

Research Report

Administering an Intercept Communications Survey

Prepared for:



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Prepared by:

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Introduction

Why Conduct a Survey?

Surveys can be conducted to diagnose a problem or to track progress towards a solution.

The survey and method for collecting data that we are suggesting here are most useful in tracking progress towards a solution - meeting communications objectives.

Research to understand the problem of how to effectively communicate about storm water runoff has already been conducted by the Maine Department of Environmental Protection and is available to use in planning efforts.

This survey will help you understand where you are in the communications process in order to focus on the right types of communications at the right stage.

Stages of Communications

Think of your communications as having different purposes at different times. We use a simple mnemonic to remind of us these steps: A-I-D-A, which stands for Awareness, Interest, Decision/Desire and Action.

Awareness. Before your target audience will change behavior or do what we want them to do, they must be aware of the action we expect. This is obvious, but if it's not on the audience's "radar screen," it won't happen. Your first challenge is to put the action you desire on the target audience's radar. Generally this means communicating with enough "reach" so all the segments of your audience are exposed to the message and with enough "frequency" to drive the message home.

Our survey includes questions on awareness so you can track progress in this regard.

Interest. In order to act, the action must be of some interest to the target audience. There must be some benefit, real or perceived. These benefits can be personal, for example, "this action will reduce runoff into my lake" or it may be more general, for example, "it will protect the water we all share." Either way, the benefit of an action should be made clear in communications.

Our survey includes questions on the benefits of action so you can track whether communications have made progress on developing interest.

Desire/Decisions. A passive interest is generally not enough to spur action; respondents must be emotionally committed to act. Generally this means that a fear or a desire must be connected to the action. For example, citizens might fear polluting a pristine lake where they have a home or camp, thus reducing their enjoyment of the property and value of their property. Or they might desire to leave a legacy for future generations. Either of these concepts provides motivation rather than simply citing the benefit of an

action. If individuals don't bite on more simple benefits, then emphasis of these stronger fears and desires are necessary.

The survey tracks likelihood of action.

Action: Of course the objective of communications is to spur action, but we keep action as a separate stage of communications for two reasons. First, the tools for action must be accessible. This means that if an individual is motivated to landscape in a natural way, they need easy access to information on how to do this. We need to know if tools are available. Second, there is a gap between a commitment to act and the action itself. Because of this gap, the reasons to act must be continually reinforced.

Survey Options

Of course there are several ways to collect research data, and the survey could be used with many of them. An understanding of the limits of other methods will help you understand why we recommend the use of intercepts.

Focus Groups: These consist of a discussion among a group of people, usually 8-12, moderated by a trained facilitator. They are great for initially exploring a problem as a skilled moderator can coax what individuals really think and do, but they are less useful for tracking progress towards a goal. We suggest a quantitative method instead.

Mail Out Surveys: In this case, a survey is simply mailed out and then returned after a respondent completes it. These are often favored because they are thought to be cost effective. Actually, if done correctly, they do not cost less than other methods. In addition, response rates are low; only 15-40% are likely to mail back a survey. This means that per response costs are high. Also, respondents self-select, some respond and some don't. For example, if you send out the mailing in an envelope with a soil and conservation district logo or address on it, those that are predisposed to the organization may respond but others may not be inclined to do so. This and the low response rates mean that mail out surveys can be less reliable than the surveys we recommend. We suggest that a mail survey only be used if it goes to a membership organization – a lake association, for example. In this case, all respondents may have a similar interest.

Internet. Again, this appears to be a very cost effective and convenient way to conduct a survey, but response rates are very low – often just 5-10%. Most people are inundated with e-mails and find it fast and easy to delete anything that requires their time. Another problem is that some people do not use computers and others do not use e-mail addresses. These respondents' opinions would be left out from an internet survey. Conversely, an internet survey would be a good way to poll a lake association or some other membership organization, if nearly all members have e-mail addresses.

Telephone. Randomly calling respondents in an area generally produces the most reliable and therefore representative data. However, conducting this type of survey requires development of a truly random list of numbers for an area, and it requires trained interviewers. Without this training, interviews become conversations and instead of providing objective information, the responses are influenced by the interviewer.

