

BASMAA Final Be the Street Evaluation Report

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This report describes the results and findings of the three year litter abatement program **Be the Street** targeted at Bay Area youth.

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EXECUTIVE SUMMARY

Prior to the launch of the Be the Street® litter abatement program, a detailed survey was conducted to assess littering behavior and perceived social norms of Bay Area youth. The data collected with this survey was established as a baseline against which follow-up survey data could be measured to determine the overall impact of the Be the Street program.

A follow-up survey was conducted during the summer of 2014 through Facebook (the primary outreach vehicle for the program) and through intercept outreach. The survey was designed to mirror the baseline survey conducted in 2011 to ensure data comparability. Only respondents who fit the target demographic of the program, 14-24 years of age and living in Bay Area zip codes, were included in the analysis. A total of 60 responses were collected.

The survey focused on littering habits and opinions of the target demographic. The subsequent analysis and comparison to the baseline data revealed many key findings that both demonstrate the effectiveness of the overall Be the Street program and provide recommendations for future outreach efforts. Key findings are described below.

Throughout this analysis the following terminology is used.

- **Baseline.** Baseline refers to the data collected prior to the start of the Be the Street program.
- **Exposed.** Exposed refers to respondents captured in the follow-up survey who reported being aware of the Be the Street program. The goal of the program is to demonstrate that individuals exposed to Be the Street have adopted preferred behaviors and opinions towards recycling when compared against the Baseline and Unexposed.
- **Unexposed.** Unexposed refers to respondents captured in the follow-up survey who reported being unfamiliar with the Be the Street program. The difference between Unexposed and Exposed demonstrates the impact of the program. In addition, we anticipate that the Unexposed should be more similar to the Baseline.

KEY FINDINGS

- **Exposed are nearly 3x as likely to pick up litter.** 90% of exposed respondents reported that they were 'very likely' or 'likely' to pick up someone else's litter while only 38% of unexposed respondents reported the same.
- **Exposed are nearly 2x as likely to disapprove of friends littering.** 94% of exposed respondents reported the 'strongly disapprove' or 'disapprove' of their friends littering while only 52% of unexposed reported the same.
- **Exposed are nearly 1.5x as likely to voice that disapproval.** 70% of exposed respondents reported that they were 'very likely' or 'likely' to voice disapproval when their friends litter while only 48% of unexposed respondents reported the same.
- **Exposed are more than 2x as likely to disapprove of their own littering.** 58% of exposed respondents reported the 'strongly disapprove' or 'disapprove' of their own behaviors when they have littered in the past while only 29% of unexposed reported the same.
- **Unexposed are nearly 2x as likely to litter in the future.** 19% of unexposed respondents reported that they were 'very likely,' 'likely,' or 'somewhat likely' to litter in the next month while only 10% of exposed respondents reported the same.
- **Unexposed litter more than 2x as often.** 8% of unexposed respondents reported littering at least a few times a week while only 4% of exposed respondents reported the same.

INTRODUCTION

Be the Street is a regional litter abatement program developed by the Bay Area Stormwater Management Agencies Association (BASMAA). The program primarily targeted 14-24 year old Bay Area youth who had been identified as a key polluting demographic. The program focused heavily on social media and innovative outreach strategies with the end goal of promoting peer-to-peer interactions regarding littering and raising awareness of its environmental impacts. Whenever possible, the program involved the target audience themselves and invited them to recast the messaging in their own words. In this way, the content remained fresh, relatable, and the target audience felt the program was talking “with them,” not “at them.”

Be the Street was carefully branded to connect with its target audience. The brand was developed to be youthful, vibrant, and engaged. Under this brand, the state of the “street” is a reflection of the youth who use it. By exploring problems and solutions related to community and environmental issues, street-by-street, participants are rewarded with the pride, and the fun, of having created the kind of “street” they have always wanted to live on.

Be the Street engaged with the target population primarily through social media (e.g. Facebook and Instagram) to deliver inspirational and educational content. An innovative set of outreach strategies included a YouTube video contest with a live stream award show, interactive photo booths, a meme contest, and the development of a mobile app that gamified environmental awareness and sent users into the streets to complete challenges, win points, and get prizes.

Be the Street was an unqualified success as demonstrated both through raw engagement statistics and survey data. Those who interacted with the program were substantially more likely to take pro-environmental behaviors around litter, going so far as to be three-times as likely to pick up litter, one-and-a-half times as likely to voice disapproval to their friends when they litter, and litter half as much. Whether those behaviors were directly the result of Be the Street or whether Be the Street managed to attract the environmentally minded, they came together to build a community where more than 5,300 Facebook fans produced more than 100 memes and 50 YouTube user-created videos that went on to be the PSAs of the program.

The core goals of Be the Street were achieved. Through innovative social media strategies, Bay Area youth were able to share beliefs, thoughts, and craft messages in their own words to take ownership of their communities and Be the Street. This messaging was shared peer-to-peer and those involved with the campaign were substantially more likely to take pro-environmental behaviors.

GOALS

Be the Street sought to change behavior. The overarching goal of the campaign was to develop and deliver a set of targeted messages that not only increased the audience’s awareness of trash as a pollutant but that also actually reduced their littering frequency. The campaign sought to walk the target audience up the path to behavior change by first raising awareness through a general advertising campaign, then producing engagement through innovative outreach strategies, and finally changing behaviors by delivering consistent and actionable messages.

In addition to changing the behaviors of Bay Area youth in the short term, Be the Street sought to maintain engagement with the target audience to continue providing pro-environmental messaging and

widen the net of interactions. Over time, this long term relationship would help the program grow Bay Area youth into environmentally minded adults, home owners, and community members.

STRATEGIES

Be the Street was built upon the principals of Community-Based Social Marketing (CBSM). CBSM recognizes that awareness of an issue is often not sufficient to initiate behavior change and so more is required than to simply provide people with information. CBSM uses tools and findings from social psychology to discover the perceived barriers to behavior change and ways of overcoming these barriers. Program elements like identifying specific, end-state actions for the target audience to take, the use of commitments and pledges, and peer-to-peer messaging are all CBSM tools that increase the likelihood of sustained behavior change.

The program began with an exhaustive study and literature review designed to get at who was littering and why they were doing it. The study identified five unique sub-populations distinct with respect to their attitudes, beliefs, general characteristics, and propensity to littering. Each group was segmented and strategies to target them were considered. If they could be targeted efficiently (thumbs up), they were a target for Be the Street. If not (a thumbs down), they would be targeted by their peers as the messaging they created flowed across their social media networks.



An overarching strategy was also to focus on the brand. It was unclear exactly what channels and resources Be the Street would need to achieve its goals, so the brand was developed to be dynamic, engaging, and flexible. A Facebook page had to feel tied to an Instagram page which had to fit in with a tabling held at a community event.

All strategies were aimed at promoting a social norm as the primary motivator in encouraging behavior change. For the identified target audiences, "fitting in" and "being cool" are prime motivators. By

establishing that littering is “something that kids do” and supporting that belief with a very visible network of peers all professing to be anti-litter, the social norm made picking up after yourself the mature, cool, and right thing to do.

TACTICS

The program contemplated many tactics at the outset of the program. For reasons discussed in Recommendation for Future Outreach, many of those tactics were ultimately cancelled as additional research and learning demonstrated them to be unsuccessful. However, seven key tasks operated as the core of the program. Each is discussed in turn. Numerical data on the results of the various tactics is included in the Engagement Data section.

- **Website.** The Be the Street website was originally contemplated as the hub of the program but was displaced by the activity that occurred on the Facebook page.
- **Facebook.** The Facebook page was the true core of the campaign. Content was added to the Facebook page daily and garnered over 11,000 engagements. Each time a fan liked or shared content produced on the Facebook page, that reach of that content increased as it was shared on the Facebook feed of the fan and exposed to non-fans. This was the strategy discussed above to target and reach the non-target audience members (the thumbs downs).
- **Instagram.** Closely linked to the Facebook page was a partner Instagram page. Content from Facebook was mirrored on Instagram and fans were redirected.
- **Photobooth events.** A mobile photo booth was created that allowed staff to attend local community events and engage the target audience by inviting them to take a picture in the booth. The picture was then hosted on Facebook and served to reinforce the social norm by demonstrating that local Bay Area youth really were engaged. This reduced the barrier of feeling vulnerable to publicly supporting environmental issues.
- **Video Contests.** Two major contests were conducted. The first was a video contest where users were asked to make their very own PSA. Fans were allowed to vote on which video they liked the best and the winning PSA was broadcast on television. The PSA, along with the other paid media elements, generated an estimated three million impressions. All of the videos were made available on the YouTube channel and have garnered more than 42,000 views to date.
- **Meme Contest.** The second major contest was a meme contest where fans were invited to create their own visual pro-environmental memes. The memes were hosted on Facebook and Instagram and once again served to reinforce the social norm. Fans promoted their own memes on their social networks to try and garner votes, further spreading the reach of the program.
- **Mobile App.** Created late in the project cycle, the mobile app sought to bring gamification to behavior change. Different levels, introduced by a comic strip, pitted challenges to the player that, when completed, earned them points they could use to purchase real world items such as In-n-Out Burger gift cards. Completing the challenges required the player to document and prove they undertook pro-environmental behaviors.

SURVEY ANALYSIS

PURPOSE AND OVERVIEW

The purpose of the follow-up survey was to assess littering behavior and perceived social norms among youth living in the Bay Area. The survey was designed to mirror the baseline survey conducted before the Be the Street program kicked off. Comparing the baseline with the follow-up survey, as well as comparing the results of the exposed versus the unexposed respondents, provides an indicator of the net impact of the Be the Street program.

In analyzing the survey results, findings were categorized into four general categories: Attitudes, Actions, Beliefs, and Willingness. These four categories afforded a retrospective look at how respondents felt (Attitudes) and what they did (Actions) and a prospective look at why they feel the way they do (Beliefs) and what they might do in the future (Willingness).

Throughout the survey findings, many questions were framed such as “When I see my friend littering, I _____ of their behavior.” Respondents were asked to reply with responses of ‘Strongly Disapprove,’ ‘Disapprove,’ ‘Somewhat Disapprove,’ ‘Neither Approve or Disapprove,’ ‘Somewhat Approve,’ ‘Approve,’ or ‘Strongly Approve.’ Results were recorded and the survey advanced to the next question.

SURVEY ADMINISTRATION AND METHODOLOGY

The follow-up survey was conducted during the summer of 2014 through two different collection methods. The first collection method was through Facebook which was the primary outreach vehicle for the program. The surveys collected via Facebook were classified as those “exposed” to the program. Additional surveys were collected through intercept and conducted face-to-face. These individuals had not interacted with the program and were the “unexposed” respondents in the following analysis. The alternate collection method was necessary as it would be impossible to collect a survey from an individual who had not interacted with the program through the program’s Facebook page.

The collection of surveys from those not exposed to the program provided a secondary data point to measure impact of the program in addition to the baseline survey conducted in 2011. This secondary data point served to further demonstrate the impact of the program and address structural differences between the administration of the baseline and follow-up surveys.

The follow-up survey was designed to mirror the baseline survey to ensure data comparability. Although the questions mirrored the prior survey, the collection methods differed. The 2011 survey was made available online and respondents were driven to the survey through a partnership made with schools within the BASMAA region. Some schools provided students with extra credit to complete the survey, potentially biasing the collection sample. Conversely, the follow-up survey was collected as described above, both promoted on the campaign Facebook page and collected in person.

A secondary difference between the baseline and follow-up survey is the sample size. A total of 353 completed surveys were submitted for the baseline survey. The follow-up survey sample size is 60. Although this sample size is substantially smaller, the data remains comparable at a 95% confidence interval with a margin of error of approximately 0.5 points to each Likert Scale response. That means, in interpreting the answers the margin of error allows for roughly half-a-step on the spectrum of results. Despite the small sample size, the pronounced differences between the exposed and unexposed populations (often two- to three-times more likely to undertake the desired behavior or on opposite sides of the spectrum) are substantially larger than the margin of error.

Finally, throughout this analysis the core comparisons made are between the exposed and unexposed collected in the follow-up survey. However, it should be pointed out that the unexposed and the baseline survey trend in the same direction. This further supports the accuracy of the survey findings and reinforces the comparison of the two surveys.

Only respondents who fit the target demographic of the program, 14-24 years of age and living in Bay Area zip codes, were included in the analysis. The survey assessed littering behavior, contextual factors

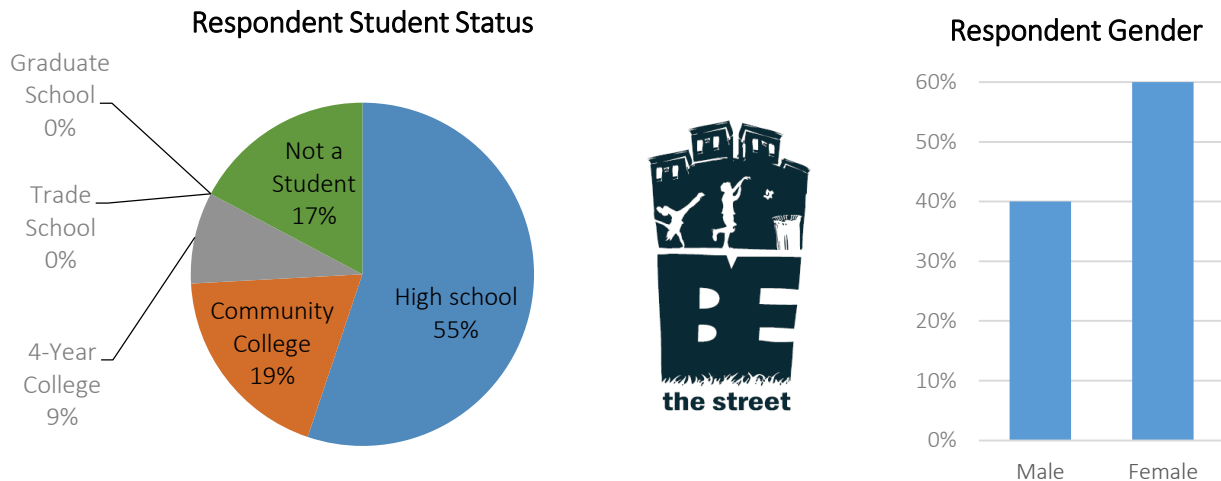
related to littering, peer-to-peer interactions about littering, and willingness to participate in volunteer activities.

