



Section 10



SMART Audience Reference Sheets



Priority Audience #1: Elected Officials

Roles/Responsibilities, Training Outcomes, Motivators, Delivery Format, Recruitment Strategies and Review of Materials

Roles/Responsibilities Characteristics:

The breakout group identified the following characteristics of elected officials, especially with regard to providing for the health, safety, and welfare (e.g. safe drinking water) of the citizens who elected them. The group noted that being an elected official in a small or very small community is not a full time job!

1. Build economic viability
2. Sustain community services
3. Get re-elected
4. Develop and pass regulations and ordinances
5. Provide leadership
6. Understand constituent needs and represent those needs on behalf of constituents
7. Work with other elected/appointed officials (jurisdictions)
8. Establish priorities
9. Learn about source water protection planning

10. Be responsible for monitoring legal compliance
11. Balance community and personnel interests

Training Outcomes:

The group made the following observations with regard to outcomes of a training program. The observations include suggested tools and resources along with the knowledge, skills, and abilities officials need to participate in source water protection planning.

1. Elected officials need a source water protection toolkit to include:
 - a) SW Assessment
 - b) Case Studies
 - c) Plan Template (cookie cutter)
2. Collaboration coalition building and training
*** KEY ***
3. Ability to identify resource expertise
*** KEY ***
4. Impact analysis expertise
5. Related PR/event opportunities
6. Mentors nearby (to increase their credibility)
7. Outreach planning
8. College (nearby) resources and training
9. State/EPA guidance (regulatory contact)
10. Common sense language
11. Understand plan is a “living” document
12. Where the water comes from
13. How water/source water protection impacts the area
14. Economic benefits
15. Ability to explain “Why do the Plan?” What a plan will do for the community.
16. Awareness of potential contaminant **sources** and what they are
17. Understanding of geological sensitivities (natural resources in the area)
18. Understanding of health impact of water and source water protection
19. Knowledge about who can help with plan
20. Awareness of legal ramifications
21. Understanding of cost of doing nothing vs. cost of prevention *** KEY ***
22. Knowledge about available resources
23. Understand short term vs. long term goals, objectives, etc. with regard to SWP

Motivators:

With regard to what motivates elected officials, the group made the following observation about general motivators.

1. Their image
2. Disasters
3. Community support, interests, and/or complaints *** **KEY** ***
4. Threats (real and perceived)
5. Cost (shared) *** **KEY** ***
6. "Balance" (personal / community / business)
7. Re-election
8. Importance of environment
9. Legacy
10. Doing the right thing
11. Increasing property values
12. Regulatory benefits
13. Incentive programs (grants, loans)
14. New developments
15. Getting off "SNC" list (Significant Non-Compliance list)
16. Finding and addressing "unscrupulous" businesses
17. Demonstrating "pro-business" efforts
18. Being aware and inform with the right information
19. Being perceived as knowledgeable

Delivery Format:

The following observations were made by the group with regard to offering training to elected officials.

1. Written manual
2. One-on-one delivered on site
3. On-call mentoring
4. Videos (DVDs, CDs)
5. Online delivery (full text; webcast*)
6. Through associations
7. Scenarios: Case studies, action planning activities, lecture
8. Ad Hoc/special work sessions
9. NEMO: Nonpoint Education Municipal Officials (Pictures/Graphics)

Recruitment Strategies

The following observations were made by the group with regard to recruitment strategies for elected officials.

1. Offer or attend a boot camp for elected officials
2. State UNN School for Government officiate → officials
3. Establish training requirements (ex., New Mexico is visiting this)
4. Provide information at state meetings
5. Municipal Association (League) events
6. Sponsored event by invitation by a regulatory agency or other VIP
7. Offer custom training targeted to current level of knowledge (beginner/newbie, intermediate, advanced)
8. Display at community events
9. Bundled incentives to attend
10. Local "spokesperson or expert" presenting
11. Published disaster/cautionary tales
12. Public Service Announcements
13. Call local Media (may have negative consequences)

Review of Existing Training Materials:

The following observations were made by the group with regard to training materials for elected officials.