Intercepts. These require intercepting a respondent in a high traffic area such as a local market or supermarket and asking respondents to answer questions in a short survey. As long as the location is frequented by most or all of the people in a community, these will provide acceptable representation of the community as a whole. They are also easy for a community group to organize since they require just a day or two with two or three interviewers rather than many nights of work. Since they are short and most respondents want to move on quickly, the opportunity for interviewers to influence responses through long conversations is less.

We are suggesting the use of intercepts because they are a simple and effective means for local organizations to track progress against communications goals.

Conducting an Intercept Survey

When to Conduct Intercepts

Intercepts are best used to track results so they should be done before and after a communications effort. The first set of intercepts should be conducted before your campaign begins and a second set should be conducted after the communications effort is in full swing.

Since many communications efforts will span years, it is wise to conduct intercepts annually. If done annually, pick the same time period for repeat surveys. Timing can be very important as a survey conducted in the summer may include summer residents, while a spring survey may not.

Identifying a Location

The best location for interviews will be one that has high traffic and one that is frequented by most or all of the residents of a town. In smaller towns, a local market or general store may be the best choice. In larger communities, a supermarket or a shopping center may be best. Ask yourself, what place in this community does everyone go to? Almost everyone shops for food. Any place that is skewed to one type of respondent will provide data on only that type of respondent. Choosing to do intercepts at a school event will skew results to those with children in school. Intercepts at polling places will include only those who vote – perhaps 50-60% of residents in an area.

Of course you will need permission from the owner of the facility that you choose for your location. Generally, this is not difficult to obtain, at least for local non-profit organizations. Most markets or supermarkets support local organizations' use of their "traffic" – often for groups seeking donations from customers. You may be welcomed because of the overall public benefit from your research and because you are not seeking money!

When asking for permission, make the following points:

- The public benefit of your work – the good that will come from it
- The surveys will be short and interesting
- Interviewers are members of the community
- Refusals to participate will be immediately honored

Recruiting Interviewers

Anyone can conduct intercepts so long as they can approach people and read a script. Even though all of us harbor some fear about walking up to strangers, intercepts are actually quite easy to conduct and non-threatening for those interviewed. Most respondents will willingly participate – they will want to help, especially once they realize you are not asking for a donation!

Normally, interviewers should be both male and female and vary in age. Interviewers should mirror the dress and age of population being interviewed. A diversity of interviewers suggests that the issues in the survey are for everybody and the research is not for the benefit of one particular group.

An exception to the above is the use of students or a service organization (Scouts, Rotary, etc.) for interviewers. This can work very well. People associate community organizations with the public good so willingness to participate will be high.

Training Interviewers

Training is not very difficult or time consuming, but nevertheless, it should occur in a dedicated session before the actual interviews.

Before the session, interviewers should first have read the survey (Appendix B) and the instructions (Appendix A).

The survey is designed to be conversational, that is, it is easy to administer but it is very important that interviewers read the survey questions verbatim. Even minor changes can change meaning and skew results. Interviewers should think of themselves as playing a recording, the interview, over and over again in the same way.

The training should consist of several mock interviews with other interviewers so that an interviewer becomes accustomed to the order of questions.

A final test interview should be given to assure that the interviewer is asking the questions as written.

Preparing for Interviews

The appearance of interviewers is important – clothing and grooming should be neat, clean and similar to that of the respondents. Interviewers should not wear anything that connects them to the organization doing the research or their personal political views. They should not wear political or issue buttons, hats or other clothing. And of course, nothing should be worn that is “off color” or can be considered to be disrespectful.

All interviewers should be given a clip board, with a stack of surveys. We often use clip boards with a separate compartment for completed surveys.

It is generally easiest to conduct surveys with a pencil or felt tip pen so writing can be done at any angle.

Generally 2-4 interviewers can work at a time; more interviewers than this at one location can create confusion. With three or four interviewers, breaks can be scheduled frequently. Interviewing 2-4 hours at a time reduces interviewer fatigue.