DEMOGRAPHICS

A total of 60 respondents met the administrative criteria to be included in the survey results as respondents. The sample included more females (60%) than males (40%) but did not deliberately target any gender. Surprisingly, this 60/40 ratio was the same ratio achieved by the 2011 survey despite that survey also not targeting a specific gender.

The mean age of respondents was approximately 17 years of age ($SD = 2.52$) with the majority identifying as high school students (55%). The remaining respondents were community college students (19%), 4-year college students (9%), or not enrolled in school (17%). No respondents reported being in graduate school or trade school. These findings are reported in **Figure 1**.

Figure 1. Demographic characteristics of sample (N=60).



ATTITUDES

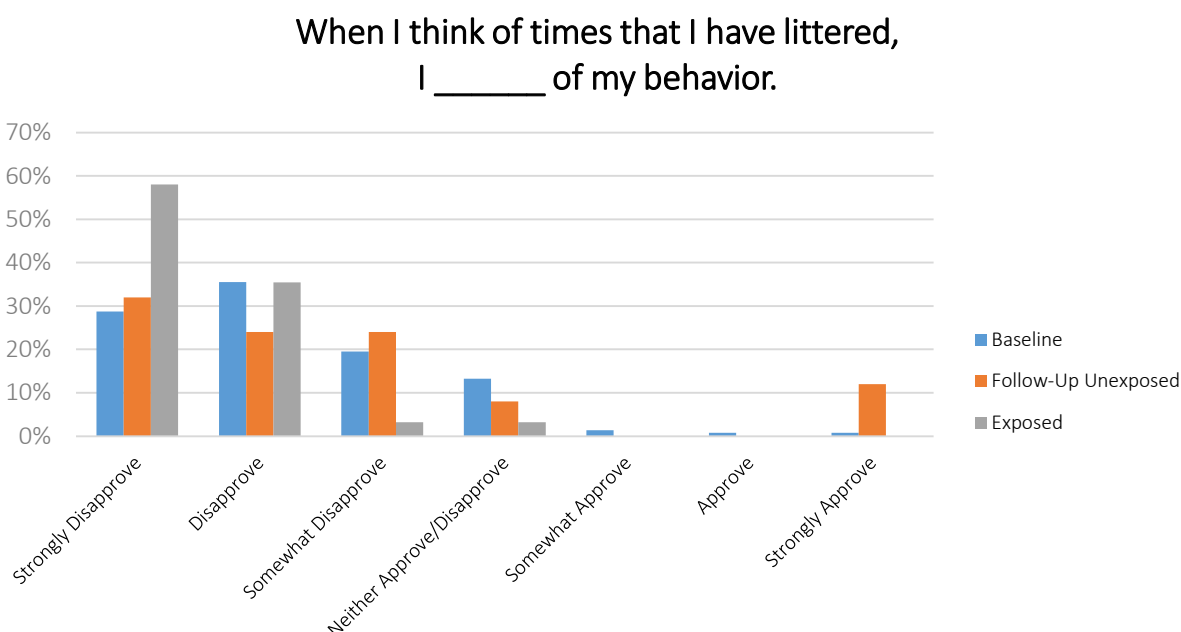
The first analysis category was to evaluate respondents' attitudes. These questions tended to be retrospective in nature and ask the respondent to consider a time when something happened in the past.

Personal Littering

Respondents were asked, "When I think of times that I have littered, I _____ of my behavior." Exposed respondents (58%) were substantially more likely to 'strongly disapprove' of their own littering than either the baseline (29%) or the unexposed (32%). More than 94% of exposed respondents reported disapproval when expanded to include 'strongly disapprove' and 'disapprove,' as compared to 64% of baseline and 56% of unexposed respondents.

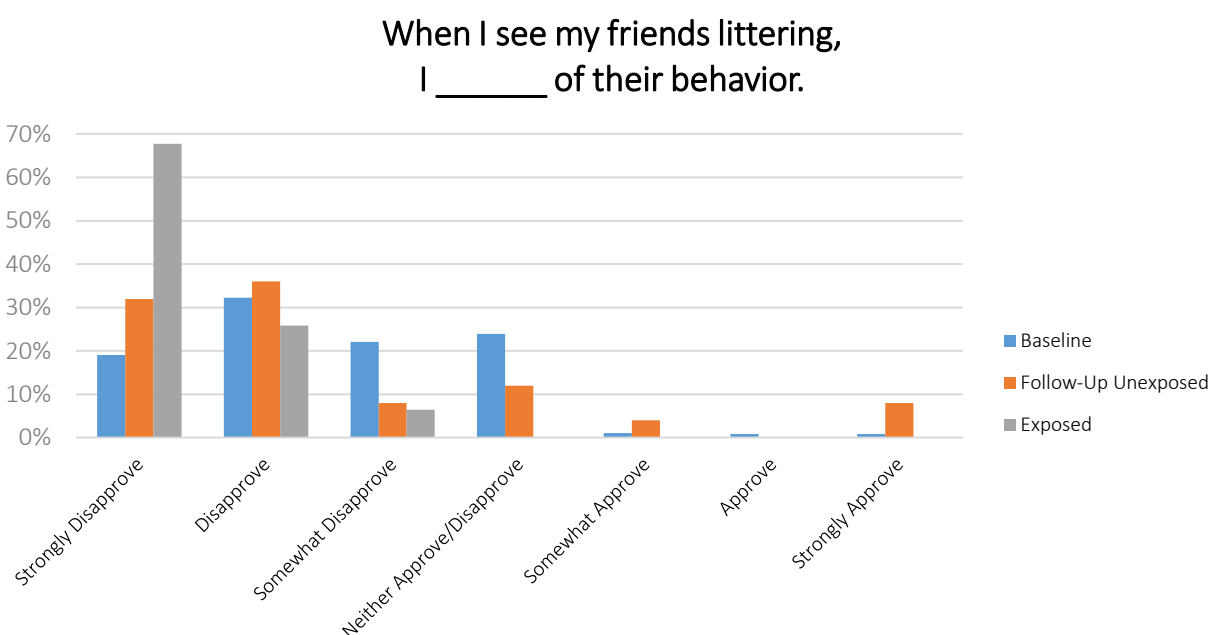
The analysis also shows a correlation between the baseline and unexposed respondents, reinforcing the significance of the change demonstrated in the exposed respondents as impact of the Be the Street program. These findings are reported in **Figure 2**.

Figure 2. Respondent Attitude towards personal littering (N=60).



The findings of respondents' attitudes to their personal littering closely mirrored their attitudes of their friends' littering. Exposed respondents expressed even greater disapproval of their friends' littering with every exposed respondent reporting some level of disapproval. More than 93% of exposed respondents reported they would 'strongly disapprove' or 'disapprove' as compared to 51% of the baseline and 68% of unexposed respondents. These findings are reported in **Figure 3**.

Figure 3. Respondent Attitude towards littering by friends (N=60).



ACTIONS

The survey demonstrated that respondents exposed to the Be the Street campaign were clearly more likely to take pro-environmental behaviors and were substantially less likely to litter than those unexposed to the campaign. The relationship that exposure to the Be the Street campaign correlated with preferred behaviors held true in all 10 action categories surveyed.

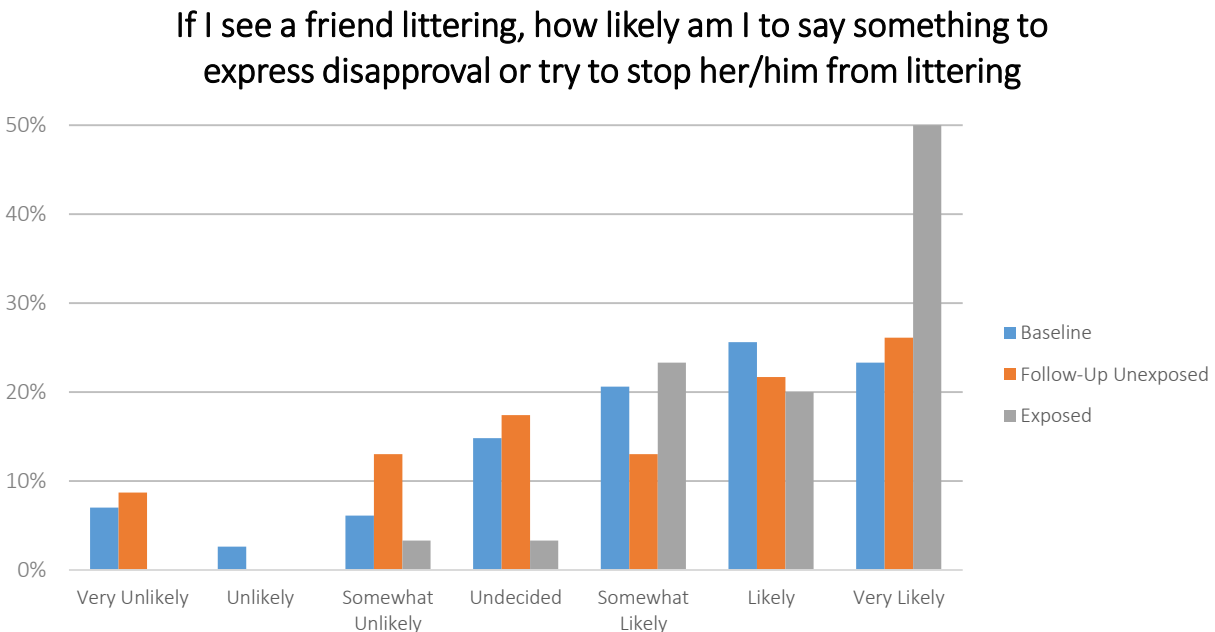
In placing these findings in context, it is important to identify that the unexposed reported finding environmental issues important at roughly equal rates. Fully 81% of unexposed respondents responded “somewhat agree” or higher when asked to respond to the statement “Environmental issues are important to me.” Those exposed to the program answered the same at 88%.

Following on asking the respondent about their attitudes towards the littering of their peers, the survey sought to ask if they would express disapproval to a friend that they observed littering. Encouraging others to adopt pro-environmental behaviors through expressing disapproval of littering is the ideal goal of any outreach campaign.

Exposed respondents were one-and-a-half times more likely than unexposed and baseline respondents to voice disapproval. More than 70% of exposed respondents reported that they were ‘very likely’ or ‘likely’ to voice disapproval when their friends litter while only 49% of baseline and 48% of unexposed respondents reported the same.

Only 3% of exposed respondents said they would be unlikely to speak up (and only ‘somewhat unlikely,’ at that) while 16% of baseline and 22% of unexposed respondents would be unlikely to express disapproval. Exposed respondents were 5-7x more likely to become advocates of pro-environmental behaviors. These findings are reported in **Figure 4**.

Figure 4. Respondent likelihood to express disapproval of peer littering (N=60).



Respondents were also asked a series of 10 action questions. These questions followed the format of “In the past month, how often have you littered _____.” In every instance, respondents who were exposed to the campaign were more or substantially more likely to report “Never” as shown in the following table.

Object of Litter	Exposed (N = 30)	Unexposed (N = 25)	Net Change
Food	90% never	48% never	+32%
Chewing gum	80% never	72% never	+8%
Bottles, Cans, Cups, or Cartons	83% never	44% never	+39%
Straws	60% never	44% never	+16%
Bottle Caps	83% never	68% never	+15%
Disposable utensils	90% never	84% never	+6%
Food packaging	60% never	48% never	+12%
Non-food items	90% never	60% never	+30%
Plastic or paper bags	90% never	76% never	+14%
Cigarette butts	70% never	68% never	+2%

Respondents were also asked a similar series of questions around what sort of events or context led to littering. Once again, those respondents exposed to the campaign were less likely to litter in all contexts. The questions was asked in the format of “People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situations: _____.”

Context or Event	Exposed (N = 31)	Unexposed (N = 25)	Net Change
Prior to or after eating/drinking	61% never	44% never	+17%
In a vehicle	71% never	48% never	+23%
At school	71% never	48% never	+23%
While putting out a cigarette	61% never	52% never	+9%
At home	93% never	60% never	+31%
At work	81% never	60% never	+21%

In addition, respondents were asked how many times in the past month they had picked up a piece of litter that was not their own and properly disposed of it. Those unexposed to the campaign were 8x more likely to reply “Never” at 24% as compared to only 3% of exposed. In addition, fully 94% of those exposed to the campaign reported picking up someone else’s litter at least a few times per week as compared to only 28% of unexposed. That is, those exposed to the campaign reported actively picking up after others at rates nearly 4x greater than those unexposed.

