

EVALUATION METHODS

Evaluation measures are necessary to determine the level of permit compliance and program effectiveness. The LGRW Stormwater Education Committee selected evaluation measures to evaluate the activities outlined in the PEP strategy. For each delivery mechanism, an action measurement and result measurement were developed. Action measures evaluate the work performed by the permittees (e.g., number of brochure distributed), and result measures evaluate the outcomes and improvements resulting from the action (e.g., change in resident behavior after reading the brochure). Evaluation measures are listed in Table 2.

ACTION MEASURES

To evaluate the work performed by the permittees to implement the delivery mechanisms, a permittee questionnaire will be used. The questionnaire will ask questions such as “How many website hits did your stormwater webpage receive?” Over time, the increase or decrease in the number of website hits by residents can be determined. In this way, the effectiveness of the webpage can be shown by comparing one period's number of hits to another.

To evaluate the work performed by the LGRW Stormwater Education Committee to implement the delivery mechanisms, other tools will be used. For example, a “booth form” will be developed to determine the increase in the number of booth visitors over time. The form will be attached to the LGRW stormwater display so permittees can fill it out as the display is used. In accordance with Table 2, the LGRW Stormwater Education Committee will also track Facebook “likes” and “friends,” watershed website hits, number and frequency of regional advertisements, etc., as well as prepare exit surveys for workshops.

RESULT MEASURES

Milestones were developed for each delivery mechanism to assist with the results evaluation process. The milestones were established derived from baseline data obtained during the LGRW survey. CES conducted a survey of residents living in the LGRW in 2009 and 2010. CES developed a two-stage survey to assess whether specific I&E efforts, implemented during the Lower Grand River Organization of Watersheds (LGROW) Initiatives Project, would increase awareness of watershed issues. Results of this LGRW survey were then used to assist in establishing baseline data (e.g., 12% of people surveyed in the watershed know they live in the LGRW or one of its subwatersheds).

Three- and five-year milestones were then set based on this baseline data. For example, the following three-year milestone was established, “23% of people in the watershed know they live in the Lower Grand River Watershed or one of its subwatersheds.” Based on this milestone, PEP implementation efforts are expected to raise watershed awareness by 11% in three years. Achievement of this measurable goal will

be assessed using annual online resident surveys. Survey Monkey (www.surveymonkey.com/) is an affordable mechanism for creating online surveys. Public education efforts that were cost-effective for reaching a wide and varied audience will be used in future community outreach programs. The activities that did not reach their milestones will be eliminated or modified to increase their effectiveness.

In addition to the annual online resident surveys, the effectiveness of the entire PEP program will be assessed during a focus group session after five years of implementation. The format of the focus group session will follow the 2009 focus group session (Appendix 1). The focus group session will solicit for feedback on the successes and challenges of the PEP strategy. Recommendations will then be prepared for the next five-year PEP.

SCHEDULE OF IMPLEMENTATION

Michigan has more fresh water than any state in the United States and most will agree our state's water resources are becoming more and more polluted. Many Michigan residents, however, are still not aware that their everyday actions contribute to stormwater pollution. Based on the Focus Group Summary Report (Appendix 1), this also holds true for residents in the LGRW. Therefore, delivery mechanisms implemented between 2012 and 2017 will build on past efforts to raise awareness, educate, and inspire action. Once target audiences have become aware of the problems they are causing to their community's lakes and streams, they will be educated on how they can prevent further impairments to their watershed. Finally, programs and actions encouraging behavioral changes will be promoted. Table 2 includes the proposed schedule of each component in the PEP.

