

Contractor's Report to the Board

A Local Jurisdiction Tool Kit: Outreach to Minority Communities on Used Oil and Household Hazardous Waste Programs

May 2005

Produced under contract by:

*California State University Sacramento Foundation
Author: Dennis H. Tootelian, Ph.D.*



Zero Waste—You Make It Happen!

STATE OF CALIFORNIA

Arnold Schwarzenegger
Governor

Alan C. Lloyd, Ph. D.
Secretary, California Environmental Protection Agency

•

INTEGRATED WASTE MANAGEMENT BOARD

Rosario Marin
Board Chair

Rosalie Mulé
Board Member

Cheryl Peace
Board Member

Carl Washington
Board Member

Vacant Position
Board Member

Vacant Position
Board Member

•

Mark Leary
Executive Director

For additional copies of this publication, contact:

Integrated Waste Management Board
Public Affairs Office, Publications Clearinghouse (MS-6)
1001 I Street
P.O. Box 4025
Sacramento, CA 95812-4025
www.ciwmb.ca.gov/Publications/
1-800-CA-WASTE (California only) or (916) 341-6306

Publication #520-05-003

 Copies of this document originally provided by CIWMB were printed on recycled paper containing 100 percent postconsumer fiber.

Copyright © 2005 by the California Integrated Waste Management Board. All rights reserved. This publication, or parts thereof, may not be reproduced in any form without permission.

Prepared as part of contract no. IWM-C2045 (total contract amount: \$200,000, includes other services).

The California Integrated Waste Management Board (CIWMB) does not discriminate on the basis of disability in access to its programs. CIWMB publications are available in accessible formats upon request by calling the Public Affairs Office at (916) 341-6300. Persons with hearing impairments can reach the CIWMB through the California Relay Service, 1-800-735-2929.

Join Governor Schwarzenegger to Keep California Rolling.

Every Californian can help to reduce energy and fuel consumption. For a list of simple ways you can reduce demand and cut your energy and fuel costs, Flex Your Power and visit www.fypower.com.

Disclaimer: This document was produced under contract with California State University Sacramento Foundation. The statements and conclusions contained in this report are those of the contractor and not necessarily those of the California Integrated Waste Management Board, its employees, or the State of California and should not be cited or quoted as official Board policy or direction.

The State makes no warranty, expressed or implied, and assumes no liability for the information contained in the succeeding text. Any mention of commercial products or processes shall not be construed as an endorsement of such products or processes.

Table of Contents

Table of Contents	i
Acknowledgments.....	iii
Introduction.....	1
Organization of This Tool Kit	2
Why Environmental Justice Is Important	4
Why Outreach Programs for Minority Communities Are Important	5
Purposes of the Outreach Tool Kit	8
Environmental Justice	10
Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice	12
California Environmental Protection Agency Environmental Justice Strategies	13
Legislation Pertaining to Environmental Justice	15
Overview of 2003 Jurisdiction Survey Findings on Environmental Justice Policies and Procedures..	17
Sample Environmental Justice Language for Jurisdiction Policies (Tool 1).....	18
Outreach to Minority Communities	20
2003 Jurisdiction Survey Findings on Collection Practices and Recommendations (Tools 2 and 3) ..	21
Marketplace Information (Tools 4A, 4B, and 5).....	25
Resources for Jurisdictions (Tools 6, 7, and 8)	27
Developing Marketing Plans (Tool 9: Creating Marketing Plans).....	34
Conducting Community Needs Assessment Surveys (Tools 10 and 11)	35
Expanding Media and Communication Opportunities (Tool 12).....	39
Engaging in Community Activities (Tools 13 and 14).....	42
Conducting Program Evaluations (Tool 15).....	46
Outreach to Potential Used Oil Collection Centers.....	48
Uses for the Economic Analysis Worksheet (Tool 16)	48
Appendix A: Summary of Projects Supporting Development of Outreach Tool Kit	50
Project 1: Study of Jurisdictions on Environmental Justice and Outreach.....	50
Project 2: Demographic and Auto Parts Store Data Sets and County Population Statistics	54
Project 3: Analysis of High-Volume Collection Centers and HHW Collection Programs	55
Appendix B: Waste Stream and Waste Management Programs	62
Appendix C: Excerpts From Cornerstone California Laws Pertaining to Environmental Justice	69
Chapter 690, Statutes of 1999 (Solis, SB 115).....	69
Chapter 728, Statutes of 2000 (Escutia, SB 89)	69
Chapter 765, Statutes of 2001 (Alarcon, SB 828).....	70
Chapter 762, Statutes of 2001 (Keeley, AB 1553).....	70
Appendix D: Selected Recommendations of the Cal/EPA Advisory Committee on Environmental Justice	72

Tools	76
Tool 1: Sample Environmental Justice Language.....	78
Tool 2: Jurisdiction Waste Management Programs	84
Used Oil Recycling Programs	84
Household Hazardous Waste Programs	86
Tool 3: Assistance Jurisdictions Want in Used Oil and HHW Programs	89
Assistance Jurisdictions Want in Used Oil Programs	89
Assistance Jurisdictions Want With HHW Programs	90
Assistance Jurisdictions Want In Communicating With Minority Communities	92
Tools 4A and 4B: Demographic and Auto Parts Store Data Sets	94
How to Use the Demographic Data Set (Tool 4A).....	94
How to Use the Auto Parts Store Data Set (Tool 4B)	102
Tool 5: County Population Projections.....	104
Tool 6: Using Premiums, Literature, and Videos	118
Tool 7: CIWMB Grant Programs.....	122
Tool 8: Obtaining Student Staff Support	127
Tool 9: Creating Marketing Plans.....	131
Tool 10: Methods for Conducting Community Surveys.....	140
Tool 11: Community Survey Questionnaires.....	143
Possible Community Survey Questions	143
Sample Community Surveys	145
Tool 12: Building Media Relations.....	151
Tool 13: Community Outreach	156
Tool 14: School Outreach Materials	159
Objectives for School Outreach Programs	159
Program Materials and Messages	160
Tool 15: Program Evaluations	163
Internal Program Evaluation.....	163
External Program Evaluation	167
Tool 16: Economic Analysis Worksheet	176
Bibliography	182
Source Reference Notes	183

Acknowledgments

This report was prepared under contract with the California State University Sacramento Foundation by Dennis H. Tootelian, Ph.D., a professor in the College of Business Administration at California State University, Sacramento. Dr. Tootelian has extensive experience conducting fiscal impact studies, market research pertaining to diverse populations, and market analyses, developing marketing strategies, and designing strategic marketing plans. He was also the project director and principle researcher for another California Integrated Waste Management Board study on waste diversion rates relating to population diversity and waste reduction programs (final report: *The Study of Minority Communities and the Waste Stream*).

Dr. Tootelian wishes to thank the California Integrated Waste Management Board for the opportunity to conduct this analysis, and to acknowledge the contributions of Board members in focusing attention on the issues associated with environmental justice and outreach to minority communities. Issues of waste management are critical to the well-being of the State of California and all of its residents.

Dr. Tootelian also wishes to acknowledge the insights, guidance, and support of CIWMB staff. In particular, the assistance that Rubia Packard and Matt McCarron provided was invaluable in focusing this project on the essential issues, providing insights on factors to consider in undertaking the analysis, and providing student interns to assist in conducting the preliminary survey of jurisdictions. Finally, he wishes to thank Betty Wong for all of her assistance in the final preparation of this document.

The CIWMB gratefully acknowledges the assistance of four jurisdictions—Contra Costa County, the City of Diamond Bar, the City of Gardena, and Merced County—in graciously providing environmental justice language their jurisdictions use. The jurisdictions provided their language in response to CIWMB’s request in a survey of jurisdictions conducted in 2003 regarding environmental justice policies and practices. We have included modified versions of the language in Tool 1 of this document for the benefit of other jurisdictions that are developing their own environmental justice policies. CWIMB also thanks the other jurisdictions that responded to the 2003 survey, thus providing valuable information for this report.

Introduction

In March 2003, the California Integrated Waste Management Board (CIWMB, Board) contracted with the California State University Sacramento Foundation to assist the Board in preparing a guidance document for local jurisdictions to address enhanced recycling and collection of used oil and household hazardous waste (HHW) programs in minority communities. The author for this report is Dennis H. Tootelian, Ph.D.

The objectives for this project were to provide the Board with the following:

- A comprehensive survey and study of jurisdiction environmental justice practices and procedures as they relate to used oil and HHW program design.
- A mapping of the location of certified used oil collection centers (CCC) and HHW facilities and the composition of the surrounding neighborhoods. To make this item more useful for jurisdictions, mapping was defined as development of demographic and auto parts store location data sets.
- Identification of higher-volume used oil collection centers and HHW collection programs in diverse communities and an assessment of different program approaches at these centers.
- A guidance tool designed for use by local jurisdictions to utilize and improve service to minority communities.

Much of the material contained in this document (referred to as the Outreach Tool Kit) is based on the results of several studies. In 2003, Dr. Tootelian conducted a survey of jurisdictions to determine what environmental justice policies they had in place, what programs they were using to reach minority communities, and what tools they thought would be helpful to them in the areas of environmental justice and outreach. This information helped determine the contents of the Outreach Tool Kit.

Additionally, findings and recommendations were reviewed from a 2004 report prepared by the Center for Justice, Tolerance and Community at the University of California Santa Cruz—*Environmental Justice Opportunity Assessment and Analysis* (CIWMB publication #520-04-008). Findings of this study included the need to:

- Give more attention to the needs of the community, including the capacity to adequately communicate in non-English languages. (page 3)
- Provide guidelines to encourage practices for addressing environmental justice issues. (page 62)
- Partner with community-based organizations to facilitate outreach. (page 61)
- Develop culturally competent outreach processes and materials in underrepresented populations. (page 4)
- Create new marketing tools to reach communities, and guidelines for successful outreach. (pages 4, 63)
- Develop and conduct stakeholder surveys. (page 6)
- Design strategies and tools to bring about effective community participation. (page 6)
- Develop and use ongoing evaluations of public participation in outreach programs. (page 7)

Many of these and other findings from the study's community-based research were used in creating the Environmental Justice and Outreach to Minority Communities sections of this tool kit.

A special analysis of the data from the 2003 survey also was undertaken to identify the outreach practices of jurisdictions with high volumes of used oil and HHW collection. ("High-volume" or "high-collection-volume" jurisdictions are those with: (1) the highest total volume or highest per-person volume of used oil collection, or (2) those with the highest total volume of HHW collection. [See Appendix A.]) This information focused on what differences might exist in the outreach practices of jurisdictions with higher volumes of used oil and HHW.

Another project involved creating a data set containing the demographic characteristics of populations served, sorted by ZIP code. This information was developed to assist jurisdictions in targeting particular geographic areas for special outreach efforts.

Accordingly, much of this prior work was used in formulating the Outreach Tool Kit. Summaries of these prior projects are contained in Appendix A.

Organization of This Tool Kit

This Outreach Tool Kit is organized into three main sections: Environmental Justice, Outreach to Minority Communities, and Outreach to Potential Used Oil Collection Centers. Within each of these sections, references are made to various "tools" that jurisdictions can use to develop their environmental justice policies and outreach programs. For reader convenience, the "tools" are located at the end of this document rather than within each of the three main sections.

The material in each section and the related tools are designed to provide information that can be used to better understand and formulate environmental justice policies; to develop outreach programs for minority communities that are reasonable given the demographics of the service area and the resources the jurisdiction has available; and to demonstrate in a relatively simple way that automobile parts stores can economically benefit from participating in the CIWMB used oil recycling program as a certified used oil collection center (CCC).

Environmental Justice

This Environmental Justice section in the body of the Outreach Tool Kit and related appendices or tools at the end of the document are designed to better explain environmental justice and provide samples jurisdictions can use or adapt to meet their needs. Accordingly, the user will find:

- A description of the **key elements of environmental justice** and possible implications for jurisdictions. This information will help jurisdictions better understand what environmental justice entails. (Body of Outreach Tool Kit)
- **Excerpts from Executive Order 12898 at the federal level, and from some of the statutes enacted at the State level.** References for these are cited in case jurisdictions want to access the entire documents. This is a convenient source document for understanding the laws pertaining to environmental justice. (Body of Outreach Tool Kit and Appendix B)
- **Results of a 2003 jurisdiction survey.** These results include findings pertaining to what jurisdictions are doing with regard to environmental justice, and what assistance they would like. This will provide jurisdictions with ideas of what others are doing with respect to incorporating environmental justice into their operations. (Body of Outreach Tool Kit)

- **Excerpts from the recommendations of the Cal/EPA Advisory Committee on Environmental Justice.** In September 2003, the Committee issued a report reflecting “... the collective judgment of the Committee about the steps needed to make environmental justice a reality for all Californians.”¹ This will assist jurisdictions to better understand possible actions that may be taken in the future to ensure that environmental justice is included in jurisdiction operating practices. (Body of Outreach Tool Kit and Appendix D)
- **Sample environmental justice language.** A number of State agencies and local jurisdictions have developed policy statements concerning environmental justice. Modified samples of these are in a format that jurisdictions can readily adapt to their particular needs. (Tool 1)

Outreach to Minority Communities

The Outreach to Minority Communities section in the body of the Outreach Tool Kit and related tools contain information and samples jurisdictions can use to better understand the characteristics and needs of the communities they serve. It also provides suggestions for improving communication and outreach efforts. Therefore, the section contains:

- **Results of the 2003 jurisdiction survey** identifying what used oil and HHW programs jurisdictions have in place, and how they communicate with minority communities. It includes survey findings pertaining to what programs jurisdictions utilize and which of these are tailored specifically to the minority community, which programs jurisdictions believe work better, what methods they use to communicate with the minority community, and what programs jurisdictions would like to have in order to better serve the minority community. This information provides a way for jurisdictions to identify what programs other jurisdictions are using or want to use in reaching out to the minority community. (Body of Outreach Tool Kit)
- **Two data sets** that identify (1) the demographic characteristics of populations in different ZIP codes, and (2) auto parts stores in California and those that are CCCs.* This information will assist jurisdictions to examine the characteristics of the communities they serve so they can identify special needs of particular community groups and allocate appropriate resources to their outreach programs. (Body of Outreach Tool Kit and Tools 4A and 4B)
- **Descriptions of a variety of resources that jurisdictions can use in their outreach programs.** It includes summaries of what printed and other materials are used by other jurisdictions, and how jurisdictions can apply for CIWMB grants to expand jurisdiction outreach efforts. This information can be used to identify promotional materials that have already been developed and may possibly be adapted so jurisdictions do not have to expend resources to create materials that others have already developed. Additionally, this information will help jurisdictions that are considering applying for grants by providing a guide on where to get information needed to initiate the process. (Body of Outreach Tool Kit and Tools 6 and 7)
- **A marketing plan template.** This template can assist jurisdictions in designing a plan to identify community needs, assess what resources will be required to serve those needs, and focus on deciding what strategies to use to best reach minority communities. (Tool 9)

* This data set is referred to as an “auto parts store data set,” but also contains some oil change facilities. While the data set contains almost 8,000 entries, it is not an all-inclusive listing of auto parts stores or oil change facilities in California. Efforts have been made to ensure that the information is current as of the publication of this tool kit, but over time, revisions will need to be made. In the future, jurisdictions may wish to update this data set by contacting a mailing service for current information; the current list of CCCs (by city or county) is available from CIWMB’s website (www.ciwmb.ca.gov/UsedOil/CrtCntrs.asp).

- **A marketing plan template.** This template can assist jurisdictions in designing a plan to identify community needs, assess what resources will be required to serve those needs, and focus on deciding what strategies to use to best reach minority communities. (Tool 9)
- **Sample needs assessment questionnaires** and a description of how such surveys can be conducted to yield useful information. Jurisdictions can use or adapt the questionnaires to their needs, and employ one of several methodologies that are described. This will provide jurisdictions with mechanisms for better understanding the changing needs of their communities so they can adapt their existing programs or create new ones to serve the minority community. (Tool 11)
- **Descriptions of ways jurisdictions can communicate with the minority and broader communities through the media.** The descriptions include samples that the jurisdiction can use or adapt in developing communication techniques to inform and educate the minority community about the programs it has available. (Tool 12)
- **Descriptions of ways the jurisdiction can become more effectively involved in its community.** Suggestions are provided for coordinating efforts with other community organizations as ways to make the jurisdiction activities more productive. This information can assist jurisdictions to enhance their community outreach efforts. (Tool 13)
- **Sample satisfaction questionnaires and other program evaluation techniques.** Jurisdictions can use or adapt these tools to assess the effectiveness and success of their outreach efforts. This will provide jurisdictions with mechanisms for examining and adjusting its outreach programs as necessary. (Tool 15)

Outreach to Potential Used Oil Recycling Centers

The Outreach to Potential Used Oil Recycling Centers section of the Outreach Tool Kit gives a brief description of a basic spreadsheet (Tool 16) that allows automobile parts stores to examine the financial benefits of becoming CCCs. Jurisdictions can use this as one tool in their recruitment effort to build a larger network of CCCs in the minority community. Increasing the number of CCCs in the minority community is important because new immigrants are more likely to change their own oil. Providing easy access to CCCs will help ensure that used oil is properly recycled.

Why Environmental Justice Is Important

Environmental justice is important for a variety of reasons, not the least of which is the fact that it is the law. Initiated at the federal level in 1994, it was formally adopted in California in 1999. Of equal significance, however, environmental justice is important because it sends a good message to local communities that government agencies are sensitive to their needs.

The Law

In February 1994, President Bill Clinton signed Executive Order 12898, entitled “Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations.” Excerpts from the Executive Order are presented in the next section of the Outreach Tool Kit (see “Legislation Pertaining to Environmental Justice” in “Environmental Justice” section).

Essentially, however, this Executive Order required federal agencies to address situations where their programs, policies, or activities result in adverse health or environmental impacts that are disproportionately high and adverse in low-income communities or communities of color.² This order is binding on all federal agencies, including the U.S. Environmental Protection Agency (U.S. EPA).

In fact, the Executive Order directed the Administrator of the U.S. EPA to convene an interagency Federal Working Group on Environmental Justice. This working group comprises the heads of at least 17 executive agencies and offices, or their designees, and reports to the President through the Deputy Assistant to the President for Environmental Policy and the Assistant to the President for Domestic Policy.

Environmental justice became part of California's laws through legislation enacted between 1999 and 2001. It was formally defined when former Governor Gray Davis signed Senate Bill (SB) 115 (Chapter 690, Statutes of 1999, Solis) in 1999.³ Overall, environmental justice legislation came into being in California through the enactment of four bills: SB 115, SB 89 (Chapter 728, Statutes of 2000, Escutia), SB 828 (Chapter 765, Statutes of 2001, Alarcon), and Assembly Bill (AB) 1553 (Chapter 762, Statutes of 2001, Keeley). Excerpts from these bills also are provided in the next section of the Outreach Tool Kit.

California laws provided a definition of environmental justice and directed State agencies, and specifically the California Environmental Protection Agency (Cal/EPA) to incorporate the fair treatment of people of all races, cultures, and income levels in their programs. Additionally, the laws mandated that agencies promote greater public involvement in the development and implementation of environmental regulations and policies.

Overall, at both the federal and State levels, adhering to the spirit of environmental justice to the extent possible has become law. Furthermore, the U.S. EPA and Cal/EPA have been designated as lead agencies for ensuring that environmental justice is considered by governmental agencies in their decision-making processes.

The Right Message to the Community

As shown below, the population of California is growing and becoming more diverse. Accordingly, it is becoming increasingly important for governmental agencies to demonstrate sensitivity to the rights of all groups.

Having environmental justice policies in place and practicing appropriate environmental justice procedures are ways to be responsive to all members of the community, and especially minority and low-income groups. Furthermore, if the community believes the jurisdiction is acting in a manner consistent with the spirit of environmental justice, criticisms may be prevented or diminished when a jurisdiction has to make difficult decisions relative to placement of disposal sites, creating and continuing waste management programs, or other actions that affect particular community groups. Accordingly, environmental justice policies and procedures can be promoted to the community as an illustration of how the jurisdiction seeks to safeguard the rights of all its residents.

Why Outreach Programs for Minority Communities Are Important

As a governmental agency, every jurisdiction needs to reach out in some manner to each community group. The issue should not be whether to reach out—it should be how, when, and with what resources to reach out. The specific types and extent of outreach depend on the characteristics of the community and the resources available to the jurisdiction.

Population Composition

Using extrapolations of California Department of Finance projections, the three largest groups in California are Caucasian (47.9 percent), Hispanic (32.6 percent), and Asian-American (12.4 percent). However, substantial changes are likely to occur in the composition of the population, as described below.

While the overall population in California is expected to increase at a rate of approximately 1.34 percent per year from 2004 through 2010, this growth rate varies considerably by ethnicity. As shown below, the Hispanic and Asian-American populations will grow at nearly double the overall rate. Accordingly, by 2010, it is projected that 48.2 percent of California's population, or nearly 19.3 million people, will be Hispanic or Asian-American. This compares to 45 percent of the population in 2004, or 16.6 million people.

Table 1: Population Projections by Ethnicity

	Total	White	Hispanic	Asian	Black	American Indian
2004	36,899,907	17,686,670	12,013,228	4,574,328	2,407,050	218,591
2005	37,371,601	17,717,846	12,315,802	4,688,603	2,427,780	221,570
2006	37,857,913	17,750,859	12,627,021	4,806,307	2,449,095	224,605
2007	38,359,222	17,785,765	12,947,161	4,927,553	2,471,010	227,697
2008	38,875,963	17,822,578	13,276,513	5,052,459	2,493,538	230,847
2009	39,408,590	17,861,315	13,615,372	5,181,149	2,516,697	234,056
2010	39,957,616	17,901,991	13,964,050	5,313,750	2,540,500	237,325
Annual Growth Rate	1.34%	0.20%	2.54%	2.53%	0.90%	1.38%

Table 2: Population Projections by Ethnicity as Percent of Total

	Total	White	Hispanic	Asian	Black	American Indian
2004	100.0%	47.9%	32.6%	12.4%	6.5%	0.6%
2005	100.0%	47.4%	33.0%	12.5%	6.5%	0.6%
2006	100.0%	46.9%	33.4%	12.7%	6.5%	0.6%
2007	100.0%	46.4%	33.8%	12.8%	6.4%	0.6%
2008	100.0%	45.8%	34.2%	13.0%	6.4%	0.6%
2009	100.0%	45.3%	34.5%	13.1%	6.4%	0.6%
2010	100.0%	44.8%	34.9%	13.3%	6.4%	0.6%

The sheer numbers alone clearly indicate that outreach efforts to minority communities are important. They will comprise an increasing percentage of California's population, and as such make it prudent for jurisdictions to have used oil recycling and HHW collection programs in place to serve these communities.

Need to Serve Constituent Groups

Every group of residents, regardless of factors such as gender, age, and ethnicity, expects governmental agencies to be responsive to its needs. Furthermore, many groups have different patterns of behavior, language nuances, etc. that will affect their attitudes toward, their support for, and the extent to which they will actively cooperate with used oil recycling and proper HHW disposal.

A jurisdiction must decide whether to try to change people's patterns of behavior or adjust its outreach programs to accommodate various groups. Conventional wisdom in business suggests that it is more effective and efficient to make program adjustments than to try to alter people's behavior.

Accordingly, to the extent possible, it is important for a jurisdiction to adjust its outreach programs for used oil recycling and HHW disposal. Typically, the adjustments necessary to tailor outreach programs to individual community groups are relatively small. Sometimes, minor adjustments such as brochures/flyers in non-English languages and advertisements in media outlets (radio, television, newspaper) that target particular ethnic groups are all that are needed to better reach minority communities.

The reality, of course, is that while jurisdictions want to be responsive to all constituent groups, they have limited resources available and have to allocate them in a manner that best serves the overall community. To do this, the jurisdiction should first evaluate what needs to be done to tailor programs to minority communities, then determine what financial and staffing resources will be needed to make adjustments, and finally consider the longer-term costs of maintaining multiple programs.

Eventually, the jurisdiction will have to decide which groups get resource allocations and which do not. The lack of resources for some groups can be compensated for by rotating the allocations so that each group's needs are considered at various points in time. This rotation would show that the intent of the jurisdiction is to serve all groups with outreach programs and adhere to environmental justice policies established at the federal and State levels.

Serving the Minority Community Can Improve Diversion Rates

Aside from legal reasons for developing outreach programs for the minority community, there is evidence that the minority community is responsive to such efforts and thereby can improve diversion rates as well. A study was conducted for the Board in 2002 comparing jurisdictions with higher and lower percentages of Hispanic populations in terms of their waste streams, the types of outreach programs available, and their diversion rates. The CIWMB report *The Study of Minority Communities and the Waste Stream* describes this study.

Selected results from this 2002 study are presented in Tables 1 through 3 in Appendix B. Table 1 shows waste stream characteristics of a sample of jurisdictions with relatively large and small Hispanic populations. Table 2 contains the types of waste management programs based on the percentage of the population within jurisdictions that is Hispanic. Tables 3 and 4 show the types of waste management programs based on various demographic dimensions. Table 5 contains the comparisons of diversion rates based on the percentage of the jurisdiction's population that is Hispanic.

Findings comparing jurisdictions with large (31 percent or more) and small (less than 15 percent) Hispanic populations suggest that jurisdictions with more diverse populations have smaller waste streams than do those with less-diverse populations. This is shown below, with regard to jurisdictions with a high-percent Hispanic population:

Table 3: Waste Streams by Population Group

	High-Percent Hispanic Population	Low-Percent Hispanic Population	Percent of Waste Stream Generated by High-Percent Hispanic Population
Food Waste: Pounds per Person Generated	82.62	165.13	50.03%
Leaves/Grass Waste: Pounds per Person Generated	43.30	86.54	50.03%
Remainder/Composite Organic Waste: Pounds per Person Generated	39.16	78.26	50.03%
Remainder/Composite Paper Waste: Pounds per Person Generated	32.80	66.54	49.29%

There are few, if any, differences in the types of waste streams generated by diverse and by non-minority populations. The implication is that the types of facilities and programs that are used for the broader population may also be appropriate for diverse populations. While the ways in which jurisdictions inform and educate the two population types may be different, there does not appear to be a need for major capital expenditures for special facilities for targeting the waste streams of diverse groups.

The diversion rates tended to be higher in jurisdictions in which Hispanics comprise a greater percentage of the population. Additionally, jurisdictions with higher diversion rates tended to have higher percentages of their populations which were Hispanic. This is shown below:

Table 4: Diversion Rate by Population Group

	High-Percent Hispanic Population	Low-Percent Hispanic Population
Diversion Rate	43.80%	33.54%
Percent Hispanic	45.43%	13.63%

Table 5: Characteristics of Jurisdictions With Diversion Rates of 50 Percent or Higher

	Diversion Rate 50 Percent or Higher	Diversion Rate Less Than 50 Percent
Average Diversion Rate	55.09%	39.76%
Percent Hispanic	48.91%	34.99%

This study indicates that outreach efforts to the minority communities may be beneficial to a jurisdiction in many ways. The outreach efforts show the minority communities that the jurisdiction is trying to be responsive to their needs and is attempting to adjust its programs to accommodate the nuances of different cultures. Furthermore, these efforts also may improve the jurisdiction's diversion rate.

Purposes of the Outreach Tool Kit

This document is designed to be a resource for local jurisdictions as they develop or expand their environmental justice policies and procedures, and to assist them in deciding on and

implementing outreach programs to minority communities for used oil recycling and proper HHW disposal. *This is not a legal document, nor does it contain any mandates by the Board.*

The Outreach Tool Kit contains a blend of descriptions and examples of possible activities jurisdictions might engage in to enhance their environmental justice and used oil and HHW collection programs. Since each jurisdiction has a unique operating environment and limited resources at its disposal, the Outreach Tool Kit is designed in a manner that allows a jurisdiction to select portions that help it to best meet the needs of the local community it serves.

With respect to environmental justice, the Outreach Tool Kit describes what environmental justice means and the foundation laws at the federal and State levels that make environmental justice a requirement. The Outreach Tool Kit also contains a variety of sample wordings that jurisdictions can use or adapt in developing their own environmental justice policies. The intent is to present material in a convenient form to help jurisdictions better understand what environmental justice entails, how important it is to have environmental justice policies, and starting points for wording that jurisdictions can use in developing their environmental justice policies to meet the unique needs of their constituencies.

Additionally, the Outreach Tool Kit includes a collection of information about what jurisdictions are doing to target the minority community with outreach programs. It also contains a variety of sample tools that jurisdictions can use or adapt to better reach minority communities. The material informs jurisdictions of what programs are being adapted for minority communities by other local governments, and provide jurisdictions with possible tools they can use or adapt for reaching the minority community more effectively and efficiently.

As noted throughout this tool kit, a number of the tools included at the end of this document and some of the other resources from the CIWMB and other organizations mentioned in the tools can be accessed on the Internet. The Internet links to the available material are cited within the tool kit, and this entire document can be accessed through CIWMB's website at: www.ciwmb.ca.gov/Publications/default.asp?pubid=1091.

Environmental Justice

As described in the Board's *Integrated Waste Management Board Strategic Plan (November 2001)*, "the Board's strategic priorities are based upon the mandates contained in AB 939, which include diversion of waste from landfills based on a hierarchy that prioritized waste reduction and recycling over all other options; enhancing public outreach programs and environmental education in schools; improving landfill safety; and protecting public health and safety along with the environment."⁴

The Board has identified seven strategic goals. Goal 6 is to "Continuously integrate environmental justice concerns into all of the Board's programs and activities, including administrative and budgetary decisions."⁵ In its Strategic Plan, the Board includes the following objectives and strategies:⁶

Introduction

... the Board is committed to protecting the environment and public health and safety in a manner that does not unfairly affect any group. Through the objectives ... listed below, we will examine all of our programs and activities to identify opportunities to reach out to low-income and minority populations to ensure that we provide the information and technical assistance needed to participate in a meaningful manner; and to address the disproportionate impacts of pollution on low-income and minority populations. ... These areas include grant and loan funding, and public outreach opportunities.

Goal 6, Objective 1—Develop an environmental justice strategy with input from stakeholders, especially concerned or impacted communities.

Goal 6, Objective 2—Educate Board staff on environmental justice concepts and promote awareness of the Board's environmental justice strategy and implementation among external stakeholders and concerned or impacted communities.

Goal 6, Objective 3—Ensure greater public and community participation, including low-income and minority populations, in the development, adoption, and implementation of environmental regulations, policies, and programs.

Goal 6, Objective 4—Develop and maintain an information system to support Board efforts to develop and implement its environmental justice strategy.

Much of the focus of this overall project is to assist the Board to achieve Goal 6 and the objectives described above.

The issues of environmental justice are not new.[†] According to the California Environmental Protection Agency Advisory Committee on Environmental Justice (EJ Advisory Committee), the issue:⁷

... first gained national prominence through a protest against the proposed siting of a landfill for polychlorinated biphenyls (PCBs) in a predominately African-

[†] As previously indicated, "environmental justice" is defined under California statute: "... to mean the fair treatment of people of all races, cultures, and incomes with respect to the development, adoption, implementation, and enforcement of environmental laws and policies."

American county in North Carolina. The phrase “environmental racism” was used to refer to policies and activities that, either intentionally or unintentionally, resulted in the disproportionate exposure of people of color to environmental hazards.

. . . A total of 45 studies conducted by various investigators between 1967 and 1993 examined the role of race and income level in exposure to environmental hazards, and found disparate impacts in the great majority of cases studied . . .

In October 1991, advocates attending the First National People of Color Environmental Leadership Summit drafted a statement called ‘Principles of Environmental Justice.’ These principles articulated broad goals for communities and environmental justice. They asserted that all people have a fundamental right to clean air, water, land, and food. They called for policy based on mutual respect, free from discrimination or bias . . .

The results of these and other events led to action at the federal level in 1994. Environmental justice statutes were first enacted in California in 1999.

With mandates at the federal and State levels, and minority populations in California growing at a rate 73.9 percent faster than the overall population and 11.6 times faster than the Caucasian population, environmental justice will be an issue for many years.⁸ A report issued by the EJ Advisory Committee states that “... environmental justice is of great importance to the people of California and has become a fundamental goal for the state’s environmental programs.”⁹

Consistent with this perspective, Cal/EPA’s Environmental Justice Mission is:¹⁰

“To accord the highest respect and value to every individual and community, by developing and conducting our public health and environmental protection programs, policies, and activities in a manner that promotes equity and affords fair treatment, accessibility, and protection for all Californians, regardless of race, age, culture, income, or geographic location.”

Cal/EPA’s Environmental Justice Vision is:¹¹

“All Californians, regardless of race, age, culture, income, or geographic location, are protected from environmental and health hazards, and afforded accessibility to and fair treatment in our decision-making processes.”

Accordingly, jurisdictions need to be active—and not just reactive—in incorporating environmental justice into their policies and decision-making processes. Although jurisdictions may already comply with the spirit of environmental justice, most do not appear to have formulated them into written policies.

The purpose of this section of the Outreach Tool Kit and related appendices and tools is to provide jurisdictions with (1) references to key federal and State laws on environmental justice (excerpts from State laws found in Appendix C), (2) an overview of findings from the 2003 jurisdiction survey regarding jurisdictions’ current EJ practices and what jurisdictions would like to have as resources (presented in more detail in “Outreach to Minority Communities” and Tools 2 and 3), (3) comments and recommendations of the EJ Advisory Committee, (4) Cal/EPA goals and objectives for intra-agency environmental justice strategy, and (5) a description of sample EJ policy language found in Tool 1 that jurisdictions can use in developing their own EJ policies.

Overall, this section, Appendix C, and Tool 1 can help the jurisdiction to become more familiar with the laws, gain perspectives on environmental justice from the EJ Advisory Committee,

learn where Cal/EPA's environmental justice efforts are headed, and develop language to incorporate environmental justice into their policies and procedures.

Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice

In 2003, the California Environmental Protection Agency Advisory Committee on Environmental Justice (EJ Advisory Committee), a public advisory committee providing information, advice, and recommendations to the Secretary of Cal/EPA, the Interagency Working Group on Environmental Justice, and other officials of Cal/EPA, issued a report of recommendations concerning "...the steps needed to make environmental justice a reality for all Californians."¹²

In making its recommendations, the EJ Advisory Committee noted that a number of competing needs must be balanced:¹³

- The need for programs and agencies to be more responsive to community concerns about potential threats to their health and/or environment, balanced with a concern that resources are limited and need to be expended to prevent or mitigate well-understood impacts on public health and the environment, and targeted at the most significant impacts first.
- The need of community members to be assured that their health and environment will not be placed at risk by environmental decisions, balanced with a concern that no action can ever be shown to be risk free.
- The need of agencies and businesses to minimize costs and maximize benefits of actions undertaken, balanced with a concern that current methods of evaluating costs and benefits do not adequately address the wider costs to society and benefits of environmental decisions, or the distribution of those costs and benefits.
- The need to reduce emissions/discharges and exposures to toxic contaminants within a disproportionately impacted community, and concerns about the potential for business closure and job loss.

The EJ Advisory Committee identified four environmental justice goals that "...should guide the creation of each [Cal/EPA board, department, and office] policy document."¹⁴

Excerpts from the four goals are presented in Appendix D. They provide jurisdictions with insights into what future actions may be appropriate in order meet the desires of the State to achieve environmental justice.¹⁵

The intent of these goals and their criteria are consistent with those described in the "Legislation Pertaining to Environmental Justice" sub-section of this Outreach Tool Kit, including:

- Promoting public participation in addressing environmental decisions, including being sensitive to the varying needs of diverse community members for communication. This involves coordinating communication efforts through a variety of media that reach all segments of the marketplace.
- Incorporating environmental justice policies into the actions taken by jurisdictions, and ensuring that the public has opportunities to provide input to those decisions at early stages of their development.
- Giving high priority to identifying and resolving environmental justice problems.

- Identifying and addressing the needs of minority and low-income communities by researching environmental justice issues.
- Evaluating environmental programs to ensure that they are not disproportionately adversely affecting minority and low-income groups.

California Environmental Protection Agency Environmental Justice Strategies

In July 2004, Cal/EPA issued a draft environmental justice strategy.¹⁶ The purpose of including excerpts from this report is to provide jurisdictions with more information in a convenient form as to what the future goals of Cal/EPA are with respect to environmental justice. This serves to emphasize the importance of developing written environmental justice policies at the jurisdiction level.

Excerpts from the draft environmental justice strategy document on goals and objectives are quoted below:¹⁷

Objectives for Goal 1: Public Participation and Community Capacity Building

Goal 1 – Ensure meaningful public participation and promote community capacity building to allow communities and Tribes to effectively participate in environmental decision-making processes.

Cal/EPA's objectives for Goal 1 are the following:

- A.** Develop policies and procedures for all Cal/EPA BDOs on meaningful public participation, with consideration of actions recommended in the Advisory Committee's report. Such policies and procedures shall be reviewed on a regular basis and updated as necessary.
- B.** Ensure that staff training on environmental justice is current and available.
- C.** Collaborate with agencies both within and outside Cal/EPA to use resources effectively and enhance public participation opportunities.
- D.** Identify opportunities (such as grants, loans, etc.) to assist communities, Tribes, and local governments in enhancing their knowledge and understanding of, and participating in, environmental issues and governmental processes.
- E.** Enhance educational efforts and expand outreach to communities, Tribes, local government, local elected officials, and stakeholders working on environmental justice issues.
- F.** Develop a translation assistance guide for the Agency to ensure limited-English-speaking populations have access to Cal/EPA's decision-making processes.
- G.** Extend outreach efforts and conduct meetings in various rural regions of the State to ensure meaningful public, Tribal, and local government participation when State regulatory or policy decisions may disproportionately impact rural areas.
- H.** Increase public access to information necessary for meaningful participation in environmental decision-making and to enhance public knowledge and understanding of environmental issues and governmental processes.

Objectives for Goal 2: Environmental Justice Integration

Goal 2 – Integrate environmental justice into the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies.

Cal/EPA's objectives for Goal 2 are the following:

- A.** Identify and address environmental justice when developing and revising programs and program elements.
- B.** Ensure adequate and fair deployment of enforcement resources.
- C.** Give high priority to actions (e.g., funding criteria) that will address and/or reduce existing environmental justice problems.
- D.** Dedicate resources and identify staff members responsible for assuring that the Boards, Departments, and Office of Cal/EPA properly considers and addresses existing and potential environmental justice problems.
- E.** Identify where a precautionary approach is currently being used, or could be used, to address environmental justice issues.
- F.** Consult with appropriate stakeholders, including Tribes, local government and/or local elected officials, regarding their priorities and concerns prior to developing or revising program elements, rules, or policies.

Objectives for Goal 3: Research and Data Collection

Goal 3 – Improve research and data collection to promote and address environmental justice related to the health and environment of communities of color and low-income populations.

Cal/EPA's objectives for Goal 3 are the following:

- A.** Establish a Cal/EPA environmental justice clearinghouse.
- B.** Develop tools and approaches to assess and address adverse cumulative impacts.
- C.** Initiate and collaborate on community-based projects related to environmental justice.
- D.** Develop, promote and support efforts to collect community and environmental data (including data on and surrounding federal facilities) that will improve understanding of environmental justice problems, and lead to solutions and prevention of further problems.
- E.** Initiate, engage, and expand communication and collaboration with stakeholders and communities to build positive and effective working relationships.

Objectives for Goal 4: Cross-Media Coordination and Accountability

Goal 4 – Ensure effective cross-media coordination and accountability in addressing environmental justice issues.

Cal/EPA's objectives for Goal 4 are the following:

- A.** Promote collaborative efforts between agencies (internal and external) towards the sharing of data and information relevant to environmental justice.
- B.** Ensure ongoing communication between Cal/EPA and external stakeholders.
- C.** Develop protocols for effective coordination within Cal/EPA, its Boards, Departments, and Office, including regional offices, on environmental justice issues.
- D.** Identify and adopt mechanisms to ensure greater coordination with other federal, state, Tribal, and local agencies.
- E.** Develop performance measures to determine the success of environmental justice programs with review and input from external stakeholders.
- F.** Ensure compliance with federal (Title VI, Civil Rights Act of 1964) and state (California Government Code section 11135) civil rights laws in making environmental decisions.

Legislation Pertaining to Environmental Justice

There is considerable legislation with environmental justice implications. The foundations for environmental justice, however, were established at the federal level by Executive Order 12898 and at the State level by a series of four laws. Provided below are excerpts from those foundation mandates and an overall summary of their possible implications for jurisdictions.

Federal Law

The basis for environmental justice legislation came from Executive Order 12898 issued by then-President Clinton in 1994. Excerpts from this Executive Order are shown below, and the full Executive Order can be found at www.fs.fed.us/land/envjust.html:

Agency Responsibilities. To the greatest extent practicable and permitted by law . . . each Federal agency shall make achieving environmental justice part of its mission by identifying and addressing, as appropriate, disproportionately high and adverse human health or environmental effects of its programs, policies, and activities on minority populations and low-income populations in the United States and its territories and possessions

Development of Agency Strategies. . . . each Federal agency shall develop an agency-wide environmental justice strategy . . . that identifies and addresses disproportionately high and adverse human health or environmental effects of its programs, policies, or activities on minority populations and low-income populations. The environmental justice strategy shall . . . at a minimum: (1) promote enforcement of all health and environmental statutes in areas with minority populations and low-income populations; (2) ensure greater public participation; (3) improve research and data collection relating to the health of and environment of minority populations and low-income populations; and (4) identify differential patterns of consumption of natural resources among minority populations and low-income populations

Federal Agency Responsibilities for Federal Programs. Each Federal agency shall conduct its programs, policies, and activities that substantially effect human health or the environment, in a manner that ensures that such programs, policies, and activities do not have the effect of excluding persons (including populations)

from participation in, denying persons (including populations) the benefits of, or subjecting persons (including populations) to discrimination under, such programs, policies, and activities, because of their race, color, or national origin.

State Law

The cornerstones for environmental justice legislation in California are four bills passed by the Legislature and signed into law by Governor Davis. These four bills are: SB 115 (Solis, 1999), SB 89 (Escutia, 2000), SB 828 (Alarcon, 2001), and AB (1553 (Keeley, 2001). Excerpts from each piece of legislation are presented in Appendix C. The full texts of the bills can be found at the Official California Legislative Information website, maintained by the Legislative Counsel of California (www.leginfo.ca.gov/bilinfo.html). At this site, select the appropriate session as indicated below in parentheses after the bill number, type in the bill number, and select Search).

Below are excerpts from the Legislative Counsel's digests on each of the four bills (found at the above-mentioned website on the page for each bill):

SB 115, Solis. (legislative session: 1999–2000)

This bill would provide that the office is the coordinating agency in state government for environmental justice programs. The bill would require the Director of Planning and Research to consult with the secretaries of specified state agencies, and other parties to coordinate the office's efforts and, share specified information with certain federal agencies, and review and evaluate other federal information, as provided. The bill would define "environmental justice" to mean the fair treatment of people of all races, cultures, and incomes with respect to the development, adoption, implementation, and enforcement of environmental laws and policies. The bill would require the California Environmental Protection Agency to take specified actions in designing its mission for programs, policies, and standards within the agency, and to develop a model environmental justice mission statement for boards, departments, and offices within the agency, by January 1, 2001.

SB 89, Escutia. (legislative session: 1999–2000)

This bill would require the Secretary for Environmental Protection, on or before January 15, 2002, to convene a Working Group on Environmental Justice, composed of various representatives, as specified, to assist the California Environmental Protection Agency in developing an interagency environmental justice strategy. The bill would require the working group to take various actions relating to the development and implementation of environmental justice strategies.

SB 828, Alarcon. (legislative session: 2001–2002)

This bill would require the secretary to convene the working group on or before January 1, 2002. The bill would require the working group to assist Cal-EPA in developing that agencywide strategy by July 1, 2002, and to examine data, make recommendations, and hold public meetings, among other things, on or before April 1, 2002. The bill would require each board, department, and office within Cal-EPA to review its programs and identify gaps that may impede achievement of environmental justice by December 31, 2003. The bill would renumber various provisions of the Public Resources Code.