BELIEFS

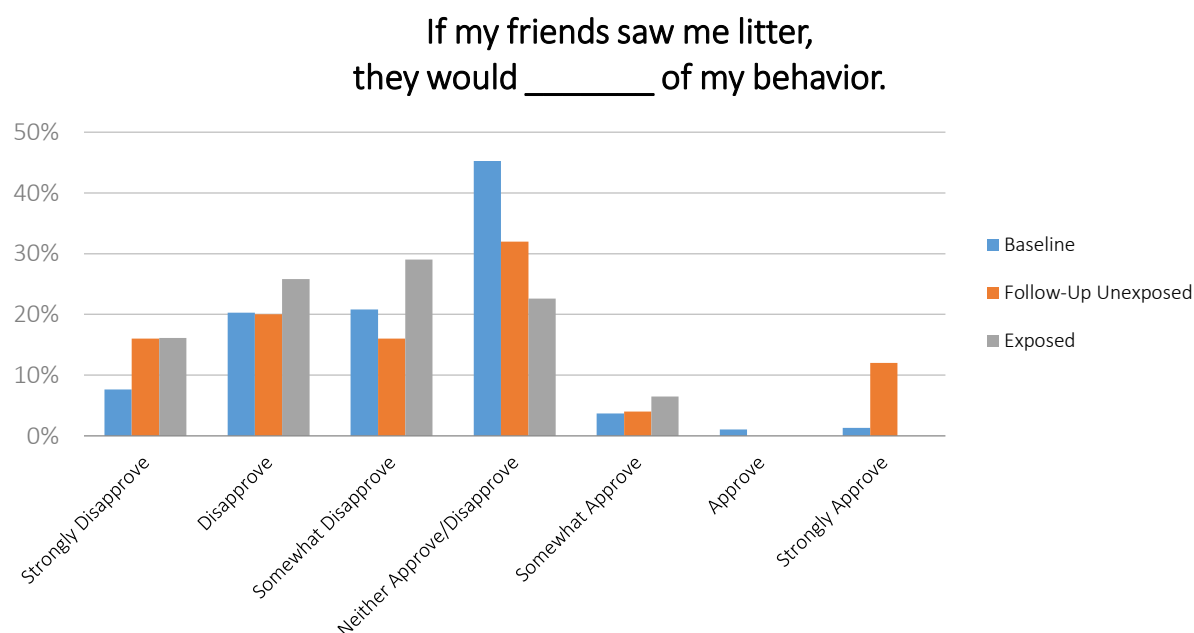
The survey also sought to gauge respondents’ beliefs around littering and environmental behaviors. Understanding respondents’ beliefs helps provide insight into how they are likely to behave in the future.

Perception of Peer Perception

Respondents were asked, “If my friends saw me litter, they would _____ of my behavior.” Exposed respondents (71%) were more likely to believe their friends would disapprove of seeing them litter than baseline (48%) or unexposed respondents (52%).

Surprisingly, the rates of approval and disapproval bear little similarity to the results reported in **Figure 3** demonstrating the respondents' perception of their friend littering. This suggests that respondents do not belong to peer groups with substantial mutuality of beliefs—that is, if an individual disapproves of their friends littering, we would anticipate that their friend would similarly disapprove of their littering. However, respondents tended to weight their own conviction much higher ('strongly disapprove') and their peers' convictions much weaker ('somewhat disapprove'). These findings are reported in **Figure 5**.

Figure 5. Respondent likelihood to express disapproval of peer littering (N=60).



Importance of Environmental Issues

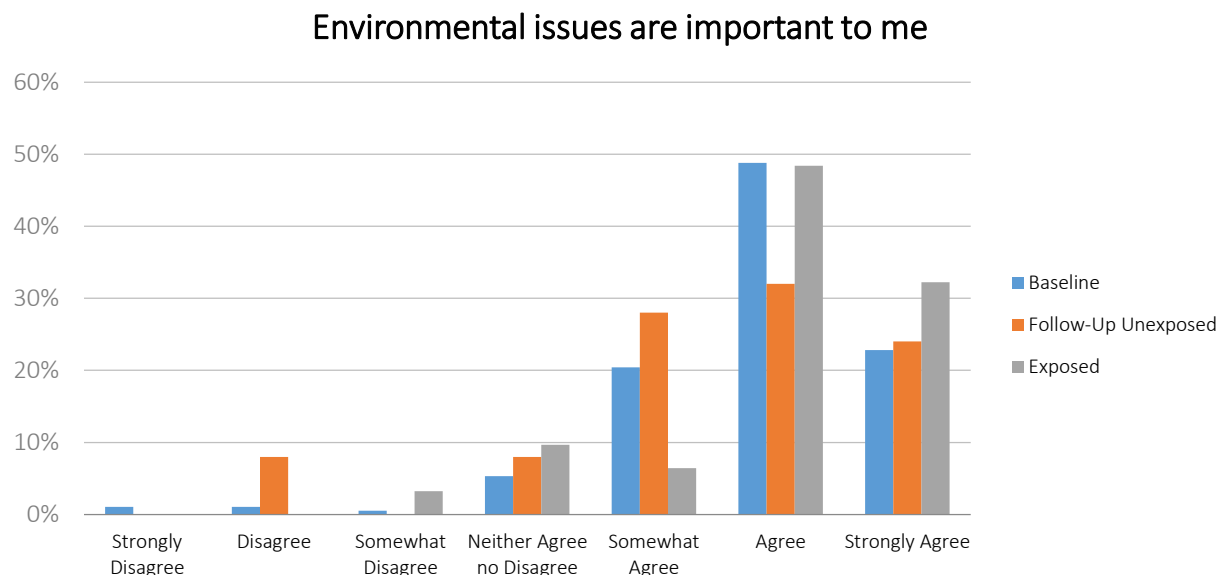
Respondents were asked to respond to the statement, “Environmental issues are important to me.” Exposed respondents (32%) were more likely to report that they ‘strongly agree’ than either baseline (23%) or unexposed respondents (24%). In addition, exposed respondents (81%) were more likely to agree in general (‘strongly agree’ and ‘agree’) than baseline (71%) or unexposed respondents (56%). However, when broadened to ‘somewhat agree’ or higher the relationships leveled out.

Being exposed to the Be the Street program increased both the likelihood and the conviction of the belief that environmental issues were important to the respondent. It should be noted, however, that it cannot be said with certainty that exposure to Be the Street caused the belief to be held in all persons. It is possible that Be the Street attracted fans and respondents who already held these beliefs. If that were demonstrated to be true, then Be the Street’s core value with regards to those individuals who already held pro-environmental beliefs would be the program’s ability to capture, engage, and retain those individuals while putting them into contact with like-minded peers and allowing them to advocates to others. These fans then become a key component of demonstrating the social norm, allowing the campaign to reach more fans, and helping those newer fans to adopt the same beliefs which have been shown to lead to pro-environmental behaviors and actions.

The results of the question that environmental issues are important to the respondent most closely resemble the results (albeit reversed) presented in **Figure 2** and **Figure 3**. **Figure 2**, asking for the

respondent's attitude toward their own past littering, and **Figure 3**, asking for the respondent's attitude toward the littering of their peers, appear to be closely linked to the respondent's belief that they hold environmental issues as important. These findings are reported in **Figure 6**.

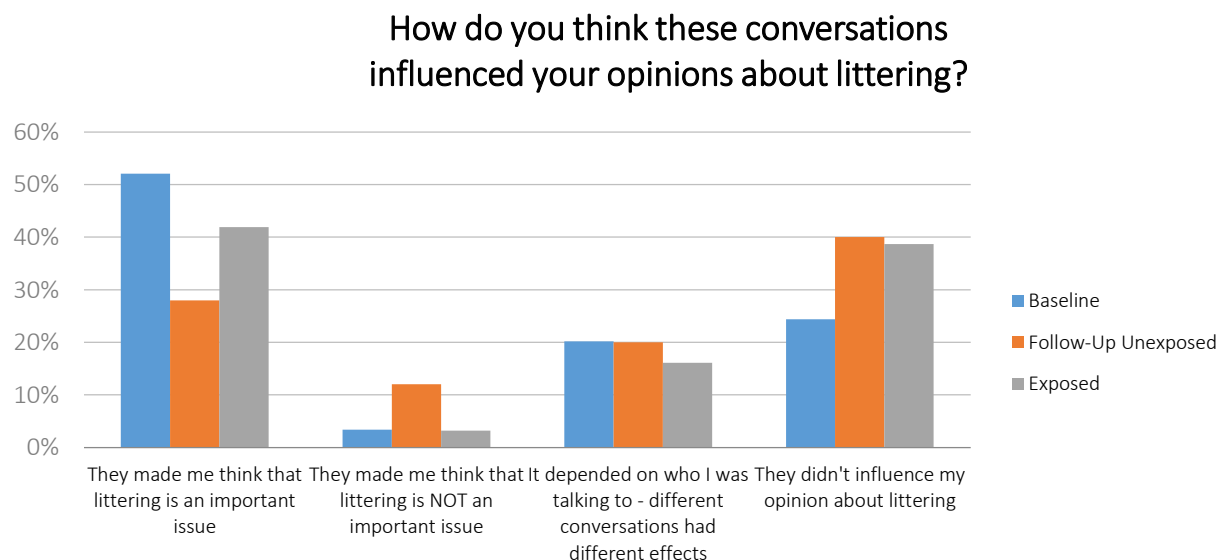
Figure 6. Respondent's belief that environmental issues are important (N=60).



Impact of Conversations on Importance of Littering

One of the goals of the Be the Street campaign was to encourage and promote peer-to-peer interactions regarding littering. At the end of the survey, respondents were asked to assess the frequency with which they had conversations about littering and the impact of those conversations on their views of littering. There was not a substantial difference between groups in how conversations impacted belief. These findings are reported in **Figure 7**.

Figure 7. Respondent's belief on the impact of discussing littering with peers (N=60).



WILLINGNESS

The final category of questions investigated in this analysis revolved around asking the respondent to consider their willingness or likelihood of taking some future action. These questions helped place into context the respondent's current attitudes towards littering behavior, but also provided insights in how future outreach efforts could be shaped to utilize that willingness.

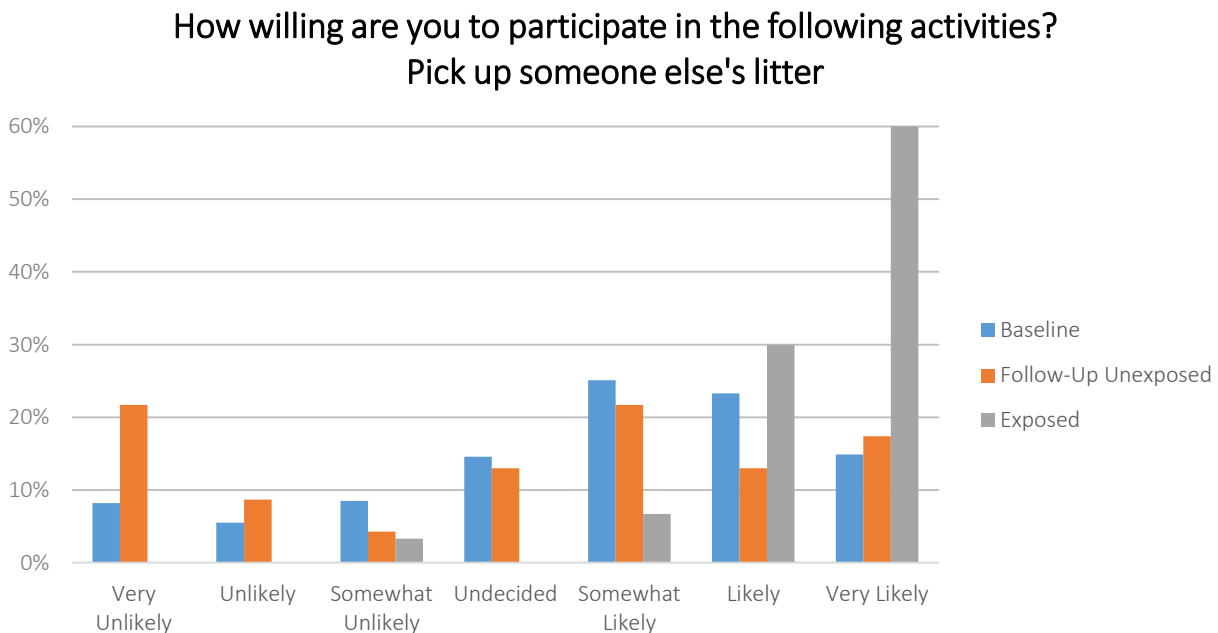
Willingness to Pick up Someone Else's Litter

Respondents were asked how willing they would be to pick up someone else's litter they observed on the ground. More than 90% of exposed respondents reported that they were 'very likely' or 'likely' to pick up someone else's litter while only 38% of baseline and 30% of unexposed respondents reported the same.

The results at the other end of the spectrum are even more pronounced. While 22% of baseline and 35% of unexposed respondents reported that they would be some level of unlikely to pick up someone else's trash, only 3% of exposed reported any unwillingness and that percentage was only 'somewhat unlikely.'

Finally, while 15% of baseline and 13% unexposed were undecided on whether or not they would be willing to pick up someone else's litter, no exposed were undecided. Engagement with Be the Street demonstrates a marked increase in decisiveness of the respondent and a marked increase in willingness to be proactive in cleaning up the streets. These findings are reported in **Figure 8**.

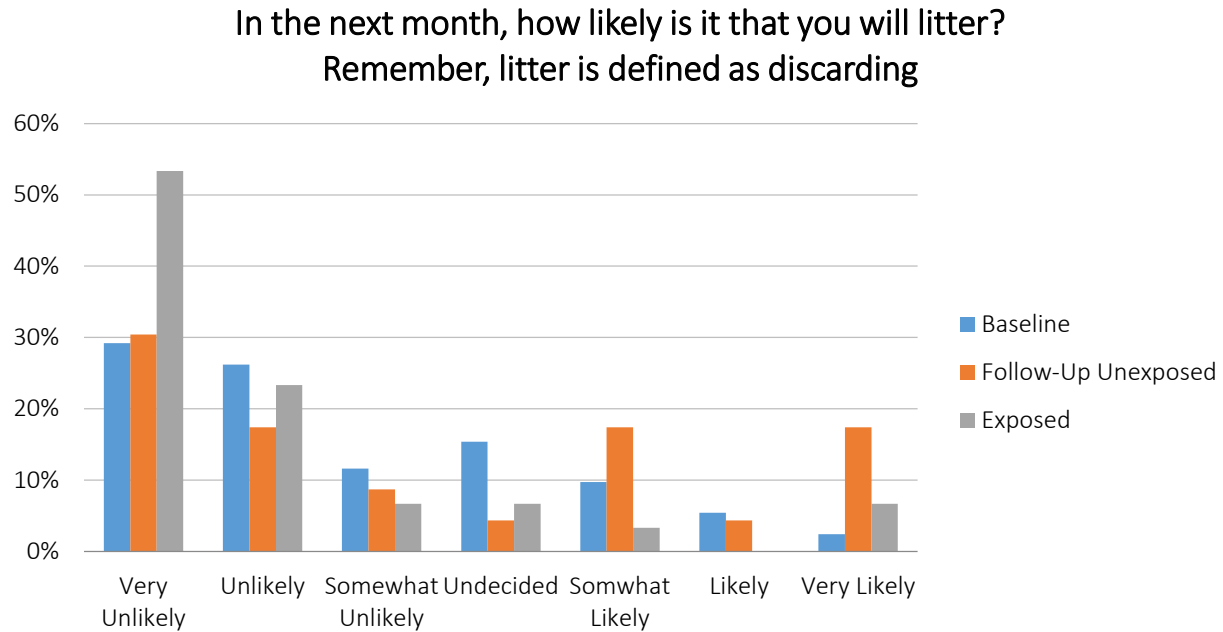
Figure 8. Respondent's willingness to pick up someone else's litter (N=60).



