

Attachment F:

Baltimore County Sustainability Network

Community Education & Outreach Working Group

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Working Assumptions and Guiding Principles:

A. Our recommendations are guided by seven factors:

- Fossil fuel consumption and land use changes are the largest anthropogenic contributors to greenhouse gasses.
- Baltimore County has adopted a goal to reduce our greenhouse gas emissions by 10% from 2006 levels by the year 2012, and the State of Maryland has adopted a 25% reduction goal by 2020.
- Reduction in energy consumption and increases in energy efficiency are the quickest ways for us to achieve a more sustainable county.
- It is necessary to motivate behavioral change within government, business, and the general public of our county – simply raising awareness is not enough.
- Public education and outreach are essential elements of behavioral change and a successful energy reduction and efficiency campaign.
- It is necessary to prioritize strategies and outreach activities that most efficiently and affordably achieve these goals.
- Seek out input and guidance from the other Baltimore County Sustainability Network Work Groups on content and goals for outreach.

B. Where appropriate and beneficial, Baltimore County sustainability programs should collaborate with other jurisdictions and organizations in the region to maximize existing resources for outreach efforts.

C. Proven social marketing theories and research-based outreach and motivational techniques¹ and messaging should be used to affect desired sustainable behavior changes² in target populations. A few examples of these established methods include:

- Having citizens make public commitments or pledges to shift to specific actions.
- Facilitating personal contacts and tying into existing groups and networks.
- Identifying obstacles to desired behaviors and developing tactics to overcome these barriers.
- Utilizing a “bandwagon” approach that normalizes the desired behaviors and casts the less desirable behaviors in a negative light.
- Developing and promoting creative, specific, localized, quantifiable, and interesting information to communicate the benefits of sustainable behavior.

D. Programs should attempt to help people make the connection between their small actions and the larger cumulative effects on climate change.

E. Use appropriate measurement tools to evaluate effectiveness of messaging and marketing efforts.

¹ *Fostering Sustainable Behavior, An Introduction Community-Based Social Marketing*, Doug McKenzie-Mohr, William Smith, New Society Publishers, Gabriola Island, BC, Canada, 1999.

² *Behavioural Economics: Seven Principles for Policy-Makers*, Emma Dawney, Heaton Shah, New Economics Foundation, London, England, July 2005.

- F. Create effective branding, graphics, and promotional taglines for all County sustainability outreach efforts. Base the creative design of these elements on primary and secondary research including focus groups, surveys, and other methods to ensure that the messaging is palatable and relevant to target audiences.

Primary Target Audiences: People who live, work, and go to school in Baltimore County.

Goals of the Community Outreach and Education Working Group:

To educate and motivate toward practical and measurable behavior change, and to help foster the movement toward, and acceptance of, systemic changes.

I. *To educate and motivate public officials, policy makers, and county employees in the whys and ways of sustainable behavior.*

- A. Develop a professionally designed, effective, ongoing, energy conservation education campaign for County employees to be made available as a turnkey model that can be utilized by other organizations in the County. Consider utilizing floor captains, fostering competition among buildings, and employing incentives as well as management directives, including an Executive Order.
- B. Kick off a County employee initiative with an environmental summit for the top management of County agencies to outline goals, promote buy-in, and ensure departmental management support and behavioral modeling for the employee outreach program.
- C. Promote the “Green Your Ride” County employee carpooling incentive program. Conduct further research to determine barriers to participation and attempt to overcome them.
- D. Utilize coordinated and web-based computer interactions to promote interest, learning, and behavior changes.
- E. Hold competitions and other incentive programs to reduce energy consumption among County buildings.
- F. Hold ongoing check-in, training, and update sessions with quantified reporting and feedback for goals and targets

II. *To educate and motivate the general public to the whys and ways of sustainable behavior.*

- A. Pilot neighbor-to-neighbor social marketing efforts. Develop a block captain program that deputizes citizens to make personal contact with neighbors to encourage them to engage in both one-time and ongoing changes that will reduce their household’s carbon footprint. Consider aligning with existing initiatives like “Climate Masters”, a program administered by the University of Oregon Institute for a Sustainable Environment. This should be a stand-alone County program that can also be adopted and coordinated by existing environmental groups, neighborhood associations, etc.
- B. Engage community organizations to promote results-oriented sustainable behavior changes, and work to remove legal barriers that prevent sustainable behaviors. For