Table 2 - Public Education Plan Strategy for Participating Communities of the Lower Grand River Watershed

Public Education Categories (2003 Permit)	Key Messages	Delivery Mechanisms		High-Priority Target Audiences	Awareness, Education, or Action	Timeline	Responsible Party	Action Evaluation Measure	Result Evaluation Measure			
		Mechanism	Specific Example(s)						Baseline Data (First Year)	Milestones (Third Year)	Milestones (Fifth Year)	Result Evaluation Tool
6) BMPs for native vegetation on residential properties as an alternative to turf grass. 7) Effects of residential wastes on our water bodies. 8) Education on low impact development (LID) techniques. For example, "Lower your water bill. Install a rain barrel to capture and reuse your stormwater."		Mailing to schools regarding environmentally friendly car wash fundraisers	FTC&H's environmentally-friendly car wash fundraiser letter	Non-profit groups conducting car wash fundraisers	Education / Action	Winter / Spring 2013, 2015	Permittees	Number of letters mailed to schools or organizations, increase in number of environmentally friendly car washes				
		Newsletter articles	FTC&H's <i>New Michigan Law Restricts Phosphorus Fertilizers</i> , FTC&H's <i>What is a Rain Garden</i>	Residents	Awareness / Education	Winter / Spring Annually	Permittees	Number of newsletter articles disseminated to the public; number of households reached if articles were mailed				
		Radio public service announcement (or "on hold" phone messages)	City of Grand Rapids' <i>Water Spots</i>	Residents	Awareness	Summer 2014, 2016	Stormwater Education Committee	Number and frequency of advertisements, increase in the number of phone calls resulting from radio advertisement				
		LID Workshops	Rain gardens, native plant landscaping, stream buffers, or rain barrels	Residents, public employees	Action	Summer 2013, 2015	Stormwater Education Committee	Number of workshops, increase in the number of participants, increase in number of practices installed				
		Park signage	Pet waste or duck feeding signs	Residents, visitors, recreational users, riparian landowners	Awareness	Winter / Spring 2016	Permittees	Number of signs installed, decrease in pet waste or duck feeding				

Table 2 - Public Education Plan Strategy for Participating Communities of the Lower Grand River Watershed

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		Mechanism	Specific Example(s)						Baseline Data (First Year)	Milestones (Third Year)	Milestones (Fifth Year)	Result Evaluation Tool
		Stormwater display board	LGRW Stormwater display board	Residents	Education	Ongoing	Permittees	Number and duration of stormwater displays				
		Watershed website link to YouTube video or information	www.lowergrandriver.org	Residents, public employees	Education	Ongoing	Stormwater Education Committee	Number of web links to the watershed website (with YouTube videos / information), increase in number of website hits				
5. Waste management assistance- Education on proper disposal of household hazardous waste (HHW), travel trailer / boating sanitary wastes, chemicals, motor vehicle fluids, and unused medications.	1) Protect your family's health, dispose of unwanted paints, solvents, and cleaners at your county collection center. 2) Recycle used oil and automotive fluids. Just one gallon of used motor oil dumped down a catch basin can contaminate one million gallons of your drinking water. 3) Education on types of HHW and available alternatives. 4) Education on disposal locations for HHW, travel trailer / boating sanitary wastes, chemicals, motor vehicle fluids, and unused medications.	Radio public service announcement (or "on hold" phone messages)	City of Grand Rapids' <i>Water Spots</i>	Residents	Awareness	Summer 2014, 2016	Stormwater Education Committee	Number and frequency of advertisements	To be determined	9% increase the number of watershed residents dropping off HHW during HHW collection events	15% increase the number of watershed residents dropping off HHW during HHW collection events	Annual Resident Online Survey, Five-Year Focus Group
		Brochures	<i>County Guide to Household Waste Disposal, West Michigan Take Back Meds</i>	Residents	Education	Winter / Spring Annually	Permittees	Increase in number of brochures taken by target audiences				
		Information boards or brochures at beaches or boat docks on sanitary waste disposal	http://www.mcgi.state.mi.us/mrbis/	Recreational users	Awareness / Education	Winter / Spring 2016	Permittees	Number of signs installed, decrease in improper sanitary waste disposal				
		County Household Waste Collections	http://www.accesskent.com/YourGovernment/PublicWorks/recycle_household.htm http://www.miottawa.org/Health/OCHD/hh_waste.htm	Residents, visitors, public employees	Action	Ongoing	Ottawa County HD / Kent County DPW	Number of waste collection days held, increase in amount of material received during collection days or increase in number of people participating				

