

Dear Partners,

The U.S. Environmental Protection Agency (EPA) is soliciting feedback from Partners on their experiences and suggestions under the Schools Chemical Cleanout Campaign (SC3). On an annual basis, we will ask Partners to participate in the SC3 Survey. The survey helps us learn about your accomplishments and the impacts being made in schools, so this can be shared with others through tools like the SC3 Web site. It also helps us identify needs and concerns that you have and how best to address them. Finally, it helps us determine the future direction of the Program.

We have created two survey forms, as follows:

- **Initial Survey.** This survey form should be completed by Partners who are participating in the SC3 Survey for their first time. It is designed to give us a general idea of a Partner's background, accomplishments, and needs under SC3. The survey should be completed only for the first year of a Partner's participation in the SC3 Program.
- **Annual Update.** Partners should complete an Annual Update in each subsequent year of their partnership. The Annual Update is designed to describe a Partner's accomplishments and needs since the previous year's survey.

Enclosed with this letter is the **Annual Update**. It is organized as follows:

- **Part 1** asks for general information about your company.
- **Part 2** asks for information on the services and resources that your company has provided to schools (e.g., support on chemical inventories, etc.).
- **Part 3** asks for lessons learned under the Program (e.g., your successes and barriers to success) that can be shared with others. Part 3 also asks about your future involvement under the Program.
- **Worksheets** are attached at the end of the survey to help you provide some responses.

Each question in the survey includes brief instructions on how to provide a response. Please enter your responses electronically into the spaces provided on the form. If additional space is needed, please attach additional pages. We also would welcome any of your work products that can be shared with others (e.g., training materials that you developed).

Surveys should be submitted to EPA **no later than September 30<sup>th</sup> of each year** by any of the following methods:

1. Emailed to: [merse.cynthia@epa.gov](mailto:merse.cynthia@epa.gov).
2. Faxed to: 703-308-1561 (c/o Cynthia Merse).
3. Special delivery (e.g., FedEx) to:  
Cynthia Merse, N-5932  
Two Potomac Yard  
2733 S. Crystal Drive  
Arlington, VA 22202

If you have any questions about the survey, please contact Cynthia Merse at EPA by phone (703-308-0020) or e-mail ([merse.cynthia@epa.gov](mailto:merse.cynthia@epa.gov)). Thanks in advance for your timely completion of the survey.

Sincerely,

Matt Hale  
Director, Office of Resource Conservation and Recovery

Enclosure

**ANNUAL UPDATE:  
SCHOOLS CHEMICAL CLEANOUT CAMPAIGN (SC3)**

**Instructions:** Please review and complete Parts 1-3 and the worksheets of this survey. You should complete this survey to reflect your company's experiences and accomplishments since September 30<sup>th</sup> of last year (i.e., since last year's survey). Note that some of the questions and worksheets may not apply to your company. If so, please skip them.

Please provide your company name, the name of a contact person, and the person's telephone number. In addition, indicate the date that this survey is submitted to EPA.

Company name:

Contact person name:

Contact person phone number:

Date:

**PART 1: GENERAL INFORMATION ON PARTNER**

1.1 Please complete the table below to identify all schools that your company has supported under SC3 since last year's survey (e.g., support in chemical inventories, chemical management, training, etc.). To do so, please complete items A through C as applicable:

- A. Please identify the school(s) by name in Column 1 of the table. **Note:** If you wish to protect the identity of the school(s), you may assign each school a unique identifier (e.g., "School A," "School B," etc.) instead of providing their names.
- B. **For schools that are assigned a unique identifier:** Complete Columns 2 and 3 by indicating the approximate number of students and staff in each school. Information on student enrollment may be available on-line.
- C. **For schools that are assigned a unique identifier:** Indicate if you reported the school(s) in any previous SC3 Survey by stating "Yes" or "No" in Column 4.

1. Name or Unique Identifier of Schools	2. Number of Students*	3. Number of Staff*	4. Was the School Reported Previously?*

\* These columns should be completed only for schools assigned a unique identifier.

