

APPENDIX E-9

Posters, Signs and Flyers

EXAMPLE

Signs like these can be posted in fields or on lawns to show a landowner or resident's commitment to your project. If someone sees their neighbor is part of the project, hopefully they will want to get involved as well!

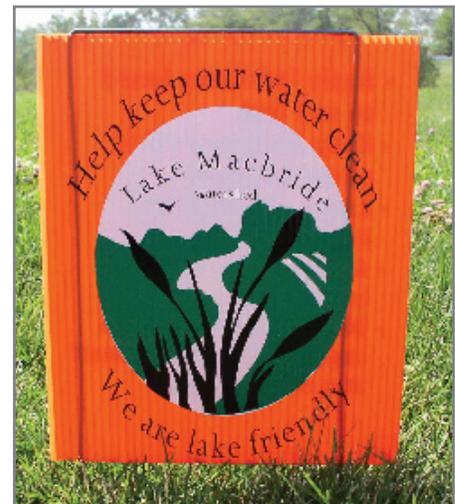
"In some watersheds the sign was a competition thing to get more people involved," says Mike Freiburger, who has coordinated projects in northeast Iowa. "I feel it is also a constant reminder to people to keep up their practices."

Posters are designed to catch a person's eye in passing. They must be flashy, printed on one side only and their information must be brief and set in large type. A good poster should only tell the reader the nature of an upcoming event, when and where the event will be held, and who is sponsoring the event.

Flyers are similar to posters with smaller type and more details, generally on an 8.5" x 11" sheet. They can be handed directly to people or tacked up on a wall or a bulletin board. A flyer should attract the attention of the reader but also have enough information to spark the reader's interest and cause her or him to get involved. Many good leaflets carry large headlines and several smaller headings and paragraphs presenting the facts and figures of the project. Every flyer should carry the name, logo, address, and phone of your project and should instruct the reader about how they can become involved. Flyers should never be your only outreach method; they should always be supplemental to other efforts. *See example of flyers from the Elk River, Clear Creek and Clear Lake watershed projects on the following pages.*

Road signs can call attention to a creek at a bridge crossing or the boundary of a watershed. Many projects are working with city and county agencies to place signs identifying creeks at bridge crossings or welcoming drivers to the watershed. The creek crossing signs are simple – the creek name in white letters on a green background, just like rivers are signed.

Many people cross over these streams daily, not knowing that the creek has a name, where it goes or why it's important. Similarly, many people are likely unaware what a watershed is or that they live in one. Making these people aware of the creek or watershed's existence is the first step in getting them involved in your project.



Simplicity is also important for watershed boundary signs. Keep in mind that your message needs to be readable for a vehicle passing it at 55 miles per hour. These signs are best installed on county blacktops or other well-traveled roads entering the watershed. Check the Iowa Department of Transportation's website for maps that note traffic counts and road use in your county.

To install either of these signs, work with your city and/or county engineers and road departments. They can help you with regulations on placement and design. They may also be able to help with printing - otherwise, contact Iowa Prison Industries for printing aluminum road signs.

Signs used to designate the project participant's land should have the project name and logos of agencies involved for quick recognition. It may include a map of the project and a contact individual for more information, but not if it's meant to be read from the road - in that case, keep your message short, readable and memorable. If the area is being used during a demonstration, a sign should be placed near the actual project structure or practice that was installed and another should be placed marking the entrance and/or exit to the field or farmstead. If the sign is meant to be read from the road, make type large and avoid putting too much text on the sign. Make sure to keep in mind weather conditions when designing the sign; it should last for the duration of the project or event at a minimum.

See the following pages for an example of how the Rathbun Land and Water Alliance Education and Outreach program uses signs effectively.

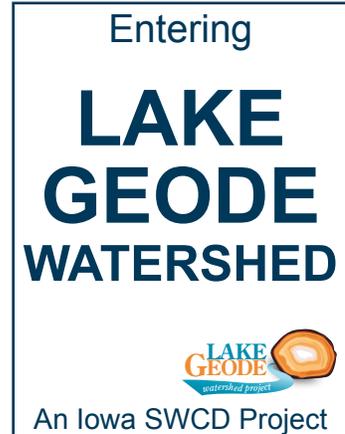
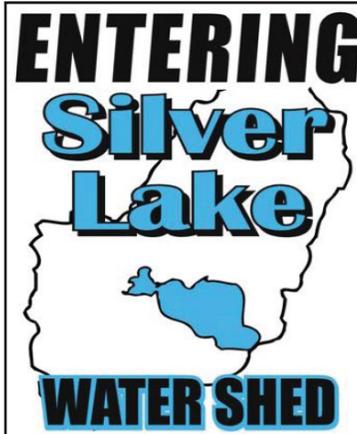
EXAMPLE

Dan Bratrud with the Burr Oak and Turtle Creek watershed project put signs up at 16 bridge crossings along the Mitchell County creeks.

"Signage of the creeks seems to have given some folks a sense of ownership," Bratrud said. "With that feeling of ownership landowners are more likely to install conservation practices that will protect 'their creek.'"

Shortly after the signs went up, Bratrud began getting calls.

"Two of the landowners that have commented about the signs have expressed interest in installing practices," he said.



EXAMPLE

Kathleen Chester of the Rathbun Land and Water Alliance Education and Outreach program gives these suggestions on creating signs in your watershed:

Sign design

Before beginning the design process, you must know your audience - who you are trying to reach and what it is you want them to do after they read the sign. Formulate a short "action" message - in the case of the Alliance, the message was "Protect Rathbun Lake."

Once a sign has been designed, allow funding partners to evaluate the sign and provide feedback. This is a very valuable step in the process as we received many constructive comments. Allowing the input of others provides ownership in the project. Always use your credit statement. It doesn't need to be viewable from the road. A 24 point font should be large enough to read from a few feet from the sign.

Sign construction

Sign construction can be through a local vendor or Iowa Prison Industries. The Alliance chose to work with Iowa Prison Industries. They provide drafts based on the design provided - or they can work up a design for your review. The Alliance opted to go with the higher grade of aluminum. In the long run, the signs will last longer and will require less maintenance.

Sign location and installation

We contacted both the Iowa Department of Transportation as well as the county engineers in each of the counties where sign locations had been identified. We received the same response from both departments: As long as the signs are installed on the landowner's property, neither departments need to be contacted. If the proposed sign installation sites are anywhere other than landowner property, we suggest contacting county engineers for secondary roads and the Iowa DOT for state highways.

First, we viewed Iowa DOT road usage/travel counts maps to identify locations where signs would be viewed by the most people. We looked at both secondary roads and main roadways. We formulated two messages - one for the secondary roads and one for the general public to be installed along the main roadways.

Once we identified ideal locations, we sent letters to landowners to obtain permission to install a sign on their property. We provided as many details about the signage program as possible, including a mock up of the sign. (See sample letter on following page.)

Keep in mind that sign installation - hardware and labor - comprises a large portion of the signage budget. Make sure to include some type of maintenance policy. Landowners should not be responsible for the upkeep of the signs. Order a few extra signs as replacements in the case of weather damage or vandalism.



