

Table B17. *Audience information: Symposium Recommended Best Education Practices*

<b>Audience information Theme Description</b>	Development and use of information about a target audience *Indicates findings from a research-based paper. Other findings are derived from case studies.
<b>Audience</b>	<b>Recommendations</b>
Conservation professionals Decision-makers, leaders and community groups	<p>No examples available</p> <ul style="list-style-type: none"> <li>• Before designing training, survey local officials to learn if they:               <ul style="list-style-type: none"> <li>○ Have a good understanding of their communities' storm water management plan.*</li> <li>○ Feel they have sufficient information to make informed decisions about storm water management.*</li> <li>○ See a role for local watershed groups in water quality monitoring, stormwater management planning, plan implementation, and compliance monitoring or environmental stewardship.*</li> </ul> </li> </ul>
Ethnic groups	<ul style="list-style-type: none"> <li>• Identify specific education needs, for example the percent of households with drinking water that does not meet public health standards.*</li> <li>• Tailor drinking water education materials to the learning style, educational level and potential vision problems of a relatively uneducated, elderly audience.*</li> </ul>
Farmers	<ul style="list-style-type: none"> <li>• Check with stakeholders concerning which approach to environmental assessment on the ranch they perceive as most effective.</li> <li>• Identify key target audiences and acknowledge individual grower characteristics, perceptions of problems, current use of practices, and preferences for educational formats.*</li> <li>• Use in-depth discussion and interviews to provide a useful finding about target audience interests and preferences about farm management topics.*</li> <li>• Use a comprehensive pre-survey; conservation plans, soil tests, workshops, farm visits during the growing seasons to develop relevant land and water education programs.</li> </ul>
Households and neighborhoods	<ul style="list-style-type: none"> <li>• Specify audiences by need.*</li> <li>• Implement a program design survey to               <ul style="list-style-type: none"> <li>○ Assess public attitudes and interests about water.*</li> <li>○ Determine citizen perceptions and knowledge about water quality</li> </ul> </li> <li>• Tailor materials and programs to the learning style, educational level and potential vision problems of the audience.*</li> <li>• Identify specific education needs, for example, identify the percent of households with drinking water that does not meet public health standards.*</li> <li>• To encourage sustainable practices in application of fertilizers and pesticides on lawns               <ul style="list-style-type: none"> <li>○ Use a social marketing approach to understand and redesign educational outreach strategies.</li> <li>○ Identify barriers and benefits to the use of IPM by paid landscape managers.</li> </ul> </li> </ul>
Landowners	No examples available
Recreational water users	No examples available
Volunteers	No examples available
Youth	No examples available

Table B18. *Message content: Symposium Recommended Best Education Practices*

<i>Message content</i> <b>Theme Description</b>	What information to provide *Indicates findings from a research-based paper. Other findings are derived from case studies.
<b>Audience</b>	<b>Recommendations</b>
Conservation professionals	No examples available
Decision-makers, leaders and community groups	No examples available
Ethnic groups	No examples available
Farmers	<ul style="list-style-type: none"> <li>• Link economic risk to over-application of nutrients, a common practice for ensuring maximum yield.</li> </ul>
Households and neighborhoods	<ul style="list-style-type: none"> <li>• Provide clear information</li> <li>• Accompany findings or data with information               <ul style="list-style-type: none"> <li>○ Which emphasizes the meaning of the results</li> <li>○ About the pros and cons of control methods and which are most effective.</li> </ul> </li> <li>• Assure that different agencies provide consistent messages</li> <li>• Design and deliver information based on communication and health behavior theories</li> <li>• Provide information that has immediate utility to the program.*</li> </ul>
Landowners	No examples available
Recreational water users	No examples available
Volunteers	No examples available
Youth	No examples available

Table B19. *Message delivery vehicle*: Symposium Recommended Best Education Practices

