



Strategic Public Relations Plan: Springfield's Adopt-A-Waterway Program

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Communication**

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About SCI

The Sustainable Cities Initiative (SCI) is a cross-disciplinary organization at the University of Oregon that promotes education, service, public outreach, and research on the design and development of sustainable cities. We are redefining higher education for the public good and catalyzing community change toward sustainability. Our work addresses sustainability at multiple scales and emerges from the conviction that creating the sustainable city cannot happen within any single discipline. SCI is grounded in cross-disciplinary engagement as the key strategy for improving community sustainability. Our work connects student energy, faculty experience, and community advisory to produce innovative, tangible solutions for the creation of a sustainable society.

About SCYP

The Sustainable City Year Program (SCYP) is a year-long partnership between SCI and one city in Oregon, in which students and faculty in courses from across the university collaborate with the partner city on sustainability and livability projects. SCYP faculty and students work in collaboration with staff from the partner city through a variety of studio projects and service-learning courses to provide students with real-world projects to investigate. Students bring energy, enthusiasm, and innovative approaches to difficult, persistent problems. SCYP's primary value derives from collaborations resulting in on-the-ground impact and expanded conversations for a community ready to transition to a more sustainable and livable future. SCY 2011-12 includes courses in Architecture; Arts and Administration; Business; Economics; Journalism; Landscape Architecture; Law; Oregon Leadership in Sustainability; and Planning, Public Policy, and Management.

About Springfield, Oregon

The City of Springfield has been a leader in sustainable practices for more than 30 years, tackling local issues ranging from waste and stormwater management to urban and suburban redevelopment. It is the first and only jurisdiction in Oregon to create two separate Urban Renewal Districts by voter approval. Constrained by dramatic hillsides and rivers to the north and south, Springfield has worked tirelessly to develop efficiently and respectfully within its natural boundary as well as the current urban growth boundary. Springfield is proud of its relationships and ability to work with property owners and developers on difficult developments, reaching agreements that are to the benefit of both the project and the affected property owners. These relationships with city residents are what continue to allow Springfield to turn policy and planning into reality. Springfield recruited a strong, diverse set of partners to supplement city staff participation in SCYP. Partners include the Springfield Utility Board, Willamalane Park and Recreation District, Metro Wastewater Management Commission, United Way of Lane County, and Springfield School District 19.

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This report represents original student work and recommendations prepared by students in the University of Oregon's Sustainable City Year Program for the City of Springfield. Text and images contained in this report may not be used without permission from the University of Oregon.



Executive Summary

The Springfield Environmental Services Adopt-A-Waterway program is set to begin in Winter 2011. The goal of the program is to enhance the habitat of Springfield waterways, clean up garbage, remove non-native invasive species, and communicate pollution reduction tactics to residents. Volunteer groups would make a two-year commitment to the program, performing at least two work parties annually.

Springfield believes that most pollution by residents can be attributed to a lack of awareness and have tasked this class of Journalism and Communications students to conduct a public relations campaign and make recommendations on which characteristics of the Adopt-A-Waterway program would be most appealing to residents.

This report contains a Strategic Public Relations Plan and a Research Report. The Public Relations Plan highlights key publics, objectives, strategies, and tactics for five groups: (1) middle school science teachers and student group faculty advisers, (2) high school group leaders and student group faculty advisers, (3) church group leaders, (4) service group leaders, and (5) Springfield residents.

The Research Report summarizes students attempts to gain insight into what motivates people to volunteer time to a project and why. Students conducted seven in-depth interviews, including subjects who have been informally involved with Adopt-A-Waterway projects, and others who have not been involved but have relevant knowledge and experience.

Primary research found that the public is willing to change their habits if provided with specific tips and methods and most Springfield residents are willing to take steps to be more environmentally friendly. Research results showed that the best way to reach the Springfield community is through traditional media outlets such as newspapers, online news sites, and television news programs. Although the City of Springfield already participates in extensive community outreach in the form of brochures and educational events, there is potential for further outreach that could possibly be paired with Adopt-A-Waterway.

Strategic Public Relations Plan

Background

Springfield has been named City of the Year for the Sustainable Cities Initiative, a University of Oregon organization that aims to help urban areas become more sustainable. Springfield has recruited several city partners for sustainability improvement, including the city's Environmental Services Division. The division is responsible for water resources, local wastewater, industrial pretreatment and the Metropolitan Wastewater Management Commission.

The Springfield Environmental Services Division is spearheading the Adopt-A-Waterway program, set to begin in Winter 2011. The goal of the program is to enhance the habitat of Springfield waterways, clean up garbage, remove non-native invasive species, and communicate pollution reduction tactics to residents. Volunteer groups would make a two-year commitment to the program, performing at least two work parties annually.

Some volunteer groups, like a local middle school science class and church youth group, have already unofficially adopted sections of Springfield waterways. These informal adoptions have shown favorable results, and a sense of ownership by adopters is evident. For example, Agnes Stewart Middle School adopted a section of Jasper Slough and enjoys maintaining the space as an outdoor classroom.

The client representatives believe Springfield residents value the environment highly, and believe that most pollution by residents can be attributed to a lack of awareness. They are interested in the level of environmental knowledge of Springfield residents, and want to know what characteristics of the Adopt-A-Waterway program would be most appealing to residents (more insight into the level of residents' knowledge is available in our research report).

Situation Analysis

Springfield's Environmental Services Division has had difficulties implementing their Adopt-A-Waterway program in the past. While this plan has been in the works for several years, awareness of the program is low throughout the community and a cohesive group of adopters has not yet been established. However, through a survey conducted by the Springfield City Manager's Office, the community has shown their interest in the environment by ranking it above other community issues in the majority of responses. Educating the community about the specific environmental issues pertaining to the Adopt-A-Waterway program has been difficult due to lack of resources such as budget, time and manpower.

A large issue that the Environmental Services Division faces is the lack of awareness by residents and community groups about how their habits affect waterway habitats. Environmental Services would like to gain insight into the level of awareness of the public. Environmental Services believes that many people seem to be unaware of where their drain water goes and what they can do to prevent continuous pollution of the Willamette and McKenzie rivers and pollution in general.

Through our primary research we found that the public is willing to change their habits if provided with specific tips and methods. It is apparent that most Springfield residents are willing to take the steps to be more environmentally friendly. Primary research results showed that the best way to reach the Springfield community is through traditional media outlets; newspapers, online news sites and television news programs. Although the City of Springfield already participates in extensive community outreach in the form of brochures and educational events, there is potential for further outreach that could possibly be paired with Adopt-A-Waterway.

Protecting local waterway habitat would be benefited by continuing promotion of waterway protection habits to the public. To gain volunteers, the Environmental Services Division should narrow its target audiences to those that are most attainable: middle school science teachers and advisers, high school advisers and group leaders, and church group leaders.

If publicized and implemented, Adopt-A-Waterway would both further educate the public on harmful behaviors and simultaneously improve Springfield's waterways by garnering adoptions. A comprehensive public relations plan would raise community awareness to the point where both of these missions could be accomplished.

Key Challenges and Opportunities

The key opportunity is to raise awareness of the local waterway environmental issues and to encourage participation in the Adopt-A-Waterway program through environmental education.

The key challenge for Adopt-A-Waterway is communicating the information effectively to the public. After talking with Meghan and Rachael we agree that the main problem is making the Springfield public aware of the program and educating them on how to participate in the program and what exactly this entails. Through our established and continued research we have identified our target audiences and the best way to reach them. The desired outcome is for 5-7 waterways to be adopted.

Key Publics, Objectives, Strategies, and Tactics

Middle School Science Teachers and Student Group Faculty Advisers

There are four public middle schools in Springfield: Agnes Stewart, Briggs, Hamlin and Thurston. Two of the four are currently involved in waterway restoration on their respective school properties and have a working relationship with the City of Springfield.

Science teachers may require, or offer extra credit points for, participation in projects outside of class. Additionally, they may be interested in opportunities that allow for a more hands-on learning experience. A waterway maintenance project is an opportunity for science teachers to teach topics such as biology, ecology and conservation outside of a traditional classroom, in a way that would engage middle school students. Furthermore, science teachers will often be well-informed of and concerned with environmental issues, and may be particularly interested in integrating their educational curriculum with an opportunity to make a local impact. These aspects should be emphasized in any communication to this public.

Primary message: The Adopt-A-Waterway program is a unique and effective way to educate students on science topics in a nontraditional classroom.

Secondary messages:

- Adopt-A-Waterway can be an extra credit opportunity for students.
- Adopt-A-Waterway is both educational and good for the environment.

Objectives:

1. To have at least one Springfield middle school science teacher commit to classroom participation in the Adopt-A-Waterway program by June 1, 2012.
2. To have at least three Springfield middle school science teachers agree to teach local waterway improvement tactics to classes by June 1, 2012.
3. To increase awareness of local waterway issues and improvement techniques by 20% among Springfield middle school students by Dec 1, 2012.

Strategy: Establish a personal connection with several Springfield science teachers to encourage promotion of the Adopt-A-Waterway program to middle school students.

Tactics:

1. Initiate contact, by email, phone or in person, with Springfield middle school science teachers inquiring whether their classes would be interested in participating with the Adopt-A-Waterway program and informing of the benefits specific to a science class.

2. Establish contact with Springfield middle school science teachers to ensure they are well-informed about the program and its requirements and benefits. Initial contact will be made through email with follow-up phone calls to each school.
3. Create and Distribute educational materials in cooperation with environmental science curriculum, including habitat biology and household techniques, to Springfield middle school science teachers.

High School Group Leaders and Student Group Faculty Advisers

Many high school students are required to complete community service hours in order to graduate, or have a minimum requirement for student groups or teams. Many students look to leaders and advisors to recommend volunteer projects

Keeping students well-informed regarding a variety of volunteer projects allows schools to hold students accountable for participation. Because of this, it is likely that this public will be eager to promote the Adopt-A-Waterway program.

Primary message: Adopt-A-Waterway is a great volunteer opportunity for students to fulfill community service hours.

Secondary messages:

- Adopt-A-Waterway helps build managerial skills.
- Adopt-A-Waterway is an effective way for students to gain valuable connections to those in the community.
- Adopt-A-Waterway is great resume builder for students.
- Adopt-A-Waterway empowers students to protect local environment.

Objective:

1. To have at least one Springfield high school leader/adviser coordinate a group's participation in the Adopt-A-Waterway program by June 1, 2012.
2. To have at least three Springfield high school leaders/advisers offer the Adopt-A-Waterway program as a choice to fulfill volunteer requirements by June 1, 2012.

Strategy: Establish a personal connection with several Springfield high school group leaders/faculty advisers to encourage the promotion of the Adopt-A-Waterway program as a choice for fulfilling volunteer experience.

Tactics:

1. Initiate contact, by phone, email or in person, with Springfield high school group leaders/faculty advisers to encourage their promotion of the Adopt-A-Waterway program as a volunteer selection.
2. Maintain contact with high school group leaders/faculty advisers via email, phone calls, and when necessary, in person, to ensure they are

- well-informed of the program and its requirements and benefit.
3. Distribute Adopt-A-Waterway informational materials for Springfield high school group leaders/faculty advisers to post in offices and classrooms.