Rathbun Land and Water Alliance Education and Outreach

December 3, 2008

Rathbun Lake Protectors – John and Jane Smith
1234 Hwy 2
Corydon, IA 50060

Dear John and Jane:

As one of a select group of landowners who has been recognized as a Rathbun Lake Protector, we would like to request your permission to install a sign on your land identifying you as a Rathbun Lake Protector. The sign would serve both the purpose of recognizing your efforts to protect Rathbun Lake as well as offering the opportunity to educate those who may want to participate in the project by implementing similar water quality protection practices.

The proposed two-foot by four-foot sign is shown below. If approved by you, an installation crew will install the aluminum sign on a single metal post. The sign will be maintained and when in disrepair the sign will either be removed or fixed.



I will contact you in a few days regarding your decision. If you care to contact me in advance, you can reach me at any of the following:

At home: 641.xxx.xxxx, on my cell: 641.xxx.xxxx, or by email at chester@.com

Thank you for your time,

*Kathleen Chester
Rathbun Land and Water Alliance
Education and Outreach*

OPEN FEEDLOT FORUM



The Open Feedlot Forum is being held for open feedlot cattle producers and those in the cattle industry to get practical answers on:

- **Funding and Finance Sources** - Lori Harris, Jackson Co. NRCS and Leah Sweely, Elk River Water Quality Project
- **Site Planning and Technical Advice** - Greg Brenneman, Iowa State University Extension
- **Operation and Maintenance** - Evan Vermeer, Iowa Cattlemen's Association
- **Producer Success Stories** - John Lawrence, Iowa Beef Center
- **Expectations** - Rick Martens, Iowa Department of Natural Resources
- **Economic Benefits of Manure** - Steve Brinkman, Natural Resources Conservation Service

DATE: TUESDAY, SEPTEMBER 5, 2006

TIME: 1-4 P.M.

PLACE: BOYER HALL, JACKSON CO. FAIR GROUNDS - MAQUOKETA

IOWA STATE UNIVERSITY
University Extension



If you have a septic system...

ARE YOU DRINKING CLEAN TAP WATER?

Make sure your septic system is performing correctly and not discharging to the groundwater your family draws on for drinking water.



Protecting Your Well Water

A free informational meeting
Thursday, March 12
5:30 p.m. to 9:15 p.m.

The Colony Village Restaurant,
Amana
I-80 Exit 225 at Williamsburg

- Refreshments provided -

Learn about:

- New septic system laws requiring inspection of septic systems with the sale of property.
- Services and financial assistance programs for homeowners.
- Care and maintenance basics for septic systems and wells.
- The role soil types play in maintaining and installing wells and septic systems.
- County Services – Get to know your County Sanitarian and Health Dept.



Partners Making Clear Creek Clear

James Martin, project coordinator | Williamsburg NRCS
319-668-2359 | james.martin@ia.nacdnet.net

Mailings

Mailings must be sent to the right people. A good mailing list is based on audience interest. It is accurate, complete and up-to-date. A simple way to keep your mailing list updated is to send a card out once a year to each person on the list asking if they wish to continue receiving your direct mail publications, whether it be a newsletter or event flyers.

Mailing lists should consist of all project area landowners and users, including absentee owners; major agribusinesses; high school vocational agriculture teachers; conservation, environmental and outdoor recreation groups; town and county government officials; and such state and federal conservation agencies as USDA Natural Resource Conservation Service (NRCS), Farm Services Agency (FSA), Iowa Department of Natural Resources (DNR), Iowa Department of Agriculture and Land Stewardship (IDALS), etc. Check your office letter files and look in the telephone directory if all else fails. Don't forget to include the media.

Other lists can come from any publication related to the environmental issues reflected in your project. Sources of mailing lists may include magazines, newsletters, state legislators, district representatives, county boards, etc.

Post office mailings can work for you. There are rates that make mailing your publication affordable.

1. You can save money by keeping up on the new postal laws and new rates. Also be aware of size, weight and other restrictions on things like postcards and newsletters. Check with your local postmaster while your publication or mailing piece is in the planning stage. Don't wait until the piece is ready to mail.
2. Take advantage of low-cost, nonprofit bulk mail rate for mailings of 200 or more pieces. Ask your postmaster for help in preparing and coding bulk rate mail as well as obtaining the privilege.
3. Consult with your mailing house, printer and post office about cost factors such as weight, zones, sizes and delivery time.
4. Keep mailing lists updated; offering to pay return postage for undeliverable mail will help you purge outdated listings.
5. Save envelope costs by designing projects as self-mailers with address panels.

Examples of postcard mailers:

Up to 75-90% Cost-Share Now Available...

Harvest Time is Near!
And the view from the combine is a great way to take inventory of conservation needs.

You can take a "snapshot" of your conservation needs while you're in the combine. To improve the productivity of the Great Plains Watershed Project, NRCS has set up a Conservation Inventory program. This program allows you to take a "snapshot" of your conservation needs while you're in the combine. This program is available to all farmers.

Eligible Practices for Cost-Share:

- Sedimentation Control Practices
- Erosion Control Practices
- Water Conservation Practices
- Windbreaks
- Field and Riparian Plantings
- Buffer Strips
- Fences



Contact person: Janice Martin
Phone: 701-226-5000 ext. 200
Address: 2000 N. 12th St.

Contact person: Conservation



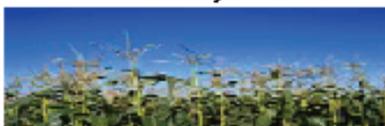
"In my opinion, the BMP CHALLENGE program is a no-brainer. There is no way a farmer can lose."
-Mike and Patricia Martin, NRCS Field participant

HOW MUCH CAN YOU SAVE?



TAKE THE BMP CHALLENGE!™
FIND OUT HOW YOU CAN REDUCE NUTRIENT AND TILLAGE COSTS - RISK FREE!

Economics of Ethanol



You are invited to join us for coffee and donuts on Feb. 6th as Jim Jensen from the ISU Extension Service talks about the

ECONOMICS OF ETHANOL

Topics will include:

- Impact on Markets, Land values, and Net Income
- Projection Growth
- Economics of Using Ethanol
- Potential uses for by-products

RSVP by Feb. 2nd and a small donation appreciated, but is not required.

Date: February 6th, 2009

Time: 9:30 A.M.