Table 2 - Public Education Plan Strategy for Participating Communities of the Lower Grand River Watershed

Public Education Categories (2003 Permit)	Key Messages	Delivery Mechanisms		High-Priority Target Audiences	Awareness, Education, or Action	Timeline	Responsible Party	Action Evaluation Measure	Result Evaluation Measure			
		Mechanism	Specific Example(s)						Baseline Data (First Year)	Milestones (Third Year)	Milestones (Fifth Year)	Result Evaluation Tool
		Newsletter article	FTC&H's <i>Guide to Household Waste Disposal</i>	Residents	Education	Winter / Spring Annually	Permittees	Number of newsletter articles disseminated to the public; number of households reached if articles were mailed				
		Watershed website information with web link to County Household Waste websites	http://www.accesskent.com/YourGovernment/PublicWorks/recycle_household.htm http://www.miottawa.org/Health/OCHD/hh_waste.htm	Residents	Education	Ongoing	Stormwater Education Committee	Number of website links to County HHW website, increase in number of website hits, if available				
6. Management of riparian lands - Education concerning management of riparian lands to protect water quality.	1) Importance of riparian corridors / stream buffers. 2) How to landscape for better water quality. 3) Education on shoreline stabilization techniques, stream buffers, filter strips, conservation easements, and bioengineering techniques.	Direct mailing to priority preservation and restoration areas noted in the Watershed Management Plan	Annis Water Resources Institute's (AWRI) <i>Riparian Owner's Guidebook</i> - http://www.gvsu.edu/forms/isc/ripguide.pdf		Education	Summer 2014, 2017	Regional	Number of mailings to riparian owners, increase in square footage of practices installed	To be determined	9% of watershed stakeholders surveyed report they planted native plants, planted a stream buffer / rain garden, or used shoreline stabilization techniques	15% of watershed stakeholders surveyed report they planted native plants, planted a stream buffer / rain garden, or used shoreline stabilization techniques	Annual Resident Online Survey, Five-Year Focus Group
		Riparian management workshop	Michigan Natural Shoreline Partnership - https://sites.google.com/site/mishorelinepartnership/	Riparian landowners, construction activities, landscapers	Action	Summer 2014	Stormwater Education Committee	Number of workshops held; increase in number of participants, increase in number of practices installed				

* Gajewski, B. 2010. A Social Profile of the Lower Grand River Watershed. Center for Environmental Study, Grand Rapids, MI. 105 pp.

** NPDES MS4 Stormwater Progress Reports (2005-2009)

PARTNERSHIP DEVELOPMENT

During implementation of the original PEP, several partnerships were developed. Partners included LGROW, West Michigan Environmental Action Council (WMEAC), Kent County Department of Public Works (DPW), and the Great Lakes Stewardship Initiative (GLSI). These organizations assisted in reviewing products, providing useful resources, and expanding existing efforts. These partnerships will be continued and strengthened over the next five-year period.

Additional partnerships will be sought during the next five years (2012 to 2017), with assistance from the LGRW Stormwater Education Committee. During the first year of the five-year strategy, the LGRW Stormwater Education Committee will focus on identifying opportunities for additional partnerships. Partnership opportunities are currently underway with Trout Unlimited, Plaster Creek Stewards, Meijer Stores, CA Frost Environmental Science Academy, and the Kent and Ottawa Conservation Districts. The second year will focus on gaining commitments from these partners to various aspects of the updated PEP. During years three, four, and five, efforts will shift to securing additional funds through in-kind services and existing grant programs.

