the objective. This should be one of the stakeholder groups from Table 8.
4. Briefly describe the plan for measuring the objective (*Example: Interview heads of local home owners' associations*).

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups
Information on Stakeholder Groups	Types of Activities 4.2.2.2.4
Goals and Objectives	Evaluating Success 4.2.2.2.6
MCM 1 Plan to Involve People 4.2.1.2.2	

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	
Identifying Stakeholder Groups	Information on Stakeholder Groups
Types of Activities 4.2.2.2.4	Goals and Objectives
Evaluating Success 4.2.2.2.6	
MCM 1 Plan to Involve People 4.2.1.2.2	

5. Mark the type of change the objective focuses on.
 - **Knowledge/ Awareness** – These objectives might look for the audience to:
 - “show an increase in understanding,”
 - “be able to identify,”
 - “be able to list,”
 - “be able to recognize,”
 - or other similar phrases.
 - **Opinions/ Values** – These objectives might expect the audience to:
 - “believe X is important,”
 - “like X more,”
 - “support X more,”
 - or other similar phrases.
 - **Behaviors** – These objectives might expect audiences to:
 - have an observed behavior change (you see and record the behavior)
 - or report changes in behavior (they tell you in a survey).
 - **Involvement level** – These objectives refer to how involved stakeholder groups will be in your program. For example, “X home owner’s associations will join the program” or “X private citizens will be appointed to a panel.”
 - **Load reductions** – These objectives might expect a measured decrease in load. For example, “X more pounds of dog waste will be collected” or “X less pounds of fertilizer will be sold.”
6. Briefly describe the message(s) you will use to encourage the change aimed for in the objective.
7. Briefly list the types of activities you will perform to meet the objective.
8. Describe the delivery method of the activity. You should base delivery methods on reaching the target stakeholder group. Consider the information collected on where/ how they get information in Table 9.
9. List how many of the target stakeholder group you expect to reach with this activity.
10. List when this activity will be or when it was delivered. Attach additional sheets as necessary to list all related activities.

You will want to revise, add to or complete additional Table 11s if...

- there are changes in Table 1 – you set new pollutants of concern,
- there are changes in Table 2 – you set new priorities for actions to encourage that can help reduce the pollutant of concern,
- there are changes in Table 8 & 9 – you targeted new stakeholders or collect new stakeholder information,
- or you are not meeting public involvement/ participation objectives and think it is because your objectives as stated are too difficult to measure.

Municipality: _____
 Date: _____

MCM 2 Step 2

Pollutant #__ : _____ (From Table 1)

Objective #__ : (From Table 10) _____

Target stakeholder group: (From Table 8) _____

Plan for measuring: _____

- Focus (pick one): Knowledge/ Awareness Opinions/ Values
 Behaviors Involvement Level
 Load Reduction

Brief description of message: _____

Table 11: Activities			
Brief description	Delivery method	Expected reach	Planned for/ performed on:

MCM 2	
Targeting Stakeholder Groups 4.2.2.2.3	Identifying Stakeholder Groups Information on Stakeholder Groups
Types of Activities 4.2.2.2.4	Evaluating Success 4.2.2.2.6
Goals and Objectives	
MCM 1 Plan to Involve People 4.2.1.2.2	

(Attach additional sheets as necessary to complete Table 11.)