<b>Message delivery vehicle</b>	<b>Theme Description</b>
<b>Audience</b>	<b>Recommendations</b>
Conservation professionals	No examples available
Decision-makers, leaders and community groups	<ul style="list-style-type: none"> <li>• Work with a collaborative to provide consistent storm water message across neighborhoods in a large city</li> </ul>
Ethnic groups	No examples available
Farmers	<ul style="list-style-type: none"> <li>• Time education with heightened audience awareness created by press coverage of rules release, public hearings and a compliance deadline.</li> </ul>
Households and neighborhoods	<ul style="list-style-type: none"> <li>• Make information publicly available from a variety of sources.</li> <li>• Use a website to provide group connections and watershed resources</li> <li>• Provide awards for youth water projects</li> <li>• In video and audio communication materials,               <ul style="list-style-type: none"> <li>○ Use entertaining approaches to communicate simple messages.</li> <li>○ Partner with a state broadcast association to assure dissemination.</li> </ul> </li> <li>• Communicate information about a watershed initiative by:               <ul style="list-style-type: none"> <li>○ Distributing native plants</li> <li>○ Providing non-chemical landscape design advice and rain barrels</li> <li>○ Bus tours</li> <li>○ Disseminating information.</li> </ul> </li> </ul>
Landowners	<ul style="list-style-type: none"> <li>• Provide landowners with information using a handbook and a calendar, making good use of photographs</li> </ul>
Recreational water users	<ul style="list-style-type: none"> <li>• Work in collaboration with the professional association to publicize a course for golf course managers</li> </ul>
Volunteers	<ul style="list-style-type: none"> <li>• Facilitate volunteer water quality monitoring efforts through sharing success stories and communication among groups using an interactive website and listserve</li> </ul>
Youth	<ul style="list-style-type: none"> <li>• Facilitate school-based watershed education programs through interactive resources and communication among groups using an interactive website</li> <li>• Prepare youth to inform and engage communities about watershed information as a mechanism for reaching audiences who are geographically scattered when resources are limited</li> </ul>

Table B20. *Outreach strategy/method of teaching*: Symposium Recommended Best Education Practices

<b>Outreach strategy Theme Description</b>	How to provide education that leads to measurable impacts *Indicates findings from a research-based paper. Other findings are derived from case studies.
<b>Audience</b>	<b>Recommendations</b>
Conservation professionals	<ul style="list-style-type: none"> <li>• Provide face-to-face meeting opportunities: to allow for learning from others and to provide camaraderie (networking and moral support).*</li> <li>• Provide course activities with direct application to work responsibilities (appropriate to local context)*</li> <li>• Provide instructor feedback*</li> <li>• Enable students to personalize their education objectives (through pre-course interviews)*</li> <li>• Provide students with autonomy in determining content and timing of learning activities.*</li> <li>• Follow classroom exercises and visual examples by field application.</li> <li>• For conservation professionals:               <ul style="list-style-type: none"> <li>○ Provide area workshops</li> <li>○ Apply environmental education principles in training events</li> <li>○ Provide follow-up</li> <li>○ Encourage peer teaching; ongoing professional development</li> </ul> </li> <li>• Follow these basic outreach practices:*               <ul style="list-style-type: none"> <li>○ Program planning</li> <li>○ Program development and implementation</li> <li>○ Professional development</li> <li>○ Evaluation</li> <li>○ Research</li> </ul> </li> </ul>
Decision-makers, leaders and community groups	<ul style="list-style-type: none"> <li>• To teach recognition of key aquatic insects use narrated slide discussion and provide a live insect for reference*</li> <li>• Use website resources:               <ul style="list-style-type: none"> <li>○ To provide web-based delivery of real-time automated stormwater and water quality data</li> <li>○ To link data about observed phenomenon with photos and simple explanations</li> <li>○ For outreach with schools and municipal officials</li> </ul> </li> <li>• Encourage community groups               <ul style="list-style-type: none"> <li>○ To assess source water in order to prioritize threats, and to develop and implement action strategies</li> <li>○ To develop outreach strategies such as: public awareness campaigns, water conservation campaigns, pollution prevention activities (such as household hazardous waste collection), application of BMPs on farms, public policy protection strategies</li> </ul> </li> <li>• In water-related organizations, include stakeholders as Board members</li> <li>• Involve citizens in a watershed planning group by facilitating their understanding of the problem/situation.</li> <li>• Support watershed planning groups with assistance from agencies.</li> <li>• Build water leadership capacity among young professionals, especially:               <ul style="list-style-type: none"> <li>○ Members of minority and ethnic communities</li> <li>○ Engineers</li> <li>○ Law professionals</li> <li>○ Environmental planners</li> <li>○ Public interest advocates.</li> </ul> </li> </ul>
Ethnic groups	<ul style="list-style-type: none"> <li>• To build capacity among urban schools to deliver water education effectively and with a community-based focus, provide:               <ul style="list-style-type: none"> <li>○ A nationally tested curriculum linked to national and state academic standards</li> <li>○ Training workshops for local partner, volunteer, and expert networks</li> <li>○ Training and support for teachers, volunteers and community leaders</li> <li>○ Service learning opportunities</li> <li>○ Program evaluation procedures.</li> <li>○ Encourage student-led projects</li> </ul> </li> <li>• With Latino youth programs, use place-based pedagogies so that the education of citizens might have direct bearing on the well-being of the</li> </ul>