Each interviewer should have a name tag; first name and town of residence would be fine. Do not put the name of your organization on the name tag.

Approaching Respondents

Interviewers are best positioned in an open area outside a facility. Avoid situations where respondents can feel trapped by the approach of interviewers.

For the most rigorous surveys, respondents are randomly selected. Every 2nd, 3rd or nth person coming to a door is surveyed. Selecting every nth respondent assures that interviewers are not biasing the interviews to those respondents that they want to intercept. However, once interviews begin, random selection breaks down as there will be times when all interviewers are engaged and respondents cannot be interviewed. It is most important for interviewers to interview everyone – not just friends or respondents that they are comfortable approaching.

Most respondents will be ready for your approach. They will see the clipboard and the interviewer’s name tag. They may also see others being interviewed. Most people will be curious rather than threatened.

As an interviewer approaches a potential survey respondent, the interviewer should say, *“Excuse me, do you have a few minutes to complete a short survey on a community issue?”*

Sometimes emphasizing, *“It’s an interesting survey and it will take just a few minutes,”* helps.

Often a respondent will ask, “What is this about?” It is important that the topic of the survey or the sponsor not be revealed. If asked, the interviewer can say, *“We can tell you the name of the survey sponsor at the end, but we don’t want to bias the results by naming them beforehand.”*

Some respondents will ask how long the survey will take. Answer truthfully. We suggest a survey that be designed to be completed in less than 5-6 minutes, or about 15-18 questions. Some respondents will willingly provide long answers that make the survey much longer. The length of these long surveys should not be quoted as the time you are asking for.

Appendix A

General Interviewer Instructions

1. In the survey booklet, text meant to be read aloud is printed in sentence case and instructions or other items that are in uppercase are not meant to be read aloud. DO NOT read words in UPPER CASE to respondents.
2. Read text and questions exactly as they appear. Do not deviate from the actual wording. This assures that everyone is responding to the same question. Slight changes in working may change the meaning and lead to different responses.
3. Practice the survey on at least 10 respondents or until your reading of the survey flows naturally.
4. When approaching respondents it is simplest and most effective to ask the question in the survey, *“Excuse me, do you have a few minutes to complete a short survey about a community issue?”* This question is correct and includes the key word, *“community issue,”* that will encourage participation.
5. Some do’s:
 - Approach respondents in an area where you are visible (they will see the clip board and your name tag) and it is easy for them to walk by so they don’t feel cornered.
 - Smile when approaching respondents.
 - Ask the first question in a firm but friendly way.
 - Assume that most respondents will agree to participate – they will.
 - Approach respondents as they appear.
6. Some don’ts:
 - Don’t pressure anyone to complete a survey; let respondents pass if they are not interested.
 - Don’t pick some respondents and let others pass based on your preference. This may unintentionally bias the survey.
 - Don’t assist the respondent by interpreting questions. Every respondent should be asked exactly the same question.
 - Don’t reveal the sponsor, the purpose of the survey or what you have learned so far before the respondent begins the survey. If a respondent asks for this information, say that you will answer at the end of the survey - if the respondent still has questions.
7. If a respondent asks, *“How long will this take,”* answer about five minutes (our estimate) or the range of your actual experience. For example, say, *“From three to seven minutes.”* You may add, *“It is interesting and will go quite quickly.”*
8. Dress to fit in with respondents. However, wear clean, neat, casual clothes but no t-shirts and no clothes with sayings. And please do not wear political buttons or identifying information from the organization sponsoring the survey.
9. For closed-ended questions, clearly mark an “x” in the box closest to the response. For questions 10a to 10f, circle the correct response (or number).
10. For open-ended questions, record responses in the text box. It is best to make notes on key points first and then add missing pieces after the interview.
11. Thank every respondent and non-respondent.

Appendix B

Questionnaire with Question by Question Instructions and Notes

The survey instrument below was developed specifically for the Maine DEP and local partners. It includes questions on overall attitudes and awareness about non-point source pollution as well as questions to understand interest, desire and action.