AB 1553, Keeley. (legislative session: 2001–2002)

This bill would require the office, when it adopts the next general plan guidelines, but in no case later than July 1, 2003, to adopt guidelines, as specified, for addressing environmental justice matters in city and county general plans, and to hold at least one public hearing prior to the release of any draft guidelines, and at least one public hearing after the release of the draft guidelines. The bill would authorize the hearings to be held at the regular meetings of the Planning Advisory and Assistance Council.

Excerpted language from the laws is found in Appendix C.

Overall Implications

As with most legislation, the implications of the intent of the statutes are subject to various interpretations. However, the spirit of environmental justice is to:

- Treat people of all ethnicities and income levels fairly with respect to actions affecting human health and the environment. This means not burdening any particular group with unreasonable environmental hazards or facilities. In particular, actions relative to environmental protection should not disproportionately affect minority and low-income groups.
- Consider the ramifications of proposed policies and actions on minority and low-income communities before taking actions. While at times decisions have to be made that might be unpopular with particular groups within a community, the decisions should be made with forethought concerning how to mitigate the impacts on that group(s). Accordingly, consideration of environmental justice should be a formal part of the policies and procedures of a governmental unit.
- Increase communication with minority and low-income groups to ensure they have opportunities to provide input in matters that affect their environments. The objective is for all residents of a community to better understand the environmental issues and the impending actions, and give them ways to voice their concerns before actions are taken by the jurisdiction. This should result in more balanced plans of action to protect the environment so that all residents share in the benefits and “costs” on a reasonably equal basis.
- Utilize the limited resources available to a jurisdiction in a manner that provides fair balance in the benefits and costs of environmental protection. It is at least implicitly recognized that jurisdictions’ financial and staff resources have to be directed to the areas of greatest need and where they can achieve the most impact for the betterment of the community as a whole. Therefore, some resident groups may receive a disproportionate share of the benefits, and other groups may be burdened with a disproportionate share of the costs. Such decisions will be made consciously for the good of the total community and in a manner in which all groups have opportunities to express their views. However, over the long term, these discrepancies should balance out to be proportional to all resident groups.

Overview of 2003 Jurisdiction Survey Findings on Environmental Justice Policies and Procedures

In the 2003 survey conducted for CIWMB, jurisdictions were asked (1) if they have written environmental justice policies/procedures in place, (2) if they have a person who addresses environmental justice issues and if so whether this is the same person that is designated to work

with the minority community, and (3) what environmental policies and procedures would be helpful to them.¹⁸

Written EJ Policies and Procedures

Survey results showed that only 9.5 percent of the jurisdictions have written environmental justice policies/procedures. This percentage rises to 13 percent among jurisdictions with a high volume of used oil recycling. However, only 12.5 percent of the jurisdictions in which 50 percent or more of the populations served are minorities have written environmental justice policies.

Some respondents noted that their jurisdictions either have relatively little population and/or income diversity, or that their geographic areas are so diverse that no special consideration is given to the EJ issue because it already is part of their standard operating processes. Therefore, it appears that an unknown but additional percentage of jurisdictions are adhering to the intent of the environmental justice mandates. However, jurisdictions have not formalized this adherence by developing operating policies.

Specific Person Designated to Address EJ Issues

The great majority of respondents (89.5 percent) also indicated that their jurisdictions do not have a specific person designated to address environmental justice issues. Of those that do, 75 percent said that this person is the same one that is designated to work with the minority community on waste management/collection program issues.

Policies and Procedures That Would Be Helpful

When respondents were asked what policies, procedures, and/or programs would be helpful for jurisdictions with respect to environmental justice, 39.4 percent asked for detailed procedures for ensuring environmental justice is considered in decision-making, and 30.7 percent stated they want general statements that confirm adherence to the definition of environment justice. In jurisdictions that recycle high volumes of used oil, more than a third of the respondents (38.5 percent) stated that they would like to have detailed procedures for ensuring that environmental justice is considered in decision-making, and 34.6 percent would like to have general statements that confirm adherence to the definition of environmental justice.

These survey results show that many jurisdictions would like assistance in developing general statements and detailed procedures. However, because each jurisdiction's situation is unique, environmental justice policies/procedures should be tailored by each jurisdiction to meet the needs of the communities served and be appropriate given the resources the jurisdiction has available.

Accordingly, the Outreach Tool Kit contains templates and other information that jurisdictions can use to frame their own policies and procedures with respect to environmental justice. This will provide jurisdictions with the flexibility to develop policies and procedures that will be most effective for their individual situations.

Sample Environmental Justice Language for Jurisdiction Policies (Tool 1)

Given the direction recommended by the EJ Advisory Committee and the environmental justice strategies developed by Cal/EPA, it is clear that each jurisdiction needs to develop environmental justice policies based on its unique circumstances and market conditions. To assist jurisdictions in developing their own policies, samples of environmental justice missions, goals, and policies used by several jurisdictions or organizations have been adapted and are presented in Tool 1: Sample Environmental Justice Language. Some portions of the language contained in the original

documents have been omitted for brevity and/or because they were specific to the organization. The samples are provided for the jurisdiction's consideration only and should be adapted to fit each jurisdiction's particular needs.

Outreach to Minority Communities

As previously shown, minority communities are a large and rapidly growing population within California. Furthermore, based on the 2002 study on minority communities and the waste stream, there is evidence to suggest that jurisdictions with large minority populations have smaller waste streams and higher diversion rates¹⁹—all indicators of good waste management practices.

Accordingly, this section of the Outreach Tool Kit is designed to assist jurisdictions to develop or strengthen their waste management outreach and communications programs for minority communities. The material contained in this section of the Outreach Tool Kit and/or the related tools:

- Identify types of waste management programs jurisdictions are using, which of those have been adapted specifically for minority communities, and what programs the jurisdictions believe are most effective (Tool 2). Understanding what waste management programs are being used by other jurisdictions to reach out to minority communities and which are viewed by those jurisdictions as being most effective may help the jurisdiction decide on programs that are appropriate for its marketplace.
- Identify outreach methods used by jurisdictions to communicate with minority communities and which of those they believe are most effective. Knowing what methods are being used by other jurisdictions to effectively communicate with minority communities may help the jurisdiction decide how to best reach these communities (Appendix B, Tools 2 and 3).
- Identify what types of waste management outreach and communication programs jurisdictions think will help achieve environmental justice and improve waste management programs. This may assist the jurisdiction in planning its future waste management and communication programs for minority communities.
- Provide two data sets that jurisdictions can use to (1) examine the demographic characteristics of their service areas, and (2) identify the number and locations of automobile supply stores in California and those which are and are not CCCs. These tools will assist a jurisdiction in assessing the demographic composition of its service area and deciding what resources to commit to outreach programs for minority communities. They will also help the jurisdiction assess the extent to which it has adequate CCC coverage within the service areas. (Tools 4A and 4B)
- Identify selected resources that are currently available to jurisdictions for outreach, funding, and support services. These include descriptions of promotional materials created by other jurisdictions for outreach purposes (Tool 6), information on how to apply for CIWMB grants (Tool 7), and how to obtain staffing assistance from local colleges (Tool 8). This information will help the jurisdiction to identify resources useful in augmenting budgets and staff so it can undertake minority community outreach programs.
- Provide a format and framework for developing a marketing plan for outreach to minority communities. This will assist the jurisdiction in devising effective plans for outreach that are targeted within its resource capabilities.
- Describe ways to conduct community assessment surveys and provide sample surveys (Tools 10 and 11). This will help jurisdictions to identify community needs with respect to waste management programs, and methods for effectively communicating with them.

- Describe ways to identify and work with the media (Tool 12). This will help jurisdictions to identify media that target minority communities, develop topics that are of interest to the media's constituents (viewers, readers, listeners), and present waste management information in a manner that creates a good working relationship with the media.
- Identify ways to expand community outreach activities (Tools 13 and 14). This includes methods for working more closely with community leaders and organizations and with educational institutions. This will help jurisdictions to develop partnerships with the community that will enhance waste management outreach programs and communication with minority communities.
- Provide ways to evaluate jurisdiction outreach efforts. This will assist jurisdictions to examine how well their waste management programs are being received by minority communities and what can be done to refine them to be more effective in the future.

Overall, information contained in this section can assist jurisdictions to build strong waste management outreach programs that serve community needs, utilize available internal and external resources, are targeted to minority communities, and involve collaborative efforts with other community organizations.

2003 Jurisdiction Survey Findings on Collection Practices and Recommendations (Tools 2 and 3)

Presented below are results of the 2003 jurisdiction survey which describe what waste management programs jurisdictions have, what methods they use to communicate with minority communities, and what their recommendations are for future outreach programs and communication.²⁰

Current Waste Management Programs Used By Jurisdictions (Tool 2: Jurisdiction Waste Management Programs)

As part of the 2003 survey conducted for the CIWMB, jurisdictions were asked to identify the waste management programs they have, which of those have been adapted for minority communities, and which are the most effective. This information can help a jurisdiction decide what waste management programs to utilize and which to tailor to minority communities. Summaries of the results are presented in Tool 2: Jurisdiction Waste Management Programs. The information should provide insights into what other jurisdictions are doing.

Communication Methods Used to Reach Minority Communities

In another part of the survey, jurisdictions were asked whether they use any special methods to communicate with minority communities, and which method(s) are most effective.²¹

Shown below are the responses from jurisdictions in total, those that recycle high volumes of used oil, and jurisdictions in which more than half of the population in their service areas are minorities.

Table 7: Outreach Methods Used by Jurisdictions

	Total	Jurisdiction Recycling High Volumes of Used Oil	50 Percent or More Minority Population
Special Methods for Communicating With Minority Community			
Yes	60.3%	66.7%	62.5%
No	39.7%	33.3%	37.5%
Methods Tailored for Communicating With Minority Community			
Advertising/publicity in non-English media	63.0%	62.5%	80.0%
Printed materials for distribution	79.5%	31.3%	100.0%
Telephone in non-English language	38.4%	81.3%	40.0%
Other	16.4%	43.8%	40.0%
What Communication Methods Work Best			
Advertising	60.3%	50.0%	80.0%
Printed material	80.8%	6.3%	80.0%
Telephone	26.0%	50.0%	60.0%
Other	12.3%	25.0%	20.0%
Non-English Languages Used to Communicate With Minority Community			
Chinese	6.8%	0.0%	0.0%
Korean	0.0%	0.0%	0.0%
Russian	0.0%	0.0%	0.0%
Spanish	90.4%	87.5%	100.0%
Vietnamese	9.6%	18.8%	0.0%
Other	5.5%	6.3%	20.0%

As shown above, most jurisdictions have special methods for communicating with minority communities. The main methods of doing so overall are printed materials in non-English languages and advertising/publicity in non-English speaking media. Most also have staff who can communicate in Spanish. Among jurisdictions with high volumes of used oil recycling, the most common methods of communicating are by telephone in languages other than English and advertising/publicity in non-English media. All of the jurisdictions in which over half of the population in their service areas are minorities use printed materials in non-English languages, and nearly all use advertising/publicity in non-English media.

In terms of what methods work best, printed material in non-English languages was most frequently cited overall and by jurisdictions in which over half of the population in their service areas are minorities. Advertising/publicity also is thought to be effective by the majority of jurisdictions.

Recommendations From Jurisdictions About Waste Management and Communication Programs That Would Be Helpful (Tool 3: Assistance Jurisdictions Want in Used Oil and HHW Programs)

Jurisdictions were asked in the 2003 survey to identify waste management and communication programs and assistance they thought would be helpful in their outreach efforts to minority communities.²² The purpose for listing their responses below is to provide jurisdictions with possible ideas they can use in developing and/or strengthening their outreach programs for minority communities. This information may assist jurisdictions to identify programs that should be considered for future development and implementation, and issues that may need to be addressed in strengthening outreach programs and/or in making grant requests.

For reference purposes, a more itemized listing of responses to these questions for used oil recycling, household hazardous waste, and communicating with minority communities are presented in Tool 3.

Used Oil Recycling Programs

Recommendations from jurisdictions concerning what they think would be most useful in conducting used oil recycling outreach programs for minority communities were grouped into a series of categories. These grouped responses are summarized below.

Table 8: Recommendations by Jurisdictions for Used Oil Recycling Programs
(Total number of respondents: 127)

Program Category	Percent of Jurisdictions Making Recommendation
• Bilingual assistance	7.1%
• More collection centers/curbside collection	5.5%
• More funding/support	3.1%
• Program evaluation tools	3.1%
• Brochures, door hangers, other handout materials	2.4%
• Community representatives/community leader support	2.4%
• More collection centers/curbside collection for multi-family dwellings	2.4%
• More partnerships/networks	2.4%
• More advertising/publicity	1.6%
• More general outreach programs/events	1.6%
• More mobile collection programs	1.6%
• More school outreach programs	1.6%
• Better financial incentives	0.8%
• More staff	0.8%
• Telephone information/hotlines	0.8%

Overall, the most common requests were for bilingual assistance, more collection centers/curbside collection programs, funding and other support, and program evaluation tools.

Sources of funding, bilingual assistance, and program evaluation tools are provided later in this section of the Outreach Tool Kit in Tools 7, 8, and 15, respectively.

Household Hazardous Waste Programs

Recommendations from jurisdictions concerning what they think would be most useful in conducting HHW outreach programs for minority communities were grouped into a series of categories. These grouped responses are summarized below.

Table 9: Recommendations by Jurisdictions for Household Hazardous Waste Programs
(Total number of respondents: 127)

Program Category	Percent of Jurisdictions Making Recommendation
• More collection centers/curbside collection	7.9%
• Bilingual assistance	5.5%
• More collection centers/curbside collection for multi-family dwellings	4.7%
• More funding/support	3.9%
• More general outreach programs/events	3.9%
• More advertising/publicity	3.1%
• Brochures, door hangers, other handout materials	1.6%
• Community representatives/community leader support	1.6%
• More partnerships/networks	0.8%
• More school outreach programs	0.8%
• More staff	0.8%
• Program evaluation tools	0.8%
• Telephone information/hotlines	0.8%

Overall, the most common requests are for more collection centers/curbside collection programs (including ones for multi-family dwellings), bilingual assistance, funding and other support, general outreach programs/events, and more advertising/publicity. Sources of bilingual assistance, funding, ideas for general outreach events, and suggestions for obtaining more advertising/publicity by working with the local media are provided later in the Outreach Tool Kit in Tools 8, 7, 13, and 12 respectively.

Communication With Minority Communities

Recommendations from jurisdictions concerning what they think would be most helpful in improving communication with minority communities were grouped into a series of categories. These grouped responses are summarized below.

Table 10: Recommendations By Jurisdictions for Communicating With Minority Communities

(Total number of Respondents: 127)

Program Summary	Percent of Jurisdictions Making Recommendation
• Bilingual assistance	10.2%
• More advertising/publicity	5.5%
• More staff	5.5%
• Brochures, door hangers, other handout materials	3.9%
• Community representatives/community leader support	2.4%
• More general outreach programs/events	2.4%
• More funding/support	1.6%
• More partnerships/networks	1.6%
• Telephone information/hotlines	1.6%
• More school outreach programs	0.8%
• Program evaluation tools	0.8%

The main recommendation for strengthening communication with minority communities is obtaining bilingual assistance at the jurisdiction level. To a lesser extent, jurisdictions think it would be helpful to have more advertising/publicity, more staff overall, and more handout materials, such as brochures and door hangers. Sources of bilingual assistance and short-term/part-time staffing, suggestions for obtaining more advertising/publicity by working with the local media, and sources of handout materials that already have been developed are provided later in this section of the tool kit (Tools 8, 12, and 6, respectively).

Marketplace Information (Tools 4A, 4B, and 5)

The jurisdiction should examine its marketplace in terms of the number and characteristics of the people in the service area. This will help the jurisdiction to better understand what waste management programs are needed, how the programs should be tailored to specific community groups, and the extent to which financial and staff resources should be devoted to each group. The purpose of the material contained in this sub-section is to provide the jurisdiction with a method of acquiring pertinent market information.

Three sets of data that relate to marketplace information were compiled as tools. Two of the data sets contain (1) demographic information on nearly every ZIP code serviced by jurisdictions (Tool 4A: Demographic Data Set) and (2) a compilation of automobile parts stores in California (names and addresses) identifying whether or not they are CCCs (Tool 4B: Auto Parts Store Data Set). Tools 4A and 4B are available in their entirety on the CIWMB website at www.ciwmb.ca.gov/Publications/UsedOil/52005003T4A.xls and www.ciwmb.ca.gov/Publications/UsedOil/52005003T4B.xls. Instructions for using Tools 4A and 4B are in the tools section of this document (after appendices).

A current listing by city or county of automobile parts stores that participate in the CCC program is available at the CIWMB website: www.ciwmb.ca.gov/UsedOil/CrtCntrs.asp. This information will help the jurisdiction to periodically update Tool 4B, the auto parts store data set.

The third data set consists of county population statistics based on California Department of Finance statistics (Tool 5: County Population Statistics). These are presented on a county basis and show the makeup of populations by gender, age, and ethnicity. This information also can be used for the purposes described above, but at a broader level. This data is more convenient to use to understand which counties have high percentages of minority populations now and in the immediate future. However, it does not provide information by ZIP codes, which may be needed for targeting outreach efforts.

Demographic and Auto Parts Store Data Sets (Tools 4A and 4B: Demographic and Auto Parts Store Data Sets)

The information contained in the demographic and auto parts store data sets is presented in two Excel files. Tool 4A contains a variety of demographic data for the service areas of most, if not all, jurisdictions. It is presented by ZIP code, and sequenced from ZIP code 90001 to 96161. ZIP codes for which no demographic data is available also are identified. Tool 4B contains a listing of auto parts stores to use in identifying CCCs located in California. The directions for Tool 4B explain how a jurisdiction can identify those auto parts stores that are and are not participating in the CCC program. This information can then be compared to the demographic profile of the area to determine whether it would be useful to have more automobile parts stores in a particular area participate in the CCC program. It can also be used to generate mail lists.

Uses for the Data Contained in the Demographic and Auto Parts Store Data Sets

The information contained in these two data sets can be used for several purposes.

1. It can assist the jurisdiction to better understand the demographic composition of the geographic areas it serves. By simply sorting the data in the manner described below, the jurisdiction can compile the demographic characteristics of the ZIP codes that comprise its service area. This will tell not only how many people are in the service area, but their gender, age, ethnicity, and household composition. With this information, the jurisdiction can make more informed decisions about types of used oil and HHW collection programs that may be most needed, and how to communicate with those in its service area.

For example, if the service area contains a large Hispanic population, the jurisdiction may want to create materials for the media, direct mail pieces, and/or door hangers in Spanish. Similarly, if the jurisdiction has a large senior population, it may want to consider curbside collection programs for those who cannot drive, and/or printed materials with somewhat larger lettering. Also, just knowing how many people are in the jurisdiction will assist planners in budgeting for the number of direct mail pieces, door hangers, and other items to print.

2. The data will allow the jurisdiction to make informed decisions about how to allocate its resources to targeted groups. By knowing the number of people in each demographic grouping created, the jurisdiction can decide the number of staff members and the amount of financial resources to commit to serving the needs of the populations in the jurisdiction. Since every jurisdiction has limited resources at its disposal, the demographic data set will help the jurisdiction to best serve the needs of all of those in the service area.
3. By sorting this data into clusters of ZIP code areas, jurisdictions can identify the areas it may want to target for special programs and/or communication. For example, to the extent that

clusters of ZIP codes have similar demographic characteristics, it may offer special community events in one location that would be convenient to residents of all of the areas. The jurisdiction can also use one set of collection programs and/or communication approaches in several ZIP codes, which allows it to get maximum use from the programs it creates.

Sorting in this manner is also important for direct mail pieces sent to targeted groups. ZIP codes typically represent a good basis for direct mailing because postage rates are lower for mail that has been sorted by ZIP code. Additionally, should the jurisdiction want to use direct mail, it can purchase lists of names of residents in selected ZIP codes that will allow it to reach the target market in an effective and efficient manner. Nearly all companies that sell mailing lists (see “Mailing List Companies” in the yellow pages of the local telephone directory) can sort by ZIP code and resident characteristics.

4. Using Tool 4B, the jurisdiction can assess how many automobile parts stores are located within its service area, and which of those are CCCs. It can determine which ZIP codes have larger minority and/or low-income populations and then assess whether there are sufficient numbers of CCCs within each, as well as identify non-CCC auto parts stores to target for becoming CCCs. Since Tool 4B contains the addresses of the CCCs, the jurisdiction also can examine whether they are strategically placed to be of most benefit to the communities the jurisdiction is serving.

Overall, Tools 4A and 4B are designed to help the jurisdiction better define the characteristics of residents in its service area, determine how many people have particular demographic characteristics, target the used oil and HHW collection and communication programs to particular groups, and assess whether to expand the number of CCCs and where to place them.

County Population Statistics (Tool 5: County Population Statistics)

In some instances, jurisdictions may want to have a broader overview of the composition of their service areas. Accordingly, Tool 5 includes county population projections for 2004 through 2010 based on California Department of Finance estimates.²³ This data also can be retrieved on the Internet by going to the Department of Finance website (www.dof.ca.gov/HTML/DEMOGRAP/DRU_Publications/Projections/P-1_Tables.xls).

The tables in Tool 5 show both population projections and annual growth rates. Jurisdictions can obtain updated projections by visiting the Department of Finance’s website (www.dof.ca.gov), selecting “Demographic Information,” then “Reports and Research Papers,” and then “Estimates” and/or “Projections.” (The direct link is www.dof.ca.gov/HTML/DEMOGRAP/repndat.htm).

This information can be used in much the same way as that which is contained in the demographic data set. The difference is that it covers a broader geographic area and therefore is not as targeted as may be desired. However, it is a means for obtaining a snapshot of the composition of a jurisdiction’s service area so long as it generally conforms to county lines in California.

Resources for Jurisdictions (Tools 6, 7, and 8)

A variety of resources are available to assist jurisdictions in conducting outreach efforts to minority communities. Tools 6, 7, and 8 of the Outreach Tool Kit provide the jurisdiction with information on outreach material that has been developed by other jurisdictions, grants that may be available from CIWMB for outreach and other programs, and how to obtain staffing assistance from local colleges to augment the jurisdiction’s current staff and its expertise. One example of

staffing assistance a jurisdiction may want to utilize is bilingual assistance, which was identified by jurisdictions as a major need.

Identifying and Accessing Outreach Materials (Tool 6: Using Premiums, Literature, and Videos)

Promoting any program to targeted communities often requires combining several different approaches. Multi-faceted approaches help ensure that the message reaches the audience, and they increase the chances of the message having the desired impact.

One of the more effective ways to use a multi-faceted program is to incorporate public education materials, such as premiums, literature, and videos/public service announcements, into the jurisdiction's promotional program.

Premiums

Premiums include products that can be given to the target audience at special events, their workplace, or their homes. Giving away products reaches different elements of a target audience, and to the extent that the products are useful in people's daily lives, they enhance the frequency of message exposure.

Premiums may be items that directly relate to used oil recycling or HHW disposal, such as oil funnels, oil dipstick cleaners, rags, tote bags, and commuter mugs and water bottles that may reduce the use and disposal of plastic bottles and cardboard coffee containers. They may also be items that are not directly linked to used oil recycling or HHW disposal, but are good for carrying messages about these types of waste management. For example, calendars, car sun shades, coasters, hats, key chains, pens, and rulers are commonly used products that will give repeat exposure of the message.

Advantages to using premiums are:

- People are attracted to "free stuff." This increases the likelihood that people will attend events, take the premium, and thereby see the message. To the extent that the premium is viewed as having some value, this can be a significant factor in building audiences for events centering on recycling used oil and properly disposing of HHW.
- People keep some premiums for extended periods of time. Useful items have a longer "shelf life" (the time between being acquired and being discarded) than do brochures and other written forms of promotion. This enhances repeated exposures to the message.
- Premiums can be jointly sponsored with other organizations. This can help defray the costs of the premiums while still increasing the reach and frequency of message exposure. Many business organizations seek opportunities to participate in events and jointly sponsor premiums, since this kind of partnership reduces their costs as well.

In addition, various premiums have been developed using CIWMB used oil/HHW grant funds. Jurisdictions may view these to gain ideas for premiums they might like to develop (www.ciwmb.ca.gov/UsedOil/Clearinghouse/Premiums/). The jurisdiction can thus save time and money by using an existing premium concept.

Disadvantages of premiums are that they can be costly to produce and give away, they typically have to be handed out, which increases labor costs, the messages printed on them have to be concise, and eventually the premium will be discarded, which creates additional waste. Furthermore, some people who are not part of the target audience will collect premiums just because they are free.

Because of the costs and waste they create, premiums should be used sparingly, if at all. If the jurisdiction decides to use a premium, the Board encourages the use of premiums with recycled content.

Literature

Literature includes brochures, posters, door hangers, fact sheets, and “quick guides.” These types of educational materials enable the jurisdiction to provide more detailed information than could be conveyed through a premium. While premiums are effective in bringing recognition to used oil recycling and HHW disposal programs and highlight key messages, they typically cannot convey much information about how to recycle used oil or how to properly dispose of HHW.

The types of literature described above may also be printed inexpensively. Many types have already been developed using CIWMB used oil/HHW grant funds and may be viewed on the web to gain ideas (www.ciwmb.ca.gov/UsedOil/Clearinghouse/Literature/).

Disadvantages of using literature are that more sophisticated designs or lengthy materials can be expensive to produce, they may have to be prepared in different languages, they are not as big an attraction as are premiums, and they tend not to have as much shelf life as do premiums.

Videos

Videos in the form of public service announcements can be used in several different ways. Depending on the geographic area and the ability of the jurisdiction to cultivate relations with the local media, the jurisdiction may be able to get time on public television or cable channels that target minority communities. Typically 15 to 30 seconds long, videos can be played in time slots not used by advertisers, during special programs related to the environment and/or waste management, etc.

Advantages of videos are that they generate immediate interest and can convey pointed messages with more information than premiums can carry. The main disadvantages of videos are that they can be expensive to produce, it can be difficult to place them in the local media outlets, and they can contain much less information than literature can.

Tool 6 provides additional information on using premiums, literature, and videos (Tool 6: Using Premiums, Literature, and Videos).

Expanding Outreach Programs Through CIWMB Grants (Tool 7: CIWMB Grant Programs)

Grants represent opportunities to augment the jurisdiction’s funding for special programs. To the extent that these are available and the jurisdiction can successfully apply for a grant, the funds can be used to initiate and/or sustain a variety of outreach programs such as used oil recycling and proper HHW disposal.

Based on the 2003 survey of jurisdictions, it appears that many jurisdictions are conducting outreach programs to minority communities to encourage used oil recycling and proper disposal of HHW to at least some degree. However, when they were asked what assistance they need in order to pursue these opportunities even further, responses frequently related to limited resources.

The most obvious advantage of applying for grants is that grants provide funding that does not detract from normal jurisdiction operations. These funds allow the jurisdiction to respond to community needs, increase public awareness of the need for waste management, and undertake programs that increase diversion rates, such as those that promote used oil recycling.

Additionally, the funds may help to initiate programs that can be sustained with different sources of funding. For example, a grant may help create a program involving community partnerships with industry or other governmental agencies. Once started, the program may be partly or fully funded by the partners.

Finally, by their very nature, grants necessitate focused attention on programs for which the funding was received. Grants force the jurisdiction to direct resources and efforts to completing the grant requirements, and thereby the outreach program itself.

The most obvious disadvantages of applying for grants are the time required to do so, the need to meet the grant requirements, and the lack of assurances that future funding will be available. However, most of these disadvantages can be mitigated. As is described below, the CIWMB offers considerable assistance to minimize the difficulties associated with applying for grants. Meeting the grant requirements, of course, requires a commitment on the part of the jurisdiction, and the issue of future funding is a concern. Both of these are addressed below as well.

Grants Available From the CIWMB

The CIWMB has made it relatively easy to assess what grants are available and how and when to apply. This information can be found on CIWMB's Grants web page (www.ciwmb.ca.gov/HHW/Grants.htm). Jurisdictions will find information such as:

- General descriptions of each type of grant, including their purposes.
- Eligibility requirements for applying for each grant.
- The timing of the grant cycles, including when the application is due.
- Application forms and instructions.
- Supplemental information.
- Draft terms and conditions.
- Draft procedures and requirements.
- Sample resolutions.
- Sample work plans and budgets.
- Scoring criteria for evaluating grant applications.

In addition, the CIWMB provides grant forms (www.ciwmb.ca.gov/Grants/Forms), grant-writing tips (www.ciwmb.ca.gov/Grants/Tips.htm), and a listing of what grants have been awarded.

Two categories of grants are directly related to used oil recycling and HHW disposal. Used oil grants help jurisdictions to encourage appropriate disposal and recycling of used oil. Household hazardous waste grants are designed to initiate or expand collection programs, educational programs, and other programs pertaining to proper disposal of HHW.

Tool 7 contains synopses that may assist jurisdictions in deciding whether to apply for a CIWMB grant and what for what purpose(s) (Tool 7: CIWMB Grant Programs). Note: Much of the information in Tool 7 is from the CIWMB website and is subject to change. Please consult the website for the most current information (www.ciwmb.ca.gov/GRANTS/).

Preparing grant applications requires time. However, this is an important source of funding that the jurisdiction should consider in creating or expanding its used oil recycling and/or HHW

disposal outreach programs. The resources the CIWMB provides in the way of descriptions, forms, writing tips, and samples are all designed to make the grant application process as user-friendly as possible.

Possible Topics for Grants

Jurisdictions may apply for grants for programs specifically tailored for the minority community. Some ideas to consider with respect to grant opportunities are presented as part of Tool 7. These are based on results from the 2003 jurisdiction survey which indicated what programs jurisdictions have, how many are specifically tailored for the minority community, and which ones jurisdictions think work best.²⁴

Obtaining Staff Support (Tool 8: Obtaining Staff Support)

Most organizations need additional staff from time to time to help with especially heavy workloads and/or provide specialized skills. Some of the obvious problems are that hiring employees is expensive when both wages and benefits are factored in, and it is difficult to find people with the necessary skills and who will work only on an “as-needed” basis.

One of the ways in which the jurisdiction can bring in additional staff is to hire student assistants and/or interns from local community or four-year colleges. There are many advantages of hiring student assistants and/or interns:

- Colleges typically have students with a wide range of skills, so the jurisdiction is likely to find the expertise it needs in such departments as business administration, communications, foreign languages, art, engineering, and government.
- Many students seek part-time work during the school year and the summers. Because they will work part-time, their work hours typically can be molded to the jurisdiction’s needs.
- As will be described below, if the employment can be linked to the educational process, the costs of labor can be relatively low. Furthermore, the jurisdiction may not have to pay for employee benefits.
- The great diversity of students in most colleges makes it possible to hire individuals with the cultural and language backgrounds needed when targeting minority communities.
- Hiring student assistants is a way to screen individuals for future positions with the jurisdiction. If the jurisdiction will be seeking people to fill career positions within one to two years, bringing in college students gives it the opportunity to find and train someone efficiently.

Potential disadvantages to hiring college students include:

- Some students will have relatively little past work experience. Accordingly, more training and oversight may be needed at the beginning to ensure the quality of their work.
- Students typically work for one semester to two years. Therefore, there may be a little more turnover in personnel due to graduations, student desires to get a greater breadth of work experience, etc.
- Students will have to work around their course schedules, so the jurisdiction needs to be flexible in setting work hours for student assistants and interns. Additionally, students may need more time off during heavy examination weeks and final examination weeks at the ends of quarters or semesters.

- The demand for students is very high, and it is not always easy to find students to work as assistants or interns. If the jurisdiction is to hire the best students available, it needs to be proactive and begin the process at or before the beginning of an academic year. Tips for doing this are described below.

Types of Activities Students Typically Perform

Because college students have a wide range of skills, they are capable of performing a variety of work activities. Tool 8 presents some of the more common skills and where they can be found within colleges.

Ways to Obtain Student Services

There are four basic ways the jurisdiction can obtain the services of college students:

1. **Hire student assistants on a part-time basis.** Generally, this is the fastest and easiest way to hire college students. A jurisdiction can work with the college's student affairs office or career center/placement office to post job openings on campus bulletin boards, advertise in the college's newspaper, and/or use fliers sent to student organizations and/or sororities/fraternities.

Because no college credit is involved, students will expect a reasonable hourly wage. Information on the going rates for students can be obtained from the college's student affairs or student placement offices.

2. **Obtain student interns.** Most colleges have internship programs. Typically, these are offered through the college's career center or individual departments within the college, such as the business school or the foreign languages department.

Requirements for internships vary, and the jurisdiction needs to check these with the college. Some, for example, will require that the internship provide pay, a minimum number of hours per week, such as 10, "meaningful," career-related work experience (for example, clerical tasks should not be main job duties), assurances that the work environment is safe and that students will be informed of any potential health hazards, and a structure that provides for someone within the jurisdiction to supervise the intern.

Students register for internships and receive one to three or more units of college credit for their work. There are two types of internships: paid and unpaid. As might be expected, paid internships are the most popular with students and colleges. The college can inform the jurisdiction of the going rate of pay for interns.

One advantage of internships is that interns are monitored by either college faculty or the college's director of internships. This accountability helps ensure that students perform high-quality work since their grades may be affected. Additionally, many good students seek internships because they want the work experience to place on their resumes.

One disadvantage of internships is that the jurisdiction must establish a set of goals and job activities that are approved by the college. The requirements vary by college, but as indicated above, nearly all emphasize that the work must provide a meaningful, career-oriented experience. While some work not requiring special skills is allowed, such as photocopying or filing, this cannot be the preponderance of the job. Additionally, usually someone in the jurisdiction will have to monitor the student's work and provide a report to the college that describes the student's activities and accomplishments.

3. **Obtain services through class projects.** Some college instructors seek class projects for their students. These projects must be related to the area of instruction and be of sufficient size and complexity to warrant involving numerous students. Generally, instructors do not receive payment for conducting these projects, although at times donations to the instructor's department are made. Those funds, usually a few hundred dollars, are used for faculty or student organization support.

Advantages of this approach are that it can be relatively inexpensive, and the quality of work is generally high because of the supervision provided by the instructor. A major disadvantage is that there are relatively few opportunities to have work done through class projects.

If the jurisdiction wishes to pursue this approach, it is best to contact the chair of the department within the college that has the expertise the jurisdiction is seeking. The chair can direct the jurisdiction to individual faculty who teach classes that are most appropriate for the project. The jurisdiction should contact the faculty member and provide her/him with a description of the work to be performed (described below).

4. **Obtaining services through student organizations.** Some student organizations seek projects as fundraisers. These organizations include sororities and fraternities, clubs, such as a student marketing association or student accounting association, and honor societies. Listings of the various organizations can be obtained from the college's student affairs office.

The project may or may not be related to the organization's primary scholastic area (for example, marketing, accounting, art). Generally, however, the project must be manageable in size so that the organization can complete the project within a relatively short period of time. The amount paid to the organization must be negotiated, but typically will be several hundred to one to two thousand dollars.

The main advantage of this approach is that it can be relatively inexpensive. One disadvantage is that there is less control over the work because faculty advisors to the organizations have varying levels of involvement. Additionally, work on the project will be by student volunteers, and this makes it harder to manage than is the case with the other options.

If the jurisdiction wishes to pursue this approach, it is best to contact the college's student affairs office to obtain a list of sororities, fraternities, clubs, and honor societies. Then, the jurisdiction should contact the presidents of the organizations to discuss the project. The jurisdiction also will need to provide a description of the work to be performed (described below).

Developing a Job Description

One of the most critical elements to successfully hiring a college student or team of students is to develop a clear description of what the job or project entails. This is essential in gaining the cooperation of the college and/or its instructors.

Most colleges have forms that need to be completed in which the jurisdiction will list student qualifications and describe the job. One that is used by the College of Business Administration at California State University, Sacramento can be found on its website: www.csus.edu/cba/studentaffairs/internships/employers/index.html. Other examples of descriptions of internship programs can be found at: www.calstatela.edu/univ/cdc/intern.htm (for California State University, Los Angeles), and www.careercenter.sjsu.edu/employers/interncoop/interncoop.html (for San Jose State University).

Tool 8 presents basic information to include in any job description, whether for a student assistant, student intern, or group project.

Acquiring Student Assistance

Many organizations seek students to assist them either on an on-going or temporary basis. To increase the likelihood of obtaining the best student possible, it is important to make a concerted effort to attract them and do so early. Recommendations for acquiring student assistance are provided as part of Tool 8.

Developing Marketing Plans (Tool 9: Creating Marketing Plans)

Marketing used oil and HHW programs is necessary to make people aware of the issues and to demonstrate that the jurisdiction is involved in the community. Creating awareness is an ongoing process, since new residents move into communities, and those that reside there need periodic reminders. Therefore, the issue is not whether the jurisdiction should market its outreach programs, but on whom to focus the jurisdiction's efforts, how to reach these people, and when to do so.

While individual marketing plans need to be developed for each target market, they need to complement each other in some fashion. The purpose of this sub-section of the Outreach Tool Kit is to provide the jurisdiction with suggestions for developing marketing plans for specific target markets.

Keys to Successful Marketing

The jurisdiction is likely to have many constituent groups. The minority community is one of those groups. However, depending on the demographic characteristics of the service area, this "community" may comprise many ethnicities that form sub-groups—and each may need to be targeted somewhat differently.

Recognizing that every jurisdiction has limited resources for outreach, sound management means attending to the needs of each constituent group in a cost-effective manner. Marketing plans help jurisdictions to develop programs that are uniquely designed for individual target audiences in a cost-effective manner.

The core of a sound marketing program is the recognition that it needs to be tailored to individual groups. A "one-program-fits-all" approach is no more effective in community outreach than are "one-size-fits-all" dress shoes. Accordingly, for best results, outreach programs may need to be targeted to different groups at different times, and with different levels of intensity.

Every group of people, whether based on gender, age, income, geographic location, or ethnicity, has particular needs and unique nuances that must be recognized and adapted to if the marketing program is to be effective. For instance, certain waste management programs for young households may not be especially effective for seniors. Younger people may be willing to drive to recycling centers, while some seniors may have limited mobility. Printed material also has to be developed differently, since the size of the print used in brochures and advertising may need to be enlarged for seniors.

Similarly, messages about the importance of recycling used motor oil needs to be a little different for those who are in their teens than those who are in their sixties. For example, the message for teens may focus on the long-term effects of improper disposal and that it is socially acceptable to be concerned about the environment. For others, the message may focus more on protecting the environment and the costs of improper used oil and HHW disposal.

Tool 9 presents suggestions for developing successful marketing strategies.

Developing the Marketing Plan

The actual “marketing plan” can be prepared in many different formats. Some prefer fully written documents, while others like to answer a series of questions. Whether prepared in a fully written form, or just as a series of questions, they are designed to help focus the jurisdiction’s attention on the key factors that need to be included in developing marketing strategies.

Components of a marketing plan, however structured, include:

- **Internal Assessment:** What does the jurisdiction have to work with, and how can these resources be used to achieve overall and marketing goals?
- **External Assessment:** What are the characteristics of the marketplace within which the jurisdiction will be engaging in waste management activities? These characteristics include a wide range of variables, such as population characteristics, legal and technological environments, etc.
- **Target Market Assessment and Definition:** Who are possible target markets for the jurisdiction’s outreach efforts, and how likely is it that the jurisdiction can serve those markets given its internal resources?
- **Marketing Goals:** What is to be achieved by the outreach effort, and how do those promote the overall goals of the jurisdiction?
- **Marketing Strategies:** What specific steps need to be taken to serve the target market and achieve the jurisdiction’s overall goals?
- **Marketing Program Assessment:** When and how will the marketing program be evaluated to ensure that it achieves its goals?

Tool 9 presents a template containing questions that need to be answered in developing marketing plans.

Conducting Community Needs Assessment Surveys (Tools 10 and 11)

Community needs assessment surveys are important planning and marketing tools. When done properly, they:

- Provide the jurisdiction with information helpful to determining what environmental justice and used oil and HHW outreach programs might be most important to the community it serves. In many instances, it is best to ask people what they need rather than trying to determine it internally.
- Demonstrate that the jurisdiction is interested in serving the community. Assessment surveys show that the jurisdiction is making an effort to reach out to all members of the community. Even though the jurisdiction may not be able to serve all of the people at all times with outreach programs, at least this keeps communication lines open.
- Provide opportunities for residents and community groups to express their opinions about what they need and how the jurisdiction can assist them with issues related to environmental justice, used oil recycling, and proper HHW disposal. Giving people opportunities to provide input is not only good business, but it can deflect potential criticism that a jurisdiction is unresponsive. It also is part of what the CIWMB is seeking to achieve with its environmental justice goals and objectives.

The purpose of this sub-section of the Outreach Tool Kit is to describe ways in which needs assessment surveys can be conducted to provide useful information for planning jurisdiction outreach programs. Included in this are possible questions to ask, and sample questionnaires that the jurisdiction can either adapt or use for these purposes.

Ways to Conduct Community Needs Assessment Surveys (Tool 10: Methods for Conducting Community Surveys)

There are many ways the jurisdiction can use to conduct needs assessment surveys in its service area. Ultimately, determining the best method depends on a variety of factors, including the nature of the questions, the number of questions being asked, the budget for a survey, and the availability of jurisdiction staff to assist with conducting the survey.

In general, four methods are commonly used for community surveys:

- Direct mail, including stuffers as add-ins to other mailings, and door hangers.
- Telephone.
- Intercepts.
- Focus groups.

Direct Mail

Direct mail is a commonly used method for conducting surveys. It is especially effective if the jurisdiction wants to not only survey residents, but also promote some services or attributes of its waste management programs. If the questionnaire is properly structured, it can be informative (sample question: “Did you know that each of these locations is a used oil recycling center?”) as well as inquire about particular topics.

This approach is relatively inexpensive, can reach large and targeted groups efficiently, and can ensure respondent confidentiality. The problems with direct mail are that the response rates tend to be low (usually 10 percent to 25 percent), there may be difficulties in translating the questionnaire to different languages, and those who respond may be different in some meaningful way from those who do not respond, which also is an issue with other data collection methods.

Traditionally, mail surveys involve sending questionnaires to people’s homes and asking them to complete and return the questionnaires in self-addressed, postage-paid envelopes. This is a relatively simple way of distributing a large number of questionnaires at a reasonably low cost. The jurisdiction can purchase an electronic mailing list from a mailing list company (see telephone directory under “Mailing Lists”) in a format suitable for mailing, such as a spreadsheet file, to make the job easier. The mailing list company can also supply lists of households with particular demographic characteristics if the jurisdiction wishes to target particular groups of residents.

Two variations in this approach are to include the questionnaires in another mailing or design them as door hangers and distribute them to people’s residences. Including them as stuffers with other mailings, such as utility bills, can increase the likelihood of their being looked at, completed, and returned. The jurisdiction could contact a local utility company to see if doing this is possible, and if it could be done for the cost of stuffing and the additional mailing expense.

Door hangers are used when a company does not want to purchase a mailing list. Companies that specialize in distribution (found in the telephone directory under a topic like “Distributing Services—Circular”) can place the questionnaires on doors in selected geographic areas. The

advantage of this approach is that it does get noticed since it will be at the door. However, some people do not like paperwork left at their doors, and the jurisdiction cannot be sure that a head of the household will be the one who receives the questionnaire.

Tool 10 presents suggestions for using direct mail surveys.

Telephone

Telephone surveys are another very common method of data collection. The main advantages of this approach are that surveys can be conducted relatively quickly, and the response rate will be higher than with direct mail. The disadvantages are that the questionnaire must be kept short (usually 10 to 15 questions), it is more expensive than direct mail, and many people have unlisted telephone numbers.