Place: Lake Grove Public Library Meeting Room

Contact person: Martin Martin
 Lake Grove Lake Coordinator

PLEASE RSVP BY FEB. 2ND

Phone: 563 391 1303 ext. 3
 E-mail: martin.martin@kirkwood.net



Radio & Television

Straight talk or feature type programs on radio and television can explain or relate the project to a listening public. The program's effectiveness depends on your ability to meet listeners on familiar ground and hold their attention with human interest. Most feature ideas need to be “sold” to the reporter or producer first. Here’s a few tips to selling your story ideas:

1. Keep pitch letters to one page.
2. Use data and background information to show how and why your project is important to the audience.
3. Suggest a few thought-provoking questions to be asked or discussion topics and experts to deal with each one. Routinely remind the talk show contact that you exist and that your people are available for special reports.
4. Provide brochures and related news clippings that help sell the idea as timely and provocative.
5. Follow up your letter with a phone call to the producer or coordinator and be prepared to sell your idea.
6. If your idea is used for a report, provide visual aids or props to help liven-up a video feature.
7. If you’re being interviewed, make sure you’ve seen or heard the an episode of the feature show prior to the day of your appearance to familiarize yourself and know what to expect. Dress appropriately.

If you have access to a regular time slot through your local station, you may be allowed to develop your own feature programs. Here is a simple structure you can use for your feature program:

1. Open/introduction.
2. Teaser/headline.
3. Body/substance/advice.
4. Logo/information contact/phone number.
5. Close/identification.

Start by identifying yourself as project coordinator (see “Who Am I?” on page 5). It tells your target audience who you are and your qualifications. Then open with a sentence that both grabs interest and sets up the topic. Continue with your story or advice, arranged simply and logically, with each step in the correct order. You may wish to end the body or advice portion by indicating other sources of information, promoting a publication or an upcoming field day. Then, promote your next program and close with appropriate identification of you and your project.

Public Service Announcements

While choosing a PSA as part of an outreach effort might seem appealing, stations typically run these free spots during times that do not reach a high number of viewers or listeners. Nonprofit agencies pay merely for the cost of producing and distributing public service announcements (PSAs). The airtime and/or space are donated. Other advertisers pay for prime spots to ensure a better and more targeted audience. Effective marketing campaigns combine paid advertisements with value-added promotions. A possibility for value-added advertising would be a radio news sponsorship with a free PSA at the top of the hour. Negotiating with a station will stretch a limited budget even further.

If you've decided a PSA or advertising is right for your audience, outreach campaign and budget, radio spots can be submitted to stations in two forms. These include a written script that will be read live on the air by an announcer or a tape of the spot to be played on the air. Submitting a written script is the least expensive method, and the station announcer's voice is more familiar to listeners, thus attracting more attention. PSAs are generally 30 to 60 seconds in length.

How often should public service spots be sent out, and what is the average duration of the exposure? Duration varies with the different media. Generally, "live copy" announcements have a 30-day lifetime, while quality videotape and film spots can last up to two years if the station uses them intermittently. A radio spot's average lifetime is about two or three weeks at the most.

Here are some suggestions which will help you when approaching stations about using your PSAs:

1. Telephone the station and make an appointment with the person responsible for scheduling PSAs. This person is usually the public service director.
2. Familiarize yourself with the various public service outlets available. Before you arrange a meeting with a station, newspaper, magazine or other outlet, be sure to study the station's programs, top personalities, and reporters. This will help you talk comfortably about their projects as well as yours.
3. Bring a formal letter of request for a PSA, a brochure or fact sheet about your project, and a script of the spot. Sending written PSAs and videotape cassettes is not enough. Mail a press kit (*see Appendix E-3, Press Kits, on page E-5*). You can also include a list of the advisory committee, or the annual report. Include a news release on the project and a photo depicting your event or project. Condensed copies should also be sent to other agencies, your committee members, and volunteers.
4. Ask the public service director the following questions:

- How long should the PSA be?
(You may have to shorten your script for airplay.)
 - How many copies of the script does the station require?
 - How many days in advance must the announcement be submitted?
 - When would the PSA likely run?
5. If the public service director agrees to air your announcement, write them a thank-you letter. If it is rejected, request a letter of reply stating the reason(s) for the rejection. This will help you improve the PSA for other stations.
 6. Maintain a file for every station that you contact. Include information about the station and copies of correspondence you have forwarded to them, as well as their replies to you.
 7. Establish a way to validate your outreach efforts. You must build in specific ways to monitor the PSAs from the start. Using phone numbers and give-aways to count viewership/listenership is a good idea. *(See section on Documentation & Evaluation, on page 21.)*

The text of a PSA should be more brief and to-the-point than a press release. Some suggestions for a good PSA text follow:

1. Get the attention of the audience quickly by stating your goals in the first sentence.
2. Use short, up-beat sentences and paragraphs.
3. Show the listener how the project can help them and their community.
4. Demonstrate how the project has already helped.
5. Ask for action (tell the listener where to go, what to do, and so on) and tell the listener to call your agency for more information (don't forget to include your phone number).

(See the following sample radio and television PSA scripts.)

RADIO PSA SCRIPT

Organization: Anyproject Watershed Improvement Project
Length of Spot: 30 seconds
Starting Date: August 17, 2009
Ending Date: September 17, 2009
Message: Sign-up for financial assistance for installation of terraces.

Sound Effects

Music fade up

Audio

Hi, I'm _____, with the Anyproject Watershed Improvement Project in Springfield.

Have you heard that terrace installation on highly erodible land is easy?

It can be, and it helps keep soil on your land and keeps our water cleaner.

Contact the Anyproject Watershed Improvement Project at the Springfield County NRCS office at 555-123-4567 and ask about how installing terraces on your land can be easy for you.

If you'd like more information on how you can construct terraces, call me, _____ at 555-123-4567.

Music fade under

Example

TV PSA SCRIPT

Organization: Anyproject Watershed Improvement Project
Length of Spot: 30 seconds
Starting Date: August 17, 2009
Ending Date: September 17, 2009
Message: Sign-up for financial assistance for installation of terraces.

Video

Audio

Fade in on zoom into person in front of office sign

Music fade up

Close up of person

Hi, I'm _____, with the Anyproject Watershed Improvement Project in Springfield.

Wide shot of terraces being installed

Have you heard that terrace installation on highly erodible land is easy?

Close up of terrace grass waving in wind

It can be, and it helps keep soil on your land and keeps our water cleaner.

Dissolve graphic of phone number over waving grass

Contact the Anyproject Watershed Improvement Project at the Springfield County NRCS office at 555-123-4567 and ask about how installing terraces on your land can be easy for you.

Cut to organization logo and phone number

If you'd like more information on how you can construct terraces, call me, _____ at 555-123-4567.

Fade to black

Music fade under

Example

Interviews & Talk Shows

The following are suggestions for convincing stations to interview one of your project representatives or set up a talk show regarding your water quality project:

1. Send a letter of introduction to the station employee who screens guests for the show. Include with the letter some background information about your group and spokesperson, several clippings from recent media coverage, and a suggestion of a discussion topic.
2. Follow up your letter with a phone call to the screener. Determine which kind of format is most appealing to the host of the show and try to sell your idea in that format. Present your case strongly but do not push. If the screener says they will call you, wait two weeks. If you have not been called, try again with a more interesting idea.
3. Ask the screener if the host would like a list of possible questions which could be asked on the show. Deliver these questions and any other information the screener wants immediately.
4. Prepare your spokesperson for the show. Conduct several mock interviews with them by asking the questions you have submitted to the show, as well as some others the host might ask. Try to catch your spokesperson off guard by asking loaded questions. Know what to say and what not to say on air. Practice will certainly help them maintain poise on the air.
5. Alert your project participants that their spokesperson will be on the show. If it is a call-in show, ask them to call in and ask questions that can help the spokesperson present your project's point of view.
6. If the first interview goes well, ask the screener if there is a possibility of a regular spot (such as once a month) on the show.