By asking standard questions, responses in a particular area can be compared to responses in other areas and to statewide results. Each of the questions in the survey has a particular purpose, and this purpose is detailed in the comments below each question.

NPS Communications Survey

NOTE: WORDS TO BE READ ALOUD BY INTERVIEWER ARE IN SENTENCE CASE. WORDS NOT TO BE READ ALOUD ARE IN UPPER CASE.

Excuse me, do you have a few minutes to complete a short survey about a community issue?

First, can you tell me if you are part-time or full-time resident of the area? DO NOT READ RESPONSES

- 1 YES, FULL TIME
- 2 YES, PART TIME
- 3 NON-RESIDENT - THANK RESPONDENT AND TERMINATE INTERVIEW

Instructions: Respondents will generally answer to this question without the interviewer having to read the response options. If respondents are unclear about their response, it is OK to read options.

NOTE: Full-time and part-time respondents are likely to have different opinions and different impacts on storm water, so differentiating between them is important. Non-residents who probably have not been reached by communications are not good interview subjects.

QSTATEWIDE WATER01 - How concerned are you with the quality of our waterways in Maine? Would you say you are...? READ RESPONSES

4	3	2	1	9
Very concerned	Somewhat concerned	Not very concerned	Not at all concerned	DON'T KNOW/ REFUSED TO ANSWER

Instructions: Responses for 1-4 should be read to the respondent. **DO NOT** read #9. If a respondent is confused or cannot answer, choose “DON'T KNOW.” **DO NOT** coach respondents or provide any additional information to inform respondents. Some respondents will say they do not want to answer; categorize this as “REFUSED TO ANSWER” and **DO NOT** pressure respondent to answer the question.

NOTE: This question addresses overall interest and desire to act on issues that affect waterways such as NPS pollution. Statewide data is available to compare to local responses.

QSTATEWIDE WATER02 - How much of an impact does storm water runoff have on the quality of our waterways in Maine? Would you say...? READ RESPONSES

4	3	2	1	9
A major impact	Somewhat of an impact	Not much of an impact	No impact at all	DON'T KNOW/ REFUSED TO ANSWER

Instructions: Responses for 1-4 should be read to the respondent. **DO NOT** read #9. If a respondent is confused or cannot answer, choose “DON'T KNOW.” **DO NOT** coach respondents or provide any additional information to inform respondents. Some respondents will say they do not want to answer; categorize this as “REFUSED TO ANSWER” and **DO NOT** pressure respondent to answer question.

NOTE: This question addresses overall awareness of the issues of NPS pollution. Statewide data is available to compare to local responses.

QSTATEWIDE WATER03 - Have you seen, heard or read any advertisements regarding water pollution in the past 30 days? **DO NOT** READ RESPONSES

- 1 YES
- 2 NO – skip to QSTATEWIDE WATER05a
- 9 DON'T KNOW/ REFUSED TO ANSWER – skip to QSTATEWIDE WATER05a

QSTATEWIDE WATER04 - What have you seen or heard? RECORD VERBATIM

Instructions: Respondents will generally answer this question without the interviewer having to read the response options. If respondents are unclear about their response, it is OK to read options.

Record verbatim the responses to the question, "What have you seen or heard?"

NOTE: To test awareness of communications, researchers generally do so with an unaided question to understand top of mind awareness. This question may reveal awareness of state or local communications efforts. Local responses can be compared to statewide data.

QSTATEWIDE WATER05a - Do you recall seeing an advertisement about storm water pollution that featured rubber ducks accumulating and flowing downstream into rivers and the ocean? DO NOT READ RESPONSES

- 1 YES
- 2 NO
- 9 DON'T KNOW/ REFUSED TO ANSWER

Instructions: Respondents will generally answer this question without the interviewer having to read the response options. If respondents are unclear about their response, it is OK to read options.

NOTE: After testing for unaided awareness, an aided question identifies other respondents that may be aware – but need prompting. Local responses can be compared to statewide data.