Telephone interviews can be conducted by professional research firms (listed in the telephone directory under a category like “Marketing Research”), jurisdiction staff, temporary staff hired just for conducting surveys, or school projects (see previous “Obtaining Staff Support” subsection under “Resources for Jurisdictions”). Marketing research firms tend to be more expensive, but can complete the survey more quickly.

An economical way to conduct telephone surveys is to have them done by jurisdiction staff. Since the best time to make calls is in the evening hours and on weekends, staff may wish to make extra money by taking on this project. One of the concerns with using full-time staff is that they may have to be paid at overtime rates. If this is the case, use part-time staff so they can work up to the full-time level by conducting telephone interviews.

Some organizations hire temporary staff (listed in the telephone directory under a topic like “Employment Agencies”) for these types of projects. This ensures that the jurisdiction does not have to pay overtime rates, does not place added burdens on existing staff, and can select people who have consumer communication skills.

Another option is to hire student assistants in the business administration or communications studies departments of local colleges to assist with conducting surveys (see previous “Obtaining Staff Support” subsection under “Resources for Jurisdictions”). The advantage is that hiring student assistants tends to be less expensive. However, most do not have experience in conducting interviews, and the timing will have to be adjusted to fit their class schedules and homework loads.

Tool 10 presents suggestions for using telephone surveys.

Intercepts

Intercepts are personal interviews with respondents. Some surveys are very well suited for the intercept approach. If the jurisdiction wants to conduct surveys of people at events, such as county fairs or recycling events held at auto parts stores, or particular locations, such as used oil collection sites or product recycling centers, intercepts can be conducted effectively and economically. Additionally, intercepts are frequently conducted by professional research firms in shopping malls.

There are several ways in which intercepts can be conducted:

- Directly interview people one-on-one. This is an expensive and time-consuming way to conduct surveys, but gives the jurisdiction opportunities to explain questions and to probe for more information based on responses.
- Have respondents self-administer the questionnaire. With this approach, the interviewer can hand respondents clipboards with the questionnaires on them and ask people to fill out the surveys themselves. An interviewer can have several people completing questionnaires at one time, and thereby minimize the cost and time needed to conduct the survey.
- Pass out questionnaires and return envelopes to people, asking that they complete the questionnaire and mail it back to the jurisdiction. This approach is well-suited for situations in which the jurisdiction wants to ensure respondent confidentiality and can distribute a large number of questionnaires in a short period of time. The drawback is that a large percentage of those receiving questionnaires may not complete the questionnaire at a later time.

Advantages of intercepts are that they can be inexpensive if the jurisdiction staff will be at the event or particular location for another purpose and has time to conduct these interviews, and questionnaires can be completed at the site. The problems with intercepts are that they are expensive if conducted by professional research firms, limited to people at specific events and locations which may not be representative of the broader population, and can only be used in high-traffic areas because it is too expensive to have interviewers in locations where there are few potential respondents. Additionally, many shopping centers allow only one research firm to conduct interviews within the malls in order to minimize the inconvenience to shoppers.

Tool 10 presents suggestions for using intercepts.

Focus Groups

A commonly used, and commonly misused, approach is the focus group session. Focus groups involve bringing together between 6 and 12 people who have common characteristics to discuss a set of issues. They should mainly be used in two circumstances:

- When the jurisdiction wants to get a wide range of ideas without concern about how representative those views are.
- When the jurisdiction wants to test and gauge reactions to materials such as new brochures, new advertisement slogans, and new recycling programs.

Advantages of focus groups are that they allow the jurisdiction to “brainstorm” with a group of people to get their ideas, and to probe for explanations that it could not obtain through other survey methods. Disadvantages are that they are quite expensive to conduct and are not representative of the overall population. Data derived from focus group sessions are more

“qualitative” than “quantitative” in nature—meaning that the statistical accuracy of the responses cannot be measured.

Obtaining people to participate in focus group sessions can be achieved either by using the intercept method previously described, or using professional marketing research firms (listed in the telephone directory under a category like “Marketing Research”) to recruit for the jurisdiction. Some marketing research firms specialize in obtaining participants for focus group sessions and have already identified people who are willing to be focus group participants. Although recruiting through research firms is expensive, this method helps ensure that people will show up for the sessions. There is, however, the possibility that people recruited this way are “professional” focus group participants who have taken part in focus groups many times. Accordingly, the jurisdiction may want to limit the recruiting to people who have not participated in more than one or two sessions within a 12-month period. This makes it more likely that respondents are typical residents of the community rather than professional focus group participants.

Tool 10 presents suggestions for using focus groups.

Possible Questions to Include in Surveys (Tool 11: Community Survey Questionnaires)

Deciding what questions to ask in community surveys is the most difficult part. It is essential that the questions be relevant to the community and that the topics include only those issues which the jurisdiction has resources to address. Tool 11 contains possible questions that may be included in a survey. While these are not in questionnaire format, they provide topics that may be of interest to jurisdictions.

Sample Questionnaires (Tool 11: Community Survey Questionnaires)

Tool 11 contains sample questionnaires to assess community needs for used oil collection programs and HHW programs. The tool also contains a sample letter that explains the survey. These can be used as-is or be adapted by the jurisdiction to meet its particular needs.

The information from this or other questionnaires can be entered into, and then tabulated in, an Excel spreadsheet, or one of many different types of commercial statistical packages (such as Statistical Package for the Social Sciences, Stat Graphics, or StatPac) available at most computer software supply stores.

Please note that the possible responses are numbered rather than alphabetized. This is done because it is easier to use a numeric pad on a keyboard to enter data (the number representing the survey taker’s response) into a spreadsheet file or statistical package program than it is to enter letters.

Expanding Media and Communication Opportunities (Tool 12)

To effectively promote used oil recycling and proper HHW disposal programs, jurisdictions need to have consistent exposure within the targeted community. Two of the keys to effective promotion are achieving “reach” and “frequency.”

“Reach” refers to the number of people who receive the promotional message. Not all people read newspapers, watch television, listen to the radio, read magazines, drive the same routes and are exposed to billboard displays, etc. Furthermore, not all people who do, read, watch, or listen to the same media. Accordingly, to reach a larger portion of the target audience with messages concerning used oil recycling and proper HHW disposal, the jurisdiction may need to promote in multiple ways.

“Frequency” refers to how many times the message is exposed to the target audience. Because people lead busy lives and are faced with many possible distractions, the “one-advertisement, one-time” approach rarely is successful. Some people are not available when the jurisdiction promotes, and others are distracted from seeing/hearing/reading the message. As a result, promotions need to be repeated in order to be effective.

The purpose of this sub-section is to describe ways in which the jurisdiction can expand its promotional efforts through the media. This includes finding ways to work with the media in general, identifying and working with media outlets that primarily serve minority communities, identifying possible topics of interest to the media and their constituents, and determining ways to issue press releases to generate publicity.

Working With Local Media (Tool 12: Building Media Relations)

Most local media are under continual pressure to attract larger audiences, satisfy the public’s desire for information and entertainment, satisfy advertisers’ demands for exposure, and meet community organizations’ requests for publicity. Accordingly, there is intense competition for space/time as the managers of these media try to create the appropriate balance in serving diverse interests.

In most communities, the media can be especially helpful in conveying information about the importance of recycling used oil and properly disposing of HHW, and in promoting events the jurisdiction stages. Establishing good relationships with the media can be useful to obtain adequate and timely exposure for programs and events. Tool 12 presents suggestions for building good relations with the media.

Presenting Messages to the Media (Tool 12: Building Media Relations)

Good relationships with the local media only make it more likely that the jurisdiction will get space/time. The jurisdiction still must satisfy the media’s requirements for material. Tool 12 presents suggestions for helping to ensure that the jurisdiction receives publicity for its messages.

Purchasing Advertising Space/Time (Tool 12: Building Media Relations)

Obtaining publicity from the media is often viewed as being the most desirable because it is free. However, there are several problems with relying on publicity. First, there are no guarantees that the information the jurisdiction wants disseminated will be conveyed to the target audience. Most media have a limited amount of space/time they allocate to public service announcements and other community activities.

Second, there are limits to how much information and how frequently the message will be disseminated through the media. To help ensure that people read/hear about what the jurisdiction wants them to know, the message should reach the audience several times in a relatively short period. Unfortunately, the media typically cannot repeat the message as often as necessary to have full impact. For promoting events, unless the media has a special interest in the event, the jurisdiction is not likely to get continual coverage. Additionally, it cannot be assured that the timing of the publicity will be suitable.

Third, the jurisdiction cannot be sure that the intent of the message will be conveyed as intended. Media representatives edit and extract information, and the jurisdiction can never be sure of what will be said when the representatives are finished preparing message for its allotted space/time.

Accordingly, at times it may be important to use paid advertising. This allows the jurisdiction to control the amount of exposure its message receives, the timing of the exposure, and the content of the message.

Tool 12 presents suggestions for obtaining the most from the advertising.

Working with Minority-Focused Media (Tool 12: Building Media Relations)

With the growth in the minority population, there has been a significant increase in the number of media organizations that specifically target ethnic groups. CIWMB staff obtained the following statistics (on Feb. 9, 2005) from a search of a Bacon's Information, Inc.'s media database:

- There are 631 Hispanic radio stations nationwide and 148 in California.
- There are 130 Spanish-language television stations and 4 networks nationwide and 33 in California.
- There are 335 Spanish-language newspapers operating in the U.S.
- There are 238 African-American newspapers in the U.S.

There are several advantages of using media that is formatted to particular ethnic groups:

1. The jurisdiction's promotional efforts will be more focused, which allows it to make specific appeals that are more meaningful to the target audience.
2. The jurisdiction's promotional dollars can be used more efficiently. Since promotional rates typically are based on "costs per household reached," it is not paying to reach those outside the target audience. In effect, the jurisdiction is only paying to reach those it is targeting with particular messages.
3. The media typically can assist the jurisdiction with preparing the message. Their staff should have the necessary language skills and cultural backgrounds to help use wording and visual displays to achieve maximum impact. This reduces the need for the jurisdiction to hire people with those skills.
4. The minority media is more likely to be receptive to publicizing the jurisdiction's efforts either in public service announcements or articles/commentaries. It can make a more direct link between what the jurisdiction is trying to do and how it benefits the media's audience.
5. Promoting through minority media clearly demonstrates that the jurisdiction is committed to reaching diverse audiences. Aside from the other benefits provided in terms of effective and cost-efficient promotion, doing this can be advantageous when seeking to build relations with minority organizations in the community since it shows direct support for minority business and residents within the community.

Tool 12 presents several ways in which the jurisdiction can work effectively with the minority media.

Possible Topics for Short Articles on Used Oil Recycling and Household Hazardous Waste (Tool 12: Building Media Relations)

As previously indicated, local media frequently seek topics in which their readers/listeners would be interested. This creates unique opportunities for the jurisdiction to suggest topics and/or prepare short articles that highlight used oil recycling, proper HHW disposal, and/or upcoming events that promote waste management. Tool 12 presents possible topics of interest to local media. If one or more of these can be addressed and forwarded to the media, it is likely to get some "press" coverage.

Press Release Format (Tool 12: Building Media Relations)

To increase the probability of getting a message into the media, press releases need to be presented in a proper manner. The format for the release can vary, but at minimum, it should include a title, a statement that it is for immediate release, the message, and the name and telephone number of a person within the jurisdiction who can be contacted for further information. It is best to contact the local media and determine the format they prefer. They will usually want the press release to be no more than one to two pages, with a single page being the most preferable.

Current and archived CIWMB press releases can be found at CIWMB's Press Room website (www.ciwmb.ca.gov/PressRoom/).

Engaging in Community Activities (Tools 13 and 14)

One of the more effective ways to expand the jurisdiction's outreach efforts to minority and other communities within its service area is to partner with other community organizations. This increases coverage within the service area and makes more resources available to promote waste management programs.

A variety of organizations serve local communities. Selecting an organization to approach should be undertaken carefully. The effectiveness of the jurisdiction's efforts will be a function of finding organizations that have common interests with it, represent the right people, and are sufficiently active and influential to be able to have an impact on the community's residents and other organizations.

The purpose of this sub-section of the Outreach Tool Kit and Tools 13 and 14 is to provide suggestions for ways to identify and work with community organizations so that both the jurisdiction and the partner organizations benefit from the relationships. Additionally, suggestions are provided for enhancing the working relationships jurisdictions have with schools to promote recycling and proper HHW disposal.

Working With Community Organizations (Tool 13: Community Outreach)

To effectively work with any organization, it is important to recognize and respond to five critical and interrelated points:

1. Many organizations have considerable respect in their communities and can be of considerable value in expanding outreach with regard to recycling used oil and properly disposing of HHW. Aside from organizations that have a direct link to recycling, such as automobile parts stores, a variety of organizations patronize particular target markets that can provide credibility and other resources if the jurisdiction can partner with them. These include fast service restaurants such as McDonald's, ethnic food restaurants such as Mexican or Chinese restaurants, supermarkets and ethnic food stores, sports stores, clothing stores, ethnic radio stations, recreational activities such as movie theaters that feature films in Spanish or other community languages, and others that may make good partners due to their recognition levels within the community.
2. Long-term relationships between people and organizations are built on a foundation of mutual benefit. If the jurisdiction wishes to enlist the resources and support of community organizations for waste management/waste reduction, it needs to provide something in return, such as recognition or resources.
3. Most organizations have limited resources, and they must allocate those among competing community causes. Proper recycling may be recognized as a good cause, but it just may not

be among the organization's primary causes. The jurisdiction must be ready to demonstrate to the organization that its cause is either better or less resource-intensive than other causes available to the organization.

4. For many community organizations to survive and grow, they need to attract and retain members. Accordingly, the jurisdiction needs to demonstrate that a working relationship can help the organization achieve its membership needs.
5. Organizations, whether public or private, seek some level of recognition for their efforts. Awards given to them by jurisdictions for their efforts to encourage recycling used oil and/or properly disposing of HHW help them further build their presence in communities. The jurisdiction's outreach and promotional efforts and the prestige of the organization are enhanced if local community leaders, such as mayors or State legislators, present the award.

Most organizations need funding, member programs, visibility in the marketplace, and credibility among members, non-members, and the community. To the extent that the jurisdiction can assist community organizations in one or more of these ways, its chances of obtaining their assistance and cooperation are improved substantially.

Some of the benefits the jurisdiction receives from linkages with minority organizations include:

- ***Tying in recycling programs to the organization's other programs.*** Most organizations seek to offer programs that are beneficial to their missions and/or their members. If the jurisdiction can develop a recycling program that would be attractive to the organization's members, both benefit from the linkage. Social events that either directly involve or promote recycling, and also are interesting for members can serve this purpose.
- ***Engaging in joint promotional efforts to targeted groups within the community.*** Joint promotional efforts are a way to stretch marketing dollars for both the jurisdiction and the organization. Placing their organization's names on the jurisdiction's brochures and/or fliers and vice-versa can help defray the costs and gain better dissemination of information.
- ***Obtaining access to the organizations' members through their meetings.*** Organizations strive to offer member meetings that are enjoyable and informative. Accordingly, they tend to be receptive to offers for speakers and/or displays that would be of interest to their members. To the extent that the jurisdiction has the capability to provide quality speakers, opportunities exist to participate in these meetings at relatively little cost.
- ***Obtaining access to the organizations' staff.*** Since most jurisdictions have limited staff time and expertise, obtaining the help of other organizations' staff can be very beneficial. Community organizations are likely to have staff members who possess outreach skills, since that is a major part of what these organizations do.
- ***Promoting recycling programs in organizations' newsletters and/or using mailing inserts.*** Newsletters and/or mailing inserts can efficiently reach target audiences because recipients have additional reasons to open and read the enclosed information. Obtaining space for public service announcements and/or advertising in organizations' newsletters can provide credibility for the jurisdiction's efforts because this process links the program to the organization. Additionally, at times organizations will either sell their membership lists or allow others to include informational/promotional inserts with their other mailings. All of these approaches can help the jurisdiction in conveying information to target groups and receiving space at little or no cost.

- **Seeking organizations' advice on how to appeal to members of the minority community.** At minimum, it is important that the jurisdiction's recycling promotional messages and programs are culturally and linguistically appropriate for individual minority communities. Some of the nuances of each culture are difficult to ascertain, and minority organizations can be very useful sources of assistance in tailoring promotional materials and programs to particular targeted groups. These organizations typically have staff that can assist with translations and will know if particular visual displays, slogans, or other promotional devices will be offensive or misconstrued.
- **Obtaining endorsements from the organization.** In some instances, displays of "public-private partnerships" can be beneficial to both entities. Endorsements from community organizations, and especially those which serve minority communities, certainly can add credibility to the jurisdiction's efforts to reach particular target audiences. Similarly, minority and other organizations at times can benefit from endorsements from public entities because these endorsements provide a form of recognition. Endorsements by minority organizations of the jurisdiction's recycling programs and promotions demonstrate that the organization is concerned about protecting the community and its environment. The jurisdiction's endorsement of a minority organization's programs that are linked to waste management or environmental protection can add to its stature.

Any links with community organizations should be established only after the jurisdiction has conducted careful research. It always is important to pick one's partners carefully. If the program for which a linkage is being considered is based on a grant from the CIWMB, the jurisdiction should consult with the Board through the grant manager to ensure that the community organization has a purpose consistent with that of the Board, has a good reputation in the community, and is financially stable. Tool 13 provides some questions to ask community organizations in this regard.

Types of Community Organizations

There are a wide range of organizations that serve either all or portions of communities, including:

- **Chambers of Commerce.** Most cities have chambers of commerce. These typically comprise business people and representatives of local government. They can be good sources of contact with prominent civic leaders, and many chamber members have a strong interest in bettering their communities. There are natural linkages between recycling used oil and properly disposing of HHW and the chambers' broad interests in building a desirable place for people to live and work.
- **Associations.** Depending on the size of the community, various local and regional associations may have linkages to used oil recycling and/or proper HHW disposal. Illustrations of State and local associations that may provide useful linkages for events and sponsorships include:
 - Association of Environmental Professionals.
 - California Recreation Vehicle Dealers Association.
 - California Association of 4WD Clubs.
 - California Automotive Wholesalers' Association.
 - California Farm Bureau Federation.

- California Landscape Contractors.
 - California Waste Association.
 - Coalition for Urban and Environmental Stewardship.
 - Independent Automobile Dealers Association of California.
 - Modified Motorcycle Association.
- **Private Businesses.** Some companies which provide services related to environmental management are active in their communities. These may be listed in the telephone directory under such headings as “Environmental and Ecological Services,” “Waste Disposal-Hazardous,” and “Waste Disposal, Reduction and Recycling.” Private businesses may be a source of sponsorships because they also benefit from a linkage to the jurisdiction.
 - **Churches.** Some churches have large minority membership bases, and are very active in improving the well-being of their communities. These churches can provide good linkages for the jurisdiction.

How to Locate Organizations Within the Community

There are a variety of ways available for locating community organizations. Tool 13 presents some of the easier methods.

Questions to Ask Community Organizations. To assess the desirability of working with any organization, several questions need to be addressed. These are important to ensuring that there is a good match between your needs and what the other organization can offer. As mentioned previously, Tool 13 contains questions to ask community organizations to assess the quality of the match.

Developing and Implementing School Outreach Programs (Tool 14: School Outreach Materials)

According to the 2003 survey conducted for the CIWMB, 50.4 percent of the jurisdictions responding indicated they have school outreach programs for used oil recycling, and 18.8 percent have specially tailored programs for reaching the minority community.²⁵ Additionally, 29.1 percent of the jurisdictions have such programs for promoting HHW collection, and 8.9 percent have programs specifically for the minority community.

Information pertaining to developing and implementing such programs was requested by a number of the jurisdictions. Accordingly, the purpose of this sub-section of the Outreach Tool Kit is to provide the jurisdiction with information on how to develop or enhance school outreach programs.

Many good reasons exist for developing and implementing school outreach programs:

- **Schools are readily identifiable.** Even if a large number of schools are within the jurisdiction’s service area, the jurisdiction can communicate with them in an efficient and cost-effective manner. The jurisdiction can easily identify the school district staff, individual school principals, etc. Additionally, limited funds available for promotion can be directed to schools more effectively than can media advertising to the general public.
- **Schools reach several groups of target markets.** By developing and conducting school outreach programs, the jurisdiction can directly reach students, teachers, and non-teaching

staff, such as custodians and facilities maintenance staff. It also can indirectly reach the parents of students and families of teachers and non-teaching staff.

- ***Reaching young people early can instill positive attitudes and behaviors that last into adulthood.*** Outreach programs designed for elementary through high school offer different opportunities. High school students represent a potentially sizable market for do-it-yourselfers when it comes to changing oil in automobiles. As such, they are a good target market. Even those in lower grades may help their parents or siblings change oil. Messages pertaining to proper handling also could cause them to develop patterns of behavior that are conducive to proper waste management. While the extent to which this will happen is open to speculation, the relatively low dollar costs and time savings in conducting outreach programs at these educational levels typically makes it worth the effort.

Objectives for School Outreach Programs. Students at different age and educational levels need to be reached with different messages in different formats. Nevertheless, the overall objectives of outreach programs are similar, and are presented in Tool 14 (Tool 14: School Outreach Materials).

Generating School Support for Outreach Programs. Despite the importance of used oil recycling and proper HHW disposal, it cannot be assumed that schools will be enthusiastic about incorporating even short presentations into the classroom. They are approached with many worthwhile causes, have requirements for their class times that leave little room for additional topics, and often lack the resources to conduct the programs or make copies of handouts. Additionally, administrators have to garner the support of the teachers who may not be very aware of or concerned about the subject matter—and while important, this topic may not be viewed as an especially interesting one for students. Tool 14 presents steps to take to generate support for outreach programs.

Program Materials and Message. Each jurisdiction will have to tailor its materials and messages to its local area's schools and the educational levels of the students. Tool 14 presents possible materials to include and messages to convey.

Conducting Program Evaluations (Tool 15)

Conducting evaluations of waste management programs and individual events are important to strengthening the jurisdiction's outreach efforts. The importance of conducting assessments was recognized by jurisdictions as one of the needs they identified in the 2003 survey conducted for the CIWMB.

There are at least two components of "program assessments." One is an internal analysis of how well the program met the targeted objectives of the jurisdiction. This relates to such issues as whether the program is achieving what it is supposed to and whether it is cost-effective. The other is an external analysis of how well the program is being received and acted on by the target market and what could be done to make it even better.

Whether for used oil recycling, HHW, or events, program assessments offer several benefits in that they provide:

- A means for **identifying ways to improve** used oil recycling and HHW programs. Examining a program in terms of whether it is meeting its intended objectives and how well it is received and accepted by those for whom the programs are developed are good ways to evaluate what works well and what could be done better in the future.

- Another **opportunity to communicate** with the target audience. Technically, external program assessments are designed to evaluate programs and events. However, they also are an additional point of contact with the target market that can be used to inform the audience of jurisdiction programs and/or reinforce prior messages. In effect, program assessments can also serve as a good marketing tool.
- A way to **test new ideas** for waste management programs or outreach events. These ideas may be extensions of existing programs/events, alternative programs/events or methods of communication, or totally new concepts. This can be done both internally and externally, since new ideas require appropriate development and analysis as well as testing in the marketplace.

The purpose of this sub-section of the Outreach Tool Kit and Tool 15 is to describe some issues that the jurisdiction may want to address in internal program evaluations, identify topics that may be of interest to jurisdictions in conducting external program assessment surveys, and provide sample questionnaires that can be adapted or used to conduct surveys in the marketplace. Tool 15 contains sample questionnaires. The methodology for conducting surveys has been described in a previous sub-section (see “Conducting Community Needs Assessment Surveys”). As mentioned, in that sub-section, Tool 11 contains questions that may be useful to jurisdictions in conducting program evaluations.

Internal Program Evaluation (Tool 15: Program Evaluations)

The variables to be examined when conducting evaluations of used oil recycling and HHW disposal depend directly on the nature of the program. Collection programs need to be examined very differently than educational awareness and event outreach programs. The types of outreach programs can be loosely grouped into three categories:

- Collection programs.
- Educational awareness programs.
- Events and other interactive programs.

Tool 15 contains spreadsheets for evaluating these programs. They include spaces for entering the costs of a program, spaces for entering some quantitative and qualitative benefits of the program, and how to compute the ratios of costs to benefits where appropriate. These spreadsheets also can be accessed on the Internet at: www.ciwmb.ca.gov/Publications/UsedOil/52005003T15.doc. Some of these will be quantitative in nature (e.g., operating costs), while others are more qualitative (e.g., user satisfaction). The jurisdiction will have to examine the quantitative costs against the quantitative and qualitative benefits of the three types of programs.

External Program Evaluations (Tool 15: Program Evaluations)

Evaluations by users and potential users of used oil recycling and HHW disposal programs can be made by using survey research. As previously indicated, the various methodologies have been described in a previous sub-section (see “Conducting Community Needs Assessments”).

Tool 15 presents sample questionnaires that can be adapted or used directly by jurisdictions to measure interest and satisfaction with the collection programs and/or events. While these are primarily designed for minority community respondents, they can easily be adapted to other community groups and event/program partners.

Outreach to Potential Used Oil Collection Centers

A critical factor in developing effective used oil recycling programs is gaining the support of automobile parts stores and others to become CCCs. Tool 16 (Economic Analysis Worksheet) is a worksheet designed to assist the jurisdiction in working with current and potential volunteer used oil collection centers.

Business partnerships are built on mutual benefit. Automobile supply stores must believe they are benefiting from the jurisdiction's program for collecting used oil and oil filters. Some benefits are psychological and stem from the recognition that everybody should do what they can to help protect the environment.

However, this "feel-good" benefit has limits. When it runs counter to business profitability, owners and managers may want to weigh the costs and benefits. Even those who want to participate because it is the right thing to do will want to know what the impacts will be on the costs and profits to their businesses.

Tool 16 is designed to help current and potential collection centers assess the economics of participating in the CIWMB's used oil collection program. Ideally, the jurisdiction will be able to show companies that doing something good for the environment is also good for business. However, if numbers do not show this, the Economic Analysis Worksheet also allows the jurisdiction or the current/potential collection center to play "what if" to determine what it would take to make participation either cost-neutral or profitable.

In retailing, a fundamental reality is that stores need to generate "traffic." Despite the Internet, mail order, and other forms of "distance-buying," most retailers must have people walking their aisles if they are to succeed. Accordingly, the challenge for them is to encourage those who bring in used oil and filters to patronize the store—in essence, converting "depositors" into "customers."

While this conversion is the store's responsibility, the jurisdiction can indirectly encourage depositors to patronize the stores that voluntarily participate in the used oil collection program. For example, jurisdiction-sponsored promotions used (for example, advertising in the local media, outreach activities) that give locations for depositing used oil create additional awareness and recognition of those stores.

Uses for the Economic Analysis Worksheet (Tool 16)

The Economic Analysis Worksheet is prepared in Excel, and has two sections. The analysis portion is contained in the sheet entitled "Analysis Spreadsheet." Explanations of data to be collected for lines 7 through 35 in Column C of the Analysis Spreadsheet are presented in the sheet entitled "Explanation." The tabs for both sheets are at the bottom left portion of the spreadsheet.

The Analysis Spreadsheet can be used in two ways. When a store owner/manager fills in the information at the top of the spreadsheet (Column C, lines 7 through 35), the spreadsheet automatically computes the net profit and return on expenses. This is the most important use of the Economic Analysis Worksheet.

The Analysis Spreadsheet also can be used to play "what if." A store owner/manager can adjust various factors to determine the impact of these factors on net profits. For example, by changing

the number of people recycling oil (line 9), the spreadsheet will estimate profitability with different levels of recycling activity. Similarly, by changing the percentage of people who bring oil to the collection center and also stay in the store (line 11) and/or the percentage of “lookers” who become “buyers,” the store owner/manager can determine what impact better merchandising, signage, etc. have on profitability.

A somewhat more complex use of the Analysis Spreadsheet is to set a dollar level of profits desired and then adjust some of the variables in combination until that profit goal is achieved. For instance, if a store owner/manager wants to generate \$1,000 per month in profits from participating in the program, different numbers/percentages can be used for the revenue side pertaining to the number of people recycling oil (line 7), the percent of people who stay in the store (line 11), and/or the percent of customers who make purchases (line 12). On the cost side, different numbers can be used for Total Costs of Goods Sold (adjusting line 18 to something other than historical averages to account for the increased volume of purchases) and/or operating costs (lines 20 through 34).

It is important to recognize that this Economic Analysis Worksheet provides only estimates. Many factors that affect store profits that are not included in the Analysis Spreadsheet—for example, increasing sales may result in volume discounts on purchases. Accordingly, users should use this tool only as one possible indicator and at their discretion. No guarantees are made of the accuracy of the analysis in real-market situations.

Appendix A: Summary of Projects Supporting Development of Outreach Tool Kit

Appendix A contains the summaries of three projects undertaken prior to developing this Outreach Tool Kit:

1. Study of Jurisdictions on Environmental Justice and Outreach.
2. Development of Demographic and Auto Parts Store Data Sets.
3. Analysis of High-Volume Collection Centers and HHW Collection Programs.

The results of each project provided information that was useful in deciding what should be included in the Outreach Tool Kit and/or developing specific tools for jurisdictions to use in creating environmental justice policies and outreach programs to minority communities. This appendix describes what the projects were designed to accomplish, how they were conducted, and their findings.

Project 1: Study of Jurisdictions on Environmental Justice and Outreach

This project was designed to provide a comprehensive study of jurisdiction environmental justice practices and procedures as they relate to used oil and HHW program design. The specific purpose of this study of jurisdictions was to provide the Board with information on what EJ practices jurisdictions are using and how the Board can assist local jurisdictions in applying appropriate EJ practices and procedures to further develop used oil and HHW collection programs that are effective in the minority community.

A survey of jurisdictions was conducted in 2003 as part of the study. Specific issues addressed in this survey include:

1. Do jurisdictions have policies and/or procedures in place (in writing) regarding environmental justice policies and/or procedures? If so, which have been most successful, and which have not been successful?
2. What EJ policies, procedures, and/or programs that jurisdictions do not currently have would be helpful to them?
3. What used oil collection programs do jurisdictions have, and which have been specifically tailored for the minority community?
4. What used oil collection programs have worked well, and which have not worked well? What are the reasons some programs have not worked well?
5. What used oil collection programs that jurisdictions do not currently have would help the jurisdictions in serving the minority community?
6. What HHW collection programs do jurisdictions have, and which have been specifically tailored for the minority community?
7. What HHW collection programs have worked well, and which have not worked well? What are the reasons some programs have not worked well?

8. What HHW collection programs that jurisdictions do not currently have would help the jurisdictions in serving the minority community?
9. What special methods, if any, do jurisdictions use to communicate specifically with the minority community?
10. What methods have worked well, and which have not worked well in communicating with the minority community?
11. What methods that jurisdictions do not currently have would help jurisdictions in communicating with the minority community?

Methodology

The population for this study was defined to be all jurisdictions located within the State of California. A listing of jurisdictions was compiled from documents supplied by the Board, resulting in 273 jurisdictions that were identified as the population for this survey.

Given the nature of the study, a mail survey was considered to be the most appropriate research design. All of the jurisdictions identified by Board staff and the consultant were included in the survey. The names of people who participate in the governance and/or programs for individual jurisdictions were contained in the information provided by the Board, and a survey was sent to each of these individuals. Overall, 511 questionnaires were mailed to the 273 jurisdictions. As such, relatively few jurisdictions received only one questionnaire.

The survey focused on the 11 issues identified above. The questionnaire was divided into four sections:

- Issues relating to environmental justice.
- Used oil collection programs.
- HHW collection programs.
- Communication methods for reaching the minority community.

The questionnaire contained 28 questions, but because many questions had several parts, respondents were asked a total of 101 questions.

Summary and Conclusions

Based on the findings of this study, the following conclusions appear warranted:

1. The great majority of jurisdictions do not have formal (in writing) EJ policies and/or procedures in place. Some jurisdictions indicated that they are quite small and do not have much ethnic, cultural, or income diversity within their service areas. Accordingly, EJ issues may not have arisen that would cause them to find it necessary to formalize EJ policies and/or procedures. Other jurisdictions stated that they are so diverse that fair treatment of people is a part of their standard processes. As a result, they may not see the need to formalize special policies and procedures because they are doing this in the course of their normal business. Finally, some jurisdictions probably are not well versed in what EJ represents or why it is needed, and therefore have not adopted appropriate EJ policies and procedures.
2. Among jurisdictions that have formal EJ policies and/or procedures, most have designated a person to address these issues. Furthermore, this person is likely to be the one also assigned to work with the minority community on waste management/collection programs and issues.

This most likely reflects the desire to utilize the expertise of one individual for both matters as well as the need to control employment costs.

3. Nearly one in three jurisdictions would like to have a general statement that confirms adherence to the definition of EJ, and nearly three in five would find it helpful to have detailed procedures for ensuring that EJ is considered in decision-making.
4. Accordingly, preparing templates that jurisdictions could use to frame their own policies and procedures with respect to EJ appears warranted. This would help ensure that the spirit of environmental justice is upheld while providing jurisdictions with the flexibility to develop policies and procedures that would be most effective for their individual situations.
5. Most jurisdictions have one person employed in the used oil and HHW collection programs within their jurisdictions. Furthermore, only about one in six have a person designated to work with the minority community on waste management/collection issues.
6. The scarcity of staff working with used oil and HHW issues specific to minority communities may be due to the small sizes of some jurisdictions, budgetary constraints, or some other situational or financial reason. Accordingly, a number of jurisdictions either believe they do not need a staff person who works solely with the minority community or they do not have the resources to retain such a person.
7. Permanent collection facilities and materials for the media are the most common programs in place for used oil collection. To a lesser extent, jurisdictions use information hotlines, partnerships with other organizations to promote used oil collection, non-sports community events, and school outreach programs. Those that are most commonly tailored for the minority community are permanent collection facilities, non-sports community events, materials for the media, and partnerships with other organizations to promote used oil collection.
8. In nearly all instances, well under half of the used oil collection programs that are available for the general population are specifically tailored for the minority community. This may be due to a real lack of need for making adjustments to general programs, staffing and/or financial resource constraints, or a lack of recognition of the need for tailoring programs for the minority community.
9. Specially tailored used oil collection programs that appear to work the best are permanent collection facilities, non-sports community events, materials for the media, and direct mail pieces. Relatively few jurisdictions indicated that any of the programs they have tailored for the minority community did not work well.
10. The main types of assistance jurisdictions would like to receive for used oil collection programs for the minority community are bilingual assistance in terms of staff who can speak various languages and materials/advertisements written in various languages that can be used for minority community outreach. Based on the comments received, jurisdictions have a particular need for converting materials from English to other languages.
11. More collection centers and curbside collection also were mentioned relatively frequently. Requests for funding typically were in relation to being able to retain staff and develop bilingual capabilities and increasing collection venues. Finally, several jurisdictions requested tools that would help them assess the success of their minority community outreach programs.

12. Jurisdictions tend to have more used oil collection programs in place than HHW collection programs for both the general population and the minority community. Six of the 14 used oil collection programs included in the survey are in place for the general population in over half of the jurisdictions surveyed. Comparatively, only two HHW collection programs are in place by the majority of jurisdictions.
13. The case was similar for used oil and HHW programs tailored specifically for the minority community. Six of the used oil collection programs tailored specifically for the minority community are available in at least one in seven jurisdictions, while only one HHW collection program is available in one in seven jurisdictions.
14. The most common programs in place for HHW collection for the general population are information hotlines, permanent collection facilities, materials for the media, direct mail promotions, and periodic collection facilities. To a lesser extent, jurisdictions use partnerships with other organizations promoting HHW collection, non-sports community events, and school outreach programs.
15. The most common program tailored for the minority community is direct mail promotion. To a much lesser extent, jurisdictions tailor permanent collection facilities, materials for the media, information hotlines, and non-sports community events to the minority community. Overall, relatively few HHW collection programs are tailored to the minority community. As in the case of used oil collection programs, this may be because jurisdictions lack the need for making adjustments to general programs, staffing and/or financial resource constraints, or because they do not recognize the need for tailoring programs for the minority community.
16. Specially tailored HHW collection programs that appear to work the best are permanent collection facilities, periodic collection facilities, and direct mail promotions. Relatively few jurisdictions indicated that any of the HHW collection programs that are tailored for the minority community are not working well.
17. The main types of assistance jurisdictions would like to receive for HHW collection programs for the minority community are more collection centers and curbside collection (including those for multi-family dwellings such as apartment complexes), bilingual assistance in terms of staff who can speak various languages, and materials/advertisements that are written in various languages that can be used for minority community outreach. These are similar needs to those identified for used oil collection programs.
18. Most jurisdictions reported that they have special methods in place for communicating with the minority community. Over half of the jurisdictions indicated they can communicate in Spanish, close to half reported they have printed materials for distribution, and a slightly smaller group of jurisdictions use advertising/publicity in non-English media. Both printed material and advertising/publicity are thought to work best.
19. The main types of assistance jurisdictions would like to receive in order to better communicate with the minority community are bilingual assistance, more advertising/publicity, additional staff to assist in these efforts, and brochures and other handout materials. Comments pertaining to handout materials centered on their being in various languages/dialects other than English, such as Spanish, Vietnamese, and Mandarin.

Overall, relatively few jurisdictions have EJ policies and procedures in place. However, many would like to receive general statements and detailed procedures to ensure that they comply with the intent of EJ. Templates for general statements and detailed procedures might be developed to assist jurisdictions to focus appropriately on EJ issues for their particular situations.

With respect to used oil and HHW collection programs, jurisdictions have more used oil collection programs in place than HHW collection programs for both the general public and minority communities. A substantial number of jurisdictions have tailored specific used oil and/or HHW collection programs for the minority community, and they generally believe they are working well. The areas in which jurisdictions could use assistance for serving the minority community are in identifying resources that build upon their ability to develop bilingual capabilities in order to develop materials for minority community outreach.

Finally, most jurisdictions have established special methods for communicating with the minority community. This mainly includes conversing in Spanish, developing materials for distribution in non-English languages, and using advertising/publicity in non-English media. Assistance in further developing these capabilities appears to be most needed.

Project 2: Demographic and Auto Parts Store Data Sets and County Population Statistics

This project consisted of the development of (1) a mapping tool for identifying the locations of used oil collection centers and HHW facilities, (2) a tool to identify the composition of the surrounding neighborhoods, and (3) a compilation of general population statistics for each county. The first two elements are referred to as demographic and auto parts store data sets. These are in electronic spreadsheet format (Excel software program). The third element is referred to as “county population statistics.”

The demographic and auto parts stores data sets make up Tools 4A and 4B of the Outreach Tool Kit. The first data set (Tool 4A) contains a variety of demographic information for the service areas of most, if not all, jurisdictions. Data is presented by ZIP code. The second data set (Tool 4B) contains a listing of the names and locations of automobile parts stores in California with an indication as to which ones are CCCs.

The county population statistics (Tool 5 of the Outreach Tool Kit) are county population projections for 2004 through 2010 based on California Department of Finance statistics (www.dof.ca.gov/HTML/DEMOGRAP/repondat.htm). The data in Tool 5 show populations by gender, age, and ethnicity and are helpful in obtaining a general overview of the composition of service areas. They do not provide information by ZIP code, which may be needed for targeted outreach efforts, but they do allow the jurisdiction to obtain a snapshot of the composition of the jurisdiction’s service area as long as the service area generally conforms to county lines in California.

Demographic and Auto Parts Stores Data Sets

These two data sets (Tool 4A—demographic data, Tool 4B—auto parts store data) can be used for several purposes.

1. Tool 4A can assist the jurisdiction to better understand the demographic composition of the geographic areas it serves. By simply sorting the data in the manner described in Tool 4A of the Outreach Tool Kit, the jurisdiction can compile the demographic characteristics of the ZIP codes that comprise its service area. This will tell not only how many people are in the service area, but their gender, age, ethnicity, and household composition. With this information, the jurisdiction can make more informed decisions about types of used oil and HHW collection programs that may be most needed, and how to communicate with those in its service area.

For example, if the service area contains a large Hispanic population, the jurisdiction may want to create materials for the media, direct mail pieces, and/or door hangers in Spanish.

Similarly, if the jurisdiction has a large senior population, it may want to consider curbside collection programs for those who cannot drive, and/or printed materials with somewhat larger lettering. Also, just knowing how many people live in the jurisdiction will assist it in budgeting for how many direct mail pieces, door hangers, etc. to print.

2. Tool 4A will allow the jurisdiction to make informed decisions as to how to allocate its resources to targeted groups. By knowing the number of people in each demographic grouping created, the jurisdiction can decide the amount of staff and financial resources to commit to serving the communities' needs. Recognizing that every jurisdiction has limited resources at its disposal, this will help to best serve the needs of all of those in the service area.
3. By sorting the data from Tool 4A into clusters of ZIP code areas, jurisdictions can identify the areas it may want to target for special programs and/or communication. For example, to the extent that clusters of ZIP codes have similar demographic characteristics, it may offer special community events in one location that would be convenient to residents of all of the areas. The jurisdiction can also use one set of collection programs and/or communication approaches in several ZIP codes, which allows it to get the maximum use of the programs it creates.

Sorting is also important for direct mail pieces sent to targeted groups. ZIP codes typically represent a good basis for direct mailing because postage rates are lower for mail that has been sorted by ZIP code. Additionally, should the jurisdiction want to use direct mail, it can purchase lists of names of residents in selected ZIP codes that will allow it to reach the target market in an effective and efficient manner. Nearly all companies that sell mailing lists can sort by ZIP code and resident characteristics.

4. Using Tool 4B, the jurisdiction can assess how many automobile parts stores are located within its service area, and which of those are CCCs. It can determine which ZIP codes have larger minority and/or low-income populations and then assess whether there are sufficient numbers of CCCs within each, as well as identify non-CCC auto parts stores to target for becoming CCCs. Since Tool 4B contains the addresses of the CCCs, the jurisdiction also can examine whether they are strategically placed to be of most benefit to the communities the jurisdiction is serving.

Overall, Tools 4A and 4B are designed to assist the jurisdiction to better define the characteristics of the residents in its service area, determine how many people have particular demographic characteristics, target the used oil and HHW collection and communication programs to particular groups, and assess whether to expand the number of CCCs and where to place them.

Project 3: Analysis of High-Volume Collection Centers and HHW Collection Programs

This project identified high-volume used oil collection centers and HHW collection programs in diverse communities and assessed different program approaches at these centers.

The specific purposes of this analysis were to provide the Board with information on (1) what EJ practices are being used overall in jurisdictions with high volumes of used oil collection and those with relatively large minority populations (where half or more of the population are minorities), and (2) what the Board can do to assist local jurisdictions in applying appropriate EJ practices and procedures and further developing used oil and HHW collection programs that are effective in the minority community.

Specific issues addressed in this analysis of jurisdictions with high volumes of used oil and/or HHW collection include:

1. Do jurisdictions have policies and/or procedures in place (in writing) regarding EJ policies and/or procedures? If so, which have been most successful, and which have not been successful? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?
2. What EJ policies, procedures, and/or programs would be helpful to jurisdictions which they do not have now? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?
3. What used oil collection programs do jurisdictions have, and which have been specifically tailored for the minority community? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?
4. What used oil collection programs have worked well, and which have not worked well? What are the reasons why some programs have not worked well? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?
5. What HHW collection programs do jurisdictions have, and which have been specifically tailored for the minority community? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?
6. What HHW collection programs have worked well, and which have not worked well? What are the reasons why some programs have not worked well? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?
7. What special methods, if any, do jurisdictions use to communicate specifically with the minority community? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?
8. What methods have worked well, and which have not worked well in communicating with the minority community? What differences, if any, exist between jurisdictions with relatively large minority populations and those with smaller minority populations?

Methodology

This analysis consisted of three phases. Phase 1 included a comprehensive survey of jurisdictions' EJ practices and used oil and HHW collection programs (also described in the Project 1 section of this appendix). This provided the information to determine what EJ policies and procedures would be helpful to jurisdictions. It also provided information on what used oil and HHW collection programs are in place overall and specifically tailored for the minority community, as well as which programs work especially well and which do not work well.