See Appendix D, Working with the Media, on page D-1 for tips on being interviewed.

APPENDIX G-1

Photos, Logos & Visual Aids

Photos are important tools for communication. By obtaining photos of events, conservation practices —both before and after photos, and activities you want to remember, you'll be communicating information about your water quality project.

Photographs must depict their own story and must be able to “stand alone” or be self-explanatory. You'll want to create pictures with impact, but the photographer must know how the picture is to be used and what is to be communicated. When in doubt, go for action photos, get people in motion, doing something. An attention-getting photograph for an exhibit, for example, may have very different requirements than a photograph accompanying a news story, yet both pictures could probably be taken at the same location.

When planning pictures for a publication like a brochure or newsletter, make people the focus of your photos. If you need a photo of a buffer strip, take a photo of the landowner and his dog walking along the strip. Take a photo of a landowner and her family at a picnic table next to the farm pond, for example.



The above photo is 2" x 3" at 72 dpi resolution. The photo below is the same size, but at 300 dpi. Notice how the lower photo shows greater detail and less "pixelation" when printed.



Photo by Clay Smith, DNR

If you are using a digital camera, make sure its settings give you high-resolution files. If you are scanning printed photos, make sure the scanner settings are set to give you high-res images. The standard resolution for using photos for print is 300 dpi (dots per inch). The greater the number of pixels (or dots), the greater the detail and the photo will be less fuzzy. If you are only using the photo for the Web or a PowerPoint, it can be at a lower resolution (72 dpi). However, keep in mind that these photos appear clear on the screen but will look fuzzy if included in a print publication. You can always start with a high resolution and reduce it, but not the other way around.

That said, your high-resolution photo may be too large for your publication; for example, you import the image into Publisher and it takes up the whole page. How do you make it smaller? There are two options. Resize the photo (maintaining its high resolution) in a photo editing program like Adobe Photoshop. Or, in Publisher, click on the bottom right of your photo and drag the mouse until the photo is at the desired size. In some programs, you will need to hold down the “shift” key to ensure the photo's proportions are kept in check. Otherwise, you could end up with a "smushed" photo. Note too, that dragging the photo to a

desired size works best when you are making the image smaller. Otherwise, your photo may become pixelated when you make it bigger. Also, if you are using photo editing software, make sure the photo has a CMYK (four-color) profile if you will be printing it. If the photo is for the Web, make sure it has an RGB profile. Save photos as .jpg or .tif.

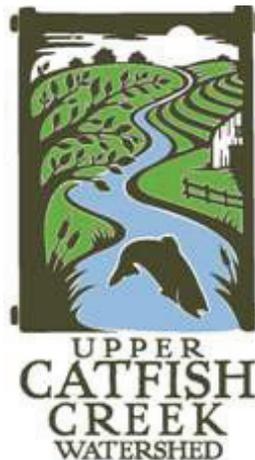
If possible, use photos instead of clip art. Photos lend a greater credibility. Be careful about using photos pulled from the Web. These are generally low-resolution and more importantly, copyright protected. *Always* ask permission before using a photo. Some sites allow you to use photos for free as long as they receive credit. NRCS offers a large gallery of high-resolution conservation practice photos at <http://photogallery.nrcs.usda.gov>.

Agency logos can be used in various types of publications and signs. Contact the individual agencies for high-resolution logos. But the largest logo should be your own.

A logo for a watershed project should be visually appealing and inviting and used on all your communications. Good design on a logo is very important, so consider hiring a graphic designer or asking a graphic design student for help. The following are examples of Iowa watershed project logos:

EXAMPLE

Both the Burr Oak/Turtle Creek and Upper Catfish Creek projects turned to friends and family members with backgrounds in graphic design for help designing their logos. The DNR may also be able to offer the services of a graphic designer to make sure you're putting your best foot forward.



APPENDIX G-2

Slide Shows & PowerPoint Presentations

Slide shows have become much easier to produce with the arrival of programs like PowerPoint. Depending on your speaking ability and time available, a simple slide show can be developed with little preparation. You can throw together a few slides from your files and write a narration in a few hours. But be careful or your audience is likely to give the presentation the same kind of attention you did.

Slide show production is not a step-by-step process, so you may make decisions along the way that may change what you need. An obvious example is a change in the narrative will probably need a change in the visual slide. The following outline will help when planning your slide show.

1. Initial planning.

- identify the audience and what you want to communicate
- develop goals and objectives of communication

2. Media selection.

- identify the best way to communicate your message
(Who is the audience? What is the content and objectives of the presentation? Where is the presentation being given? What are the technical and administrative factors – cost, production and staff support, portability? Will the site have a computer and projector for you to use? What are your preferences?)

3. Content development.

- develop the message
- assemble information
- organize information
- script development and visualization
- review and revision

4. Production.

- deadlines (allow time for possible delays in production.)
- budget
- photography and graphic design
- assembly of slides

A few notes about the projected image: all slides should be horizontal. Viewing a mixture of horizontal and vertical slides may distract or confuse your audience. Also, one-third of a vertical slide image is usually lost off the top or bottom of the screen.

Since slide shows are a visual medium, you'll want to include as many images as possible to break up the text. These graphics, photos and title slides need to be in an easy to read format. Using small, black type on a white background is hard to see in a darkened room. Stick with large type, simple fonts and colors that are easy on the eyes. As a rule:

- Cover only one main idea per slide.
- Keep it simple and brief.
- Limit copy on word slides to six or eight lines of text; about three or four bullet points. Too much text can be difficult to read. Also, people tend to begin reading the slide when they see a lot of text and will tune you out as they read. Use less text to keep their focus on you.
- Photos are interesting if there are people in them. Use photos to break up text and keep your presentation visually interesting.
- Don't go wild with color. Avoid fonts and colors that are overly bright, dark or difficult to read.
- Don't go wild with backgrounds, either. Busy backgrounds can make text hard to read or can distract from your message. Avoid overly bright or busy backgrounds, or backgrounds that make you use a bright text color. Additional background templates are available from Microsoft at <http://office.microsoft.com/en-us/templates>
- Keep design elements (backgrounds, font styles, colors) consistent throughout the presentation.
- Use animations only when necessary. Too many animations are distracting. Use subtle slide transitions if necessary.

The example at the top of the opposite page is of a slide that is poorly designed.

1. There's too much copy.
2. The type is hard to read. It's set in full caps. It's in italics. There's too little spacing between the lines of type (leading). And the type is centered.
3. There's no dominant visual to tell the eye where to start.
4. The background design is distracting.