Church Group Leaders

There are over 30 churches throughout the Springfield area. Church group leaders like Dan Bernard, featured in our in-depth interview research, are often on the lookout for new ways to engage their members and perform acts of service in the community. Considering that there are 30+ churches in Springfield and only one group actively working on a waterway, it is likely that levels of awareness are low: there might be several youth pastors who think the program is a good fit for their group, but who do not know that the opportunity exists. One potential challenge with these groups is how they might be more inclined to bounce around from project to project depending on where the need is greatest, rather than take ownership of one waterway. However, since waterway adoption only requires a few work parties each year, those work parties could be framed as the main event for a larger youth group activity: for example, clean up the waterway in the morning, then share dinner and a movie later that night.

Primary message: The Adopt-A-Waterway program is a fun, meaningful way for your students or church service group to make a long-term impact and serve the community.

Secondary messages:

- The Adopt-A-Waterway program allows groups to participate in an environmental stewardship project.
- Adopting a waterway allows groups to take on an outdoor project and see their immediate results.

Objective: To have 1-2 church youth groups in Springfield adopt a waterway by June 1, 2012.

Strategy: Connect with church youth group leaders to heighten awareness of Adopt-A-Waterway as a potential youth group project and encourage adoptions.

Tactics: See *Tactics under the next strategy*

Strategy: Connect with church youth group leaders in order to inform them about the technical aspects of becoming involved with the Adopt-A-Waterway program.

Tactics:

1. Host an event at a local coffee shop or at City Hall where Adopt-A-Waterway representatives share information about the program.
2. Use testimonials from successful adopters like Dan Bernard so youth pastors understand the project is manageable and fulfilling for youth

- groups.
3. Create a visual representation of how adopting a waterway positively impacts the community and the environment so youth pastors can see how their work would positively affect the community.
 4. Offer to visit a youth group meeting to present the benefits of adopting a waterway and answer leaders' and students' questions regarding the program.
 5. Compile an email and phone database of youth pastors from Springfield churches.
 6. Draft email copy and send a message to all youth pastors in the database with information regarding the program and more information about why the program would be valuable for the youth in their church groups and make an impact in the community.

Service Group Leaders

There are at least 10 service groups in Springfield alone, although adoption activity is not limited exclusively to Springfield residents. Most service groups look for community service projects to participate in as a way to give back to the community and/or to donate their time to a cause they believe in. Service group leaders look for new projects that will engage their current group members and take the initiative to put together potential adoption teams.

Primary message: Adopt-A-Waterway is a great way to donate your group's time to improve your local environment.

Secondary messages:

- Contribute to the community.
- Do your part in helping the environment.
- Build teamwork skills.
- Stay active, bettering your health.
- Provide a long-term lasting impact to the environment

Objective: To have 1-3 service groups adopt a waterway June 1, 2012.

Strategy: Connect with service groups leaders and share the benefits of adopting a waterway.

Tactics:

1. Compile a listserv of all service groups in the Springfield area and send out emails with information about Adopt-A-Waterway and tips on how to keep the Willamette Valley waterways clean.
2. Send out letters to service groups in the Springfield area with information about Adopt-A-Waterway and tips on how to keep the Willamette Valley waterways clean.
3. Offer to present at an organization meeting regarding Adopt-A-Waterway

- logistics and benefits.
4. Create a presentation for a group meeting.

Springfield Residents

According to city-data.com there were 57,336 Springfield residents as of July of 2009. According to the survey data, Springfield residents are interested in the environment and interested in participating in helping the community.

Primary message: Be a part of your community and improve and protect your waterways for a cleaner environment for generations to come. Adopt-A-Waterway is an opportunity to help preserve your community's local waterways for the future residents of Springfield.

Secondary messages:

- Adopt-A-Waterway is contributing your time for a great cause.
- Spend time helping the community while in good company.

Objective: To raise awareness of Springfield residents to 20% of overall city population regarding what they can do to help protect the Willamette Valley waterways by July 1, 2012.

Strategy: Connect with the Springfield community and educate them on the ways to help keep the Willamette Valley waterways clean.

Tactics:

1. Create an appealing door hanger to be distributed to the residents of Springfield with information on how to adopt a waterway as well as a few tips on things residents can do to help keep the waterways clean.
2. Hold an event at a popular Springfield park with informative and interactive stations addressing how to keep the Willamette Valley waterways clean, native and invasive plant education, quick tours to a near-by adoption site as well as a table of groups who have adopted and testimonials of their experience.
3. Promote Adopt-A-Waterway through press coverage in a well-circulated local Springfield publication, through the Register Guard, and on local radio stations.
4. Create eye-catching informational posters and flyers to be displayed at the Springfield library and recreation centers.

Intervening Publics

Intervening publics are influential entities that pass along information to target publics. The news media and employees of the Springfield Environmental Services Division are the intervening publics for the Adopt-A-Waterway program.

These publics can be utilized to inform the target publics of the messages of your organization.

Garnering news stories about Adopt-A-Waterway is an effective way to reach each target public. The news media is influential because the publics look to this source for trustworthy and current information. The influence upon the public of messages is likely to be amplified when transmitted by the news media.

The second intervening public is the employees of the Springfield Environmental Services Division. The division is regarded as an authority on local environmental issues. This public has complete control over the information passed through this channel to the public. The public has the ability to communicate to key publics through promotional materials (flyers, posters and brochures,) social media platforms and information available on its website.

Primary Message: The Adopt-A-Waterway program will benefit Springfield residents by conserving native species and improving local water habitats.

Secondary Messages:

- Residents can make a difference in their community waterway habitat.
- Residents' habits affect local waterway habitat.
- Small changes to daily habits can improve waterway habitat.

Measurement and Evaluation

Follow-up surveys will be distributed to the publics in which awareness objectives were attributed, in order to gauge whether this objective is being met. Methods for measurement will be established before the surveys are administered, and responses from the surveys will be compiled in a clear manner.

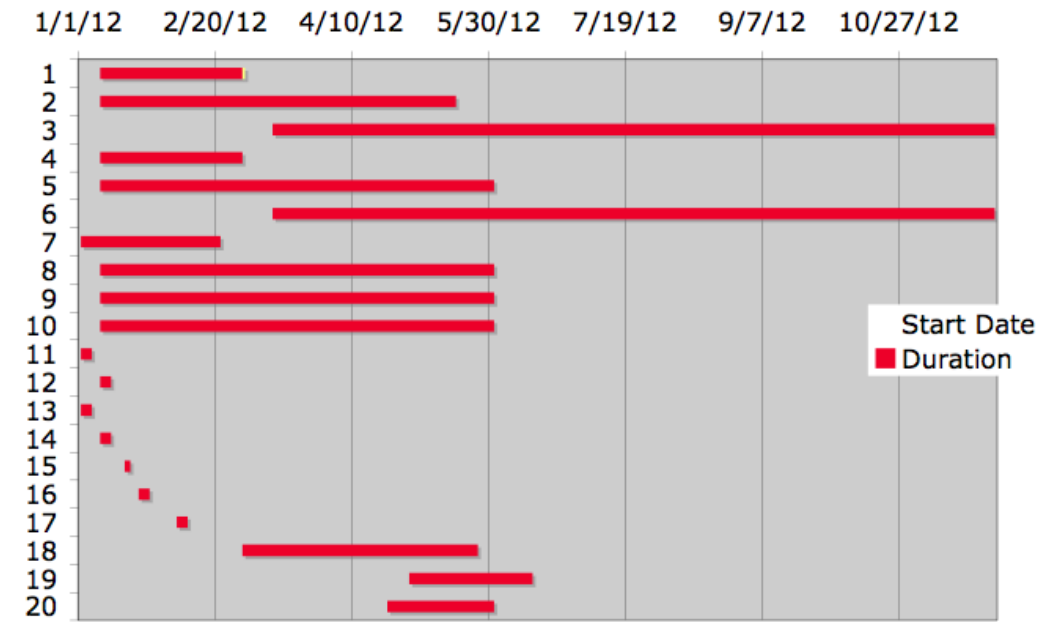
Objectives regarding program participation will be easily measured by whether or not the number of participants meets that which was indicated in the objective.

Regarding objectives that aim for publics to coordinate and promote the program to those they influence (such as students in the case of middle school science teachers), follow-up contact will be initiated to determine whether the objective has been met. To ensure that this objective is met, these publics will be given ample information and materials to promote the program.

As far as evaluation, we would consider a successful campaign to be one in which all the numbers for waterway adoption in our objectives are met or exceeded. At the end of the campaign's evaluation period, on June 1, 2012, we recommend a full report be written, detailing the execution of the campaign, its outcomes, and what could be changed or improved upon in future campaigns.

Budget and Timeline

The budget is included in Appendix A.



Tactics Key

1. Initiate contact with Springfield middle school science teachers.
2. Follow up via phone with middle school science teachers.
3. Create and distribute educational materials.
4. Initiate contact with Springfield high school group leaders.
5. Follow up with high school teachers and group leaders.
6. Distribute informational materials for Springfield high school group leaders and faculty advisers.
7. Host an event at a local coffee shop for youth pastors at Springfield churches.
8. Use testimonials from other youth pastors to encourage adoptions.
9. Create a visual representation of the program to show youth pastors.
10. Offer to visit youth group meetings to present and explain more about the program.
11. Compile an email and phone database of youth pastors.
12. Draft email copy and send message to all youth pastors.
13. Compile a listserv of all service groups in the Springfield area and send out emails with information about the program.
14. Send out letters to service groups in the Springfield area with information.
15. Offer to present at an organization meeting.
16. Create presentation for group meeting.

17. Create an appealing door hanger to be distributed to Springfield residents.
18. Hold an event at a popular Springfield park.
19. Promote Adopt-A-Waterway through press coverage.
20. Create and distribute eye-catching posters and flyers.

Research Report

Summary of Findings

The data provided by the primary research we have conducted is a critical component in our comprehensive public relations plan. We felt that it was important to gain insight into what motivates people to volunteer time to a project and why. Because the Adopt-A-Waterway program has had informal participants, we benefited from being able to speak to these volunteers, gaining insight into this program specifically. Additionally, we felt that it was important that our primary research reveal attitudes of Springfield residents regarding volunteering and the environment.

We conducted seven in-depth interviews, including subjects who have been informally involved with Adopt-A-Waterway projects, and others who have not been involved but have relevant knowledge and experience. While we had initially planned to conduct focus groups including these subjects, we found that in-depth interviews became the most effective way to reach out to participants. This was a transition from our initial planning, but we feel that it has benefited the amount of information we received and amount of in-depth details gained from each subject.

In order to gain insight into the attitudes of Springfield residents regarding environmental issues and volunteering we administered a survey made available on the organization's website and Facebook page, on public library computers and distributed through Springfield special interest listservs.

Survey Data

Survey questions and response data tables are included in Appendix B.

Below is a break down of the data obtained from the Qualtrics survey.

- Of 73 responses the majority of our responders were ages 25-40, 40-50 and 55-60+.
- The largest of these groups was 55-60+.
- 51 percent Male and 49 percent Female
- 63 percent have donated their time to an environmental cause and 37 percent have not.
- 91 percent are motivated to volunteer based on public service/desire to improve community.
- 88 percent of respondents maintain their vehicle so it does not leak.
- 96 percent make sure to recycle in their daily life.
- The majority of respondents agree or strongly agree that pollution is an issue in the Willamette and McKenzie Rivers.