Phase 2 involved identifying jurisdictions with high volumes of used oil and/or HHW collection. Information on collection volumes was obtained from CIWMB. The data on used oil collection was broken out by jurisdiction, and the data on HHW collection was identified by collection center. This data was then arrayed from highest to lowest total volumes, and the top 25 jurisdictions for used oil collection and the top 25 HHW collection centers were designated as "high-collection-volume" (or "high-volume") jurisdictions for the purposes of this study. Additionally, data was available on a per-person basis for used oil collection. Since this would provide a perspective of collection volumes adjusted for population size, data was arrayed from

high to low and the top 25 collection centers also were designated high-collection-volume jurisdictions, and included in the study.

Accordingly, three groups of jurisdictions were identified as high-collection-volume (see Appendix B, Tables B-3 and B-4):

- The 25 jurisdictions that had the highest total volume of used oil collection.
- The 25 jurisdictions that had the highest volume of used oil collection on a per-person basis.
- The 25 collection centers that had the highest total volume of HHW collection. The jurisdictions in which these collection centers are located were identified, and those were designated as high-volume for HHW collection.

The three lists of jurisdictions were then compared to the list of respondents to the jurisdiction survey (Phase 1). Jurisdictions which were in this high-collection-volume group and that also responded to the survey formed the basis for this study of high-collection-volume jurisdictions.

Phase 3 consisted of taking the resulting list of jurisdictions from Phase 2 and determining the sizes of the total and minority populations of the cities or counties in which they are located. It is recognized that these sizes are approximations because the service areas for jurisdictions will not necessarily conform to the city/county boundaries. Nevertheless, this is believed to provide a reasonable estimate of the relative degrees of diversity among the jurisdictions for purposes of this portion of the analysis.

The minority population of each jurisdiction was then divided by the jurisdiction's total population to determine what percent of the total it represented. For analysis purposes, these high-collection-volume jurisdictions were divided into two groups: jurisdictions whose minority population comprises at least 50 percent of the total population, and those whose minority population comprises less than 50 percent of the total.

Summary and Conclusions

Based on the results of this analysis, several summary points and conclusions appear warranted and are presented below. As previously indicated, a "high-collection-volume" jurisdiction refers to one that is designated to have high volumes of used oil and/or HHW collection. A "large-minority jurisdiction" refers to one in which the minority population comprises at least 50 percent of the jurisdiction's total population.

1. While more of the high-collection-volume jurisdictions have written EJ policies and/or procedures than was found among all jurisdictions, the high-collection-volume jurisdictions were no more likely to have a person designated to address EJ issues. A higher percentage of high-collection-volume jurisdictions want general statements that confirm their adherence to the definition of EJ than was found among jurisdictions overall, and a comparable percentage want detailed procedures for ensuring EJ is considered in decision-making.
2. Large-minority jurisdictions are no more likely to have EJ policies and/or procedures than other jurisdictions. However, more large-minority jurisdictions want detailed procedures for ensuring environmental justice is considered in decision-making. It may be that jurisdictions with large minority populations consider EJ in the normal course of operations, while jurisdictions with smaller minority populations do not believe or have not found that EJ has been a particularly important issue to date.
3. High-collection-volume jurisdictions tend to have more staff, but are no more likely to have a person designated to work with the minority community on waste management/collection

- issues. Jurisdictions with large minority populations also have more staff and are more likely to have a person designated to work with the minority community on waste management/collection issues than do jurisdictions with smaller minority populations. Furthermore, these jurisdictions are less likely to have discontinued an effective used oil or HHW collection program for budgetary reasons.
4. More high-collection-volume jurisdictions have permanent facilities, information hotlines, non-sports community events promoting used oil collection, partnerships with other organizations to promote used oil collection, school outreach programs, direct mail, curbside collection, door hangers, and posters for businesses than was found for all jurisdictions. They also are more likely to tailor some of these programs specifically for the minority community.
 5. More jurisdictions with larger minority populations also have used oil collection programs, and especially information hotlines, curbside collection, direct mail pieces, and posters for businesses. However, they have not tailored many more of their programs to the minority community than have jurisdictions with smaller minority populations.
 6. Slightly more high-collection-volume jurisdictions than jurisdictions overall feel that permanent facilities, non-sports community events promoting used oil collection, materials for the media, direct mail pieces, and information hotlines work well. What works well among jurisdictions with larger minority populations could not be determined, since few have tailored programs for this community.
 7. More high-collection-volume jurisdictions have information hotlines for HHW and non-sports community events promoting HHW collection than do jurisdictions overall. However, they have fewer of the other HHW collection programs included in the survey.
 8. More jurisdictions with larger minority populations have information hotlines for HHW, but fewer have non-sports community events promoting HHW collection or permanent facilities than do jurisdictions with smaller minority populations.
 9. Relatively few jurisdictions overall have tailored HHW programs for the minority community. However, although high-collection-volume jurisdictions have tailored more of their programs for the minority community than jurisdictions overall, relatively few programs have been so tailored. Jurisdictions with larger minority populations have fewer permanent facilities tailored for the minority population than have jurisdictions with smaller minority populations. Yet, more of them have tailored information hotlines and non-sports community events promoting HHW collection.
 10. More high-collection-volume jurisdictions have special methods for communicating with the minority community than do jurisdictions overall. Most jurisdictions with larger minority populations also have special methods, but were less likely to have them than jurisdictions with smaller minority populations.
 11. Most high-collection-volume jurisdictions have staff members who are able to converse with constituents in Spanish. There are no differences based on the size of their minority populations.
 12. High-collection-volume jurisdictions tend to use print materials for distribution and advertising/publicity in non-English media. This is about the same as was found for jurisdictions overall. However, fewer high-collection-volume jurisdictions indicated that these communication methods work especially well.

13. More jurisdictions with larger minority populations use print materials for distribution and advertising/publicity in non-English media than do those with smaller minority populations. Furthermore, they are more likely to feel that these programs work well.

Below are tables that help summarize the types of collection programs in place by all jurisdictions, high-collection-volume jurisdictions, and jurisdictions with larger minority populations:

Table A-1: Percent of Jurisdictions With Used Oil Collection Programs

Program	Overall	High-Collection-Volume Jurisdictions	Jurisdictions With 50 Percent or More Minority Population
Curbside collection	40.2%	46.2%	77.8%
Direct mail pieces	48.8%	53.8%	77.8%
Door hangers for homes	16.5%	30.8%	33.3%
Information hotline	59.8%	73.1%	88.9%
Materials for media	70.1%	73.1%	77.8%
Mobile collection facilities	16.5%	11.5%	33.3%
Non-sports community events	52.0%	65.4%	66.7%
Partnership with others	56.7%	61.5%	55.6%
Periodic collection facilities	27.6%	26.9%	33.3%
Permanent facilities	81.1%	88.5%	88.9%
Posters for businesses	26.0%	26.9%	44.4%
School outreach programs	50.4%	61.5%	66.7%
Special agricultural programs	19.7%	23.1%	22.2%
Sports events promotions	12.6%	15.4%	11.1%
Other programs	22.8%	30.8%	55.6%
Total number of respondents	127	26	9

Table A-2: Percent of Jurisdictions With Used Oil Collection Programs Tailored For the Minority Community

Program	Overall	High-Collection-Volume Jurisdictions	Jurisdictions With 50 or More Percent Minority Population
Curbside collection	11.8%	11.5%	11.1%
Direct mail pieces	18.9%	23.1%	22.2%
Door hangers for homes	9.4%	15.4%	0.0%
Information hotline	15.7%	26.9%	22.2%
Materials for media	20.5%	30.8%	33.3%
Mobile collection facilities	5.5%	3.8%	11.1%
Non-sports community events	22.0%	30.8%	33.3%
Partnership with others	19.7%	23.1%	11.1%
Periodic collection facilities	8.7%	0.0%	0.0%
Permanent facilities	23.6%	34.6%	22.2%
Posters for businesses	10.2%	7.7%	22.2%
School outreach programs	9.4%	3.8%	0.0%
Special agricultural programs	7.9%	11.5%	0.0%
Sports events promotions	5.5%	0.0%	0.0%
Other programs	0.8%	15.4%	22.2%
Total number of respondents	127	26	9

Table A-3: Percent of Jurisdictions With HHW Collection Programs

Program	Overall	High-Collection-Volume Jurisdictions	Jurisdictions With 50 or More Percent Minority Population
Curbside collection	9.4%	15.4%	33.3%
Direct mail promotion	43.3%	30.8%	33.3%
Door hangers for homes	11.0%	3.8%	11.1%
Information hotline	50.4%	65.4%	66.7%
Materials to media	49.6%	38.5%	22.2%
Mobile collection facilities	17.3%	11.5%	22.2%
Non-sports promotions to community	35.4%	50.0%	44.4%
Partnership with others	37.0%	34.6%	22.2%
Periodic collection facilities	40.9%	30.8%	33.3%
Permanent facilities	51.2%	61.5%	44.4%
Posters for businesses	12.6%	0.0%	0.0%
School outreach programs	29.1%	15.4%	11.1%

Program	Overall	High-Collection-Volume Jurisdictions	Jurisdictions With 50 or More Percent Minority Population
Sports events promotions	5.5%	7.7%	11.1%
Other programs	17.3%	11.5%	0.0%
Total number of respondents	127	26	9

Table A-4: Percent of Jurisdictions With HHW Collection Programs Tailored For the Minority Community

Program	Overall	High-Collection-Volume Jurisdictions	Jurisdictions With 50 or More Percent Minority Population
Curbside collection	2.4%	0.0%	0.0%
Direct mail promotion	16.5%	11.5%	11.1%
Door hangers for homes	3.9%	0.0%	0.0%
Information hotline	11.0%	15.4%	22.2%
Materials to media	11.8%	11.5%	11.1%
Mobile collection facilities	5.5%	3.8%	11.1%
Non-sports promotions to community	11.0%	11.5%	22.2%
Partnership with others	10.2%	15.4%	0.0%
Periodic collection facilities	8.7%	3.8%	11.1%
Permanent facilities	12.6%	19.2%	11.1%
Posters for businesses	3.9%	0.0%	0.0%
School outreach programs	5.5%	0.0%	0.0%
Sports events promotions	0.8%	0.0%	0.0%
Other programs	3.9%	0.0%	0.0%
Total number of respondents	127	26	9

As can be seen, high-collection-volume jurisdictions with large minority populations have considerably more used oil collection programs than do jurisdictions overall and those that are classified only as high-collection-volume jurisdictions. However, there are relatively few differences among the groupings in regard to tailored programs specifically for the minority community.

With respect to HHW collection programs, high-collection-volume jurisdictions with large minority populations have more information hotlines, curbside collection, and sports community events promoting HHW collection than was found in the other two groupings. However, in terms of having programs tailored for the minority community, few differences can be considered meaningful due to the relatively small number of these programs in place.

Appendix B: Waste Stream and Waste Management Programs

This appendix contains information on jurisdiction waste streams and the programs the jurisdictions use for waste management.

Table B-1: Jurisdiction Waste Stream Characteristics for High-Percent Hispanic Groups and Low-Percent Hispanic Groups

	Average for Jurisdictions With High-Percent Hispanic Population	Average for Jurisdictions With Low-Percent Hispanic Population
Top Materials in Household		
Food (tons)	74,260	43,446
Leaves and Grass (tons)	38,918	22,769
Remainder/Composite Organic (tons)	35,193	20,590
Remainder/Composite Paper (tons)	29,911	17,505
Total (tons)	178,282	104,310
Food: Pounds per Person	82.62	165.13
Leaves/Grass: Pounds per Person	43.30	86.54
Remainder/Composite Organic: Pounds per Person	39.16	78.26
Remainder/Composite Paper: Pounds per Person	32.80	66.54
Household Disposal Rate (1998)	44.95%	30.08%
Total Household Waste Disposal (tons)	356,180	172,014
Residential Daily Disposal (pounds per resident per day)	2.27	1.80
Pounds per Person	809.71	1,510.44
Top Materials in Business Disposal		
Food (tons)	69,521	88,244
Remainder/Composite Paper (tons)	45,611	56,223
Uncoated Corrugated Cardboard (tons)	28,343	31,604
Leaves and Grass (tons)		23,793
Lumber (tons)	24,229	
Total (tons)	167,704	199,864
Food: Pounds per Person	83.68	296.07
Remainder/Composite Paper: Pounds per Person	57.44	193.99
Remainder/Corrugated Cardboard: Pounds per Person	35.93	112.01

	Average for Jurisdictions With High-Percent Hispanic Population	Average for Jurisdictions With Low-Percent Hispanic Population
Leaves/Grass: Pounds per Person		72.55
Lumber: Pounds per Person	30.51	
Pounds/Population—Total	207.56	674.62
Total Business Waste Disposal		
Tons per Year	440,509	394,576
Employee Daily Disposal (pounds per employee per day)	28.10	7.34
Disposal Related to Taxable Sales (pounds per \$100)	25.98	13.81
Pounds per Person	668.44	1,510.62
Waste Stream Disposal		
Solid Waste Landfilled (buried)	2,616,805	574,624
Solid Waste Transformed/Burned	54,099	22
Solid Waste Exported	0	54
Total Disposed	2,670,904	574,700
Pounds per Person	2,048.60	2,877.56

Source: Excerpted with revisions from Tootelian, Dennis H., *The Study of Minority Communities and the Waste Stream*. Publication #300-02-020 California Integrated Waste Management Board, July 2002, pp. 81–82.

Table B-2: Types of Waste Management Programs Based on Percent Hispanic Population Within Jurisdiction

Program	Percent of Jurisdictions With Program	Hispanic Population is 20 Percent or More of Total Population
Composting		
Residential Curbside Green Waste Collection	77.78%	70.00%
Commercial Self-Haul Green Waste	52.78%	60.00%
Residential Self-Haul Green Waste	41.67%	60.00%
Commercial On-Site Green Waste Pick-Up	27.78%	60.00%
Government Composting Programs	33.33%	50.00%
Food Waste Composting Programs	22.22%	30.00%
School Composting Programs	2.78%	0.00%
Other	16.67%	10.00%
Facility Recovery Programs		
Materials Recovery Facilities	75.00%	70.00%
Composting Facility	41.67%	50.00%
Alternative Daily Cover	52.78%	80.00%
Landfill	36.11%	40.00%
Transfer Station	44.44%	40.00%
Other	0.00%	0.00%
HHW Programs		
Education Programs	0.00%	0.00%
Permanent Facility	0.00%	0.00%
Mobile or Periodic Collection	0.00%	0.00%
Curbside Collection	0.00%	0.00%
Waste Exchange	0.00%	0.00%
Other	0.00%	0.00%
Policy Incentives Programs		
Economic Incentives	77.78%	60.00%
Ordinances	63.89%	50.00%
Product and Landfill Bans	5.56%	0.00%
Other	8.33%	20.00%

Program	Percent of Jurisdictions With Program	Hispanic Population is 20 Percent or More of Total Population
Public Education Programs		
Print	97.22%	90.00%
Outreach	88.89%	70.00%
Electronic	86.11%	60.00%
Schools	86.11%	70.00%
Other	5.56%	0.00%
Recycling Programs		
Commercial Onsite Pick-Up	80.56%	70.00%
Residential Buy-Back	88.89%	70.00%
Special Collection Season (regular)	88.89%	70.00%
Residential Curbside	91.67%	90.00%
Residential Drop-Off	75.00%	50.00%
Government Recycling Programs	55.56%	60.00%
Special Collection Events	58.33%	40.00%
School Recycling Programs	44.44%	50.00%
Commercial Self-Haul	33.33%	40.00%
Other	13.89%	30.00%
Source Reduction Programs		
Backyard and Onsite Compost/Mulch	72.22%	80.00%
Business Waste Reduction Program	86.11%	80.00%
Procurement	66.67%	60.00%
Materials Exchanges, Thrift Shops	77.78%	70.00%
Government Source Reduction Programs	75.00%	50.00%
Xeriscaping/Grasscycling	75.00%	80.00%
School Source Reduction Programs	19.44%	10.00%
Other	2.78%	10.00%
Special Waste Materials Programs		
White Goods	88.89%	90.00%
Tires	80.56%	70.00%
Concrete/Asphalt/Rubble	83.33%	70.00%
Scrap Metal	69.44%	60.00%
Wood Waste	55.56%	40.00%

Program	Percent of Jurisdictions With Program	Hispanic Population is 20 Percent or More of Total Population
Rendering	38.89%	20.00%
Sludge (sewage/industrial)	22.22%	40.00%
Ash	5.56%	10.00%
Shingles	8.33%	10.00%
Disaster Debris	5.56%	10.00%
Other	2.78%	0.00%
Transformation		
Tires	30.56%	10.00%
Biomass	16.67%	0.00%
Waste-to-Energy	13.89%	40.00%
Other	0.00%	0.00%

Source: Analysis of data for contracted CIWMB study by Dennis J. Tootelian on minority communities and the waste stream. Study report titled *The Study of Minority Communities and the Waste Stream*. Publication #300-02-020. California Integrated Waste Management Board, July 2002.

Table B-3: Components of Jurisdictions' Used Oil Collection Programs

Program	All Jurisdictions	Have Programs for Minorities	High-Volume Jurisdictions	
			All	Have Programs for Minorities
Curbside Collection	40.2%	11.8%	46.2%	11.5%
Direct Mail Pieces	48.8%	18.9%	53.8%	23.1%
Door Hangers for Homes	16.5%	9.4%	30.8%	15.4%
Information Hotline	59.8%	15.7%	73.1%	26.9%
Materials for Media	70.1%	20.5%	73.1%	30.8%
Mobile Collection Facilities	16.5%	5.5%	11.5%	3.8%
Non-Sports Community Events	52.0%	22.0%	65.4%	30.8%
Partnership With Others	56.7%	19.7%	61.5%	23.1%
Periodic Collection Facilities	27.6%	8.7%	26.9%	0.0%
Permanent Facilities	81.1%	23.6%	88.5%	34.6%
Posters for Business	26.0%	10.2%	26.9%	7.7%
School Outreach Programs	50.4%	9.4%	61.5%	3.8%
Special Agricultural Programs	19.7%	7.9%	23.1%	11.5%
Sports Events Promotions	12.6%	0.8%	15.4%	0.0%
Other	22.8%	5.5%	30.8%	15.4%

Source: CIWMB's 2003 survey of jurisdictions for this study on used oil/HHW outreach to minority communities.

Table B-4: Components of Jurisdictions' Household Hazardous Waste Programs

Program	All Jurisdictions	Have Programs for Minorities	High-Volume Jurisdictions	
			All	Have Programs for Minorities
Curbside Collection	9.4%	2.4%	15.4%	0.0%
Direct Mail Promotion	43.3%	16.5%	30.8%	11.5%
Door Hangers for Homes	11.0%	3.9%	3.8%	0.0%
Information Hotline	50.4%	11.0%	65.4%	15.4%
Materials to Media	49.6%	11.8%	38.5%	11.5%
Mobile Collection Facilities	17.3%	5.5%	11.5%	3.8%
Non-Sports Promotions to Community	35.4%	11.0%	50.0%	11.5%
Partnership With Others	37.0%	10.2%	34.6%	15.4%
Periodic Collection Facilities	40.9%	8.7%	30.8%	3.8%
Permanent Facilities	51.2%	12.6%	61.5%	19.2%
Posters for Businesses	12.6%	3.9%	0.0%	0.0%
School Outreach	29.1%	5.5%	15.4%	0.0%
Sports Events Promotions	5.5%	0.8%	7.7%	0.0%
Other	17.3%	3.9%	11.5%	0.0%

Source: CIWMB's 2003 survey of jurisdictions for this study on used oil/HHW outreach to minority communities.

Table B-5: Average Diversion Rates According to Population Diversity

	Population Diversity Within Jurisdiction			
	High-Percent Hispanic Population*	High-Percent Hispanic Population, Excluding Los Angeles	Medium-Percent Hispanic Population	Low-Percent Hispanic Population**
Population Size	5,569,080	1,746,080	1,574,200	1,745,720
Overall Average Diversion Rate	43.80%	32.43%	45.50%	33.54%
Average Diversion Rate—Caucasian	46.26%	60.85%	64.92%	50.41%
Average Diversion Rate—Hispanic	45.43%	40.66%	23.64%	13.63%

* At least 31 percent of population is Hispanic.

** Less than 15 percent of population is Hispanic.

Source: Excerpted, with revisions, from Tootelian, Dennis H., *The Study of Minority Communities and the Waste Stream*. Publication #300-02-020. California Integrated Waste Management Board, July 2002, p 45.

Table B-6: Average Diversion Rates According to Diversion Category

	Diversion Category		
	Diversion Rate 50 Percent of Higher	Diversion Rate Less Than 50 Percent	Diversion Rate Less Than 50 Percent, Excluding Los Angeles
Population Size	1,151,625	7,737,375	3,914,375
Overall Average Diversion Rate	55.09	39.76	30.74
Average Diversion Rate—Caucasian	69.44%	47.47%	55.15%
Average Diversion Rate—Hispanic	48.91%	34.99%	22.66%

Source: Excerpted, with revisions, from Tootelian, Dennis H., *The Study of Minority Communities and the Waste Stream*. Publication #300-02-020 California Integrated Waste Management Board, July 2002, p 46.

Appendix C: Excerpts From Cornerstone California Laws Pertaining to Environmental Justice

Chapter 690, Statutes of 1999 (Solis, SB 115)

SECTION 1. Section 65040.12 is added to the Government Code, to read:

65040.12.

(c) For the purposes of this section, "environmental justice" means the fair treatment of people of all races, cultures, and incomes with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies.

PART 3. ENVIRONMENTAL JUSTICE

72000. The California Environmental Protection Agency, in designing its mission for programs, policies, and standards, shall do all of the following:

(a) Conduct its programs, policies, and activities that substantially affect human health or the environment in a manner that ensures the fair treatment of people of all races, cultures, and income levels, including minority populations and low-income populations of the state.

(b) Promote enforcement of all health and environmental statutes within its jurisdiction in a manner that ensures the fair treatment of people of all races, cultures, and income levels, including minority populations and low-income populations in the state.

(c) Ensure greater public participation in the agency's development, adoption, and implementation of environmental regulations and policies.

(d) Improve research and data collection for programs within the agency relating to the health of, and environment of, people of all races, cultures, and income levels, including minority populations and low-income populations of the state.

(e) Identify differential patterns of consumption of natural resources among people of different socioeconomic classifications for programs within the agency ... the California Environmental Protection Agency shall develop a model environmental justice mission statement for boards, departments, and offices within the agency...

Chapter 728, Statutes of 2000 (Escutia, SB 89)

An act to amend Section 65040.12 of the Government Code, to amend Section 72000 of, and to add Sections 72001.5, 72002, 72003, and 72004 to, the Public Resources Code, relating to environmental justice.

CIWMB Note: For brevity, only the pertinent amendments to SB 115 are cited below:

SEC. 1.5. Section 72000 of the Public Resources Code is amended to read:

(e) Coordinate its efforts and share information with the United States Environmental Protection Agency.

(g) Consult with and review any information received from the Working Group on Environmental Justice established to assist the California Environmental Protection Agency in developing an agencywide strategy pursuant to Section 72002 in meeting the requirements of this section.

SEC. 1.7. Section 72002 is added to the Public Resources Code, to read:

72002. (a) On or before January 15, 2002, the Secretary for Environmental Protection shall convene a Working Group on Environmental Justice to assist the California Environmental Protection Agency in developing an agencywide strategy for identifying and addressing any gaps in existing programs, policies, or activities that may impede the achievement of environmental justice.

Chapter 765, Statutes of 2001 (Alarcon, SB 828)

An act to amend and renumber Sections 72000, 72001, 72001.5, 72002, 72003, and 72004 of, to add the heading of Part 3 (commencing with Section 71110) to Division 34 of, and to repeal the heading of Part 3 (commencing with Section 72000) of Division 34 of, the Public Resources Code, relating to the environment.

CIWMB Note: For brevity, only the pertinent amendments to SB 89 are cited below.

SECTION 1. The heading of Part 3 (commencing with Section 71110) is added to Division 34 of the Public Resources Code, to read:

SEC. 3. Section 72000 of the Public Resources Code is amended and renumbered to read:

71110. The California Environmental Protection Agency, in designing its mission for programs, policies, and standards, shall do all of the following:

(g) Consult with and review any information received from the Working Group on Environmental Justice established to assist the California Environmental Protection Agency in developing an agency wide strategy pursuant to Section 71113 that meets the requirements of this section.

Chapter 762, Statutes of 2001 (Keeley, AB 1553)

An act to amend Sections 65040.2 and 65040.12 of the Government Code, relating to environmental justice.

SECTION 1. Section 65040.2 of the Government Code is amended to read:

65040.2. (a) In connection with its responsibilities under subdivision (l) of Section 65040, the office shall develop and adopt guidelines for the preparation and content of the mandatory elements required in city and county general plans by Article 5 (commencing with Section 65300) of Chapter 3. For purposes of

this section, the guidelines prepared pursuant to Section 50459 of the Health and Safety Code shall be the guidelines for the housing element required by Section 65302. In the event that additional elements are hereafter required in city and county general plans by Article 5(commencing with Section 65300) of Chapter 3, the office shall adopt guidelines for those elements within six months of the effective date of the legislation requiring those additional elements.

SEC. 2. Section 65040.12 of the Government Code is amended to read:

65040.12. (a) The office shall be the coordinating agency in state government for environmental justice programs.

(b) The director shall do all of the following: ...

(d) The guidelines developed by the office pursuant to subdivision (c) shall recommend provisions for general plans to do all of the following:

(1) Propose methods for planning for the equitable distribution of new public facilities and services that increase and enhance community quality of life throughout the community, given the fiscal and legal constraints that restrict the siting of these facilities.

(2) Propose methods for providing for the location, if any, of industrial facilities and uses that, even with the best available technology, will contain or produce material that, because of its quantity, concentration, or physical or chemical characteristics, poses a significant hazard to human health and safety, in a manner that seeks to avoid over-concentrating these uses in proximity to schools or residential dwellings.

(3) Propose methods for providing for the location of new schools and residential dwellings in a manner that seeks to avoid locating these uses in proximity to industrial facilities and uses that will contain or produce material that because of its quantity, concentration, or physical or chemical characteristics, poses a significant hazard to human health and safety.

(4) Propose methods for promoting more livable communities by expanding opportunities for transit-oriented development so that residents minimize traffic and pollution impacts from traveling for purposes of work, shopping, schools, and recreation. ...

Appendix D: Selected Recommendations of the Cal/EPA Advisory Committee on Environmental Justice

Text in this appendix has been excerpted from *Recommendations of the California Environmental Protection Agency (Cal/EPA) Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice*.²⁶

Goal #1: Ensure meaningful public participation and promote community capacity building to allow communities to be effective participants in environmental decision-making processes.

. . . The criteria that distinguish successful programs for meaningful public participation include:

- Guidelines for meaningful public participation.
- The identification of an office or contact person who has authority and responsibility for coordinating effective public participation opportunities.
- Awareness of and sensitivity to community-specific communication issues (including media, venue, language, and other cultural issues).
- Relationship building prior to environmental decision points.
- Educational, technical, and other assistance (i.e., capacity building) to support meaningful participation in environmental decisions – subject to the specific limitations in state law regarding the use of government funds for lobbying and other activities.
- Early public involvement in environmental decisions.
- Availability and timeliness of materials and information.
- Feedback to participants and commenters.

Goal #2: Integrate environmental justice into the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies.

. . . Programs that have successfully integrated this environmental justice goal will meet the following criteria:

- Consider environmental justice issues in developing and revising programs and program elements, including explicit analysis of environmental justice in the staff report for significant actions, or other supporting documentation.
- Ensure that program development and adoption processes do not create new, or worsen existing, environmental justice problems.
- Ensure meaningful public participation in environmental decision-making processes.
- Establish guidelines, procedures, and performance measures to ensure equitable implementation and enforcement of programs.

- Include data, tools and procedures to identify existing environmental justice problems.
- Give high priority to actions (e.g., funding criteria) that will address existing environmental justice problems.
- Dedicate resources and identify staff members responsible for assuring that the agency properly considers and addresses existing and potential environmental justice problems.
- Assess the relationship between socio-economic indicators (i.e., race, income, etc.) and the distribution of pollution sources and any associated health impacts.

Goal #3: Improve research and data collection to promote and address environmental justice related to the health and environment of communities of color and low-income populations.

. . . The criteria that distinguish programs for research and data collection that have successfully integrated environmental justice objectives include:

- Systematic identification of data needs inside and outside of the agency, and prioritizing research objectives, including specifically articulated data objectives related to community-specific health, environmental and socio-economic indicators.
- Regular consideration of the outcomes of previous and ongoing projects that assess(ed) community-specific health, environmental, and socio-economic factors, in order to identify data limitations (such as lack, availability, quality, and/or format of data) that materially hindered the success of the project.
- Regular consultation with community groups and other interested parties to identify their data needs, interest in participation in data collection efforts, and concerns about data use, availability, and privacy.
- Consistent efforts to optimize and leverage research funding and other resources, including evaluation of single media or other focused research efforts to determine if a small addition of resources will allow the data gathered meet multiple objectives.
- Consideration of a wide range of data sources, and efforts to further develop/enhance these sources, with specific consideration of research efforts designed and implemented within the community.
- Periodic evaluation of program objectives, project grants, and data outcomes to ensure fair and equitable research, and that the needs, concerns, or specific factors affecting low-income populations and communities of color are not overlooked.
- Systematic process for compiling, indexing, and sharing existing data, within the agency and with outside stakeholders.
- Clear descriptions and explanations of research and data caveats, assumptions, and limitations.

Goal #4: Ensure effective cross-media coordination and accountability in addressing environmental justice issues.

Programs that have successfully integrated environmental justice goals across environmental media, and embody a sufficient degree of accountability are distinguished by the following criteria:

- Development, implementation, and regular evaluation of environmental justice policies, goals, and objectives.
- Use of environmental justice work plans with specific, measurable, and time-bound action items.
- Clearly articulated objectives and mechanisms to ensure that media-specific policies, goals, objectives, and action items relate logically to those for other media, including coordinated development and implementation, resource leveraging, and mutual accountability.
- Commitment of funding and other resources needed to implement environmental justice policies, goals, objectives, and action items.
- Periodic progress reports to agency management and external stakeholders, including communities, on program implementation.
- Active solicitation of program evaluation (successes and failures) by external stakeholders, including equal participation of communities, and establish mechanisms to adjust programs based on input received.

Tools

The tools listed below are spreadsheet files and may be accessed on the CIWMB website. The information presented in the tools section for these tools consists of instructions or general information for using the actual tools once the user downloads them.

Tool 4A: Demographic Data Set

www.ciwmb.ca.gov/Publications/UsedOil/52005003T4A.xls

Tool 4B: Auto Parts Stores Data Set

www.ciwmb.ca.gov/Publications/UsedOil/52005003T4B.xls

Tool 15: Program Evaluations (downloadable file contains spreadsheet only, not evaluation forms)

www.ciwmb.ca.gov/Publications/UsedOil/52005003T15.xls

Tool 16: Economic Analysis Worksheet

www.ciwmb.ca.gov/Publications/UsedOil/52005003T16.xls

Tool 1: Sample Environmental Justice Language

Jurisdictions may use Tool 1 when developing and publishing their own environmental justice policies. The sample language in this tool consists of excerpts from the sources indicated, including four jurisdictions that responded to the 2003 survey of jurisdictions. The excerpts have also been adapted so reference to specific agencies or programs has been deleted, thus making the language more generic.

Sample 1: (adapted from language provided by Contra Costa County)

RECOGNIZE that the *[adopting body, such as “Board of Supervisors”]* has adopted the definition of environmental justice as stated in the California Government Code Sec. 65040.12(e): “Environmental justice means fair treatment of people of all races, cultures, and incomes with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies.”

RECOGNIZE that each *[jurisdiction name or type, such as “County”]* department provides unique services to the community and has developed internal procedures which allow for public participation and information sharing on issues within the purview of the department.

ADOPT the following policy with regard to environmental justice: “*[jurisdiction name]* will conduct its programs, policies, and activities that substantially affect human health or the environment, and promote enforcement of all health and environmental statutes under the *[jurisdiction name or type]*’s jurisdiction in a manner that ensures the fair treatment of people of all races, cultures, and income levels, including minority populations and low-income populations.”

DIRECT each *[jurisdiction name]* department to designate a departmental environmental justice representative. These people are to be responsible directly to their department heads for day-to-day accountability for implementing the policy of environmental justice within the department, and for regularly communicating with other departmental representatives to ensure a sharing of knowledge and resources.

DIRECT the *[jurisdiction name]* Administrator, in consultation with department heads, to designate an Environmental Justice Coordinator to be responsible for oversight of environmental justice in the long term. This person will chair periodic meetings with departmental representatives to ensure integration of the environmental justice policy into the workings of departments on an on-going basis. This person will also act as liaison with the community when concerns arise with regard to the environmental justice policy.

DIRECT the *[name of environmental justice committee]* (composed of the *[names of role(s), such as “Environmental Justice Coordinator and the departmental environmental justice representatives”]*) to develop internal procedures for the oversight of issues or projects related to environmental justice.

DIRECT *[jurisdiction name or type]* departments to formally report, on an annual basis and through the environmental justice coordinator, to the *[approving body, such as “Board of Supervisors”]* on their performance in the area of environmental justice. The report shall include establishment of and progress toward goals, as well as accomplishments during the year.

Sample 2: (adapted from language provided by the City of Gardena)

Environmental justice in California is defined in the Government Code section 65040.12(e) as follows: “Environmental justice means fair treatment of people of all races, cultures, and incomes with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies.”

In other words, environmental justice issues are those involving allegations that there has been unfair treatment of certain races, cultures, or incomes with regard to the manner in which environmental programs have been implemented. This could include issues related to access to programs or proximity to facilities.

Another way of looking at “environmental justice” is “disproportionate impact.” Please consider the following:

- Socio-demographic data (from U.S. Bureau of the Census or from the California Department of Finance) including location/zoning, race breakdown, average income, unemployment rate, size of business/businesses, other factors (e.g., historical context).
- Are the programs being implemented addressing minority races, cultures, and/or those with lower income? For example, are outreach materials available in different languages, and is on-site technical assistance available from field personnel who are multi-lingual?
- Organize a specific effort geared towards “smaller businesses.” The definition of small business varies. The United States Small Business Administration has established a size standard for most industries in the economy. The most common size standards are as follows:
 - 500 employees for most manufacturing and mining industries.
 - 100 employees for all wholesale trade industries.
 - \$6 million for most retail and service industries.
 - \$28.5 million for most general & heavy construction industries.
 - \$12 million for all special trade contractors.
 - \$0.75 million for most agricultural industries.

The Office of Advocacy defines a small business for research purposes as an independent business having fewer than 500 employees. Some chambers of commerce define a small business as being one with less than ten employees.

- *[Jurisdiction name or type, such as “City”]* staff should be sensitive in the analysis and program implementation actions taken to address environmental justice issues.

Sample 3: (adapted from CIWMB Strategic Plan, November 2001)

Commitment to Environmental Justice:

- We appreciate the *[jurisdiction name or type, such as “county’s”]*’s diversity and act to protect the environment and public health and safety in a manner that ensures the fair treatment of people of all races, cultures, and income levels.
- We reach out to the *[jurisdiction name]* diverse communities to assure that we are aware of the effects of the work we do, that we share our information with all communities, and that we include the input of all communities in policy-making and decision-making.

- We provide assistance and support to communities in need to ensure that they have the knowledge, access, and tools to participate in a meaningful way in the public process.
- We are committed to reducing or eliminating any disproportionate impacts of pollution identified in any community, including low-income and minority populations.

Goal: Continuously integrate environmental justice concerns into all of the *[jurisdiction name or type]*'s programs and activities, including administrative and budgetary decisions.

- Objective 1: Develop an environmental justice strategy with input from stakeholders, especially concerned or impacted communities. This includes an assessment of programs, activities, and policies.
- Objective 2: Educate staff on environmental justice concepts and promote awareness of the *[jurisdiction name or type]*'s environmental justice strategy and implementation among external stakeholders and concerned or impacted communities. This includes training, public venues, Internet, and publications.
- Objective 3: Ensure greater public and community participation, including low-income and minority populations, in the development, adoption, and implementation of environmental regulations, policies, and programs. This includes informing the public in various ways, and reducing barriers to meaningful participation.
- Objective 4: Develop and maintain an information system to support the *[jurisdiction name or type]*'s efforts to develop and implement its environmental justice strategy. This includes collecting, storing, and exchanging information, and keeping information readily accessible.

Sample 4: (adapted from California Air Resources Board document, *Policies and Actions for Environmental Justice*, approved December 13, 2001)

The *[jurisdiction name]* is committed to making the achievement of environmental justice an integral part of its activities. State law defines environmental justice as the fair treatment of people of all races, cultures, and incomes with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies.

The *[jurisdiction name]* approved *[title of environmental justice policy document or policy statement]* to establish a framework for incorporating environmental justice into our programs consistent with the directives of State law. These policies are intended to promote the fair treatment of all residents of *[jurisdiction name]* and cover the full spectrum of our activities. Underlying these policies is a recognition that we need to engage community members in a meaningful way as we carry out our activities. People should have the best possible information, and we recognize our obligation to work closely with all stakeholders—communities, environmental and public health organizations, industry, business owners, other agencies, and all other interested parties—to successfully implement these policies.

Policies

It shall be the *[jurisdiction name]*'s policy to integrate environmental justice into all of our programs, policies, and regulations. We will:

- Add an explicit discussion of whether proposed major programs, policies, and regulations treat fairly people of all races, cultures, geographic areas, and income levels, especially low-income and minority communities.

- Work with stakeholders to address, as appropriate, community concerns that we have jurisdiction over.
- Work with stakeholders to review current programs to address potential environmental justice implications and add new or modified elements consistent with these policies where there are program gaps.
- Develop and incorporate an environmental justice program element into our employee-training program.
- Annually provide a staff briefing to the *[approving body, such as “Board of Supervisors”]* at a public meeting regarding ongoing and planned activities.
- Conduct special studies in communities where environmental justice or other concerns exist.

It shall be the **[jurisdiction name or type]**’s policy to strengthen our outreach and education efforts in all communities, especially low-income and minority communities, so that all Californians can fully participate in our public processes and share in the benefits of our programs. We will:

- Hold meeting in communities affected by our programs, policies, and regulations at times and in places that encourage public participation.
- Assess the need for and provide translation services at public meetings.
- Hold community meetings to update residents on the results of any special programs conducted in their neighborhoods.
- Make staff available to attend meetings of community organizations and neighborhood groups to listen to and, where appropriate, act upon community concerns.
- Establish a specific contact person for environmental justice issues.
- Increase public awareness of our actions through the K–12 education system and through outreach opportunities at the community level.
- Make information available to communities in an easily understood and useful format.
- When appropriate, distribute fact sheets in English and other languages as deemed necessary.
- Develop and maintain a web-site that provides access to available information about our programs.

Sample 5: (adapted from U.S. Environmental Protection Agency, Region 9)

Mission Statement: To achieve equal environmental protection so no segment of the population, regardless of race, ethnicity, culture or income bears an undue burden of environmental pollution and to ensure that the benefits of environmental protection are shared by everyone.

Goals:

- Inform and facilitate public dialogue on issues of environmental justice.
- Provide leadership to mobilize governmental, academia, and corporate responses to identified environmental justice needs.

- Incorporate environmental justice into environmental policy and regulatory/enforcement programs.
- Organize and deploy resources to prevent and redress environmental justice concerns consistent with our operating plans.

Objectives:

- Assess the real and perceived impact environmental protection programs have on the distribution of risks in our service area.
- Inventory existing programs that directly or indirectly address environmental justice issues.
- Identify new opportunities and initiatives to target policies and programs to redress environmental justice issues.
- Encourage and support efforts that pilot new approaches or methods for reducing risk to low-income and minority communities.
- Expand the opportunities for low-income and minority groups to participate in the development and delivery of environmental programs.
- Strive to improve risk assessment methodology to better characterize risk across populations, communities and geographic areas.

Sample 6: (adapted from U.S. Environmental Protection Agency, Environmental Justice in Waste Programs)

It is *[jurisdiction name]*'s policy that environmental justice be considered as an integral part in the development of all *[jurisdiction type]* policies, guidances and regulations. It reflects our firm commitment to achieve the environmental justice goals of the President and the State of California.

Executive Order 12898, "Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations," directs each Federal Agency to "make achieving environmental justice part of its mission by identifying and addressing, as appropriate, disproportionately high and adverse human health and environmental effects of its programs, policies, and activities on minority populations and low-income populations. . . ."

Environmental justice issues will be considered at all stages of policy, guidance and regulation development, beginning with preliminary efforts. Staff will first evaluate the subject matter for the possibility of disproportionately high and adverse impacts on minority and low-income communities. We will develop methods for determining which are the most important topics requiring consideration of environmental justice.

Where environmental justice concerns or the potential for concerns are identified, staff will conduct an appropriate analysis of the issue(s). To the extent practicable, staff will evaluate the ecological, human health (taking into account subsistence patterns and sensitive populations) and socio-economic impacts of the proposed decision-document in minority and low-income communities. Examples include how a policy on future land use would impact minority or low-income communities versus non-minority, affluent communities, or how subsistence farming or fishing patterns relate to risk-assessment policies. This could include the development and evaluation of various options, taking into consideration the pros and cons of each option. This analysis should be documented and retained for public availability.

At all critical stages of development, there will be meaningful input from stakeholders, including members of the environmental justice community and members of the regulated community. Federal, state or local government agencies may also be stakeholders and should be consulted, as appropriate.

A guideline for identifying communities which may need particular attention regarding environmental justice concerns will be developed as necessary. This guideline will present a variety of indicators of environmental justice concerns and should be used to facilitate this evaluation process.

Documents developed will be reviewed by the environmental justice coordinator in our Office. Staff has a personal responsibility to ensure the implementation of environmental justice.

Sample 7: (adapted from language provided by Merced County)

Our mission is to promote, protect, and preserve healthy lifestyles, and a healthy environment in the multi-cultural community of *[jurisdiction name]*.

We will accomplish this mission using courteous, prompt services that respect the dignity, needs, cultural heritage, individuality and confidentiality of each client.

Sample 8: (adapted from language provided by City of Diamond Bar)

The permittee, at the permittee's sole expense, shall prepare and implement a multilingual public education and information program of no less than *[number of languages]* languages as determined by the *[jurisdiction name or type]* Manager.

[Jurisdiction or its contractor] shall have the capability of responding to service recipients in English, *[language]*, *[language]*, and other languages necessary for communication between Contractor and its service recipients.

Tool 2: Jurisdiction Waste Management Programs

Shown below are the programs used by jurisdictions according to the survey conducted in 2003 for this study (See Project 1 in Appendix A).

Used Oil Recycling Programs

In the table below, the second column (“All Respondents”) shows the percentages of survey respondents that indicated they have particular used oil collection programs. The third column indicates the percentage of jurisdictions that have adapted the programs for minority communities. For example, 40.2 percent of the jurisdictions responding to the survey indicated they operate curbside collection programs. Of those, 11.8 percent have adapted their curbside collection programs to meet the needs of minority communities.

The last two columns show the percentages of jurisdictions with high volumes of used oil collection (“high-volume jurisdictions”) that have particular used oil collection programs and ones specifically adapted for minority communities. For the purpose of this project, “high-volume” jurisdictions were defined as the 25 jurisdictions that had the highest total volume of used oil collection, the 25 jurisdictions that had the highest volume of used oil collection on a per-person basis, or those jurisdictions having the 25 collection centers that had the highest total volume of HHW collection. The jurisdictions in which these collection centers are located were identified, and those which responded to the survey were designated as “high-volume.”