1.2 Has your company used contractors/consultants to support schools in the following areas since last year's survey? (*Check all that apply.*)

- Chemical inventories
- Training/education
- Chemical management program
- Chemical cleanout/removal
- Outreach
- Other, please specify:
- Contractors/consultants have not been used at all

1.3 How many hours and dollars has your company spent in providing services and resources to schools since last year's survey? Please provide your response in Worksheet 1 at the end of this survey.

1.4 Has your company encouraged other companies or associations to join SC3 since last year's survey? If you select "No," please briefly explain why not.

- Yes
- No

1.5 Has your company encouraged schools to join SC3 since last year's survey? If you select "No," please briefly explain why not.

- Yes
- No

**PART 2: DESCRIPTION OF SERVICES AND RESOURCES PROVIDED**

**2.1 Chemical Inventory**

2.1.1 Has your company performed a chemical inventory at a school since last year's survey? If you select "Yes," please complete the remainder of this section. If you select "No," skip to section 2.2.

- Yes
- No

2.1.2 Please identify the schools that received support in chemical inventories from your company since last year's survey. List them by name or unique identifier (as assigned in Question 1.2) in the table below.


2.1.3 If any of the schools in Question 2.1.2 received support in chemical inventories from you for the first time this survey year (i.e., if you did not support them in chemical inventories prior to September 30<sup>th</sup> of last year), please list them by name or unique identifier in the table below and proceed to Question 2.1.4. If none of the schools in Question 2.1.2 received support in chemical inventories from you for the first time this survey year (i.e., if you supported them in a previous survey year), enter "none" in the table and skip to Question 2.1.5.


2.1.4 Were any of the schools listed in Question 2.1.3 performing chemical inventories prior to your involvement with them? If you select "Yes," please use the additional space below to describe how your involvement *improved* the chemical inventories (e.g., what actions did you take and what improvements resulted from them, such as more thorough or frequent inventories, etc.?).

- Yes
- No

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2.1.5 What chemical inventory activities has your company supported schools in developing, implementing, and/or funding since last year's survey? (*Check all that apply.*) **Note:** If you performed a walk-through of a school and inspected for chemicals, please answer Question 2.1.6. If you did not, please skip to Question 2.1.7.

- Identified possible locations of chemicals before walk-through/inspection
- Performed walk-through/inspection of all relevant locations for chemicals
- Addressed safety hazards during walk-through/inspection (e.g., developed a plan to prevent and clean up spills)
- Documented chemicals found
- Established a sustainable chemical inventory program (i.e., a permanent program)
- Other, please specify:

2.1.6 If you performed a walk-through of a school and inspected for chemicals, which locations did you inspect? (*Check all that apply.*)

- Science laboratories
- Art classrooms
- Vocational shops
- Maintenance areas
- Cleaning closets
- Stockrooms/supply areas
- Other, please specify:

2.1.7 What chemicals have you assisted in inventorying since last year's survey? Please provide your response in Worksheet 2 at the end of this survey.

2.1.8 If your company encountered unknown chemicals during the inventory process identified above, what actions did you take in addressing them during the inventory? (*Check all that apply.*)

- Tested unknowns before offsite shipment
- Used non-testing methods to characterize unknowns (e.g., by interviewing faculty)
- Did not characterize unknowns before offsite shipment
- Removed unknowns to a safe location pending offsite shipment
- Other, please specify:
- Did not encounter unknowns

## 2.2 Training and Education

2.2.1 Has your company assisted in providing training or education at a school since last year's survey? If you select "Yes," please complete the remainder of this section. If you select "No," please skip to section 2.3.

- Yes  
 No

2.2.2 Please identify the schools that received training/education support from your company since last year's survey. List them by name or unique identifier (as assigned in Question 1.2) in the table below.


2.2.3 If any of the schools in Question 2.2.2 received support in training/education from you for the first time this survey year (i.e., if you did not support them in training/education prior to September 30<sup>th</sup> of last year), please list them by name or unique identifier in the table below and proceed to Question 2.2.4. If none of the schools in Question 2.2.2 received support in training/education from you for the first time this survey year (i.e., if you supported them in a previous survey year), enter "none" in the table and skip to Question 2.2.5.