The example on the following page is an improved version of the slide shown above. This is what was changed:

1. Copy has been cut.
2. Type is easier to read. It's now in sentence case with minimal caps. Italics have been eliminated. The type is bigger and space has been added between the lines of type. The lines of type are now flushed left with a ragged right alignment.
3. The title is larger than the body copy to give the eye a place to start.
4. The numbers are now in bold.
5. The background is simpler and doesn't distract from the text.

Displays & Exhibits

Take a closer look at your displays and exhibits. Are they merely **informational** or are they truly **interpretive**?

1. The main goal of a display should be to draw people into your booth, where you can start a conversation. The display itself does not inform; you and your supplemental materials available at the booth (brochures, fact sheets) inform.
2. Viewers do not like reading long labels. People will skip text-heavy displays. Keep text short and simple: a headline, a few bullet points, maybe a quote or other line of text. That's it.
3. Provocative headlines and graphics will draw attention. For exhibits to be more effective, highlight one, or at most two, main points or concepts to interpret. Use as little text as possible. Let graphics, illustrations, photographs, etc. do the work.
4. If you can't get the main point across in about 15 to 20 seconds, you probably won't get it across at all.
5. Visitors will be drawn to exhibits that have information or physical objects that are familiar or of interest to them.
6. Before you write the text/labels for an exhibit, ask yourself "why would a viewer want to know or remember this information?"
7. The average viewing time for a video/slide show projection or audio-visual exhibit is about three minutes. You will lose viewers if they are much longer. If you need it, remember to ask for an electrical outlet or Internet access when registering for the display space.
8. Low maintenance exhibits will save lots of headaches. It is easier if you can fix it in-house with a screwdriver.
9. Evaluate the exhibits to see if their objectives are being met. The visitors will tell you which exhibits they are not interested in. Use any breaks you have during the event to view other exhibitors' displays to collect ideas.

Displays and Exhibits:

1. Tell a story in an ordered sequence or fashion.
2. Tell a story that can't be told on-site.
3. Bring physical objects and stories to places where people are.
4. Allow visitors freedom to pace themselves.
5. Allow staff to do other things.

Examples of tabletop displays:

A CLEANER TETE DES MORTS CREEK STARTS WITH YOU

Clean Water starts with you






- Livestock exclusion
- Streambank stabilization
- Alternative watering sources



A CLEANER FARMERS CREEK STARTS WITH YOU

Clean Water starts with you






- Livestock exclusion
- Streambank stabilization
- Alternative watering sources



clean water for Iowa
who decides?






Clean Water starts with you



"You can be well-paid by being conservation-minded."
Todd Lenz

DNR Nathan, Todd and Dwight Lenz
Three generations near one of their ponds in the Rock Creek Lake watershed

Websites

Websites and the Internet have become a part of everyday life for many of us. If we want more information on anything, we go to the Web. So, it's only natural for your watershed project to have a web presence, right? Not always. Ask yourself the following questions to determine if a website is the most effective communications vehicle for your project:

1. How large is my audience?
2. Does the majority of my audience use the Web on a regular basis?
3. Does my audience have easy access to the Web?
4. Do I have enough significant content?
5. Do I have time to keep the site updated?
6. Do I have the resources to develop an effective site?

A website may be an important resource for landowners, schools, residents and volun-

Consider Iowa farms' Internet use:

- 66 percent of Iowa farms have computer access; 64 percent own or lease computers
- 56 percent of Iowa farms have Internet access
- Internet access on Iowa farms is primarily
 - Dial-up (45 percent)
 - DSL (30 percent)
 - Wireless (8 percent)
 - Cable (4 percent)
 - Satellite (7 percent)
- Only 9 percent of Iowa farms purchased ag goods over the Internet in 2007.
- Only 16 percent of Iowa farms used the Internet for ag marketing.
- Only about 2 to 5 percent of Iowa farms used the Internet to conduct business with USDA or other federal government agencies.
- 28 percent of Iowa farms used the Internet to conduct business with non-ag websites.

Source: U.S. Department of Agriculture
<http://usda.mannlib.cornell.edu/usda/current/FarmComp/FarmComp-08-10-2007.pdf>

teers in a large watershed. However, if there are 30 landowners in your watershed, there are more effective and interactive ways than a website to reach your audience.

Consider the statistics found in the sidebar to the left. Not all Iowa farms use the Internet. Of those that do, the majority have been found to use dial-up services. Dial-up is much slower and limited than other Internet access options. Thinking about these statistics will help you decide if the Web is the best way to reach your audience.

Finally, if you do not have time to keep the website updated (at least once a month) it may not be worth the trouble. If a website looks outdated or remains static, it loses credibility and visitors. Would you continue to visit a website that hasn't changed in months?

If you decide to create a website:

If you've decided a website will work for your project, take steps to make sure it is an effective communications tool.

First, do you have the necessary resources? This includes financial resources to initially develop the site and both the technical knowledge and time to maintain the site. It also includes the design and content resources to make

the site attractive and beneficial to the user.

A website's design and visual appearance leave a first impression on users. If the user feels the website looks unprofessional, is difficult to navigate or lacks relevant content, they will have a less favorable view of the watershed project itself.

When developing content, remember that reading on the Web is much different than reading a book, paper or news article. It's reading on a screen, which can be difficult on the eyes.

To help your readers, break text up into columns and into easy-to-read "chunks." Chunking up a story means short paragraphs and short sections set apart by subheads. A large amount of text is never effective. People will not read all the way through it. Remember, you are competing for your user's time. Make it worthwhile.

When you're developing content, put yourself in the shoes of a person visiting the website. While a list of your partners and technical data are important to include somewhere on the site, this type of info should not be the focus of the site. If I'm a landowner, what do I look for? What if I'm an angler, boater or someone else interested in the resource? A stakeholder?

Your website should be inviting and easy to use, and that includes the content, design and navigation. When it comes to design and navigation of a website, there are many small nuances to think about. Consider hiring a Web designer to initially design and build your site. The designer should be well-versed in ADA (Americans with Disabilities Act) compliancy. As a government website, your site is required to be ADA accessible. The designer can also teach you the basics of updating the site, so you can maintain the site after initial construction.

Remember, a website is a large investment of time and other resources. It is a highly visible public relations and marketing tool that leaves a lasting impression. Make sure you're putting your best foot forward.

APPENDIX G-5

Surveys and other research tools

Sometimes creating an outreach plan or project can seem like you're just throwing darts at a map to decide where to go next. Conducting some basic, preliminary research about the audiences in your watershed can help you better focus your valuable resources of time and money. If you know your audience rarely watches cable TV, why advertise there? You may think someone just isn't interested in installing terraces; a survey may tell you why.

Research is a critical part of any communications effort. It helps you identify your audiences' barriers to installing conservation practices and the best way to reach them with your messages.

Where to start:

Your research should start right at the beginning of your project. This helps you gather information about the people you must reach – remember, you can't implement conservation practices without willing landowners. But before you dig in, here's a few research terms to understand when it comes to surveys and other research methods.