Table T2-1: Information on Used Oil Collection Programs From 2003 Jurisdiction Survey

Program	All Respondents	Jurisdictions With Programs For Minorities	High-Volume Jurisdictions	
			All	Jurisdictions With Programs For Minorities
Curbside Collection	40.2%	11.8%	46.2%	11.5%
Direct Mail Pieces	48.8%	18.9%	53.8%	23.1%
Door Hangers for Homes	16.5%	9.4%	30.8%	15.4%
Information Hotline	59.8%	15.7%	73.1%	26.9%
Materials for Media	70.1%	20.5%	73.1%	30.8%
Mobile Collection Facilities	16.5%	5.5%	11.5%	3.8%
Non-Sports Community Events	52.0%	22.0%	65.4%	30.8%
Partnership With Others	56.7%	19.7%	61.5%	23.1%
Periodic Collection Facilities	27.6%	8.7%	26.9%	0.0%
Permanent Facilities	81.1%	23.6%	88.5%	34.6%
Posters for Businesses	26.0%	10.2%	26.9%	7.7%
School Outreach Programs	50.4%	9.4%	61.5%	3.8%
Special Agricultural Programs	19.7%	7.9%	23.1%	11.5%
Sports Events Promotions	12.6%	0.8%	15.4%	0.0%
Other Programs	22.8%	5.5%	30.8%	15.4%

The most common used oil collection programs for all respondents to the survey (as measured by the percent of jurisdictions which have the programs) are:

- Permanent Facilities: 81.1 percent
- Materials for the Media: 70.1 percent
- Information Hotline: 59.8 percent
- Partnerships With Others in the Community: 56.7 percent
- Non-Sports Community Events: 52.0 percent
- School Outreach Programs: 50.4 percent

The most common programs among all jurisdictions that have been adapted to the specific needs of minority communities (as measured by the percent of jurisdictions which have adapted their programs) are:

- Permanent Facilities: 23.6 percent
- Non-Sports Community Events: 22.0 percent
- Materials for the Media: 20.5 percent
- Partnerships With Others in the Community: 19.7 percent
- Direct Mail Pieces: 18.9 percent
- Information Hotline: 15.7 percent

Among all high-volume jurisdictions,, the most common programs (as measured by the percent of jurisdictions which have the programs) are:

- Permanent Facilities: 88.5 percent
- Materials for the Media: 73.1 percent
- Information Hotline: 73.1 percent
- Non-Sports Community Events: 65.4 percent
- Partnerships With Others in the Community: 61.5 percent
- School Outreach Programs: 61.5 percent
- Direct Mail Pieces: 53.8 percent

The most common programs adapted by high-volume jurisdictions for minority communities (as measured by the percent of jurisdictions which have adapted the programs) are:

- Permanent Facilities: 34.6 percent
- Materials for the Media: 30.8 percent
- Non-Sports Community Events: 30.8 percent
- Direct Mail Pieces: 23.1 percent

- Information Hotline: 26.9 percent
- Partnerships With Others in the Community: 23.1 percent

Among all respondents, the used oil collection programs that seem to work best for outreach to minority communities (as measured by the percent which indicated a particular program works especially well) are:

- Permanent Facilities: 37.1 percent
- Non-Sports Community Events: 30.6 percent
- Materials for the Media: 29.0 percent
- Direct Mail Pieces: 19.4 percent
- School Outreach Programs: 17.7 percent
- Curbside Collection: 16.1 percent
- Partnerships With Others in the Community: 16.1 percent

The used oil collection programs in high-volume jurisdictions that seem to work best for outreach to minority communities (as measured by the percent of jurisdictions which indicated a particular program works especially well) are:

- Materials for the Media: 40.0 percent
- Permanent Facilities: 40.0 percent
- Non-Sports Community Events: 33.3 percent
- Direct Mail Pieces: 26.7 percent
- Information Hotline: 20.0 percent

As is evident, jurisdictions use many of the same programs, and view them as being effective.

Household Hazardous Waste Programs

Shown below in the second and third columns are the percentages of respondents to the 2003 survey that indicated they have HHW programs and have adapted the programs for minority communities. The last two columns show the percentages of jurisdictions with high volumes of used oil collection (“high-volume jurisdictions”) which have particular HHW programs and ones specifically adapted for minority communities. The same jurisdictions that were designated as “high volume” for used oil were designated for HHW.

Table T2-2: Information on HHW Programs From 2003 Jurisdiction Survey

	All Respondents	Jurisdictions With Programs For Minorities	High-Volume Jurisdictions	
			All	Jurisdictions With Programs For Minorities
Curbside Collection	9.4%	2.4%	15.4%	0.0%
Direct Mail Promotion	43.3%	16.5%	30.8%	11.5%
Door Hangers for Homes	11.0%	3.9%	3.8%	0.0%
Information Hotline	50.4%	11.0%	65.4%	15.4%
Materials to Media	49.6%	11.8%	38.5%	11.5%
Mobile Collection Facilities	17.3%	5.5%	11.5%	3.8%
Non-Sports Promotions to Community	35.4%	11.0%	50.0%	11.5%
Partnership With Others	37.0%	10.2%	34.6%	15.4%
Periodic Collection Facilities	40.9%	8.7%	30.8%	3.8%
Permanent Facilities	51.2%	12.6%	61.5%	19.2%
Posters for Businesses	12.6%	3.9%	0.0%	0.0%
School Outreach Programs	29.1%	5.5%	15.4%	0.0%
Sports Events Promotions	5.5%	0.8%	7.7%	0.0%
Other Programs	17.3%	3.9%	11.5%	0.0%

The most common HHW programs among all survey respondents (as measured by the percent of jurisdictions which have the programs) are:

- Permanent Facilities: 51.2 percent
- Information Hotline: 50.4 percent
- Materials for the Media: 49.6 percent
- Direct Mail Promotion: 43.3 percent
- Periodic Collection Facilities: 40.9 percent

The most common programs that have been adapted to the specific needs of minority communities (as measured by the percent of jurisdictions which have adapted the programs) are:

- Direct Mail Promotion: 16.5 percent
- Permanent Facilities: 12.6 percent
- Materials for the Media: 11.8 percent
- Information Hotline: 11.0 percent
- Non-Sports Promotions to the Community: 11.0 percent

Among jurisdictions with high volumes of used oil recycling, the most common HHW programs (as measured by the percent of jurisdictions which have the programs) are:

- Information Hotline: 65.4 percent
- Permanent Facilities: 61.5 percent
- Non-Sports Promotions to the Community: 50.0 percent
- Materials for the Media: 38.5 percent
- Partnerships With Others in the Community: 34.6 percent

The most common HHW programs adapted for minority communities by high-volume jurisdictions (as measured by the percent of high-volume jurisdictions that have adapted their programs) are:

- Permanent Facilities: 19.2 percent
- Information Hotline: 15.4 percent
- Partnerships With Others in the Community: 15.4 percent
- Direct Mail Pieces: 11.5 percent
- Materials for the Media: 11.5 percent
- Non-Sports Promotions to the Community: 11.5 percent

Among all survey respondents, the HHW programs that seem to work best for outreach to minority communities (as measured by the percent which indicated a particular program works especially well) are:

- Permanent Facilities: 28.0 percent
- Periodic Collection Facilities: 24.0 percent
- Direct Mail Pieces: 22.0 percent
- Materials for the Media: 16.0 percent
- Non-Sports Promotions to the Community: 16.0 percent
- Partnerships With Others in the Community: 16.0 percent

The HHW programs high-volume jurisdictions use that seem to work best for outreach to minority communities (as measured by the percent which indicated a particular program works especially well) are:

- Materials for the Media: 18.2 percent
- Permanent Facilities: 18.2 percent

As in the case of used oil recycling programs, jurisdictions use many of the same programs and view them as being effective.

Tool 3: Assistance Jurisdictions Want in Used Oil and HHW Programs

The lists shown below itemize recommendations from the 2003 survey of jurisdictions. They are grouped in Tables 8–10 in the Outreach to Minority Communities section of this report, along with percentages of jurisdictions making the recommendation. For the most part, the items are stated as the survey participants worded them. In a few instances, minor edits have been made for clarity.

Assistance Jurisdictions Want in Used Oil Programs

- Advertising for mobile collection events.
- Agricultural oil collection.
- Articles in minority languages.
- Assistance from public agencies.
- Better financial incentives to recycle filters.
- Bilingual formatted information.
- Bilingual promotional outreach materials.
- Brochures.
- Collection center in sections of town.
- Collection for apartments.
- Community-based marketing evaluation.
- Curbside collection.
- Curbside oil collection at multifamily dwellings.
- Curbside pickup for those unable to drive.
- Evaluate what techniques are successful.
- Filters and oil sold with bilingual information on disposal.
- Funding to hire college students who speak different languages.
- Funds for local cable channels to explain programs.
- Funds needed—grants for outreach.
- Influential Hispanic community leaders endorse the programs.
- Information ads in Mandarin.
- Integrate with existing networks.
- Literature and advertisements in Spanish.
- Minority operating facility.

- Mobile collection or curbside collection.
- More outreach for do-it-yourselfers.
- More staff.
- Multifamily complex recycling service or event.
- Multilingual advertisements.
- Outreach to minority community.
- Posters and door hangers.
- Program to determine impact of programs on minority community.
- Programs with auto stores.
- Radio spots in Spanish.
- School outreach.
- School programs (auto shop).
- Siting an antifreeze, battery, oil and paint collection event in Latino neighborhood.
- Support from minority community.
- Surveys/evaluation.
- Telephone information hotline.
- Thirty-minute video for local cable channels.
- Translation services (Korean, Vietnamese, Armenian).
- Up-do-date literature.
- Weekend mobile event.

Assistance Jurisdictions Want With HHW Programs

- An HHW program.
- Access to public relations firms that specialize in minority communities.
- Advertisements in Mandarin.
- Appeal to Armenian community through churches and organizations.
- Assistance with Spanish outreach at live events and point of purchase.
- Bilingual information available.
- Bilingual literature.
- Brochures, school programs (auto shop), agricultural oil collection.
- Collection program.

- Contacts with local minority media.
- Curbside collection.
- Curbside collection of HHW.
- Curbside pickup for elderly who are unable to drive.
- Direct mail pieces.
- Funding for part-time bilingual staff.
- Funding for permanent facilities.
- Grant from CIWMB for an antifreeze, battery, oil and paint collection event in city—has bilingual component.
- More advertisements to minority community.
- More community outreach in Spanish.
- More comprehensive literature on HHW in various languages.
- More frequent collection.
- More frequent events.
- More literature and advertisements in Spanish.
- More satellite drop-off points.
- More sites in neighborhoods.
- More special events.
- More television and radio advertisements—print does not work.
- Move funding to have temporary HHW collection event.
- Multilingual advertisements.
- Outreach programs to the minority community.
- Permanent centers.
- Permanent drop-off facilities.
- Permanent facilities.
- Program to help determine impact of programs on minority community.
- Radio advertisements.
- School outreach.
- Staff communication with minorities.
- Support by minority members in community.
- Telephone information hotline.

Assistance Jurisdictions Want In Communicating With Minority Communities

- Ability to identify cultural organizations and staff time to work with them.
- Access to specialists in minority culture/language.
- Additional brochures in Chinese, Korean, Vietnamese.
- Additional outreach programs.
- Bilingual campaign.
- Bilingual staff for one-on-one communication.
- Bilingual surveys to assess effectiveness of non-English outreach strategies.
- Computer software that converts English to Spanish.
- Designated bilingual staff.
- Develop relations with Hispanic reporters.
- Funding to support marketing programs.
- Highly graphic public information pieces.
- More money for mailers.
- More special events and advertising.
- More staff members who are bilingual and trained in HHW.
- More staff to implement programs.
- More statewide campaigns in multiple languages.
- Non-English brochures, door hangers, and newspaper advertisements.
- Outreach promotional materials.
- Pass out promotional items (such as magnets with telephone numbers).
- Press packet in Spanish.
- Radio and television advertisements.
- Representatives in community who can communicate in their languages.
- Simple attractive printed material on recycling and waste reduction.
- Spanish radio and newspaper.
- Staff to communicate with minority community.
- Staff to participate in media relations.
- Staff who speak multiple languages.

- Teach English as primary language in schools/adult education.
- Telephone information.
- Telephone information in non-English.
- Television advertisements.
- Television and radio advertisements.
- Templates for brochures, door hangers, and mailers.
- Unlimited free access to bilingual graphic designers (English, Spanish, Chinese).
- Use government access channel for EJ education.
- Work with community groups.

Tools 4A and 4B: Demographic and Auto Parts Store Data Sets

Tools 4A and 4B are two data sets in Excel spreadsheet files. The data sets have been organized so that people with limited experience working in Excel files will find the process relatively easy. Presented here are instructions for using the actual tools, which may be downloaded from CIWMB’s website (Tool 4A: www.ciwmb.ca.gov/Publications/UsedOil/52005003T4A.xls. Tool 4B: www.ciwmb.ca.gov/Publications/UsedOil/52005003T4B.xls).

Tools 4A and 4B allow you to examine the demographic data for each ZIP code (Tool 4A) and see how many automobile parts stores are located within a certain area (Tool 4B). You can then determine which ZIP codes have large minority populations and/or households with low incomes and then decide whether the area has sufficient numbers of certified used oil collection centers.

How to Use the Demographic Data Set (Tool 4A)

The demographic data set contains two sheets. Sheet 1 contains data, and Sheet 2 is a working area into which data can be copied and pasted for analysis. In Sheet 1, data is sorted by ZIP code and sequenced from ZIP code 90001 to 96161. ZIP codes for which no demographic data is available are also identified in Columns B through G, Rows 1380 through 1389. The instructions help the user identify ZIP codes of interest, copy the data for each ZIP code to Sheet 2, and group the data so it can be analyzed conveniently.

	General Instructions for Using Tool 4A	Example
1	Identify ZIP codes you want to examine. These could be all ZIP codes in your jurisdiction’s service area or only selected ones you want to examine further.	Seventeen ZIP codes were identified as having certified used oil collection centers in the Sacramento area. These are: 95814, 95815, 95816, 95818, 95819, 95820, 95821, 95822, 95823, 95824, 95825, 95827, 95828, 95831, 95834, 95841, and 95842. For simplicity, this example will analyze only 95814, 95815, 95816, and 95818.
2	In Sheet 1 of Tool 4A, locate the ZIP codes you want to examine in the spreadsheet. To do this, select “Edit” and then “Find” (or type Ctrl + F). Next, type in the ZIP code you want. After that, selecting “Find Next” will take you to the desired ZIP code. Select “Close.” You can also scroll horizontally and vertically to find desired ZIP codes.	Following instructions for Step 2, locate data for 95814.

	General Instructions for Using Tool 4A	Example
3	<p>Copy the demographic characteristics from Sheet 1 and paste into Sheet 2. The data for each ZIP code uses 123 rows and 2 columns (one for numbers of people, one for percentages).</p> <p>(a) In Sheet 1, highlight the ZIP code and all of the data you want to use (column with numbers of people, column with percentages, or both).</p>	3(a): Follow instructions at left, starting with ZIP code 95814. Highlight both columns pertaining to 95814 to copy and paste into Sheet 2.
	(b) Select "Edit" and then "Copy" (or type Ctrl + C).	3(b): Follow instructions at left.
	(c) Switch to Sheet 2, and select Cell E3 (Column E, Row 3). Select "Edit," then "Paste" (or type Ctrl + V). Copied text will be pasted into the appropriate rows and column(s). If you have copied data to the correct place, ZIP codes will be in Row 3 (row for ZIP code category).	3(c): Follow instructions at left.
	(d) Repeat this process for all ZIP codes you are analyzing. If you are copying <u>both</u> number and percentage columns to Sheet 2, leave one column between the data for each ZIP code so you can easily differentiate between different ZIP codes. To copy columns for contiguous ZIP codes, you can highlight and copy all of them at once and paste them all into Sheet 2 at one time.	3(d): Follow instructions at left. Copy both columns for 95815, 95816, and 95818 from Sheet 1 at one time. Paste into Sheet 2, Cell H3.
4	<p>Sum the data for the ZIP codes in Sheet 2.</p> <p>Read either step (a) or (b).</p>	4: Go to Step 4(b), since in the example you have copied both number and percentage columns to Sheet 2.
	<p>(a) <u>If you have copied either number or percentage columns, but not both, to Sheet 2, AND the data are in adjacent columns:</u> Click once on Cell B7 and select the AutoSum icon (Σ) at the top of the screen. Then in the Insert Function space at the top of the screen (<i>fx</i>), type an e (representing Column E) and a 7 (representing Row 7), a colon, and the last column letter and a 7. <u>Type these between the parentheses marks.</u> For example: If you want Cell B7 to display the sum of data in Row 7, Columns E, F, and G, type <i>e7:g7</i> between the parentheses marks in the Insert Function space. Then select the Enter key.</p>	<p>4(a): As stated above, the example pertains to copying <u>both</u> number and percentage columns, so Step 4(b) is the step to follow.</p> <p>However, in your analysis you may have decided to copy and paste just number columns or just percentage columns into Sheet 2. In this case, the data would be in contiguous rows.</p> <p>If you wanted to sum data in Row 7, Columns E, F, and G, the formula in the Insert Function space would look like this: <i>=SUM(e7:g7)</i>.</p> <p>After entering the formula, you would press Enter and proceed to Step 4(c).</p>

	General Instructions for Using Tool 4A	Example
	<p>(b) <u>If you have copied both number and percentage columns to Sheet 2:</u> Click once on Cell B7 and select the AutoSum icon (Σ) at the top of the screen. Then in the Insert Function space at the top of the screen (<i>fx</i>), type the column/row combination for each cell that should be summed, between the parentheses marks. Separate the column/row combinations with a comma. <u>For example:</u> To sum data in Columns E and H of Row 7, type <i>e7,h7</i> between the parentheses marks on the Insert Function column. Then select the Enter key.</p>	<p>4(b): See instructions at left. In the Insert Function space: Sum data in Columns E, H, K, and N by typing <i>e7,h7,k7,n7</i> between the parentheses marks. Then select Enter. The formula will look like this: <code>=SUM(e7,h7,k7,n7)</code> Then press Enter.</p>
	<p>(c) <u>To apply the same formula to other cells without retyping it,</u> click on the node at the lower-right corner of Cell B7 (your cursor resembling an outlined crosshair will then become a simple crosshair resembling a plus sign—“+”), and drag down until you’ve reach the last cell. <u>Then locate the cells that require averaging instead of summing</u> (see next sentence), click once on each cell, and press the Delete key. The cells for which data should be deleted are: B27 (median age), B107 (average household size), B108 (average family size), B116 (homeowner vacancy rate), B117 (rental vacancy rate), B124 (average household size of owner-occupied units, and B125 (average household size of renter-occupied units).</p>	<p>4(c): Follow instructions at left.</p>
5	<p>Calculate averages. The following categories need to be averaged in Sheet 2, Column D (numbers in parentheses are row numbers): median age (27), average household size (107), average family size (108), homeowner vacancy rate (116), rental vacancy rate (117), average household size of owner-occupied units (124), and average household size of renter-occupied units (125). Read either Step (a) or Step (b).</p>	<p>5: After reading the information at left, go to Step 5(b), since in this example your data consists of numbers in some columns and percentages in others.</p>

	General Instructions for Using Tool 4A	Example
	<p>(a) <u>If all the columns with data contain only numbers of people</u>, click once on Cell D27. Select the down arrow next to the AutoSum icon, and select “Average.” In the Insert Function space at the top of the screen, type <i>D</i> (representing Column D) and 27 (representing Row 27), a colon, and the last column letter and a 27. <u>Type these between the parentheses marks.</u> For example: If you want Cell D27 to display the average of data in Row 27 for Columns E, F, and G, type <i>e27:g27</i> between the parentheses marks of the Insert Function space. Select the Enter key.</p>	<p>5(a): As stated above, the example pertains to copying <u>both</u> number and percentage columns, so Step 5(b) is the step to follow.</p> <p>However, in your analysis you may have decided to copy and paste just number columns or just percentage columns into Sheet 2. In this case, the data would be in contiguous rows.</p> <p>If you wanted to average data in Row 27, Columns E, F, and G, the formula in the Insert Function space would look like this: <code>=AVERAGE(e27:g27)</code>.</p> <p>After entering the formula, you would press Enter and proceed to Step 5(c).</p>
	<p>(b) <u>If the columns with data contain both numbers of people and percentages</u>, click once on Cell D27. Select the down arrow next to the AutoSum icon, and select “Average.” In the Insert Function space at the top of the screen, type the appropriate column/row combinations to be averaged, separated by commas. <u>Type your entry between the parentheses marks.</u> For example: To average data in Cell D27 for Row 27, Columns E and H, type <i>e27,h27</i> between the parentheses marks of the Insert Function space. Select the Enter key.</p>	<p>5(b): Follow instructions at left.</p> <p>In the Insert Function space: Average data in Columns E, H, K, and N by typing <i>e27,h27,k27,n27</i> between the parentheses marks. The formula will look like this: <code>=SUM(e27,h27,k27,n27)</code> Then select Enter.</p>
	<p>(c) <u>To repeat the process</u>: Click once on Cell D27. Select “Edit” and “Copy” (or type Ctrl +C). Advance to the next cell that needs averaging in Column D (Cell D107, D108, D116, D117, D124, or D125), and click once. Then select “Edit” and “Paste” (or type Ctrl + V).</p>	<p>5(c): Follow instructions at left.</p>
6	<p>Compute percentages for summarized data. This step computes the data from Column B as percentages of the total population in the selected ZIP codes.</p>	<p>6: Read information at left.</p>
	<p>(a) Select Column C by clicking on the cell containing the heading (“C”) for Column C. Select “Format,” then “Cells,” and then “Percentage.” Select 1 decimal place. Select OK.</p>	<p>6(a): Follow instructions at left.</p>
	<p>(b) Click once on Cell C7, and then select the AutoSum icon. In the Insert Function space, place the cursor after <i>B7</i> and type a slash and the number in Cell B7 (without commas). Press Enter.</p>	<p>6(b): Follow instructions at left.</p> <p>Place the cursor after <i>B7</i> and type a slash and <i>79403</i>.</p>
	<p>(c) Click on the lower right corner of Cell C7, and drag the mouse to the bottom data in of Column C.</p>	<p>6(b): Follow instructions at left.</p>

Following the above steps for ZIP codes 95814, 95815, 95816, and 95818 will result in demographic characteristics as indicated in the table below. This information can then be used to examine the characteristics of the area defined by these ZIP codes. For example, results show the percentage of population by gender, age, ethnicity, etc. Users can then refer to the actual data for each ZIP code to identify where the highest percentages of people are by these or other characteristics. (Data for individual ZIP codes are not provided in the sample table.)

Table T4A-1: Sample Data Results for ZIP Codes 95814, 95815, 95816, and 95818 (Columns A through D From Tool 4A, Sheet 2)

	A	B	C	D
1		Summed Data	Percentages	Averages
2				
3	ZIP CODE:			
4				
5	Subject			
6				
7	Total population	79,403	100.0%	
8		0	0.0%	
9	SEX AND AGE	0	0.0%	
10	Male	40,049	50.4%	
11	Female	39,354	49.6%	
12		0	0.0%	
13	Under 5 years	4,649	5.9%	
14	5 to 9 years	4,564	5.7%	
15	10 to 14 years	3,971	5.0%	
16	15 to 19 years	3,999	5.0%	
17	20 to 24 years	6,840	8.6%	
18	25 to 34 years	15,955	20.1%	
19	35 to 44 years	13,098	16.5%	
20	45 to 54 years	11,091	14.0%	
21	55 to 59 years	3,332	4.2%	
22	60 to 64 years	2,453	3.1%	
23	65 to 74 years	4,247	5.3%	
24	75 to 84 years	3,432	4.3%	
25	85 years and over	1,772	2.2%	
26		0	0.0%	
27	Median age (years)		0.0%	34.925
28		0	0.0%	
29	18 years and over	64,025	80.6%	
30	Male	32,243	40.6%	
31	Female	31,782	40.0%	
32	21 years and over	60,999	76.8%	
33	62 years and over	10,852	13.7%	
34	65 years and over	9,451	11.9%	
35	Male	3,734	4.7%	
36	Female	5,717	7.2%	
37		0	0.0%	

	A	B	C	D
38	RACE	0	0.0%	
39	One race	74,750	94.1%	
40	White	49,411	62.2%	
41	Black or African American	7,275	9.2%	
42	American Indian and Alaska Native	1,344	1.7%	
43	Asian	8,476	10.7%	
44	Asian Indian	475	0.6%	
45	Chinese	3,325	4.2%	
46	Filipino	681	0.9%	
47	Japanese	803	1.0%	
48	Korean	154	0.2%	
49	Vietnamese	631	0.8%	
50	Other Asian ¹	2,407	3.0%	
51	Native Hawaiian and Other Pacific Islander	371	0.5%	
52	Native Hawaiian	69	0.1%	
53	Guamanian or Chamorro	28	0.0%	
54	Samoan	142	0.2%	
55	Other Pacific Islander ²	132	0.2%	
56	Some other race	7,873	9.9%	
57	Two or more races	4,653	5.9%	
58		0	0.0%	
59	<i>Race alone or in combination with one or more other races</i> ³	0	0.0%	
60	White	53,149	66.9%	
61	Black or African American	8,444	10.6%	
62	American Indian and Alaska Native	2,601	3.3%	
63	Asian	9,690	12.2%	
64	Native Hawaiian and Other Pacific Islander	685	0.9%	
65	Some other race	9,933	12.5%	
66		0	0.0%	
67	HISPANIC OR LATINO AND RACE	0	0.0%	
68	Total population	79,403	100.0%	
69	Hispanic or Latino (of any race)	16,232	20.4%	
70	Mexican	12,807	16.1%	
71	Puerto Rican	362	0.5%	
72	Cuban	121	0.2%	
73	Other Hispanic or Latino	2,942	3.7%	
74	Not Hispanic or Latino	63,171	79.6%	
75	White alone	43,313	54.5%	
76		0	0.0%	
77	RELATIONSHIP	0	0.0%	
78	Total population	79,403	100.0%	
79	In households	75,133	94.6%	
80	Householder	37,109	46.7%	
81	Spouse	9,100	11.5%	
82	Child	16,998	21.4%	
83	Own child under 18 years	13,455	16.9%	

	A	B	C	D
84	Other relatives	4,233	5.3%	
85	Under 18 years	1,439	1.8%	
86	Nonrelatives	7,693	9.7%	
87	Unmarried partner	3,115	3.9%	
88	In group quarters	4,270	5.4%	
89	Institutionalized population	2,667	3.4%	
90	Noninstitutionalized population	1,603	2.0%	
91		0	0.0%	
92	HOUSEHOLDS BY TYPE	0	0.0%	
93	Total households	37,109	46.7%	
94	Family households (families)	14,814	18.7%	
95	With own children under 18 years	7,169	9.0%	
96	Married-couple family	9,100	11.5%	
97	With own children under 18 years	3,827	4.8%	
98	Female householder, no husband present	4,200	5.3%	
99	With own children under 18 years	2,616	3.3%	
100	Nonfamily households	22,295	28.1%	
101	Householder living alone	17,716	22.3%	
102	Householder 65 years and over	4,039	5.1%	
103		0	0.0%	
104	Households with individuals under 18 years	7,973	10.0%	
105	Households with individuals 65 years and over	7,200	9.1%	
106		0	0.0%	
107	Average household size		0.0%	2.0175
108	Average family size		0.0%	2.9375
109		0	0.0%	
110	HOUSING OCCUPANCY	0	0.0%	
111	Total housing units	40,089	50.5%	
112	Occupied housing units	37,109	46.7%	
113	Vacant housing units	2,980	3.8%	
114	For seasonal, recreational, or occasional use	237	0.3%	
115		0	0.0%	
116	Homeowner vacancy rate (percent)		0.0%	2.25
117	Rental vacancy rate (percent)		0.0%	5.45
118		0	0.0%	
119	HOUSING TENURE	0	0.0%	
120	Occupied housing units	37,109	46.7%	
121	Owner-occupied housing units	11,755	14.8%	
122	Renter-occupied housing units	25,354	31.9%	
123		0	0.0%	
124	Average household size of owner-occupied unit		0.0%	2.2225
125	Average household size of renter-occupied unit		0.0%	1.9775

The following notes are in Rows 129–132 of Sheet 2 in Tool 4A.

¹ Other Asian alone, or two or more Asian categories.

² Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.

³ In combination with one or more other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

Source of categories and original data from which summed data, percentages, and averages were derived: U.S. Census Bureau.

Updating the Demographic Data Set

The data available in the demographic data set is based on statistics provided by the U.S. Census Bureau. This information is periodically updated, and the jurisdiction can find new numbers for the ZIP codes it serves through the Internet at www.census.gov/epcd/ec97zip/ca/CA00000.HTM. In the upper right corner of this web page, select the first three digits of the ZIP code you want to update, then select “Go.” In the upper right of the new page, specify a 5-digit ZIP code within the previously defined 3-digit category, and, again, select “Go.” Select “Demographic Profile” on the lower right of the page to see data for the 5-digit ZIP code you selected.

How to Use the Auto Parts Store Data Set (Tool 4B)

The auto parts stores data set contains auto parts stores in California and identifies which ones are CCCs. The data set consists of two sheets. Sheet 1 contains data, and Sheet 2 is a working area into which data is to be pasted for analysis. The instructions below help the user sort data so it can be examined according to the jurisdiction's needs.

	General Instructions for Using Tool 4B	Example
1	Identify the ZIP codes you want to examine. These could be all ZIP codes in your jurisdiction's service area or only selected ones you want to examine further.	The ZIP codes used in the demographic data set example are 95814, 95815, 95816, and 95818. For this example, we will use the same ZIP codes.
2	Locate the ZIP codes you need. These are in Column F and organized in numerical sequence from low to high. To conveniently locate a ZIP code, select "Edit," then "Find" (or type Ctrl + F). Type in the ZIP code you want, then select "Find Next" and "Close." Your cursor will move to the first row of the ZIP code needed. You can also scroll vertically, looking for the ZIP codes you need in Column F.	Follow instructions in Step 2 searching for the ZIP code 95814.
3	Copy the data for each ZIP code from Sheet 1. Select the row number (at left of screen in gray) for the first row of data you have located. Use the down arrow at the lower right of the screen to locate the last row of data for the ZIP code. Press the Shift key and select the row number for the last row. (If you are copying data for a block of ZIP codes, you may select the entire block at one time.) Select "Edit" and "Copy" (or type Ctrl + C).	Follow instructions in Step 3. Specifically, select the block of data for ZIP codes 95814, 95815, 95816, and 95818.
4	Paste the data into Sheet 2. Move to Sheet 2, place your cursor in Cell A2, and select "Edit" and "Paste" (or type Ctrl + V).	Follow instructions in Step 4.
5	Repeat Steps 3 and 4 for additional ZIP codes you want to include in Sheet 2 (except when you move to Sheet 2, place your cursor in the first empty cell, instead of Cell A1).	
6	Organize the data for the ZIP codes in Sheet 2 according to your needs. Select "Data," then "Sort." You will be given three options for sorting. If you want to use all three options, you might sort first by whether the business is a CCC, second by ZIP codes within the CCC and non-CCC sections, and third by business name within each ZIP code. (The software treats 5-digit and 9-digit ZIP codes as separate codes, so names are alphabetized within each of the categories.) NOTES: (1) Be sure when sorting that no cells or columns are highlighted. Otherwise, you may inadvertently sort just the section you highlighted (such as the ZIP code column), without sorting the other columns along with it (address, name, etc.).	Follow instructions in Step 6 to organize the data based first on whether the businesses are CCCs and then by their respective ZIP codes. <u>Be sure to read the three notes in Step 6.</u> Place the cursor in Cell A1, then select "Data," and then "Sort." In the first space of the Sort window, select "CCC=1" (in either ascending or descending order). In the second space, select "ZIP" in ascending order. In the third space, select "none."

	General Instructions for Using Tool 4B	Example
	<p>(2) Be sure that the option “My data range has Header row” is selected.</p> <p>(3) You may be given a Sort Warning giving you the option for the ZIP code column to “sort numbers and numbers stored as text separately.” Choose this option. If you do not choose it, some ZIP codes may not be sorted sequentially.</p>	<p>After this sort, you will see businesses that are CCCs listed first. Within each grouping (CCC or non-CCC), the data will be arrayed by ZIP code, starting with the lowest ZIP codes.</p>

Tool 5: County Population Projections

Tool 5 consists of county population projections for 2004 through 2010 based on California Department of Finance statistics (www.dof.ca.gov/HTML/DEMOGRAP/repdndat.htm). The data in Tool 5 show populations by gender, age, and ethnicity and are helpful in obtaining a general overview of the composition of service areas. However, this tool does not provide information by ZIP code, which may be needed for targeted outreach efforts.

	2004	2004	2004	2004	2004	2004
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1,554,501	637,650	300,170	349,842	259,882	6,957
Alpine	1,344	886	99	10	2	347
Amador	36,374	30,611	3,405	239	1,608	511
Butte	229,893	190,197	22,109	11,071	2,998	3,518
Calaveras	47,295	41,958	3,881	271	254	931
Colusa	25,136	11,969	12,211	495	102	359
Contra Costa	973,274	603,616	143,649	129,881	91,009	5,119
Del Norte	33,744	25,646	4,305	907	1,019	1,867
El Dorado	185,579	161,981	16,277	4,724	826	1,771
Fresno	868,376	369,213	352,096	96,824	42,218	8,025
Glenn	33,265	20,831	9,891	1,850	146	547
Humboldt	131,551	110,391	7,946	4,158	1,215	7,841
Imperial	181,209	38,153	131,798	3,727	5,957	1,574
Inyo	18,765	14,103	2,434	250	76	1,902
Kern	747,596	398,822	267,280	29,119	44,653	7,722
Kings	137,544	64,239	54,946	5,740	11,420	1,199
Lake	67,857	57,870	6,012	689	1,931	1,355
Lassen	39,136	27,670	6,639	482	3,357	988
Los Angeles	10,164,810	3,034,861	4,866,148	1,334,188	901,269	28,344
Madera	145,010	77,341	56,867	2,181	7,200	1,421
Marin	253,089	195,745	32,532	15,206	8,987	619
Mariposa	18,495	16,544	1,089	139	133	590
Mendocino	96,542	74,448	15,714	1,546	584	4,210
Merced	234,405	105,954	89,346	28,796	8,971	1,338
Modoc	10,899	9,017	1,329	42	85	426
Mono	11,569	8,942	2,077	139	51	360
Monterey	432,825	176,870	197,533	31,542	24,477	2,403
Napa	134,498	97,796	27,717	6,290	1,830	865
Nevada	107,301	99,480	5,621	1,028	205	967
Orange	2,984,977	1,546,288	944,972	438,048	46,395	9,274

	2004	2004	2004	2004	2004	2004
	Total	White	Hispanic	Asian	Black	American Indian
Placer	279,003	241,882	24,719	8,326	1,826	2,250
Plumas	21,456	19,024	1,476	137	163	656
Riverside	1,791,411	999,038	588,843	93,270	96,725	13,535
Sacramento	1,305,875	796,936	184,419	174,975	135,596	13,949
San Benito	58,670	32,127	24,599	1,401	224	319
San Bernardino	1,906,800	927,904	683,897	111,845	171,050	12,104
San Diego	3,171,190	1,811,095	845,855	309,140	188,319	16,781
San Francisco	795,186	307,482	135,823	270,744	78,449	2,688
San Joaquin	634,861	326,080	170,142	100,564	33,639	4,436
San Luis Obispo	283,400	224,001	43,023	8,828	5,752	1,796
San Mateo	785,237	366,068	195,729	187,059	32,927	3,454
Santa Barbara	432,891	242,796	153,903	22,824	10,573	2,795
Santa Clara	1,886,646	824,150	474,920	516,751	65,580	5,245
Santa Cruz	278,329	189,138	72,505	12,176	3,111	1,399
Shasta	191,922	170,615	9,493	5,635	1,415	4,764
Sierra	3,496	3,207	216	10	5	58
Siskiyou	46,861	39,484	3,865	547	720	2,245
Solano	432,685	231,485	68,758	69,263	60,304	2,875
Sonoma	496,056	392,129	71,173	20,605	7,641	4,508
Stanislaus	511,244	321,054	136,580	38,404	10,425	4,781
Sutter	89,892	58,972	17,401	10,876	1,637	1,006
Tehama	61,461	50,226	9,366	445	398	1,026
Trinity	13,999	12,530	579	132	58	700
Tulare	415,670	186,557	195,346	24,393	5,736	3,638
Tuolumne	61,446	53,081	5,029	550	1,903	883
Ventura	792,497	457,188	257,255	56,849	17,472	3,733
Yolo	176,976	108,500	42,265	19,944	4,036	2,231
Yuba	67,888	44,829	9,956	9,211	2,506	1,386

Projected:	2005	2005	2005	2005	2005	2005
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1,569,821	633,290	306,987	360,323	262,233	6,988
Alpine	1,361	891	102	10	2	356
Amador	36,672	30,836	3,474	242	1,600	521
Butte	234,416	193,344	22,906	11,543	3,062	3,561

Projected:	2005	2005	2005	2005	2005	2005
	Total	White	Hispanic	Asian	Black	American Indian
Calaveras	48,340	42,753	4,084	282	263	957
Colusa	26,023	12,160	12,879	509	105	371
Contra Costa	981,648	604,771	147,028	132,588	92,114	5,146
Del Norte	34,302	25,985	4,438	938	1,034	1,907
El Dorado	190,199	165,748	16,905	4,895	843	1,809
Fresno	881,802	370,776	360,155	99,618	43,035	8,218
Glenn	34,139	21,089	10,387	1,949	151	564
Humboldt	132,196	110,562	8,168	4,276	1,231	7,959
Imperial	187,365	39,144	136,587	3,973	6,064	1,597
Inyo	18,868	14,082	2,523	262	77	1,923
Kern	764,811	402,577	278,169	30,360	45,820	7,885
Kings	140,225	64,883	56,539	5,903	11,679	1,221
Lake	69,406	59,038	6,234	713	2,031	1,390
Lassen	39,791	28,039	6,872	500	3,374	1,005
Los Angeles	10,232,455	3,000,870	4,952,338	1,353,788	897,051	28,407
Madera	149,614	79,191	59,136	2,273	7,573	1,440
Marin	253,940	195,460	33,149	15,606	9,106	619
Mariposa	18,840	16,834	1,127	141	136	604
Mendocino	97,895	75,014	16,374	1,590	603	4,314
Merced	239,038	106,520	92,037	30,063	9,068	1,349
Modoc	10,994	9,053	1,383	42	87	429
Mono	11,722	8,993	2,165	145	55	364
Monterey	439,764	175,346	205,332	31,927	24,746	2,413
Napa	135,922	98,168	28,559	6,449	1,867	880
Nevada	109,371	101,292	5,816	1,058	212	992
Orange	3,012,438	1,538,840	966,168	451,033	46,992	9,405
Placer	286,274	247,825	25,578	8,668	1,888	2,316
Plumas	21,584	19,087	1,526	138	164	670
Riverside	1,842,123	1,013,891	616,255	98,383	99,718	13,876
Sacramento	1,326,263	801,818	189,713	181,525	138,976	14,231
San Benito	60,135	32,945	25,174	1,452	238	326
San Bernardino	1,949,611	932,812	712,058	116,639	175,807	12,295
San Diego	3,213,606	1,817,778	870,218	318,018	190,688	16,903
San Francisco	792,953	304,152	136,882	271,095	78,139	2,685
San Joaquin	649,090	330,840	175,530	103,736	34,458	4,525
San Luis Obispo	289,888	228,607	44,469	9,091	5,910	1,811
San Mateo	789,711	362,300	199,555	191,606	32,780	3,471

Projected:	2005	2005	2005	2005	2005	2005
	Total	White	Hispanic	Asian	Black	American Indian
Santa Barbara	438,316	242,342	159,164	23,295	10,665	2,849
Santa Clara	1,906,834	816,066	485,603	533,639	66,259	5,267
Santa Cruz	283,193	191,314	74,870	12,440	3,170	1,398
Shasta	195,260	173,268	9,820	5,859	1,454	4,859
Sierra	3,506	3,216	218	10	5	58
Siskiyou	47,290	39,724	3,985	562	728	2,290
Solano	440,016	233,582	70,631	71,353	61,542	2,909
Sonoma	503,714	396,379	73,549	21,404	7,812	4,570
Stanislaus	522,789	325,720	141,346	40,046	10,799	4,878
Sutter	91,553	59,708	17,907	11,233	1,683	1,023
Tehama	62,883	51,220	9,735	465	420	1,043
Trinity	14,108	12,611	588	136	61	710
Tulare	424,022	187,671	201,499	25,314	5,860	3,677
Tuolumne	62,552	53,966	5,169	567	1,956	894
Ventura	802,314	459,048	263,039	58,750	17,722	3,755
Yolo	179,811	109,363	43,463	20,567	4,128	2,290
Yuba	68,825	45,043	10,238	9,612	2,534	1,397

Projected:	2006	2006	2006	2006	2006	2006
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1,585,661	628,960	313,958	371,119	264,605	7,019
Alpine	1,378	896	106	10	2	364
Amador	36,974	31,062	3,545	244	1,592	530
Butte	239,042	196,543	23,731	12,036	3,127	3,604
Calaveras	49,411	43,563	4,297	294	273	984
Colusa	26,951	12,353	13,583	523	109	384
Contra Costa	990,173	605,928	150,487	135,351	93,233	5,174
Del Norte	34,870	26,329	4,576	970	1,048	1,947
El Dorado	194,939	169,603	17,557	5,071	860	1,848
Fresno	895,520	372,346	368,398	102,493	43,867	8,415
Glenn	35,048	21,350	10,907	2,053	156	582
Humboldt	132,852	110,734	8,396	4,398	1,247	8,078
Imperial	193,739	40,162	141,551	4,234	6,173	1,619
Inyo	18,975	14,062	2,616	275	77	1,945
Kern	782,592	406,367	289,502	31,653	47,017	8,052

Projected:	2006	2006	2006	2006	2006	2006
	Total	White	Hispanic	Asian	Black	American Indian
Kings	142,969	65,533	58,177	6,070	11,945	1,244
Lake	70,994	60,229	6,464	739	2,135	1,427
Lassen	40,460	28,414	7,114	519	3,391	1,022
Los Angeles	10,302,314	2,967,260	5,040,055	1,373,677	892,852	28,470
Madera	154,377	81,086	61,496	2,369	7,966	1,460
Marin	254,815	195,175	33,778	16,016	9,228	619
Mariposa	19,193	17,128	1,166	143	138	618
Mendocino	99,310	75,544	17,062	1,635	622	4,421
Merced	243,812	107,088	94,810	31,386	9,167	1,360
Modoc	11,091	9,089	1,440	41	89	432
Mono	11,880	9,044	2,256	152	60	368
Monterey	447,031	173,835	213,438	32,317	25,018	2,423
Napa	137,379	98,541	29,426	6,613	1,904	895
Nevada	111,482	103,138	6,019	1,090	219	1,018
Orange	3,040,804	1,531,428	987,840	464,402	47,596	9,537
Placer	293,739	253,914	26,467	9,023	1,952	2,384
Plumas	21,715	19,150	1,578	139	165	683
Riverside	1,894,713	1,028,965	644,942	103,776	102,804	14,226
Sacramento	1,347,168	806,730	195,159	188,321	142,441	14,518
San Benito	61,638	33,784	25,762	1,505	254	333
San Bernardino	1,993,948	937,746	741,379	121,639	180,697	12,489
San Diego	3,257,033	1,824,486	895,282	327,151	193,088	17,025
San Francisco	790,765	300,858	137,950	271,446	77,830	2,682
San Joaquin	663,680	335,670	181,088	107,009	35,298	4,616
San Luis Obispo	296,531	233,308	45,963	9,361	6,073	1,826
San Mateo	794,411	358,570	203,455	196,263	32,634	3,488
Santa Barbara	443,934	241,890	164,605	23,776	10,758	2,904
Santa Clara	1,927,900	808,061	496,526	551,078	66,945	5,290
Santa Cruz	288,165	193,516	77,312	12,710	3,230	1,397
Shasta	198,663	175,963	10,159	6,092	1,494	4,956
Sierra	3,517	3,225	220	10	5	57
Siskiyou	47,726	39,966	4,108	578	737	2,337
Solano	447,506	235,697	72,555	73,505	62,805	2,943
Sonoma	511,534	400,675	76,005	22,234	7,986	4,633
Stanislaus	534,653	330,454	146,278	41,757	11,186	4,977
Sutter	93,252	60,452	18,427	11,603	1,730	1,040
Tehama	64,342	52,234	10,118	486	443	1,060