Likelihood to Litter

Respondents were also asked about the likelihood that they would litter in the future. Only 10% of exposed reported any willingness to litter in the future while 18% of baseline and 39% of unexposed reported the same. Respondents exposed to the Be the Street program were two to four times less likely to litter in the future than those who were not exposed. These findings are reported in **Figure 9**.

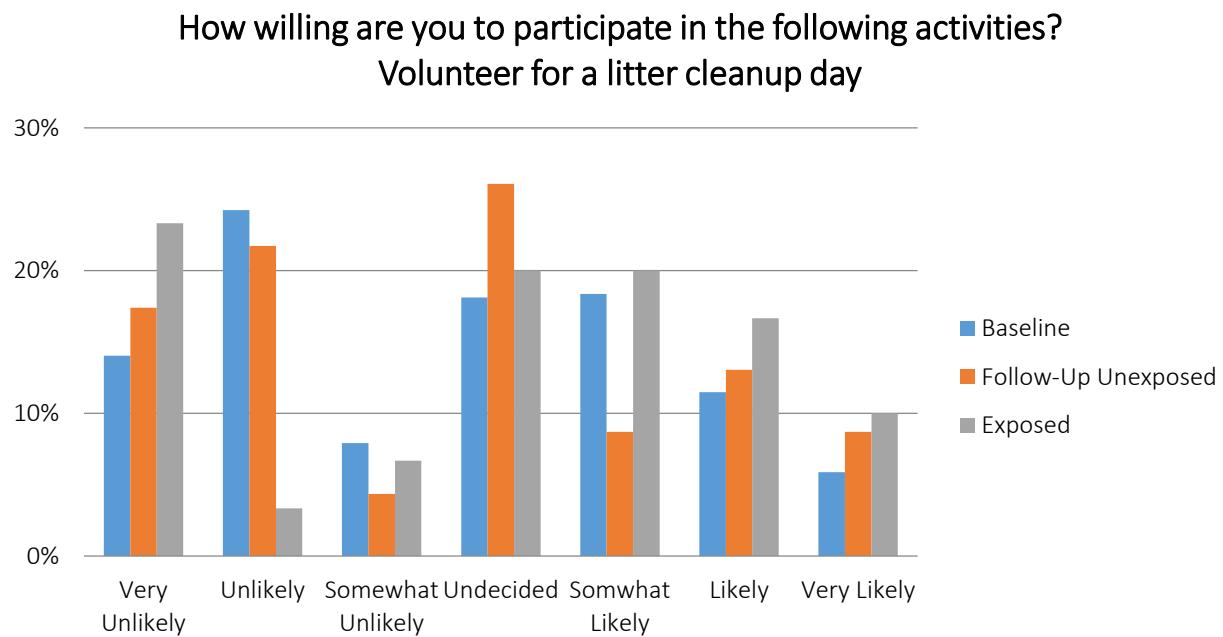
Figure 9. Respondent's willingness to litter in the future (N=60).



Willingness to Volunteer

Respondents were finally asked about their willingness to volunteer for a litter cleanup day. Exposed respondents (47%) were roughly one-and-a-half times more likely to be willing to volunteer than baseline respondents (36%) or unexposed respondents (30%). However, exposed respondents also reported the highest 'very unlikely' response at 23%. These findings are reported in **Figure 10**.

Figure 10. Respondent's willingness to participate in volunteer cleanups (N=60).



ENGAGEMENT DATA

In addition to the statistical differences demonstrated above, the Be the Street program has significant levels of engagement. The levels of engagement demonstrated by Be the Street are unparalleled by any other public education outreach program.

Highlights include:

- **Facebook.** More than 11,000 engagements including 5,475 current likes. In the two years since its creation, the Be the Street page has achieved 150% the likes of the similarly situated SF Environment Facebook page. The Facebook engagement far exceeded the initial goals and this success was due in large part to it being placed as the strategic heart of the campaign.
- **Meme Contest.** The program initiated a meme contest in early 2014 that took place on Facebook. The meme contest asked the target audience to develop visual jokes or memes with pro-environmental messaging. A total of 104 user memes (from a goal of 100) were created and entered into a contest. More than 683 votes were cast and thousands of views and referrals were driven to the Facebook page as users promoted their memes to their friends and social networks.
- **Instagram.** More than 1,626 interactions with fans and 113 followers across 185 posts. Of all of the outreach channels used, Instagram proved the most successful in encouraging peer-to-peer conversations. While many Facebook posts received comments, Instagram was the channel most likely to develop long, sustained conversations between fans.
- **YouTube.** A total of 56 videos published on the Be the Street YouTube channel including 52 fan-submitted videos for the anti-litter video contest. This competition received more than 4,800 votes cast and had 593 unique views of the 25-minute awards show. At the conclusion of the video competition, the channel had received a total of nearly 16,000 views. Since then, total views on the channel have risen to more than 42,000, a 260% increase. The channel has 38 subscribers.
- **Mobile app.** A first of its kind, recently completed mobile app allows Be the Street to make direct asks of the target audience through gamification. The mobile app has users complete challenges by going “into the field” and taking pictures of various BMPs. These photos earn the users points which they can use to secure prizes from the app store. In addition, the mobile app allows the program to use push notifications to send messages, new challenges, and notifications directly to the users. The program had a goal to achieve 100 active players but to date the app only has 47. This shortfall is attributed to development of the app taking longer than anticipated leaving an insufficient amount of time for promotion.
- **Photo booths.** The program developed a mobile photo booth that could be sent out to community events and allow fans to take pictures that were shared on Facebook. More than 750 photos were taken and shared on Facebook. The photos reinforced the social norm aspect of the campaign and literally “put a face to the campaign.”
- **Website.** The Be the Street website was recently updated to a fully responsive, mobile-friendly platform. The website has received more than 40,000 page views despite not being a key platform for communication with the target audience (i.e. traffic was predominantly driven to Facebook and Instagram).
- **Media Purchase.** BASMAA and the Permittees’ ongoing efforts to promote and raise awareness around for the campaign led to an estimated three million impressions.

RECOMMENDATIONS FOR FUTURE OUTREACH

Several key findings from the program shape recommendations for future outreach. The first set of findings discuss early program initiatives that were ultimately dropped or cancelled and speculate as to why those initiatives may not have succeeded. The second set of findings discuss successes on the program and explores what made them succeed.

UNSUCCESSFUL PROGRAM INITIATIVES

Four unsuccessful program initiatives are discussed in turn.

Youth Resource Council

A key goal of the program was to promote peer-to-peer communication and ensure that Bay Area youth were well represented throughout the program. To that end, the program sought to develop a Youth Resource Council to assist in implementation of the program. The thought was that by giving Bay Area youth a larger and legitimate role in shaping Be the Street, the program would not only be improved but buy-in would increase. As an added benefit, it would free up program resources to be used elsewhere.

The Youth Resource Council was ultimately disbanded because it proved too costly to support in terms of time commitment. Identifying the right champions, training them up to understand the issues and the program, and then collecting their feedback took considerable time. Unfortunately, by the time that cycle was completed, the students on the Youth Resource Council would depart due to other obligations, graduation, or the school year would end. Achieving a sustained payout after an initial training period was structurally impossible.

In addition, the geographic distance of a countywide program introduced challenges. The value of a Youth Resource Council was in their ability to meet, talk, and share ideas. Transportation made this difficult to achieve countywide representation.

ENewsletter

The program originally envisioned an eNewsletter. From the literature review, it was already known that email is a less popular channel for youth and so the eNewsletter was planned as a secondary mode of communication. It was quickly discovered that young people were unenthusiastic about signing up today for emails that they would receive over the coming weeks or months, preferring more immediate feedback such as that they get through social media where clicking “Like” immediately tells my social network something about me.

Website Blog

The campaign’s website was originally envisioned as the hub of the program. As traffic grew, the website was to develop a blog that would eventually host fan created content and more robust environmental messaging. Three structural changes to the program lead to this being cancelled. First, Facebook emerged as the hub of the program and the website received relatively low traffic. Second, as with the Youth Resource Council, the investment required to secure the content failed to justify the expense. Third, as with the eNewsletter, youth preferred a more immediate (and short) set of interactions and did not react favorably to a blog.

Bay Area Youth Database

A second early project was to develop a database of Bay Area youth that would grow into a pool of data that BASMAA could draw upon to conduct analyses, send out emails to activate for local events, and track

so that engagement could be built upon. Originally, this was viewed as a “value add” that could be easily developed just through the routine administration of the campaign. As the role of email was reduced, the collection of emails and information became more challenging. The data that could be collected (e.g. interaction data through Facebook and other social media) was already being collected by those platforms.

SUCCESSFUL PROGRAM INITIATIVES

Facebook emerged as the most powerful tool for youth oriented public education outreach. Facebook allowed the message to be delivered to the target audience at a time and in a way that was most convenient for them. It made the messaging extremely social and helped rapidly promote the social norm. Every Bay Area youth that visited the page was shown that more than 5,000 of their peers had already checked the place out and approved.

However, it was important to use the right tool for the job. Facebook was a powerful platform for sharing content (admittedly, that’s what Facebook is intended to do), but a less powerful platform to get the target audience to take action (admittedly, Facebook is often used to “kill time,” not to find an activity to undertake). For example, many of the memes were created at community events when staff directly engaged Bay Area youth and told them about the meme contest. Once created, though, the meme creators were eager to engage on Facebook, promote the campaign to their friends, and “like” or vote on their favorites.

The two outreach modes supported each other. Localized community events generated deep engagement with the target audience which could then be translated into a willingness to “lightly” engage with the campaign via Facebook. Engaged fans were willing to view and share content on Facebook, but Facebook alone likely wasn’t enough to get them to change behavior. Despite that, their light engagement on Facebook helped promote the campaign, support the social norm, and allowed the program to more readily reach and activate them for community events.

In addition to better understanding how to use the various tools of the program, a number of key insights emerged around what type of messaging best resonated with the target audience:

- **Short.** Short, direct messages worked better than longer messages. For simple concepts such as “don’t litter” this was not an issue, but could present a challenge for how to deliver more complex information.
- **Food.** The target audience reacts strongly to food. Images of In-n-Out Burger had immediate and positive reactions.
- **Inspirational.** Somewhat surprisingly, the target audience reacted very strongly to inspirational content. Optimistic messages about the future and a belief that anything is possible resonate with Bay Area youth.

SPECIFIC RECOMMENDATIONS FOR FUTURE OUTREACH

- **Length of the relationship is important.** The Facebook community grew at an exponential rate. It is easier to get fans once you already have fans, both because new visitors to the page are more likely to trust an established program and because of the underlying algorithms used by social media to determine what content to display. Be the Street is well positioned as a topic-neutral environmental brand and so could carry with it the community from one pollutant to another. The Be the Street branding that worked for a litter abatement campaign is equally applicable to any youth-oriented environmental program.

- **Numbers show the social norm, not the behavior change.** Demonstrating behavior change remains a challenge. The target audience was eager and willing to engage on social media, lend their name and voice to the movement, and click buttons. They were reluctant, though, to take the very substantial next step and document themselves undertaking a desired behavior. During community events where the audience interacted with staff, they were less reluctant to take that additional step and document their actions. Future outreach should not seek to achieve documented behavior change through social media platforms or should consider what types of behavior changes can be reasonably solicited through social media. Community events should be utilized to achieve documented behavior changes.

CONCLUSION

The Be the Street program had a simple and direct goal: to change the attitudes and behaviors about littering of the target population. Be the Street was effective in achieving its goal, routinely demonstrating differences in key attitudes and behaviors upwards of 200% compared to the population baseline. Those differences were often the most pronounced in key categories such as likelihood to litter in the future, willingness to engage others to promote pro-environmental behaviors, and willingness to become environmental stewards and pick up the litter of others.

Throughout the analysis, the results of the baseline survey (conducted before the start of the Be the Street program) and the unexposed respondents included in the follow-up survey followed similar patterns. These patterns further validate the important differences demonstrated by the respondents exposed to the program.

The success of the program was due in large part to the scale of the undertaking. As a regional outreach program, the target audience was of a sufficient size that critical mass could be achieved. Through social media, the “likes” of thousands of similarly situated youth vouched for the program and helped it spread. When supported by local in-person events, a robust community was developed capable of engaging both online and offline with the end result of a true peer-to-peer network sharing environmental messages in their own words.