A “population” is everyone that has the characteristic you're interested in. For example, all farmers in the watershed or all landowners in the watershed. However, unless you're working with a small watershed, it may not be feasible to study the entire population with a survey or focus group. Larger watersheds will need to work with a “sample,” or a smaller set of people chosen from the larger population. Your research results will be more reliable if you choose your sample randomly, such as drawing people's names out of a hat, or choose every third person on an alphabetical list of landowners.

EXAMPLE

The CLEAR project at Clear Lake, which has both urban and rural parts to its watershed, used a survey to gauge the availability of zero-phosphorus fertilizer in the community.

The project mailed a short survey to all lawn care providers in the local phone book. With an extremely high response rate of 80 percent, the results helped the project know how many companies were using and promoting the fertilizer.

Research methods:

There are many different ways to gather information about your audience, but most watershed projects will find the survey and focus group most useful. If you have a nearby college or university, ask if there are statistics, marketing or other students that can help you develop a focus group or survey.

A **focus group** helps you gather qualitative, descriptive data about your audience – that is, you facilitate a discussion with less than 10 people and seek their comments and feelings about local water quality or conservation practices. The questions you ask here should help you understand more about what people think about the subject, and what may keep them or push them to participate in a certain activity or behavior (like installing conservation practices). Focus groups should be selected randomly.

There are a few downsides to using focus groups. It can be hard to get people to volunteer a couple hours of their time without some sort of incentive (free meal, etc.). If you hire a firm to conduct the group, it can be expensive, but it can also save time, as the firm will transcribe the notes from the group and prepare a report.

Most coordinators will choose to use a **survey**. Many already use a pre-project survey to gauge interest in practices and to see what's already been done in the watershed. This is a great opportunity to add in questions about people's media use and barriers to change. Surveys provide quantitative data, giving you numbers that are generally easy to understand. The following are things you should consider when writing a survey:

1. Should it be a phone survey or a mailed survey?
Mailed surveys can be inexpensive, but have an average response rate of only about 20 percent. The people who respond to your survey are generally more interested in your topic than other people, creating a biased sample. Phone surveys cost more and take more time, but have a higher response rate and generally a less-biased sample. However, also consider if your sample will be reachable by phone (farmers tend to be hard to catch at home during planting or harvest, for example). Either way, you'll want to keep the survey to less than 10 minutes or you'll lose potential responses.
2. Should it be confidential, anonymous or neither?
To clarify, confidential means you have the respondent's personal information, but it will not be tied to their responses or used in any other way. If it's anonymous, you generally don't have any information about the person, including their name or address. The advantages to these options are that people are more likely to be honest if they don't identify themselves. Many of us fill out surveys considering what we think the researcher wants to hear rather than what we actually do. The disadvantage to this is that you have no way to followup with a specific landowner if you don't have their name or address. One way to get around this is to offer an optional space for people to include contact info if they'd like to be contacted, but don't expect a high response rate on that.
3. What information do I gather?
You'll want to ask for basic demographic information, such as gender, age, education level, occupation, address (if available), etc. You'll also want to ask how often they use different media, like local radio, newspaper and TV. You can also gauge respondents' knowledge of water quality issues (can they define what a watershed is?), what conservation practices they currently have installed, and any practices they plan on installing. You will also want to determine what barriers exist to landowners installing practices (is it social pressure, financial concerns, or something else?). We want to know why people choose to or not to install practices, then align that with the demographic data. You may find that younger farmers are more inclined to install practices than older, or vice versa. And if you know what the barriers are, you can adapt your outreach plan accordingly.
4. How do I write the questions?

There are a few things to keep in mind as you develop survey questions to keep your results as unbiased as possible.

Don't ask loaded questions or questions that ask two things.

Loaded questions presume things that may or not be true and lead a person to a certain answer. Here's an example: Are you still polluting the water by not using conservation practices? It assumes that the person never used practices and that they are polluting the water by not doing so. Questions that ask two things are similarly difficult to answer. For example: Have you installed terraces and grassed waterways to improve our stream? The respondent may have installed terraces, but not waterways; how does he or she answer? This question also assumes that they installed the practice only to benefit the environment and does not take into account other factors (fear of a fine, financial benefits, etc.).

Keep things specific.

Poor example: Have you installed terraces recently?

Good example: Have you installed terraces in the last three months?

Use mostly closed-ended questions.

These are questions that can be answered with a provided response (yes/no; rate on a scale of 1-5). Open-ended questions are more like an essay test - a respondent can answer with two words or write a short novel. That makes it harder to code and quantify your results - closed-ended questions make that much easier.

Use scales to rate, not rank.

Ranking is asking people to take a group of things and put them in order (for example, rank the top five practices you'd like to learn about). The problem with ranking is that you don't know the distance between numbers - they're only relative to other choices. For example, a farmer may rank a farm pond as her number three choice and terraces as number four, but in reality, she doesn't care about choice four – she just ranked it because she had to. Rating, on the other hand, asks a respondent to assign a specific value to something. You'll recognize this as something such as “Indicate your agreement with the following statement, on a scale of 1=never and 7=all the time.” This creates an equal distance between values, and if you choose a scale ending in an odd number (like 7), you create a midpoint or “neutral” choice.

The survey on the following pages can give you a starting point for creating your own survey. By all means, change it to fit your project's needs!

Note: The following example survey is based on a survey developed by IDALS-DSC, and Lois Wright Morton and Steve Padgett from the Iowa State University Sociology Department.

Unless otherwise directed, please check the box or circle the number that corresponds to your response.

1. Your gender: Male Female

2. Your age:
 18-24
 25-35
 36-45
 45-55
 55-64
 65-75
 76 or older

3. Please indicate the highest level educational degree you have obtained:
 Did not finish high school
 GED
 High school
 Associates Degree
 Bachelor Degree
 Masters Degree
 PhD

4. Do you live in an urban or rural area?
 Urban Rural

5. Do you own your land, or rent?
 Own Rent

6. Do you farm on your land?
 Yes No

7. If you do not farm on your land, do you have a tenant who does?
 Yes No

8. How often do you use the following media?

	Daily	Once a week	Once a month	Never
Local newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local radio stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satellite radio stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local network television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cable television channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satellite television channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How do you access the Internet?
 Dial-up DSL Cable Satellite

I. CONSERVATION PRACTICES AND SOURCES OF INFORMATION

1. When making farm conservation decisions in the last two years, have you received or used information from the following sources?

	Received information		Used information	
	Yes	No	Yes	No
Soil and Water Conservation District (SWCD) Commissioners				
Natural Resources Conservation Service (NRCS)				
Farm Service Agency (FSA)				
Department of Natural Resources (DNR)				
Independent crop consultant				
Farm supply dealer field specialist				
ISU Extension Services				
Family member				
A farming neighbor				
Farm magazines and publications				
Internet				
Field days				
Local CO-OPs				

2. What factors limit adopting or expanding the following practices on your farm? (For each practice check all reasons that apply.)

