

East Metro Water Resource Education Program Education Plan 2006



East Metro Water Resource Education Program: Water Resource Education Plan 2006-2007

East Metro Watershed Partners: The East Metro Water Resource Education Program (EMW) is a partnership formed to develop a comprehensive water resource education and outreach program for member partners. Members of EMW include Brown's Creek Watershed District, Middle St. Croix Watershed Management Organization, South Washington Watershed District, Valley Branch Watershed District, City of Stillwater, Washington County and the Washington Conservation District. The EMW region covers all of Washington County as well as a small portion of Ramsey County.

Education Program Purpose: The purpose for this education and outreach program is to educate the public, municipal staff and officials, business owners and various other target audiences within the EMW region about the impacts of storm water discharges on water bodies and the steps that they can take to reduce pollutants in storm water runoff.

The first phase of the EMW education and outreach program is focused on storm water – specifically Storm Water Pollution Prevention Programs (SWPPP's). With the exception of the Washington Conservation District, all EMW members are MS4 communities required to prepare SWPPP's in accordance with Phase II of the Clean Water Act. This document outlines the public education and outreach activities that will be conducted by EMW to meet SWPPP requirements.

Water Resources in the East Metro Region: Bound by the St. Croix River on the east and the Mississippi River on the south, the EMW region contains seventy major lakes, including White Bear Lake, Forest Lake, Big Marine Lake and Lake Elmo. The region is also home to five designated trout streams, including Brown's Creek and Valley Creek, and several smaller ponds, marshes and wetlands. The overall surface water quality in the EMW region is high, compared with other communities in the metro area. Eight of the ten best lakes for water clarity in the metro area are in Washington County, and the St. Croix River, a National Scenic and Recreational River, has higher water quality than other major rivers in Minnesota. Water resources in the EMW region are susceptible to pollution however, especially as the population in the area continues to grow. Some of the more common water pollution problems include excess nutrients, dissolved and suspended sediments and mercury contamination.

Groundwater resources in the EMW region are also very important. Groundwater provides 100 percent of the drinking water, and virtually all of the water for commercial, industrial and irrigation needs in Washington County. Groundwater and surface water resources in the region are also interdependent. The majority of the groundwater used in the area is pumped from the Prairie Du Chien and Jordan aquifers, both of which provide a plentiful supply of water. Groundwater is of high quality throughout most of the EMW region, although there are locations where contaminants have been found above the established health risk limits. Protection of groundwater resources is needed to ensure an adequate and high-quality supply of water for people living in the region.

Clean Water Act: The Clean Water Act, amended from the Federal Water Pollution Control Act in 1977, gives the federal government the power to regulate discharges to the waters of the United States. The Clean Water Act was created in response to public concern about water quality in rivers and lakes throughout the nation. In one memorable example, the Cuyahoga River in Ohio actually caught fire due to the high concentration of pollutants in the water. In another example, an oil spill in Santa Barbara California covered 800 square miles of water and decimated nearly 25 miles of the coastline.

Since the passage of the Clean Water Act, the Environmental Protection Agency has worked with state regulatory agencies to monitor and control the discharge of pollution from point sources such as factories and sewer treatment facilities. As a result of this work, the overall water quality of rivers and lakes in the United States has greatly improved. The current challenge of the Clean Water Act is to identify and control non-point sources of water pollution. These non-point sources include stormwater run-off from residential and agricultural areas. Phase II of the Clean Water Act requires small cities and municipalities to create stormwater pollution prevention programs and to educate residents about the steps they can take to decrease non-point source water pollution. In Minnesota, the Clean Water Act is regulated by the Minnesota Pollution Control Agency.

Stormwater Pollution Prevention Program Components: The first phase of the EMW education program includes all necessary components for a SWPPP as required for MS4 communities, including an annual public meeting (Appendix F) and activities designed to specifically address the following six minimum control measures as outlined below (Appendices A – E).

1. Public Education and Outreach

- General Education Campaign (Appendix A)
- Blue Thumb Program (Appendix B)

2. Public Participation

- General Education Campaign
- Blue Thumb Program

3. Illicit Discharge Detection and Elimination

- MS4 Toolkit (Appendix D)

4. Construction Site Storm Water Runoff Control

- Storm Water U Training (Appendix C)
- MS4 Toolkit

5. Post Construction Storm Water Management

- Storm Water U Training
- NEMO Workshop (Appendix E)
- MS4 Toolkit

6. Pollution Prevention and Good Housekeeping in Municipal Operations

- MS4 Toolkit

Water Resource Education Plan Summary: The EMW water resource education plan includes a General Education and Outreach Campaign, the Blue Thumb Program, the Stormwater U Training Series, MS4 Toolkits, NEMO Workshops and an annual public meeting. A detailed description of each of the program components is included in appendices A-F.

General Education Campaign: An ongoing challenge for EMW will be to develop and coordinate a community-based social marketing campaign aimed at increasing awareness of water resource issues, promoting a conservation ethic among residents of Washington County, and catalyzing behavior change. This task will be accomplished by partnering with existing government, non-profit, and community based groups, and involving Washington County residents in water resource protection at an individual level. In addition to more traditional marketing techniques, such as flyers, brochures, newsletter articles and newspaper columns, a community based social marketing campaign will include smaller, community-based outreach efforts, such as neighborhood water parties and a member or pledge drive. The countywide education campaign will be tied in closely with the Blue Thumb program (Appendix B), with many of the efforts aimed at publicizing the Blue Thumb program and activities for each of the EMW partners.

A countywide education campaign could be achieved in a few different ways. It could be coordinated with an ongoing countywide conservation effort, such as the Washington County conservation referendum, led by Washington County Citizens for Land and Water. Alternately, it could be implemented by coordinating the ongoing educational activities conducted by existing agencies, non-profits and citizen groups working on water resource protection issues.

Blue Thumb Program: Blue Thumb in the EMW region will be an outgrowth of the Blue Thumb Program designed by Rice Creek Watershed District (RCWD). RCWD's program includes a Blue Thumb website and print materials with tips for planting native gardens and raingardens and stabilizing shorelines. The website also contains links to local retailers selling native plants. In the EMW region, the program will be coordinated with EMW partner BMP and cost-share programs and will include technical assistance for homeowners. EMW efforts will be targeted at installing raingardens in neighborhoods located near impaired water bodies, installing raingardens at churches and public buildings, and stabilizing shoreline on residential lots along impaired water bodies. The Blue Thumb

Program will be advertised and promoted through the General Education Campaign.

Storm Water U: The first phase of Storm Water U will include a three-part training series designed to help planners, developers, engineers and builders plan, design and maintain new development to meet storm water volume control standards for their watershed districts. The training will take place between January and March of 2007 with three different topic sessions: 1) Planning to meet volume control standards, 2) Designing to meet volume control standards, and 3) Operating and maintaining new construction to meet volume control standards. The training series will be held in Washington County, with the intent of replicating the sessions for Ramsey and Anoka Counties at a later date.