- C. Work with professional consultants to develop an interactive website that provides a feedback tool for users and compiles data on the number of residents and/or businesses who have committed to sustainable behavior changes. Utilize this automated system to periodically communicate with these registered users to track their progress and provide prompts for additional efforts they can make. The site should include a personalized motivational and tracking page for people to monitor their progress.
- D. “Making visible the invisible”, e.g. Google’s SmartMeter; Ambient’s Energy Joule, GE’s Dashboard; etc.
- E. Promote energy audits and retrofit programs for residential and commercial buildings as developed by the Sustainability Network and County agencies.
- F. Partner with BGE and USDE’s Energy Star Program for County facilities as well as the residential and commercial sectors.
- G. Develop a multi-media public outreach campaign for County residents in cooperation with partner jurisdictions and organizations.
- H. Consider hosting a Sustainability Charrette for the public and/or County employees to review drafts of the Sustainability Plan and offer input on goals and strategies for promoting sustainability.
- I. Publicize a comprehensive array of green resources through the web such as:
 - 1. Existing County programs and initiatives such as Growing Home, recycling, household hazardous waste collection, tree removal info, Big Trees program, deer fencing, waste, wood use, etc.
 - 2. Green businesses and buying local goods.
 - 3. Local learning opportunities.
 - 4. Local recreational opportunities.
 - 5. Local fast facts about land, air, water, and other resources.
 - 6. Local volunteering opportunities.
 - 7. Benefits from planting trees – with a chart to measure contributions.
- J. Develop a citizen/scientist program to involve citizens in learning and collecting data regarding tree canopies (including street inventory), monitoring rural forest health, invasive species monitoring, etc.

III. *To educate and motivate the business community to the why and ways of sustainable behavior.*

- A. Work with the Baltimore County Chamber of Commerce to institute green business certification campaign.
- B. Implement training programs for various business sectors including banking and development, regarding opportunities and benefits of sustainability.
- C. Hold public education sessions in conjunction with local businesses and non-profit organizations.

- D. Work with Chambers of Commerce and small business resource centers to facilitate outreach and technical assistance. Consider a grant-funded position to foster sustainable business practices.
- E. Promote green employment efforts and opportunities in Baltimore County and the region, both in the public and private spheres.

IV. *To coordinate general education efforts with public and private schools (including local colleges and universities) to reach children and their families.*

- A. Support Baltimore County Public Schools' (BCPS) efforts to identify grade-level activities that align with curriculum documents and identify areas of need.
- B. Seek funding for teacher training and meaningful experiences related to promoting energy conservation and local climate change issues, and collaborate with BCPS to coordinate programs.
- C. Continue to support BCPS' successful efforts to attain Maryland Green School status for individual schools.
- D. Work with the BCPS Public Relations office to promote green practices, policies, skills, activities, curricula, learning opportunities, and environmentally beneficial building and operation practices in all levels of county schools. Consider producing public service advertisements featuring school children and incorporating their ideas and input.
 - 1. Describe what is currently happening in BCPS.
 - a. School gardens projects.
 - b. Maryland Green Schools from Baltimore County.
 - c. How to Become a Maryland Green School
http://www.baltimorecountymd.gov/Agencies/environment/education/ep_green_school.html.
 - d. School-Community Partnerships for Action.
 - e. PreK-12 Climate Change Pledge.
 - f. Present to Baltimore County School Facilities for review & comment
 - g. Present to Baltimore County Board of Education for review/adoption.
 - h. Use web site to promote school projects.
 - i. Student Service Learning.
 - j. DEPRM Web Site on Environmental Education at School and Home.
<http://www.baltimorecountymd.gov/Agencies/environment/education>

Curriculum & Meaningful Outdoor Experiences

- [Grade 1, Natural Resources / Maple Syrup and Trees](#) (Camp Puh'Tok)
- [Grade 1, Natural Resources / Maple Syrup and Trees](#) (Oregon Ridge Nature Center)
- [Grade 2, Animal Classification of Vertebrates](#) (Camp Puh'Tok)
- [Grade 2, Animal Classification of Insects](#) (Oregon Ridge Nature Center)
- [Grade 3, Reptile and Amphibian Habitats](#) (Oregon Ridge Nature Center)
- [Grade 4, Native Americans and the Environment](#) (Camp Puh'Tok)

- [Grade 5, Eco-Trekkers](#) (Marshy Point / Miami Beach)
 - [Eco-Trekkers Brochure](#)
 - [Student Tips](#)
- [Grade 6-8 Submerged Aquatic Vegetation](#) (Dundee Creek or Days Cove)
- [Grade 9 -12, Wetland or SAV Ecology Study](#) (Dundee Creek or Days Cove)
- [Grade 9 -12, Forest Buffer Restoration Project](#) (location varies)
- [Grade 11 -12, Advanced Placement Environmental Science \(APES\) Stream Project](#) (Oregon Ridge Nature Center)

Camp Puh'Tok

[Site Description](#)

Marshy Point Nature Center/ Miami Beach

[Site Description](#)

Oregon Ridge

[Site Description](#)

• [Gifted and Talented Education and Magnet Programs](#)

Western School of Technology and Environmental Studies - [Environmental Science](#)