	Currently use	Not practical for my farm	Need more information or training	It doesn't fit with my equipment	The practice is too expensive	Takes too much time to plan and implement
Terracing						
Contour farming						
No-till						
Conservation tillage						
Contour filter strips						
Vegetative filter strips along waterways						
Hay production						
Pasture renovation						
Timber stand improvement						
Cultivation for weeds in row crops						

	Currently use	Not practical for my farm	Need more information or training	It doesn't fit with my equipment	The practice is too expensive	Takes too much time to plan and implement
Strip till						
Banding of herbicides						
Spot applications of herbicides						
Applying herbicides on the basis of an economic threshold						
Use of post emergent herbicides only as weed pressures emerge						
Applying fertilizer based on soil or stalk test results						
Switching to a herbicide that does not contain Atrazine						

II. EDUCATIONAL NEED

3. How effective do you feel the following management practices would be in improving water quality in your watershed?

	Not Effective	Somewhat Effective	Very Effective
a. Better pesticide management	1	2	3
b. Better nutrient management	1	2	3
c. Marketing of alternative crops (hay, organic, switchgrass, cattle, etc.)	1	2	3
d. Better record keeping systems	1	2	3
e. Better tillage system management	1	2	3
f. Better erosion control management	1	2	3
g. Pasture renovation	1	2	3
h. Timber stand improvement	1	2	3

i. Applying manure based on the nutrient content and soil test results	1	2	3
j. Other (specify)	1	2	3

4. We have identified the conservation practices below as being effective at improving the water quality in the (blank watershed). How interested are you in adopting the following to your farming operation?

	Not at all interested	Somewhat interested	Very interested	Already adopted
a. Stop using atrazine	1	2	3	4
b. Reduce nitrogen and phosphorous use	1	2	3	4
c. Switch to hay or cow-calf production	1	2	3	4
d. Keep better records	1	2	3	4
e. Change tillage systems	1	2	3	4
f. Adopt better erosion control methods	1	2	3	4
g. Renovate pastures	1	2	3	4
h. Plant trees	1	2	3	4
i. Install terraces	1	2	3	4
j. Incorporate ridge till	1	2	3	4
k. Install ponds or grade stabilization structures	1	2	3	4
l. Install a livestock waste system	1	2	3	4
m. Install waterways	1	2	3	4

Would you incorporate any of these practices if 50 percent cost share was provided?

Yes No

Would you incorporate any of these practices if 75 percent cost share was provided?

Yes No

5. In the past year, what sources of information have you used to assist you in making decisions for your farming operation? (Check all that apply in Column A, then indicate how helpful the information was).

<input type="checkbox"/> if used)		Not Helpful	Somewhat Helpful	Very Helpful
<input type="checkbox"/> a.	Informational meetings	1	2	3
<input type="checkbox"/> b.	Video tape presentations	1	2	3
<input type="checkbox"/> c.	Field days	1	2	3
<input type="checkbox"/> d.	Internet	1	2	3
<input type="checkbox"/> e.	Demonstration projects	1	2	3
<input type="checkbox"/> f.	Face-to-face contact	1	2	3
<input type="checkbox"/> g.	Newspapers	1	2	3
<input type="checkbox"/> h.	Newsletters	1	2	3
<input type="checkbox"/> i.	Farm Magazines	1	2	3

6. Do you currently use the following information technologies in your farming operation?

- | | | | |
|----|------------------------------------|------------------------------|-----------------------------|
| a. | Digital/Cellular phone | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. | Answering machine | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. | Facsimile (FAX) machine | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. | Personal computer | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. | Internet / e-commerce | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f. | E-mail | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| g. | Yield monitor on harvest equipment | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| h. | GPS (Global Positioning System) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

III. ATTITUDES

7. Please indicate your level of agreement or disagreement with the following statements.

	Strongly Disagree	Disagree	Undecided	Agree	Agree Strongly
Water contamination is an important environmental problem in our watershed					
Agriculture fertilizers have significantly contaminated water in our watershed					
Eroded soil and sediments have significantly contaminated water in our watershed					
Improperly functioning septic systems have significantly contaminated water in our watershed					
I worry about the purity of my drinking water					
We already have too much regulation on the use of pesticides					
Farming practices and land use should be regulated to reduce pollution of surface water					
Poor water quality affects economic development in this region of Iowa					
To protect water quality, farmers should be required to plant grass along stream banks and waterways					
I am interested in attending a workshop/ program concerning how to protect water quality					
I know what steps to take to better conserve soil and water on my land					
If farmers and other watershed residents worked together, we could plan and implement ways to protect our watershed					
I would be willing to work with others to develop and implement strategies that protect our watershed					

V. FARMING OPERATION

8. How many acres do you farm?

_____ Acres Owned _____ Acres Rented _____ Total Acres

Please indicate who makes the management decisions on the ground you rent:

Yourself Landowner Other _____

9. Please check the various land uses on the land you farmed last year.

- Corn
- Soybeans
- Alfalfa hay
- Grass hay or improved pasture
- Permanent unimproved pasture
- Oats or other small grains
- CRP
- Timber
- Other (specify) _____

IF YOU HAVE LIVESTOCK, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF NOT, PLEASE GO TO QUESTION 13 ON NEXT PAGE

10. If you raise livestock, please indicate what type of livestock you raise:

A. _____

B. _____

C. _____

a. Which type of production system do you use to produce your livestock?
(please circle the numbers that apply to the corresponding types of livestock you provided above)

	A	B	C
Large, modern confinement system	1	1	1
An older confinement system	2	2	2
A traditional or open production system (hoop houses, A-frames, etc.)	3	3	3
Open confinement system	4	4	4
Open Grazing	5	5	5

11. Do you have an approved manure management plan?

- Yes No Unsure

If yes, whose guidelines or assistance did you use to develop the plan? (Please check only ONE)

- Iowa Department of Natural Resources
 Natural Resource Conservation Service
 Iowa State University
 Private consultant

12. When you apply manure, what are the major factors you use to determine application rates? (Please number the statements 1 through 9, 1 being the most important and 9 the least.)

- Crop nutrient requirements
 Ease of application
 Use soil test results
 Use manure sample
 Use own judgment based on experience
 Follow consultant's recommendation
 Do not worry about application rates
 Follow spreader manufacturer's recommendations
 Follow recommendations from agricultural scientists

IV. PERSONAL CHARACTERISTICS

13. If you are 55 years or older, what are your plans for the farm once you retire?

- Pass the farm on to a family member
 Rent the land to another farmer
 Have the land custom farmed
 Sell the farm
 No plans
 Other (specify)
-

ADDITIONAL QUESTIONS THAT CAN BE ADDED TO SURVEY

Would you be interested in meeting with someone within your local SWCD to discuss state or government conservation programs that may be available for your farm or watershed?

Federal buffer programs that pay annual rental rates and incentives are available for pasture, hayland, and cropland acres. Would you be interested in talking with someone from NRCS or your Soil and Water Conservation District about these programs?

Would you consider fencing livestock from the stream if alternative water sources were provided?