1. Training available for elected officials
 - a) Fact Sheet → follow to details elsewhere
 - b) (Good, Exists) → Custom Filter/Fact Sheets *** **KEY** ***
 - c) Good BASIC materials that should be customized by trainers for audience
 - d) Poster Maps
2. Training not available for elected officials
 - a) Need a bridge (liked to see the Library of materials that was available at the workshop)
 - b) Take Library on the road
 - c) "Layman" language → not technical
 - d) What business does (customize materials)
 - e) Flow chart
 - f) Decision tree
 - g) Timeline



Priority Audience #2a: Licensed Operators

Roles/Responsibilities, Training Outcomes, Motivators, Delivery Format, Recruitment Strategies and Review of Materials

Roles/Responsibilities Characteristics:

The breakout group identified the following characteristics of licensed operators, essentially that they wear many hats, have few resources, and a lot to do.

1. Role—they wear many hats – streets, parks, water, sewer, pools, etc.; could be part-time or volunteer; could be the “face of community”
2. Responsibilities include:
 - a) Compliance, operation, maintenance
 - b) Reporting
 - c) Supervising employees & contractors
 - d) Link to regulatory agency & decision makers
3. Usually 1-5 people (at high end) working at system – not all operators.
4. Usually 1-2 operators
5. Tools/Resources
 - a) Minimal tools, a struggle at times
 - b) Maybe computers, Internet
 - c) Contract labor
 - d) Pick-up Truck

- e) Operator training committees (state-local resource)
 - f) Associations like RCAP, tech centers, state Rural Water Associations, etc.
6. Authority – Need to do VS. “allowed” to do; authority is not consistent with responsibilities

Training Outcomes:

The group made the following observations about training with regard to the objective of moving licensed operators away from contemplation into advocacy! (Breakout group’s emphasis) The group wants licensed operators to not just know about source water protection, or to think it’s important, to be advocates for it. They already generally support it at a concept level. They need to make it a priority.

1. Knowledge requirements—they need to know or have reinforced:
 - a) A basic understanding of Source Water Protection Planning
 - b) The knowledge that “they are the one” who can do something about threats in their community
 - c) An understanding that source water protection makes their job easier
 - d) That partners and resources exist to help
2. Skill requirements: They need training on how to explain source water protection and “sell” it to decision makers
3. Ability requirement: to be persuasive
4. Strategy for acquiring the knowledge, skills, and abilities is to work with existing partners (e.g., RCAP) to make source water protection happen.

Motivators:

With regard to what motivates licensed operators, the group made the following observation about general motivators.

1. Their customers include regulator/primary agency, State “EPA,” town officials, rate payers, and spouses (usually wives) and families

2. Licensed operators want:
 - a) To save time
 - b) To “Do the right thing”
 - c) To get credits to keep license up-to-date
 - d) Good equipment
 - e) Well-defined duties, not be asked to do other things
 - f) A new truck
 - g) Tools & support
 - h) Support from peers
 - i) To feel listened-to
3. Specific source water protection planning motivators include
 1. Help is available *****KEY*****
 2. Not just your burden
 3. Life is simpler/save time
 4. Cost savings
 5. Salary increase
 6. Monitoring waivers (Save time + \$\$\$)
*****KEY*****
 7. Grant \$\$\$ ***** KEY*****
 8. Less anxiety around testing/compliance
3. Use data from state agencies to identify communities having problems & make personal contact. *****CALL IS KEY*****
4. Distribute invitations with sanitary surveys
5. Send letters addressed to operators (a lot of info does not reach operators, goes to city, etc.)

Review of Existing Training Materials:

The following observations were made by the group with regard to training materials for licensed operators. Note: Information for operators needs to be short (NOT a lot of text; use easy-to-read bullets). *****KEY*****

1. Ohio EPA SWPP template is easy to use for planning
2. Great Lakes RCAP 1-page on SWP is a good overview
3. Farm*A*Syst has good, simple, wellhead risk evaluation tool
4. Your Water, Your Decision – could be modified for operators (along with other Source Water Collaborative materials)
5. Ground Water Protection Council “Call to Action” has 10 summary pages for AG, UST, UIC, etc.
6. Examples of specific crises, horror stories – some states (e.g., Louisiana) have such examples
7. Ohio EPA also has cost/benefit examples [but this is more for elected officials, not operators]
8. Gaps in existing training materials:
 - a) Spell out what incentives are, what makes life easier (state specifics)
 - b) Take RCAP 1-page with “Here’s why this matters” plus here is what it looks like
 - c) Short brochures being developed in North Carolina
 - d) What wellhead is (steps)
 - e) What source water protection planning is (steps & philosophy)
 - f) What source water assessments are
 - g) Explains partners
 - h) Materials plus call

Delivery Format:

The following observations were made by the group with regard to offering training to licensed operators.