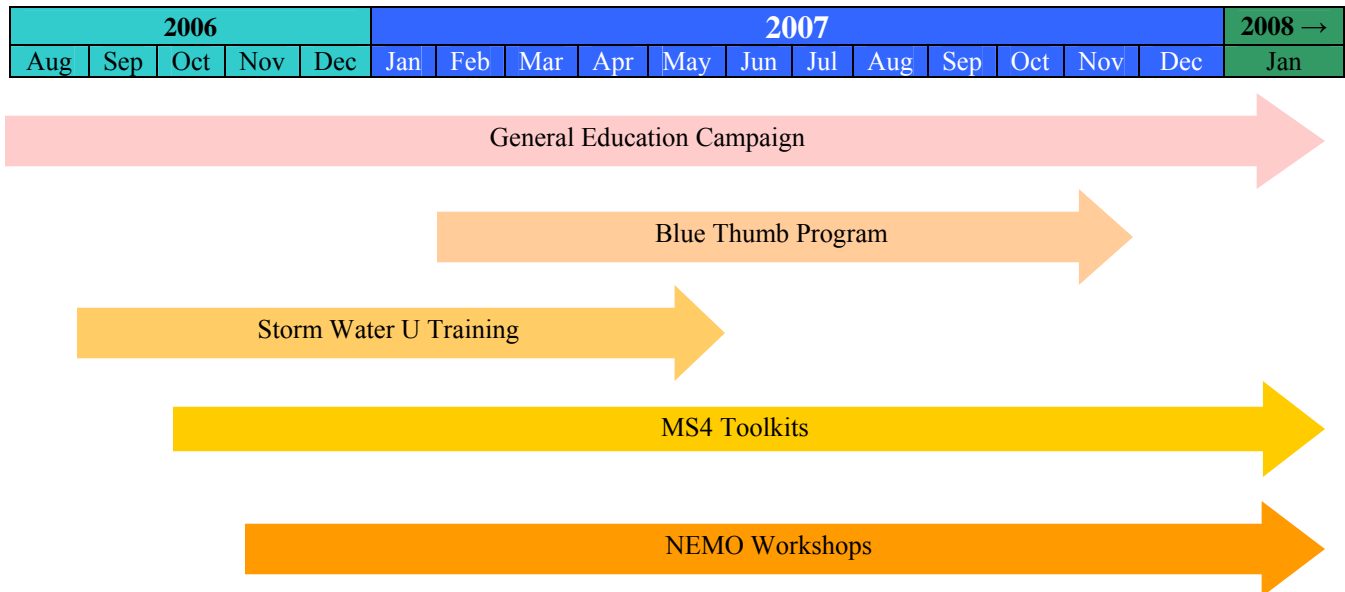
In addition to the three-part training series, EMW will work with the State Stormwater Steering Committee and MECA (Minnesota Erosion Control Association) to create a “menu” of available training options for developers, builders, engineers and planners in the metro area. To create this menu, existing trainings (such as MECA, BATC and Growing Green workshops) will be inventoried and packaged as a training menu for municipal staff, developers and members of the construction industry in Washington County and other metro area communities. Eventually, Stormwater U will evolve to include a wide variety of trainings available for multiple communities in the metro area. These trainings will be coordinated with MECA and the State Stormwater Steering Committee.

MS4 Toolkit: The MS4 toolkits will be toolboxes filled with educational materials such as brochures, videos, pod casts, and power points designed to help MS4 staff educate a variety of audiences about storm water and water resources.

NEMO Workshops: NEMO (Non-point Education for Municipal Officials) workshops will be conducted with selected MS4 communities in the EMW region to educate municipal staff and officials about water resources, storm water management, and cities’ role in creating rules and ordinances that support best management practices for clean water.

Annual SWPPP public meetings: SWPPP public meetings for the EMW partners will be held as three joint public meetings for the north, central and south portions of the region. These meetings may be organized in conjunction with local cities as well. To encourage participation and to utilize the public meetings as an educational opportunity, these meetings will be advertised as “EMW Gatherings” and will include optional hikes and workshops in addition to public comment and SWPPP review.

Education Program Timeline: The EMW educator is currently funded for three years, from 2006 through 2009. The first year’s education plan is intended as a guide for programming that can be modified and expanded each year as the program grows. The diagram below shows the expected timeline for planning and implementing the five main program components during the first year and a half. Although this timeline ends in January of 2008, all of the programs will be ongoing throughout 2008 and later years.



Social Marketing Strategies: To encourage behavior change among target audiences, the EMW education and outreach program will utilize community-based social marketing strategy developed by Doug McKenzie-Mohr and William Smith¹ in combination with the “Seven Doors Strategy²,” developed by Les Robinson. McKenzie-Mohr and Smith outline several components of a successful behavioral change campaign, which they differentiate from a traditional marketing campaign by the fact that the education and marketing occurs at a much more personal level. The social marketing strategies they recommend begin with an in-depth needs assessment, including literature review, qualitative research, and surveys, aimed at identifying needs and barriers in the target audiences. Program activities are then designed to meet audience needs by soliciting individual commitments to behavior change, creating prompts to remind individuals of desired behaviors, building community norms, delivering effective messages, providing incentives for behavior change and removing external barriers.

Robinson’s “Seven Doors” model provides another layer for the social marketing campaign, by outlining the actions needed to take a target audience from knowledge

¹ McKenzie-Mohr, Doug and William Smith. *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. New Society Publishers, 1999. Gabriola Island, BC, Canada.

² Robinson, Les. “The Seven Doors Social Marketing Approach.” Social Change Media, 2004. On-line at <http://media.socialchange.net.au/strategy/>

acquisition to behavior change. The seven components of his strategy, as shown below, are knowledge, desire, skills, optimism, facilitation, stimulation and reinforcement.



The rationale for using social marketing strategies in environmental education is that people are not always motivated to change their behavior simply because they become more knowledgeable about a particular environmental issue. Any number of barriers can prevent people from adopting model environmental behaviors, including lack of skills, money and time constraints, or simply apathy. The seven doors model allows educators to identify which elements in the behavioral change cycle are already being fulfilled, so that they can concentrate resources on the gaps.

1. Knowledge. The first step in Robinson's social marketing campaign is to raise knowledge and awareness of an issue among the target audience. Before people are willing to change their behavior, they must be aware that there is a problem and that there is a practical alternative they can choose to correct the problem. For example, before deciding to build a raingarden in the front yard, people need to first know that storm water runoff pollutes water resources and that raingardens can limit some of that polluting runoff. It also helps to know that raingardens can benefit homeowners too, by providing an attractive landscaping component and by preventing their yards from becoming swamps.
2. Desire. The second step in the seven doors model is to create desire for change among the audience. Les Robinson describes this desire as the ability to "visualize a different, desirable, future." Advertisers for cars often use images of beautiful women cruising along Pacific coastlines to help harness the viewers' imaginations. In much the same way, a successful environmental education program should enable people to imagine themselves in a different future – healthier, safer or more enjoyable.
3. Skills. After developing the awareness and desire to change, an educational program must provide its audience with the skills to change. In the example of

building a raingarden, people will want to know how to build a garden, where to put it and what kinds of plants to use. This can be achieved by holding workshops or demonstrations or by creating a detailed and illustrated brochure.

4. Optimism. The next step in the social marketing cycle is to create optimism that behavioral change will produce environmental change. Environmental educators often face the challenge of convincing the public that individual actions will have an impact on overwhelming problems such as global warming, deforestation or species extinction. Yet, in the case of non-point source water pollution, it is collective individual actions that cause (or hopefully solve) the problem. To create optimism, an educator can present people with data detailing exactly how much impact their action will make and enlist the participation of many people so that one individual's actions become part of a larger change movement. One raingarden may prevent 9000 gallons of storm water from entering the local river, but ten could prevent 90,000 gallons of polluted water!
5. Facilitation. Even if people are equipped with the knowledge, desire, skills and optimism to change, they will not be able to do so if they are limited by time, money or other constraints. Besides educating the public about an issue, a social marketing campaign should help to facilitate that change. In the case of the raingardens, this might include offering cost-share grants to homeowners or providing technical assistance during construction of the gardens.
6. Stimulation. Stimulation can be either negative or positive. It is well known that people are spurred to action by crises and catastrophes such as forest fires or floods. While these events are obviously not desirable, an education campaign can tap into the collective energy they produce. After a major flood, for example, people in town may be more likely to build raingardens and stabilize shoreline property to prevent future flooding. In the absence of a crisis, a social marketing campaign can use a special event or public meeting to harness people's community spirit.
7. Feedback and reinforcement. The final step in the seven doors strategy is to provide people with feedback and reinforcement for their behavior change. This may mean staying in contact with a resident who has recently built a raingarden to trouble-shoot problems that arise after installation or even connecting that person with a volunteer group that organizes stream clean-ups in the area.