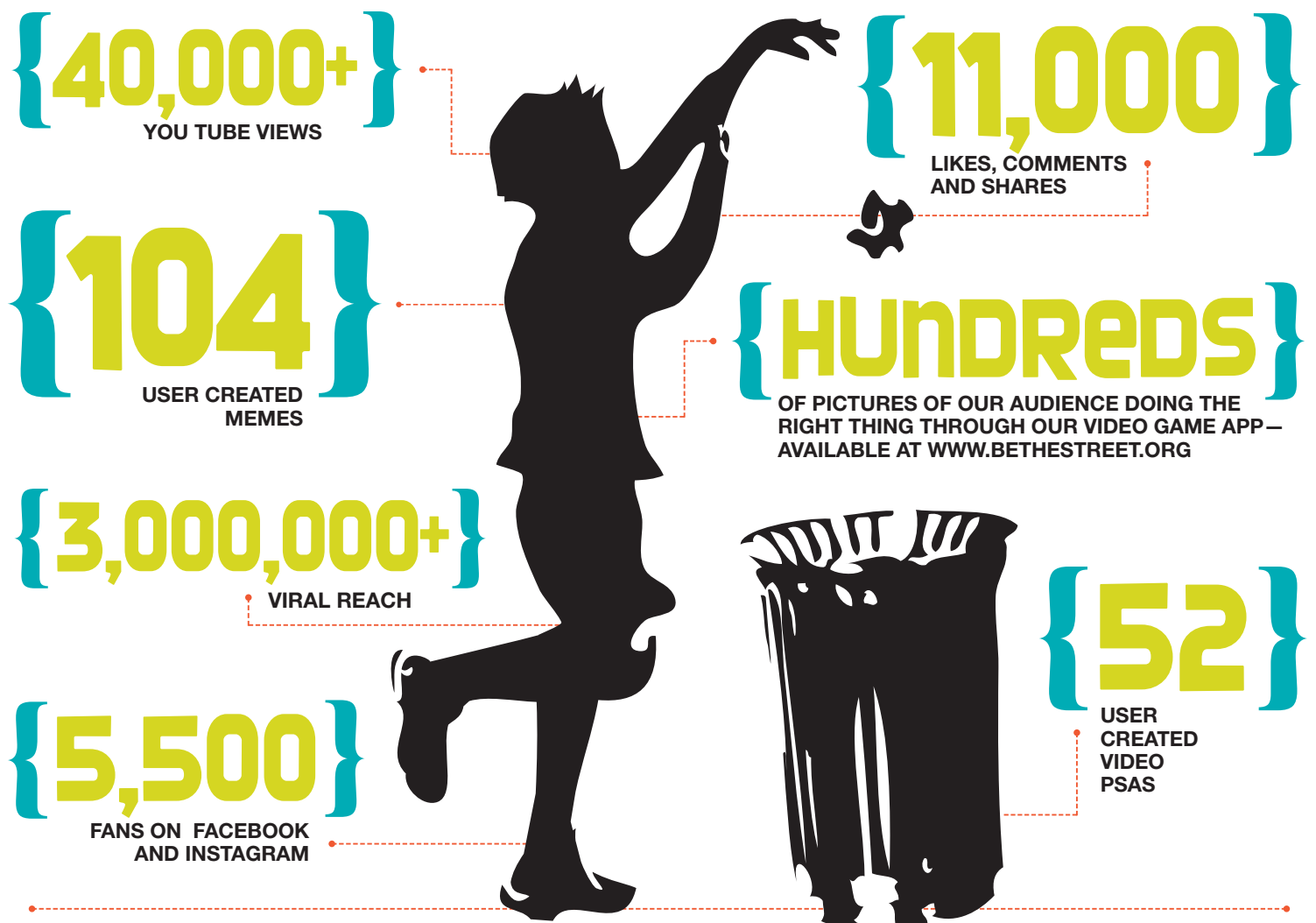
APPENDIX

The appendix contains the following items:

1. Be the Street infographic created to promote the program.
2. Baseline Survey Report
3. Baseline Survey Topline Data
4. Sample Survey
5. Follow-up Survey Topline Data
6. Be the Street User Guide – the style guide created to be shared with partners to help them consistently promote the brand
7. Be the Street CASQA Award Submission – the application submitted to CASQA the resulted in Be the Street being recognized as the 2014 Outstanding Stormwater News, Information, Outreach, and Media Award.

THIS IS THE STORY OF GETTING PEOPLE TO CARE AND GETTING THEM TO TALK ABOUT LITTERING WITHOUT THEM KNOWING IT

BE THE STREET WAS ABOUT COMING TO OUR AUDIENCE OF 14-24 YEAR OLDS AT THEIR LEVEL, RATHER THAN OURS. BETWEEN OUR LAUNCH IN APRIL 2012 AND JUNE 2014, WE CREATED A COMMUNITY OF REAL TEENAGERS AND YOUNG ADULTS WHO NOT ONLY RECEIVED OUR MESSAGING, BUT CREATED IT. IN A LITTLE MORE THAN TWO YEARS, WE GOT A LOT DONE:



ABOVE ALL ELSE, A NEW BRAND FOCUSING ON IDENTITY, COMMUNITY AND ACTIVITY RATHER THAN STORMWATER, GOVERNMENT AND ANTI-POLLUTION. THIS IS WHAT OUR AUDIENCE WANTED, AND THEY HAVE REACTED TO IT UNLIKE ANY OTHER STORMWATER PUBLIC EDUCATION PROGRAM.



BASMAA Baseline Evaluation Report

August 14

2012

This report describes littering behavior and predictors of littering among youth in the Bay Area region.

1. Executive Summary

The goal of this project was to assess and describe littering behavior and perceived social norms related to littering among youth living in the Bay Area. The data collected stand alone to characterize Bay Area youth, and also will serve as a baseline against which data from a future follow-up survey will be compared following outreach campaign implementation.

A 5-minute online survey was made available in Spring 2012. The survey assessed littering behavior, contextual factors related to littering, peer-to-peer interactions about to littering, and willingness to participate in various campaign activities (e.g., art contest). Recruitment for the survey included outreach to Bay Area high schools and colleges, and placement of an ad on the social networking website www.Facebook.com.

A total of 353 individuals were eligible for inclusion in the sample based on age (14-24 years) and residence (provided zip code that was within the BASMAA region). The sample was 60% female, had a mean age of 17 years, and almost all respondents were in high school. Select results are highlighted below.

- 86% of respondents reported littering at least one item in the past month
- The items littered by the most respondents in the past month included chewing gum (littered by 52% of respondents in the past month), food waste (41%), and food or beverage-related packaging (40%).
- The items littered by the fewest respondents in the past month were cigarette butts, (littered by 7% of respondents in the past month), disposable utensils (14%), and bottle caps (21%).
- Among those who littered an item at least once in the past month, frequent littering varied considerably by trash item: littering items at least once per week ranged from 35% for beverage containers to 43% for chewing gum to 74% for cigarette butts.
- Littering at school was more common relative to other settings: 25%, 10%, and 7% of respondents littered at least sometimes at school, at home, and at work, respectively.
- The vast majority of the sample (91%) indicated that trash/recycling can placement deterred them from littering. Additionally, 71% of respondents stated that feelings of guilt discouraged them from littering.
- 88% of respondents indicated that they picked up trash that was not their own at least once in the past month.
- Respondents rated their likelihood of littering in the next month on a 7-point likert¹ scale ranging from (1) Very unlikely - (7) Very Likely. The mean score was 2.79 (SD=1.67), meaning that on average, respondents intended not to litter.
- Respondents also rated their likelihood of participating in a number of activities related to the campaign. The activity that most respondents were at least somewhat likely to do was expressing disapproval if s/he saw a friend littering: 69% of respondents reported they were at least somewhat likely to do so. Additionally, 62% of respondents were at least somewhat

likely to pick up litter that was not their own, and 40% were at least somewhat likely to participate in a litter cleanup day.

- Results of regression analyses indicated that females and those who had stronger disapproval ratings of their own and their friends' littering behavior had significantly greater likelihood of several prosocial things (e.g., express disapproval of friends' littering, not littering)

2. Introduction

The goal of the Bay Area Stormwater Management Agencies Association (BASMA) anti-litter campaign was to reduce littering, promote peer-to-peer interaction regarding littering, and raise awareness of pollution related to the audience found to be most often littering, namely, 14-24 year olds. As part of this campaign, a branding concept called Be The Street was developed. This brand had a youthful look and feel in an effort to reach and connect with teenagers and young adults. Under this brand, the state of the "street" is a reflection of the youth who use it. By exploring problems and solution related to community and environmental issues, street-by-street, participants are rewarded with the pride, and the fun, of having created the kind of "street" they have always wanted to live on. Be The Street also leverages social norms by empowering youth as the "voice" of community betterment related to litter, encouraging youth-to-youth contact regarding littering. Prior to implementation of any campaign activities, a survey was created and administered to youth to assess baseline levels of littering and potentially important items of interest related to littering.

Purpose

The goal of the baseline survey was to describe littering behavior and perceived social norms among youth living in the Bay Area. This survey was designed to serve as a baseline against which data from a follow-up survey will be compared following outreach campaign implementation.

3. Methods

Materials

A survey was constructed to assess littering behavior, situational predictors of littering, peer-to-peer interactions related to littering, and willingness to participate in various campaign activities (e.g., art contest). The survey also collected information on demographics and technology use to be used in targeting campaign outreach efforts. The survey was available online via secure online survey administration tool Qualtrics. It was in English only and is available in Appendix A.

Procedures

Potential participants could access the survey 24 hours per day, 7 days per week from January through March 2012. It took approximately five minutes to complete.

Recruitment

Participants were recruited by reaching out to schools within the BASMAA region via phone and email. Specifically, administrators and faculty at high schools and colleges in the counties of Alameda, San Mateo, Vallejo, Santa Clara, and Fairfield-Suisun were contacted and asked to encourage their students to participate in the survey. Towards the end of the recruitment period,

environmental science teachers were targeted as they tended to be more willing to help with the project than others; many of these teachers also agreed to distribute surveys to all of their classes to reduce sample bias. These locations were selected because they fall within the areas that participate in BASMAA.

Initial calls were made to the schools; these were followed-up with an email that recapped the above information, the link to the survey, and a flyer (attached in Appendix B). School faculty and staff were told that BASMAA was working on an anti-littering campaign geared towards youth that leveraged youth as leaders of their communities. They were also informed that a video contest was included as part of the campaign and that the winning video would be aired on television. They were instructed not to inform students that the survey was related to littering in order to minimize bias, and were offered a script to assist in describing the survey to students. The script is available in Appendix C. If schools agreed to participate, they were followed up with 1-2 weeks later if no survey responses from their schools had been added to the database.

No incentives were offered to the schools themselves for distributing survey. However, some schools offered extra credit to students that could be applied towards courses for participation, but most distributed the survey without an incentive.

Additionally, an advertisement on social networking website www.Facebook.com was placed, targeting youth aged 14-24 living in the counties of Santa Clara, Alameda, San Mateo, Fairfield-Suisin, and Contra Costa. It ran for one month from late February to late March 2012. Content for the ad is attached in Appendix D.

Participants

To participate, individuals had to be 14-24 years of age and residents of zip codes covered by BASMAA. A total of 416 individuals began the survey; these included preview results (i.e., school administrators who “previewed” the survey before distributing to students), which were not identifiable in the data other than by applying inclusion and exclusion criteria. The initial sample size goal of $n=500$ was designed to account for attrition and provide sufficient statistical power for the detection of changes in littering behavior from baseline to follow-up. Of the 416 respondents who began the survey, 34 were excluded because they completed less than 10% of survey questions (in most cases, individuals completed less than 2 questions). A total of 25 respondents were ineligible for the survey because they were older than 24 years, younger than 14 years of age, or did not provide their date of birth. In addition, 4 participants were excluded for residing outside of the bay area or failing to provide their zip code. The final sample included 353 participants.

The sample included more females than males (41% male). The mean age of respondents was approximately 17 years old ($SD = 1.37$). The majority (97%) of respondents identified as high school students. Just over 3% identified as community college students, one identified as a 4-year college student, and one was not a student. The sample had a mean high school GPA of 3.26, which is somewhat above a “B” average. This suggests that the sample consisted largely of high school students performing at an above average academic level. See table 1 for details.

Table 1. Demographic characteristics of sample (N=353).

Gender (% male)	41.36
Mean age in years (SD)	17.03 (1.37)
Student status	%
High school	96.6
Community college	2.8
4-year college	0.3
Trade school	0.0
Graduate school	0.0
Not a student	0.3
Mean high school GPA (SD)	3.26 (0.70)

4. Analysis approach

The goal of the baseline survey was to describe baseline levels of littering behavior and perceived social norms among youth living in the Bay Area. Analyses were limited to eligible individuals (n=353), and addressed the following specific questions:

- What types of litter were most commonly and least commonly littered?
- In what contexts were respondents relatively more likely to litter?
- What did technology saturation look like in the sample?
- To what extent were respondents willing to participate in campaign activities?
- What did participants perceive as barriers to littering?
- To what extent did respondents disapprove of their own and their friends' littering behavior?
- How was willingness to participate in campaign activities related to environmental concern and perceived social and personal norms?
- What was the relationship between future likelihood of littering and environmental concern and perceived social and personal norms?

5. Results

Respondents answered a number of questions about their access to various devices and frequency with which they accessed internet-based services. The vast majority of the sample (91%) had a cell phone; 61% with a cell phone had a “smart” phone. Additionally, 88% of the sample had computer access at home. Only about one quarter of the sample had access to a tablet device (e.g., iPad). Respondents were heavy users of internet-based services. Respondents were defined as either regular users who used a given service at least once weekly (once per week, 2-3 times per week, daily) versus infrequent users who accessed a given service less than weekly (2-3 times per month, once per month, less than once per month, never). Internet use was ubiquitous among the sample: over 95% of the sample used the internet at least weekly. As well, 86% of the sample used Facebook at least once per week, and 82% checked email weekly. Three-quarters of the sample used YouTube weekly, and fewer respondents used blogs (37%) and Twitter (24%). See Table 2 for details.

Table 2. Technology access and frequency of internet service use.