<b>Outreach strategy Theme Description</b>	How to provide education that leads to measurable impacts *Indicates findings from a research-based paper. Other findings are derived from case studies.
<b>Audience</b>	<b>Recommendations</b>
Farmers	<ul style="list-style-type: none"> <li>social and ecological places people actually inhabit.*               <ul style="list-style-type: none"> <li>o Allow participants to apply their learning to a wide variety of home, neighborhood and community situations.*</li> </ul> </li> <li>• Carry out education outreach initiatives through community-based organizations that already have a relationship with the target audience.*</li> <li>• Field test new education materials with a lead community-based organization.*</li> <li>• Generate local information and use it as the basis for local public education programs.*</li> </ul> <ul style="list-style-type: none"> <li>• Provide on-farm visits, small group demonstrations, and workshops emphasizing local, direct farmer contact.*</li> <li>• Tailor materials to details of the farm operation.*</li> <li>• Provide farmers with real life examples for new ideas.*</li> <li>• Conduct voluntary and confidential assessments on individual farms, in cooperation with groundwater technicians.*</li> <li>• Work with farmers to compare farm records related to environmental management over time.*</li> <li>• Facilitate farmers developing their own water quality management plans.</li> <li>• Emphasize, peer information exchange in farm quality planning.</li> <li>• Develop an "Improvement Action Plan" for individual farms.*</li> </ul>
Households and neighborhoods	<ul style="list-style-type: none"> <li>• Form a regional team to determine water education needs.</li> <li>• Support stakeholder groups:               <ul style="list-style-type: none"> <li>o Rely on stakeholder involvement in program development</li> <li>o Rely on landscape and watershed organizations help to set project goals.</li> <li>o Support groups, especially those with similar missions</li> </ul> </li> <li>• Generate local information:               <ul style="list-style-type: none"> <li>o Use a regional survey to establish priorities and to set baseline information about regional water education needs</li> <li>o Use local information as the basis for local public education programs.*</li> </ul> </li> <li>• Test new educational materials:               <ul style="list-style-type: none"> <li>• Target educational resources to meet specific needs.*</li> <li>o Field test new education materials with a lead community-based organization.*</li> </ul> </li> <li>• Carry out education outreach initiatives through community-based organizations that already have a relationship with the target audience.*</li> <li>• Coordinate team outreach efforts through a variety of techniques:               <ul style="list-style-type: none"> <li>o An annual satellite conference</li> <li>o A domestic water handbook</li> <li>o A "riparian" concept campaign</li> <li>o A water quality monitoring workshop</li> <li>o A semi-monthly theme based fact sheet or report for stakeholders and policy makers.</li> </ul> </li> <li>• Rely on these outreach components for a conservation initiative:               <ul style="list-style-type: none"> <li>o Workshops and seminars on key topics and for key audiences such as: rainwater harvesting, riparian management, rangeland "rescue", golf course management, and youth education</li> <li>o Demonstration sites featuring practical techniques for conserving water and energy in rangeland situations</li> </ul> </li> <li>• Assist individual homeowners to assess their site using trained volunteers, and make specific recommendations for reducing bacteria and nitrogen runoff.*</li> <li>• Provide awards for youth water projects</li> <li>• Offer well water testing information locally on an ongoing basis.</li> </ul>
Landowners	<ul style="list-style-type: none"> <li>• Provide landowners with hands-on, practical training about individual property management choices set in the context of information about broader ecosystem science and impacts.*</li> </ul>