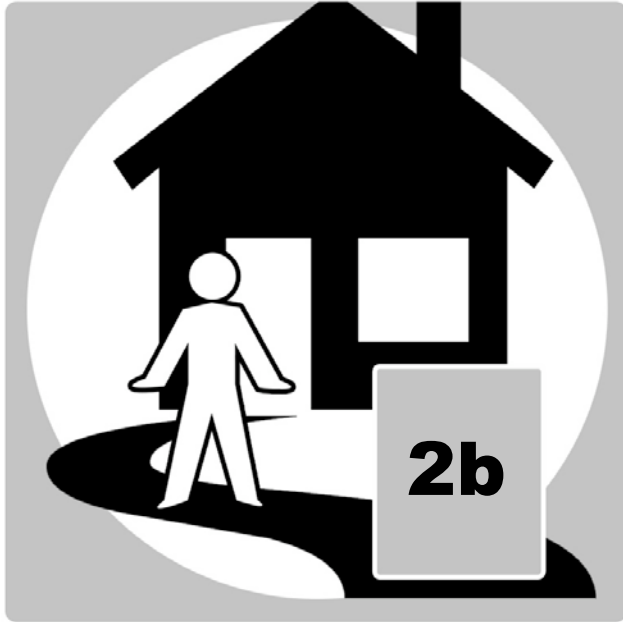
1. Keep training simple, straight-forward, not time consuming
2. Have it offered by groups like RCAP (short)
3. Deliver training at the office/system site.
4. Should count for re-certification credit.
5. Train-the-trainer approach.

Note: Unsolicited literature does not get read. Info from regulators is not as well-received as that from neutral party.

Recruitment Strategies

The following observations were made by group with regard to recruitment strategies.

1. Tie training to recertification
2. Do training at conferences



Priority Audience #2b: Licensed Operators

(NOTE: a second breakout group also discussed licensed operators with their comments presented below)

Roles/Responsibilities, Training Outcomes, and Motivators

Roles/Responsibilities Characteristics:

The breakout group identified the following characteristics of licensed operators.

1. Licensed Operators:
 - a) Provide clean/safe water
 - b) Meet regulatory requirements
 - c) Provide technical assistance/advice
 - d) Maintain/Certification
 - e) Reading/Fixing Meters
 - f) ID threats/problems
 - g) Liaison to other communities
2. Distribution System
 - b) Maintain Institutional Knowledge (Document)
 - c) “May” write SWPP for implementation
 - d) Responsible for Implementation

Training Outcomes:

The group made the following observations about training with regard to the tools (knowledge, skills, abilities) needed by licensed operators.

1. Ditto what “Elected Officials” need, namely:
 - a) a source water protection toolkit to include:
 - i. SW Assessment
 - ii. Case Studies
 - iii. Plan Template (cookie cutter)
 - b) Collaboration coalition building training
*** KEY ***
 - c) Ability to identify resource expertise
*** KEY ***
 - d) Impact analysis expertise
 - e) Related PR/event opportunities
 - f) Mentors nearby (to increase their credibility)
 - g) Outreach planning
 - h) College (nearby) resources and training
 - i) State/EPA guidance (regulatory contact)
 - j) Common sense language
 - k) Understand plan is a “living” document
 - l) Where the water comes from
 - m) How water/source water protection impacts the area
 - n) Economic benefits
 - o) Ability to explain “Why do the Plan?”
What a plan will do for the community.
 - p) Awareness of potential contaminant **sources** and what they are
 - q) Understanding of geological sensitivities (natural resources in the area)
 - r) Understanding of health impact of water and source water protection
 - s) Knowledge about who can help with plan
 - t) Awareness of legal ramifications
 - u) Understanding of cost of doing nothing vs. cost of prevention *** KEY ***
 - v) Knowledge about available resources
2. Know technical requirements (failing septic tanks, take water samples, qualified “Lab,” water distribution cycles, industrial users, ordinances)



Priority Audience #3: Homeowners and Landowners

Roles/Responsibilities, Training Outcomes, Motivators, Delivery Format, Recruitment Strategies and Review of Materials

Note: The group observed that there is a high likelihood that problems are well outside homeowners/landowners jurisdiction, and that approaches to training must address this. Also, landowners and homeowners may not be in the same grouping because different interests (like development).

Roles/Responsibilities Characteristics:

The group made the following observations about the roles, responsibilities, and general characteristics of homeowners and landowners.

1. Roles:
 - a) Influencer
 - b) May sit back until “something” happens – that will impact them.
 - c) Will be **primary** if immediate impact.