Projected:	2006	2006	2006	2006	2006	2006
	Total	White	Hispanic	Asian	Black	American Indian
Trinity	14,217	12,693	598	140	65	721
Tulare	432,611	188,791	207,846	26,270	5,987	3,717
Tuolumne	63,679	54,866	5,312	584	2,011	905
Ventura	812,337	460,917	268,953	60,715	17,976	3,777
Yolo	182,709	110,233	44,695	21,209	4,222	2,350
Yuba	69,789	45,258	10,528	10,031	2,563	1,409

Projected:	2007	2007	2007	2007	2007	2007
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1,602,034	624,660	321,088	382,238	266,999	7,050
Alpine	1,395	900	109	10	2	373
Amador	37,279	31,290	3,617	247	1,584	540
Butte	243,773	199,795	24,587	12,550	3,193	3,648
Calaveras	50,511	44,388	4,522	307	283	1,012
Colusa	27,922	12,550	14,326	537	112	397
Contra Costa	998,853	607,087	154,027	138,172	94,366	5,202
Del Norte	35,450	26,677	4,717	1,003	1,064	1,989
El Dorado	199,801	173,547	18,234	5,254	877	1,888
Fresno	909,538	373,923	376,830	105,451	44,716	8,618
Glenn	35,992	21,614	11,454	2,163	161	600
Humboldt	133,521	110,905	8,631	4,523	1,263	8,200
Imperial	200,340	41,205	146,695	4,514	6,284	1,643
Inyo	19,086	14,041	2,712	289	78	1,967
Kern	800,961	410,193	301,297	33,002	48,246	8,222
Kings	145,779	66,189	59,863	6,243	12,216	1,268
Lake	72,622	61,444	6,703	765	2,245	1,464
Lassen	41,144	28,793	7,363	539	3,409	1,040
Los Angeles	10,374,416	2,934,027	5,129,326	1,393,857	888,673	28,533
Madera	159,304	83,026	63,950	2,469	8,379	1,480
Marin	255,715	194,890	34,419	16,438	9,350	618
Mariposa	19,552	17,428	1,206	144	141	632
Mendocino	100,746	76,077	17,779	1,681	642	4,531
Merced	248,732	107,660	97,666	32,768	9,267	1,372
Modoc	11,190	9,125	1,499	41	91	435
Mono	12,042	9,096	2,351	159	65	372

Monterey	454,639	172,336	221,865	32,711	25,293	2,433
Napa	138,868	98,915	30,320	6,780	1,943	910
Nevada	113,636	105,017	6,228	1,122	226	1,044
Orange	3,070,098	1,524,052	1,009,997	478,168	48,209	9,672
Placer	301,404	260,152	27,387	9,393	2,018	2,454
Plumas	21,848	19,213	1,631	140	165	698
Riverside	1,949,262	1,044,263	674,965	109,465	105,985	14,585
Sacramento	1,368,606	811,672	200,761	195,370	145,992	14,812
San Benito	63,179	34,645	26,364	1,560	270	340
San Bernardino	2,039,872	942,705	771,907	126,853	185,722	12,686
San Diego	3,301,501	1,831,219	921,069	336,547	195,517	17,149
San Francisco	788,623	297,600	139,025	271,797	77,522	2,679
San Joaquin	678,643	340,571	186,822	110,384	36,157	4,708
San Luis Obispo	303,334	238,105	47,507	9,640	6,240	1,841
San Mateo	799,338	354,879	207,432	201,034	32,489	3,505
Santa Barbara	449,750	241,438	170,232	24,267	10,852	2,961
Santa Clara	1,949,868	800,135	507,695	569,088	67,638	5,312
Santa Cruz	293,250	195,743	79,834	12,986	3,291	1,395
Shasta	202,131	178,699	10,509	6,334	1,536	5,054
Sierra	3,527	3,233	222	10	4	57
Siskiyou	48,168	40,209	4,235	594	746	2,384
Solano	455,159	237,832	74,532	75,723	64,095	2,977
Sonoma	519,519	405,018	78,542	23,097	8,164	4,698
Stanislaus	546,847	335,257	151,383	43,542	11,588	5,078
Sutter	94,988	61,206	18,962	11,984	1,778	1,058
Tehama	65,839	53,268	10,517	508	468	1,078
Trinity	14,328	12,775	608	144	69	732
Tulare	441,447	189,918	214,393	27,262	6,116	3,758
Tuolumne	64,828	55,781	5,460	602	2,068	917
Ventura	822,569	462,792	275,000	62,745	18,233	3,799
Yolo	185,673	111,110	45,962	21,872	4,318	2,412
Yuba	70,781	45,474	10,826	10,468	2,592	1,421

Projected:	2008	2008	2008	2008	2008	2008
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1,618,953	620,389	328,379	393,690	269,414	7,081
Alpine	1,413	905	113	10	2	383
Amador	37,587	31,520	3,690	250	1,577	550
Butte	248,613	203,101	25,473	13,085	3,261	3,693

Projected:	2008	2008	2008	2008	2008	2008
	Total	White	Hispanic	Asian	Black	American Indian
Calaveras	51,640	45,229	4,758	320	294	1,040
Colusa	28,937	12,750	15,109	552	116	410
Contra Costa	1,007,692	608,248	157,650	141,052	95,512	5,230
Del Norte	36,041	27,030	4,863	1,038	1,079	2,031
El Dorado	204,789	177,583	18,938	5,444	895	1,929
Fresno	923,861	375,506	385,455	108,494	45,581	8,825
Glenn	36,973	21,881	12,027	2,279	167	619
Humboldt	134,202	111,077	8,872	4,651	1,279	8,323
Imperial	207,175	42,276	152,025	4,811	6,396	1,666
Inyo	19,202	14,020	2,811	303	79	1,989
Kern	819,939	414,055	313,573	34,408	49,507	8,396
Kings	148,656	66,853	61,599	6,420	12,494	1,291
Lake	74,290	62,684	6,951	792	2,361	1,502
Lassen	41,842	29,178	7,622	559	3,426	1,057
Los Angeles	10,448,788	2,901,166	5,220,178	1,414,334	884,514	28,596
Madera	164,401	85,012	66,502	2,573	8,814	1,501
Marin	256,640	194,606	35,072	16,870	9,474	618
Mariposa	19,918	17,734	1,247	146	144	647
Mendocino	102,203	76,614	18,526	1,729	662	4,643
Merced	253,803	108,235	100,608	34,210	9,367	1,383
Modoc	11,292	9,161	1,560	41	93	438
Mono	12,210	9,147	2,450	166	70	376
Monterey	462,601	170,851	230,624	33,111	25,572	2,443
Napa	140,391	99,291	31,241	6,952	1,982	926
Nevada	115,834	106,930	6,444	1,155	233	1,071
Orange	3,100,343	1,516,711	1,032,652	492,342	48,829	9,808
Placer	309,273	266,544	28,339	9,778	2,086	2,526
Plumas	21,983	19,276	1,687	142	166	712
Riverside	2,005,856	1,059,788	706,386	115,465	109,265	14,953
Sacramento	1,390,594	816,644	206,524	202,684	149,631	15,111
San Benito	64,759	35,527	26,980	1,616	287	348
San Bernardino	2,087,446	947,692	803,692	132,290	190,887	12,886
San Diego	3,347,037	1,837,977	947,598	346,212	197,977	17,273
San Francisco	786,527	294,377	140,109	272,150	77,215	2,676
San Joaquin	693,988	345,542	192,738	113,867	37,038	4,803
San Luis Obispo	310,301	243,001	49,104	9,927	6,412	1,857
San Mateo	804,499	351,226	211,486	205,921	32,344	3,522

Projected:	2008	2008	2008	2008	2008	2008
	Total	White	Hispanic	Asian	Black	American Indian
Santa Barbara	455,771	240,987	176,052	24,768	10,947	3,018
Santa Clara	1,972,760	792,287	519,115	587,686	68,339	5,335
Santa Cruz	298,449	197,995	82,438	13,268	3,354	1,394
Shasta	205,667	181,478	10,871	6,585	1,578	5,155
Sierra	3,538	3,242	225	10	4	57
Siskiyou	48,618	40,454	4,366	611	754	2,432
Solano	462,979	239,986	76,563	78,007	65,411	3,012
Sonoma	527,674	409,408	81,164	23,993	8,346	4,762
Stanislaus	559,382	340,129	156,665	45,403	12,003	5,181
Sutter	96,764	61,970	19,513	12,378	1,828	1,075
Tehama	67,375	54,322	10,931	532	494	1,096
Trinity	14,440	12,858	618	149	73	743
Tulare	450,537	191,051	221,147	28,292	6,249	3,798
Tuolumne	65,998	56,711	5,611	621	2,126	928
Ventura	833,017	464,675	281,183	64,843	18,494	3,822
Yolo	188,705	111,993	47,265	22,555	4,416	2,476
Yuba	71,802	45,692	11,133	10,924	2,621	1,432

Projected:	2009	2009	2009	2009	2009	2009
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1,636,432	616,148	335,836	405,485	271,851	7,112
Alpine	1,431	910	116	10	2	392
Amador	37,899	31,752	3,765	252	1,569	561
Butte	253,564	206,462	26,391	13,644	3,330	3,737
Calaveras	52,799	46,086	5,006	333	305	1,069
Colusa	29,999	12,953	15,936	567	119	424
Contra Costa	1,016,692	609,412	161,358	143,992	96,672	5,258
Del Norte	36,643	27,388	5,014	1,073	1,094	2,074
El Dorado	209,906	181,713	19,668	5,640	913	1,970
Fresno	938,499	377,096	394,277	111,626	46,463	9,037
Glenn	37,994	22,152	12,630	2,401	172	638
Humboldt	134,895	111,250	9,119	4,783	1,295	8,448
Imperial	214,254	43,375	157,550	5,128	6,511	1,690
Inyo	19,322	14,000	2,914	317	79	2,011
Kern	839,550	417,954	326,348	35,874	50,800	8,574

Projected:	2009	2009	2009	2009	2009	2009
	Total	White	Hispanic	Asian	Black	American Indian
Kings	151,601	67,522	63,384	6,602	12,778	1,315
Lake	76,001	63,949	7,208	820	2,483	1,542
Lassen	42,556	29,567	7,890	580	3,443	1,076
Los Angeles	10,525,457	2,868,672	5,312,639	1,435,112	880,374	28,659
Madera	169,675	87,046	69,155	2,682	9,271	1,521
Marin	257,592	194,322	35,737	17,314	9,600	618
Mariposa	20,291	18,044	1,290	148	147	662
Mendocino	103,680	77,155	19,305	1,778	683	4,758
Merced	259,031	108,813	103,639	35,715	9,469	1,394
Modoc	11,397	9,197	1,624	40	95	441
Mono	12,383	9,200	2,553	173	76	381
Monterey	470,929	169,379	239,729	33,515	25,853	2,454
Napa	141,948	99,668	32,189	7,128	2,021	942
Nevada	118,075	108,878	6,668	1,189	241	1,099
Orange	3,131,561	1,509,406	1,055,815	506,936	49,457	9,947
Placer	317,352	273,092	29,324	10,179	2,157	2,600
Plumas	22,121	19,340	1,744	143	167	727
Riverside	2,064,584	1,075,545	739,269	121,795	112,646	15,330
Sacramento	1,413,148	821,647	212,452	210,271	153,361	15,416
San Benito	66,379	36,432	27,611	1,675	305	355
San Bernardino	2,136,735	952,704	836,785	137,960	196,196	13,089
San Diego	3,393,672	1,844,759	974,892	356,155	200,468	17,399
San Francisco	784,476	291,189	141,202	272,502	76,910	2,673
San Joaquin	709,726	350,587	198,841	117,459	37,940	4,899
San Luis Obispo	317,435	247,998	50,754	10,223	6,589	1,872
San Mateo	809,895	347,610	215,620	210,926	32,200	3,539
Santa Barbara	462,004	240,536	182,070	25,279	11,043	3,076
Santa Clara	1,996,602	784,515	530,791	606,892	69,046	5,357
Santa Cruz	303,767	200,273	85,127	13,556	3,417	1,393
Shasta	209,272	184,300	11,245	6,847	1,622	5,257
Sierra	3,548	3,251	227	10	4	56
Siskiyou	49,074	40,700	4,502	628	763	2,481
Solano	470,970	242,160	78,648	80,361	66,754	3,047
Sonoma	536,003	413,845	83,874	24,923	8,533	4,828
Stanislaus	572,269	345,073	162,132	47,344	12,434	5,286
Sutter	98,580	62,742	20,080	12,785	1,879	1,094
Tehama	68,950	55,397	11,362	556	521	1,114

Projected:	2009	2009	2009	2009	2009	2009
	Total	White	Hispanic	Asian	Black	American Indian
Trinity	14,553	12,941	628	153	77	754
Tulare	459,888	192,192	228,113	29,360	6,384	3,839
Tuolumne	67,190	57,657	5,767	640	2,186	940
Ventura	843,685	466,566	287,505	67,011	18,759	3,844
Yolo	191,805	112,884	48,604	23,259	4,516	2,541
Yuba	72,853	45,910	11,449	11,399	2,651	1,444

Projected:	2010	2010	2010	2010	2010	2010
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1,654,485	611,935	343,463	417,633	274,310	7,144
Alpine	1,449	915	120	10	2	402
Amador	38,214	31,985	3,842	255	1,561	571
Butte	258,630	209,878	27,342	14,226	3,401	3,783
Calaveras	53,989	46,959	5,268	347	316	1,099
Colusa	31,110	13,159	16,807	583	123	438
Contra Costa	1,025,857	610,578	165,154	146,993	97,846	5,286
Del Norte	37,257	27,750	5,169	1,110	1,110	2,118
El Dorado	215,155	185,939	20,427	5,844	932	2,013
Fresno	953,457	378,693	403,301	114,847	47,362	9,254
Glenn	39,055	22,426	13,263	2,530	178	658
Humboldt	135,602	111,422	9,374	4,919	1,312	8,575
Imperial	221,585	44,502	163,275	5,466	6,628	1,714
Inyo	19,447	13,979	3,021	333	80	2,034
Kern	859,818	421,889	339,644	37,402	52,128	8,755
Kings	154,617	68,199	65,221	6,789	13,068	1,340
Lake	77,755	65,239	7,474	849	2,611	1,582
Lassen	43,286	29,962	8,167	602	3,461	1,094
Los Angeles	10,604,452	2,836,543	5,406,738	1,456,195	876,253	28,723
Madera	175,132	89,128	71,915	2,795	9,752	1,542
Marin	258,569	194,039	36,415	17,769	9,728	618
Mariposa	20,672	18,360	1,335	150	150	677
Mendocino	105,225	77,700	20,116	1,828	705	4,876
Merced	264,420	109,394	106,761	37,287	9,572	1,406
Modoc	11,505	9,234	1,690	40	97	444
Mono	12,561	9,252	2,661	181	82	385

Projected:	2010	2010	2010	2010	2010	2010
	Total	White	Hispanic	Asian	Black	American Indian
Monterey	479,638	167,919	249,194	33,924	26,137	2,464
Napa	143,542	100,047	33,167	7,308	2,062	958
Nevada	120,362	110,862	6,900	1,224	249	1,127
Orange	3,163,776	1,502,136	1,079,497	521,963	50,093	10,087
Placer	325,648	279,802	30,343	10,597	2,230	2,676
Plumas	22,261	19,404	1,803	144	168	742
Riverside	2,125,537	1,091,535	773,683	128,471	116,132	15,716
Sacramento	1,436,286	826,680	218,551	218,143	157,184	15,728
San Benito	68,040	37,360	28,256	1,736	325	363
San Bernardino	2,187,807	957,743	871,242	143,874	201,653	13,295
San Diego	3,441,436	1,851,567	1,002,971	366,383	202,990	17,525
San Francisco	782,469	288,035	142,303	272,855	76,606	2,670
San Joaquin	725,868	355,705	205,138	121,164	38,864	4,997
San Luis Obispo	324,741	253,097	52,459	10,527	6,770	1,888
San Mateo	815,532	344,032	219,834	216,053	32,057	3,556
Santa Barbara	468,457	240,087	188,294	25,801	11,139	3,136
Santa Clara	2,021,417	776,820	542,731	626,725	69,761	5,380
Santa Cruz	309,206	202,578	87,904	13,850	3,482	1,392
Shasta	212,947	187,166	11,633	7,119	1,667	5,362
Sierra	3,559	3,260	229	10	4	56
Siskiyou	49,538	40,948	4,641	646	772	2,531
Solano	479,136	244,353	80,791	82,785	68,124	3,083
Sonoma	544,513	418,331	86,674	25,890	8,723	4,895
Stanislaus	585,519	350,088	167,790	49,368	12,880	5,393
Sutter	100,437	63,525	20,663	13,205	1,932	1,112
Tehama	70,567	56,494	11,809	581	550	1,133
Trinity	14,668	13,025	638	158	82	765
Tulare	469,509	193,339	235,298	30,469	6,522	3,881
Tuolumne	68,404	58,618	5,927	660	2,247	952
Ventura	854,580	468,465	293,969	69,252	19,027	3,867
Yolo	194,977	113,782	49,982	23,986	4,619	2,608
Yuba	73,935	46,129	11,773	11,896	2,681	1,456

Annual Growth Rates	04-10 Rate					
	Total	White	Hispanic	Asian	Black	American Indian
Alameda	1.044%	-0.684%	2.271%	2.996%	0.905%	0.443%
Alpine	1.262%	0.538%	3.258%	0.000%	0.000%	2.482%
Amador	0.826%	0.734%	2.033%	1.086%	-0.493%	1.868%
Butte	1.982%	1.655%	3.604%	4.268%	2.124%	1.218%
Calaveras	2.231%	1.894%	5.225%	4.206%	3.707%	2.804%
Colusa	3.618%	1.592%	5.469%	2.765%	3.169%	3.370%
Contra Costa	0.881%	0.191%	2.352%	2.084%	1.215%	0.536%
Del Norte	1.664%	1.323%	3.095%	3.424%	1.436%	2.125%
El Dorado	2.495%	2.326%	3.858%	3.610%	2.033%	2.158%
Fresno	1.570%	0.423%	2.289%	2.886%	1.935%	2.403%
Glenn	2.711%	1.237%	5.011%	5.356%	3.358%	3.127%
Humboldt	0.507%	0.155%	2.793%	2.841%	1.288%	1.503%
Imperial	3.409%	2.599%	3.634%	6.590%	1.795%	1.430%
Inyo	0.597%	-0.147%	3.666%	4.894%	0.859%	1.125%
Kern	2.358%	0.942%	4.074%	4.260%	2.613%	2.115%
Kings	1.969%	1.002%	2.898%	2.837%	2.272%	1.870%
Lake	2.295%	2.018%	3.694%	3.542%	5.157%	2.615%
Lassen	1.694%	1.335%	3.513%	3.775%	0.510%	1.713%
Los Angeles	0.708%	-1.120%	1.771%	1.469%	-0.468%	0.222%
Madera	105,225	77,700	20,116	1,828	705	4,876
Marin	0.358%	-0.146%	1.897%	2.630%	1.329%	-0.027%
Mariposa	1.872%	1.751%	3.453%	1.277%	2.025%	2.319%
Mendocino	1.446%	0.706%	4.202%	2.832%	3.188%	2.478%
Merced	2.028%	0.534%	3.012%	4.401%	1.087%	0.830%
Modoc	0.906%	0.397%	4.086%	-0.810%	2.225%	0.692%
Mono	1.381%	0.570%	4.216%	4.499%	8.237%	1.125%
Monterey	1.726%	-0.862%	3.948%	1.221%	1.100%	0.419%
Napa	1.091%	0.380%	3.037%	2.532%	2.009%	1.717%
Nevada	1.933%	1.822%	3.476%	2.951%	3.294%	2.585%
Orange	0.974%	-0.482%	2.243%	2.964%	1.286%	1.410%
Placer	2.610%	2.457%	3.476%	4.102%	3.387%	2.932%
Plumas	0.616%	0.330%	3.392%	0.834%	0.505%	2.074%
Riverside	2.891%	1.487%	4.655%	5.482%	3.095%	2.521%
Sacramento	1.599%	0.613%	2.871%	3.743%	2.493%	2.021%
San Benito	2.500%	2.547%	2.337%	3.638%	6.399%	2.177%

Annual Growth Rates	04-10 Rate					
	Total	White	Hispanic	Asian	Black	American Indian
San Bernardino	2.318%	0.529%	4.118%	4.286%	2.781%	1.576%
San Diego	1.372%	0.369%	2.880%	2.872%	1.258%	0.726%
San Francisco	-0.268%	-1.083%	0.780%	0.130%	-0.395%	-0.112%
San Joaquin	2.258%	1.460%	3.167%	3.155%	2.436%	2.005%
San Luis Obispo	2.295%	2.056%	3.360%	2.977%	2.753%	0.836%
San Mateo	0.633%	-1.029%	1.955%	2.431%	-0.445%	0.486%
Santa Barbara	1.325%	-0.187%	3.418%	2.064%	0.873%	1.937%
Santa Clara	1.157%	-0.981%	2.249%	3.268%	1.035%	0.424%
Santa Cruz	1.769%	1.151%	3.262%	2.170%	1.895%	-0.084%
Shasta	1.748%	1.555%	3.446%	3.973%	2.769%	1.990%
Sierra	0.298%	0.274%	0.979%	0.000%	-3.651%	-0.583%
Siskiyou	0.930%	0.609%	3.096%	2.811%	1.169%	2.019%
Solano	1.714%	0.906%	2.724%	3.017%	2.053%	1.171%
Sonoma	1.566%	1.084%	3.339%	3.879%	2.232%	1.382%
Stanislaus	2.287%	1.453%	3.490%	4.275%	3.587%	2.028%
Sutter	1.866%	1.247%	2.905%	3.287%	2.800%	1.684%
Tehama	2.329%	1.979%	3.939%	4.545%	5.539%	1.667%
Trinity	0.781%	0.648%	1.630%	3.042%	5.941%	1.491%
Tulare	2.051%	0.597%	3.150%	3.776%	2.163%	1.083%
Tuolumne	1.804%	1.667%	2.776%	3.085%	2.808%	1.262%
Ventura	1.265%	0.407%	2.248%	3.344%	1.431%	0.590%
Yolo	1.628%	0.795%	2.834%	3.123%	2.274%	2.636%
Yuba	1.432%	0.478%	2.833%	4.356%	1.131%	0.825%

*Source: Data was taken from the California Department of Finance website (www.dof.ca.gov), and statistics for individual years were projected using a straight line method.

Tool 6: Using Premiums, Literature, and Videos

This tool contains information that will help the jurisdiction to identify various materials available through CIWMB for community outreach. The jurisdiction may be able to save time and expenses by using these materials, or adaptations of them, in its outreach to minority communities.

The CIWMB's used oil and household hazardous waste program clearinghouse has an extensive collection of sample materials that were produced by California cities, counties, special waste districts, joint powers authorities, and nonprofit groups, and funded by used oil and HHW grants from the Board. To view these, access the CIWMB website at www.ciwmb.ca.gov/HHW/Clearinghouse/.

Most of this material is categorized into three groups: premiums, literature, and videos and PSAs. Select any one of them and view the materials that grant recipients have developed using grant funds.

For example, select "Premiums" to find the various types of premiums that are available. Then, choose a particular type of premium to see a list of specific products available. Under "bags," for instance, there are three products: a cream-colored bag, a white carry bag, and another white carry bag. Select the clearinghouse identification (CHID) number to see the actual products.

Looking at what has been developed by others may give the jurisdiction ideas for developing its own promotional materials. The used oil/HHW clearinghouse website does not list the jurisdiction that received the grant funds along with the image of the premium, literature, or video. However, if a jurisdiction is interested in acquiring a particular item, information on that item may be obtained in one of two ways:

1. If the name of the grantee is visible on the image, the viewer can access the CIWMB web page containing a list of grant managers responsible for each county in the state (www.ciwmb.ca.gov/hhw/Grants/Contacts.htm) and contact the appropriate grant manager regarding the item.
2. If the grantee's name is not visible, the viewer can contact the CIWMB's used oil/HHW program at UsedOilHHW@ciwmb.ca.gov or (916) 341-6457, giving the CHID number, to obtain more information on the item.

Because the costs of developing some of these public education materials can be considerable, the jurisdiction should first try to find ones that have been created and used by others. Then, contact the other jurisdiction to determine how the material was used, how successful it considers the material to be, and what it would do to enhance the material in the future.

Using Premiums

As previously noted, premiums can be especially effective in attracting attention and keeping short messages in front of the target audience. Because of their possible expense, the jurisdiction should use them carefully and only when there is a clear purpose for doing so. In most cases, premiums are used to attract people to events or bring people to locations where the jurisdiction can convey information about used oil recycling and/or proper HHW disposal methods.

To view premiums available through the CIWMB clearinghouse, access the CIWMB website at www.ciwmb.ca.gov/hhw/clearinghouse/Premiums/.

Suggestions for effectively using premiums include:

- If the jurisdiction is emphasizing a particular theme, try to link the premium to the program theme. For example, if it is specifically promoting used oil recycling, it may be best to offer such premiums as air gauges, car sun shades, dipstick cleaners, funnels, or oil rags. These types of premiums will be more likely to attract the do-it-yourselfers who change their own motor oil.
- If the jurisdiction is specifically promoting proper HHW disposal, it may be best to offer artwork, commuter mugs, pens, lunch bags, or water bottles. These have broader appeal, and can be used by more members of the household.
- When promoting both used oil recycling and proper HHW disposal, consider using premiums such as artwork, bags, calendars, CD holders, commuter mugs, hats, notepads, rulers, seat cushions, or tee-shirts. These types of items have broader appeal and provide more room for multiple messages.
- Keep the message short and to the point. Typically, there is limited space on premiums to convey much information. While the premium and its message should have a pleasing visual display, it is most important that recipients and others who may see or use the premium quickly understand what the jurisdiction wants them to know.

If the jurisdiction offers premiums at events, promote the fact that it will be giving away useful products. This attracts people to events. One risk is that people will just come for free merchandise. However, this can be reduced if the premiums are linked to particular programs. For example, few people will come to receive funnels or dipstick cleaners if they do not change their own oil. Another risk is to run out of premiums. If this is a possibility, use what is known as the “standing room only” approach in selling—telling people that these “gifts” are available to only a certain number of people, such as the first 100. One way to decrease the costs of premiums is to jointly sponsor them with other organizations. Entities such as auto parts stores, auto dealerships, gas stations, banks, supermarkets, and home improvement stores represent possible partners in these give-aways. In many cases, stickers with the name of the co-sponsor can be affixed to items such as calendars, carry bags, car sun shades, CD holders, lunch bags, and water bottles. This gives added exposure to co-sponsors and may result in their paying for part or all of the premiums.

To approach possible sponsors, be prepared to describe the following:

- Who the jurisdiction is targeting, and how that matches with the customers of the possible sponsor. This is best done by identifying people based on where they live (how close to the sponsor’s place of business), their demographic characteristics (such as gender, age, income level, and ethnicity), and lifestyles (for example, do-it-yourselfers). Some of this information is available in the demographic data set of Tool 4A.
- How many people are being targeted. This will help sponsors understand how significant the market is. This information also will be needed to assess the possible costs of the premiums.
- How the sponsor’s name and message will be promoted on the premium.
- If premiums are to be given away at events, how the sponsor’s name will be included when promoting the fact that premiums will be provided at the event.

- What the anticipated cost to the sponsor will be. While the level of involvement may vary by business and the nature of the premium, sponsors may be expected to contribute anywhere from 10 percent to 100 percent of the costs.

Using Literature

As previously indicated, one of the main advantages of literature is that more information can be conveyed. Unfortunately, as the material becomes more lengthy, it is less likely that recipients will read the message. Jurisdictions may view literature that has been developed by other grantees at www.ciwmb.ca.gov/HHW/Clearinghouse/Literature/.

Suggestions for effectively using literature to convey information about used oil recycling and properly disposing of HHW include:

- Quickly and prominently answer the question, “How do I [the reader] benefit from reading the material?” One of the major failings with promotional literature is for the organization to tell all about itself and what it wants from the reader. In contrast, most readers really do not care about details regarding the organization or its needs—they are only going to read material that they feel benefits them in some way. The jurisdiction has a very short time to catch people’s attention—**probably no more than three to five seconds**. Therefore, tell people up-front how they benefit from reading the literature.
- Keep it short and simple. Most people are not nearly as interested in printed material as are those who create it. People want the high points and to avoid lengthy explanations. If necessary, provide sources people can go to if they want all the details.
- Use bullet points and lists to highlight the key messages. Bullet points and lists, if used in a limited way, focus visual attention on key messages and make it much easier for people to refer to at later times.
- Use visual display to attract people’s attention to the key messages. Although somewhat expensive, color attracts attention, and if used judiciously, is effective. However, if the budget is very limited, sacrifice color for good graphics and black-and-white photos. This will save money and still be effective in attracting attention.
- To the extent possible, construct the literature so that the parts which have key messages can be hung or posted within the home or business. If this portion of the literature is printed attractively, it will make recipients more inclined to keep it handy.
- Look for sponsors to help print the literature. As with premiums, sponsors may help defray the costs of literature as well as help disseminate the material to target audiences. Additionally, printers may discount their rates if they can be identified on the literature.

One of the most critical elements in effective use of promotional literature is placing it in the hands of the target audience more than once. If literature is distributed to households, it is best that this be done about three times within a six-to-nine month period. It can be the same literature, but the repeated exposure greatly increases the likelihood that people will read all or part of the material.

Using Videos

Videos provide another means for conveying information to the public about recycling used oil and/or properly disposing of HHW. The visual nature of these makes them attractive to use. However, as in the case of literature, the jurisdiction has a very short time to attract people’s

attention, so the video must stimulate people's interest. To access the videos available, go to the CIWMB's website: www.ciwmb.ca.gov/HHW/Clearinghouse/Search.asp.

Suggestions for effectively using videos include:

- Carefully match the content of the video to the target audience. This is critical if the jurisdiction is to get media cooperation for airing the video. Be prepared to show the media that the people in the video are appropriate for their viewers, and that the message is important to them. If possible, demonstrate that viewers would like information about protecting the environment, including recycling used oil and properly disposing of HHW.
- Make sure the length of the video is suitable for the media. Most advertisements and public service announcements on television run for 30 seconds. Therefore, the video should be the same length to fit into a commercial spot. Mix and match videos if the jurisdiction has a series of 15-second videos, so that they fit the time slots. If the jurisdiction chooses to purchase one or more of the videos posted on the CIWMB's used oil/HHW program clearinghouse, it may need to trim the time to something slightly less than 15 or 30 seconds. Generally, it is best to provide a video to the media that fits its time requirements. Otherwise, the media may make edits that are not desired by the jurisdiction.
- Prepare more than one video with the same message. The "one-advertisement, one-time" approach rarely is successful. Most media will not air the same video too often in a short period of time. However, if the jurisdiction has two or more videos, even if they have similar messages, they may be receptive to airing each.
- Consider developing audio education material from the videos. If possible, make the audio portion of a video suitable for use by radio stations. This expands the reach and frequency of conveying the message without having totally separate costs of production.
- Look for sponsors to help produce and market the videos to the media. As in the case of premiums, sponsors may help defray the costs of producing a video. Perhaps most importantly, look for sponsors who are advertisers in the media. They will have more influence in getting the videos air time. The way to attract sponsors is similar to what was described for premiums.

Tool 7: CIWMB Grant Programs

The material in this tool describes types of grant programs available through CIWMB. Grants can provide the jurisdiction with additional resources it can use for outreach programs to minority communities.

Types of Grant Programs

The CIWMB website provides full details of what grants are available and how the jurisdiction should apply for these grants (www.ciwmb.ca.gov/Grants/). **Much of this information is abstracted from the CIWMB website and is subject to change. Please consult the website for the most current information on grants (www.ciwmb.ca.gov/Grants/).**

Used Oil Recycling. The following types of grants are available for used oil recycling:

- **Block Grant:** Grants are awarded annually to local governments. Award amounts are determined on a per capita basis. CIWMB administers a program to provide opportunities for the recycling of used oil. As part of this program, the Board issues block grants to help local governments establish or enhance permanent, sustainable used oil recycling programs.

The block grant is noncompetitive and provides funds to establish and maintain used oil and filter collection programs. The grants are calculated on a per capita basis using the Department of Finance's population statistics. However, small jurisdictions are guaranteed a minimum award for cities and for counties. Jurisdictions may also apply regionally and pool their funds.

Eligible applicants are limited to local governments, which are defined in statute as "any chartered or general law city, chartered or general law county, or any city and county." The applicant's local used oil collection program must include used oil and used oil filter collection opportunities and a public education element.

- **Nonprofit Grant:** Eligible applicants are limited to nonprofit organizations categorized under sections 501(c)(3), 501(c)(4), 501(c)(6) or 501(c)(10) of the Internal Revenue Code. CIWMB's used oil nonprofit grants are competitive grants to nonprofit organizations for the collection of used oil.

These grants are designed to increase oil collection opportunities, thereby reducing the potential for illegal disposal. Awards are made every two years.

- **Opportunity Grant:** Competitive grants awarded to local governments approximately every two years. Eligible programs include the establishment or expansion of used oil collection opportunities.

The CIWMB issues local government opportunity grants to help local governments establish or enhance permanent, sustainable used oil recycling programs. The CIWMB awards these grants on a competitive basis. The used oil opportunity grant is designed to increase oil collection opportunities, thereby reducing the potential for illegal disposal. California cities, counties, or regional agencies (consisting of several cities and/or counties) are eligible. Opportunity grants can provide additional funding to augment or expand oil collection and informational programs established by used oil block grants.

- **Research, Testing, and Demonstration Grant:** Competitive grants awarded to local governments, nonprofit organizations, and other entities to enhance the used oil collection and recycling and to develop collection technologies and/or uses for recycled used oil.

The used oil research, testing, and demonstration grants are designed to support projects to develop collection technologies and uses for products resulting from the recycling of used lubricating oil. Local governments, nonprofit organizations, and any entity pursuing research and demonstration grants are eligible. Research, testing, and demonstration grants are competitive grants open to any entity pursuing research, testing, and demonstration projects to develop collection technologies and new uses for recycled used motor oil. At the current time, the estimated funding available for used oil research, testing, and demonstration grants is \$2 million, with a maximum of \$300,000 per application.

Household Hazardous Waste Disposal. Grants also are available for improving HHW management and disposal. Public Resources Code section 47200 authorizes the Board to award up to \$3 million annually in grants and directs funding priorities toward regional programs, small cities, and rural and under-served areas. California cities, counties, and local agencies with direct responsibility for waste management are eligible.

These are competitive grants that provide local governments with funding for programs to expand or initially implement HHW programs such as:

- Collection programs.
- Educational programs.
- Load-checking programs.
- Programs emphasizing waste reduction, source reduction, reuse, or recycling of HHW.

Possible Uses for Grant Funds

When deciding how to use potential grant funds, the jurisdiction may want to consider results from the 2003 jurisdiction survey. Results indicated what programs jurisdictions have, how many are specifically tailored for the minority community, and which ones jurisdictions think work well.²⁷ In Tables T7-1 and T7-2, percentages in the second column (“Jurisdictions That Have Program”) are based on the total number of responding jurisdictions. Percentages in the third column (“Tailored to Minority Communities”) are based on the total number of responding jurisdictions that have the program. The last column in these two tables relates to the percentage of jurisdictions that have the program. (For example, the first row indicates that 81.1 percent of jurisdictions responding to the survey have permanent facilities. Of that 81.1 percent, 23.6 percent have a permanent facilities program tailored to the minority community, and 37.1 percent of the jurisdictions having a permanent facilities program indicated this type works especially well.)

Table T7-1: Jurisdictions’ Used Oil Programs

	Jurisdictions That Have Program	Tailored to Minority Communities	Works Especially Well According to Jurisdiction
Permanent Facilities	81.1%	23.6%	37.1%
Non-Sports Community Events	52.0%	22.0%	30.6%
Materials for Media	70.1%	20.5%	29.0%
Direct Mail Pieces	48.8%	18.9%	19.4%
School Outreach Programs	50.4%	9.4%	17.7%

	Jurisdictions That Have Program	Tailored to Minority Communities	Works Especially Well According to Jurisdiction
Curbside Collection	40.2%	11.8%	16.1%
Partnership With Others	56.7%	19.7%	16.1%
Door Hangers for Homes	16.5%	9.4%	14.5%
Periodic Collection Facilities	27.6%	8.7%	14.5%
Posters for Businesses	26.0%	10.2%	14.5%
Information Hotline	59.8%	15.7%	12.9%
Mobile Collection Facilities	16.5%	5.5%	9.7%
Special Agricultural Programs	19.7%	7.9%	6.5%
Sports Events Promotions	12.6%	0.8%	6.5%
Other Programs	22.8%	5.5%	14.5%

Table T7-2: Jurisdictions' HHW Programs

	Jurisdictions That Have Program	Tailored to Minority Communities	Works Especially Well According to Jurisdiction
Permanent Facilities	51.2%	12.6%	28.0%
Periodic Collection Facilities	40.9%	8.7%	24.0%
Direct Mail Promotion	43.3%	16.5%	22.0%
Materials to Media	49.6%	11.8%	16.0%
Non-Sports Promotions to Community	35.4%	11.0%	16.0%
Partnership With Others	37.0%	10.2%	16.0%
Information Hotline	50.4%	11.0%	10.0%
Posters for Businesses	12.6%	3.9%	10.0%
Curbside Collection	9.4%	2.4%	8.0%
Mobile Collection Facilities	17.3%	5.5%	8.0%
School Outreach Programs	29.1%	5.5%	6.0%
Door Hangers for Homes	11.0%	3.9%	4.0%
Sports Events Promotions	5.5%	0.8%	2.0%
Other Programs	17.3%	3.9%	16.0%

Suggestions for Grant Programs

It is suggested that the jurisdiction review the types of programs it already has and identify what could be:

- **Expanded to increase the breadth and/or depth of outreach.** Programs jurisdictions consider to be the best may be good prospects for expansion. Non-structural programs (those

not requiring physical plants), which at least 10 percent of the jurisdictions believe work well for used oil recycling and for HHW management, are listed in the table below.

Table T7-3: Jurisdictions' Non-Structural Used Oil Programs

	Percent of All Jurisdictions With Program
Used Oil Programs	
Non-Sports Community Events	30.6%
Materials for Media	29.0%
Direct Mail Pieces	19.4%
School Outreach Programs	17.7%
Curbside Collection	16.1%
Partnership With Others	16.1%
Door Hangers for Homes	14.5%
Periodic Collection Facilities	14.5%
Posters for Business	14.5%
Information Hotline	12.9%
HHW Programs	
Periodic Collection Facilities	24.0%
Direct Mail Promotion	22.0%
Materials to Media	16.0%
Non-Sports Promotions to Community	16.0%
Partnership With Others	16.0%
Information Hotline	10.0%
Posters for Businesses	10.0%

- Created and tailored specifically for the minority community.*** Those programs that already have been developed by a large percentage of other jurisdictions may be good prospects for the jurisdiction. The following table reflects programs that at least 10 percent of the jurisdictions have tailored specifically for the minority community, and that at least 10 percent feel work especially well for used oil recycling and HHW management. In Table T7-4, all percentages in the second and third columns (“Tailored to Minority Communities” and “Works Well According to Jurisdiction”) are based on the total number of responding jurisdictions that have the program. (For example, the first row indicates that 22 percent of the responding jurisdictions with this program tailored the program for the minority community. Of these jurisdictions, 30.6 percent stated they find this program works especially well.)

Table T7-4: Jurisdictions' Used Oil/HHW Programs Tailored Specifically to Minority Communities

	Tailored to Minority Communities	Works Especially Well According to Jurisdiction
Used Oil Programs		
Non-Sports Community Events	22.0%	30.6%
Materials for Media	20.5%	29.0%
Partnership With Others	19.7%	16.1%
Direct Mail Pieces	18.9%	19.4%
Information Hotline	15.7%	12.9%
Curbside Collection	11.8%	16.1%
Posters for Businesses	10.2%	14.5%
HHW Programs		
Direct Mail Promotion	16.5%	22.0%
Materials to Media	11.8%	16.0%
Information Hotline	11.0%	10.0%
Non-Sports Promotions to Community	11.0%	16.0%
Partnership With Others	10.2%	16.0%

Tool 8: Obtaining Student Staff Support

This tool contains a list of common skills students may be able to offer jurisdictions, job description information, and general information on acquiring student assistance.

Activities Performed by Students

The table below lists student skills and the department which would provide students with appropriate training.

Table T8-1: Student Skills and College Department Providing Training

Possible Student Service	College Department Providing Training
Database management	Business Administration
	Computer Science
	Engineering
Internet research	Business Administration
	Computer Science
	Communication Studies
	Engineering
	Government
Data-gathering from waste management companies, etc.	Business Administration
	Computer Science
	Communication Studies
	Engineering
	Government
Report preparation	Business Administration
	Computer Science
	Communication Studies
	Engineering
	Government
Website updates	Business Administration
	Computer Science
Report graphics	Art
	Communication Studies
Accounting and budgeting	Business Administration
Scripts for telephone messages	Business Administration
	Communication Studies
	Foreign Languages

Possible Student Service	College Department Providing Training
Community interface with companies and public	Business Administration
	Communication Studies
	Government
Meeting with community leaders and organizations	Business Administration
	Communication Studies
	Government
Developing business plans	Business Administration
Plan and staff events	Business Administration
	Communication Studies
	Foreign Languages
	Government
Design brochures, flyers, posters, etc.	Art
	Business Administration
	Communication Studies
	Foreign Languages
Translate written or oral material and messages	Foreign Languages
Develop press releases	Business Administration
	Communication Studies
	Foreign Languages

Job Description Information

Basic information to include in any job description, whether for a student assistant, student intern, or group project, are:

- The jurisdiction's name and a brief description of what it does. This will establish the credibility of the jurisdiction and imply to students that working for the jurisdiction will help them build a good resumé.
- The jurisdiction's contact person for the job/project, and the contact's position in the organization. It is best to have supervision by a person at as high a level within the jurisdiction as possible. This lets the school know the job is important to jurisdiction management.
- The job title for the position. A strong job title will look good to college administrators, instructors, and students. Perhaps most importantly, a job title that reflects the significance of the position can enhance a student's resumé.
- A description of the duties of the job. List the main duties with a focus on activities that the jurisdiction needs done, but also show that the student will gain meaningful work experience. Describe also how the duties fit within the overall activities of the jurisdiction.

- The rate of pay and number of hours required. Be as competitive with wages as possible. It also is important to structure the job so that work hours are flexible and will be managed around the student's class schedule, and to state this. College administrators and instructors consider taking classes to be the highest priority. Therefore, try not to require work hours that hinder a student's ability to take classes.
- Any special skill requirements needed to complete the job. Most college students have basic computer skills, and many have reasonable writing and math skills. However, list special talents that are desired, such as communication skills, non-English language, or database management.