- 71 percent of people are likely/very likely to use tips on preventing pollution if given the tips on how to do so.
- Most people seem to be environmentally conscious in their day-to-day life but do not seem to go out of their way to be so.
- Majority of respondents believe it is important to maintain waterways for wildlife habitat and water quality.
- When asked specifically about whether or not respondents would volunteer their time towards Adopt-A-Waterway, 58 percent said they were somewhat likely or very likely.
- Social media appears to not be a popular way of receiving news with the majority of people receiving their news from newspapers, online sources and TV.
- Of all respondents 54 percent were Springfield residents and 46 percent were not.

Graphs of the survey data can be found in Appendix B.

In-Depth Interview Data

While each interview varied slightly due to the nature of each interviewee and their relationship to the program, each meeting addressed these basic questions:

1. How do you usually become informed of community volunteer projects/opportunities?
2. What aspects most interest you/draw you in to a particular project?
3. What is something you liked or enjoyed about a past volunteer project?
4. What is something you disliked or would change about a past volunteer project?
5. What aspects of volunteering do you most value, and find you take from a project?
6. Do you have any advice/recommendations you'd give to a newly implemented volunteer program?
7. What do you feel is the general attitude of Springfield residents regarding local environmental issues?

The following table outlines the in-depth interviews and detailed accounts of the in-depth interviews can be found in Appendix C.

Interview subject	Position and organization	Date of interview	Central Themes of Interview
Meghan Anderson	Volunteer at Willamalane Park and Recreation District	11-7-2011	<ul style="list-style-type: none"> • Motivation to volunteer varies according to age range • Internet volunteer listings help draw in participants • Volunteers drawn to projects with immediate

			<p>effects seen</p> <ul style="list-style-type: none"> • Clear communication is key • Informing volunteers of impact of work performed is valuable to participants
Lorna Baldwin	Former Stream Team coordinator	11-2-2011	<ul style="list-style-type: none"> • Need a program leader with deep knowledge of environmental issues involved • It's important to understand all the different motivations people have for adopting and participating in community service projects
Dan Bernard	Eastside Baptist Church youth pastor	10-31-2011	<ul style="list-style-type: none"> • Looking for opportunities to serve in any capacity, not just at one consistent waterway site • Grateful for the city's help in providing tools for the work party and a water and shade station; felt appreciated as a volunteer
Ashlee Dixon	Volunteer Coordinator at Willamalane Park and Recreation District	11-7-2011	<ul style="list-style-type: none"> • Effective Internet volunteer listings • Connections with school groups gains volunteers • Tap into volunteers' passions and interests • Clear communication is key
Carrie Patterson	Agnes Stewart Middle School biology teacher	11-7-2011	<ul style="list-style-type: none"> • Time is a large issue for teachers looking to get involved with environmental service • The feeling of being part of "something bigger" and helping the community is a huge motivator for getting both students and staff members involved with waterway restoration

			<ul style="list-style-type: none"> • Students tend to naturally engage in healthy competition, which acts as a motivator (ex. which group can gather the most invasive species plants in the allotted time).
Stuart Perlmeter	Project Well coordinator	11-2-2011	<ul style="list-style-type: none"> • Long-term, impactful aspect is benefit of program • Communal experience is a positive element of program • Suggests hiring contractor to remove bulk of blackberry • Residents should be drawn to program due to city dependency on rivers
Brian Watson	Thurston Middle School biology teacher	11-4-2011	<ul style="list-style-type: none"> • Students' relationships with their teachers and the desire to escape the confines of an educational classroom are both large motivators for involvement with waterway restoration • A good way to motivate teachers is to have prominent community members reach out to them and request their help with the project

Conclusion

Springfield's Adopt-A-Waterway program could educate the public on harmful behavior and improve waterways if implemented and publicized effectively. The comprehensive public relations plan detailed in this report would help accomplish those goals by raising community awareness to the point where both of these missions could be accomplished.

Research found that the public is willing to change their habits if provided with specific tips and methods and most Springfield residents are willing to take steps to be more environmentally friendly. Although the City of Springfield already participates in extensive community outreach in the form of brochures and educational events, there is potential for further outreach that could possibly be paired with Adopt-A-Waterway.

To gain volunteers, the Environmental Services Division should narrow its target audiences to those that are most attainable: middle school science teachers and advisers, high school advisers and group leaders, and church group leaders.

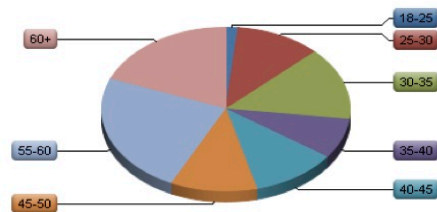
Appendix A: Adopt-A-Waterway Campaign Budget

Key Public	Middle school science teachers and student group faculty advisers	Detail	Per-Item Cost	Total Projected	Sponsored Credit	Actual Projected
Strategy	Establish a personal connection with several Springfield science teachers.					
Tactics	Initiate contact, by email, phone or in person, with Springfield middle school science teachers inquiring whether their classes would be interested in participating with the Adopt-A-Waterway program and informing of the benefits specific to a science class.	Contact initiation requires no cost	\$0.00	\$0.00	\$0.00	\$0.00
	Establish contact with Springfield middle school science teachers to ensure they are well-informed about the program and its requirements and benefits. Initial contact will be made through email with follow-up phone calls to each school.	Maintaining personal contact requires no cost.	\$0.00	\$0.00	\$0.00	\$0.00
	Create and Distribute educational materials in cooperation with environmental science curriculum, including habitat biology and household techniques, to Springfield middle school science teachers.	Collaborating with teachers to tailor existing curriculum for their classroom requires no cost. Projected completion time: 2 hours/classroom (4); \$50/classroom for custom curriculum materials.	\$50.00	\$200.00	\$0.00	\$200.00
		Strategy Subtotal:	\$50.00	\$200.00	\$0.00	\$200.00
Key Public	High school group leaders and student group faculty advisers	Detail	Per-Item Cost	Total Projected	Sponsored Credit	Actual Projected
Strategy	Establish a personal connection with several Springfield high school group leaders/faculty advisers					
Tactics	Initiate contact (phone, email or in-person) with these leaders.	Draft copy & send email	\$0.00	\$0.00	\$0.00	\$0.00
	Maintain contact.		\$0.00	\$0.00	\$0.00	\$0.00
	Create informational materials.	Design & print brochures	\$0.10	\$100	\$0.00	\$100
	Distribute informational materials.	Gasoline costs to transportation to schools	\$100	\$100	\$0.00	\$100
		Strategy Subtotal:	\$100	\$200	\$0.00	\$200
Key Public	Church group youth leaders	Detail	Per-Item Cost	Total Projected	Sponsored Credit	Actual Projected
Strategy	Connect with church youth leaders via email.					
Tactics	Host event at coffee shop or city hall.	15 coffees & pastries @ 3.00 per item	\$3.00	\$45.00	\$0.00	\$0.00
	Provide testimonials.	Offer incentive for previous adopters to give testimonial with \$15.00 coffee gift card	\$15.00	\$15.00	\$0.00	\$15.00
	Create a visual to demonstrate adoption process at the event.	1 20x30 posterboard @ \$3.00; printing 1 poster @ \$19.99	Poster: \$3.00; printing \$19.99	\$22.99	\$0.00	\$22.99
	Visit a youth group to discuss the adoption process.	Visiting a youth group requ	\$0.00	\$0.00	\$0.00	\$0.00
	Compile an email and phone database of youth pastors in Springfield.	Database requires no materials, can be completed by an intern. Projected completion time: 3 hours; Intern compensation: \$10/hr.	\$30.00	\$30.00	\$0.00	\$30.00
	Draft email copy and send to youth pastors.	Email drafting requires no r	\$10.00	\$10.00	\$0.00	\$10.00

		Strategy Subtotal:	\$80.99	\$122.99	\$0.00	\$77.99
Key Public	Service Group Leaders	Detail	Per-Item Cost	Total Projected	Sponsored Credit	Actual Projected
Strategy	Connect with service group leaders and share the benefits of adopting a waterway.					
Tactics	Compile a listserv of all service groups in the Springfield area and send out emails with information about Adopt-A-Waterway and tips on how to keep the Willamette Valley waterways clean.	Listserv requires no materials, can be compiled by an intern. Projected completion time: 3 hours; Intern compensation: \$10/hr.	\$30.00	\$30.00	\$0.00	\$30.00
	Send out letters to service groups in the Springfield area with information about Adopt-A-Waterway and tips on how to keep the Willamette Valley waterways clean.	Postage for each letter: 44 cents. To be sent to 10 service groups.	\$0.44	\$4.40	\$0.00	\$4.40
	Offer to present at an organization meeting regarding Adopt-A-Waterway logistics and benefits.	Contact to initiate presentation requires no cost.	\$0.00	\$0.00	\$0.00	\$0.00
	Create a presentation for a group meeting.	A presentation created with a program such as PowerPoint requires no cost. Presentation can be compiled by an intern. Projected completion time: 1 hour. Intern compensation: \$10/hr.	\$10.00	\$10.00	\$0.00	\$10.00
		Strategy Subtotal:	\$40.44	\$44.40	\$0.00	\$44.40
Key Public	Springfield Residents	Detail	Per-Item Cost	Total Projected	Sponsored Credit	Actual Projected
Strategy	Connect with the Springfield community and educate them on the ways to help keep the Willamette Valley waterways clean.					
Tactics	Create an appealing door hanger to be distributed to the residents of Springfield with information on how to adopt a waterway as well as a few tips on things residents can do to help keep the waterways clean.	Printing 2,500 door hangers: \$294.00. Shipping: \$26.86	Door Hanger: \$0.11/each + \$26.86 (shipping)	\$320.86	\$0.00	\$320.86
	Hold an event at a popular Springfield park with informative and interactive stations addressing how to keep the Willamette Valley waterways clean, native and invasive plant education, quick tours to a nearby adoption site as well as a table of groups who have adopted and testimonials of their experience.	Printing 100 pamphlets @ \$0.60/each. 5 potted native plant species for educational station @ \$4.99/each.	Pamphlet: \$0.60/each. Potted native plant species: \$4.99/each.	\$84.95	\$0.00	\$84.95
	Promote Adopt-A-Waterway through press coverage in a well-circulated local Springfield publication, through the Register Guard, and on local radio stations.	Press coverage requires no cost	\$0.00	\$0.00	\$0.00	\$0.00
	Create eye-catching informational posters and flyers to be displayed at the Springfield library and recreation centers.	5 20x30 posterboards @ \$3.00/each; printing 1 poster @ \$19.99. Printing 25 flyers @ \$0.60/each.	Poster + Printing: \$22.99/each. Flyer + Printing: \$0.60/each.	\$129.95	\$0.00	\$129.95
		Strategy Subtotal:	\$405.81	\$535.76	\$0.00	\$535.76
Campaign Subtotal (Numbers represent cost):			\$677.34	\$1,103.15	\$0.00	\$1,058.15

Appendix B: Survey Questions & Response Data

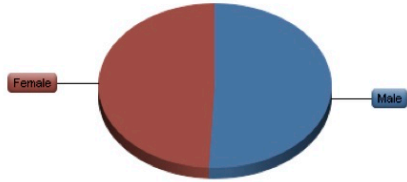
1. Please choose one. How old are you?