QLOCAL WATER05b - Do you recall seeing an advertisement about _____? INSERT LOCAL COMMUNICATIONS INITIATIVE.
DO NOT READ RESPONSES

- 1 YES
- 2 NO
- 9 DON'T KNOW/REFUSED TO ANSWER

Instructions: Respondents will generally answer this question without the interviewer having to read the response options. If respondents are unclear about their response, it is OK to read options.

NOTE: Test aided awareness of your local initiative by naming it in the space provided. A full detailed description is helpful.

Q06 - Storm water runoff refers to pollution that is carried into rivers, lakes, streams and the ocean by rain. What types of pollution do you think of when you think of pollution being carried into lakes and streams by storm water runoff? RECORD VERBATIM

PROBE TO TRY TO GET THREE OR MORE ANSWERS: Any others?

Instructions: Record verbatim the responses to the question.

NOTE: This question helps to determine the level or depth of knowledge. Over time the level or depth should increase. Statewide data is available for comparison.

Q07 - How interested are you in personally taking action to reduce pollution from storm water runoff or storm water pollution? Would you say you are...? READ RESPONSES

4	3	2	1	9
<i>Very interested</i>	<i>Somewhat interested</i>	<i>Somewhat uninterested</i>	<i>Very uninterested</i>	<i>DON'T KNOW/ REFUSED TO ANSWER</i>

Instructions: Responses for 1-4 should be read to the respondent. DO NOT read #9. If a respondent is confused or cannot answer, choose "DON'T KNOW." DO NOT coach respondents or provide any additional information to inform respondents. Some respondents will say they do not want to answer; categorize this as "REFUSED TO ANSWER" and DO NOT pressure respondent to answer the question.

NOTE: Question determines the level of interest or desire.

Q08 - Have you heard of any efforts by local organizations to reduce pollution from storm water off? DO NOT READ RESPONSES

1 YES, What have you heard?

2 NO

9 DON'T KNOW/REFUSED TO ANSWER

Instructions: Respondents will generally answer this question without the interviewer having to read the response options. If respondents are unclear about their response, it is OK to read options.

Record verbatim the responses to the question, "What have you heard?"

NOTE: Determines unaided awareness of your local efforts. This measure should increase over time.

Q09 - Have you heard of _____ (INSERT LOCAL EFFORT)? DO NOT READ RESPONSES

1 YES, What have you heard?

2 NO

9 DON'T KNOW/REFUSED TO ANSWER

Instructions: Respondents will generally answer this question without the interviewer having to read the response options. If respondents are unclear about their response, it is OK to read options.

Record verbatim the responses to the question, "What have you heard?"

NOTE: Determines aided awareness of your local efforts. This measure should increase over time.

Q10 - Have you taken any specific actions as a result of this local effort? DO NOT READ RESPONSES

1 YES, What actions have you taken?

2 NO

9 DON'T KNOW/REFUSED TO ANSWER

Instructions: Respondents will generally answer this question without the interviewer having to read the response options. If respondents are unclear about their response, it is OK to read options.

Record verbatim the responses to the question, "What actions have you taken?"

NOTE: Question captures information on actions taken on an unaided basis.

Now I would like to ask you specifically about the likelihood that you will take a specific action. For each of the following actions, please tell me on a scale of 1 to 7 where 7 is very likely and 1 is not at all likely, how likely you are to take this action.

Instructions: Responses for "Very Likely" (#7) and "Not at all Likely" (#1) can be reread to the respondent. Do not read "DON'T KNOW/REFUSE." It is also OK to repeat the scale 1-7. If a respondent is confused or cannot answer, choose "DON'T KNOW." DO NOT coach respondents or provide any additional information to inform respondents. Some respondents will say they do not want to answer; categorize this as "REFUSED TO ANSWER" and DO NOT pressure respondent to answer question.

If a respondent already takes the action, categorize the response as "ALREADY DO OR DONE." Do not read this response to respondent. Listen to response and categorize appropriately.

If a question does not apply to the respondent, categorize the response as "DOES NOT APPLY." Do not read this response to respondent. Listen to response and categorize appropriately.

NOTE: These questions capture desire to act or actions taken. Over time, an effective communications program will increase desire and action.