General Pointers for Acquiring Student Assistance

To increase the likelihood of obtaining the best student possible, consider the following:

- Many organizations seek student interns because they believe them to be "cheap labor." Colleges are acutely aware of this, and try to protect students from what they consider to be these "abuses." Accordingly, make the work meaningful and try to give interns as varied a set of activities as possible. While there can be some clerical functions, these should not consume more than 10 to 15 percent of the student's time. If performing clerical functions are predominately what is needed, hire a student assistant instead of an intern.
- Try to meet with the college representative to discuss the job. A meeting between the college representative and a jurisdiction contact separates the jurisdiction from the many paper requests college representatives receive.
- Identify specific college instructors by contacting their department offices, and then contact them directly. The first line to students is through their instructors. If instructors believe the job/internship is worthwhile, they are much more likely to announce it in their classes and/or give it to their better students.
- Start the process early. If the jurisdiction is looking for a student for the fall semester, make contacts with the college in April. If it wants a student in the spring semester, begin contacting the college in September. Typically, top-quality students plan well ahead, and they already have jobs lined up prior to the beginning of a semester or quarter.
- Be as competitive with wages as possible. Although market conditions vary from time to time, many of the good college students already work part time and make decent incomes. The real advantages of hiring students are in gaining their expertise and having them work flexible hours.
- Interview applicants as would be done for any other prospective new employee. This will help ensure that the jurisdiction hires the right person and gives the student good experience in seeking future employment.
- Orient the student as would be done for any new employee. Make sure that the job description has clear objectives, tasks, and reporting relationships.
- Increase the student's responsibilities over time. Whether the student begins with a particular project or just helps with day-to-day activities, to the extent possible, increase the student's responsibilities as the quality of work warrants.

- If the jurisdiction has a student group, either as a class project or through a student organization, make sure that a member of the college's faculty is involved. This will help ensure that the work is completed and done with a reasonable level of quality.

Tool 9: Creating Marketing Plans

This tool contains information on developing effective marketing plans for used oil recycling and HHW waste programs, geared toward the needs of various audiences. The tool also contains a template with questions for jurisdictions to consider when creating a marketing plan.

Developing Marketing Strategies

Suggestions for developing successful marketing strategies include:

- Identify individual target markets for used oil recycling and HHW programs. Understand the unique characteristics and needs of each target market.
- Develop realistic goals for what is to be achieved for each target market based on what resources the jurisdiction has available for the marketing program.
- Select individual target markets and concentrate on serving them within a given period of time. It usually is not possible to do everything for all groups at the same time. Sequence the marketing efforts to target individual markets over time.

For example, there are at least three groups that deserve attention for recycling used oil:

A primary target market, of course, must be those that change their own oil or help others to do so. This group represents an immediate opportunity for changing practices to properly recycle used oil and dispose of used oil filters. Although people 16 years of age to 65 or older change their own oil, it is best to divide this broad market into various age groups because the messages and ways to reach each group may differ (sample age group breakdowns: 16 to 20 years old, 21 to 35, 36 to 64, and 65 and older). Similarly, targeting markets for disposal of HHW need to be segmented when formulating messages and ways to reach them effectively.

A second target market is those that may influence the people who change their own oil. In many minority communities, for example, the seniors are held in high regard. As such, this group can be invaluable in influencing the practices of younger generations with respect to recycling used oil and properly disposing of HHW. Additionally, because many of them have changed oil, and have time available, they can train younger groups on how to change oil and recycle it properly. Similarly, seniors can be especially influential for proper disposal of HHW due to their status in family groups.

A third target market is those who are likely to change oil in the future, including young people who are about to reach driving age. An advantage of targeting this group is that they can be reached efficiently through schools.

- Develop marketing strategies specifically for individual target markets. Product, distribution, and promotion strategies need to be tailored to the nuances of each market if they are to be effective.

For example, seniors can be reached through direct mail campaigns because the jurisdiction can purchase names and addresses of people within their ZIP code service areas who are 65 and older. Seniors also can be reached through Senior Citizen publications and organizations. Encouraging them to talk to their families, involving them as volunteers at events, etc. can be very effective in expanding the recycling effort.

With respect to the timing of outreach efforts, various non-religious holiday periods create opportunities to reach entire families at one time with strong messages. Examples of non-religious holidays and possible messages include:

- New Year’s Day—“Make a new year’s resolution to recycle.”
- Valentine’s Day—“Love our planet—recycle.”
- Memorial Day—“Save the land that people fought for.”
- Fourth of July—“This is our land. Let’s recycle.”
- Labor Day —“Let’s work for a clean environment,”
- Thanksgiving— “Thank the people who recycle.”

Evaluate the success of the marketing program at least every 3 to 6 months. Good marketing plans have a limited life span, usually between 3 and 12 months.

Marketing Plan Template

This template contains a series of questions that need to be answered when developing a marketing plan. The format for the plan can simply follow the series of questions and answers provided by the jurisdiction.

Internal Assessment:

A. What does the jurisdiction want to accomplish? What are the overall goals?

1. Program Awareness and Understanding:

- a. By how much does it want to increase the level of awareness of the need for proper waste management?
- b. By how much does it want to increase the level of understanding of the issues surrounding proper waste management?
- c. Other (specify): _____

2. Program Use:

- a. By how much does it want to increase the use of waste management programs?
- b. By how much does it want to increase the use of waste programs by minority communities?
- c. By how much does it want to increase the amount of used oil that is recycled?
- d. By how much does it want to increase the amount of HHW that is disposed of properly?
- e. By how much does it want to increase the diversion rate?
- f. Other (specify): _____

3. Program Efficiency:

- a. By how much does it want to increase used oil recycling per dollar spent on used oil programs?
- b. By how much does it want to increase proper HHW disposal per dollar spent on HHW programs?
- c. By how much does it want to reduce the growth in operating costs for outreach programs?
- d. By how much does it want to reduce the actual operating costs of outreach programs?
- e. By how much does it want to reduce the growth in or actual direct operating costs of outreach programs?

- f. By how much does it want to reduce the growth in or actual indirect operating costs of outreach programs?
- g. Other (specify): _____

4. Program Participation:

- a. How many community partners does the jurisdiction want to have for its outreach programs?
- b. How much in the way of financial support does it want to receive from community partners?
- c. How much in the way of non-financial support does it want to receive from community partners, and what types of support does it want?
- d. Other (specify): _____

5. Program Satisfaction:

- a. What percent of the overall community is it realistic to expect will be satisfied with the jurisdiction's program(s)?
- b. What percent of the minority community is it realistic to expect will be satisfied with the jurisdiction's program(s)?
- c. What percent of the jurisdiction's partners is it realistic to expect will be satisfied with the jurisdiction's program(s)?
- d. Other (specify): _____

6. Other: _____

B. What resources does the jurisdiction have available?

1. Financial:

- a. How much money does the jurisdiction have for short-term (one year) outreach efforts?
- b. How much money does the jurisdiction have to invest in long-term (two- to five-year) outreach efforts?

2. Staff:

- a. How many staff can work on outreach efforts?
- b. What areas of expertise does staff have to work on outreach efforts?
- c. How much staff time is available to spend on outreach efforts?
- d. Other: _____

3. Internal Operations:

- a. What outreach programs are already operating successfully?
- b. What outreach programs are operating, but not especially successful?
- c. What equipment is available to assist in outreach efforts?
- d. What operating processes within the jurisdiction will help make outreach efforts efficient (for example, ability to do mass mailings)?
- e. What data processing capabilities does the jurisdiction have that will help in outreach efforts (for example, name and address database)?
- f. Other: _____

4. Marketing:
 - a. How aware is the target audience of the importance of proper waste management?
 - b. How knowledgeable is the target audience about the jurisdiction?
 - c. How aware is the target audience of the outreach programs already operating by the jurisdiction?
 - d. What is the jurisdiction's image among the target audience?
 - e. How supportive is the target audience of proper waste management?
 - f. Other: _____

5. Other: _____

C. Other: _____

External Assessment

- A. What are the population characteristics of the jurisdiction's service area, and how will it change within the next five years?
 1. How many people reside in the service area, and how will that number change in the next five years?
 2. How many people in the service area are in lower income levels, and how will that change in the next five years?†
 3. What is the minority population by ethnicity in the service area, and how will that change in the next five years?
 4. Where are people residing within the service area, and what changes will there be in the sizes of residential areas in the next five years?
 5. How many people work in the service area, and how will that change in the next five years?
 6. Where are people working within the service area, and what changes will there be in the sizes of residential areas in the next five years?
 7. Other: _____

- B. What social or cultural changes can be expected among people residing in the jurisdiction's service area within the next five years?
 1. Are there any changes in social or cultural factors that could affect the types of waste people will produce in the next five years?
 2. Are there any changes in social or cultural factors that could affect the amount of waste people will generate in the next five years?
 3. Are there any changes in social or cultural factors that could affect people's attitudes toward proper waste management?
 4. Other: _____

- C. What economic changes can be expected within the jurisdiction's service area within the next five years?
 1. What changes in the number of jobs available in the service area can be expected within the next five years?
 2. How will changes in people's income or wealth affect the type or amount of waste they generate?

† The poverty guidelines defined by the U.S. Department of Health and Human Services sets poverty levels as: 1 person = \$8,980, 2 people = \$12,120, 3 people = 15,260, 4 people = \$18,400, 5 people = \$21,540, 6 people = 24,680, 7 people = \$27,820, and 8 people = 30,960. Source: *Federal Register*, Vol. 68, No. 26, February 7, 2003, pp. 6456-6458.

2. How will changes in people's income or wealth affect the type or amount of waste they generate?
 3. Other: _____
- D. What changes in technology can be expected to impact waste management programs within the next five years?
1. What technological obstacles keep consumers from practicing effective waste management?
 2. What technological obstacles keep jurisdictions from conducting waste management programs such as collection, events, and promotional activities)?
 3. What technology changes, such as product packaging, will affect the manner in which people generate waste in the next five years?
 4. What technology changes will affect the ways in which people dispose of waste in the next five years?
 5. What technology changes are likely to affect the methods by which used oil is recycled in the next five years?
 6. What technology changes will affect proper HHW collection and disposal in the next five years?
 7. Other: _____
- E. What changes in the law can be expected in the next five years that will affect waste management programs and mandates?
1. What federal laws are likely to be enacted or changed within the next five years that will affect waste management?
 2. What California State laws are likely to be enacted or changed within the next five years that will affect waste management?
 3. What local laws are likely to be enacted or changed within the next five years that will affect waste management?
 4. Other: _____
- F. Who or what are the competitors for the minority communities' attention and support, and what are their characteristics?
1. What factors compete for the attention of minority communities that could impact the jurisdiction's ability to gain communities' support for used oil recycling and proper HHW disposal?
 2. What factors compete for the attention of minority communities that could impact the jurisdiction's ability to communicate with the communities?
 3. What factors compete for the attention of minority communities that could impact the jurisdiction's ability to attract them to events?
 4. Other: _____
- G. Other: _____

Target Market Assessment and Definition

- A. Who are possible target markets for used oil recycling programs, how attractive is each target market, and how viable is it to target each market?
1. How can the residents of the jurisdiction's service area be segmented into meaningful groupings (geography, gender, income, ethnicity, etc.) for outreach purposes?
 2. How many residents of the service area are in each possible segment?
 3. Are there enough people in each possible segment to make them attractive for used oil recycling and/or HHW programs at this time?

4. What are the needs of each possible segment with respect to used oil recycling programs?
 5. What are the needs of each possible segment with respect to HHW programs?
 6. What are the needs of each possible segment with respect to communicating with it?
 7. Other: _____
- B. What resources are needed to satisfy the needs of each possible segment?
1. What are the costs of developing, adjusting, or maintaining used oil recycling programs needed for each possible segment?
 2. What staff expertise does the jurisdiction need to satisfy the needs of each possible segment for used oil recycling?
 3. How much staff time is needed to develop, adjust, or maintain used oil programs for each possible segment?
 4. What resources are needed to communicate effectively with each possible segment concerning used oil recycling?
 5. What other resources will the jurisdiction need to satisfy the needs of each possible segment for used oil recycling?
 6. What are the costs of developing, adjusting, or maintaining HHW programs needed for each possible segment?
 7. What staff expertise does the jurisdiction need to satisfy the needs of each possible segment for HHW disposal?
 8. How much staff time is needed to develop, adjust, or maintain HHW programs for each possible segment?
 9. What resources are needed to communicate effectively with each possible segment concerning HHW disposal?
 10. What other resources will the jurisdiction need to satisfy the needs of each possible segment for HHW disposal?
 11. Other: _____
- C. How should the target markets be prioritized for used oil recycling programs for the next five years?
1. Which possible segments can be served given the resources of the jurisdiction?
 2. Which segment(s) present(s) the greatest opportunities for improvements in used oil recycling if marketed to properly?
 3. Which segment(s) present(s) the greatest opportunities for improvements in HHW disposal if targeted properly?
 4. Which segments, if any, can be served simultaneously with the same or nearly the same resources?
 5. Which segment(s) should be served at this time (referred to as "selected segments" hereafter)? Within the next year? Within the next two years? Within the next three years? Within the next four years? Within the next five years?
 6. Other: _____
- D. Other: _____

Marketing Goals

- A. What does the jurisdiction want to achieve for each selected segment with respect to used oil recycling?
1. Amount of used oil that is recycled: _____
 2. Number of people who recycle: _____
 3. Percent aware of used oil recycling: _____
 4. Percent understanding the importance of, and how to participate in, used oil recycling programs: _____
 5. Attendance at used oil recycling events: _____
 6. Number of automobile supply stores that are CCCs: _____
 7. Other: _____
- B. What does the jurisdiction want to achieve for each selected segment with respect to HHW?
1. Amount of HHW disposed of properly: _____
 2. Number of people who dispose of HHW properly: _____
 3. Percent aware of levels for proper HHW disposal: _____
 4. Percent understanding the importance of, and how to participate in, HHW programs: _____
 5. Attendance at HHW events: _____
 6. Other: _____

Marketing Strategies

- A. What “**product strategies**” (strategies that help the jurisdiction implement various used oil and HHW programs) does the jurisdiction need to use for each selected segment?
1. What product strategies are needed for used oil recycling programs?
 - a. What recycling programs are most important to meeting the needs of each selected segment and achieving the jurisdiction’s marketing goals?
 - b. How well are existing recycling programs working to meet the needs of each selected segment and achieving the jurisdiction’s marketing goals?
 - c. What recycling programs need to be developed to meet the needs of each selected segment?
 - d. What existing recycling programs need to be adjusted or modified to meet the needs for each selected segment?
 - e. What existing recycling programs need to be eliminated because they are not needed for each selected segment?
 - f. Other: _____
 2. What product strategies are needed for HHW programs?
 - a. What HHW programs are most important to meeting the needs of each selected segment and achieving the jurisdiction’s marketing goals?
 - b. How well are existing HHW programs working to meet the needs of each selected segment and achieving the jurisdiction’s marketing goals?
 - c. What HHW programs need to be developed to meet the needs of each selected segment?
 - d. What existing HHW programs need to be adjusted or modified to meet the needs for each selected segment?
 - e. What existing HHW programs need to be eliminated because they are not needed for each selected segment?
 - f. Other: _____

- B. What “distribution strategies” (strategies that help the jurisdiction make the program available in the community) does the jurisdiction need to use for each selected segment?
1. What distribution strategies are needed for used oil recycling programs?
 - a. What permanent used oil recycling facilities are needed?
 - b. What temporary used oil recycling facilities are needed?
 - c. How can used oil recycling be made more physically convenient for each selected segment?
 - d. What days and hours are appropriate for each method of collecting used oil?
 - e. Other: _____
 2. What distribution strategies are needed for HHW programs?
 - a. What permanent HHW collection facilities are needed?
 - b. What temporary HHW collection facilities are needed?
 - c. How can HHW disposal be made more physically convenient for each selected segment?
 - d. What days and hours are appropriate for each method of collecting HHW?
 - e. Other: _____
- C. What “pricing strategies” does the jurisdiction need to use for each selected segment?
1. What pricing strategies are needed for used oil recycling programs?
 - a. What “costs” should consumers in each selected segment incur for used oil recycling?
 - b. What should consumers in each selected segment be paid for recycling used oil?
 - c. What “costs” should automobile supply stores in each selected segment incur for used oil recycling?
 - d. What should CCCs in each selected segment be paid for recycling used oil?
 - e. What prices, if any, should be charged to attendees of used oil recycling events?
 - f. What prices should sponsors be charged for being involved in used oil recycling programs or events?
 - g. Other: _____
 2. What pricing strategies are needed for HHW programs?
 - a. What “costs” should consumers in each selected segment incur for HHW disposal?
 - b. What should consumers in each selected segment be paid for properly disposing of HHW?
 - c. What prices, if any, should be charged to attendees of used oil recycling events?
 - d. What prices should sponsors be charged for being involved in used oil recycling programs or events?
 - e. Other: _____
- D. What “promotion strategies” does the jurisdiction need to use for each selected segment?
1. What promotion strategies are needed for used oil recycling programs?
 - a. What should be the messages in each type of used oil recycling promotion for each selected segment?
 - b. How much should be spent on promotion for each used oil program in each selected segment?
 - c. What methods should be used to promote used oil programs to each selected segment?
 - d. When should promotional efforts begin for promoting each program or event in each selected segment, and when should follow-up promotions be scheduled?
 - e. Other: _____

2. What promotion strategies are needed for HHW programs?
 - a. What should be the messages in each type of promotion for each selected segment?
 - b. How much should be spent on promotion for each HHW program in each selected segment?
 - c. What methods should be used to promote HHW programs to each selected segment?
 - d. When should promotional efforts begin for promoting each program or event in each selected segment, and when should follow-up promotions be scheduled?
 - e. Other: _____

E. Other: _____

Marketing Program Assessment

- A. What will be done to assess used oil recycling programs?
 1. When will used oil recycling program assessments be made?
 2. What variables should be assessed for used oil recycling marketing efforts?
 3. Who will make used oil recycling program assessments?
 4. Other: _____

Note: Also see Tool 15: Program Evaluations.

- B. What will be done to assess HHW programs?
 1. When will HHW program assessments be made?
 2. What variables should be assessed for HHW marketing efforts?
 3. Who will make HHW program assessments?
 4. Other: _____

Note: Also see Tool 15: Program Evaluations.

C. Other: _____

Tool 10: Methods for Conducting Community Surveys

This tool contains a description of ways to survey the minority community to better assess their needs for used oil recycling and proper HHW disposal. It also contains suggestions for conducting surveys in a cost-efficient manner.

Direct Mail Surveys

Suggestions for using direct mail surveys include:

- Consider using the survey to inform and promote used oil recycling and proper HHW disposal. While this approach can affect the quality of the data, since it at times leads respondents to particular answers, the survey serves to highlight facts the jurisdiction wants known. In tight budgetary times, the “two-for-one” approach to collecting information and informing the public is more cost-effective.
- Seek a co-sponsor for the survey. This could be a utility company that will insert the questionnaire in its mailings or another business (radio station, newspaper, auto parts store, etc.) which is targeting the same community. The co-sponsor will help give added attention to the survey, as well as cover some or all of the costs associated with printing and mailing. The jurisdiction may have to include a few questions of particular interest to the co-sponsor, but that should be acceptable if the questions can be linked together logically and does not make the questionnaire too lengthy.
- Consider doing two mailings if the target group is not too large. The second mailing should have a “second mailing” designation on the questionnaire. This increases the chances that the questionnaire will be noticed and completed.
- Purchase a mailing list in a form that can be automatically used for addressing envelopes (for example, an Excel file). This will make the job easier and allow the jurisdiction to easily mail to households with specific demographic characteristics.
- If the jurisdiction is not set up for mailing, use a mailing service (listed in the telephone directory under “Mailing Services”) to prepare and send out the mailing. These services are relatively inexpensive, and the mailing service can sort the outgoing mail by ZIP code to reduce the cost of postage.
- Pay for return postage by using business reply envelopes with a permit number imprinted on each envelope. A business reply permit number can be obtained from the U.S. Postal Service. The jurisdiction will pay postage, which typically is standard postage plus 10 cents, only for those that are returned.
- If possible, avoid mailing surveys in the months of July August, November, and December. Many people are on vacation in July and August, and people are busy with the holiday seasons in November and December. During these time periods, response rates are likely to be low.
- Allow people three to four weeks to respond, and then accept responses for an additional one to two weeks to allow for delays with the business reply mail process.

- Keep the questionnaire short. Ideally, it should be no more than one page, printed on front and back. At the maximum, use no more than one 11" x 17" sheet, folded into four 8.5" x 11" pages.
- Send out four to five times the number of questionnaires the jurisdiction thinks it will need for a good sample. This will help compensate for a potentially low response rate. The sample size needed to achieve statistically valid results depends on the confidence level (usually 95 percent), allowable error (usually plus or minus 5 percent), and variation in responses (which is an unknown). Additionally, if the jurisdiction wants to break out data based on respondent characteristics, it will need a larger sample in order to get enough responses with each characteristic. Overall, responses from 150 to 300 people tend to be adequate, but this depends on the extent to which their responses vary.

Telephone Surveys

Suggestions for using telephone surveys include:

- Consider purchasing a telephone list with the desired geographic and demographic characteristics. These can be obtained from mailing list companies which are listed in the telephone directory under "Mailing Lists." Because the national "do-not-call" program requires telemarketers and sellers to delete from their lists the names of consumers who are on the National Do Not Call Registry, the jurisdiction will have to file an application for exemption. This can be done on the Internet at www.telemarketing.donotcall.gov. Follow the directions, and apply for "exempt status" because the jurisdiction is not selling anything. In about three days, the jurisdiction will receive the required documentation that a mailing list company will need in order to release telephone numbers for possible interviews.
- If the jurisdiction is concerned about there being a large percentage of unlisted telephone numbers in the geographic area, it can use random digit dialing. The simplest way to do this is to select the first three digits in a telephone number, which often designate geographic areas, and then use random numbers for the next four digits. The local telephone company can indicate which first three digits generally correspond to particular geographic areas.
- Conduct the survey on weekdays from 6:30 p.m. to 9:00 p.m. and on weekends. These are the best times to reach people at home. While the jurisdiction loses people who work evenings, it still has the opportunity to reach them on weekends.
- Include a statement in the early portion of the introduction that the jurisdiction is not selling anything. While telemarketing has diminished with the National Do Not Call Registry, this will alleviate most of those concerns.
- Do not ask people if they are willing to be interviewed. Go through the introduction and proceed immediately to the first question. If people do not want to respond, they will interrupt to say so. If they are asked, they are more likely to decline the interview.
- Keep the telephone survey to no more than 10 to 15 questions.
- To achieve a reasonable sample, try to complete at least 150 to 200 interviews.

Intercepts

Suggestions for using the intercept approach include:

- If the jurisdiction wants a good representation of the public, conduct intercepts at locations with broad cross-sections of the general public. Local supermarkets and small shopping

centers offer good venues if the management of those businesses will allow the jurisdiction to conduct the surveys on their premises. Given the purpose, this may not be a major obstacle so long as the intercepts are done courteously and the questionnaires are short.

- If the jurisdiction is conducting intercept surveys at retail locations, seek to have the retail business co-sponsor the study. The business may offer a coupon good for a small discount on a purchase as a token of appreciation for completing the survey, and the jurisdiction can share the results with the business.
- Keep the questionnaire to no more than one page front and back. Intercepts are well-suited for quick interviews, as people will not devote too much time to these surveys.
- Use self-administered or mail-in surveys to the extent possible. It is much more cost-effective because several interviews can be conducted simultaneously.
- If the jurisdiction's staff does not have the time to conduct these interviews, hire temporary staff and/or student assistants. They can be easily trained because what they mostly need to know is how to approach people and ask for their cooperation.
- To achieve a reasonable sample, try to complete at least 150 to 200 interviews.

Focus Groups

Suggestions for using focus groups include:

- Never conduct just one session. Individual participants can significantly affect group dynamics, making it necessary to have at least two sessions with people who have the same characteristics. Only when the jurisdiction starts hearing the same things from session participants can it have any comfort in the quality of the data. Generally, this means two to four sessions.
- Keep the sessions to no more than 90 minutes. After that amount of time, the quality of responses to questions tends to diminish.
- Do not spend time having people introduce themselves. Have placards at the session with first names only. The less personal the session is, the more likely it is that people will share ideas.
- Offer light meals or snacks at the session depending on the time of day, but do not serve alcoholic beverages.
- As appropriate, use visual displays to test issues. This lets people see and react to programs and/or promotional themes being tested.
- Pay participants between \$40 and \$75 for their time. This is about the only way the jurisdiction can ensure that people will come to the session.

Tool 11: Community Survey Questionnaires

Possible Community Survey Questions

The material in this tool includes draft questions the jurisdiction can use when conducting needs assessment surveys in minority communities. Sample questionnaires are provided that the jurisdiction can adapt to its particular needs.

Below are questions that may be relevant to community assessment surveys. These are not in questionnaire format, as are the sample surveys later in this tool, but they pertain to topics that may be of interest to jurisdictions.

Used Oil Issues:

- Do you change motor oil?
- Where do you change your motor oil?
- How many times per year do you change motor oil?
- How do you dispose of the used oil and oil filter?
- Do you know how to properly dispose of used oil and oil filters?
- What is your main reason for not disposing of used oil and oil filters properly?
- How harmful to the environment is it when people improperly dispose of used oil and oil filters?
- How serious a problem do you think improper disposal of used oil and oil filters is in your local area?
- Have you seen/heard any information on how to properly dispose of used oil and oil filters?
- What would you like to know about proper disposal of used oil and oil filters?
- Do you know where you can take used oil to dispose of it properly?
- Where would you expect to find information on proper disposal of used oil and oil filters?
- Where would you like to find information on proper disposal of used oil and oil filters?
- What message would most likely cause you to be more careful about how you dispose of used oil and oil filters?

HHW Issues:

- Do you know what household hazardous waste (HHW) is?
- What is included in HHW?
- How do you dispose of HHW?
- Do you know how to properly dispose of HHW?
- What is your main reason for not disposing of HHW properly?
- How harmful to the environment is it when people improperly dispose of HHW?

- How serious a problem do you think improper disposal of HHW is in your local area?
- Have you seen/heard any information on how to properly dispose of HHW?
- What would you like to know about proper disposal of HHW?
- Where would you expect to find information on proper disposal of HHW?
- Where would you like to find information on proper disposal of HHW?
- What is your one main source for news about your local area?
- What message would most likely cause you to be more careful about how you dispose of HHW?

General Issues:

- What is your one main source for news about your local area?
- What one television station do you watch most often?
- When do you most often watch television?
- What radio station do you listen to most often?
- When do you most often listen to the radio?
- What newspapers do you regularly read?
- Do you own a computer and use the Internet?
- How likely would you be to open up mail about waste management or recycling?
- With what language do you prefer to communicate?
- Would you like information on used oil recycling and HHW disposal?
- Demographic questions:
 - Gender
 - Age
 - Income
 - Ethnicity
 - Languages spoken
 - Residential ZIP code (if applicable)
 - Business ZIP code (if applicable)

Sample Community Surveys

Introductory Letter and Assessment Survey on Recycling of Used Oil

Dear Member of Our Community:

We are conducting this brief survey to better understand the extent to which people in our community recycle used motor oil and are aware of the options available to them to do so. The information you provide will help us to better tailor our programs to meet your needs and thereby work together to protect the environment.

Please take a few minutes to complete this questionnaire and return it to us. You need not identify yourself, and all individual responses will remain confidential. We would appreciate your sending us your completed questionnaire by _____. Thank you for your assistance.

Sincerely,

[Name][Title]

-
1. Have you or a member of your household changed the motor oil in an automobile?
 1. Yes Please go to Question 2.
 2. No Please go to Question 4.

 2. Which **one** of the following best describes where you/they dispose of used motor oil?
 1. Place it in our garbage can. Please go to Question 3.
 2. Pour it down the drain at our home. Please go to Question 3.
 3. Place it in the street for pick up. Please go to Question 3.
 4. Pour it down a storm drain on our street. Please go to Question 3.
 5. Discard it in someone's dumpster. Please go to Question 3.
 6. Take it to the city dump. Please go to Question 3.
 7. Take it to a used motor oil recycling center. Please go to Question 4.
 8. Have it picked up by a recycling company. Please go to Question 4.

 3. What is your **one** main reason for not taking the used motor oil to a recycling center?
 1. Do not know that I should. Please go to Question 4.
 2. Do not know where a center is. Please go to Question 5.
 3. Do not think it is important to do so. Please go to Question 4.
 4. It is not convenient to do so. Please go to Question 4.
 5. It takes too much time. Please go to Question 4.
 6. It is too costly. Please go to Question 4.
 7. Other (please specify): _____Please go to Question 4.

 4. Do you know where a used motor oil recycling center is located?
 1. Yes
 2. No

 5. How harmful do you think it is to the environment when people do not recycle their used motor oil?
 1. Very harmful
 2. Somewhat harmful
 3. Uncertain

4. Not very harmful _____
5. Not at all harmful _____
6. How serious of a problem do you think improper disposal of used motor oil is to people in our community and the environment?
1. Very serious _____
 2. Somewhat serious _____
 3. Uncertain _____
 4. Not very serious _____
 5. Not at all serious _____
7. Have you seen or heard any information concerning how to properly dispose of used motor oil?
1. Yes _____
 2. No _____
8. Would you like to receive information on how to properly dispose of used motor oil?
1. Yes _____ Please go to Question 9.
 2. No _____ Please go to Question 10.
9. What information would you like to have about used motor oil recycling? **Please check all that you would like to have.**
1. How important it is to recycle used motor oil. _____
 2. How to recycle used motor oil. _____
 3. Where to recycle used motor oil. _____
 4. Other (please specify): _____
10. Which **one** of the following types of messages would most likely cause you to recycle used motor oil?
1. Improper disposal of used motor oil is harmful to people/environment. _____
 2. Improper disposal of used motor oil is a serious problem in the community. _____
 3. Legal requirements exist for properly disposing of used motor oil. _____
 4. Description of how to properly dispose of used motor oil. _____
 5. Information on where to take used motor oil to dispose of it properly. _____
 6. Other (please specify): _____
11. Which **one** of the following do you use most often to obtain information about events in your local area?
1. Newspaper _____
 2. Radio _____
 3. Television _____
 4. Mail _____
 5. Internet _____
 6. Friends _____
 7. Other (please specify): _____
12. How likely are you to open and read mail that contains information on how to properly dispose of used motor oil?
1. Very likely _____
 2. Somewhat likely _____
 3. Uncertain _____

- 4. Somewhat unlikely _____
- 5. Very unlikely _____

- 13. In what **one** language do you most prefer to communicate?
 - 1. English _____
 - 2. Spanish _____
 - 3. Asian dialect _____
 - 4. Russian _____
 - 5. Other (please specify): _____

- 14. What is your gender?
 - 1. Female _____
 - 2. Male _____

- 15. What is your age?
 - 1. Under 25 _____
 - 2. 25 to 40 _____
 - 3. 41 to 54 _____
 - 4. 55 to 64 _____
 - 5. 65 or older _____

- 16. What is the ZIP code of your residence?

Thank you for completing this survey.

Introductory Letter and Assessment Survey for Household Hazardous Waste Disposal

Dear Member of Our Community:

We are conducting this brief survey to better understand the extent to which people in our community properly dispose of various types of household hazardous waste and are aware of the options available to them for doing so. The information you provide will help us to better tailor our programs to meet your needs and thereby protect the environment in which we live.

Please take a few minutes to complete this questionnaire and return it to us. You need not identify yourself and all individual responses will remain confidential. We would appreciate your sending us your completed questionnaire by _____. Thank you for your assistance.

Sincerely,

[Name]

[Title]

-
1. Generally, which **one** of the following best describes where you typically dispose of paints and varnishes, pesticides, and cleaning supplies?
- | | | |
|---|-------|--------------------------|
| 1. Place it in our garbage can. | _____ | Please go to Question 2 |
| 2. Pour it down the drain of our home. | _____ | Please go to Question 2. |
| 3. Place it in the street for pick up. | _____ | Please go to Question 2. |
| 4. Pour it down the storm drain on our street. | _____ | Please go to Question 2. |
| 5. Discard it in someone's dumpster. | _____ | Please go to Question 2. |
| 6. Take it to the city dump. | _____ | Please go to Question 2. |
| 7. It is picked up by a company that disposes of these types of products. | _____ | Please go to Question 3 |

[NOTE TO JURISDICTION: Make options appropriate for disposing of HHW.]

2. What is your **one** main reason for not disposing of these types of products (e.g., paints and varnishes, pesticides, cleaning supplies) by [NOTE TO JURISDICTION: Insert proper method here.]?
- | | |
|---|-------|
| 1. Do not know that I should. | _____ |
| 2. Do not know where to dispose of it. | _____ |
| 3. Do not think it is important to do so. | _____ |
| 4. It is not convenient to do so. | _____ |
| 5. It takes too much time. | _____ |
| 6. It is too costly to do so. | _____ |
| 7. Other (please specify): _____ | |
3. How knowledgeable do you feel you are about how to properly dispose of these types of household products?
- | | |
|-----------------------------|-------|
| 1. Very knowledgeable | _____ |
| 2. Somewhat knowledgeable | _____ |
| 3. Uncertain | _____ |
| 4. Not very knowledgeable | _____ |
| 5. Not at all knowledgeable | _____ |

4. How harmful to the environment do you think it is when people do not properly dispose of these types of household products?
1. Very harmful _____
 2. Somewhat harmful _____
 3. Uncertain _____
 4. Not very harmful _____
 5. Not at all harmful _____
5. How serious of a problem do you think improper disposal of these types of household products are to people in our community and the environment?
1. Very serious _____
 2. Somewhat serious _____
 3. Uncertain _____
 4. Not very serious _____
 5. Not at all serious _____
6. Have you seen or heard any information concerning how to properly dispose of these types of household products?
1. Yes _____
 2. No _____
7. Would you like to receive information about how to properly dispose of these types of household products?
1. Yes _____ Please go to Question 8.
 2. No _____ Please go to Question 9.
8. What information would you like to have about how to dispose of these types of household products? **Please check all that you would like to have.**
1. The importance of properly disposing of these types of household products. _____
 2. How to dispose of these types of household products. _____
 3. Where to take these types of products to dispose of them properly. _____
 4. Other (please specify): _____
9. Which **one** of the following types of messages would most likely cause you to dispose of these types of products properly?
1. Why improper disposal of these products is harmful to people/environment. _____
 2. Why improper disposal of these products is a serious problem in the community. _____
 3. What are the legal requirements for properly disposing of these products. _____
 4. Description of how to properly dispose of these products. _____
 5. Description of where to take these products to dispose of them properly. _____
 6. Other (please specify): _____
10. Which **one** of the following do you use most often to obtain information about events in your local area?
1. Newspaper _____
 2. Radio _____
 3. Television _____
 4. Mail _____
 5. Internet _____
 6. Friends _____
 7. Other (please specify): _____

11. How likely are you to open and read mail that contains information on how to properly dispose of these types of household products?
1. Very likely _____
 2. Somewhat likely _____
 3. Uncertain _____
 4. Somewhat unlikely _____
 5. Very unlikely _____
12. In what **one** language do you most prefer to communicate?
1. English _____
 2. Spanish _____
 3. Asian dialect _____
 4. Russian _____
 5. Other (please specify): _____
13. What is your gender?
1. Female _____
 2. Male _____
14. What is your age?
1. Under 25 _____
 2. 25 to 40 _____
 3. 41 to 54 _____
 4. 55 to 64 _____
 5. 65 or older _____
15. What is the ZIP code of your residence?
- _____

Thank you for completing this survey.

Tool 12: Building Media Relations

This tool contains suggestions for developing relations with targeted media. These relationships can assist the jurisdiction to communicate with, and build a stronger presence with, minority communities.

Building Relationships With the Media

Suggestions for building good relations with the media include:

- **Get to know media representatives.** The jurisdiction benefits when media representatives can link its name with people and faces. Contact media managers and/or reporters/-personalities to learn more about who their primary audiences are and what types of information their audiences would find interesting. This initiates personal relationships and provides information as to how to tailor the jurisdiction's messages to their audiences.
- **Offer expertise in the areas of recycling and waste management.** Most media outlets develop lists of experts they call upon to comment about news events or stories. Being available for interviews to provide insights into issues brings exposure to the jurisdiction. Recognize that jurisdiction staff will need to be prepared to meet with the media on very short notice, since lead times seldom are more than a few hours.
- **Suggest ideas for stories to the media that might be of interest to their audience.** While there are pressures on the space/time available, most media outlets build a file of possible topics for the future, and especially when they are experiencing "slow news days." Ideas for stories can be directly related to used oil recycling and/or HHW disposal or broader issues. At the end of the tool is a list of suggested topics for media stories. Suggesting ideas to the media builds relationships and increases opportunities to have jurisdiction messages publicized.

Presenting Messages to the Media

Requirements of local media for messages include:

- **The message must be newsworthy to the media's primary audience.** One of the first things a media representative will decide is whether the type of information contained in the message is suitable for the audience. Knowing the demographic and other characteristics of the audience will help the jurisdiction ensure that the message speaks to the audience. Media representatives receive many requests for space or time, so they must be told why their audience would want to know what the jurisdiction is offering.
- **The message must be current.** "Yesterday's news" is of little interest to media. Prepare the message so that it has some "shelf life" for at least one to two weeks, and preferably longer. To publicize events, try to get the message to the media two to three weeks before the event will be held—close enough so that people might remember, but far enough away to give the media flexibility to position the announcement when space or time becomes available.
- **Incorporate a good "sound byte" in the message.** People hear and read headlines, and often are less concerned about details. Written or digital "sound bytes" that have the best chance of getting into the media are those containing high-attraction quips that can be used by the media to grab audience attention. The message should be no more than 5 to 10 words and have dramatic impact (for example, "Improper disposal of used oil costs local taxpayers \$xxx").

- **Talk about the audience, not about the jurisdiction.** One of the big mistakes in working with the media is to tell its audience all about the jurisdiction. People are interested in messages that benefit them in some way. Focus the message on how the audience benefits from what is being said, why they should participate in the outreach event, etc.
- **Incorporate a few facts and quotes in the message.** The media often cites facts and uses quotes from “experts” because it attracts audience attention and gives credibility to the story. Facts of interest (for example, the amount of used oil that is recycled each year or the amount of used oil that enters waterways due to improper disposal) also create good headlines. Quotes from representatives of the jurisdiction and/or CIWMB give credibility and add a personal touch to the message. One or two quotes that could have impact usually are adequate. For example: “People don’t realize that improperly disposing of used oil can contaminate...” or “The number of people who have taken used oil to [name of recycling center] rose by [number] percent over the last year, indicating that people are being more responsible with our resources.”
- **Be selective in what is submitted to the media.** Regardless of how good the relationship is with the media, there is only so much space or time they will give the jurisdiction. Limit submissions to no more than six to eight per year with an individual media outlet (such as a certain radio station). If there are various media in the geographic area, consider rotating messages among them. However, if one source is much more valuable than others, going “exclusive” may get more exposure for the jurisdiction over the long term.
- **Make follow-up calls when submitting public service announcements (PSAs) and other information to the media.** Because most media outlets receive many requests for space and time, follow up with telephone calls on materials sent. By asking if they received the information and if they have any questions, the jurisdiction can highlight its material.

Purchasing Advertising Space/Time

Suggestions for obtaining the most from the advertising include:

- **Examine the costs of the various media.** Since most advertising rates are based on “cost per household reached,” examine how much the jurisdiction is paying to reach a household. However, cost per household should not be the sole consideration. Some people are harder to reach with advertisements than others, and it may be better to pay a little more to have advertisements that directly reach the targeted audience.
- **Consider using direct mail as an alternative to media advertising.** Direct mail can be cost-effective. The jurisdiction can purchase mailing lists of people by ZIP code in selected geographic areas, as well as household demographic characteristics of the target audience (see “Conducting Community Needs Assessment Surveys” in the body of this report and in Tool 11).
- **Have a large enough advertising budget to make an impact.** The jurisdiction needs considerable exposure to have any assurance that its target market will receive its message. If the jurisdiction cannot spend enough money to purchase a relatively large number of advertisements in one media type, consider switching to an advertising format that costs less or delay the advertising until the jurisdiction can amass a sufficient budget. For direct mail, it is recommended that the jurisdiction send the target market about three mail pieces in a six-month period.

- **Focus the advertising message on the benefits to the reader/listener.** As previously indicated, people want to know “what’s in it for me”—and to learn this very quickly. The message should explain directly how the reader/listener will benefit from recycling and properly disposing of HHW.
- **Keep the message simple and call for action.** People will not spend a lot of time trying to figure out what the jurisdiction is saying, and they are not likely to do something (or not do something) unless asked. Therefore, keep the message short, simple, and ask people to take action.

Ways to Work With Minority Media

There are several ways in which the jurisdiction can work effectively with the minority media. Some options are:

- **Advertise in minority media outlets.** This can be a highly effective and efficient way to communicate with targeted audiences. To the extent that the media has a sufficiently large audience, the jurisdiction might be able to maximize the use of its promotional dollars by working with minority media as opposed to media with a more general circulation. Another advantage is that if the jurisdiction periodically purchases space or time, the media tends to be more receptive to giving the jurisdiction additional space or time for its PSAs.
- **Jointly sponsor events.** Joint sponsorships with minority media can take many forms. Some involve each entity sharing the costs to develop and conduct an event that would be mutually beneficial. In other instances, the contribution from the media is promotional space or time. For the jurisdiction, the costs associated with placing the media’s name on the event are minimal.

Events can bring attention to recycling and proper HHW disposal. To encourage the media to co-sponsor an event, the jurisdiction needs to demonstrate that the event would be of interest to their audiences. The jurisdiction may also obtain other co-sponsors who are customers of the media as this will encourage the media to join in to preserve their relationships with their advertisers. Finally, the media’s personalities may participate in the event as hosts, co-hosts, speakers, etc. This creates added exposure for the media and brings more attention to the event.

- **Be a source of information.** Most media outlets are looking for topics of interest to their audiences. They want to be a source of information about current events and other news that impacts their communities in general and their audiences in particular. They are then better able to build relationships with their audiences and advertisers and thereby increase circulation and business revenues.

Accordingly, suggest topics to the media which would be of interest to their audiences and convey messages you want promoted. This will help get the jurisdiction’s message out and build relationships that can result in added publicity for the jurisdiction’s events and causes.

- **Periodically send the media public service announcements.** Most media receive more PSAs and press releases than they can use. Accordingly, managers of these media have to decide which ones are of greater interest to their audiences, and which organizations are worthy of receiving free promotional space or time. Be selective in issuing PSAs or press releases, and do not send out more than about six to eight in one year to a particular media organization unless there is a special reason for doing so. To increase chances of having its PSAs or press releases used, a jurisdiction needs to:

- Demonstrate that the information is, or should be, of interest to the audience. Make sure that the jurisdiction answers the basic question: “How does the reader or listener benefit from knowing this information?”
- Make sure the information is concisely presented, preferably in one page or less. If the media organization wants more information, it will contact the jurisdiction and expand the story. It is much more likely that the media organization will provide small amounts of space or time than larger amounts
- Try to time the PSA or press release to give the media outlet ample time to find a place for the information without it becoming dated. Usually, PSA or press release information is inserted either in standard columns/time slots or during “slow news days” when space or time is not being filled with advertising or news.
- Follow up the submission of the PSA or press release with a telephone call to the recipient. This lessens the chances of the submission being “buried” by all of the other submissions the media organization receives.

Topics for Articles for the Media

Presented below are some possible topics that may be of interest to the media:

Used Oil Recycling

- How many people change the oil in their cars? How much used oil does this represent each year?
- How much of the used oil that results from people changing the oil in their cars is recycled? How do people recycle the oil? What is the difference between taking used oil to a certified center and non-certified center?
- What happens to the oil that is not recycled? Where does it go? Does it hurt the environment, and if so, in what ways?
- How much difference would it make to the environment if 100 people change from improperly disposing of used oil to taking it to a certified recycling center?
- How is used oil recycled? Where does the oil go, and what happens to it? What is recycled oil used for?
- What does it cost taxpayers when used oil is disposed of improperly versus being recycled? How much does improper disposal of used oil cost consumers, and why does it cost that amount?
- What are used oil redemption centers? How do I find out where they are located? Does it cost anything to take used oil to those centers?
- Why do stores take used oil? What do they do with it? Does it cost them anything? Do they make money doing this?
- What should I do if I spill motor oil? What are the proper ways to clean up the oil, and what do I do with the clean-up material?
- What are the penalties, if any, of improperly disposing of used oil?