#	Answer	Bar	Response	%
1	18-25		1	2%
2	25-30		7	11%
3	30-35		9	14%
4	35-40		5	8%
5	40-45		7	11%
6	45-50		7	11%
7	55-60		15	24%
8	60+		12	19%
	Total		63	

Statistic	Value
Min Value	1
Max Value	8
Mean	5.40
Variance	4.60
Standard Deviation	2.14
Total Responses	63

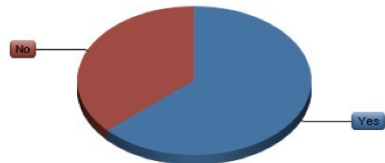
2. Please choose one. Which gender do you identify with?



#	Answer	Bar	Response	%
1	Male		34	51%
2	Female		33	49%
	Total		67	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.49
Variance	0.25
Standard Deviation	0.50
Total Responses	67

3. Please choose one. Have you ever volunteered your time towards an environmental cause?

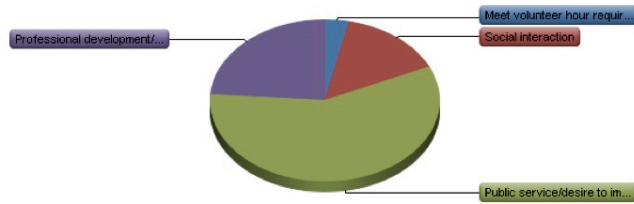


#	Answer	Bar	Response	%
1	Yes		43	63%
2	No		25	37%
	Total		68	

#	Answer	Bar	Response	%
1	Yes		43	63%
2	No		25	37%
	Total		68	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.37
Variance	0.24
Standard Deviation	0.49
Total Responses	68

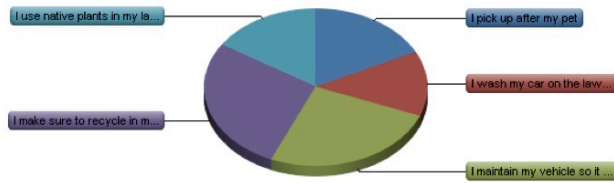
4. Please choose all that apply. What are your main motivators for volunteering?



#	Answer	Bar	Response	%
1	Meet volunteer hour requirements		3	5%
2	Social interaction		13	23%
3	Public service/desire to improve community		51	91%
4	Professional development/networking		21	38%

Statistic	Value
Min Value	1
Max Value	4
Total Responses	56

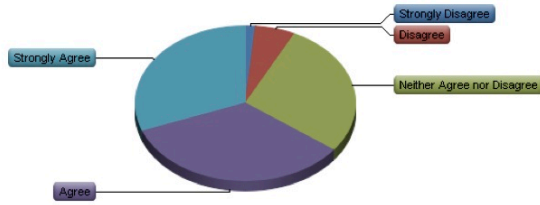
5. Please choose all that apply. Which of the following do you do:



#	Answer	Bar	Response	%
1	I pick up after my pet		41	61%
2	I wash my car on the lawn or use a commercial wash		31	46%
3	I maintain my vehicle so it doesn't leak		59	88%
4	I make sure to recycle in my daily life		64	96%
5	I use native plants in my landscaping		37	55%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	67

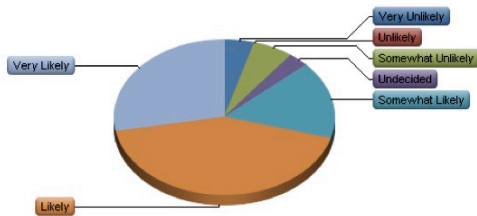
6. Please choose the option which fits your opinion best. Do you think pollution is an issue in the Willamette and McKenzie Rivers?



#	Answer	Bar	Response	%
1	Strongly Disagree	1	1	1%
2	Disagree	4	4	6%
3	Neither Agree nor Disagree	19	19	28%
4	Agree	23	23	34%
5	Strongly Agree	21	21	31%
Total			68	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.87
Variance	0.95
Standard Deviation	0.98
Total Responses	68

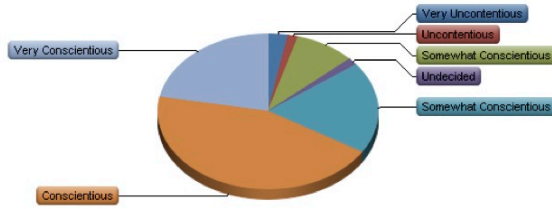
7. Please choose the option which fits your opinion best. If given tips on how to prevent pollution, how likely are you to use them?



#	Answer	Bar	Response	%
1	Very Unlikely	3	3	4%
2	Unlikely	0	0	0%
3	Somewhat Unlikely	4	4	6%
4	Undecided	2	2	3%
5	Somewhat Likely	11	11	16%
6	Likely	29	29	43%
7	Very Likely	19	19	28%
Total			68	

Statistic	Value
Min Value	1
Max Value	7
Mean	5.66
Variance	2.11
Standard Deviation	1.45
Total Responses	68

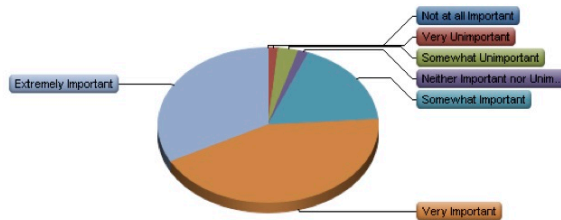
8. Please choose the option which fits your opinion best. In your day-to-day life, how environmentally conscientious are you?



#	Answer	Bar	Response	%
1	Very Unconscientious		2	3%
2	Unconscientious		1	1%
3	Somewhat Conscientious		6	9%
4	Undecided		1	1%
5	Somewhat Conscientious		13	19%
6	Conscientious		30	44%
7	Very Conscientious		15	22%
	Total		68	

Statistic	Value
Min Value	1
Max Value	7
Mean	5.53
Variance	2.04
Standard Deviation	1.43
Total Responses	68

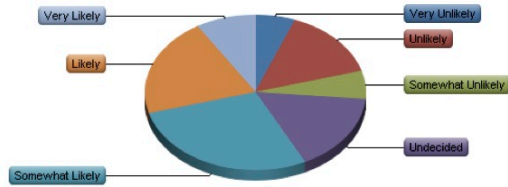
9. Please choose the option which fits your opinion best. How important is maintaining waterways for wildlife habitat and water quality to you?



#	Answer	Bar	Response	%
1	Not at all Important		0	0%
2	Very Unimportant		1	1%
3	Somewhat Unimportant		2	3%
4	Neither Important nor Unimportant		1	1%
5	Somewhat Important		12	18%
6	Very Important		29	43%
7	Extremely Important		22	33%
	Total		67	

Statistic	Value
Min Value	2
Max Value	7
Mean	5.97
Variance	1.09
Standard Deviation	1.04
Total Responses	67

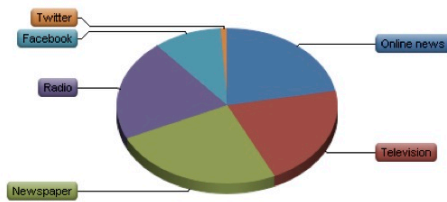
10. Please choose the option which fits your opinion best. If you had the opportunity to help out your community and the environment by volunteering one day every couple of months for cleaning up and caring for a section of a waterway, would you participate?



#	Answer	Bar	Response	%
1	Very Unlikely	4	4	6%
2	Unlikely	10	10	15%
3	Somewhat Unlikely	4	4	6%
4	Undecided	11	11	16%
5	Somewhat Likely	19	19	28%
6	Likely	14	14	21%
7	Very Likely	6	6	9%
	Total		68	

Statistic	Value
Min Value	1
Max Value	7
Mean	4.43
Variance	2.93
Standard Deviation	1.71
Total Responses	68

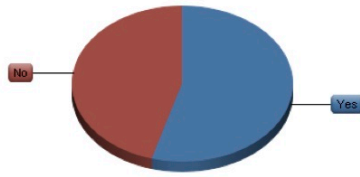
11. Please choose all that apply. Which source are you most likely to get information from?



#	Answer	Bar	Response	%
1	Online news	22	22	33%
2	Television	21	21	32%
3	Newspaper	25	25	38%
4	Radio	21	21	32%
5	Facebook	10	10	15%
6	Twitter	1	1	2%

Statistic	Value
Min Value	1
Max Value	6
Total Responses	66

12. Are you a Springfield resident?



#	Answer	Bar	Response	%
1	Yes	<div style="width: 54%;"></div>	37	54%
2	No	<div style="width: 46%;"></div>	31	46%
	Total		68	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.46
Variance	0.25
Standard Deviation	0.50
Total Responses	68

Appendix C: Detailed Accounts of In-Depth Interviews

Notes from interview with Meghan Anderson (Volunteer at Willamalane Park and Recreation District) on November 7:

Anderson has been avidly seeking volunteer opportunities from the time she was in middle school. From her personal experience she's found that the reasons students are drawn to volunteer opportunities vary according to age range. According to Anderson, middle school students see volunteer projects as group-oriented tasks tied directly to a class, church group or sports team they are already involved with. To these students, volunteering is a way to interact with peers in a fun setting.

High school students are informed of projects by teachers, career center advisers or in groups such as the National Honor Society. Many are motivated to volunteer to fulfill requirements for graduation or for a team or club they are involved in.

According to Anderson's experience, students in college and other higher learning institutions are drawn to opportunities that provide them with necessary career experience and leadership and managerial skills. Especially at this age range, volunteers tend to make long-term commitments to an organization.

Anderson reinforces Ashlee Dixon's input on using Internet platforms to reach out to the public, using the voices of the volunteers rather than group leaders. Anderson states that she finds VolunteerMatch.org and Idealist.org particularly helpful in finding volunteer opportunities.

Anderson stated that she is attracted to projects that allow her to see immediate results after each volunteer session. She listed stream cleanups and serving dinners to underprivileged residents as being in this category. She also valued experiences when the organizations she had volunteered for informed her of what her work had done to make an impact. Anderson expressed that it might be helpful to include information on how the project directly effects the community/or them and provide tasks for them to implement skills at home and/or in their daily life. She said she feels most rewarded when she is working in a position that feels rewarding, creative and empowering.

Anderson also expressed that one thing she has disliked about a past volunteer project is unclear communication. She has not liked when she has been asked to do something which the volunteer advertisement did not state. She appreciated when organizations provided a clear and thorough descriptions of tasks when recruiting volunteers.

Notes from interview with Lorna Baldwin (former Stream Team coordinator

with the City of Eugene) at 4:00 p.m. on Wednesday, November 2:

Lorna Baldwin spent eight years as the coordinator for Stream Team, a Eugene-based program similar to Adopt-A-Waterway.

She used a combination of ways to attract volunteers, relying heavily on a robust email database of volunteers. She emphasized the importance of having someone with a strong knowledge of the ecological issues involved with waterway adoption at the head of the effort, which is encouraging since we know Meghan Murphy, Rachael Chilton and others involved with the project are deeply knowledgeable and environmentally aware.

“Asking someone to rush into waterway adoption without previous volunteer experience in the field is like asking someone to move in on the first date,” she said. While capitalizing on volunteer enthusiasm is important, it’s also important to make sure potential adopters know what they’re getting into with regards to the scale of projects and amount of physical labor involved.

When she worked with Stream Team, the requirements for volunteers were that they worked a minimum of four volunteer parties per year, with a minimum one-year commitment. They hosted a volunteer training program and encouraged the self-identified leaders of a group to delegate tasks to other members.