We have identified household septic systems as a potential threat to water quality in this watershed. Are you aware that there is a low interest loan program available in which you can borrow up to \$10,000 at less than 1 percent for 10 years to update your septic system?

If this was available to you, would you be interested in learning more about this program or signing up?

The state is initiating a new low interest loan program for farmers interested in adopting conservation practices. This program would allow you to borrow your share of the money needed to implement conservation practices. Would you be interested in learning more about this program or signing up?

Do you believe at this time, the water quality of Iowa's streams, rivers and lakes is getting better or worse?

- better worse not changing

Why? (Check all that you think apply)

- changes in rural land use
- changes in urban land use
- changes in agricultural practices
- changes in urban wastewater treatment
- changes in federal/state programs or regulations
- other (please specify): _____

If you have livestock, do they have unrestricted access to any streams, rivers or lakes?

- yes no

If you have a private well for drinking water, how long has it been since you've had it tested by a certified lab for pollutants?

- less than 2 years ago
- between 2 and 7 years ago
- more than 7 years ago

If you've had your well tested within the last five years, what were the results:

- Everything was fine
- High in bacteria
- High in nitrates

Possible Urban Questions

Is your house connected to a private septic or public wastewater treatment system?

- private septic public wastewater system

If you use a private septic, approximately how old is your system?

- less than 10 years old
- between 10 and 25 years old
- greater than 25 years old

Do you fertilize your lawn?

- yes no

If yes, who applies your fertilizer?

- I do it myself
- A friend or relative does it
- I hire a private service provider

Besides everyday litter or trash, please check off the items that you have personally seen flowing into the storm-water system in your neighborhood:

- petroleum products (used motor oil, leaking fuel, etc.)
- lawn clippings, leaves or other yard waste
- pet waste
- leftover household or yard chemicals

Possible Final Question / Statement

Thank you for taking the time to participate in this survey. Your individual responses will be kept in the strictest of confidence. However, we will prepare a summary based upon the collective responses to this survey, the results of which may be made available to the public.

Would you be interested in receiving a complimentary copy of the summary? Yes or No

Networking with Resources

Where do you go to get help with staff time, budget support, additional resources or materials? Here's a listing of resources in Iowa that may be able to help with your water quality project.

In-House Support and Volunteers

1. Successful entrepreneurs on your staff or your advisory committee, thus increasing their level of commitment to the program.
2. Other agencies that are usually housed in the same building. You may be able to use their copying machine for printing or share staff time, in exchange for something from your agency.
3. Retired individuals.
4. Stay-at-home spouses.
5. Colleges, universities and community colleges: internships and class projects.
6. Junior and senior high schools.
7. Elementary schools.

Local Community Groups

1. Civic organizations - Jaycees, Kiwanis, etc.
2. City forester.
3. Urban neighborhood groups.
4. Garden clubs.
5. Religious organizations.
6. Youth organizations - Girl and Boy Scouts, 4-H, etc.

Local Businesses

1. Ag-Chemical dealerships.
2. Co-ops.
3. Local industry councils and the Chamber of Commerce.
4. Law firms and legal associations.
5. Local branch of a national company with environmental interests (i.e. Target, Wal-Mart).
6. Local television stations and other media.
7. Local banks, hospitals.
8. Insurance companies.
9. Local watershed councils.
10. Libraries.

Local Government

1. Soil and Water Conservation Districts.
2. County Conservation Boards.
3. County Agricultural centers - NRCS, CFSA, Extension Service.
4. City Commissioner and other officials' offices.
5. Local parks and nature preserves.
6. City or county recycling coordinators.
7. Local museums and nature centers.
8. Area Education Agencies.

Local or State Chapters of Professional, Environmental and Non-Profit Organizations

1. Agribusiness Association of Iowa
2. American Agriculture Editors Association
3. American Society of Farm Managers and Rural Appraisers, Iowa Chapter
4. Ducks Unlimited
5. Hawkeye Fly Fishing Association
6. Iowa Agri-Women
7. Iowa Association of County Conservation Boards
8. Iowa Association of Independent Crop Consultants
9. Iowa Association of Naturalists
10. Iowa Association of Soil and Water Conservation District Commissioners (IASWCDC)
11. Iowa Audubon Council
12. Iowa Cattlemen's Association
13. Iowa Citizens for Community Improvement
14. Iowa Conservation Education Board
15. Iowa Corn Growers Association
16. Iowa Dairy Products Association
17. Iowa Drainage Districts Association
18. Iowa Farmers Union
19. Iowa FFA Foundation
20. Iowa Groundwater Association
21. Iowa Institute for Cooperatives
22. Iowa Natural Heritage Foundation
23. Iowa Newspaper Association
24. Iowa Organic Growers and Buyers Association
25. Iowa Pork Producers Association

26. Iowa Poultry Association
27. Iowa Science Teachers Association
28. Iowa Soybean Association
29. Iowa Vocational Agriculture Teachers' Association
30. Izaak Walton League
31. League of Women Voters
32. National Association of Conservation Districts
33. National Association of Farm Broadcasters
34. National Association of Landscape Architects
35. National Wildlife Federation, Iowa Chapter
36. The Nature Conservancy
37. Pheasants Forever
38. Practical Farmers of Iowa
39. Sierra Club
40. Soil and Water Conservation Society
41. Trout Unlimited

State Resources

1. Iowa State University Extension Service (ISUE)
2. ISU Agriculture Education and Studies Department
3. Iowa Department of Agriculture and Land Stewardship (IDALS)-Division of Soil Conservation (DSC)
4. Iowa Department of Economic Development (IDED)
5. Iowa Department of Education (IDOE)
6. Iowa Department of Natural Resources (IDNR)
7. Iowa Department of Transportation (IDOT)
8. Leopold Center for Sustainable Agriculture

Federal Resources

1. United States Department of Agriculture (USDA)
 - a. Natural Resource Conservation Service (NRCS)
 - b. Farm Service Agency (FSA)
 - c. Cooperative Extension Service (CES)
2. United States Department of Energy
3. United States Department of Education
4. United States Department of Health and Human Services
5. United States Department of Interior
6. United States Fish and Wildlife Service

7. U.S. Environmental Protection Agency, (EPA) Region 7 Office
8. Army Corps of Engineers

APPENDIX H-2

Credits

Listed below are some of the primary sources used in developing this guidance.

- *Clean Water in Your Watershed: A Citizens Guide to Watershed Protection*, produced by the Terrene Institute, Washington D.C., in cooperation with U.S. Environmental Protection Agency Region 6 Water Management Division Water Quality Management Branch Dallas, Texas, Oct. 1993.
- *The Communicator's Handbook* (second edition), produced by Agricultural Communicators in Education (ACE), published by Maupin House, Gainesville, Florida, 1993.
- *Desktop Publishing*, "Presentation of Graphics," by Kristine Moore, published by Mavis & Moore, Ann Arbor, Michigan, 1992.
- *Evaluating the Effectiveness of Field Demonstration Programs*, produced by the Public Policy Center, The University of Iowa, in cooperation with Iowa State University Extension, May 1990.
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