2. Responsibilities:
 - a) Will exert pressure positive or negative.
 - b) Expected to pay a bill.
 - c) To get proper information on issue---not “knee jerk.”
 - d) Recruit expertise
 - e) To maintain their system
 - f) To choose high-end/low-end contractor
 - g) Provide access to property
 - h) Talk to neighbors
 - i) To comply with ordinances/codes
3. Authority:
 - a) Political influence.
 - b) Ownership rights.
 - c) If public health issue, adds “authority” (coercive effect) to community.
 - d) They have decision making authority.
 - e) Absentee ownership may not have political influence.

Training Outcomes:

The group made the following observations with regard to outcomes of a training program for homeowners associations. The group noted that from a strategic perspective, informed homeowners take action and outreach to achieve goal.

1. Knowledge:
 - a) How septic systems work
 - b) Fundamentals of groundwater (water cycle)
 - c) Sources of water, including source water (SW) area
 - d) Issues that compromise water quality
 - e) Water quality & public health connection
 - f) Link to property value
 - g) Sources of funding to upgrade
 - h) How often to pump & who to call for service
 - i) How to recognize a problem
 - j) Other source water problems (fertilizer, hazardous waste, household chemicals)
 - k) Know what to do if neighbor has problem.
 - l) Know rules, ordinances – regulatory
 - m) Alternatives to Septic → Sewer (connect to public system)

- n) Know the cost of deferred maintenance
 - o) Who to go to for technical help (county, etc.) & funding direction/assistance.
 - p) Understand storm water management— inflow & infiltration [septic system draining into storm drains] [storm water getting into septic system or sewers]
2. Skills:
- a) Know basic onsite system maintenance
 - b) Proper use of septic system
 - c) How to stay on “message” in meetings/communications
 - d) How to facilitate a meeting.
 - e) How to influence & organize to get action
 - f) How to get finance
 - g) Presentation (conveyance)
Communication Skills
3. Resources/tools that homeowners/landowners can use to promote SWPP:
- a) Bring the money.
 - b) They have the problem.
 - c) They make selection of contractors.
 - d) They have the land.
 - e) They are communication conduit/link.
 - f) They bring vacuum (void) of information needing to be filled.
 - g) Serve as “spark plug” to energize others.
 - h) They have expertise.

Motivators:

With regard to what motivates homeowners and landowners, the group made the following observation about general motivators.

1. Financials – Cost of maintenance vs. neglect
2. Ability to sell property
3. Knowing you are negatively affecting others
4. Children’s and pets’ health
5. Environmental responsibility
6. Recreation
7. Toilet flushes
8. Safe drinking water
9. Regulatory drivers at local level
10. Cost-sharing programs for replacement
11. “Good Citizen” recognition
12. Wants community to thrive
13. Aesthetics: smell, squishy feet
14. Mosquito problems and smell from ponding

Delivery Format:

The following observations were made by the group with regard to offering training to homeowners and landowners.