“Water and streams is a sexy issue,” she said, noting that this could be the perfect combination of a volunteer opportunity and chance to capitalize on high levels of environmental awareness. Additionally, she said it could be effective to appeal to different motivating factors for joining an adoption group: many volunteers saw Stream Team participation as a way to build a resume of volunteerism, meet new people and exercise.

It all comes down to emphasizing the benefit for the community: “Nobody can argue with wanting clean water,” she said. Alerting residents to the dangers for water quality and fish and wildlife could also be an effective way to rally Adopt-A-Waterway volunteers and encourage adoptions.

Notes from interview with Dan Bernard (Youth pastor at Eastside Baptist Church) at 9:00 a.m. on Monday, October 31:

Dan Bernard has worked as the youth leader for Eastside Baptist Church since 2008. He has been involved with waterways the past three years at Jasper Meadows and at a waterway in West Springfield as part of Eastside’s “Youth Week” summer camp program.

Through a contact at the city whom he inherited from the previous youth pastor, Dan contacted the city a few years back to learn about the types of projects in which is group could participate. Initially, they worked on graffiti abatement

projects throughout the city. Their goal was to work on whatever project most needed their attention, so when the city suggested they work on waterway clean-up, they were happy to oblige.

Their involvement with the waterways became part of their Youth Week program. For the past three years, one day of Youth Week has been dedicated to waterway cleanup. In 2009 and 2010, they worked on the Jasper Meadows waterway, an old orchard at which they removed invasive plant species so the water could be filtered before it hit the Millrace.

Since the group's involvement was more geared towards volunteering in the areas of greatest need, they left the Jasper Meadows area this summer and worked on a waterway in West Springfield, which required the same type of tasks.

Dan said that working with waterways is a lot of work - and their efforts were made more difficult by the summer heat - but he believed his students benefited from the opportunity to live out the Bible teachings they learned during the camp. He was really impressed with the city's willingness to serve his group, and was grateful that all tools were provided, as well as a water and shade station. The city made it easy to serve, which motivated his team.

While Dan was enthusiastic about his group's work with the program, his main concern is helping out wherever the city most needs his youth group. He said they would be open to adopting a waterway, but having "ownership" of a specific area is less important for them than being available to serve in the areas of greatest need.

Notes from interview with Ashlee Dixon (Volunteer/Special Events Coordinator at Willamalane Park and Recreation District) on November 7:

As the Volunteer Coordinator for Willamalane, Dixon has experience with a great deal of volunteer resources. For the projects she coordinates, she has found that VolunteerMatch.org, Idealist.org, 211.org (United Way) and University of Oregon's Service Learning Program website (serve.uoregon.edu) are effective Internet platforms for listing volunteer opportunities. Current projects are listed by the organization in need of volunteers, reaching potential volunteers. Dixon finds VolunteerMatch.org to be especially effective, due to its search engine optimization. She notes that this is the first website listed when the term "volunteering" is searched by Google.

Dixon finds that local programs are able to gain volunteers by connecting with school service groups in the area. She states that she has made effective connections with sororities and fraternities at the University of Oregon, and members of the National Honor Society, Key Clubs and sports teams associated with local high schools. Because many high school students need community

service hours in order to graduate, Willamalane volunteer projects have benefited from this mutually beneficial relationship.

Dixon has found that communication about volunteer opportunities is most effective when it taps into an “interest or passion” of potential volunteers. It is best to emphasize appealing aspects of the opportunity and the overall need of the issue at hand.

Dixon emphasized that organizations should have a clear focus in mind for a new volunteer program, prior to recruiting volunteers. She stated that the organization should be sure of how to handle and direct volunteers, before receiving an influx, or you risk losing them. She stated that negative feedback she has received from volunteers is often a lack of clear directions on the part of the organization. She stated, “There is nothing worse than arriving for a project, only to stand around and not be given clear instructions on what or how things need to be done.”

Dixon is unsure how to categorize Springfield residents regarding attitudes on environmental issues as a whole. However, she said that the Willamalane Park and Recreation District has received a lot of inquiries regarding park adoption, and Dixon feels this is an indicator of an interest in a similar kind of environmental program.

Notes from interview with Carrie Patterson (Biology Teacher at Agnes Stewart Middle School) at 8:30 a.m. on Monday, November 7:

Agnes Stewart Middle School opened in 1997. Ms. Patterson originally began her involvement with environmental activities through University of Oregon graduate students working with the City of Springfield on the Millrace restoration project. The partnership began in 2000 and she and her students have been working on Jasper Slough, the waterway that runs behind the school, ever since.

What started as a small group of kids in 2000 has grown into a full project for all her seventh grade classes. Ms. Patterson uses class time to hold two restoration work days a year – one in fall and one in spring. The goal of these work days is to develop the area, restore it and ultimately make it usable as an outdoor classroom space.

One of the motivators for teachers to take part in cleaning up the waterway is the unique educational opportunities the program provides. Adopting a waterway presents opportunities for hands-on lessons focusing on biology, ecology, conservation and environmental science. A sense of ownership is likely to result from waterway adoption, and the location may be used as an outdoor classroom. Although there is a lot of learning about ecosystems that takes place in the Slough, the space is not limited to environmental study. Currently other sciences, art and writing activities are held there, in addition to a birding class offered at the middle school. The act of taking part in community service is appealing to both

teachers and students alike.

Ms. Patterson noted that most of her students love participating in waterway restoration. For them it means having fun, being active and enjoying what they're doing in an alternative classroom setting. One motivator for the students is that they will sometimes get into competitions regarding which group can remove the most blackberry plants, an invasive species in the area. Ms. Patterson stresses to her students that what they are doing is part of bigger project and that they are helping their own community, as well as the wildlife that lives within it

One possibility for expansion is the creation of an after school club focused on waterway restoration and other outdoor activities or trips. Ms. Patterson says she believes the interest from the students is definitely there but there is not currently a staff member at Agnes Stewart MS with enough time to take on the extra commitment.

Another possibility is the formation of a partnership between Agnes Stewart and the nearby elementary schools. She says that teaching a science curriculum can be overwhelming for elementary school teachers as they must work with students on all subjects. She sees an opportunity for the middle school students to do some of the teaching as mentors to the younger children.

She suggested that Boy Scouts, Girl Scouts, extension programs (such as 4H), Autoban, Whole Earth School (a program for outdoor after school activities and summer camps) and environmental clubs within Springfield high schools could all be good places to look for potential volunteer support for Adopt-A-Waterway.

Notes from interview with Stuart Perlmeter (Coordinator for Project Well) on Wednesday, November 2:

Perlmeter coordinates a science grant for the Springfield School District, funded by the Springfield Utility Board. Perlmeter believes that the Jasper Slough maintenance project by Agnes Stewart Middle School is in line with the utility board's mission for water and energy protection.

He values the work that is done for the project, particularly for its persistence. Perlmeter stated that while other projects appear, only to soon disappear, he appreciates the ongoing and long-term nature of the waterway project, and the fact that volunteers are able to see their impact in a small area.

Perlmeter acknowledges that it is a daunting task to rid areas of invasive species, due to the fact that invasive blackberries are so prevalent in the area. He recommends that if possible, prior to volunteers coming in, the Environmental Services Division employs a contractor to mow away large amounts of invasive species. He believes that once a large amount of invasive species is uprooted and the debris removed, followed by a quick planting by volunteers, the project would be especially effective.

Perlmeier believes that the waterway program should be appealing to Springfield residents, as the city is dependent on the McKenzie & Willamette Rivers for drinking and recharging well systems. Additionally, he believes that the tasks for the waterway maintenance project are perfect for middle school students. He believes that the program provides a great opportunity for a communal experience.

Notes from interview with Brian Watson (Biology Teacher at Thurston Middle School) at 11 a.m. on Thursday, November 3:

Although not highly publicized, Thurston Middle School has an ongoing waterway restoration project in which students are able to become involved. Mr. Watson brings students in his classes to work on Cedar Creek, which runs behind the school. Together they weed invasive species and plant trees in an effort to decrease water temperature.

Watson has been running the program for four years. An after school club called Green Team previously existed, but now he brings kids to the waterway a few times a quarter during class time. About 60 kids can qualify to participate based on having acceptable grades and showing enthusiasm for the project.

He notices that the main motivators for children to become involved are their personal relationship with him as a teacher and the opportunity to escape the classroom to be outside for a hands-on activity. Mr. Watson credits Stuart Perlmeier and Jared Weybright with being great motivators for him to become involved with this project. Perlmeier works for the Springfield School District on Project Well, a grant-based program offering students opportunities to become involved with environmental activities. Jared Weybright works for Mackenzie Watershed Council and frequently partners with school districts.

Appendix D: Client Reports & Updates

Client Report #1

Background

Springfield has been named City of the Year for the Sustainable Cities Initiative, a University of Oregon organization that aims to help urban areas become more sustainable. Springfield has recruited several city partners for sustainability improvement, including the city's Environmental Services division. The division is responsible for water resources, wastewater and stormwater, industrial pretreatment and the metropolitan wastewater management commission.

The Springfield Environmental Services division is spearheading the Adopt-A-Waterway program, to begin in winter 2011. The goal of the program is to enhance the habitat of Springfield waterways, eradicate waste and non-native species, as well as communicate to residents pollution reduction tactics. Volunteer groups make a two-year commitment to the program, performing in at least two work parties annually.

Evidently, Springfield residents are interested in the concept of the Adopt-A-Waterway program. Some volunteer groups have already unofficially adopted sections of Springfield waterways. Such organizations include a local middle school. These informal adoptions have shown favorable results, and a sense of ownership by adopters is evident. The Springfield middle school that adopted a section of Jasper Slough enjoys the space it has maintained as an outdoor classroom.

The client representatives believe Springfield residents to value the environment highly, and believe that most pollution by residents can be attributed to a lack of awareness. They are greatly interested in the level of environmental knowledge of Springfield residents, along with what characteristics would be most appealing to residents in the Adopt-A-Waterway program.

SWOT

A SWOT is an overall evaluation of the strengths, weaknesses, opportunities and threats of an organization. Within a public relations plan, the SWOT analysis is done from a communication standpoint, examining how the target audience is currently being reached and identifying areas for better communication.

Strengths:

The Environmental Services Division operates within the Public Works Division of the City of Springfield. There are many strengths present in the current communication between the department and their audience, the residents of Springfield.

So far, Environmental Services has had great success with programs that both offer interactive education with residents and offer incentives as rewards for participation. One example of this is their pet waste program, which goes into parks, educating pet owners on cleaning up after their animals and giving them handy bag holders that attach to a dog leash.

In addition, the employees at the Environmental Services Division stress that Springfield residents are often more progressive than their city's stereotype would suggest. In a community survey Springfield residents rated environmental issues high in importance.

Another strength of the Environmental Services Division is that they often have few competitors for their projects, as the group of organizations that work to keep Springfield's waterways clean is rather small.

Weaknesses:

A main weakness of Environmental Services is both their lack of manpower and funding. Both of these factors have kept them from executing the Adopt-A-Waterway program until now, although it has been in stages of development for several years. While they work to communicate with the public, it is mostly in the form of brochures with interactive educational outreach programs still fairly new after having been instated in the past few years.

In addition, Environmental Services acknowledges that while they make an effort to communicate with Springfield residents, they have done little evaluation to measure behavioral change in those residents reached by the various programs.