SUMMARY

The sharing of information, time, expertise, and programs among the participating communities in Kent and Ottawa Counties allows the updated PEP to efficiently reach out to the target audiences in the LGRW. Since increasing awareness, education, and action of all residents in the watershed will help improve water quality and protect water resources of the watershed-based initiative, this PEP effectively meets the 2003 General Watershed Permit requirements with the greatest benefit for the participating communities. This regional approach to public education will share responsibilities, communicate messages to a greater number of audiences, and provide consistent and repetitive information to the public.

REFERENCES

Center for Environmental Study. 2011. A Social Profile of the Lower Grand River Watershed. Prepared for the Grand Valley Metropolitan Council. Lower Grand River Organization of Watersheds Initiatives Implementation Project. MDEQ Tracking Code: 2007-0137. FTC&H, Grand Rapids, Michigan. 105 pp.

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Wilbur, J. 2006. Getting Your Feet Wet with Social Marketing, A Social Marketing Guide for Watershed Programs. Utah Department of Agriculture and Food, Salt Lake City, Utah. 132 pp.

Appendices

**LOWER GRAND RIVER WATERSHED
STORM WATER EDUCATION PROJECT**

FOCUS GROUP SUMMARY REPORT

**PREPARED FOR:
GRAND VALLEY METROPOLITAN COUNCIL**

**FEBRUARY 2, 2010
PROJECT NO. F99511P**

TRACKING CODE: 2007-0113

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LIST OF ABBREVIATIONS/ACRONYMS

CES	Center for Environmental Study
CMI	State of Michigan's Clean Michigan Initiative
FTC&H	Fishbeck, Thompson, Carr & Huber
GVMC	Grand Valley Metropolitan Council
LGRW	Lower Grand River Watershed
MDNRE	Michigan Department of Natural Resources and Environment
NPDES	National Pollution Discharge Elimination System
PEP	Public Education Plan
PROJECT	Storm Water Education Project
QAPP	Quality Assurance Project Plan

1.0 INTRODUCTION

As part of the compliance activities associated with the National Pollution Discharge Elimination System (NPDES) Phase II Storm Water Regulations watershed-based permit, local and county governments within Kent and Ottawa Counties have participated in the Lower Grand River Watershed (LGRW) Storm Water Education Project (Project). The goal of this Project is to promote, publicize, and facilitate watershed education for the purpose of encouraging the public to reduce the discharge of pollutants in storm water. The Project is guided by the LGRW Storm Water Education Committee, formed by the Grand Valley Metropolitan Council (GVMC) in 2004. Committee members include the GVMC, local units of government, schools, and environmental organizations within the LGRW.

In 2008, the GVMC was awarded grant funds through the State of Michigan's Clean Michigan Initiative (CMI) to support the Project. Grant funds were subsequently used to hold a focus group session with residents living in the LGRW. The purpose of the focus group session was to determine changes in the awareness, education, and behavior of the public as a result of storm water education efforts in 2008 and 2009. Results of the focus group session are presented in this document and will be used by GVMC and the LGRW Storm Water Education Committee to further enhance the goals, objectives, and deliverables of the Project.

2.0 METHODS

Data Collection Description

Focus group participants were drawn from a pool of individuals nominated by local units of government participating in the Project. Each participating local unit of government was asked to submit a list of two potential participants meeting the nominee criteria: 1) nominee is not directly involved in the NPDES Phase II Storm Water Program; 2) nominee lives in Kent or Ottawa Counties, the LGRW, and the community he or she represents; and 3) nominee had the potential to encounter Project deliverables. Ten individuals were selected from the pool of nominees and invited to the focus group session.