2.2.4 Were any of the schools listed in Question 2.2.3 performing such training/education prior to your involvement with them? If you select "Yes," please use the additional space below to describe how your involvement *improved* the training/education (e.g., what actions did you take and what improvements resulted from them, such as a greater frequency of training, use of better training materials, coverage of new subject matter, etc.?).

- Yes  
 No

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- 2.2.5 Please describe the training/education (e.g., recipients and frequency of trainings) that you have provided since last year’s survey by completing Worksheet 3 at the end of this survey.
- 2.2.6 What types of training has your company supported schools in developing, delivering and/or funding since last year’s survey? Please review the table below to see if you have supported any of the types of trainings listed. If you have, please approximate the *cumulative* duration (in hours) of that training. For example, if you provided five two-hour classroom trainings, you would enter “10 hours” into the shaded cell for classroom training. Note: If you have not provided a type of training shown in the table, then enter “N/A” into its shaded cell.

Types of Training:	Length of Training (hrs):
Classroom training	
Emergency exercises (e.g., evacuation exercises)	
On-the-job training (e.g., for faculty, maintenance staff)	
Other, please specify:	

- 2.2.7 Has your company assisted in developing a sustainable training program for schools since last year’s survey (i.e., a training program that will be conducted on a permanent basis by the school)? If you select “No,” please briefly explain if you plan to in the future.

- Yes  
 No

### 2.3 Chemical Management Program

- 2.3.1 Has your company assisted in developing a chemical management program for a school since last year’s survey? If you select “Yes,” please complete the remainder of this section. If you select “No,” please skip to section 2.4.

- Yes  
 No



2.3.2 Please identify the schools that have received chemical management program support from your company since last year's survey. List them by name or unique identifier (as assigned in Question 1.2) in the table below.


2.3.3 If any of the schools in Question 2.3.2 received support in chemical management from you for the first time this survey year (i.e., if you did not support them in chemical management prior to September 30<sup>th</sup> of last year), please list them by name or unique identifier in the table below and proceed to Question 2.3.4. If none of the schools in Question 2.3.2 received support in chemical management from you for the first time this survey year (i.e., if you supported them in a previous survey year), enter "none" in the table and skip to Question 2.3.5.


2.3.4 Were any of the schools listed in Question 2.3.3 implementing a chemical management program prior to your involvement with them? If you select "Yes," please use the additional space below to describe how your involvement *improved* the program (e.g., what actions did you take and what improvements resulted from them, such as the addition of new operating procedures or practices to address a need at the school, etc.).

- Yes
- No

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2.3.5 What elements of a chemical management program did your company help schools to develop, implement, and/or fund since last year's survey? (*Check all that apply.*)

- Purchasing of chemicals (e.g., how to purchase fewer and/or less toxic chemicals)
- Chemical inventory
- Storage of chemicals
- Chemical usage (e.g., changes in a school's laboratory practices to minimize the quantity of chemicals used in experiments)
- Regulatory compliance
- Chemical waste collection, onsite storage and disposal
- Labeling
- Budgeting for chemical management
- Training
- Safety
- Development/implementation of school policies, plans and/or procedures on proper chemical management
- Development/implementation of performance goals and measures to gauge chemical management success
- Grant writing
- Use of "green cleaning" practices (e.g., using less-toxic cleaning products, cleaning when the building is unoccupied)
- Other, please specify:

**2.4 Packaging, Removing and Disposing of Chemical Waste**

2.4.1 Has your company assisted in packaging, removing and/or disposing of a school's chemical waste (i.e., chemical cleanouts) since last year's survey? If you select "Yes," please complete the remainder of this section. If you select "No," please skip to section 2.5.

- Yes
- No

2.4.2 Please identify the schools that have received support in chemical cleanouts from your company since last year's survey. List them by name or unique identifier (as assigned in Question 1.2) in the table below.