Each program component included in the EMW education and outreach plan is designed to make use of community based social marketing strategy and the "Seven Steps" model. Additionally, each program includes a formative and summative evaluation process.

Following the Logic Model (created by UW Extension), educational goals are described and evaluated as short term learning goals, medium-term behavior change goals and long-term water quality improvement goals. Programmatic (program development) goals are also included.

EMW Education Program Development Goals: Because the EMW educational partnership is new, one of the major goals of this educational plan, in addition to creating behavior change among the target audiences, is to increase capacity for water resource education in Washington County. Currently, there are a number of non-profit organizations, cities, and watershed districts in Washington County conducting educational programming about water resources, although much of the education is location, audience or topic specific. It is hoped that the EMW education and outreach program can fill in some of the current gaps in programming and avoid duplicating already existing programs. Eventually, the EMW program can become an umbrella for all storm water education in the county and can help to facilitate a county-wide conservation and water resource education program.

During the next three years, the current EMW educator will be charged with recruiting more MS4 cities and townships to the partnership and eventually hiring additional staff to increase programming capability. Some opportunities for future programming include school outreach, volunteer stream monitoring, sustainability programs for businesses, realtor workshops and new homeowner “welcome” packages.

APPENDIX A: GENERAL EDUCATION CAMPAIGN

Minimum Control Measure Addressed

<input checked="" type="checkbox"/> Public education & outreach	<input type="checkbox"/> Construction site runoff controls
<input checked="" type="checkbox"/> Public participation & involvement	<input type="checkbox"/> Post-construction storm water management
<input type="checkbox"/> Illicit discharge detection and elimination	<input type="checkbox"/> Municipal pollution prevention & good housekeeping

Audience: General Public

Description: An ongoing challenge for EMW will be to develop and coordinate a community-based social marketing campaign aimed at increasing awareness of water resource issues, promoting a conservation ethic among residents of Washington County, and catalyzing behavior change. This task will be accomplished by partnering with existing government, non-profit, and community based groups, and involving Washington County residents in water resource protection at an individual level. In addition to more traditional marketing techniques, such as flyers, brochures, newsletter articles and newspaper columns, a community based social marketing campaign will include smaller, community-based outreach efforts, such as neighborhood water parties and a member or pledge drive. The countywide education campaign will be tied in closely with the Blue Thumb program (Appendix B), with many of the efforts aimed at publicizing the Blue Thumb program and activities for each of the EMW partners.

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Program Goals:

1. Determine a structure for implementing a countywide education effort.
2. Develop partnerships with at least five other organizations in Washington County to carry out educational activities.
3. Recruit citizen members to the education and outreach effort.
4. Promote EMW members and their BMP (best management practices) and cost-share programs.

Educational Goals:

Learning

1. Increase the overall understanding and awareness of water resources and storm water runoff among the general public.
2. Increase understanding of the connection between individual actions and water resource quality among the general public.
3. Increase awareness of storm water best management practices among the general public.
4. Increase in awareness of the role of watershed districts among the general public.

Behavior Change

1. Engage the public in the prevention of storm water pollution at home.
2. Increase the utilization of storm water best management practices and adoption of desirable clean water practices among the general public.
3. Unite government, non-profit and community based organizations with a common clean water theme.
4. Develop leaders among citizens and other water related organizations that can carry water resource education to the general public.

Water Quality Improvement

1. Prevent non-point source water pollution through storm water runoff.
2. Protect ground water quality and quantity.

Activities used to reach goals:

Formative Evaluation: A series of surveys will be used to determine the current knowledge, attitudes and behaviors of the general public in regards to water resources, storm water management and best management practices for clean water. This will include a paper survey conducted at the Washington County Fair during August 2006 and a countywide web survey conducted during October of 2006. Participants for the web survey will be recruited by a posting in the Fall 2006 “Staying in Touch” Washington County newsletter. Government agencies, non-profits and citizen groups active in conservation projects in the county will also be interviewed as part of the educational needs assessment.

Social Change Strategies: This social marketing campaign will utilize the “Seven Steps” approach to behavior change (knowledge, desire, skills, optimism, facilitation, stimulation and reinforcement), as well as community-based social marketing

strategy. The major components of this campaign are listed below in descending order of importance.

1. **Developing partnerships.** The first step in this campaign will be to find partner organizations that are willing to partner with EMW in educational outreach aimed at behavior change. Partners may contribute to the educational effort through monetary or in-kind support, or by agreeing to include storm water education as part of their present educational activities. There are many potential partners, including large non-profits, sportsmen's associations, nature centers, citizen groups, municipalities and state and federal government agencies. (facilitation and optimism)
2. **Individual member drive.** The second step will be to recruit individuals as members or pledges. In their book, "Fostering Sustainable Behavior," Doug McKenzie-Mohr and William Smith³ used numerous studies to demonstrate that people are more likely to engage in behavior change if they make a public commitment. People are also more likely to agree to a large request if they first agree to a smaller, more manageable request.

Combining these two ideas, a member drive would include a pledge component, where members commit themselves to supporting clean water in Washington County by signing a pledge sheet and agreeing to make individual changes at home and at work (e.g. sweeping grass clippings out of the street; planting a rain garden). The benefit to a pledge drive is that people who agree to a small commitment (signing a pledge) will be more likely to consider a larger future commitment (planting a rain garden) and will be able to envision themselves as part of a county-wide conservation movement. Pledge members would be added to a central database and sent monthly postcards with reminders and tips for next steps they can take to further decrease water pollution. Members would also be contacted periodically when activities or events are happening in their community and would be connected with other pledge members in their neighborhoods.

Membership could also include monetary support or contributions to the planning and implementation of the education and outreach campaign. Members could be trained to educate their neighbors about water resource issues, or guided in the intricacies of local policy-making so that they could influence local policies affecting water resources.