Lastly, the Adopt-A-Waterway program is new to the department in two ways. First, the Environmental Services staff has never had experience with a full-scale public relations campaign. In addition, all of their current programs focus solely on education. A program focused on garnering volunteers will be a fresh challenge.

Opportunities:

One ever-present opportunity is the ability to further educate the residents of Springfield. Environmental Services stresses that while they do not believe that citizens truly want to pollute, it happens due to lack of education about the different types of pollution that exist in the community. The Adopt-A-Waterway program contains an educational component that will differ from the programs the department already has in place. This new educational programming offers Environmental Services the opportunity to reach residents that have been unaffected by previous efforts.

As a smaller city than Eugene, Springfield has a sense of community all it's own. This is a sentiment that could work well in attracting volunteers for the Adopt-A-Waterway initiative.

Something called “Clean Water University,” a educational program that goes into 5th grade classrooms in local Springfield schools, presents a great opportunity to communicate with younger residents about Adopt-A-Waterway.

Threats:

A large threat to the efforts of the Environmental Services Division is the lack of spare time available to Springfield residents and community organizations to become involved in either environmental education or volunteer programs such as Adopt-A-Waterway. Division staff members stress that getting people to allocate time towards the environment in the face of other commitments will always be difficult. This incorporates all groups, from teachers holding Clean Water University sessions in their classrooms to the older residents who must give up one or two minutes of their day in order to read through one of the division’s brochures about water pollution.

Key Challenges/Opportunities

The key challenge for Adopt-A-Waterway is getting the information/knowledge out there and educating the public about the program. After talking with Meghan and Rachael we seem to agree that the main problem is making the Springfield public aware of the program and educating them on how to adopt a waterway and what exactly this entails. Through research we plan to find who are our best target audiences are and what are the best ways to reach them. Once we figure out the best way to reach our target audiences the desired outcome would be for 5-7 waterways to be adopted.

Best Practices

The execution of a research and communications plan for Adopt-A-Waterway can benefit from the experience of past environmental and community relations campaigns. We examined campaigns from several agencies in an effort to uncover techniques that resulted in successful environmental- or community relations-related campaigns. Good intro

One award-winning campaign, carried out by San Diego PR agency Cook + Schmid, aimed at lowering the water usage rates of residents in Southern California’s Santa Fe Irrigation District. Their campaign faced the challenge of having to target groups with disparate levels of environmental awareness and concern, so they tailored their messages appropriately and developed programs for each group that resonated with their level of concern. For example, in areas where concern for water conservation was low, the campaign’s messages were tailored toward emphasizing the importance of conservation for future generations. In areas where concern was high, they provided tips for simple, inexpensive ways to conserve water in order to capitalize on citizens’ willingness to change their behavior.

Tailored messages helped lead the campaign to huge success; water usage in the district dropped 15 percent within the first six months of the campaign's launch, more than double their goal of a 6 percent reduction. (To read a full summary of this campaign, visit http://www.prsa.org/SearchResults/Download/6BE-1101A07/0/Integrated_Campaign_for_Water_Conservation.)

Changing behavior will be easier if most of the prep work is already completed for Adopt-A-Waterway program participants. A waterway adoption program in the Midlands of Columbia, South Carolina partnered with a local garbage service to provide trash pick-up for waterway work parties. This eliminated some of the "grunt work" for participating groups when they conducted maintenance on their site. Since the program requires adopters to schedule litter pick-ups two or three times a year, a trash pick-up partner is crucial for the success of each litter pick-up and ensures that the program's goal – waterway beautification – is attained. (For more information on the Midlands of Columbia program, visit <http://www.keepthemidlandsbeautiful.org/aaw/aaw.asp>.)

While not necessarily related to environmental campaigns, public relations practitioners Brian Solis and Geoff Livingstone outlined seven principles of community engagement to serve as guidelines for community-related campaigns. All of their ideas are useful for such campaigns, but we believe that three stick out with regard to Springfield's Adopt-A-Waterway program.

- 1) **Honesty, ethics and transparency are a must.** Honest communication with community members is a non-negotiable element of any campaign. The campaign must be straightforward about its expectations for potential adopters.
- 2) **Communication to audiences (rather than *with* audiences) is an outdated concept.** If the campaign truly wants to effect change, it must engage and communicate with Springfield residents to ensure their opinions and suggestions for the project are heard and considered.
- 3) **Build value for the community.** There is inherent value in the Adopt-A-Waterway concept, but effective communication and community relations tactics must be employed in order to turn that value into community action. (For more information on these community relations principles, visit <http://www.livingstonbuzz.com/2009/03/02/community-engagement/>.)

Update Report #1

MEMORANDUM:

October 21, 2011

TO: Margy Parker, Instructor, J4/554
Meghan Murphy
Rachael Chilton

FROM: Crystal Greenberg, Paige Landsem, Dawn Noufer, Isabelle
Morse-Dias

SUBJECT: **Update Report, October 21, 2011**

Overview of Recent Activities:

This week was focused mainly on creating a comprehensive research plan that will support and contribute to the Adopt-A-Waterway public relations plan as a whole. We discovered several unforeseen challenges in reaching Springfield residents with a survey in an effective way. However, we were able to find ways to overcome these barriers with Meghan's help and advice. A field trip with Meghan occurred this week as well, during which we got a chance to see the waterways that will be adopted and learn more about the Environmental Services Division.

Client Contact this Week:

Email Exchanges:

Meghan communicated primarily with Dawn and Paige regarding the field trip (exchanged October 10 and 14) and our submission of Client Report #2 (exchanged October 17).

Phone contact: Isabelle spoke with Meghan on Tuesday, October 11 regarding the development of the research plan and what initial feedback the division had on the methods we had chosen.

Meetings:

On Friday, October 14 Meghan met with Dawn, Paige and Isabelle for a field trip of approximately 2 hours to tour the Environmental Services Division offices and various waterways in Springfield. Although there was not enough time to see all the waterways, many of the major ones were toured. This was a great time for group members to ask questions about adoptions, see what physical tasks the adopters will be doing and take photographs to help recall unique features of each location.

Team Contact:

The group members met briefly for approximately 10 minutes following the field trip on Friday,

October 14 regarding assembling and editing Client Report #2.

Approximate amount time spent by team on client account to date: 10 hours

Next Steps:

The coming week will be spent implementing the research methods outlined in Client Report #2. The team members would like to have one more meeting with the client regarding the details of the upcoming focus groups and distribution of the survey to Springfield residents, both of which will occur at City Hall. Team members will also be communicating by phone with Meghan regarding the reservation of rooms and food for the focus groups.

Foreseen Challenges:

The distribution of the survey has already presented several challenges which the team has worked around, including finding ways to identify the participant as a Springfield resident and utilizing the most effective distribution method. With Meghan's help, team members will be able to reach residents through the Springfield Library's computer system and via the city's Facebook page and website. Due to this, the distribution of the survey may present technical problems, which we will try to eliminate by making survey instructions clear and ensuring that they are properly installed.

Other Comments:

In addition to creating Client Report #2 this week, Crystal assembled our survey using the University of Oregon's Qualtrics survey software.

Client Report #2

Problem/Challenge/Opportunity Statement

An assessment of the problems, challenges and opportunities our team faces, pertaining specifically to research

The challenge of our research is getting to the bottom of what motivates people to donate their time for a group adoption project. This challenge may be faced when attempting to gain informative and straightforward insight during focus groups and interviews.

Our problem is obtaining straightforward and useful information from research participants from which we can glean insight that applies to the program.

Because the Springfield Adopt-A-Waterway program has already had informal adopters, we have the unique opportunity to conduct primary research that gains insight into actual experience of this particular program. This will provide us with information on which aspects of adopting a waterway were most appealing to past volunteers, as well as which experiences are most valued.

Situation Analysis

Assessment of the organization's current relationship with the community

Springfield's Environmental Services Division has had difficulties implementing their Adopt-A-Waterway program. The Springfield community does not seem to know much about this particular program. However, through a survey conducted by the Springfield Environmental Services Division, the community has shown their interest in the environment. Educating the community about the specific environmental issues pertaining to the Adopt-A-Waterway program has been difficult due to lack of resources.

It is likely that many of the challenges are directly tied to a lack of awareness by residents and community groups about how protection of waterways affects natural waterway habits. Environmental Services would like to gain insight into the level of awareness of the public. Environmental Services believes that many people seem to be unaware where their drain water goes and what they can do to prevent continuous pollution of the Willamette and McKenzie rivers and pollution in general.

The research conducted should reveal ways to reach audiences that effectively increase awareness of the program and generate waterway adoptions.

Research Goals

What we anticipate to gain from research efforts, and what is needed to reach this outcome

The goals of our research are to gain insight into which aspects of the project drew in past volunteers, as well as which experiences they value most; to find which aspects of a volunteer program are most appealing to potential volunteers; and to assess residents' knowledge of human effects on local waterways.

The research conducted should reveal ways to reach audiences in ways that effectively increase awareness of the program and generate waterway adoptions. In addition, research should provide insight into the environmental knowledge of residents. In order to obtain this information we will need to have a place to conduct focus group and interviews, as well as distribute surveys. It is possible we will also need food to provide the participants of focus groups and interviews, and potentially other incentives to offer as well.

Audiences

Publics for primary research

For our primary research, we have three audiences that we plan on utilizing: previous Adopt-A-Waterway volunteers, community groups that are most likely to participate in volunteer projects and Springfield residents.

Unlike any other audience, previous volunteers of Springfield's Adopt-A-Waterway program will provide insight into the strengths and most valuable elements of this specific program.

For the audience of potential volunteers, we will select groups that are likely to have participated in other volunteer projects. Such potential volunteer groups include Springfield Rotary, church groups, sororities and fraternities. We will glean from this audience which elements of a project are most likely to draw in volunteers, as well as which experiences are most valuable.

To reach Springfield residents, we will design a survey that gauges their level of environmental awareness and interest in adopting.

Our research will be designed to gain insight into the level of environmental knowledge among residents, as well as a willingness by groups to donate volunteer time and be interested in a group-adoption project.

Research Objectives

Specific ways we plan on reaching research goals

Objective 1: Conduct seven to nine in-depth interviews with residents involved in current adoptions in both Eugene and Springfield by Monday, October 31 to gain

insight on what attracted them to the program that could be used in future message development.

Objective 2: Conduct three focus groups with potential adopters to gain insight on what messages best reach and impact these audiences by Monday, October 31 with the intention of incorporating successful messages into the campaign's messaging.

Objective 3: Create a Likert survey, including some open-ended questions, designed to gain insight into Springfield residents' willingness to volunteer with environmental causes and better understand their level of environmental awareness. We will distribute these surveys online on the division website and the city's social media outlets, as well as distribute them to Springfield Library visitors and direct residents to an online version of the survey via a notice in the Springfield Times and will collect 200 responses by Monday, October 31.

Research Methodology

Manner in which we plan to apply primary research according to each audience

Previous/already committed adopters - We plan on conducting in-depth interviews with seven to nine people who are part of an already committed adoption group. Rachael Chilton and Meghan Murphy have expressed a willingness to connect us with these adopters; if they provide us with more names than we need for interviews, we will select interviewees based on the groups represented (so as to ensure we interview adopters from a wide range of community involvements).

