

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 survey.

Enclosed with this letter is the **Initial Survey**. It is organized as follows:

- **Part 1** asks for general information about your company (e.g., how you became aware of the SC3 Program).
- **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

**INITIAL SURVEY:  
 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 joining the SC3 Program. 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 How did your company become aware of the SC3 Partner Program? (*Check all that apply.*)

- SC3 Web site
- Schools/school districts
- Trade organization
- Newsletter or other print media
- Conference or exhibition
- Word of mouth
- Other, please specify:

1.2 Why did your company choose to become involved in SC3 activities? Please review the possible reasons for joining SC3 in the table. Place an “X” in the appropriate box to indicate the relevance of each reason based on a 1 to 5 scale (1 means “completely irrelevant” and 5 means “highly relevant”).

Possible Reasons for Joining SC3	Relevance to Your Company				
	1 (Completely irrelevant)	2	3	4	5 (Highly relevant)
Enhance your company’s relationship with the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry out the organizational mission or responsibility of your company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish new business relationships (e.g., business development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance existing business relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Has your company conducted chemical inventories, cleanouts and/or other chemical management activities at schools prior to your involvement with SC3?

- Yes
- No

1.4 Please complete the table below to identify all of the schools that your company has supported under SC3 since joining the Program (e.g., support in chemical inventories, chemical management, training, chemical cleanouts). To do so, please complete items A and B 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:** Please 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.

1. Name or Unique Identifier of Schools	2. Number of Students*	3. Number of Staff*

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

1.5 Has your company used contractors/consultants to support schools in the following areas? (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

1.6 How many hours and dollars has your company spent in providing services and resources to schools since joining the Program? Please provide your response in Worksheet 1 at the end of this survey.

1.7 Has your company encouraged other companies or associations to join SC3? If you select "No," please briefly explain why not.

- Yes
- No

1.8 Has your company encouraged schools to join SC3? If you select "No," please briefly explain why not.

- Yes
- No

1.9 Does your company partner with EPA in any other Partnership Program(s)? (*Check all that apply.*)

- WasteWise
- National Partnership for Environmental Priorities (NPEP)
- Other, please specify:

## 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 joining the Program? 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 have received support in chemical inventories from your company since joining the Program. List them by name or unique identifier (as assigned in Question 1.4) in the table below.


2.1.3 Were any of the schools identified in Question 2.1.2 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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2.1.4 What chemical inventory activities has your company supported schools in developing, implementing, and/or funding since joining the Program? (*Check all that apply.*) **Note:** If you performed a walk-through of a school and inspected for chemicals, please answer Question 2.1.5. If you did not, please skip to Question 2.1.6.

- 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:

2.1.5 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:

2.1.6 What chemicals have you assisted in inventorying since joining the Program? Please provide your response in Worksheet 2 at the end of this survey.

2.1.7 If your company encountered unknown chemicals during the inventory process, 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 joining the Program? 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 have received training/education support from your company since joining the Program. List them by name or unique identifier (as assigned in Question 1.4) in the table below.


2.2.3 Were any of the schools identified in Question 2.2.2 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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2.2.4 Please describe your training/education (e.g., recipients and frequency of trainings) by completing Worksheet 3 at the end of this survey.

2.2.5 What types of training has your company supported schools in developing, delivering and/or funding since joining the Program? 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, 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:	

2.2.6 Has your company assisted in developing a sustainable training program for schools (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

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### 2.3 Chemical Management Program

2.3.1 Has your company assisted in developing a chemical management program for a school since joining the Program? 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 joining the Program. List them by name or unique identifier (as assigned in Question 1.4) in the table below.


2.3.3 Were any of the schools identified in Question 2.3.2 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

2.3.4 What elements of a chemical management program did your company help schools to develop, implement, and/or fund? (*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 joining the Program? 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 joining the Program. List them by name or unique identifier (as assigned in Question 1.4) in the table below.


2.4.3 Were any of the schools identified in Question 2.4.2 cleaning out their chemicals 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

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2.4.4 If one or more of the school(s) in Question 2.4.2 had not removed the chemicals on its 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

2.4.5 What chemical cleanout activities has your company supported schools in developing, performing, and/or funding since joining the Program? *(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:

2.4.6 How often have you supported the 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:

2.4.7 What chemicals and other wastes have you assisted in cleaning out since joining the Program? 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 joining the Program? 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 your outreach/communication efforts (e.g., types of recipients and outreach methods) by completing Worksheet 5 at the end of this survey.

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

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

- Yes
- No

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3.2 What is your most prohibitive barrier to removing chemicals from schools and/or implementing a responsible chemical management program? (*Select one.*) Please use the additional space below to elaborate on the barrier (e.g., root cause and ideas for overcoming it).

- Expense
- Liability
- Resistance from schools
- Other, please specify:

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3.3 What factors influence your company's decision to continue in the Program? (*Check all that apply.*)

- Your company's ability to find and partner with new schools in need of support
- Availability of resources in your company (e.g., money, personnel with relevant expertise) to sustain your ongoing efforts
- Continued involvement by EPA to address your needs and concerns
- Other, please specify:

3.4 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:

3.5 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?).

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- 3.6 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.

[-----]

- 3.7 EPA would like to identify ways to encourage other organizations to join SC3. We are interested in hearing your suggestions on methods that we should be using. Please describe them below.

[-----]

- 3.8 How can EPA encourage existing Partners to continue their efforts under SC3? (*Check all that apply.*)

- Hold an annual awards ceremony to recognize high achievers
- Identify Partners (e.g., by company name) on SC3 Web site when they achieve specified milestones or distinctions during the year (e.g., for “most active” Partners)
- Issue certificate, plaque, or other item of recognition when a Partner meets specified milestones or distinctions (e.g., performs a cleanout)
- Help Partners find more schools to partner with
- Help Partners overcome the barriers identified in Question 3.2
- Other, please specify:

- 3.9 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**

Please complete Sections I through III of this worksheet.

**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 joining the Program.

<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 joining the Program. 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 describe the training/education that you have supported at schools by completing the table below. 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 joining the SC3 Program, 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 joining the Program. 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	< 1 lb.	<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"/>	

### Table of Wastes Removed

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	Don't Know
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input 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 your outreach/communication efforts related to SC3 since joining the Program. 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 one hour 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.