To further encourage community participation and behavior change, members would be encouraged to host neighborhood water parties designed to bring neighbors together, raise awareness for local water issues and recruit new members. The parties would include a brief presentation about a local water body or local water issue and a chance

³ McKenzie-Mohr, Doug and William Smith. Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing. New Society Publishers, 1999. Gabriola Island, BC, Canada.

for people to take a clean water pledge. People at the party would pledge to make one small change, to sweep grass clippings out of the street for example, and would agree to work together and support one another in their individual conservation efforts. (Increased knowledge, desire, optimism and stimulation)

3. **Regular articles in print media.** This will include regular columns in the Stillwater Gazette, Lake Elmo-Oakdale Review, Woodbury-South Maplewood Review and other local papers, and monthly press releases and articles for the St. Paul Pioneer Press and local papers. Press releases will also be used to publicize the Blue Thumb program in general and specific EMW member BMP and cost-share programs and activities. (Increased knowledge and skills)
4. **Newsletter articles, flyers and brochures for cities.** Print materials such as newsletter articles, flyers and brochures will be created for city staff to distribute to their citizens. These materials will be used to conduct general education about water resources and to publicize EMW member activities. (Increased knowledge, skills and optimism)
5. **Blue Thumb Corners.** Information distribution centers with maps, brochures, web addresses and event postings will be created for county and city libraries and the conservation district office. These “Blue Thumb Corners” will present the public with information about water resource issues in their area and provide resources for building rain gardens, restoring shorelines and planting native plants. Blue Thumb Corners will be sponsored by EMW partners for libraries in their communities and will be tailored to offer information and resources specific to their city or watershed. (Increased knowledge and skills; facilitation of behavior change)
6. **Integration with EMW partner BMP programs.** Educational materials will be distributed through existing BMP programs for homeowners. This will be coordinated through the Blue Thumb program (Appendix B).
7. **Clean Water MN.** EMW will partner with Metro WaterShed Partners on the Clean Water MN information and media campaign.
8. **K-12 Education.** EMW will partner with the Center for Global Environmental Education at Hamline University to create a database and website with teacher and student resources for watershed education.
9. **Logo and Identity.** A logo and mission statement will be created to bring recognition to the education and outreach program and its partners.

10. **Annual Canoe Crawl.** An annual Canoe Crawl event may be hosted for Washington County residents to create name recognition for the EMW partners and to heighten awareness of local water resource issues. The event would include speakers, music and food, as well as a group canoe trip in a county lake or river. Sites for the event could be chosen to highlight recent shoreline restoration projects, and during the canoe trip, participants would be able to see and compare natural and disturbed shoreline properties. (Increased knowledge, desire and optimism; stimulation for change; reinforcement for change)
11. **Various.** The EMW educator will participate in various outreach and education activities not listed above on an occasional basis. These activities may include public talks, booths for special events and community education workshops

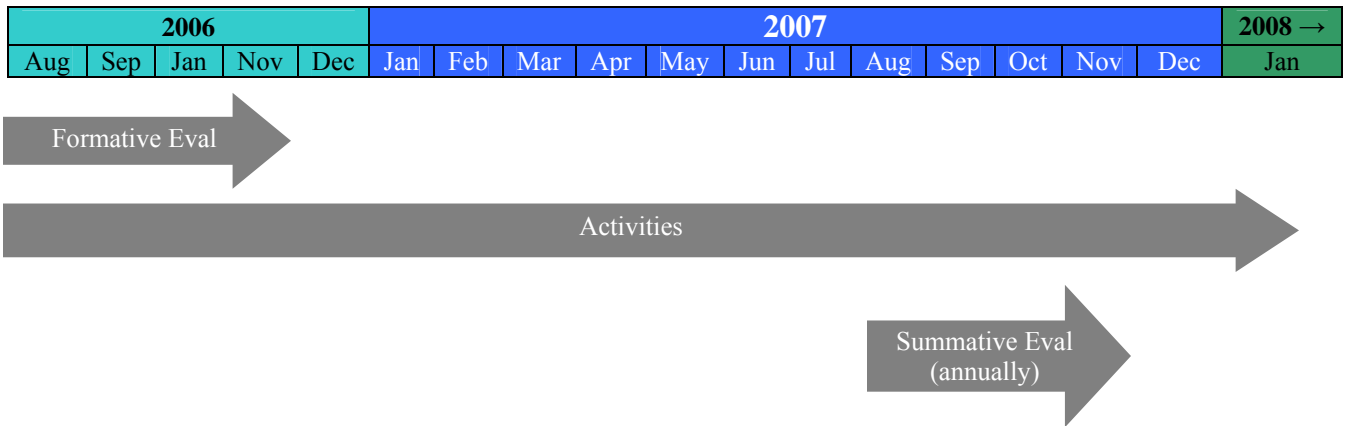
Summative Evaluation: During the fall of 2007, survey participants from 2006 will be asked to complete a follow-up survey to assess changes in knowledge, attitudes and behavior. A second round of surveys for the general public will be created for the Washington County Fair and the fall 2007 Washington County newsletter. Comparisons between 2006 and 2007 surveys will be used to assess increases in knowledge and changes in behavior as a result of the education campaign. Another measure of success of the campaign will be the number of individual pledges and partnering organizations.

Potential Partners:

- a. Large non-profits: Audubon Society, Nature Conservancy, Great River Greening, 1000 Friends of MN, Friends of Mississippi River, Sierra Club, Izaak Walton League, Rivers Council of MN, Prairie Enthusiasts, Campaign for Conservation
- b. Regional groups: St. Croix Scenic Coalition, St. Croix River Association, St. Croix Conservation Collaborative, St. Croix Basin Team, Washington County Citizens for Land and Water, WaterShed Partners
- c. Sportsmen's Groups: Trout Unlimited, Ducks Unlimited, MN Waterfowl Association, Pheasants Forever
- d. Citizen Groups: Millstream Association, Lakes Associations
- e. Nature Centers: Carpenter Nature Center, Oakdale Nature Center, Warner Nature Center; Washington County Parks
- f. LGU's: cities, watershed districts, watershed management organizations, county
- g. State and Federal Agencies: PCA, DNR, NPS

Potential Funding Sources: EMW educator materials budget; partner organization contributions; EMW partner contributions; state or federal grants; Washington County Conservation Referendum?, Campaign for Conservation state funding?

Timeline: The following timeline will be used to implement and evaluate the general education and outreach campaign.



APPENDIX B: BLUE THUMB PROGRAM

Minimum Control Measure Addressed

<input checked="" type="checkbox"/> Public education & outreach	<input type="checkbox"/> Construction site runoff controls
<input checked="" type="checkbox"/> Public participation & involvement	<input type="checkbox"/> Post-construction storm water management
<input type="checkbox"/> Illicit discharge detection and elimination	<input type="checkbox"/> Municipal pollution prevention & good housekeeping

Audience: General Public

Description: Blue Thumb in the East Metro Watershed region will be an outgrowth of the Blue Thumb Program designed by Rice Creek Watershed District (RCWD). RCWD's program includes a Blue Thumb website and print materials with tips for planting native gardens and raingardens and stabilizing shorelines. The website also contains links to local retailers selling native plants. In the EMW region, the program will be coordinated with EMW partner BMP and cost-share programs and will include technical assistance for homeowners. EMW efforts will be targeted at installing raingardens in neighborhoods located near impaired water bodies, installing raingardens at churches and public buildings, and stabilizing shoreline on residential lots along impaired water bodies. The Blue Thumb Program will be advertised and promoted through the General Education Campaign (Appendix A).

Program Goals:

1. Prepare and distribute Blue Thumb homeowner packets through EMW partner BMP and cost-share programs.
2. Implement BMP's in targeted areas within EMW partner communities.
3. Install raingardens at 5-10 public buildings (including City Offices and Libraries), 5-10 churches and in 10 homes each in three targeted neighborhoods within the first year of the program.
4. Stabilize shorelines along 10 residential lots.
5. Catalyze the creation of 25 raingardens at public buildings, 25 church raingardens, 30 shoreline stabilization projects and 100 residential raingardens within three years.
6. Create sustainable raingarden programs for churches and cities and a sustainable shoreline stabilization program that can continue with limited assistance from the EMW educator after the first three years.
7. Coordinate with landscapers, nurseries, Master Gardeners, and others to implement the Blue Thumb program in the EMW region.

8. Publicize and utilize demonstration gardens created by the program to increase educational benefit. Create signage, conduct tours and highlight demonstration projects.