Device type	% with access	
Cell phone	91	
Basic cell	29	
Smart phone	61	
Computer	88	
Tablet	26	
Internet service type	Less than weekly (%)	Weekly or more (%)
Search internet	4.89	95.11
Use Facebook	14.00	86.00
Check email	17.71	82.29
Use YouTube	28.16	71.84
Read or write blogs	63.40	36.60
Use Twitter	76.22	23.78

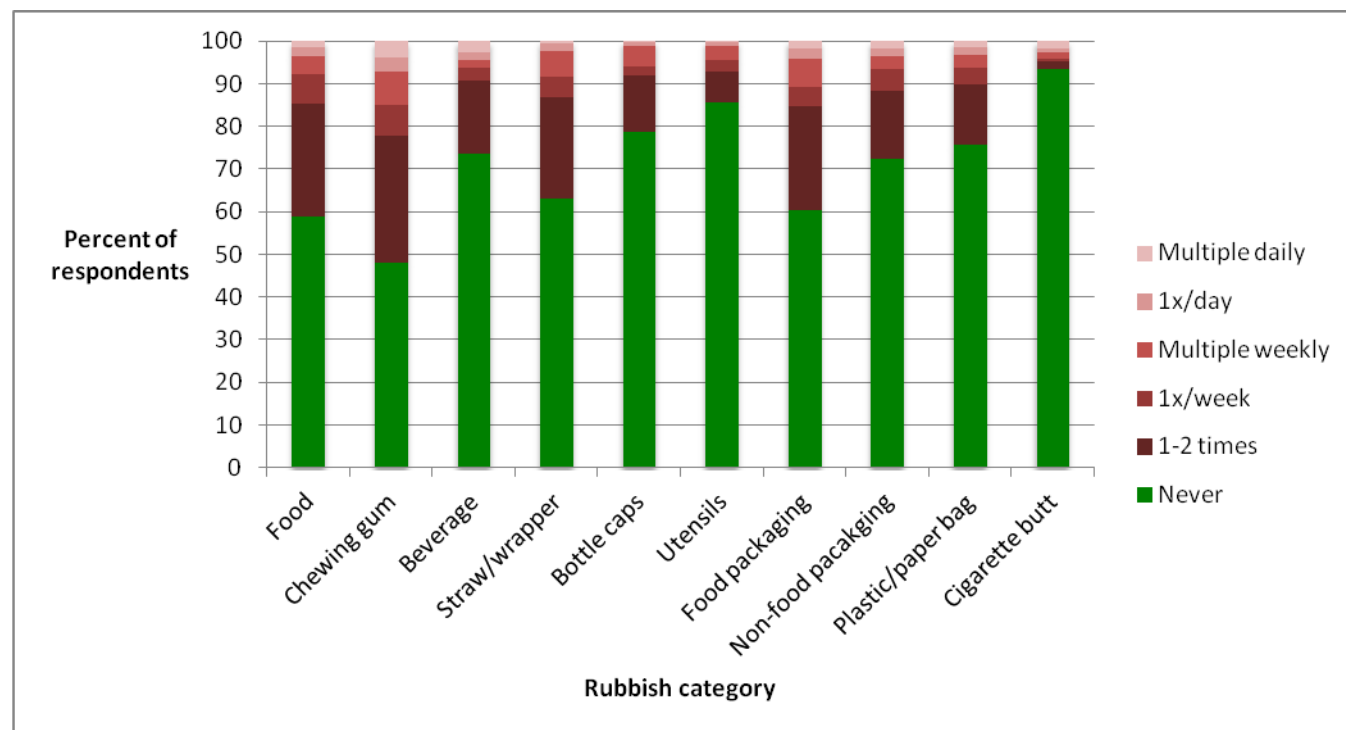
^aReflects general type of user: regular user vs. sporadic user.

Types of Litter

Frequency of littering differs across distinct litter items. The survey assessed frequency of past month littering for various rubbish categories. Past month was selected as the time scale to a) provide an opportunity to “catch” littering behavior that may be infrequent and b) tap into regular behavior. Approximately 86% of respondents reported littering at least one item in the past month. The results are displayed in figure 1 below. As can be seen in the figure, the most common frequency of littering across all categories of rubbish was “never”. However, prevalence of littering at all (i.e., at least once in the past month) varied considerably among rubbish categories. The most commonly littered item was chewing gum, which 52% of respondents reported littering at least once in the past month. Of these, approximately 43% reported littering gum at least weekly. Next, 41% of respondents reported littering food waste at least once in the past month. Of these, only 36% littered weekly or more. Finally, 40% of respondents said that they littered food or beverage-related packaging at least once in the past month; of these, 42% littered packaging weekly or more. The least commonly littered item was cigarette butts: only 7% of respondents littered these in the past month. However, of the youth who littered cigarette butts at all, 74% did so weekly or more. It is likely that the low prevalence of cigarette butt littering is related strongly to prevalence of smoking rather than littering per se (no screening question was included to assess smoking status). Following cigarette butts as the second and third least littered items were disposable utensils (86% never littered in past month) and bottle caps (79% never littered in past month). Taken together, the results indicate that the majority of the sample littered regularly. Although the most common past-month frequency of littering for each rubbish type was “never”, the proportion of respondents who littered at least once varied widely (from 7% for cigarette butts to 52% for chewing gum). This indicates that littering is a heterogeneous behavior that is specific to type of rubbish. Littering items from individual rubbish categories may be most appropriately conceptualized as separate target behaviors, and different intervention strategies may need to be applied to these different target behaviors. Additionally, among those who littered an item at least once in the past month, frequency of littering was relatively low across items, but also varied widely: the prevalence of littering items once per week or more ranged from 35% for beverage containers to 43% for chewing gum to 74% for cigarette

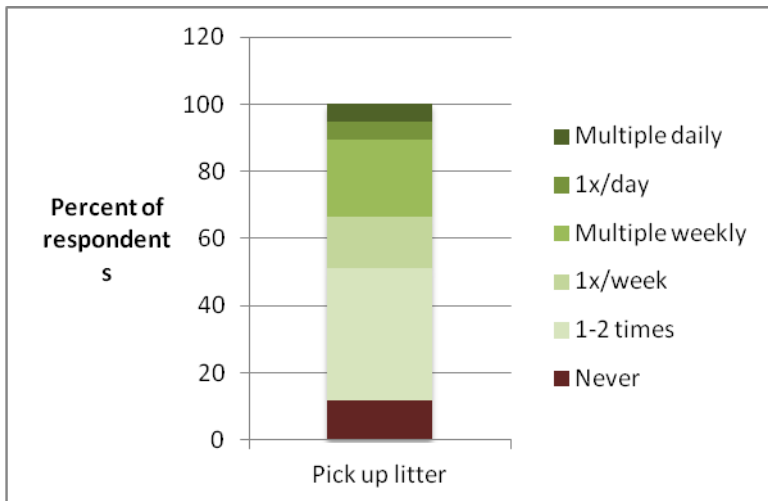
butts. Again, this suggests that littering different types of rubbish may best be thought of as distinct behaviors.

Figure 1. Frequency of past month littering for various rubbish categories.



Respondents were also asked how frequently they picked up litter that was not theirs in the past month. 88% of respondents indicated that they did so at least once. The most common response was 1-2 times at 39%, and, notably, nearly half of respondents reported picking up litter that was not theirs at least weekly. See figure 2 for details.

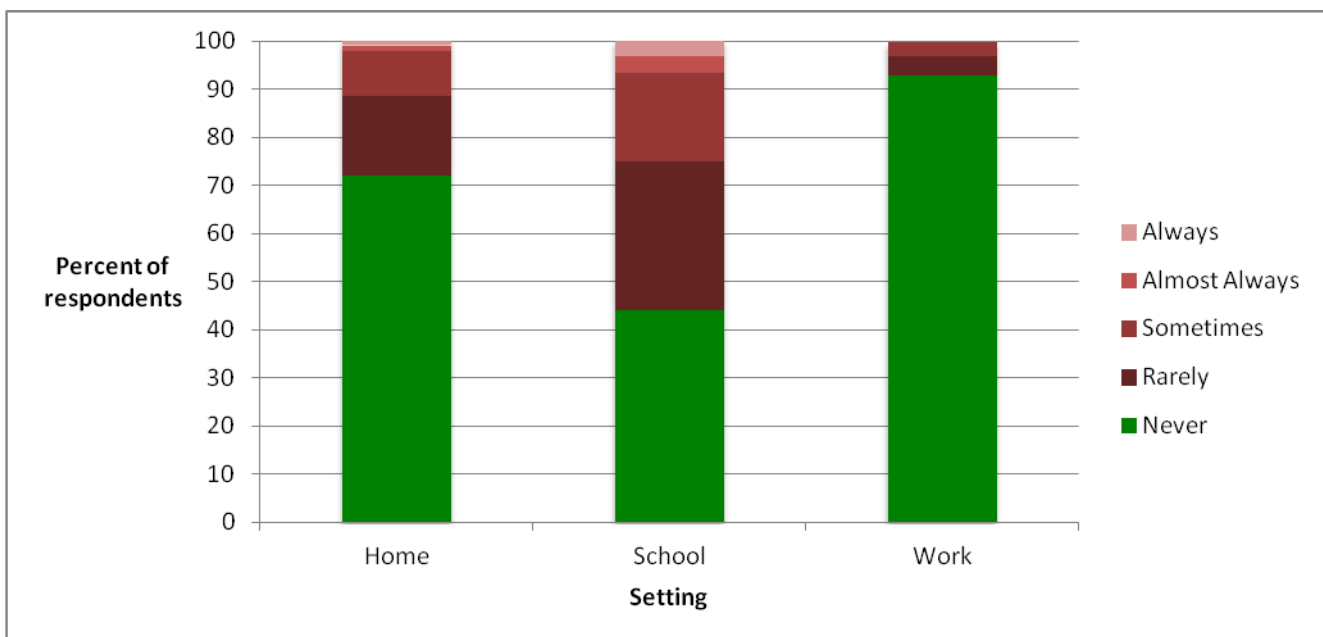
Figure 2. Frequency of picking up someone else's litter in the past month.



Littering situations

Previous studies of littering have found that littering frequency is related to context and setting. To explore this in the present sample, respondents were asked a series of questions related to the frequency with which they littered in different settings. Figure 3 displays the results for three common contexts: home, school, and work. The results show that littering at work was quite infrequent, with about 93% of respondents indicating they never litter at work. At school, the most common response was 'never'; however, littering at school was more common relative to other settings: 25% of respondents littered at least sometimes at school. This suggests that campaign efforts at schools may be a prime target for intervention efforts.

Figure 3. Frequency distributions for littering at home (n=335), school (n=335), and work (n=287).



Barriers to littering

Respondents were asked to indicate which of several options served as barriers that prevented them from littering. Results are detailed in table 3 below. Briefly, the vast majority of the sample (91%) indicated that trash/recycling can placement deterred them from littering. The next most commonly endorsed response was that 71% of respondents would feel guilty if they littered. Next, 63% of respondents stated that they wanted to keep a certain area clean.

Table 3. Proportion of respondents who endorsed various perceive barriers to littering

Perceived Barrier	%
Trash cans/recycling bins nearby	91
I'd feel guilty	71
I want to keep area clean	63
Others would complain	54
Area already litter- free	45
No clean up crew	32
Anti-litter signs posted	22

Social Interactions and Social Norms

One of the campaign goals was to promote peer-to-peer interactions regarding litter. Toward this end, the survey assessed baseline frequency and impact of conversations about littering. Approximately one third of the sample also reported that they spoke with friends about littering in the past month, and of these, half stated that the conversations made them think littering was an important issue. Only 3% said that the conversations made them think littering was not an important issue, 21% said their opinion were not influenced, and 25% said that different friends had different influences on their opinions. These data will be used as a baseline against which comparisons are made using follow-up survey data.

The survey assessed social and personal norms concerning littering. First, respondents were asked how frequently they thought their friends littered. Response options were never, rarely, sometimes, frequently, all the time. Results were fairly normally distributed, with the most common response being “sometimes”, and the extremes being the least endorsed options. Next, respondents gave ratings related to social (dis)approval related to littering. Respondents rated their level of approval of friends’ littering. The mean score indicated that respondents slightly disapproved of friends littering. When asked to appraise their own (self) littering, respondents’ disapproval was greater than that of their friends, on average. In other words, respondents disapproved more of their own littering behavior than their friends’ littering behavior. Finally, respondents were asked to what extent their friends would disapprove of [respondents] littering. Notably, the modal response was that friends would neither approve nor disapprove of littering. Whereas respondents tended to disapprove of their own littering and their friends littering, their perception, on average, was that friends would not have strong opinions if they (the respondent) littered. This may be related to the psychological phenomenon called illusory superiority, whereby people overestimate their positive qualities and underestimate their shortcomings. In any case, the results suggest the value of leveraging personal norms in the anti-littering campaign. Results are detailed in table 4.

Table 4. Mean self-and social approval ratings related to littering.

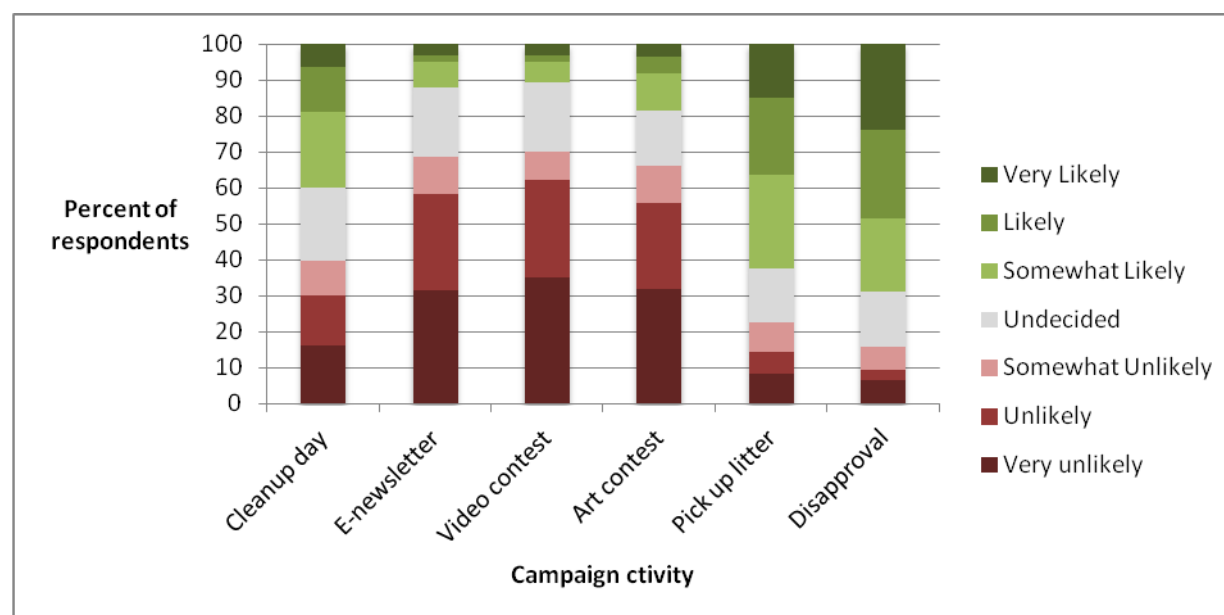
Approval rating of friends' littering	2.63 (1.18)
Self-approval rating	2.30 (1.17)
Estimated friend approval rating of respondent littering	3.31 (1.13)

Table note. Responses were rated on a 1 (strongly disapprove) - 7 (strongly approve) scale, so a "4" indicates a neutral score, scores lower than 4 indicate disapproval, and scores higher than 4 indicate approval.