Prior to each interview, we will email or call each interviewee to confirm the time and location of the interview. We will also include a basic overview of what the interview will entail (without revealing specific questions) so they have a basic idea of what questions they'll encounter. We will also do in-depth research on each organization to learn more about their motivations for adopting and what kind of work they have already accomplished at their waterway site.

Pre-existing community groups that have potential to be adopters (such as community groups - Rotary, Young Life, sorority & fraternity community, etc.) - We plan on conducting three focus groups with members of local community groups that might be interested in adopting a waterway. As far as sampling, we hope to have one "representative" from each group at each focus group (i.e., one Rotarian, one Young Life leader, one sorority representative, one youth pastor, etc.) in order to better understand each group's potential motivation. We would also like to know that each focus group participant has been involved with a community service project with his or her respective organization in the past so as to ensure that they have experience with such projects and might be able to provide better insight into what motivates groups to take on a project, like adopt-a-waterway.

Prior to our focus groups, we will research each participant's respective group to learn more about what their motivations for adoption might be. We will also look at previous service campaigns that they have undertaken in order to understand what type of projects fulfill the organization's members and how Adopt-A-Waterway could present itself as an appealing volunteer opportunity.

Springfield Residents- We plan on surveying the Springfield community and obtaining at least 100 completed surveys. From these answers we expect to gain some insight into how the Springfield community thinks about pollution in general as well as specifically to the Willamette Valley. We want to find out how environmentally conscientious they are, as well as how willing they are to make a difference in their community and the environment. This survey will be sent to Springfield residents via email or have a link to it on a City of Springfield website. We will also go to the Springfield library and pass out surveys to be submitted by drop box, so that opinions remain anonymous. The survey will act as one more tool in helping us gain a better understanding of the Springfield community and where they stand on the effects of pollution on the environment in their community.

Discussion guidelines for our focus groups:

- 1) Have you participated in any volunteer activities in your group (Rotary, youth group, etc.)? If so, what did you do?
- 2) Why did your group choose to participate in these activities? Was there something unique to that volunteer opportunity that made it stand out to you?
- 3) How important are environmental issues to your group when deciding on which volunteer opportunity to pursue?
- 4) We will present them with an overview of the Adopt-A-Waterway program structure and volunteer requirements and ask for their feedback: Does that sound like a worthwhile program? At first glance, do you think any adjustments would need to be made in order to make this a more attractive opportunity for groups such as your own?
- 5) We will also use the groups to test messaging, by asking participants to respond to potential program slogans or other messaging materials like potential brochure copy.

Questions to be included on survey:

1. Are you a Springfield resident? Yes No
2. How old are you? 18-25, 25-30, 30-35, 35-40, 40-45, 45-50, 55-60+
3. Which gender do you identify with? Male Female
4. Have you ever volunteered your time towards an environmental cause?
Yes No

5. What are your main motivators for volunteering? (Choose all that apply)
 - Meet volunteer hour requirements
 - Social interaction
 - Public services/desire to improve community
 - Professional development/networking

6. Which of the following do you do? (Please choose the option that fits your opinion best.)
 - I pick up after my pet
 - I wash my car on the lawn or use a commercial wash
 - I maintain my vehicle so it doesn't leak
 - I make sure to recycle in my daily life
 - I use native plants in my landscaping
 - None of the above

7. Do you think pollution is an issue in the Willamette and McKenzie Rivers?
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree

8. If given tips on how to prevent pollution, how likely are you to use them?
 - Very unlikely
 - Unlikely
 - Somewhat unlikely
 - Undecided
 - Somewhat likely
 - Likely
 - Very likely

9. In your day-to-day life, how environmentally conscientious are you?
 - Very unconscientious
 - Unconscientious
 - Somewhat unconscientious
 - Undecided
 - Somewhat conscientious
 - Conscientious
 - Very conscientious

10. How important is maintaining waterways for wildlife habitat and water quality to you?
 - Not at all important
 - Very unimportant
 - Somewhat unimportant
 - Neither important nor unimportant
 - Somewhat important

Very important
Extremely important

11. If you had the opportunity to help out your community and the environment by volunteering one day every couple of months for cleaning up and caring for a section of a waterway, would you participate?

Very unlikely
Unlikely
Somewhat unlikely
Undecided
Somewhat likely
Likely
Very likely

12. Which source are you most likely to get information from?

Online news
Television
Newspaper
Radio
Facebook
Twitter

Measurement and Analysis of Data

How research data will provide meaningful and applicable information

We plan on conducting in-depth interviews with individuals or groups that have informally adopted Springfield waterways. This primary research will inform us of what elements of waterway adoption are most appealing, so these aspects may be emphasized in a public relations campaign. Such in-depth interviews will also provide insight into elements of the program volunteers found most enjoyable, as well as areas for possible improvement.

Additionally, we plan on conducting focus groups that include representatives of Springfield groups that are likely to participate in volunteer projects. Such groups may include teachers and church group members. Topics covered in the focus groups will include factors hindering volunteer opportunities, elements that make a volunteer opportunity appealing, and their expectations for the Adopt-A-Waterway program.

Finally, we plan on distributing surveys through an Internet survey site to Springfield residents. The survey will include questions regarding knowledge of the waterways. Answers to questions will provide data that will give an idea of the level of environmental awareness and willingness to adapt upon receiving new knowledge.

We will also conduct secondary research by analyzing the information provided by a recent survey of Springfield residents.

Research Hypotheses

Assumptions and expected outcomes of primary research

We expect to find that former volunteers had an enjoyable experience, and valued many aspects of the project. We anticipate that despite initial assumptions, Springfield residents are environmentally conscious and many groups are eager to find ways to participate in the waterway project. The ownership aspect of the waterway project is likely to be found to be an appealing aspect to potential volunteers, as shown by the outcome of the Agnes Stewart Middle School volunteers who used the waterway as an outdoor classroom.

We expect past volunteers to be particularly informative and enthusiastic about the project, having knowledge of the experience. Especially in focus groups, we expect to encounter an initial lack of openness and enthusiasm. This is a challenge we hope to overcome by involved moderation.

Our assumption was that Springfield is not particularly environmentally conscious. However, this has been disproved by both the staff of the Environmental Services Division and by a community survey in which Springfield residents rated the environment high on a list of community concerns.

We anticipate enthusiasm from past volunteers, as there appears to be a sense of pride about the project. This is especially evident in the use of the waterway by Agnes Stewart Middle School volunteers.

As it was apparent in the recent survey of Springfield residents that the community values the environment highly, we expect the Adopt-A-Waterway project to be an appealing opportunity for residents.

We anticipate the stated challenges based on prior knowledge of participant behavior in focus groups.

Anticipated Uses of Research Data

How anticipated data will be most effectively applied to the program

We believe our research will reveal more about the motivations of existing adopters. If we find a common reason for adopting among our interviewees, those reasons could be incorporated into messaging used later on in the campaign to inspire similar feelings in potential adopters.

Additionally, learning about how the existing adopters heard about the program could give us a better sense of how best to target potential adopters: Would a social media channel be beneficial? Or should the city use traditional media outlets to target potential adopters? These questions could be answered via our interviews and focus groups.

Hearing community members (youth group leaders, Rotarians, etc.) discuss their motivations for participating in other service projects could also aid us in message development. If focus group participants reveal what motivates them to donate time to a particular cause, we could tailor Adopt-A-Waterway's messaging to appeal to such motivations.

Additionally, we plan on gaining a sense of the level of environmental awareness among residents. Research will reveal opportunities for increased education, and the best methods to encourage residents to change habits that are currently harming the environment.

Update Report #2

MEMORANDUM:

October 28, 2011

TO: Margy Parker, Instructor, J4/554
Meghan Murphy
Rachael Chilton

FROM: Crystal Greenberg, Paige Landsem, Dawn Noufer, Isabelle
Morse-Dias

SUBJECT: **Update Report, October 21 - 28**

Overview of Recent Activities:

This week, the team has commenced the research process for the Adopt-A-Waterway plan. The survey has been finalized and made accessible to Springfield residents. The team has initiated contact with potential interview and focus group participants. Achieving contact has been difficult with some potential participants, causing us to modify our original research schedule.

Client Contact this week:

Email exchanges: On Friday, October 21, Paige emailed Update Report #1 to Meghan and Rachael. On Monday, October 24, Paige and Meghan corresponded, establishing a date and time for focus groups, as well as sharing a draft of our survey, modified to include Meghan's edits.

On Wednesday, October 26, Meghan communicated with Isabelle and Paige to change the date of the focus groups in order to allow more time for gathering participants. Additionally, Crystal emailed Meghan a link to the Qualtrics survey, for her final review.

On Thursday, October 27, Meghan notified the team that the survey is now accessible on the City of Springfield's website and Facebook page.

Phone contact:

There has been no phone contact with the client this week.

Meetings:

There have been no meetings with the client this week.

Team Contact:

Team member meetings: On Monday, October 24, Dawn, Crystal, Isabelle and Paige met for approximately 45 minutes to discuss the next steps to take for survey completion and communication with contacts for focus groups and interviews.

On Wednesday, October 26, Dawn, Crystal, Isabelle and Paige met for approximately 25 minutes to assess progress on matters discussed above, and determined that it would be most effective to postpone the focus group date, in order to gather more participants.

Approximate amount time spent by team (and individual team members) on client account this past week: 1 hour 10 minutes spent working as a team, 2.5 hours spent by each team member on individual tasks.

Next Steps:

The upcoming week will be spent completing the research methods outlined in Client Report #2. The survey has been made available to residents on the City of Springfield website, as well as its Facebook page. The team will follow up on whether it can be made additionally available on the library computer located in Springfield City Hall.

Reserving a room for the new focus group time and date will be finalized. The team be in contact with Meghan regarding reservations of rooms and food for focus groups. Follow-up contact to potential interview and focus group participants will be made by the team, as well as confirmation of attendance. Finally, interviews and focus groups will be conducted.

The team will begin writing a comprehensive research plan based on research data and knowledge of the program, as well as preparing a presentation for the client.

Foreseen Challenges:

In the past week, the team has experienced challenges successfully gaining contact with potential interview and focus group participants, which has pushed us to postpone the original time. We will work to overcome these challenges in the coming week as we follow up with contacts, and confirm attendance for interviews and focus groups.

Other comments:

We have contacted three potential in-depth interview subjects: Carrie Patterson at Agnes Stewart Middle School; Dan Bernard of the Baptist church youth group; and Matt McRae from Eugene's Stream Team program.

So far, we have only heard back from Carrie Patterson, and are scheduling an interview with her for next Thursday, November 3.

We have connected with 4 potential focus group participants: Mike Moskowitz, Public Affairs Manager at Willamalane; Ed Naylor of the Springfield School District; Brian Watson, Director of Environmental Extracurricular Activities at Thurston Middle School and Greg Holden, Director of AM Solar. We are currently in the process of gathering more participants from the other schools in the Springfield School District and additional community groups.

Client Report #3

This report outlines the measures we believe will be most effective for achievement of the objectives in our public relations plan. We have assembled a plan for implementation of tactics, including methods and projected timelines. We have made such determinations by considering your input, as well as the research we have previously conducted.

Some implementation pieces will be initiated by our team, others will be outlined to be initiated at a later date.

We will deliver a final report on December 7. That report will contain our finalized public relations strategic plan, research report, copies of client reports, update reports and agreed-upon implementation pieces.

Implementation Pieces (Deliverables)

Target Audience: Middle school science teachers and student group faculty advisers

Strategy: Establish a personal connection with several Springfield science teachers to encourage promotion of the Adopt-A-Waterway program to middle school students.