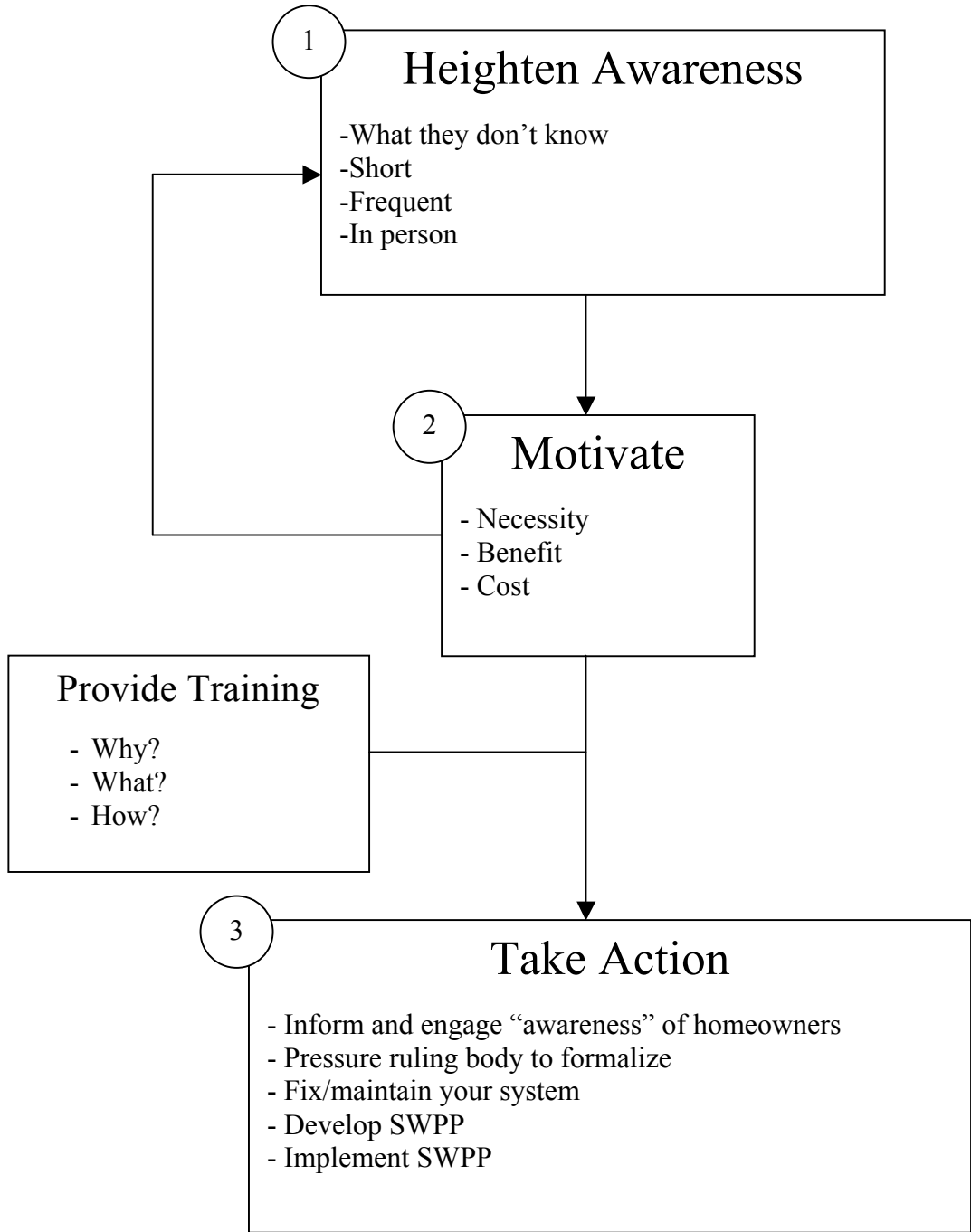
1. Overarching strategy:
SMART About Water TRAINING:
[informs and defines Best Practices]
↓ ↓ ↓
#1 Board Members to
Community Officials
↓ ↓ ↓
#2 Community officials accept
↓ ↓ ↓
#3 Outreach to all
2. Delivery mechanisms:
 - a) Town meeting
 - b) Go to:
 - i. Homeowners who only want awareness: brief, practical (brochures, etc.)
 - ii. Homeowners who want more to be Advocate (spark plug)
 - c) Show and tell at events (fairs, etc.), existing meetings, school events
3. Process of training delivery to homeowners:
See **Diagram 1** on page 3.
4. Augment with in-school programs for children

Review of Existing Training Materials:

The following observations were made by group with regard to training materials for homeowners and landowners.

1. Existing materials in the workshop library:
 - a) Good materials for maintenance.
 - b) “Your water. Your decision.”
2. Existing materials not in the workshop library:
 - a) “Home-a-syst” self-assessment done with homeowner
 - b) “Community Septic Education Kit”

Diagram 1:
Process of training delivery to homeowners



Notes:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Priority Audience #4: Watershed Groups

*Roles/Responsibilities, Training Outcomes,
Motivators, Delivery Format, Recruitment
Strategies and Review of Materials*

Roles/Responsibilities Characteristics:

The group made the following observations about the roles, responsibilities, and general characteristics of watershed groups.

Note: ↑ means higher priority
↓ means lower priority

1. ↑ Soil & Water Conservation Groups
2. Local land owners
3. ↑ River Cleanup Groups (“Friends of ____”)
4. ↓ Basin Advisory Groups
5. ↑ Groundwater Protection Groups
6. ↑ Established Watershed Groups
7. ↓ Completed SWPP Groups/Communities
8. ↓ Irrigation
9. Roles of the members of watershed groups include:
 - a) Wide view
 - b) Support planning efforts
 - c) Consensus builders
 - d) Environmental advocates