Key outcomes: Willingness to participate in campaign activities & Likelihood of littering next month

Among the key outcomes assessed were willingness to participate in campaign activities, and likelihood of littering in the next month. Respondents were asked to rate their likelihood of participating in a number of activities related to the campaign. Results are displayed below in figure 4. The activity that most respondents were at least somewhat likely to do was to express disapproval if s/he saw a friend littering; 69% of respondents reported they were at least somewhat likely to do so. Additionally, 62% of respondents were at least somewhat likely to pick up litter that was not their own, and 40% were at least somewhat likely to participate in a litter cleanup day.

Figure 4. Frequency distributions for willingness to participate in campaign activities.



Respondents also rated their likelihood of littering in the next month on a 7-point likert scale ranging from (1) Very unlikely - (7) Very Likely. The mean score was 2.79 (SD=1.67), meaning that on average, respondents rated themselves as unlikely to litter. In fact, two thirds of respondents were at least somewhat unlikely to litter.

Inferential tests

Whereas the above analyses were all descriptive, we also examined inferential relationships between variables using linear multiple regression analyses. In particular, we examined predictors of eight prosocial outcomes (numbers 1-6 are campaign activities):

1. Intentions of volunteering for a litter cleanup day
2. Intentions of signing up for email newsletter
3. Intentions of entering video contest
4. Intentions of entering art contest
5. Intentions of picking up someone else's litter
6. Intentions of saying something to express disapproval or try to stop a friend from littering
7. Intentions of littering in the next month
8. Frequency of picking up someone else's litter in the past month

Potential predictors included: age (coded as continuous), gender (1=male, 2=female), high school GPA (coded as continuous on a 4.0 scale), guilt as a perceived barrier to littering (0=no, 1=yes), level of environmental concern³ (rated on a 1-7 likert scale where 1=low and 7=high), self-approval rating of past littering behavior (self-disapproval; rated on a 1-7 likert scale where 1=strongly disapprove and 7=strongly approve), approval rating of friends littering (disapproval of friends; rated on a 1-7 likert scale where 1=strongly disapprove and 7=strongly approve), and estimated friends' approval of self (respondent) littering (perceived friend disapproval; rated on a 1-7 likert scale where 1=strongly disapprove and 7=strongly approve).

The dataset was limited to the 302 individuals who had complete data on all outcome and potential predictor variables. A step-wise model building procedure was used to construct final regression models: preliminary linear multiple regression models were run to identify important predictors for retention in final models, and then final models were run. For the preliminary models, potential predictors were broken down into conceptual blocks: demographics (including age, gender, and high school GPA) and norms (self-disapproval, disapproval of friends, and perceived friend disapproval). Additionally, environmental concern and guilt as a barrier to littering were tested separately as potential covariates. Each outcome was regressed on each of the conceptual blocks as well as the two covariates separately. In total, four separate preliminary models were run for each outcome. A decision criterion was applied for retaining predictors in the final models: a predictor that was significantly related to any outcome in a preliminary model was retained in the final model for all outcomes. This method was chosen so that all final models were based on the same set of predictors. Following this rule, age and injunctive norm² were dropped; the rest of the predictors were significantly related to at least one outcome in the preliminary models and therefore retained in final models. Appendix E displays the correlations among all outcome and predictor variables excluding demographics.

The final linear multiple regression models were then run with each of the eight prosocial outcomes regressed on the same set of predictors. Table 5 displays the standardized regression coefficients for these final models. All final models were significant, meaning that the set of chosen predictors was significantly associated with every outcome. Regression results showed that females had stronger anti-litter intentions than did males: they were significantly less likely to litter in the next month than were males, more likely to enter the art contest, and more likely to express disapproval of

friends' littering. GPA was related to only one outcome; a higher GPA significantly predicted lower likelihood of littering in the next month. For every point increase in GPA, likelihood of littering in the next month declined by .15 standard deviation units. Not surprisingly, level of environmental concern was related to nearly all outcomes in the predicted direction with small - moderate effect sizes: greater level of concern was significantly associated with higher likelihood of picking up someone else's litter in the past month, and higher likelihood of participating in all of the campaign activities. Paradoxically, it was not related to likelihood of littering in the next month.

Next, whether participants cited guilt as a barrier to littering was related to likelihood of participating in two campaign activities: if participants reported guilt as a barrier, they were more likely to sign up for the e-newsletter and pick up someone else's litter. Disapproval of friends' littering behavior was significantly related to likelihood of littering in the next month, willingness to participate in the campaign's art contest, and willingness to express disapproval of a friend who litters. Specifically, greater disapproval of friends' littering was associated with lower intentions of littering in the next month. As well, the greater the disapproval, the more willing a respondent was to express disapproval towards a friend who was littering. One odd finding was that lower levels of disapproval of friends' littering was associated with greater willingness to participate in the campaign video contest. This could be a spurious relationship, or perhaps those who strongly disapprove of friends littering are simply unlikely to participate in the video contest because they prefer to focus their energies on alternate anti-litter strategies. Finally, higher levels of self-disapproval were associated with greater willingness to express disapproval of friends' littering behavior, and lower likelihood of littering in the next month.

Summarizing, probably the most important outcome was likelihood of littering in the next month; this was lower among females, those with relatively higher high school GPAs, and those who had stronger disapproval ratings of their own and their friends' littering behavior. As gender and GPA are not amenable to intervention, these results suggests that interventions that can beget a sense of disapproval of self and others' littering behavior may show promise for minimizing littering, at least in the short term.

Table 5. Standardized regression beta weights for final models (n=302).

Predictor	Outcome							
	Pick up past month	Likelihood litter next month	Clean up day	E-news-letter	Video contest	Art contest	Pick up else's litter	Express Disapproval
Gender ^a	-0.12 (p<.06)	-0.11 (p<.05)	0.06 (p<.31)	0.10 (p<.88)	0.004 (p<.95)	0.20 (p<.002)	0.07 (p<.24)	0.20 (p<.0001)
GPA	-0.04 (p<.57)	-0.15 p<.01	0.05 (p<.36)	0.001 p=.99	-0.06 p<.32	-0.01 (p<.93)	0.02 (p<.67)	0.05 (p<.32)
Environmental concern	0.20 (p<.01)	0.02 (p<.83)	0.15 (p<.02)	0.29 (p<.0001)	0.30 (p<.0001)	0.12 (p<.05)	0.24 (p<.0001)	0.20 (p<.0001)
Guilt	0.07 (p<.31)	-0.09 (p<.10)	0.050 (p<.39)	0.14 (p<.03)	0.09 (p<.17)	0.01 (p<.88)	0.17 (p<.004)	0.05 (p<.36)
Disapproval of friends	-0.11 (p<.17)	0.24 (p<.001)	-0.06 (p<.42)	0.02 (p<.86)	0.17 (p<.04)	0.02 (p<.77)	-0.13 (p<.07)	-0.28 (p<.0001)
Self-disapproval	0.06 (p<.42)	0.15 (p<.03)	-0.14 (p<.07)	0.09 (p<.23)	-0.03 (p<.68)	-0.03 (p<.75)	-0.07 (p<.32)	-0.13 (p<.05)
Model F	3.29 p<.003	16.48 p<.0001	6.25 P<.0001	5.23 p<.0001	4.76 p<.0001	3.19 p<.005	13.36 p<.0001	27.73 p<.0001
Model R ²	.0663	.2624	.1189	.1014	.0932	.0645	.2239	.3744

Table note: Standardized betas are reported. Green highlighting indicates result is significant at the .05 level.

^a1=male; 2=female.

6. Conclusions

The goal of this project was to assess and describe littering behavior and perceived social norms related to littering among youth living in the Bay Area, thereby establishing a baseline from which the efficacy of the ensuing campaigns could be judged. The data collected stand alone to characterize Bay Area youth, and also will serve as a baseline against which data from a future follow-up survey will be compared following outreach campaign implementation.

In terms of past month littering prevalence, 86% of respondents reported littering at least one item in the past month. The most commonly littered items were chewing gum, food waste, and food or beverage-related packaging. The least commonly littered items included cigarette butts, disposable utensils, and bottle caps. Although the most common past-month frequency of littering for each rubbish type was “never”, the proportion of respondents who littered at least once varied widely (from 7% for cigarette butts to 52% for chewing gum). Similarly, among those who littered an item at least once in the past month, frequency of littering was relatively low across items, but also varied widely: the prevalence of littering items once per week or more ranged from 35% for beverage containers to 43% for chewing gum to 74% for cigarette butts. This shows that littering is a heterogeneous behavior that is specific to type of rubbish. Littering items from individual rubbish categories may be most appropriately conceptualized as separate target behaviors.

Previous work has found that littering frequency is related to context and setting. Littering at school was more common relative to other settings: 25% of respondents littered at least sometimes at school. This suggests that campaign efforts at schools may be a prime target for intervention efforts.

Perceived barriers to littering were also assessed by the survey. The vast majority of the sample (91%) indicated that trash/recycling can placement deterred them from littering. The next most commonly endorsed response was that 71% of respondents would feel guilty if they littered.

In terms of prosocial behavior, 88% of respondents indicated that they pick up trash that was not their own at least once in the past month. Respondents also rated their likelihood of littering in the next month on a 7-point likert scale ranging from (1) Very unlikely - (7) Very Likely. The mean score was 2.79 (SD=1.67), meaning that on average, respondents rated themselves as unlikely to litter. In fact, two thirds of respondents were at least somewhat unlikely to litter.

Respondents also rated their likelihood of participating in a number of activities related to the campaign. The activity that most respondents were at least somewhat likely to do was expressing disapproval if s/he saw a friend littering; 69% of respondents reported they were at least somewhat likely to do so. Additionally, 62% of respondents were at least somewhat likely to pick up litter that was not their own, and 40% were at least somewhat likely to participate in a litter cleanup day. These behaviors may be “low hanging fruit” for intervention programs.

Finally, a series of regression models were run to predict eight prosocial outcomes (past month frequency of picking up others’ litter, intentions of littering in the next month, and likelihood of participating in each of six campaign activities) based on demographics, guilt as a barrier to littering, level of environmental concern, and personal and social norms. Summarizing, females, those with relatively higher high school GPAs, and those who had stronger disapproval ratings of their own and their friends’ littering behavior were significantly associated with several prosocial outcomes in the desired direction, with small to moderate effect sizes. As gender and GPA are not amenable to intervention, the findings suggests that interventions that can beget a sense of disapproval of self and others’ littering behavior may show promise for minimizing littering, at least in the short term.

Footnotes

1. Likert scale: A Likert Scale is a type of psychometric scale frequently used in surveys and questionnaires. Scales are bipolar, measuring either positive or negative response to a statement. A Likert item is simply a statement which the respondent is asked to evaluate according to any kind of subjective or objective criteria; generally the level of agreement or disagreement is measured. It is considered symmetric or "balanced" because there are equal amounts of positive and negative positions.
2. Injunctive norm: people's perceptions of what is commonly approved or disapproved of within a particular culture
3. Environmental concern was assessed using a single item that asked participants to rate their level of agreement with the following statement: "Environmental issues are important to me". Responses were provided on a 1-7 likert scale ranging from Strongly Disagree (1) to Strongly Agree (7).

Appendix A: Survey

Q1 Hello! Thank you for your interest in our campaign. Please respond to the following questions as honestly as possible. Your answers will remain confidential. There are no right or wrong answers; we are interested in hearing about your true opinions!

What is your birthday? MM/DD/YYYY

What is your gender?

- ☐ Male (1)
- ☐ Female (2)

What is your home zip code?

Please indicate your current status.

- ☐ I am a high school student. (1)
- ☐ I am a student at a 4-year university (2)
- ☐ I am a community college student (3)
- ☐ I am a trade school student (4)
- ☐ I am a graduate student (5)
- ☐ I am not a student (6)

Answer If Please indicate your current status. I am not a student Is Not Selected

Please indicate which school you attend.

Answer If Please indicate your current status. I am a high school student. Is Selected

What is your high school GPA (e.g., 3.1)?

Answer If Please indicate your current status. I am a student at a 4-year university Is Selected Or Please indicate your current status. I am a community college student Is Selected Or Please indicate your current status. I am a trade school student Is Selected Or Please indicate your current status. I am a graduate student Is Selected

What is your current GPA (e.g., 3.1)?

What are the initials of your first and last name? For example, John Smith = JS.(If you have multiple first or last names, use the initials of your first first name and first last name. For example: Maria Eugenia Garcia Alvarez = MG.)

Which of the following do you have access to (select all that apply)?

- ☐ Basic cell phone without internet access (1)
- ☐ Smart phone (e.g., iPhone, Blackberry, Droid) with internet access (2)
- ☐ Desktop or laptop computer with internet connection at home (3)
- ☐ Tablet device with internet (e.g., iPad) (4)

How often do you do the following?