Educational Goals:

Learning

1. Provide a visible “hook” to discuss and encourage people to think about storm water and water resources.
2. Increase understanding of raingardens and shoreline stabilization as best management practices for clean water.

Behavior Change

1. Engage the public in preventing non-point source water pollution.
2. Involve local businesses and non-profit organizations as active partners in the creation of Blue Thumb landscaping.
3. Increase the utilization of raingardens and shoreline stabilization by homeowners, churches and municipalities.

Water-quality Improvement

1. Reduce non-point source water pollution from storm water runoff.

Activities used to reach goals: There are four main components to Blue Thumb in the EMW region: building raingardens at municipal buildings; developing a church raingarden program; building raingardens in residential neighborhoods; and stabilizing shoreline property in targeted areas. These projects will be integrated with existing BMP and cost-share programs at the EMW partner organizations. The activities and evaluation process for each of the program components will be slightly different.

A) Municipal raingardens

Formative Evaluation: Formative evaluation for municipal raingardens will entail researching which cities are currently planning to remodel or build new municipal buildings and arranging to meet with the relevant decision makers for each of these projects. An informal interview will be used to determine if the cities are willing to install raingardens at their buildings and what assistance might be needed to make the raingardens possible.

Strategies:

1. **Information sharing.** After interviewing the relevant decision makers, the EMW educator will meet with the City Council and/or the project

planning group to present them with information about the benefits of and process for installing raingardens.

2. **Facilitation.** The general contractor for the project will be provided with easy access to technical assistance and local landscapers experienced in raingarden installation.
3. **Technical assistance.** The EMW educator will arrange for municipalities to have technical assistance in building their gardens, either from watershed staff or from a contracted landscape architect.
4. **Follow-up.** The EMW educator will maintain contact with the general contractor or sub-contractor during and after the raingarden installation to trouble-shoot and provide general assistance and ensure proper maintenance of the raingardens.
5. **Interpretive signage.** Interpretive signs will be created for each of the new raingardens to increase the opportunities for public education.
6. **Publicity.** New municipal raingardens will be publicized through articles in local newspapers, the county newsletter and city newsletters.

Summative Evaluation: The summative evaluation for municipal raingardens will include maintaining records of new municipal raingarden projects and conducting follow-up interviews with municipal staff and elected officials to determine their level of satisfaction with the new raingardens and further opportunities for action and education.

Potential Partners: local cities; local landscapers; Rice Creek Watershed District

Potential Funding Sources: city education and building budgets; watershed district matching grant programs

B) Church rain gardens

Formative Evaluation: Prior to beginning the church raingarden program, the EMW educator will speak with members of the local interfaith council and with leaders from individual churches to determine where there is the greatest potential for developing church raingardens. Other aspects of the formative evaluation may include meeting with a church gardening committee or conducting a paper survey of member knowledge and attitudes prior to building a raingarden at a church.

Strategies:

1. **Information sharing.** After selecting target churches to build raingardens, the EMW educator will meet with members of each church's gardening

committee, steering committee, etc. to provide the group with general information about the benefits of and process for creating a raingarden at their church.

2. **Linking rain gardens with current church programs.** Churches will be encouraged to link raingardens with their current programs, perhaps as a youth service project or an all-church fellowship event.
3. **Technical assistance.** The EMW educator will arrange for churches to have technical assistance in building their gardens, either from watershed staff or from a contracted landscape architect to design, install and maintain the gardens.
4. **Cost-sharing.** If possible and needed, churches will be provided with cost-sharing assistance from their local Watershed District to build their raingardens.
5. **Celebration.** Upon completion of the raingarden, churches will be encouraged to hold an outdoor celebration event, such as a picnic or an outdoor worship service to increase awareness of the new gardens.
6. **Leadership development.** Key people involved in the creation of raingardens at each of the churches will be provided with information resources to use when approaching other churches in their area to create more raingardens.

Summative Evaluation: The summative evaluation for church raingardens will include maintaining records of which churches in the area build new raingardens. Follow-up phone calls will be used to assess the success of the raingardens at each of the churches. A paper survey may be used to determine changes in member attitudes and knowledge as a result of new raingardens.

Potential Partners: Caring for Creation; Interfaith Council for Environmental Stewardship; MN Episcopal Environmental Stewardship Commission; National Religious Partnership for the Environment; local churches; local landscapers; Master Gardeners

C) Residential rain gardens

Formative Evaluation: Specific neighborhoods in the EMW region will be targeted through partner cost-share programs to build raingardens. Once a neighborhood has been selected, the EMW educator will work with the residents to develop a neighborhood plan and conduct an introductory workshop. During this planning period, the educator may also conduct a series of focus groups to evaluate the knowledge and attitudes of people in the neighborhood, or survey residents from nearby neighborhoods to judge the educational impact of the raingarden project.

Strategies: As in the general education and outreach campaign, social change strategies will be used to encourage behavior change among people in the targeted neighborhoods.

- 1. Door-knocking.** After target neighborhoods are selected, the EMW educator will door-knock the neighborhood to speak with homeowners. Residents will be provided with information about the upcoming raingarden project and invited to a raingarden workshop and information session. (increased knowledge)
- 2. Rain garden workshop.** During the planning process, residents will meet with the best-management practices (BMP) program manager from their watershed district and possibly a landscape architect or planner. They will have the opportunity to ask questions about the raingardens and review project plans and sketches. The BMP program manager will also discuss the maintenance requirements for the raingardens and explain how the cost-share grants operate. At the end of the workshop, residents will be able to sign-up to take part in the raingarden project. (increased knowledge, desire, skills and optimism)
- 3. Technical Assistance.** Before building the raingardens, a BMP project manager will meet with each of the homeowners to design gardens that are functional, attractive and easy to maintain. (increased skills and facilitation)
- 4. Cost-sharing.** Much like in building a Habitat for Humanity House, homeowners will be asked to provide the labor to plant the gardens and partial funding, while cost-share money may be used to cover the remaining monetary expenses. (facilitation)
- 5. Block-parties.** After the raingardens are complete, residents will be encouraged to throw a block party to celebrate the new gardens and to invite people from adjoining neighborhoods. These parties may include free beer mugs with Blue Thumb logos or other fun marketing tools. (stimulation and reinforcement)
- 6. Publicity.** Each resident who builds a raingarden in their yard will be given a small yard sign to advertise their yard as a Blue Thumb yard. The new gardens will be publicized in newspaper articles and city newsletters.
- 7. Monitoring.** After the gardens are complete, staff from the Washington Conservation District will monitor the amount and quality of storm water runoff from the project neighborhoods to determine the reduction in runoff associated with the new gardens. Residents will also continue to work with the BMP program manager to maintain their raingardens (reinforcement).

Summative Evaluation: After the gardens are complete, the second series of focus group interviews may be conducted with homeowners to identify any changes in knowledge or attitudes as a result of the raingarden project. A second round of surveys may also be conducted in neighborhoods near the project sites to determine if the program is successful in encouraging homeowners outside the target neighborhoods to build raingardens.

Potential Partners: Rice Creek Watershed District; Master Gardeners; cities, local landscaping companies; local nurseries

Potential Funding Sources: Clean Water Legacy grant; Anderson Windows; cities; Watershed District cost-share grants; cities

D) Shoreline restoration

Formative Evaluation: During the formative evaluation process, the EMW educator will speak with people from local watershed districts to identify a target area for shoreline stabilization projects.