The focus group session was held November 10, 2009, at Fishbeck, Thompson, Carr & Huber (FTC&H)'s Grand Rapids office. Mr. Andrew Bowman, GVMC, administered the two-hour focus group session. Mr. Bowman has led similar focus group sessions in the past as part of GVMC's Blueprint II regional planning process, the development of the LGRW Management Plan, and West Michigan Strategic Alliance's Vital Signs Regional Indicator Report. All ten individuals invited to the session were in attendance. Before the start of the focus group session, participants were asked to complete a short questionnaire (Table 1). During the focus group session, six dialog questions were asked of the group by Mr. Bowman (Table 2). Three recorders were used to document the responses of participants. Recorders included Ms. Betty Gajewski, Center for Environmental Study (CES); Ms. Laurie Beth Nederveld, FTC&H; and Ms. Janice Tompkins, Michigan Department of Natural Resources and Environment (MDNRE).

Table 1 - Questionnaire

1. Name?
2. Affiliation or workplace?
3. What community (city, township, or village) do you live in?
4. What community do you shop for groceries in?
5. What community do you work in?
6. What is the zip code where you live?

Table 2 - Dialog Questions

1. What Project deliverables have you seen, heard, or read? (i.e. bus side, radio, television ads; brochures and flyers; give-a-ways; displays; lamppost banners, news articles; roadway signage; and drain markers)?
2. Did Project deliverables influence you? How?
3. Have you noticed changes in your workplace based on messages of Project deliverables?
4. How could Project deliverables be improved?
5. Where and how do you get information on community activities?

Data Management, Analyses, and Reporting Procedures

Documented responses from the focus group session were analyzed and interpreted by FTC&H staff. CES, GVMC, and MDNRE also contributed to the interpretation of responses. The final draft of the focus group summary report was prepared by FTC&H and reviewed by CES, GVMC, and MDNRE. The final report will be distributed to CES, GVMC, LGRW Storm Water Education Committee, and MDNRE, and local units of government participating in the Project. Results of the focus group session will be used by the GVMC, FTC&H, and the LGRW Storm Water Education Committee to further enhance the goals, objectives, and deliverables of the Project.

Quality Control

A Quality Assurance Project Plan (QAPP) for the focus group session was developed by FTC&H and GVMC and submitted to the MDNRE for approval in June 2009 (Appendix 1). The QAPP was approved, with revisions, in November 2009. As part of the review process, staff from the MDNRE reviewed the proposed dialog questions, based on the focus areas noted in the QAPP, to ensure they were unbiased, clear, and objective. To ensure quality control and assurance, CES, FTC&H, GVMC, and MDNRE staff agreed to review all documented responses from the focus group session. If these organizations felt any responses were not recorded, these responses would be added to the summary of documented responses, if all parties were in agreement.

A contingency plan was also developed and included in the QAPP. The contingency plan indicated that if less than four individuals participated in the focus group, a questionnaire would be sent to those

individuals that were nominated to participate to solicit greater participation. Since all the invited participants were in attendance at the focus group session, this questionnaire was not necessary.

3.0 RESULTS AND DISCUSSION

The results of the questionnaire distributed during the focus group session indicated that nine out of ten participants lived in the LGRW. Most participants (60%) shopped within the city or township where they lived. The majority (70%) worked in a city or township that they did not live in, but was located within the same metropolitan region.

During the focus group session, five dialog questions were asked of participants. Responses to the five dialog questions are discussed below. Recommendations and conclusions based on the discussion from the focus group sessions are included in Section 4.0.

1. The first dialog question asked, “What Project deliverables have you seen, heard, or read?”

Recollection of Project Deliverables

Participants were able to recall from memory the brochures, storm drain markers, newsletter articles, the watershed website, storm drain stencils, and give-a-ways developed through the Project. After viewing a PowerPoint of all the Project deliverables, participants were able to recall the bus advertisements, lamppost banners, and storm water display. Although participants were aware of the storm water related brochures provided to their offices, they did not necessarily consider them effective delivery mechanisms of the messages that related to the targeted audiences. Despite feeling that storm drain stencils and markers were effective, participants felt that most residents still were not aware that storm drains were connected to local streams and lakes. The participants suggested that greater numbers of installed markers may increase exposure and raise greater awareness.