2.4.3 If any of the schools in Question 2.4.2 received support in chemical cleanouts from you for the first time this survey year (i.e., if you did not support them in cleanouts prior to September 30<sup>th</sup> of last year), please list them by name or unique identifier in the table below and proceed to Questions 2.4.4 and 2.4.5. If none of the schools in Question 2.4.2 received support in chemical cleanouts from you for the first time this survey year (i.e., if you supported them in a previous survey year), enter “none” in the table and skip to Question 2.4.6.


2.4.4 Were any of the schools listed in Question 2.4.3 performing chemical cleanouts prior to your involvement with them? If you select “Yes,” please use the additional space below to describe how your involvement *improved* the cleanouts (e.g., what actions did you take and what improvements resulted from them, such as more frequent or thorough cleanouts, etc.?).

- Yes
- No

2.4.5 If any of the schools in Question 2.4.3 had not performed cleanouts on their own prior to your involvement, why not? (*Check all that apply.*)

- School was not aware of the problem or need
- School lacked the technical expertise/personnel
- School lacked the financial resources
- There was resistance within the school
- Other, please specify:
- Not applicable

2.4.6 What chemical cleanout activities has your company supported schools in developing, performing, and/or funding since last year’s survey? (*Check all that apply.*)

- Collecting the chemical waste from individual rooms in the school
- Performing testing/characterization of chemical waste
- Packaging the chemical waste for offsite shipment
- Storing the chemical waste prior to offsite shipment
- Preparing required paperwork, if any (e.g., shipping paper)
- Other, please specify:

2.4.7 How often have you supported these school(s) in performing chemical cleanouts on average?

- Once
- Monthly
- Semi-annually
- Annually (e.g., at the beginning or end of the school year)
- Other, please specify:

2.4.8 What chemicals and other wastes have you assisted in cleaning out since last year's survey? Please provide your response in Worksheet 4 at the end of the survey.

## 2.5 Outreach/Communication

2.5.1 Has your company engaged in outreach/communication in connection with SC3 since last year's survey (e.g., emails, phone calls, etc.)? If you select "Yes," please complete the remainder of this section. If you select "No," skip to Part 3.

- Yes
- No

2.5.2 What was your company's goal(s) in performing these outreach/communication efforts? (*Check all that apply.*)

- Raise public awareness of SC3
- Encourage organizations to join SC3
- Raise awareness of the general need for chemical safety, management, and removals in schools
- Other, please specify:

2.5.3 Please describe the outreach/communication efforts (e.g., types of recipients and outreach methods) that you have performed since last year's survey by completing Worksheet 5 at the end of this survey.

**PART 3: SUCCESSES, BARRIERS AND FUTURE ACTIVITIES**

3.1 Are your company's objectives and expectations for joining the SC3 Program being realized to your satisfaction? If you select "No," please briefly explain why not.

- Yes
- No

[-----]

3.2 What are your company's plans under the SC3 Program over the coming years? (*Check all that apply.*)

- Partnering with additional schools
- Continuing to work with existing schools
- Encouraging other companies to join in the future
- Other, please specify:

3.3 EPA is interested in collecting useful lessons that Partners have learned under SC3 and sharing them with others, e.g., at the SC3 Web site. If you have a success story that may be helpful to others, please describe it briefly (e.g., can you describe a situation in which you cleaned out a school's wastes and thereby avoided a potentially dangerous situation for students and/or faculty?).

[-----]

3.4 EPA would like to collect best practices for conducting cleanouts or other activities under SC3 and share them with others, e.g., at the SC3 Web site. If you have identified or used any best practices that may be helpful to others, please describe them briefly.

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3.5 Do you have any suggestions on how EPA can improve the resources available at the SC3 Web site? Please be as specific as possible.

[-----]

**Worksheet 1: Total Hours and Dollars Spent by Partner in Providing Services and Resources under SC3 Since Last Year's Survey**

Please complete Sections I through III of this worksheet to reflect your company's hours and dollars spent under SC3 since last year's survey.

**I. Total Hours Spent by Your Company**

Please estimate the number of hours that the employees of your company have spent collectively in providing services and resources under SC3 since last year's survey.