Strategies:

- 1. Door-knocking.** After the target neighborhood is selected, the EMW educator will door-knock the neighborhood to speak with homeowners. Residents will be provided with information about the upcoming shoreline stabilization projects and invited to a workshop and information session. (increased knowledge)
- 2. Shoreline stabilization workshop.** During the planning process, residents will meet with the best-management practices (BMP) program manager from their watershed district and possibly a landscape architect or planner. They will have the opportunity to ask questions about the shoreline planting project and review project plans and sketches. The BMP program manager will also discuss the maintenance requirements for the plantings and explain how the cost-share grants operate. At the end of the workshop, residents will be able to sign-up to take part in the shoreline project. (increased knowledge, desire, skills and optimism)
- 3. Technical Assistance.** Before beginning planting, a landscape architect will meet with each of the homeowners to design a shoreline vegetation plan that is functional, attractive and easy to maintain. (increased skills and facilitation)
- 4. Cost-sharing.** Much like in building a Habitat for Humanity House, homeowners will be asked to provide the labor and partial expenses to replant

their shorelines, while cost-share money may be used to cover the remaining monetary expenses. (facilitation)

5. **Garden-parties.** After the shoreline stabilization projects are complete, homeowners will be encouraged to throw garden parties to celebrate their new shorelines and to increase awareness for the project. These parties may include free beer mugs with Blue Thumb logos or other fun marketing tools. (stimulation and reinforcement)
6. **Publicity.** Each resident who stabilizes their shoreline will be given a small yard sign to advertise their yard as a Blue Thumb yard. The stabilized shorelines will be publicized in newspaper articles and city newsletters. .

Summative Evaluation: After the shoreline stabilization project is complete, the EMW educator will conduct follow-up interviews with the Watershed Districts and homeowners to identify learning outcomes and future opportunities for education and outreach.

Potential Partners: Local lake and river associations; cities; MN Rivers Council; MN Waterfowl Association; Trout Unlimited; Adopt-a-River Program; local landscapers and nurseries; cities

Potential Funding Sources: Clean Water Legacy grant; DNR Shoreland grant; Watershed District cost-share grants

Timeline: The following timeline will be used to implement and evaluate Blue Thumb in Washington County.

2006					2007												2008 →
Aug	Sep	Jan	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan



APPENDIX C: STORM WATER U TRAINING

Minimum Control Measure Addressed

<input type="checkbox"/> Public education & outreach	<input checked="" type="checkbox"/> Construction site runoff controls
<input type="checkbox"/> Public participation & involvement	<input checked="" type="checkbox"/> Post-construction storm water management
<input type="checkbox"/> Illicit discharge detection and elimination	<input type="checkbox"/> Municipal pollution prevention & good housekeeping

Audience: City planners and engineers; commercial developers; builders and contractors

Description: The first phase of Storm Water U will include a three-part training series designed to help planners, developers, engineers and builders plan, design and maintain new development to meet storm water volume control standards for their watershed districts. The training will take place between January and March of 2007 with three different topic sessions: 1) Planning to meet volume control standards, 2) Designing to meet volume control standards, and 3) Operating and maintaining new construction to meet volume control standards. The training series will be held in Washington County, with the intent of replicating the sessions for Ramsey and Anoka Counties at a later date.

In addition to the three-part training series, EMW will work with the State Stormwater Steering Committee and MECA (Minnesota Erosion Control Association) to create a “menu” of available training options for developers, builders, engineers and planners in the metro area. To create this menu, existing trainings (such as MECA, BATC and Growing Green workshops) will be inventoried and packaged as a training menu for municipal staff, developers and members of the construction industry in Washington County and other metro area communities. Eventually, Stormwater U will evolve to include a wide variety of trainings available for multiple communities in the metro area. These trainings will be coordinated with MECA and the State Stormwater Steering Committee.

Program Goals:

1. Provide technical training needed to enable new development and construction projects in Washington County to meet local volume control standards.
2. Create locally specific trainings to help cities, developers and builders understand their local watershed regulations, and avoid duplication of existing trainings.
3. Create a menu of training options and package it for use by city staff, developers, builders and contractors.
4. Tailor and distribute the Storm Water U training package for use in other metro area communities.
5. Encourage attendance of city engineers and planners from all MS4 communities in Washington County at the Storm Water U training series.

6. Encourage attendance of developers, builders and contractors from large development projects in Washington County at the Storm Water U training series.
7. Develop new Stormwater U trainings as the program evolves.

Educational Goals:

Learning

1. Increase awareness of current trainings and workshops provided by various organizations in the metro area.
2. Increase understanding of non-point source water pollution and water resource connections among city planners and engineers and private developers, builders and contractors.
3. Increase understanding in the target audiences of their role in achieving and maintaining clean water in Washington County.

Behavior Change

1. Encourage planners, engineers, developers and builders to coordinate and embrace new volume control standards.
2. Through training, enable all new development projects in Washington County to meet volume control standards.
3. Through training, enable at several new development projects to exceed volume control standards.

Water-quality Improvement

1. Reduce non-point source water pollution from new construction and redevelopment in Washington County.

Activities used to reach goals:

Formative Evaluation: The EMW educator will work with MECA and the State Stormwater Steering committee to identify currently available trainings and workshops and to develop new trainings. In Washington County, a working group comprised of city planners and engineers, private consultants and staff from the Watershed Districts will be assembled to plan the workshop. The working group will determine which specific people should be invited to the training series, what topics should be covered, when and for how long the training sessions should be offered, and what incentives may be needed to encourage attendance.

Social Change Strategies: Although the Storm water U training series would be targeted to specific audiences rather than the general public, many of the strategies used

to increase awareness of storm water issues and adoption of best management practices for clean water will be the same as for the public outreach campaigns.

- 1. Inventory and assessment of current training options.** The EMW educator will work with MECA and the State Stormwater Steering Committee to inventory and evaluate current trainings and to determine what new trainings may be needed.
- 2. Attractive Packaging.** The educator will work with MECA and the State Stormwater Steering Committee to package available trainings in an attractive and easy to use menu that is specifically tailored for each of the target audiences. (increased knowledge, desire, and skills; facilitation)
- 3. Information sharing.** The EMW educator will assemble a workshop planning committee to develop Storm Water U training sessions for Washington County. The educator will also help to create any additional education materials needed for the workshops. (increased knowledge for training attendees)
- 4. Incentives.** The workshop planning team will develop incentives for target groups to attend the training sessions. Depending on the audience, these incentives may include prewritten Storm water Pollution Prevention Plans that training participants can insert in their MS4 permit applications, continuing education credits, or a Clean Water accreditation. (increased desire and facilitation)
- 5. Skills acquisition.** The Storm Water U sessions will include technical training and educational materials as well as an opportunity for individual troubleshooting and networking between neighboring cities and between cities and development firms. Workshop sessions will feature examples of successful development projects and “star” communities. (increased optimism, skills and facilitation)
- 6. Follow-up.** Storm Water U training participants will receive a thank-you letter and possibly an accreditation certificate. They will also be asked to contribute ideas for the planning of the MS4 Toolkits. (reinforcement)

Summative Evaluation: Training participants will be asked to complete paper surveys at the end of each workshop to evaluate the success of the training in providing the necessary technical assistance and to predict their potential for using new techniques to limit storm water runoff. They will also be asked to suggest topics for future trainings.