While participants listened to the radio channels that aired the “Water Spot” advertisements, they did not recollect them. Since advertisements only aired for two weeks on each of four radio stations, it is possible that the radio ads did not air long enough to be remembered by a large percentage of the target audience. The participants suggested airing the “Water Spot” radio advertisements for a longer duration to ensure repeated exposure would be most effective. They also indicated that the appropriate selection of radio channels was necessary to target the intended audiences.

Recollection of Products from Other Projects

While not all participants were able to recall the “Water Spot” radio advertisements aired through the Project, some were able to remember those radio advertisements produced by the Clean Water Action Council. In addition, participants were aware of roadway signage (e.g. Plaster Creek sign) installed by other watershed organizations. These efforts by other organizations were unrelated to the Project.

2. The second dialog question asked, “Did Project deliverables influence you? How?”

Participants indicated that Project deliverables had educated them on proper car washing procedures and storm sewer connections. Participants expressed concern about lawn care companies contributing yard waste to the storm sewer. The same concern was expressed about carpet cleaning companies. The participants mentioned that they had observed individuals dumping motor oil down catch basins. Participants reiterated that they felt that most residents were not aware that storm drains were connected to local streams and lakes, rather than a waste water treatment plant.

3. The third dialog question asked, “Have you noticed changes in your workplace based on messages of Project deliverables?”

Participants were aware of the delivery and implementation of several Project deliverables (e.g. brochures, storm drain markers and stenciling, give-a-ways) by their local unit of government. The distribution of brochures and give-a-ways at public meetings was mentioned. It was noted that county road commissions had changed their management of waste oil over the past several years. In addition, one local unit of government was providing classroom presentations to elementary students regarding storm water education. Participants also discussed the availability of county hazardous waste collection programs and medicine recycling programs, but indicated that these programs were not specifically initiated due to the Project. Dialog on changes in the workplace indicated that changes due to the Project were limited. This suggests that significant changes at the local level as the result of the Project’s storm water education efforts were also limited.

4. The fourth dialog question asked, “How could Project deliverables be improved?”

Participants suggested new target audiences, reworking current messages, and repackaging delivery mechanisms. Recommendations from the focus group session are listed below.

New Target Audiences

- Students and teachers - to promote general education on watersheds and storm water.
- Automotive repair shops - to promote opportunities for motor oil recycling.
- Landscaping companies - to promote proper waste disposal.
- Pharmacies - to promote opportunities for the disposal of unused medications.
- Carpet cleaning companies - to promote proper waste disposal.

Reworking Messages

- Create messages that indicate direct benefits to the individual and what they care about (e.g. monetary benefits of environmental protection).
- Provide consistent, repeated messages to create awareness.

- Avoid technical or complex terminology.
- Develop and promote a storm water slogan.
- Reinforce messages by leading by example. If governments can lead by example, their residents are more likely to follow suit.

Repackaging Delivery Mechanisms

- Create concise, visual, and emotionally moving delivery mechanisms (e.g. “Crying Indian” television spot from 1971).
- Create and promote identifiable branding.
- Develop new delivery mechanisms, such as, social networking sites (e.g. Facebook), “Johnny” advertisements, public service radio advertisements, and Wood TV 8 pop-up advertisements.

5. The fifth dialog question asked, “Where and how do you get information on community activities?”

Participants reported that their primary news sources were radio, internet, television, newspaper, and social networking sites (e.g. Facebook). This suggests target audiences also receive their news from mass media and social networking sources.

4.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions of the focus group session revealed both challenges and successes of the Project deliverables in creating changes in the awareness, education, and behavior of the public as a result of storm water education efforts in 2008 and 2009.

Challenges

Brochures, although considered helpful to government staff, were not necessarily indicated as an effective delivery mechanism for target audiences.

The majority of residents are still were not aware that storm drains are connected to local streams and lakes.

Changes at local units of government due to the public outreach efforts of this Project appeared to be limited.