<b>Outreach strategy Theme Description</b>	How to provide education that leads to measurable impacts *Indicates findings from a research-based paper. Other findings are derived from case studies.
<b>Audience</b>	<b>Recommendations</b>
Recreational water users	<ul style="list-style-type: none"> <li>• Provide training for real estate professionals in a supportive atmosphere accompanied by a field trip</li> <li>• Engage golf course conservation superintendents in developing a course on turf grass management</li> <li>• Make turf grass management courses readily accessible to golf course managers and provide instructor support for completing assignments and application to their own golf course</li> </ul>
Volunteers	No examples available
Youth	<ul style="list-style-type: none"> <li>• Use water education activities to provide “situated problem-solving” practice that can translate to workforce skills.*</li> <li>• Teach water science through “service-learning” experiences that apply principles of interaction and continuity: both significant features of education that leads to learning.*</li> <li>• When developing watershed education <i>teacher manuals</i>, identify barriers to implementation and adapt materials to respond to identified needs</li> <li>• When developing watershed <i>education materials</i>: <ul style="list-style-type: none"> <li>○ Adapt watershed education teaching materials to align with grade-appropriate science curriculum standards.</li> <li>○ Involve the state office of education and other education stakeholders in the revision process.</li> </ul> </li> <li>• Use best education practices in organizing environmental field days for youth</li> <li>• To increase student performance and interest in school, student concern for protecting and conserving the environment, and educator motivation, provide educators, students and District staff with opportunities to participate in public lands activities.</li> <li>• Build student environmental stewardship motivation and competencies by focusing on the characteristics of environmentally responsible behavior – knowledge of issues, skill in actions, knowledge of ecology and actions, group locus of control, intention to act, environmental sensitivity, personal responsibility, and individual locus of control.*</li> <li>• Build environmentally responsible behavior among students through field-based experiences and service-learning.*</li> </ul>

Table B21. *Outreach strategy/method of teaching*: Symposium Recommended Best Education Practices – sorted by design and implementation components

Outreach design and implementation	Recommendations
a. Quality – provide a clear purpose; pilot test	<ul style="list-style-type: none"> <li>• Follow these basic outreach practices:*               <ul style="list-style-type: none"> <li>○ Program planning</li> <li>○ Program development and implementation</li> <li>○ Professional development</li> <li>○ Evaluation</li> <li>○ Research</li> </ul> </li> <li>• Field test new education materials with a lead community-based organization.*</li> <li>• Form a regional team to determine water education needs.</li> <li>• Generate local information:               <ul style="list-style-type: none"> <li>○ Use a regional survey to establish priorities and to set baseline information about regional water education needs*</li> </ul> </li> <li>• Test new educational materials:               <ul style="list-style-type: none"> <li>○ Target educational resources to meet specific needs.*</li> <li>○ Field test new education materials with a lead community-based organization.*</li> </ul> </li> </ul>
b. Stability – frequent opportunities sustained over time	<ul style="list-style-type: none"> <li>• Support watershed planning groups with assistance from agencies.</li> <li>• Offer well water testing information locally on an ongoing basis.</li> </ul>
c. Access – inclusive, accessible, all interested audiences can participate	<ul style="list-style-type: none"> <li>• Carry out education outreach initiatives through community-based organizations that already have a relationship with the target audience.*</li> <li>• Encourage community groups               <ul style="list-style-type: none"> <li>○ To assess source water in order to prioritize threats, and to develop and implement action strategies</li> <li>○ To develop outreach strategies such as: public awareness campaigns, water conservation campaigns, pollution prevention activities (such as household hazardous waste collection), application of BMPs on farms, public policy protection strategies</li> </ul> </li> <li>• Provide on-farm visits, small group demonstrations, and workshops emphasizing local, direct farmer contact.*</li> <li>• Make turf grass management courses readily accessible to golf course managers and provide instructor support for completing assignments and application to their own golf course</li> </ul>
d. Connection – involve stakeholders and partners	<ul style="list-style-type: none"> <li>• In water-related organizations, include stakeholders as Board members</li> <li>• Involve citizens in a watershed planning group by facilitating their understanding of the problem/situation.</li> <li>• Support stakeholder groups:               <ul style="list-style-type: none"> <li>○ Rely on stakeholder involvement in program development</li> <li>○ Rely on landscape and watershed organizations help to set project goals.</li> </ul> </li> <li>• Build water leadership capacity among young professionals, especially:               <ul style="list-style-type: none"> <li>○ Members of minority and ethnic communities</li> <li>○ Engineers</li> <li>○ Law professionals</li> <li>○ Environmental planners</li> <li>○ Public interest advocates.</li> <li>○ Support groups, especially those with similar missions</li> </ul> </li> <li>• When developing watershed <i>education materials</i>:               <ul style="list-style-type: none"> <li>○ Adapt watershed education teaching materials to align with grade-appropriate science curriculum standards.</li> <li>○ Involve the state office of education and other education stakeholders in the revision process.</li> </ul> </li> </ul>
e. Program – adapted to particular audience or topic needs	<ul style="list-style-type: none"> <li>• Generate local information and use it as the basis for local public education programs.*</li> <li>• Tailor materials to details of the farm operation.*</li> <li>• Provide training for real estate professionals in a supportive atmosphere</li> </ul>