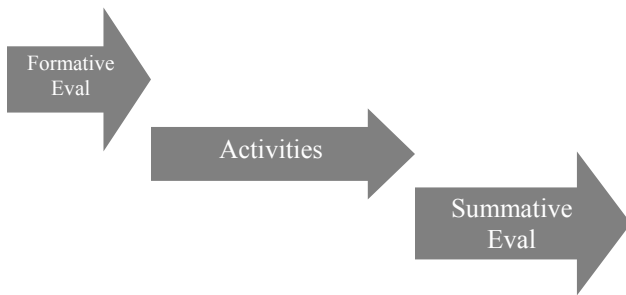
Three months after the training series is offered, phone interviews will be conducted with a sub-set of the training participants to determine whether they are utilizing newly learned techniques and whether further training is needed. Construction site inspections will also be used to determine how many of the new development projects are meeting volume control standards.

Potential Partners: Washington Water Consortium; University of MN; State Stormwater Steering Committee; UM Extension; Metro WaterShed Partners; Ramsey Washington Watershed District; Rice Creek Watershed District; MECA; BATC; environmental engineering firms; cities

Potential Funding Sources: city and watershed budgets; conference fees

Timeline: The following timeline will be used to implement and evaluate the Storm Water U Training series.

2006					2007												2008 →
Aug	Sep	Jan	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan



APPENDIX D: MS4 TOOLKIT

Minimum Control Measure Addressed

<input checked="" type="checkbox"/> Public education & outreach	<input checked="" type="checkbox"/> Construction site runoff controls
<input checked="" type="checkbox"/> Public participation & involvement	<input checked="" type="checkbox"/> Post-construction storm water management
<input checked="" type="checkbox"/> Illicit discharge detection and elimination	<input checked="" type="checkbox"/> Municipal pollution prevention & good housekeeping

Audience: MS4 staff, public works employees, building inspectors, restaurant owners, construction employees and other specific audiences

Description: The MS4 toolkits will be toolboxes filled with educational materials such as brochures, videos, pod casts, and power points designed to help MS4 staff educate a variety of audiences about storm water and water resources.

Program Goals:

1. Provide simple and effective materials to MS4 staff to use when educating public works employees, building inspectors, restaurant owners, construction employees and other target audiences.
2. Create comprehensive MS4 toolkits for all MS4 communities in Washington County.
3. Create a MS4 toolkit design plan and “clearinghouse” on the CleanWater MN web site so that materials can be distributed in other metro area communities.

Educational Goals:

Learning

1. Increase understanding of best management practices for clean water among the target audiences.
2. Increase understanding among the target audiences of the sources of non-point source water pollution and their role in achieving and maintaining clean water in Washington County.

Behavior Change

1. Engage municipalities and MS4 staff as active partners toward reducing non-point source water pollution from storm water runoff and illicit discharges.
2. Increase the utilization of best management practices for clean water among the target audiences.
3. Increase the detection and elimination of illicit discharges to storm water systems.

4. Increase the utilization of best management practices for municipal operations, such as street sweeping, salt application, and landscaping operations.

Water-quality Improvement

1. Prevent non-point source water pollution through storm water runoff.
2. Prevent non-point source water pollution through illicit discharges.

Activities used to reach goals:

Formative Evaluation: The formative evaluation process will include interviews with MS4 staff to determine their needs and target audiences. Further interviews with members of the target audiences will be conducted to evaluate their current knowledge, attitudes and behaviors in regards to storm water pollution and to identify educational materials needed to promote change. Some of these interviews may be conducted with participants at the Storm Water U training. Permit inspections will also be reviewed to identify current “problem areas.”

Strategies:

1. **Creation of educational materials.** Results from interviews with MS4 staff and target audiences will be used to guide the creation of educational materials for the toolkits. Materials may include videos, DVD’s, pod casts, CD ROMs, brochures, workshop plans, power point presentations, newsletter articles and templates for printed materials. (increased knowledge and skills)
2. **Tailored materials.** The materials included in each MS4 toolkit will be tailored to meet the needs of the cities. The EMW educator will meet one-on-one with MS4 staff from each city to introduce the toolkits and explain the various components. (increased desire, skills and facilitation)
3. **Piloting.** The toolkits will be piloted with two to three cities prior to countywide distribution. During the piloting, the EMW educator will coordinate with city staff to trouble-shoot and modify toolkit materials for effective use.
4. **Toolkit presentation.** After the piloting period the EMW educator will attend city council meetings to announce the arrival of the MS4 toolkits to the council. The educator will also create a toolkit outline for MS4 staff to insert in their Storm Water Pollution Prevention Plan. (stimulation and increased desire)

5. **Follow-up.** The EMW educator will maintain contact with MS4 staff to trouble-shoot problems with the toolkits and encourage utilization of the materials.

Summative Evaluation: One to three months after the toolkits are distributed, the EMW educator will conduct follow-up interviews with MS4 staff and members of the target audiences to evaluate changes in knowledge, attitudes and behaviors in regards to storm water pollution. Permit inspections will also be used to track behavior changes.

Tentative Budget: Design and production of materials for the toolkits is estimated to cost \$40,000. This expense includes the design and creation of two to three videos, reproduction costs for CD's and brochure originals, publishing costs for the toolkit 'how-to' booklet and, of course, the plastic toolboxes. The toolkits will be funded by the MN PCA and other mechanisms as noted below. Below is a breakdown of the anticipated expenses:

Plastic toolbox: \$15
 CD/DVD reproduction: \$2 each - 1 CD per Minimum Control Measure = \$10
 Brochure Originals: \$5
 How To Use the Toolbox Guide: \$12
Toolkit Compilation: \$10
Total: \$60 per toolkit

The cost to create a DVD video would be approximately \$10,000 (based on the cost to create the renowned DirtTime DVDs), so the number of videos produced will depend on sponsorship by EMW partners or other organizations and individuals.

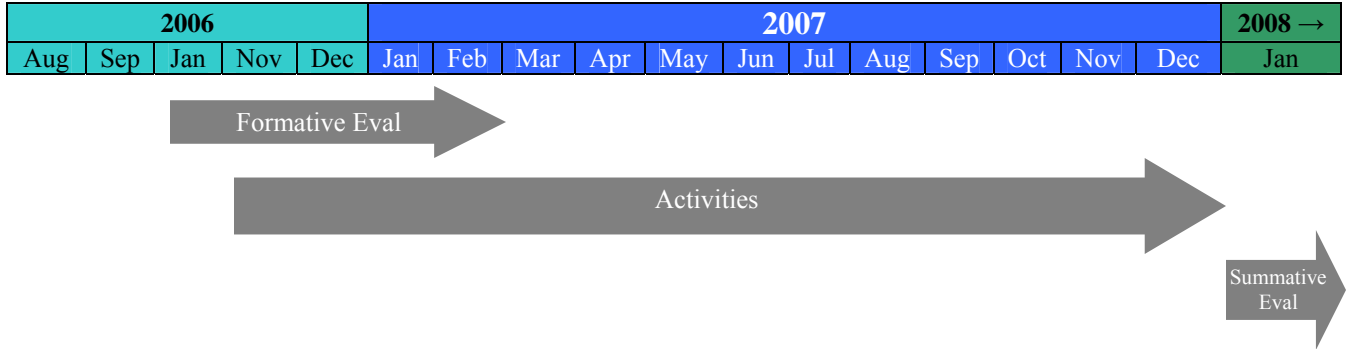
At minimum, MS4 toolkits will be distributed to all 23 MS4 entities in Washington County. If cities pay a portion of the reproduction costs, then the project could create enough toolkits for all MS4 communities in the Metro Area. Revenue from cities could also provide additional funding for DVD production or other materials. The total project budget is included below:

<u>Expenses</u>	<u>Revenue</u>
Toolkit reproduction (\$60 each for ~165 toolkits) = \$10,000	City toolkit fee (\$30 per toolkit for ~165 toolkits) = \$4950
DVD production (\$10,000 each for 2 DVD's) = \$20,000	DVD Sponsorship = \$6,000
Materials production (graphic design, etc.) = \$10,000	MN PCA grant = \$40,000
Total = \$40,000	Total = \$50,950

Potential Partners: Metro Watershed Partners; Ramsey Washington Watershed District; Rice Creek Watershed District; Center for Watershed Protection

Potential Funding Sources: MN PCA grant, city toolkit fees, partner sponsorship

Timeline: The following timeline will be used to implement and evaluate the MS4 Toolkits.