Reaching target audiences and communicating the value of environmental benefits has been a challenge.

Successes

Storm drain markers were considered an effective delivery mechanism for the public and were recommended for future use.

The website was recommended to be maintained, although it was suggested future products promote a Project slogan, logo, or other branding, rather than the website.

“Water spot” radio advertisements, although not identifiable due to limited air time and budget, were considered to be well done and were also recommended for future use.

Although education was limited, local units of government had been educated on storm water related issues through the Project.

Brochures, storm drain markers, newsletter articles, the watershed website, storm drain stencils, and give-a-ways were identifiable and popular deliverables for local units of government.

Local units of government indicated that Project deliverables had educated them on proper car washing procedures and storm sewer connections.

Recommendations

Include new target audiences: students and teachers, automotive repair shops, landscaping companies, pharmacies, and carpet cleaning companies.

Create messages that indicate direct benefits and are consistent, clear, and repeated. Develop and promote a memorable slogan with these messages. Local units of government can reinforce messages by leading by example.

Create delivery mechanisms that are concise, visual, and identifiable (e.g. “Crying Indian” television spot from 1971). Use future delivery mechanisms to promote a slogan or logo, rather than the website.

Increase exposure of delivery mechanisms when possible, such as extending the period of time a radio spot is on the air, to increase awareness, education, and action, as budgets allow.

Include new delivery mechanisms: social networking sites (e.g. Facebook), “Johnny” advertisements, public service radio advertisements, and Wood TV 8 pop-up advertisements.

Focus on mass media, particularly internet and social networking sites, as these are “go to” sources for community information.

Future Action Steps

Local units of government participating in the LGRW NPDES Phase II Storm Water Regulations watershed-based permit have implemented the current Public Education Plan (PEP) since 2004. The PEP outlines the goals, target audiences, messages, delivery mechanisms, and evaluation measures of the LGRW public outreach campaign. The existing PEP will be updated by September 30, 2010, for submittal to the MDNRE. The challenges, success, and recommendations communicated in this document will be evaluated to modify the PEP as needed. The updated PEP will result in a more finely tuned public outreach campaign to reduce storm water pollution between 2010 and 2014.

Appendix 1

REVISED
Quality Assurance Project Plan

Lower Grand River Watershed Storm Water Education Project

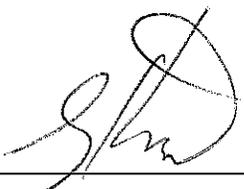
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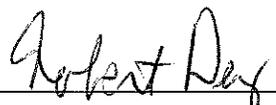
Andy Bowman, Grand Valley Metro Council, Project Manager
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Fishbeck, Thompson, Carr & Huber, Inc.

June 1, 2009


_____, Tyler Kitchel, Department of Environmental Quality

 11/6/09
_____, Robert Day, Department of Environmental Quality

Project Description / Purpose

Explanation of the survey need:

A focus group will be facilitated to determine changes in residents' awareness, education, and behavior as a result of the Lower Grand River Watershed (LGRW) Storm Water Education Project (Project).

The information and education goals of the project are:

To increase awareness, promote education, and inspire behavioral changes among Kent and Ottawa County residents regarding storm water pollution sources and solutions.

Purpose of the evaluation:

The purpose of the evaluation is to provide GVMC and the LGRW Storm Water Education Committee with information about the effectiveness of the current Project. Resulting information will be used to enhance the Project beginning in 2010.

Question-Answer profile:

The survey questions will focus on the following five areas:

- Awareness of project deliverables.
- Effectiveness at changing participant behaviors.
- Degree of changing behaviors at workplace.
- Ways to improve project deliverables
- Other ways participants receive information

Survey method:

This survey will be administered using a two-hour focus group session involving residents living in Kent or Ottawa County, within the LGRW.