Household Hazardous Waste

- What is household hazardous waste? Why is it considered hazardous? How much of a danger is it to my household and family?

- How much HHW is generated each year? What happens to it? What are the proper ways for disposing of it?
- How much of the HHW that is created is disposed of properly? What happens to it? Where does it go? Is it used for anything?
- What happens to the HHW that is not disposed of properly? Where does it go? Does it hurt the environment, and if so, in what ways?
- How many people are hurt each year because they or others did not dispose of HHW properly? What are the most common accidents involving HHW, and how can they be avoided?
- How much difference would it make to the environment if 100 people change from improperly disposing of HHW?
- How much does improper disposal of HHW cost consumers, and why does it cost that amount?
- How do I find out where to dispose of HHW? Does it cost anything to take the HHW to those places? How do I safely transport HHW to these disposal sites?
- What should I do if I spill HHW? What are the proper ways to clean up the HHW, and what do I do with the clean-up material?
- What are the penalties, if any, of improperly disposing of HHW?

Tool 13: Community Outreach

This tool provides suggestions for developing relationships with organizations within the minority community. These relationships can lead to partnering opportunities for outreach programs.

Methods for Locating Community Organizations:

Some sources for locating various local minority communities include:

Yellow Pages: Most organizations have listings in local telephone directories. Look for the lists under such headings as “Associations,” “Community Organizations,” and “Religious Organizations.”

Chambers of Commerce: Chambers of Commerce often develop lists of other organizations that focus on particular groups of community members. Depending on the size of the city/county, particular ethnicities may have their own chambers. Some of the major national and regional chambers are:

- California Black Chamber of Commerce
9851 Horn Road, Suite 160
Sacramento, CA 95827

Phone: (916) 364-2400
Fax: (916) 364-2404
www.calbcc.org

The California Black Chamber of Commerce can provide the jurisdiction with a listing of African-American chambers in its local area. Select “Affiliate Linkage” and then “View Our Affiliates” for a list of some African-American organizations.

- California Chamber of Commerce
1215 K Street, Suite 1400
Sacramento, CA 95814
Mailing Address: P.O. Box 1736, Sacramento, CA 95812-1736

Phone: (916) 444-6670;
Fax: (916) 325-1272
www.calchamber.com

The California Chamber of Commerce can provide the jurisdiction with a listing of chambers of commerce in its local area. These can then be contacted to possibly identify local minority organizations.

- California Hispanic Chamber of Commerce
770 L Street
Suite 1230
Sacramento, CA 95814

Phone: (916) 444-2221 or 1-800-299-6033
Fax: (916) 669-2870
www.cahcc.com

The California Hispanic Chamber of Commerce can provide the jurisdiction with a listing of Hispanic chambers in its local area. The list of affiliates can be obtained by going to the home page of the website and clicking on “Hispanic Chambers.”

- National Urban League
120 Wall Street
New York , NY 10005

Phone: (212) 558-5300
Fax: (212) 344-5332
www.nul.org

The National Urban League has about 100 affiliates around the United States. It has four in California: Oakland, Los Angeles, Sacramento, and San Diego. These can be contacted for outreach to African-American communities.

Websites: Because of the volume of information available, identifying organizations through the Internet is a little more difficult unless the jurisdiction knows about the specific organization. However, shown below are two additional links to sources that may provide lists of minority organizations:

- www.asiansinamerica.com. Lists a variety of Asian organizations ranging from cultural to political.
- www.caaba.org. Lists of Asian-American organizations in Northern and Southern California.

Other Sources: There are other sources of information about minority community organizations. They include:

- Mayor’s Office of Jurisdiction. Many mayors have listings of various organizations from which they draw ad hoc task force groups.
- Civic Organizations, such as Rotary Club. The memberships of some civic organizations are closely linked to the ethnicities of the local area. These organizations tend to be involved in a variety of charitable and other activities to benefit the community.
- Local Minority Media. In many cities, there are newspapers, radio stations, and/or television stations that target particular ethnicities. As such, they are likely to have listings of minority organizations within their communities.

Questions to Ask Community Organizations:

Questions to ask community organizations include:

- **What are the qualifications for membership in your organization?** This will tell the jurisdiction something about the characteristics of the membership. It also will provide some indication as to whether this organization is open to the general public. As a public entity, the jurisdiction must be careful about becoming linked to organizations that might be considered too restrictive or exclusive.
- **For how many years has your organization been in existence?** This will provide some indication as to the stability of the organization. While the jurisdiction may elect to work closely with relatively new organizations, some caution should be exercised to ensure that it

remains stable during joint efforts. Additionally, except in unusual cases, the jurisdiction will not want to be linked to an organization that cannot survive.

- **How many staff members does your organization have, and what are their capabilities for assisting with language issues related to member communication?** This information will provide insights into the size and stability of the organization. It also will indicate if the organization has the capability to advise the jurisdiction on cultural and linguistic matters related to developing program and promotional material.
- **How many regular members does your organization have?** This will provide an indication of the size and outreach of the organization. Some organizations are very small but still make good partners because of the composition of the membership. Generally, however, the jurisdiction will want to link with organizations that have large membership bases. Additionally, many organizations have two groups of members: regular and associate. Regular members are those who fully participate in the organization and typically comprise those who the jurisdiction will want to target. Associate members typically are vendors and other businesses that participate in the organization because they believe in its cause and/or are using the organization for networking/business reasons. These members represent business groups that might be targeted for program and promotional co-sponsorships.
- **What is your organization's mission, and what are its primary causes as they relate to community involvement?** This will provide a good indication of the possible fit between what the jurisdiction and the organization are seeking to accomplish. While the organization's mission does not have to directly be related to recycling/waste management, the betterment of the community should be one of its primary roles.
- **How frequently and when does your organization meet, and in what format?** Most, but not all, organizations will meet at regular intervals, such as weekly, monthly, or quarterly. If the jurisdiction wishes to participate in its meetings or otherwise communicate with its members, it will need to know how often and when the members meet and the format of the meeting in order to determine if speakers and/or displays are appropriate.
- **How does your organization communicate with members, and when does it do so?** If the jurisdiction is considering advertising in the organization's newsletter or through its mailing, it will want to know how and when the organization communicates with its members. This will indicate what format the advertisement should take and when the promotional material needs to be submitted.

Tool 14: School Outreach Materials

This tool contains information on objectives for school administrators, teachers, and staff and school-affiliated groups. The tool also contains information on developing materials for use in school outreach programs.

Objectives for School Outreach Programs

- **Educate administrators on the value of outreach programs that target students of all ages.** Unless administrators at the district and school levels support these programs, they have little chance of finding even a small place in school curriculums. The objectives for administrators are to show:
 - The importance of training teachers and students the value of recycling and proper HHW disposal.
 - That these programs complement rather than compete with traditional educational programs (e.g., citizenship, thrift, social responsibility).
 - That these programs are short and will not impinge on other educational programs.
 - That parents of the children will find these programs informative and useful.

Administrators will be concerned about the relevancy of the program, how much time and school resources will be needed, how teachers will react, and how parents will react if their children take information home. In order to gain support, the jurisdiction probably will have to provide administrators with written descriptions of the program and any support materials that will be made available, such as posters, teacher information sheets, and student and parent handouts).

- **Educate teachers as to the value of outreach programs for recycling used oil and proper HHW disposal.** Teachers have a large degree of influence on students. If teachers do not see the value of these outreach programs, they either will not want the programs included in their curriculum, or they will convey an attitude that recycling used oil and properly disposing of HHW are unimportant. The objectives for teachers are to show:
 - The importance of teaching students the value of recycling and proper HHW disposal.
 - That these programs complement rather than compete with what is already being taught, such as good citizenship, thrift, and social responsibility.
 - That these programs are short and can be adapted to time and location constraints.
 - That parents of the children will find these programs informative and useful.

Teachers must be supportive of incorporating presentations, handouts, and posters into their classrooms. Most teachers have set regimes and are under intense pressures to achieve educational performance standards in such areas as language, mathematics, and science. Additionally, they tend to be uncomfortable leading discussions on subjects on which they are not experts. The jurisdiction should prepare short presentations for the teacher to use (no more than about 30 minutes). Materials the jurisdiction can prepare for teachers to use or hand out are described below in “Program Materials the Jurisdiction Can Develop.”

- **Educate students on the importance and methods of recycling used oil and properly disposing of HHW.** For high school students, the objectives are to show:
 - The importance of recycling used oil if they change the oil in their cars or assist others in doing so.

- What HHW is, and the importance of disposing of it properly.
- What they should tell their parents about used oil recycling and HHW disposal.
- How they can help their parents to recycle used oil and properly dispose of HHW.

For elementary or middle school students, the objectives are to show:

- The importance of recycling used oil if they assist others in changing the oil in cars.
 - What HHW is, and the importance of disposing of it properly.
 - What they should tell their parents about used oil recycling and HHW disposal.
 - How they can help their parents to recycle used oil and properly dispose of HHW.
- **Educate school non-teaching staff on the importance and methods of recycling used oil and properly disposing of HHW.** The objectives for non-teaching staff members are to show:
 - The importance of recycling used oil if staff members change the oil in school equipment and/or cars or assist others in doing so.
 - What HHW is in schools and in homes and the importance of disposing of it properly.
 - **Educate parent-teacher association (PTA) and other school-affiliated groups, such as sports organizations, on the value of outreach programs to students.** The objectives for these groups are to show:
 - The importance of training teachers and students the value of recycling and proper HHW disposal.
 - That these programs complement rather than compete with traditional educational topics, such as good citizenship, thrift, and social responsibility.
 - That these programs are short and will not impinge on other educational programs.
 - That students will take information about these programs home for their parents.
 - The importance of recycling used oil if the students change the oil or assist others in doing so.
 - What HHW is in schools and in homes and the importance of properly disposing of it.

Information made available through school administrators and teachers to the PTA and other school-affiliated groups should explain the value of the outreach program and what children will learn. The intent is to ensure that parents do not object to the inclusion of programs on used oil recycling and proper HHW disposal in the classroom.

Furthermore, the jurisdiction should prepare a “question- and answer” sheet that can act as a resource for teachers in the event they are questioned by students or their parents. Some topics for the question and answer sheets are included in another section of this tool kit (see “Possible Topics for Short Articles on Used Oil Recycling and Household Hazardous Waste”).

Program Materials and Messages

Possible materials to include as part of the outreach program include:

- Brochure that describes why and how to recycle used oil, and what HHW is and how to dispose of it properly. This will primarily be used as a handout for students to give to their parents.

- One-page “quick-reference” fact sheet that highlights where recycling centers and HHW sites are located, where to get more information on recycling and waste disposal, and how to contact the jurisdiction. This also will primarily be used as a handout for students to give to their parents.
- One-page “question-and-answer” fact sheet that identifies and answers common questions that students or their parents may have regarding used oil recycling and HHW disposal. This sheet may be used in the classroom to address issues related to the importance of recycling and HHW disposal.
- Classroom or school posters which can be displayed to describe the effects of properly and improperly disposing of recycling used oil and HHW. These posters may be of various sizes, and should be laminated to maintain their appearance over time.

Possible messages to convey, or issues to address, in the material and presentations include the topics for short articles that have already been identified in this section of the tool kit. Answers to these questions, however, should be part of the presentation:

- How many people change the oil in their cars? How much used oil does this represent each year?
- How much of the used oil that results from people changing the oil in their cars is recycled? How do people recycle the oil? What is the difference between a certified and non-certified place to take used oil?
- What happens to the oil that is not recycled? Where does it go? Does it hurt the environment, and if so, in what ways?
- How much difference would it make to the environment if 100 people change from improperly disposing of used oil to taking it to a certified recycling center?
- How is used oil recycled? Where does the oil go, and what happens to it? What is recycled oil used for?
- What does it cost residents of California when used oil is disposed of improperly versus being recycled? How much does improper disposal of used oil cost consumers, and why does it cost that amount?
- What are used oil redemption centers? How do I find out where they are located? Does it cost anything to take used oil to those centers?
- Why do stores take used oil? What do they do with it? Does it cost them anything? Do they make money doing this?
- What should I do if I spill motor oil? What are the proper ways to clean up the oil, and what do I do with the clean-up material?
- What are the penalties, if any, of improperly disposing of used oil?
- What is household hazardous waste? Why is it considered hazardous? How much of a danger is it to my family and me?
- How much HHW is generated each year? What happens to it? What are the proper ways for disposing of it?

- How much HHW is disposed of properly? What happens to it? Where does it go? Is it used for anything?
- What happens to the HHW that is not disposed of properly? Where does it go? Does it hurt the environment, and if so, in what ways?
- How many people are hurt each year because they or others did not dispose of HHW properly? What are the most common accidents involving HHW, and how can they be avoided?
- How much difference would it make to the environment if 100 people change from improperly disposing of HHW to disposing of it properly?
- What does it cost residents of California when HHW is disposed of improperly? How much does improper disposal of HHW cost consumers, and why does it cost that amount?
- How do I find out where they are places to dispose of HHW? Does it cost anything to take the HHW to those places? How do I safely transport HHW to these disposal sites?
- What should I do if I spill HHW? What are the proper ways to clean up the HHW, and what do I do with the clean-up material?
- What are the penalties, if any, of improperly disposing of HHW?

Tool 15: Program Evaluations

Internal Program Evaluation

This tool contains information on how to evaluate the costs and benefits of the jurisdiction’s outreach programs to minority communities. Using program evaluations can help the jurisdiction to use its resources most effectively. For ease in performing calculations, this tool may be downloaded from www.ciwmb.ca.gov/Publications/UsedOil/52005003T15.xls.

The following factors may be considered in examining the value of programs. These factors center on the internal costs of providing the programs and the identified benefits of the programs. Consideration should be given to quantitative (cost-per-benefit) and qualitative measures.

Table T15-1. Factors to Consider in Evaluating Program Value

COLLECTION PROGRAMS	
Operating Costs	
Advertising	\$
Computer Expenses	\$
Consulting	\$
Database Management	\$
Depreciation	\$
Employee Benefits	\$
Employee Salaries and Wages—Direct	\$
Employee Salaries and Wages—Indirect	\$
Equipment	\$
Insurance—General	\$
Legal	\$
Maintenance and Repairs	\$
Marketing	\$
Operating Supplies	\$
Photocopying	\$
Postage	\$
Telephone	\$
Transportation	\$
Travel	\$
Utilities	\$
Miscellaneous	\$
Total Cost	\$
Benefits	
Number Who Use the Program	
Amount Recycled/Collected	
Number of Days of Collection	
Number of Households in Service Area	

Percent of Users Satisfied With Program	
Percent of Users Who Believe Program Is Convenient	
Percent of Users Who Rate Program Value High	
What Users Like About Program (Comments)	
What Needs to be Improved	
Likelihood of Continuing to Use Waste Management programs	
Image of Program in the Community	
Cost Versus Benefits	
Cost per Person Using the Program	Total Cost ÷ Number Using the Program
Cost as a Percent of Amount Recycled/Collected	Total Cost ÷ Amount Recycled or Collected
Cost per Day of Collection	Total Cost ÷ Number of Collection Days
Cost per Household Reached	Total Cost ÷ Number of Households Reached
SCHOOL OUTREACH PROGRAMS	
Operating Costs	
Advertising	\$
Computer Expenses	\$
Database Management	\$
Employee Benefits	\$
Employee salaries and wages—Direct	\$
Employee salaries and wages—Indirect	\$
Equipment	\$
Insurance—General	\$
Legal	\$
Maintenance and Repairs	\$
Marketing	\$
Operating Supplies	\$
Photocopying	\$
Postage	\$
Telephone	\$
Transportation	\$
Travel	\$
Utilities	\$
Miscellaneous	\$
Total Cost	\$
Benefits	
Number of People Reached	
Increase in Awareness Levels	
Increase in Program's Perceived Value	
Increase in Number Who Use Waste Management Programs	

Amount Recycled/Collected	
Increase in Likelihood of Using Waste Management Programs	
Image of Program in the Community	
Cost Versus Benefits	
Cost per Person Reached	Total Cost ÷ Number of Persons Reached
Cost per Percent Increase in Level of Awareness	Total Cost ÷ Percent Increase in Awareness
Cost per Percent Increase in Level of Understanding	Total Cost ÷ Percent Increase in Understanding
Cost per Percent Increase in Number Using Waste Management Program	Total Cost ÷ Percent Increase in Use of Programs
Cost per Amount Recycled/Collected	Total Cost ÷ Amount Recycled or Collected
EVENTS AND OTHER INTERACTIVE PROGRAMS	
Operating Costs	
Advertising	\$
Computer Expenses	\$
Database Management	\$
Employee Benefits	\$
Employee Salaries and Wages—Direct	\$
Employee Salaries and Wages—Indirect	\$
Equipment	\$
Insurance—General	\$
Legal	\$
Maintenance and Repairs	\$
Marketing	\$
Operating Supplies	\$
Photocopying	\$
Postage	\$
Telephone	\$
Transportation	\$
Travel	\$
Utilities	\$
Miscellaneous	\$
Total Cost	\$
Benefits	
Number of Partners in Program	
Expenses Paid by CIWMB	\$
Expenses Paid by Partners	\$
Number Who Use the Program	
Amount Recycled/Collected	
Percent of Participants Satisfied With Program	

Convenience of Location	
Perceived Value of Event	
What Like about Program	
What Needs to be Improved	
Likely to Attend Again	
Partner Satisfaction Survey	
Perceived Value of Event	
What People Like About Program	
What Needs to be Improved	
Likely to Continue	
Overall Satisfaction	
Image in the Community	
Number of Attendees	
Increase in Awareness Levels	
Increase in Program's Perceived Value	
Increase in Likelihood of Using the Waste Management Programs	
Image of Program in the Community	
Cost Versus Benefits	
Cost Paid by CIWMB As Percent of Total Cost	Total Cost ÷ Cost Paid by CIWMB
Cost Paid by CIWMB Partners as Percent of Total Cost	Total Cost ÷ Cost Paid by Partners
Cost per Person Using the Program	Total Cost ÷ Number Using the Program
Cost per Amount Recycled/Collected	Total Cost ÷ Amount Recycled or Collected
Cost per Number of Attendees	Total Cost ÷ Number of Attendees
Cost per Percent Increase in Level of Awareness	Total Cost ÷ Percent Increase in Awareness
Cost per Percent Increase in Level of Perceived Value	Total Cost ÷ Percent Increase in Perceived Value

External Program Evaluation

The following are draft surveys that can be used or modified and used to evaluate the community's opinions of programs.

Introduction Letter and Evaluation Survey for Used Oil Recycling Programs

Dear Member of Our Community:

We are conducting this brief survey to better understand the extent to which people in our community recycle used motor oil and are aware of the options available to them to do so. The information you provide will help us to better tailor our programs to meet your needs and thereby work together to protect the environment.

Please take a few minutes to complete this questionnaire and return it to us. You need not identify yourself, and all individual responses will remain confidential. We would appreciate your sending us your completed questionnaire by [Date]. Thank you for your assistance.

Sincerely,

[Name]

[Title]

-
1. Have you or a member of your household changed the motor oil in an automobile?
 1. Yes Please go to Question 2.
 2. No Please go to Question 4.

 2. Which **one** of the following best describes where you/they dispose of used motor oil?
 1. Place it in our garbage can. Please go to Question 3.
 2. Pour it down the drain at our home. Please go to Question 3.
 3. Place it in the street for pick-up. Please go to Question 3.
 4. Pour it down a storm drain on our street. Please go to Question 3.
 5. Discard it in someone's dumpster. Please go to Question 3.
 6. Take it to the city dump. Please go to Question 3.
 7. Take it to a used motor oil recycling center. Please go to Question 4.
 8. Have it picked up by a recycling company. Please go to Question 4.

 3. What is your **one** main reason for not taking the used motor oil to a recycling center?
 1. Do not know that I should. Please go to Question 4.
 2. Do not know where a center is. Please go to Question 5.
 3. Do not think it is important to do so. Please go to Question 4.
 4. It is not convenient to do so. Please go to Question 4.
 5. It takes too much time. Please go to Question 4.
 6. It is too costly. Please go to Question 4.
 7. Other (please specify): _____ Please go to Question 4.

 4. Do you know where a used motor oil recycling center is located?
 1. Yes
 2. No

5. How harmful to the environment do you think it is when people do not recycle their used motor oil?
1. Very harmful _____
 2. Somewhat harmful _____
 3. Uncertain _____
 4. Not very harmful _____
 5. Not at all harmful _____
6. How serious of a problem do you think improper disposal of used motor oil is to people in our community and the environment?
1. Very serious _____
 2. Somewhat serious _____
 3. Uncertain _____
 4. Not very serious _____
 5. Not at all serious _____
7. Have you seen or heard any information concerning how to properly dispose of used motor oil?
1. Yes _____
 2. No _____
8. Would you like to receive information on how to properly dispose of used motor oil?
1. Yes _____ Please go to Question 9.
 2. No _____ Please go to Question 10.
9. What information would you like to have about used motor oil recycling? **Please check all that you would like to have.**
1. How important it is to recycle used motor oil. _____
 2. How to recycle used motor oil. _____
 3. Where to recycle used motor oil. _____
 4. Other (please specify): _____
10. Which **one** of the following types of messages would most likely cause you to recycle used motor oil?
1. Improper disposal of used motor oil is harmful to people/environment _____
 2. Improper disposal of used motor oil is a serious problem in the community _____
 3. What are the legal requirements for properly disposing of used motor oil _____
 4. Description of how to properly dispose of used motor oil _____
 5. Information on where to take used motor oil to dispose of it properly _____
 6. Other (please specify) _____
11. Which **one** of the following do you use most to obtain information about events in your local area?
1. Newspaper _____
 2. Radio _____
 3. Television _____
 4. Mail _____
 5. Internet _____
 6. Friends _____
 7. Other (please specify): _____
12. How likely are you to open and read mail that contains information on how to properly dispose of used motor oil?
1. Very likely _____
 2. Somewhat likely _____
 3. Uncertain _____

- 4. Somewhat unlikely _____
- 5. Very unlikely _____

- 13. In what **one** language do you most prefer to communicate?
 - 1. English _____
 - 2. Spanish _____
 - 3. Asian dialect _____
 - 4. Russian _____
 - 6. Other (please specify): _____

- 14. What is your gender?
 - 1. Female _____
 - 2. Male _____

- 15. What is your age?
 - 1. Under 25 _____
 - 2. 25 to 40 _____
 - 3. 41 to 54 _____
 - 4. 55 to 64 _____
 - 5. 65 or older _____

- 16. What is the ZIP code of your residence?

Thank you for your cooperation.

Introduction Letter and Evaluation Survey for Household Hazardous Waste Disposal Programs

Dear Member of Our Community:

We are conducting this brief survey to better understand the extent to which people in our community properly dispose of various types of household hazardous waste and are aware of the options available to them for doing so. The information you provide will help us to better tailor our programs to meet your needs and thereby protect the environment in which we live.

Please take a few minutes to complete this questionnaire and return it to us. You need not identify yourself, and all individual responses will remain confidential. We would appreciate your sending us your completed questionnaire by [Date]. Thank you for your assistance.

Sincerely,

[Name]

[Title]

-
1. Generally, which **one** of the following best describes where you typically dispose of paints and varnishes, pesticides, and cleaning supplies?
 1. Place it in our garbage can. Please go to Question 2
 2. Pour it down the drain of our home. Please go to Question 2.
 3. Place it in the street for pick up. Please go to Question 2.
 4. Pour it down the storm drain on our street. Please go to Question 2.
 5. Discard it in someone's dumpster. Please go to Question 2.
 6. Take it to the city dump. Please go to Question 2.
 7. It is picked up by a company that disposes of these types of products. Please go to Question 3

NOTE TO JURISDICTION: Make options appropriate for disposing of HHW.

2. What is your **one** main reason for not disposing of these types of products (e.g., paints and varnishes, pesticides, cleaning supplies) by _____ **[NOTE TO JURISDICTION: Insert proper method.]**?
 1. Do not know that I should.
 2. Do not know where to dispose of it.
 3. Do not think it is important to do so.
 4. It is not convenient to do so.
 5. It takes too much time.
 6. It is too costly to do so.
 7. Other (please specify): _____
3. How knowledgeable do you feel you are about how to properly dispose of these types of household products?
 1. Very knowledgeable
 2. Somewhat knowledgeable
 3. Uncertain
 4. Not very knowledgeable
 5. Not at all knowledgeable
4. How harmful to the environment do you think it is when people do not properly dispose of these types of household products?

1. Very harmful _____
 2. Somewhat harmful _____
 3. Uncertain _____
 4. Not very harmful _____
 5. Not at all harmful _____
5. How serious of a problem do you think improper disposal of these types of household products are to people in our community and the environment?
1. Very serious _____
 2. Somewhat serious _____
 3. Uncertain _____
 4. Not very serious _____
 5. Not at all serious _____
6. Have you seen or heard any information concerning how to properly dispose of these types of household products?
1. Yes _____
 2. No _____
7. Would you like to receive information about how to properly dispose of these types of household products?
1. Yes _____ Please go to Question 8.
 2. No _____ Please go to Question 9.
8. What information would you like to have about how to dispose of these types of household products? **Please check all that you would like to have.**
1. The importance of properly disposing of these types of household products. _____
 2. How to dispose of these types of household products. _____
 3. Where to take these types of products to dispose of them properly. _____
 4. Other (please specify): _____
9. Which **one** of the following types of messages would most likely cause you to dispose of these types of products properly?
1. Why improper disposal of these products is harmful to people/environment. _____
 2. Why improper disposal of these products is a serious problem in the community. _____
 3. What are the legal requirements for properly disposing of these products. _____
 4. Description of how to properly dispose of these products. _____
 5. Description of where to take these products to dispose of them properly. _____
 6. Other (please specify): _____
10. Which **one** of the following do you use most to obtain information about events in your local area?
1. Newspaper _____
 2. Radio _____
 3. Television _____
 4. Mail _____
 5. Internet _____
 6. Friends _____
 7. Other (please specify) _____
11. How likely are you to open and read mail that contains information on how to properly dispose of these types of household products?
1. Very likely _____
 2. Somewhat likely _____
 3. Uncertain _____
 4. Somewhat unlikely _____

5. Very unlikely _____
12. In what **one** language do you most prefer to communicate?
1. English _____
 2. Spanish _____
 3. Asian dialect _____
 4. Russian _____
 6. Other (please specify) _____
13. What is your gender?
1. Female _____
 2. Male _____
14. What is your age?
1. Under 25 _____
 2. 25 to 40 _____
 3. 41 to 54 _____
 4. 55 to 64 _____
 5. 65 or older _____
15. What is the ZIP code of your residence?
- _____

Thank you for your cooperation.

Introductory Letter and Event Evaluation Questionnaire

Dear [Name of Event] Attendee:

In our continuing interest to serve our constituents, we are conducting a brief survey to learn why people participated in [Name of Event] and what might be done to make future [type of event] more beneficial. Please answer the following questions and give this questionnaire to a staff member. You need not identify yourself, and all individual responses will remain confidential. Thank you for attending the [Name of Event] and for assisting us.

Sincerely,

[Name]

[Title]

1. How did you first find out about this event?
 1. Newspaper advertisement. _____
 2. Radio advertisement. _____
 3. Television advertisement. _____
 4. Fliers. _____
 5. Friends/family. _____
 6. From attending a previous event. _____
 7. From a store/facility that participates in recycling. _____
 8. Saw it from the street. _____
 9. Other (please specify): _____

2. Have you attended events for recycling or proper waste management before?
 1. Yes _____
 2. No _____

3. What was your **one** main reason for coming to this event?
 1. Happened to be in the area, _____
 2. Wanted to learn more about proper waste management, _____
 3. Wanted to learn more about recycling, _____
 4. Wanted to learn more about environmental protection, _____
 5. Because friends/family wanted to come, _____
 6. Other (please specify): _____

4. How would you rate this event on **each** of the following factors:

	Very Good	Good	Fair	Poor	Very Poor
1. Location	_____	_____	_____	_____	_____
2. Facilities	_____	_____	_____	_____	_____
3. Staff knowledge	_____	_____	_____	_____	_____
4. Usefulness of information	_____	_____	_____	_____	_____
5. Handout material	_____	_____	_____	_____	_____
6. Promotional materials/objects	_____	_____	_____	_____	_____
7. Advertising for the event	_____	_____	_____	_____	_____
8. Staff courtesy	_____	_____	_____	_____	_____

5. What **one** thing did you like most about this event?

6. What one thing could be improved upon to make this event more useful to you?

7. Overall, how satisfied were you with the information you received from this event?

- 1. Very satisfied _____
- 2. Somewhat satisfied _____
- 3. Uncertain/No opinion _____
- 4. Somewhat dissatisfied _____
- 5. Very dissatisfied _____

8. Based on what information you received today, how likely are you to do a better job of managing the waste that your household creates?

- 1. Very likely _____
- 2. Somewhat likely _____
- 3. Uncertain/No opinion _____
- 4. Somewhat unlikely _____
- 5. Very unlikely _____

The following information will be used for cross-tabulation purposes only.

9. What is your gender?

- 1. Female _____
- 2. Male _____

10. What is your age?

- 1. Under 21 _____
- 2. 21 to 35 _____
- 3. 36 to 50 _____
- 4. 51 to 64 _____
- 5. 65 or older _____

11. What was your household's total income in [Year]?

- 1. Under \$15,000 _____
- 2. \$15,000 to \$25,000 _____
- 3. \$25,001 to \$40,000 _____
- 4. \$40,001 to \$60,000 _____
- 5. \$60,001 to \$75,000 _____
- 6. \$75,001 to \$100,000 _____
- 7. Over \$100,000 _____

12. What is your race/ethnicity?

- 1. African American _____
- 2. American Indian _____
- 3. Asian American _____
- 4. Caucasian _____

- 5. Hispanic/Latino _____
 - 6. Other (please specify): _____
13. What is the ZIP code for your residence? _____

Thank you for attending the [Name of Event] and completing this questionnaire.

Tool 16: Economic Analysis Worksheet

This section of the Outreach Tool Kit contains instructions for using the Economic Analysis Worksheet (Excel file located at www.ciwmb.ca.gov/Publications/UsedOil/52005003T16.xls).

How to Use the Economic Analysis Worksheet

This worksheet is designed to be as user-friendly as possible. However, it does require the store owner/manager to collect some data regarding current operations.

Lines

Some of the information should be available from store financial records (for example, lines 13, 14, 18, 19, and 20 through 34). This information can be extracted from the store's profit & loss statement.

If the store currently participates in the jurisdiction's used oil collection program, it may also have information on most of the other cost factors associated with the program (for example, lines 7, 8, 9, 10, 15, 16, and 17). For these stores, therefore, the only variables that may need special data collection are lines 11, 12, and 35.

For lines 11 and 12, the store manager can either estimate these, or make store counts during selected days and times. Line 35 should be estimated based on the store manager's experience. However, filling out line 35 is only needed if it is felt that some operating costs will rise with the increased activity resulting from participating in the used oil collection program. The expenses that are most likely to increase somewhat are highlighted in grey in the worksheet. For many stores, operating costs will not increase appreciably unless the volume of business resulting from participating in the program is extremely high. Accordingly, lines 20 through 35 can be left blank or a "0" may be entered in each.

For stores that currently do not participate in the used oil collection program, the jurisdiction may have to estimate lines 7, 8, 9, 15, 16, and 17 based on experiences with other stores that do participate in the program.

For store owners/managers who do not want to divulge aspects of their financial records, industry averages can be used. Average costs of goods sold and operating expenses expressed as a percent of revenues (lines 18, 20-34) can be obtained from independent organizations that collect and publish financial data based on Standard Industrial Classification codes. These are available at most public and college libraries. If the store owner/manager uses one of these, no data should be entered for lines 18 through 34. These are automatically computed based on industry averages weighted by store sales.

Finally, the jurisdiction does not need to make any entries in Lines 42 through 148. These are set to be computed automatically. There are only two times the jurisdiction may want to make changes in this portion of the spreadsheet. One is if the payment per gallon to people who bring in oil (Column C, line 75) changes from \$0.16 per gallon to some other number. Numbers in these cells are highlighted in red. The other time is if the jurisdiction wants to use different statistics for the industry averages for costs of goods sold (a portion of line 85 in Columns D, E, and F) and/or operating costs (line 123 in Columns D, E, and F). These also are highlighted in red.

Economic Analysis Worksheet

The numbers in Column A of the table below correspond to the numbers in Column A in the Excel file. However, to avoid confusion if referring to or entering data in rows, please note that the Excel file also contains a column of numbers on the left of the screen that are the actual numbers Excel assigns to rows. Up to row 36, these numbers correspond with the row numbers in Column A. After Row 36, the numbers in the “Excel row column” are 1 digit higher than those in Column A.

A	B	C	D	E	F
2					
3					
4	FILL IN THE NUMBERS IN COLUMN C, AND THE PROFITABILITY OF COLLECTING USED OIL WILL BE COMPUTED FOR YOU IN THE SPREADSHEET THAT FOLLOWS. EXPLANATIONS FOR INDIVIDUAL LINE ITEMS ARE PROVIDED IN SHEET #2 (“Explanation”).	Company Statistics		Industry Average Columns	
5					
6					
7	Number of gallons of oil per person (4 quarts = 1 gallon)				
8	Number of oil filters recycled				
9	Number of people recycling oil				
10	Average incentive received per gallon of oil				
11	Percent of people who stay in store				
12	Percent of customers who make purchases				
13	Total daily sales				
14	Total number of daily transactions				
15	Average cost per gallon to dispose of oil				
16	Average cost to dispose of one oil filter				
17	Percent of people who want payment				
18	Total cost of goods sold per year			Do not enter data	
19	Total revenues per year			Do not enter data	
20	Accounting expenses*		Optional	Do not enter data	
21	Advertising/promotion expenses*		Optional	Do not enter data	
22	Bad-debts expenses*		Optional	Do not enter data	
23	Bank charges*		Optional	Do not enter data	
24	Depreciation expenses		Optional	Do not enter data	
25	Employee benefits expenses		Optional	Do not enter data	
26	Employee wages and salaries		Optional	Do not enter data	

A	B	C	D	E	F
27	Insurance expenses		Optional	Do not enter data	
28	Interest expenses		Optional	Do not enter data	
29	Maintenance and repairs expenses		Optional	Do not enter data	
30	Rent (if paid as a percent of revenues)*		Optional	Do not enter data	
31	Supplies expenses*		Optional	Do not enter data	
32	Telephone expenses		Optional	Do not enter data	
33	Utilities expenses		Optional	Do not enter data	
34	Miscellaneous expenses		Optional	Do not enter data	
35	Estimated percent operating costs will increase due to recycling		Optional		
36	*Of the operating costs, these are the most likely to increase somewhat.				
37					
38					
39		Company Statistics	Industry Averages for Auto Parts & Accessories	Industry Averages for Gas Stations & Convenience Stores	Industry Averages for Gas Stations Only
40					
41					
42	REVENUES				
43	Incentives Paid for Collecting Oil and Filters:				
44	Number of gallons of oil per person (4 quarts = 1 gallon)	0.00	0.00	0.00	0.00
45	Average number of oil filters on a per-person basis:	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
46	Number of oil filters recycled	0.00	0.00	0.00	0.00
47	Number of people recycling oil	0.00	0.00	0.00	0.00
48	Average incentive received per gallon of oil	\$0.00	\$0.00	\$0.00	\$0.00
49	Number of people recycling oil	0.00	0.00	0.00	0.00
50	Total incentives received from collecting oil	\$0.00	\$0.00	\$0.00	\$0.00
51					
52	Sales From Additional Store Traffic:				
53	Number of people recycling oil	0.00	0.00	0.00	0.00

A	B	C	D	E	F
54	Percent of people who stay in store	0.00%	0.00%	0.00%	0.00%
55	Percent of customers who make purchases	0.00%	0.00%	0.00%	0.00%
56	Percent of people recycling who are customers	0.00%	0.00%	0.00%	0.00%
57	Average purchases per customer:	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
58	Total daily sales	0.00	0.00	0.00	0.00
59	Total number of daily transactions	0.00	0.00	0.00	0.00
60	Total Revenues From additional store traffic	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
61					
62	Total Revenues	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
63					
64	COST OF GOODS SOLD:				
65	Costs of Disposing of Recycled Oil and Filters:				
66	Average cost per gallon to dispose of oil	\$0.00			
67	Average cost to dispose of one oil filter	\$0.00			
68	Total cost of oil disposal	\$0.00			
69	Total cost of oil filter disposal	#DIV/0!			
70	Total costs of disposing of oil and filters	#DIV/0!			
71					
72	Costs of Paying Customers for Oil Brought into Store:				
73	Number of people recycling oil	0.00			
74	Average number of gallons per person	0.00			
75	Payment per gallon to people who bring in oil**	\$0.16			
76	Percent of people who want payment	0.00%			
77	Total cost payments to people who bring in oil	\$0.00			
78					
79	Cost of Goods From Additional Store Sales:				
80	Average cost of goods sold as percent of revenue:	#DIV/0!			
81	Total cost of goods sold per year	\$0.00			
82	Total revenues per year	\$0.00			
83	Total Cost of Goods Sold From Additional Store Sales	#DIV/0!			
84					
85	Total Cost of Goods Sold	#DIV/0!	\$0.00	\$0.00	\$0.00
86					
87	GROSS MARGIN	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
88					
89	OPERATING EXPENSES:				
90	Historical Operating Expenses:				
91	Accounting	\$0.00			
92	Advertising/promotion	\$0.00			

A	B	C	D	E	F
93	Bad debts	\$0.00			
94	Bank charges	\$0.00			
95	Depreciation	\$0.00			
96	Employee benefits	\$0.00			
97	Employee wages and salaries	\$0.00			
98	Insurance	\$0.00			
99	Interest expenses	\$0.00			
100	Maintenance and repairs	\$0.00			
101	Rent (if paid as a percent of revenues)	\$0.00			
102	Supplies	\$0.00			
103	Telephone	\$0.00			
104	Utilities	\$0.00			
105	Miscellaneous expenses	\$0.00			
106	Total	\$0.00			
107	Historical Operating Expenses as Percent of Revenues:				
108	Accounting	#DIV/0!			
109	Advertising/promotion	#DIV/0!			
110	Bad debts	#DIV/0!			
111	Bank charges	#DIV/0!			
112	Depreciation	#DIV/0!			
113	Employee benefits	#DIV/0!			
114	Employee wages and salaries	#DIV/0!			
115	Insurance	#DIV/0!			
116	Interest expenses	#DIV/0!			
117	Maintenance and repairs	#DIV/0!			
118	Rent	#DIV/0!			
119	Supplies	#DIV/0!			
120	Telephone	#DIV/0!			
121	Utilities	#DIV/0!			
122	Miscellaneous expenses	#DIV/0!			
123	Total	#DIV/0!			
124	Operating Costs from Collecting Oil and Filters:				
125	Percent incremental increase in operating costs	0			
126	Accounting	#DIV/0!			
127	Advertising/promotion	#DIV/0!			
128	Bad debts	#DIV/0!			
129	Bank charges	#DIV/0!			
130	Depreciation	#DIV/0!			
131	Employee benefits	#DIV/0!			

A	B	C	D	E	F
132	Employee wages and salaries	#DIV/0!			
133	Insurance	#DIV/0!			
134	Interest expenses	#DIV/0!			
135	Maintenance and repairs	#DIV/0!			
136	Rent	#DIV/0!			
137	Supplies	#DIV/0!			
138	Telephone	#DIV/0!			
139	Utilities	#DIV/0!			
140	Miscellaneous expenses	#DIV/0!			
141	Total Increased Operating Expenses From Additional Store Traffic	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
142					
143	NET PROFITS:				
144	Net Profit from Recycling Oil and Oil Filters	#DIV/0!			
145	Net Profit from Additional Store Traffic	#DIV/0!			
146	Total Net Profit	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
147					
148	RETURN ON EXPENSES	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	<i>**Current reimbursement is \$0.16 per gallon or \$0.04 per quart.</i>				

Bibliography

- Integrated Waste Management Board Strategic Plan*. Publication #520-01-008. California Integrated Waste Management Board, Sacramento, Calif., November 2001.
- Intra-Agency Environmental Justice Strategy*, California Environmental Protection Agency, Sacramento, Calif., July 2004 draft.
- Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice*, California Environmental Protection Agency, Sacramento, Calif., September 2003.
- Tootelian, Dennis H. *The Study of Minority Communities and the Waste Stream*. Publication #300-02-020. California Integrated Waste Management Board, Sacramento, Calif., July 2002.
- Tootelian, Dennis H., *Survey of Jurisdictions Concerning Environmental Justice Issues and Used Oil and Household Hazardous Waste Collection Programs for the Minority Community*. California Integrated Waste Management Board, Sacramento, Calif., December 2003.

Source Reference Notes

¹*Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice.* September 2003, p. 1.

² Ibid., p. 2.

³ Ibid., p. 3–4.

⁴ *Integrated Waste Management Board Strategic Plan.* Publication #520-01-008. California Integrated Waste Management Board, Sacramento, Calif., November 2001, pp. 19–20.

⁵ Ibid.

⁶ Ibid., pp. 20–21.

⁷ *Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice,* September 2003, pp. 1–2.

⁸ California Department of Finance,
[www.dof.ca.gov/HTML/DEMOGRAP/DRU_Publications/Projections/P3/CALIFORNIA%20.XLS](http://www.dof.ca.gov/HTML/DEMOGRAP/DRU_Publications/Projections/P3/CALIFORNIA%20.xls)

⁹*Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice.* September 2003, p. 1.

¹⁰ *Intra-Agency Environmental Justice Strategy,* California Environmental Protection Agency, Sacramento, Calif., July 2004 draft, p. 6.

¹¹ Ibid.

¹² *Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice,* September 2003, p. 1.

¹³ Ibid. p. 14.

¹⁴ Ibid. p. 13.

¹⁵ Ibid. pp. 17–34.

¹⁶ *Intra-Agency Environmental Justice Strategy.* California Environmental Protection Agency, Sacramento, Calif., July 2004 draft.

¹⁷ Ibid, pp. 7–11.

¹⁸ Dennis H. Tootelian, *Survey of Jurisdictions Concerning Environmental Justice Issues and Used Oil and Household Hazardous Waste Collection Programs for the Minority Community,* California Integrated Waste Management Board, December 2003.

¹⁹ Dennis H. Tootelian, *The Study of Minority Communities and the Waste Stream*. Publication #300-02-020. California Integrated Waste Management Board, Sacramento, Calif., July 2002, pp. 52–58.

²⁰ Dennis H. Tootelian, Survey of Jurisdictions Concerning Environmental Justice Issues and Used Oil and Household Hazardous Waste Collection Programs for the Minority Community, California Integrated Waste Management Board, December 2003.

²¹ Ibid.

²² Ibid.

²³ California Department of Finance, Demographic Research Unit, www.dof.ca.gov/HTML/DEMOGRAP/DRU_Publications/Projections/P-1_Tables.xls.

²⁴ Dennis H. Tootelian, Survey of Jurisdictions Concerning Environmental Justice Issues and Used Oil and Household Hazardous Waste Collection Programs for the Minority Community, California Integrated Waste Management Board, December 2003.

²⁵ Ibid.

²⁶ *Recommendations of the California Environmental Protection Agency (Cal/EPA) Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice*, September 2003, pp. 17, 20, 30 and 33.

²⁷ Dennis H. Tootelian, Survey of Jurisdictions Concerning Environmental Justice Issues and Used Oil and Household Hazardous Waste Collection Programs for the Minority Community, California Integrated Waste Management Board, December 2003.