APPENDIX E: NEMO WORKSHOPS

Minimum Control Measure Addressed

<input type="checkbox"/> Public education & outreach	<input type="checkbox"/> Construction site runoff controls
<input type="checkbox"/> Public participation & involvement	<input checked="" type="checkbox"/> Post-construction storm water management
<input type="checkbox"/> Illicit discharge detection and elimination	<input type="checkbox"/> Municipal pollution prevention & good housekeeping

Audience: MS4 staff and elected officials

Description: NEMO (Non-point Education for Municipal Officials) workshops will be conducted with selected MS4 communities in Washington County to educate municipal staff and officials about water resources, storm water management, and cities' role in creating rules and ordinances that support best management practices for clean water.

Program Goals:

1. Work with the Twin Cities metro working group of Northland NEMO to hire a NEMO coordinator.
2. Work with the Twin Cities metro working group of Northland NEMO to develop a strategic plan, charter and organizational structure.
3. Hold NEMO workshops for several MS4 communities in Washington County.

Educational Goals:

Learning

1. Increase understanding of water resources and storm water management among municipal decision makers.
2. Increase understanding among municipal decision makers of the role of zoning and city planning in enabling clean water practices.

Behavior Change

1. Increase the implementation of city ordinances, zoning and planning practices that enable low impact development, "smart growth," and utilization of best management practices.

Water-quality Improvement

1. Prevent non-point source water pollution from new development and redevelopment.

Activities used to reach goals:

Formative Evaluation: Prior to scheduling the NEMO workshops, the EMW educator will interview city council members to determine what they believe their role to be in ensuring clean water and to identify what barriers prevent them from implementing more desirable ordinances and laws. The formative evaluation may also include a review of current city ordinances.

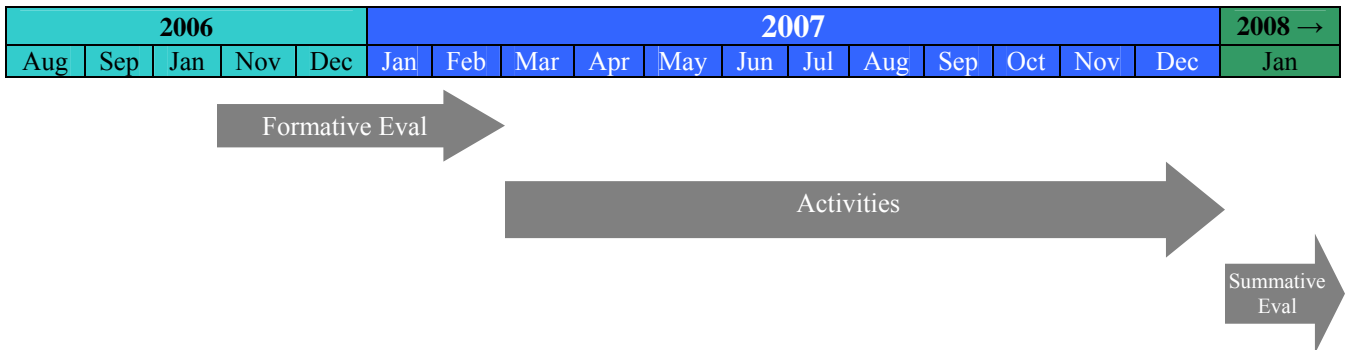
Strategies: EMW will partner with Northland NEMO to hire a metro-area NEMO educator and to schedule, develop and implement the NEMO workshops.

Summative Evaluation: Workshop participants will be asked to complete a paper evaluation at the end of their workshop. The EMW educator will also conduct follow-up interviews with city council members to determine what changes in ordinances or planning may occur as a result of the workshops.

Potential Partners: Metro WaterShed Partners; Northland NEMO

Potential Funding Sources: Northland NEMO

Timeline: The following timeline will be used to implement and evaluate the NEMO workshops.



APPENDIX F: ANNUAL PUBLIC MEETINGS

Purpose: The Minnesota Pollution Control Agency requires all MS4 communities to hold an annual public meeting to inform residents about the content of the Storm Water Pollution Prevention Plan (SWPPP) and to solicit public comment. These public meetings must be held in the general vicinity of the MS4 community but can be held as a joint MS4 public meeting or as part of a larger public meeting. Public notice of the meetings must be issued at least 30 days in advance and should follow general public notice rules.

Implementation: SWPPP public meetings for the EMW partners will be held as three joint public meetings for the north, central and south portions of the region. These meetings may be organized in conjunction with local cities as well. The format for the meetings is described below.

Meeting Format: To encourage participation and to utilize the public meetings as an educational opportunity, these meetings will be advertised as “EMW Gatherings” and will include workshops and hikes in addition to public comment and SWPPP review.

Location: EMW Gatherings will be held in scenic, natural locations, such as Warner Nature Center for northern Washington County, Lake Elmo Regional Park for central Washington County and Cottage Ravine Regional Park for southern Washington County.

Meeting Content: The EMW Gatherings will include a period for SWPPP review and feedback, workshops and optional hikes. A tentative schedule is included below:

- 1) Priority setting session (1-1.5 hours)
 - Brief presentation about water resource features in the area and storm water issues. Briefly describe the purpose of the Clean Water Act in general and SWPPP’s in particular and explain the role of cities and watershed districts in water resource management (15 - 20 min)
 - Have residents identify water resource priorities for their area (20 – 25 min)
 - Split people into small groups based on where they live – each group uses post-it notes to brainstorm a list of their favorite water resource features in their community and also their biggest water quality concerns
 - On a large map at the front of the room, mark favorite locations, priority areas and areas of concern
 - Present major components of local SWPPP’s (10 min)
 - Highlight current and proposed action in priority areas
 - Solicit feedback about SWPPP’s (15 - 20 min)

- In small groups, have residents list positive aspects of the plans and opportunities for change (or addition components desired)
 - Ask individual residents to fill out a SWPPP evaluation form to turn in to meeting organizers
 - Review major points agreed on by the groups and give residents contact info for cities and watershed districts to follow-up on SWPPP progress (5-10 min)
- 2) Optional guided hikes (explore water resource features) (30 min)
- Inside/non-walking option – video presentation
- 3) Breakout sessions (1 hour)
- Design your own rain garden
 - Build your own rain barrel
 - Become a volunteer stream/lake monitor
 - Start a neighborhood water group

Advertising: In addition to advertising these meetings through public notices, the EMW Gatherings will be advertised by press releases in local papers, announcements in city newsletters and flyers sent to local organizations. All pledge members for the educational outreach campaign will be sent letters inviting them to attend their local EMW Gathering as well.

Evaluation: EMW Conference attendees will be asked to complete a short survey while attending the conference to assess their knowledge of water resources and storm water issues and their utilization of best management practices. One month after the conferences, a random sub-set of attendees will be contacted by phone for a follow-up survey to determine if there were any changes in knowledge or behavior as a result of attending the conferences.