Project Organization

Grantee and other partners:

The parties involved include those permittees participating in the watershed-based NPDES Phase II Storm Water Project, Grand Valley Metropolitan Council (GVMC), FTC&H, Center for Environmental Studies (CES), and the West Michigan Environmental Action Council (WMEAC).

Organization conducting evaluations / qualifications:

Mr. Andrew Bowman, GVMC, will be facilitating the focus group session. Mr. Bowman has led similar focus group sessions in the past as part of GVMC's Blueprint II regional planning process, for the Lower Grand Watershed Management Plan and with West Michigan Strategic Alliance in developing their Vital Signs regional indicator report. Ms. Betty Gajewski, CES, will be assisting with the development of this QAPP and facilitation of the focus group. Ms. Gajewski also has past experience with social evaluations through her work at CES and the GVSU Annis Water Resources Institute.

Data Collection Description

During the focus group session, three recorders will be used to document the responses of participants. Recorders include Ms. Betty Gajewski, CES; Ms. Laurie Beth Nederveld, FTC&H; and Ms. Janice Tompkins, MDEQ. Responses will be analyzed for preparation of a focus group summary report.

Proposed Dialog Questions:

- What Project deliverables have you seen, heard or read? (i.e. bus side, radio, television ads; brochures and flyers; give-a-ways; displays; lamppost banners, news articles; roadway signage; and drain markers)?
- Did Project deliverables influence you? How?
- Have you noticed changes in your workplace based on messages of Project deliverables?
- How could Project deliverables be improved?
- Where and how do you get information on community activities?

Survey Questionnaire:

- Name
- Affiliation or workplace
- What community (city, twp, village) do you live in?
- What community do you shop for groceries in?
- What community do you work in?
- Zip code where you live.

Ice breaker questions will be used at the beginning of the session to encourage participation in the discussion.

Sample Demographics:

A sample of Kent and Ottawa County residents employed at a county, municipality, or township participating in the Project.

Method of Selection of the sample:

Participants will be drawn from a pool of individuals nominated by the permittees. Each permittee will be asked to submit a list of potential participants meeting the participant nominee criteria.

Nominee Criteria:

- 1) nominee is not part of the municipal Phase II stormwater program;
- 2) nominee lives in Kent or Ottawa County, within the Lower Grand River Watershed, and in the community s/he represents; and
- 3) nominee had the potential to encounter Project deliverables.

Size of sample with explanation:

Six to ten participants are recommended for an effective focus group session.

Method of implementation of survey, including frequency:

A two-hour focus group will be held during the final quarter (October to December 2009) of the Project. Lunch will be offered as an incentive to participate.

Quality Control

Question review:

MDEQ staff will review the proposed questions, based on the focus areas noted in this document, to ensure they are unbiased, clear, and objective. Any revisions or additional questions shall be communicated to Andy Bowman, GVMC, and Laurie Beth Nederveld, FTC&H.

Contingency plan:

If less than four individuals participate in the focus group, a questionnaire will be sent to those individuals that were nominated to participate to solicit greater participation.

Data review:

MDEQ, GVMC, FTC&H and CES staff will review all documented responses from the focus group session.

Validity determination of survey responses:

If MDEQ, GVMC, FTC&H or CES staff feel any responses were not recorded, these will be added to the summary of documented responses, if all parties are in agreement.

Data Management, Analyses, and Reporting Procedures

Data Analysis and Interpretation:

Documented responses from the focus group session will be analyzed and interpreted by FTC&H staff in comparison with Project objectives. The MDEQ, GVMC, and CES will be asked to contribute their interpretation of the responses as well. Documented responses will be included as an attachment to the final focus group summary report.

Results:

Results will be presented in a written focus group summary report.

Attachment 6

Distribution of results:

The focus group summary report will be distributed to the MDEQ, GVMC, FTC&H, LGRW Storm Water Education Committee, CES, and the permittees.

Products

Products include an approved QAPP, list of participants, copy of focus group responses, and the final focus group summary report.