- e) Spark plugs/catalysts
- f) Local eyes & ears
- g) Conservators’ experience
10. Responsibilities of the members of watershed groups include:
 - a) Assist in consensus building
 - b) Based on their mission statements
 - c) Protectors
 - d) Inventories/data
 - e) Raise money
 - f) Participate as stakeholders
 - g) Educate/engage members
 - h) Quality of sustainability
11. Tools and resources available to watershed groups include:
 - a) Memberships’ knowledge, passion, credibility
 - b) Attachments/connections/relationships
 - c) Educational materials/info on resource
12. Authority vested in watershed groups includes:
 - a) Media darlings
 - b) Watchdog
 - c) Voters/taxpayers
 - d) Squeaky wheel
 - e) Participation volume
 - f) Lightning rods
 - g) Moral authority

Training Outcomes:

The group made the following observations with regard to outcomes of a training program for watershed groups.

1. Watershed groups need, or need to know, the following:
 - a) Commitment
 - b) Best practices
 - c) Why listen to us?
 - d) What’s the problem?
 - e) Our mission?
 - f) Pending doom/why water supply/microbial examples
2. They need to gain knowledge about:
 - a) cost of action/inaction comparison
 - b) Plan TOC
 - c) Simple scope of what we are asking for (desired outcomes)
 - d) Non-technical

3. They need to develop or hone the following skills:
 - a) Consensus-building
 - b) Interpersonal communications
 - c) Likability
 - d) Media strategies/skills
 - e) Basics on running meetings
 - f) Community organizing
4. They must develop or hone the following abilities:
 - a) Interpret advocacy/blogs
 - b) Data mining
 - c) Perseverance /Commitment
5. Strategies for watershed groups could include:
 - a) RCAP training: invite them/special invitations recognizing them as professionals
 - b) State primary will ID these people
 - c) Educate regulators to network with our audience. Tell them this is a legitimate EPA program. ***** KEY *****
 - d) Educate local elected officials
***** KEY *****
 - e) Need a Chain-of-Command; people wait for official announcement
 - f) Ask the other audiences for: Who to contact? Who are the Watershed Groups?
 - g) RCAP has to establish/show credibility – show value-added
 - h) Re-establish relationships
 - i) Consider: Who is there/location
 - j) Connect their needs with ours

Motivators:

With regard to what motivates watershed groups, the group made the following observation about general motivators.

1. In the “wants” category, watershed groups want:
 - a) To go fishing/ partake in recreation
 - b) Quality of life
 - c) Sustainability
2. In the “needs” category, watershed groups need:
 - a) Clean water for drinking and for the environment

3. Things that “drive” watershed groups include:
 - a) Social conscience
 - b) Spirit of activism
4. Their “customers” include:
 - a) Families/society
 - b) Mother Earth
5. Additional motivators include:
 - a) Efforts create results/make a difference
 - b) They are valued/needed

Delivery Format:

The following observations were made by the group with regard to offering training to watershed groups. Delivery formats should be determined by finding out what skills watershed groups need for their leadership and their members.

1. Format
 - a) pdfs
 - b) Web/Web pages
 - c) Newspaper articles
 - d) DVD Mailer
 - e) Invite to event
 - f) One-pagers with web address
 - g) Sunflower seeds
 - h) Inserts in bills
 - i) Invitation includes: “How can we enjoin your organization?”
 - j) Brochures telling them what the program is about
 - i. Define the wastewater problem clearly, uniquely
 - ii. Visual, short/simple, colorful mission statement
2. Recruitment strategies include:
 - a) Meetings/Food
 - b) Email/Special web page
 - c) Meeting on boat/river sojourns
 - d) Decks/Beaches
 - e) Get on their meeting agenda
 - f) Other group events
3. Methods for delivering training could include:
 - a) Water plant tour
 - b) Wellhead tour
 - c) Septic system tour
 - d) Networking



Priority Audience #5: Homeowners Associations

Roles/Responsibilities, Training Outcomes, Motivators, Delivery Format, Recruitment Strategies and Review of Materials

Roles/Responsibilities Characteristics:

The breakout group identified the following roles and characteristics of homeowners associations.

1. May/May Not have decentralized/centralized wastewater to manage
2. May/May Not have wells to maintain
3. May/May Not require water testing
4. May/May Not acquire water *** **KEY** ***
5. May/May Not increase property values *** **KEY** ***
6. Manage distribution system
7. Handle cost of water loss prevention
8. Manage cost
9. Determine what type of chemical use for “village”
10. Maintain stormwater control
11. Establish relationship with local officials
12. Set maintenance fee assessments (LT Capital Funds)
13. Outsource onsite treatments, contracts, property management

Training Outcomes:

The group made the following observations with regard to outcomes of a training program for homeowners associations.