<b>Hours Spent Providing SC3 Services and Resources</b>		
<input type="checkbox"/>	Less than 100 hours	
<input type="checkbox"/>	101 to 200 hours	
<input type="checkbox"/>	201 to 300 hours	
<input type="checkbox"/>	301 to 400 hours	
<input type="checkbox"/>	401 to 500 hours	
<input type="checkbox"/>	Greater than 500 hours (please estimate a range, e.g., "600 to 700 hours"):	hrs to hrs

**II. Total Expenditures of Your Company**

Please estimate your company's total expenditures in providing services and resources under SC3 since last year's survey. For each category of expenditure, please place an "X" in the table to indicate the range of your expenditure.

<b>Categories of Expenditures</b>	
<b>Expenditures for Materials/Supplies</b>	<b>Expenditures for Services (e.g., vendor, air travel)</b>
<input type="checkbox"/> Less than \$1,000	<input type="checkbox"/> Less than \$1,000
<input type="checkbox"/> \$1,001-\$5,000	<input type="checkbox"/> \$1,001-\$5,000
<input type="checkbox"/> \$5,001-\$10,000	<input type="checkbox"/> \$5,001-\$10,000
<input type="checkbox"/> \$10,001-\$15,000	<input type="checkbox"/> \$10,001-\$15,000
<input type="checkbox"/> \$15,001-\$20,000	<input type="checkbox"/> \$15,001-\$20,000
<input type="checkbox"/> Greater than \$20,000 (please estimate a range, e.g., "\$25,000-\$30,000"): \$ to \$	<input type="checkbox"/> Greater than \$20,000 (please estimate a range, e.g., "\$25,000-\$30,000"): \$ to \$

### III. Expenditures for Cleanouts

Please indicate the percentage of your expenditures estimated in Section II, above, that went towards chemical cleanouts. (*Check only one box.*) **Note:** The percentage that you provide below should be based on the total expenditures provided in the *second* column of the Table in Section II (see the column “Expenditures for Services”).

- 0% (i.e., you did not make any expenditures for cleanouts)
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- Greater than 50%; please specify a range:





### Worksheet 3: Description of Training/Education

Please complete the table below by describing the training/education that you have supported at schools since last year's survey. We realize that a Partner may provide training/education to different types of recipients at a school across a range of training topics. Hence, the table below is designed for you to crosswalk specific training topics (in the left margin) to the types of recipients that may have received training/education in them (across the top margin). The shaded cells in the center of the table include a drop-down menu for you to indicate the frequency at which you trained/educated a specific type of recipient.

Please complete the table as follows:

1. Find the type(s) of recipient of your training/education in the top margin; then,
2. Find the topic(s) that you trained/educated that recipient(s) in (left margin); then,
3. Find their "shared" cell in the table (i.e., shaded cell) and use the pull down menu in it to indicate the frequency of this training/education.

For example, if you provide training to teachers in chemical safety each year, you would pull down the menu in the cell in the upper left-hand corner of the table and select "annually."

**Table on Training and Education**

Training Topics	Types of Recipients of Training/Education				
	Teachers	Maintenance/ building personnel	School administrators	Students	Other, please specify:
Chemical safety	No training	No training	No training	No training	No training
Emergency response	No training	No training	No training	No training	No training
Regulatory compliance	No training	No training	No training	No training	No training
Proper chemical management	No training	No training	No training	No training	No training
Proper waste management	No training	No training	No training	No training	No training
Other, please specify:	No training	No training	No training	No training	No training

### Worksheet 4: Types and Quantities of Wastes Removed from Schools

Since last year’s survey, what types and quantities of chemicals and other wastes has your company helped to remove from schools? You have two options for providing this information. Please complete Option 1 or Option 2.

**Option 1:** Refer to the table on the next page to learn the information we are requesting and see if you already have this information in an existing format (e.g., a paper copy of a hazardous waste manifest or shipping paper, an electronic file such as a MS Excel spreadsheet, etc.). If you do, you may submit this information instead of completing Option 2.