Q10a - Reduce the amount of lawn fertilizers, pesticides and herbicides that you use. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Instructions: If a respondent has no lawn, categorize as “DOES NOT APPLY.” If a respondent has already “Reduced the amount of lawn fertilizer, pesticides and herbicides (or has stopped these practices),” categorize as “ALREADY DONE.”

Q10b - Plant uncovered ground in your yard to reduce soil erosion. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Instructions: If a respondent has no yard, categorize as “DOES NOT APPLY.” If a respondent already has “Planted ALL uncovered ground,” categorize as “ALREADY DONE.”

Q10c - Reduce the size of your lawn and plant natural vegetation. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Instructions: If a respondent has no lawn, categorize as “DOES NOT APPLY.” If a respondent already has “Reduced the size of their lawn and planted natural vegetation,” categorize as “ALREADY DONE.”

Q10d - Pick up your pet's waste and throw it in the trash. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Instructions: If a respondent does not have a pet, categorize as "DOES NOT APPLY." If a respondent already "Picks up their pet's waste and throws it in the trash" categorize as "ALREADY DONE."

Q10e - Eliminate oil and fluid leaks from your car. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Instructions: If a respondent does not have a car, categorize as "DOES NOT APPLY." If a respondent has already "Eliminated oil and fluid leaks from their car," categorize as "ALREADY DONE."

Q10f - Properly dispose of household chemicals such as paints, oil and cleaning fluids. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Instructions: If a respondent does not use household chemicals, categorize as "DOES NOT APPLY." If a respondent already "Properly disposes of household chemicals such as paints, oil and cleaning fluids" categorize as "ALREADY DONE."

Q11 - If you were looking for information on taking the above actions, where would you go? READ RESPONSES

PROMPT: Anywhere else?

- 1 Internet
- 2 Friend or family
- 3 Hardware store
- 4 OTHER →
- 9 DON'T KNOW/REFUSED TO ANSWER

Instructions: Read responses 1-3. Check all that apply. Use "OTHER" if no response category is appropriate. If "OTHER" is used, record what the respondent indicates as "OTHER." Ask respondents if there is anywhere else they would look for information. Record all answers. DO NOT pressure respondent into responding.

NOTE: Useful to understand how to best reach your target audience.

Q12 - Can you stop me when I reach your age group? READ RESPONSES

- 1 25-34
- 2 35-44
- 3 45-54
- 4 55-64
- 5 65 and over
- 9 DON'T KNOW/REFUSED TO ANSWER

Instructions: Read all responses. DO NOT pressure respondent into responding. If asked, say, "We're collecting this information so we can understand the demographic groups respondents belong to."

NOTE: Useful to understand who is participating in the survey.

Q13 - What is the zip code of the town you live in?

Instructions: Record verbatim. If "DON'T KNOW" or "REFUSED," leave blank. DO NOT pressure respondent into responding. If asked, say, "We're collecting this information so we can understand the geographic areas respondents belong to."

NOTE: Useful to understand the geographic areas the survey is reaching.

Q14 - Gender (By observation)

1 MALE

2 FEMALE

DO NOT ASK GENDER. If unclear, leave blank.

NOTE: Demographic and geographic information is useful in understanding responses and in understanding what segment(s) to target for communications efforts.

Appendix C

Reporting Results

Instructions for use of Excel data entry spreadsheet coming

Appendix D

NPS Communications Survey to be used in field

NOTE: WORDS TO BE READ ALOUD BY INTERVIEWER ARE IN SENTENCE CASE. WORDS NOT TO BE READ ALOUD ARE IN UPPER CASE.

Excuse me, do you have a few minutes to complete a short survey about a community issue?