1. Ditto what “Elected Officials” need, namely:
 - a) a source water protection toolkit to include:
 - i. SW Assessment
 - ii. Case Studies
 - iii. Plan Template (cookie cutter)
 - b) Collaboration coalition building training *** **KEY** ***
 - c) Ability to identify resource expertise *** **KEY** ***
 - d) Impact analysis expertise
 - e) Related PR/event opportunities
 - f) Mentors nearby (to increase their credibility)
 - g) Outreach planning
 - h) College (nearby) resources and training
 - i) State/EPA guidance (regulatory contact)
 - j) Common sense language
 - k) Understand plan is a “living” document
 - l) Where the water comes from
 - m) How water/source water protection impacts the area
 - n) Economic benefits
 - o) Ability to explain “Why do the Plan?” What a plan will do for the community.
 - p) Awareness of potential contaminant **sources** and what they are
 - q) Understanding of geological sensitivities (natural resources in the area)
 - r) Understanding of health impact of water and source water protection
 - s) Knowledge about who can help with plan
 - t) Awareness of legal ramifications
 - u) Understanding of cost of doing nothing vs. cost of prevention *** **KEY** ***
 - v) Knowledge about available resources
2. Internet resources/computer savvy
3. Homeowners associations– observations with regard to knowledge
 - a) Affordable consultants
 - b) Writing RFPs



Priority Audience #6: Septic Professionals

Roles/Responsibilities, Training Outcomes, Motivators, Delivery Format, Recruitment Strategies and Review of Materials

Roles/Responsibilities Characteristics:

The breakout group identified the following characteristics of septic professionals.

1. Roles/Responsibilities – Business people, independent contractors, licensed drivers, small operators (2-4 employees)
2. Know local codes for install, pump, operational inspection
3. Represent the face of wastewater treatment to the home owner
4. Relationship with local health department
5. They can provide info/tools/resources/access to homeowners
6. They attend or belong to professional associations/materials tradeshow/conferences
7. Vendors & technology
8. Many have computers/Internet
9. With regard to their authority, they have knowledge of local ordinances and can “influence” policy and behaviors but they

are not authorized to set policy or require certain behavior.

10. Their objective is to report failing systems to local authority
11. They can educate homeowners on use
12. Get them at the table, make them stakeholders *****KEY*****
(We need their knowledge.)
13. Get septic/drinking water people to talk to each other. *****KEY*****

Training Outcomes:

The breakout group identified the following training outcomes for septic professionals.

1. Knowledge – that failing septic are a top source of drinking water contamination
2. Explain to them what Source Water Protection is – including objectives
3. Skills – bring what they have. No new skills needed, have skills, just need to participate.
4. Abilities – time/resources to participate
5. Strategies – help them develop strategies.

Motivators:

With regard to what motivates septic professionals, committee members listed the following general motivators:

1. Making money and saving money
2. Growing the business and making connections
3. Gaining more customers
4. Being on the cutting edge
5. Professional growth
6. Professional acceptance
7. Status
8. Ethical business practices
9. Need: Find somewhere to take waste; there are fewer places to take waste and those places are getting more expensive.
10. Specific motivators: Business Reasons
 - a) Money
 - b) Customers
 - c) Connections
 - d) Professional curiosity

- e) Way to get better rates/access at dumping sites
- f) Marketing/Free Advertising
- g) Protecting public health & environment

Delivery Format:

The following observations were made by the group with regard to offering training to septic professionals.

- 1. Tradeshow as an avenue to distribute
- 2. Similar to operators – fact sheets & letters—short, not time consuming, come to them
- 3. Maybe email (?)
- 4. Eye-to-eye, one-to-one through a partner, e.g., vacuum pumpers
- 5. Industry magazines
- 6. Catalogs of trade tools (ads/articles)
- 7. Radio

Recruitment Strategies

The following observations were made by the group with regard to recruitment strategies, i.e. where to distribute training.

- 1. Health departments w/permits
- 2. Wastewater treatment plants
- 3. Where dumping waste
- 4. Direct mail
- 5. Use several approaches
- 6. Through professional societies & others connected to the business's needs

Review of Existing Training Materials:

The following observations were made by the group with regard to training materials.

- 1. Nothing exists that discusses source water protection planning for the septic professional.
- 2. Work with the Wastewater Memorandum of Understanding partners.