Outreach design and implementation	Recommendations
	<p>accompanied by a field trip</p> <ul style="list-style-type: none"> <li>• Engage golf course conservation superintendents in developing a course on turf grass management</li> <li>• When developing watershed education <i>teacher manuals</i>, identify barriers to implementation and adapt materials to respond to identified needs</li> <li>• For conservation professionals: <ul style="list-style-type: none"> <li>○ Provide course activities with direct application to work responsibilities (appropriate to local context)*</li> <li>○ Provide area workshops</li> <li>○ Apply environmental education principles in training events</li> <li>○ Provide follow-up</li> <li>○ Encourage peer teaching; ongoing professional development</li> </ul> </li> <li>• Use website resources: <ul style="list-style-type: none"> <li>○ To provide web-based delivery of real-time automated stormwater and water quality data</li> <li>○ To link data about observed phenomenon with photos and simple explanations</li> <li>○ For outreach with schools and municipal officials</li> </ul> </li> <li>• To build capacity among urban schools to deliver water education effectively and with a community-based focus, provide: <ul style="list-style-type: none"> <li>○ A nationally tested curriculum linked to national and state academic standards</li> <li>○ Training workshops for local partner, volunteer, and expert networks</li> <li>○ Training and support for teachers, volunteers and community leaders</li> <li>○ Service learning opportunities</li> <li>○ Program evaluation procedures.</li> <li>○ Encourage student-led projects</li> </ul> </li> <li>• Rely on these outreach components for a conservation initiative: <ul style="list-style-type: none"> <li>○ Workshops and seminars on key topics and for key audiences such as: rainwater harvesting, riparian management, rangeland “rescue”, golf course management, and youth education</li> <li>○ Demonstration sites featuring practical techniques for conserving water and energy in rangeland situations</li> </ul> </li> </ul>
f. Marketing – how audiences know about the opportunity	No examples available
g. Management – to assure smooth operation	<ul style="list-style-type: none"> <li>• Coordinate team outreach efforts through a variety of techniques: <ul style="list-style-type: none"> <li>○ An annual satellite conference</li> <li>○ A domestic water handbook</li> <li>○ A “riparian” concept campaign</li> <li>○ A water quality monitoring workshop</li> <li>○ A semi-monthly theme based fact sheet or report for stakeholders and policy makers.</li> </ul> </li> </ul>
h. Relevant instructional strategies	<ul style="list-style-type: none"> <li>• Provide face-to-face meeting opportunities: to allow for learning from others and to provide camaraderie (networking and moral support).*</li> <li>• Provide instructor feedback*</li> <li>• Enable students to personalize their education objectives (through pre-course interviews)*</li> <li>• Provide students with autonomy in determining content and timing of learning activities.*</li> <li>• Follow classroom exercises and visual examples by field application.</li> <li>• To teach recognition of key aquatic insects use narrated slide discussion and provide a live insect for reference*</li> <li>• With Latino youth programs, use place-based pedagogies so that the education of citizens might have direct bearing on the well-being of the social and ecological places people actually inhabit.* <ul style="list-style-type: none"> <li>○ Allow participants to apply their learning to a wide variety of home, neighborhood and community situations.*</li> </ul> </li> <li>• Work with farmers: <ul style="list-style-type: none"> <li>○ Provide farmers with real life examples for new ideas.*</li> </ul> </li> </ul>