Tactical recommendations: Initiate contact, by phone or in person, with Springfield middle school science teachers, inquiring as to whether their classes would be interested in participating in the Adopt-A-Waterway program and informing them of the benefits specific to a science class.

Implementation piece:

We will create a contact list for the Environmental Services Division to use for initiating contact.

We will also create an outline of key points we believe should be conveyed during the initial contact.

What it will look like and what it will include:

The contact list will consist of contact information of middle school science teachers and student group faculty advisers in Springfield. We will contact Springfield middle school secretaries to gain contact information for teachers and advisers. We will also determine which Springfield student groups will be most likely to participate in the Adopt-A-Waterway program, and find the best way to contact representatives.

In creating the outline for initial contact, we will consider the motivation for the key public to volunteer. We will incorporate key information about the program, as well as aspects we believe to be valuable to the key public.

Key person responsible for this piece: Dawn Noufer will assemble the contact list and contact outline. A representative of the Springfield Environmental Services Division will be responsible for initiating contact.

Projected completion date: Contact list and outline will be completed by December 7, 2011. Contact initiation phase should be completed by February 15, 2012.

Target Audience: High school group leaders and student group faculty advisers

Strategy: Establish a personal connection with several Springfield high school group leaders and/or faculty advisers to promote of the Adopt-A-Waterway program as a choice for fulfilling volunteer experience.

Tactical Recommendations:

Create and distribute Adopt-A-Waterway informational materials for Springfield high school group leaders/faculty advisers to post in offices and classrooms.

Implementation piece:

Our team will be creating a flier to be given to Springfield high school group leaders and student group faculty advisers. Additionally, our team will be compiling an outline of key points to convey to this key public.

What it will look like, what it will include:

The flier will be designed to include key information about the program, as well as communicate aspects of the program that are appealing to this key public, using vibrant, attention-grabbing colors. This flier can be given to contacts who express interest in promoting the program.

The outline will include information about the program that is likely to appeal to this key public and its desire to participate in volunteer opportunities. The outline can be used for a handout and given to group representatives or faculty advisers for distribution to students. Additionally, it can be used for speaking points if a representative of the program plans on presenting information at a group or team meeting.

Key person responsible for this piece: The flier and outline will be completed by Crystal Greenberg. Distribution of these materials, following contact initiation, should be completed by a representative of the Springfield Environmental Services Division and will be coordinated by Isabelle Morse-Dias.

Projected completion date: Assembly of the flier and outline will be completed by December 1, 2011. Distribution of these materials should be completed by August 1, 2012.

Target Audience: Church youth group leaders

Strategy: Employ email and face-to-face communication tactics in order to connect with local youth group leaders, meet them in person and tell them more about how the Adopt-A-Waterway program is an opportunity to make a lasting impact on the environment and the community.

Implementation piece: Create a database of youth group leader contact information and draft email copy that explains the program and invites them to an open house (or offer a Springfield Environmental Services Division employee as a resource to visit one of their meetings and share more about the program with students).

Plan an event at City Hall to encourage adoptions. Youth group leaders can learn about the program, hear a testimonial from previously involved youth leaders and visit one of the waterways.

What it will look like, what it will include:

We will compile an email database of local youth group leaders; it will involve leveraging city contacts to obtain information and scanning the Internet to find local youth leader contact information.

We will also draft email copy for a message to youth pastors, paying special attention to content, messaging (ensuring that the primary messages directed at local youth group leaders come through in the email) and grammar.

Event planning will begin while the database is compiled. A room will be reserved in city hall for the event. The other elements of event planning will include deciding what food will be offered for guests; how to prepare visual aids to accompany the presentation and how guests will be transported to the waterway sites; and whether a testimonial from a previous adopter could be facilitated.

Key person responsible for this piece: Paige Landsem from the public relations team will compile the list and draft email copy; members of the Springfield Environmental Services Division will pick up where the team leaves off at the end of this academic term to continue follow-up with youth pastors and event planning.

Projected completion date: Database completed by February 1, 2012; event completed by April 15, 2012; 1-2 adoptions by youth groups by June 1, 2012

Timelines

The strategies we have outlined are designed to be completed and to accomplish the goal by August 1, 2012. We plan to clearly indicate timelines for individual tactics in our final report in a table format. The table will designate which implementation pieces have been completed, dates for implementation, as well as timing for continuing pieces until completion.

Budgets

In our final report, we will outline the budget projected for the implementation of the plan. Taken into account will be materials, required timing, manpower, and around \$500 available from the Sustainable Cities Initiative that can be used toward Adopt-A-Waterway efforts.

Update Report #3

MEMORANDUM:

November 4, 2011

TO: Margy Parker, Instructor
Meghan Murphy
Rachael Chilton

FROM: Dawn Noufer, Paige Landsem, Isabelle Morse-Dias,
Crystal Greenberg

SUBJECT: **Update Report, October 29 – November 4**

Overview of Recent Activities:

This week, the team continued the implementation of the research plan. Survey availability was expanded, made accessible to residents on the library computer in Springfield City Hall and have received nine responses in total thus far. The team members continued efforts to secure participants for focus groups and in-depth interviews, and were met with both success and challenges. In a team meeting on Wednesday, November 2, the team determined that it would be best to instead interview all available contacts, as there were few available participants for the planned focus group. Thus far, there have been 4 in-depth interviews conducted: Stuart Perlmeter, of the Springfield School District by Dawn; Dan Bernard, youth pastor at Eastside Baptist Church by Paige; Lorna Baldwin, former Stream Team coordinator with the City of Eugene by Paige; and Brian Watson, Biology teacher at Thurston Middle School.

Client Contact this week:

Email exchanges: On Friday, October 28, Isabelle emailed Meghan and Rachael the team's second Update Report. Meghan replied on the same day, confirming receipt of the report, as well as informing the team that the survey would be made available on City Hall Library computers the following Monday.

On Monday, October 31, Meghan emailed the team, stating that the survey was successfully added to the library computers. On the same day, Meghan emailed the team, asking for a change to be made on one survey question. On the same day, Crystal responded that the change had been made, as well as informing of the number of survey responses collected.

On Wednesday, November 2, Meghan emailed the team to ask if we needed a room reserved for focus groups that day. Isabelle replied about our decision to

conduct interviews instead of focus groups, as we were having trouble securing enough focus group participants (mostly due to a grading day at Springfield schools that had teachers tied up on Thursday).

On Friday, November 4, following a discussion with the team, Dawn emailed Meghan to inquire whether it would be possible to send the survey to subscribers of Springfield special interest listservs.

Phone contact: There has been no phone contact with the client this week.

Meetings: There have been no meetings with the client this week.

Team Contact:

Team member meetings: Dawn, Crystal, Paige and Isabelle met for approximately 30 minutes on Wednesday, November 2, to discuss the status of the research implementation, and assess the contact made to focus group and interview participants.

Approximate amount time spent by team (and individual team members) on client account this past week: This week, there have been 40 minutes spent working as a team, and approximately 2 hours spent by each team member on individual tasks.

Next Steps:

The next week will be spent wrapping up any in-depth interviews that could not take place this past week, as well as assessing survey data. The survey data, as well as common themes and insightful information gleaned from in-depth interviews, will be applied to the research plan.

The team will build a comprehensive public relations plan, and will be prepared to submit and present it to the client on Wednesday, November 9.

Foreseen Challenges:

One challenge we may encounter is the short turnaround time between our final interviews and the due date for our research plan and presentation. However, we plan to prepare over the weekend and have as much completed as possible before our final interviews.

Appendix E: Implementation Materials

Contact Information Database & Draft Email Copy for High School Teachers and Faculty Advisers

SCHOOL	CONTACT NAME	CONTACT INFORMATION
The Springfield Academy of Arts & Academics	Jessica Thomas, Internship Coordinator	(541) 744-6728 jessica.thomas@springfield.k12.or.us
Gateways High School	Holly Ellingson, Science/Math Teacher	(541) 744-8862 holly.ellingson@springfield.k12.or.us
Springfield High School	Alicia McGraw, Science Teacher	(541) 744-4700 Alicia.mcgraw@springfield.k12.or.us
Thurston High School	Phil Dube, Science Teacher	(541) 744-5000 phil.dube@springfield.k12.or.us

Draft Email Copy

Dear Mr./Ms. _____,

The City of Springfield Environmental Services Division is launching a new program called Adopt-A-Waterway, intended to improve Springfield's waterways through volunteer efforts by various community groups. We would like to personally reach out to the science departments within each of the high schools in our community to see if any teachers would be interested in getting their classes involved. If you or another member of the faculty is interested in partnering with our staff, please feel free to contact me via email or by phone.

Best,

Meghan Murphy
Environmental Services Technician II
City of Springfield, Environmental Services Division
225 Fifth Street
Springfield, OR 97477
Office: (541) 744-3385
Please note my new email address: mmurphy@springfield-or.gov

Key Communication Points Outline

The following are the key points for communication with middle school science teachers and high school group leaders and advisers. These points are tailored to appeal to the particular audiences' interests. These points can be relayed by representatives of the Springfield Environmental Services Division in emails, telephone calls, speaking appearances, newsletters or fliers.

Key points for middle school science teachers

- The Adopt-A-Waterway Program offers a unique educational opportunity
 - Integrate science education with hands-on activities
 - Potential lessons on: biology, ecology, conservation and environmental science
 - Create an outdoor classroom experience
 - Maintaining a waterway habitat entitles you and your class to a sense of ownership
 - Your maintained waterway can be an alternative classroom on sunny days
- The Adopt-A-Waterway Program is a way to protect local waterway habitat
 - Integrate environmental science with local environmental values
 - Show students that their work makes a difference that can be seen
 - Inspire students to practice environmentally friendly habits at home by making local waterways a priority that matters

Key points for high school group leaders & advisers

- The Adopt-A-Waterway Program is a fun way for students to fulfill community service requirements
 - Students can participate in a minimum of two service projects per year, more if desired
 - Students can gather a group of friends to participate in teams
 - Students can use the program as a way to compete with friends while doing something good for local waterway habitat
- The Adopt-A-Waterway Program is a way for students to make valuable connections to others in the community
 - Team members can gather up other participants to create a network of volunteers
- The Adopt-A-Waterway Program is a great resume builder for students
 - Year-long participation in the program shows commitment to an environmental cause
 - Potential for leadership roles to emerge from the team-based project

- Opportunity to cultivate managerial, leadership, communication and teamwork skills

Draft email copy for church youth leaders

Dear (name),

My name is (name of representative), and I work with the City of Springfield's Environmental Services Division.

I'd like to get in touch with you regarding a really neat service opportunity we have, that will allow your students to get out and serve the community.

We know church youth groups are often looking for ways to serve their communities, and the Adopt-A-Waterway program is a great way for students to serve while bonding as a group and enjoying some fresh air.

If this sounds like an exciting opportunity, we'd welcome you to an open house this coming (day; list time, location and other events). A local youth group leader whose students have worked on waterway-related projects will be share his story and provide more information on how the Adopt-A-Waterway program can be a great opportunity for church groups.

I'd be happy to answer any questions you have regarding the open house or the Adopt-A-Waterway program. Feel free to reach me at the contact info below.

Thank you for all you do for our community, and for considering the Adopt-A-Waterway program.

Sincerely,
(Name)