3. Develop new materials:

- Relate to making money, new customers
- Improves customer relations
- Increases customer base -> More pumping!
- One page that says why it is important & how to get involved
- Info comes from Committee on SWP to participate
- General message & how to get involved (2 messages)

Summary: Septic Professionals

Septic Professionals' role is as business owners who desire to make money.

The objective would be for them to “get to the table.”

With regard to knowledge, skills, and abilities, they are not aware of the source water protection issue.

Their key motivator is to focus on business/money.

The training format should be simple, short, not time-consuming, in writing and more business-oriented.

To recruit this group, use the national EPA Wastewater MOU and network locally via health, wastewater plants, and community committees and reach them regionally and nationally through tradeshows and business catalogs and magazines.

No training materials currently exist. The recommendation is to develop a one-page sheet about source water protection and how to get involved.



Priority Audience #7: Special Interest and Civic Groups

Roles/Responsibilities, Motivators, Delivery Format, and Review of Materials

Note: These groups are made up of the homeowners, thus the group looked at those areas that are “group” based.

Roles/Responsibilities Characteristics:

The group made the following observations with regard to the roles, responsibilities and general characteristics or special interest and civic groups.

1. Advocacy – Peer Pressure
2. Attend meetings
3. Distribute information
4. Gather resources
5. Establish networks
6. Source of influence
7. Serve as spark plug
8. Bring expertise, resources
9. Access to “parent” association
10. Access to funding
11. Influence legislation
12. Exert regional, national presence

13. Building bridges among jurisdictions
14. Enhanced visibility
15. Specifically with regard to training, special interest and civic organizations:
 - a) Have the ability to organize and mobilize for training
 - b) Can serve as “vehicle” to provide training
 - c) Can get right tools to train
 - d) Can “market” the need for training.
 - e) Can sponsor training.
 - f) Can train the trainer

Motivators:

With regard to what motivates special interest and civic organizations, the group made the following observation about general motivators.

1. More members
2. Achieve their mission
3. Funding
4. Affect economic development, property values
5. Recognition of common interest & new or odd partnership possibilities
6. Two drivers for groups:
 - a) Survival: members & funding, visibility
 - b) Mission: public good, impact
7. Serve interests of members
8. “Doing the right thing”
9. Minimize future problems
10. Recognition & Publicity

Delivery Format:

The following observations were made by the group with regard to offering training to special interest and civic organizations.

1. General awareness at general meetings and identify advocates; keep it short.
2. Get on group agenda
3. Get CE credits if available
4. Use newsletters to deliver
5. Movers and Shakers—“Super” homeowners become advocates



Priority Audience #8: Non-Community Water Systems (NCWS)

*Roles/Responsibilities, Training Outcomes,
and Delivery Format*

Roles/Responsibilities Characteristics:

The group made the following observations about the roles, responsibilities, and general characteristics of NCWS's.

1. Roles
 - a) "Part-time" water/waste operators
2. Responsibility
 - a) Dual water/waste
 - b) Required to provide clean water
 - c) Regular testing
 - d) Deal with violations or issues/problems
3. Tools/Resources
 - a) RCAP
 - b) Rural Water Associations
 - c) Contract operators
 - d) Networking in community
 - e) Regulators for help
 - f) Labs
 - g) External Assessment
 - h) AWWA
 - i) NESCA, etc.

4. Authority
 - a) Private ownership
 - b) Water is the life of operation
 - c) They make their own decisions
 - d) They are taxpayers
 - e) They are part of the business community

Training Outcomes:

The group made the following observations with regard to outcomes of a training program for NCWS's.

1. They need to be knowledgeable about:
 - a) Obligation/responsibility
 - b) Protection provides clean H₂O
 - c) Cost/benefit analysis
 - d) Impending doom
 - e) Legal liability
 - f) Make their life easier
 - g) Gain technical assistance
 - h) Other options
2. The skills they need include:
 - a) Consensus skills
 - b) Organizing skills
 - c) Communications skills *** KEY ***
3. Abilities focus on [Ability (to be operator as licensed)]
 - a) Work with state so training receives OK for CEUs Operator Certification
4. Strategies for reaching NCWSs
 - a) Incentive
 - b) Chamber of Commerce could contact
 - c) Not approaching them alone
 - d) Identify them through regulator, special limitations
 - e) To include them, another NCWS peer – incentive

Delivery Format:

The following observations were made by the group with regard to offering training to NCWS's.

1. Deliver in person
 - 1-page fact sheets