<b>Outreach design and implementation</b>	<b>Recommendations</b>
	<ul style="list-style-type: none"> <li>○ Conduct voluntary and confidential assessments on individual farms, in cooperation with groundwater technicians.*</li> <li>○ Compare farm records related to environmental management over time.*</li> <li>○ Facilitate farmers developing their own water quality management plans.</li> <li>○ Emphasize, peer information exchange in farm quality planning.</li> <li>○ Develop an "Improvement Action Plan" for individual farms.*</li> <li>● Assist individual homeowners to assess their site using trained volunteers, and make specific recommendations for reducing bacteria and nitrogen runoff.*</li> <li>● Provide landowners with hands-on, practical training about individual property management choices set in the context of information about broader ecosystem science and impacts.*</li> <li>● Use best education practices in organizing environmental field days for youth</li> <li>● Use water education activities to provide "situated problem-solving" practice that can translate to workforce skills.*</li> <li>● Teach water science and build environmentally responsible behavior among students through "service-learning" experiences that apply principles of interaction and continuity: both significant features of education that leads to learning.* For example, <ul style="list-style-type: none"> <li>○ Provide educators, students and District staff with opportunities to participate in public lands activities. This experience has been shown to increase student performance and interest in school, student concern for protecting and conserving the environment, and educator motivation.</li> <li>○ Focus on the characteristics of environmentally responsible behavior – knowledge of issues, skill in actions, knowledge of ecology and actions, group locus of control, intention to act, environmental sensitivity, personal responsibility, and individual locus of control – to build student environmental stewardship motivation and competencies.*</li> </ul> </li> </ul>
i. Recognition of contributors	<ul style="list-style-type: none"> <li>● Provide awards for youth water projects</li> </ul>

Table B22. *Supporting and motivating professionals*: Symposium Recommended Best Education Practices

<b><i>Supporting and motivating professionals</i></b>	
<b>Theme Description</b>	
<b>Audience</b>	<b>Recommendations</b>
	How to help professionals to be more effective in water education work *Indicates findings from a research-based paper. Other findings are derived from case studies.
Conservation professionals	<ul style="list-style-type: none"> <li>• Train water education professionals to apply these steps when designing an outreach program:               <ul style="list-style-type: none"> <li>○ Define driving forces</li> <li>○ Define goals, and objectives</li> <li>○ Identify and analyze the target audience</li> <li>○ Create the message</li> <li>○ Package the message</li> <li>○ Distribute the message</li> <li>○ Evaluate the outreach campaign</li> </ul> </li> </ul>
Decision-makers, leaders and community groups	<ul style="list-style-type: none"> <li>• Build skills to ask the right questions about land use</li> <li>• Build land use training program acceptability by:               <ul style="list-style-type: none"> <li>○ Demonstrating impacts</li> <li>○ Making staff and funding resources availability</li> <li>○ Provide repeated education for new decision makers</li> <li>○ Keep the science current</li> </ul> </li> </ul>
Ethnic groups	No examples available
Farmers	No examples available
Households and neighborhoods	No examples available
Landowners	No examples available
Recreational water users	No examples available
Volunteers	No examples available
Youth	<ul style="list-style-type: none"> <li>• Provide teachers with an opportunity to experience activities first-hand; interact with other educators; and learn about the materials</li> <li>• Provide teachers with activities that meet one or more curriculum goals</li> </ul>

Table B23. *Evaluation: Symposium Recommended Best Education Practices*

<b>Evaluation Theme Description</b>	How to develop and use evaluation to improve the quality of water outreach *Indicates findings from a research-based paper. Other findings are derived from case studies.
<b>Audience</b>	<b>Recommendations</b>
Conservation professionals	<ul style="list-style-type: none"> <li>Evaluate conservation professionals' effectiveness in using models and demonstration tools and in their use of skills taught in the workshops</li> <li>Use activities and evaluation to help identify barriers and verify success</li> <li>Adapt course design over time using multiple feedback methods.*</li> </ul>
Decision-makers, leaders and community groups Ethnic groups	<p>No examples available</p> <ul style="list-style-type: none"> <li>Evaluate program success by following up with household to check if problems have been corrected.*</li> </ul>
Farmers	<ul style="list-style-type: none"> <li>Use a comparison strip to provide the farmer with opportunity to make their own evaluation of pros and cons of a new procedure</li> <li>Track program changes through a comprehensive pre-treatment survey and follow up surveys.*</li> <li>Assure that program resources actually reached targeted audiences.*</li> </ul>
Households and neighborhoods	<ul style="list-style-type: none"> <li>Evaluate program success by following up with household to check if problems have been corrected.*</li> <li>Provide property owners with do-it-yourself kits and coupons for environmentally friendly products</li> </ul>
Landowners	No examples available
Recreational water users	No examples available
Volunteers	<ul style="list-style-type: none"> <li>Tell the story of the program and publicize impacts</li> <li>Encourage county commissioners, stakeholders, and partners in reporting outcomes</li> </ul>
Youth	No examples available