First, can you tell me if you are part-time or full-time resident of the area? **DO NOT READ RESPONSES**

- 1 YES, FULL TIME
- 2 YES, PART TIME
- 3 NON-RESIDENT - **THANK RESPONDENT AND TERMINATE INTERVIEW**

QSTATEWIDE WATER01 - How concerned are you with the quality of our waterways in Maine? Would you say you are...? **READ RESPONSES**

4	3	2	1	9
Very concerned	Somewhat concerned	Not very concerned	Not at all concerned	DON'T KNOW/ REFUSED TO ANSWER

QSTATEWIDE WATER02 - How much of an impact does storm water runoff have on the quality of our waterways in Maine? Would you say...? **READ RESPONSES**

4	3	2	1	9
A major impact	Somewhat of an impact	Not much of an impact	No impact at all	DON'T KNOW/ REFUSED TO ANSWER

QSTATEWIDE WATER03 - Have you seen, heard or read any advertisements regarding water pollution in the past 30 days? **DO NOT READ RESPONSES**

- 1 YES
- 2 NO – *skip to QSTATEWIDE WATER05a*
- 9 DON'T KNOW/ REFUSED TO ANSWER – *skip to QSTATEWIDE WATER05a*

QSTATEWIDE WATER04 - What have you seen or heard? RECORD VERBATIM

QSTATEWIDE WATER05a - Do you recall seeing an advertisement about storm water pollution that featured rubber ducks accumulating and flowing downstream into rivers and the ocean? DO NOT READ RESPONSES

- 1 YES
- 2 NO
- 9 DON'T KNOW/ REFUSED TO ANSWER

QLOCAL WATER05b - Do you recall seeing an advertisement about _____? INSERT LOCAL COMMUNICATIONS INITIATIVE. DO NOT READ RESPONSES

- 1 YES
- 2 NO
- 9 DON'T KNOW/REFUSED TO ANSWER

Q06 - Storm water runoff refers to pollution that is carried into rivers, lakes, streams and the ocean by rain. What types of pollution do you think of when you think of pollution being carried into lakes and streams by storm water runoff? RECORD VERBATIM

PROBE TO TRY TO GET THREE OR MORE ANSWERS: Any others?

Q07 - How interested are you in personally taking action to reduce pollution from storm water runoff or storm water pollution? Would you say you are...? READ RESPONSES

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Very interested	Somewhat interested	Somewhat uninterested	Very uninterested	DON'T KNOW/ REFUSED TO ANSWER

Q08 - Have you heard of any efforts by local organizations to reduce pollution from storm water off? DO NOT READ RESPONSES

1 YES, What have you heard?

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Q09 - Have you heard of _____ (INSERT LOCAL EFFORT)? DO NOT READ RESPONSES

1 YES, What have you heard?

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Q10 - Have you taken any specific actions as a result of this local effort? DO NOT READ RESPONSES

1 YES, What actions have you taken?

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Now I would like to ask you specifically about the likelihood that you will take a specific action. For each of the following actions, please tell me on a scale of 1 to7 where 7 is very likely and 1 is not at all likely, how likely you are to take this action.

Q10a - Reduce the amount of lawn fertilizers, pesticides and herbicides that you use. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Q10b - Plant uncovered ground in your yard to reduce soil erosion. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Q10c - Reduce the size of your lawn and plant natural vegetation. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Q10d - Pick up your pet's waste and throw it in the trash. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Q10e - Eliminate oil and fluid leaks from your car. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Q10f - Properly dispose of household chemicals such as paints, oil and cleaning fluids. READ RESPONSES 1-7 IF NEEDED

Very Likely						Not at all Likely	ALREADY DO OR DONE	DOES NOT APPLY	DON'T KNOW/ REFUSE
7	6	5	4	3	2	1			

Q11 - If you were looking for information on taking the above actions, where would you go? READ RESPONSES

PROMPT: Anywhere else?

- 1 Internet
- 2 Friend or family
- 3 Hardware store
- 4 OTHER →
- 9 DON'T KNOW/REFUSED TO ANSWER

Q12 - Can you stop me when I reach your age group? READ RESPONSES

- 1 25-34
- 2 35-44
- 3 45-54
- 4 55-64
- 5 65 and over
- 9 DON'T KNOW/REFUSED TO ANSWER

Q13 - What is the zip code of the town you live in?

Q14 - Gender (By observation)

- 1 MALE
- 2 FEMALE