**Option 2:** Please complete the table on the next page by describing the chemicals and other wastes you have removed from schools since last year’s survey. The table is designed to be as flexible as possible, as we realize that Partners will have varying levels of information about the wastes removed. At the bottom of this page, we provide some examples on how wastes can be summarized in the table.

**Notes:**

- **In Waste Description column:** describe the wastes removed. Be sure to mention chemical names and other descriptive information (e.g., solid, liquid or gas) if known. You may aggregate the following onto one row of the table 1) all “unknown wastes”; and 2) all lab packs (please specify one or a few of the predominant chemicals in the lab pack waste). See examples.
- **In Quantity or Volume column:** estimate the total quantity (weight) or volume of the waste and specify units. If you are uncertain of the quantity or volume, specify a range (e.g., “less than 10 pounds”).
- **In Properties column:** check all of the properties that you know of regarding the wastes. If needed, specify another property. See example.

**Table of Wastes Removed (Example)**

Waste Description	Quantity or Volume (specify units)	Properties (Check all that apply)						
		Toxic, Poisonous, Generally Harmful	Ignitable/ Flammable	Acid or Base	Reactive/ Explosive	Other (please specify)	Not Harmful	D K
Approx 5 bottles of old cleaning detergent (liquid)	< 1 gal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Irritant if in contact with skin	<input type="checkbox"/>	
Unknown chemicals in various containers (liquids, solids)	20-30 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Approx 40 thermometers in boxes - liquid mercury	< 1lb.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Misc classroom items in boxes – solids (e.g., chalk, erasers)	< 10 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	
Lab packs – liquids, solids (acetone, toluene, barium)	3 20-gallon lab packs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	



**Worksheet 5: Description of Outreach/Communication Related to SC3**

Please complete the table below by describing the outreach/communication efforts that you have performed related to SC3 since last year’s survey. The table is designed for you to select the types of outreach/communication methods that you have used and to indicate the number and types of recipients of that outreach/communication.

Please complete the table as follows:

1. Find the type(s) of outreach/communication methods that you have used in regard to SC3 in the left hand column; then,
2. Select the approximate number of recipients who received that outreach/communication in the second column of the table (numbers are presented as ranges); then,
3. Select the type of recipient of that outreach/communication in the third column.

For example, if you made a presentation on SC3 at a conference and about 200 people attended, you would complete Row 3 of the table by selecting “151-200” in the second column and “Individuals” in the third. For some types of outreach in the table, a suggestion is provided on how to estimate the number of outreach recipients.

**Number and Type of Outreach/Communication Recipients**

Types of Outreach/Communication Related to SC3	Recipients	
	Approximate Number of Recipients	Types of Recipients
1. Hand-outs and mailed items (e.g., fliers, brochures, etc.)	Select No. of Recipients	Select Type
2. Emails and/or other electronic distribution methods used to inform recipients of SC3-related issues/topics	Select No. of Recipients	Select Type
3. Conferences, seminars, teleconferences, etc. at which you discussed information related to SC3	Select No. of Recipients	Select Type
4. Public service announcement(s)	Select No. of Recipients	Select Type
5. Article(s) in a newsletter, journal, etc. ( <u>Note</u> : You may estimate the number of “outreach recipients” based on the circulation of the newsletter or journal, if known)	Select No. of Recipients	Select Type
6. Information on your Web site ( <u>Note</u> : You may estimate the number of “outreach recipients” based on the number of “hits” at the Web page after the information was posted)	Select No. of Recipients	Select Type
7. Other, please specify:	Select No. of Recipients	Select Type

**PAPERWORK REDUCTION ACT BURDEN STATEMENT**

The public reporting and recordkeeping burden for this collection of information is estimated to be 45 minutes per response. Send comments on the Agency's need for this information, the accuracy of the provided burden estimates, and any suggested methods for minimizing respondent burden, including through the use of automated collection techniques to the Director, Collection Strategies Division, U.S. Environmental Protection Agency (2822T), 1200 Pennsylvania Ave., NW, Washington, D.C. 20460. Include the OMB control number in any correspondence. Do not send the completed survey to this address.