Search for things online/ on the internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check email (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Facebook (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Twitter (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check out or post videos on Youtube (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or write Blogs (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use other internet-based service (please specify) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Environmental issues are important to me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Neither Agree nor Disagree (4)
- ☐ Somewhat Agree (5)
- ☐ Agree (6)
- ☐ Strongly Agree (7)

This survey asks questions about littering, which is defined as: Any waste item that is discarded, placed, thrown, or dropped in a public or private area, and is not immediately removed. This includes waste items large and small, discarded intentionally or accidentally. In short, litter is waste in the wrong place!

In the past month, how often have you littered each of the following items?

Food (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chewing gum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beverage bottles, cans, cups, and/or cartons (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Straw or straw wrapper (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bottle caps (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposable utensils (e.g., forks, spoons) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrappers, bags, or other food or beverage packaging (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Packaging from non-food or beverage items (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plastic or paper bag (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cigarette butts (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past month, how often have you picked up a piece of litter that was not yours and disposed of it?

- ☐ Never (1)
- ☐ Maybe 1-2 times (2)
- ☐ About one time per week (3)
- ☐ A few times per week (4)
- ☐ About one time per day (5)
- ☐ Multiple times per day (6)

People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situations:

Prior to / after eating or drinking something (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have to put out my cigarette (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm in a vehicle (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What prevents you from littering (select all that apply)?

- ☐ Trash cans / recycling bins are nearby (1)
- ☐ There are anti-litter signs posted (2)
- ☐ When an area is already litter-free (3)
- ☐ When I feel that I want to keep a certain area clean (4)
- ☐ Friends, family, or others would complain about my behavior if I littered (5)
- ☐ I know there is no clean-up crew for a given area (6)
- ☐ I would feel guilty if I littered (7)
- ☐ Other (please specify) (8) _____

How often do you think your friends litter?

- ☐ Never (1)
- ☐ Rarely (2)
- ☐ Sometimes (3)
- ☐ Frequently (4)
- ☐ All the time (5)

When I see my friends littering, I _____ of their behavior.

- ☐ Strongly disapprove (1)
- ☐ Disapprove (2)
- ☐ Somewhat Disapprove (3)
- ☐ Neither approve nor disapprove (4)
- ☐ Somewhat approve (5)
- ☐ Approve (6)
- ☐ Strongly approve (7)

If my friends saw me litter, they would _____ of my behavior.

- ☐ Strongly disapprove (1)
- ☐ Disapprove (2)
- ☐ Somewhat Disapprove (3)
- ☐ Neither approve nor disapprove (4)
- ☐ Somewhat approve (5)
- ☐ Approve (6)
- ☐ Strongly approve (7)

When I think of times that I have littered, I _____ of my behavior.

- ☐ Strongly disapprove (1)
- ☐ Disapprove (2)
- ☐ Somewhat Disapprove (3)
- ☐ Neither approve nor disapprove (4)
- ☐ Somewhat approve (5)
- ☐ Approve (6)
- ☐ Strongly approve (7)

In the past month, have you spoken with friends about littering?

- ☐ No (1)
- ☐ Yes (2)

Answer If In the past month, have you spoken with friends about lit... Yes Is Selected

How do you think these conversations influenced your opinions about littering/

- ☐ They made me think that littering is an important issue (1)
- ☐ They made me think littering is not an important issue (2)
- ☐ They didn't influence my opinion about littering (3)
- ☐ It depended who I was talking to; different friends had different effects (4)

In the next month, how likely is it that you will litter? Remember, litter is defined as discarding, placing, throwing, or dropping any waste item in a public or private area and not immediately removing it. This includes waste items large and small, discarded intentionally or accidentally.

- ☐ Very Unlikely (1)
- ☐ Unlikely (2)
- ☐ Somewhat Unlikely (3)
- ☐ Undecided (4)
- ☐ Somewhat Likely (5)
- ☐ Likely (6)
- ☐ Very Likely (7)

How willing are you to participate in the following activities?

Volunteer for a litter cleanup day (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sign up for our campaign email newsletter (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter the video contest for our campaign (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter an art contest that is part of the campaign (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pick up someone else's litter (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I see a friend littering, say something to express disapproval or try to stop her/him from littering (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We may want to follow up with you in the future to see if your opinions of littering have changed. Please provide your contact information below. Your privacy will be respected and the information you provide will not be shared with anyone outside of the survey team.

Email (1)

Cell Phone (xxx-xxx-xxxx) (2)

Home Phone (xxx-xxx-xxxx) (3)

If you need proof of survey participation, you must do the following: 1. Confirm your email address below 2. Print out this page & take it to your teacher or supervisor 3. Hit the next button to end the survey If you DO NOT need proof of participation, hit the next button to end this survey.

Email confirmation (1)

Appendix B: School Recruitment Flyer

Join other Bay Area schools in making a difference in your community!

The survey is for the Bay Area Stormwater Management Agencies Association - also known as BASMAA. Please respond to the survey questions as honestly as possible. Your answers will remain confidential. There are no right or wrong responses. Your feedback will help build a campaign for Northern California's communities so we're interested in hearing your true and honest opinions!

The survey is available online every day- 24 hours a day at:

<http://bit.ly/BayAreaSurvey>

Survey's must be completed by ~~March 16, 2012~~ **Extended deadline: March 27, 2012*

Thank you for your participation!



www.BetheStreet.org

Be the Street You Want to See.



<http://basmaa.org/>

Appendix C: Script

The script provided to teachers to assist with survey distribution read:

Join other Bay Area schools in making a difference in your community. This survey is for the Bay Area Stormwater Management Agencies Association – also known as BASMAA. Please respond to the survey questions as honestly as possible. Your answers will remain confidential. There are no right or wrong responses. Your feedback will help build a campaign for Northern California’s communities so we’re interested in hearing your true and honest opinions.

Appendix D: Facebook Ad

BASMAA SURVEY FACEBOOK AD (155 #2-2):

Image (attached to email):



Title/Name:

Bay Area Stormwater Management Agencies Association

Tagline:

Click here to join Bay Area communities in giving your FEEDBACK! It only takes 5 minutes to make your voice heard!

Link to survey:

<http://bit.ly/BayAreaSurvey>

Appendix E: Pearson correlations among key variables in regression models (n=302 with complete data on all variables).

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Pick up other's litter	--												
2. Envi. Concern ^a	0.206 p<.0003	--											
3. Guilt ^b	.0.159 p<.09	0.342 p<.08	--										
4. Disapproval of friends	-0.140 p<.02	-0.357 p<.0001	-0.498 p<.07	--									
5. Perceived friend disapproval	0.022 p<.71	-0.129 p<.03	-0.136 p<.09	0.403 P<.0001	--								
6. Self-approval	-0.064 p<.27	-0.345 p<.0001	-0.495 p<.07	0.640 P<.0001	0.263 P<.0001	--							
7. Intent to litter	-0.017 p<.77	-0.202 p<.0004	-0.395 p<.08	0.436 P<.0001	0.257 P<.0001	0.413 P<.0001	--						
8. Cleanup	0.203 p<.0004	0.257 p<.0001	0.282 p<.08	-0.257 p<.0001	-0.169 P<.004	-0.282 P<.0001	-0.144 P<.02	--					
9. eNews-letter	0.207 p<.0003	0.289 p<.0001	0.255 p<.08	-0.089 P<.13	0.037 p<.52	-0.065 P<.262	-0.069 P<.24	0.424 P<.0001	--				
10. Video contest	0.203 p<.0002	0.261 p<.0001	0.122 p<.09	0.015 p<.79	0.96 p<.10	-0.052 p<.37	0.096 P<.10	0.260 P<.0001	0.556 P<.0001	--			
11. Art contest	0.129 p<.03	0.167 p<.004	0.134 p<.09	-0.094 p<.11	-0.040 p<.49	-.122 p<.04	-0.064 P<.27	0.271 P<.0001	0.412 P<.0001	0.598 P<.0001	--		
12. Pick up else's	0.436 p<.0001	0.366 p<.0001	0.454 p<.07	-0.365 p<.0001	-0.160 p<.006	-0.350 p<.0001	-0.273 P<.0001	0.424 P<.0001	0.356 P<.0001	0.296 P<.0001	0.223 P<.0001	--	
13. Express disapproval	0.215 p<.0002	0.400 p<.0001	0.386 p<.08	-0.512 p<.0001	-0.278 p<.0001	-0.470 p<.0001	-0.321 P<.0001	0.424 P<.0001	0.258 P<.0001	0.183 P<.002	0.230 P<.0001	0.576 P<.0001	--

^aVariable was square-transformed to better approximate normality.

^bPolychoric correlation coefficient reported for all correlations with this variable.

Be the Street Pre-Campaign Survey Topline

Question: Year born	Count (%) n=353	Gender	
		Male n= 146	Female n= 207
1988	2 (0.57)	1 (0.68)	1 (0.48)
1989	1 (0.28)	0 (0.00)	1 (0.48)
1990	2 (0.57)	0 (0.00)	2 (0.97)
1991	2 (0.57)	1 (0.68)	1 (0.48)
1992	3 (0.85)	0 (0.00)	3 (1.45)
1993	21 (5.95)	11 (7.53)	10 (4.83)
1994	94 (26.63)	37 (25.34)	57 (27.54)
1995	92 (26.06)	36 (24.66)	56 (27.05)
1996	100 (28.33)	44 (30.14)	56 (27.05)
1997	36 (10.20)	16 (10.96)	20 (9.66)

Question: What is your gender	Count (%) n=353
Male	146 (41.36)
Female	207 (58.64)

Question: Please indicate current status	Count (%) n=353	Gender	
		Male n= 146	Female n= 207
I am a high school student	341 (96.60)	144 (98.63)	197 (95.17)
I am a student at a 4-year university	1 (0.28)	0 (0.00)	1 (0.48)
I am a community college student	10 (2.83)	2 (1.37)	8 (3.86)
I am a trade school student	0 (0.00)	0 (0.00)	0 (0.00)
I am a graduate student	0 (0.00)	0 (0.00)	0 (0.00)
I am not a student	1 (0.28)	0 (0.00)	1 (0.48)

Question: Please indicate which school you attend.	Count (%) n=350	Gender	
		Male n= 145	Female n= 205
Alameda High School	3 (0.86)	0 (0.00)	3 (1.47)
Carlmont High School	39 (11.14)	20 (13.80)	19 (9.28)
Chabot College	2 (0.57)	1 (0.69)	1 (0.49)
Evergreen	1 (0.21)	1 (0.69)	0 (0.00)

Fairfield High School	107 (30.56)	46 (31.73)	61 (29.76)
Indpendence High School	10 (2.86)	6 (4.14)	4 (1.95)
Jesse Bethel High School	2 (0.57)	1 (0.69)	1 (0.49)
Las Positas Community College	5 (1.43)	0 (0.00)	5 (2.45)
Oceana High School	100 (28.56)	41 (28.28)	59 (28.79)
Ohlone College	1 (0.29)	0 (0.00)	1 (0.49)
Redwood High School	9 (2.57)	2 (1.38)	7 (3.42)
San Leandro High School	1 (0.29)	0 (0.00)	1 (0.49)
Sequoia High School	29 (8.29)	9 (6.21)	20 (9.76)
University of California-Berkeley	1 (0.21)	0 (0.00)	1 (0.49)
Woodside High School	35 (10.00)	15 (10.35)	20 (9.77)
Other	5 (1.43)	3 (2.07)	2 (0.98)

Question	Mean n=331	Gender	
		Male n= 139	Female n= 192
What is your high school GPA?	3.26	3.10	3.38

Question	Mean n=10	Gender	
		Male n= 2	Female n= 8
What is your current GPA?	3.34	2.85	3.46

Question: Which of the following do you have access to (select all that apply)	Count n=752	Gender	
		Male n= 311	Female n= 441
Basic cell phone without internet access	130	59	71
Smart phone (e.g., iPhone, Blackberry, Droid) with internet access	217	88	129
Desktop or laptop computer with internet connection at home	312	128	184
Tablet device with internet (e.g., iPad)	93	36	57

Question: How often do you do the following?	Count (%)	Gender	
		Male n = 144	Female n = 204
Search for things online/on the internet	n = 348		
Never	0 (0.00)	0 (0.00)	0 (0.00)
Less than Once a Month	2 (0.57)	0 (0.00)	2 (0.98)
Once a Month	3 (0.86)	1 (0.69)	2 (0.98)
2-3 Times a Month	12 (3.45)	6 (4.17)	6 (2.94)
Once a Week	15 (4.31)	9 (6.25)	6 (2.94)
2-3 Times a Week	74 (21.26)	37 (25.69)	37 (18.14)

Daily	242 (69.54)	91 (63.19)	151 (74.02)
Check email	n = 350	n = 144	n = 206
Never	8 (2.29)	6 (4.17)	2 (0.97)
Less than Once a Month	16 (4.57)	9 (6.25)	7 (3.40)
Once a Month	13 (3.71)	5 (3.47)	8 (3.88)
2-3 Times a Month	25 (7.14)	14 (9.72)	11 (5.34)
Once a Week	50 (14.29)	25 (17.36)	25 (12.14)
2-3 Times a Week	80 (22.86)	32 (22.22)	48 (23.30)
Daily	158 (45.15)	53 (36.81)	105 (50.97)
Use Facebook	n = 350	n = 144	n = 205
Never	37 (10.57)	21 (14.58)	16 (7.77)
Less than Once a Month	4 (1.14)	2 (1.39)	2 (0.97)
Once a Month	1 (0.29)	1 (0.69)	0 (0.00)
2-3 Times a Month	7 (2.00)	3 (2.08)	4 (1.94)
Once a Week	16 (4.57)	7 (4.86)	9 (4.37)
2-3 Times a Week	44 (12.57)	20 (13.89)	24 (11.65)
Daily	241 (68.86)	90 (62.50)	151 (73.30)
Use Twitter	n = 349	n = 143	n = 206
Never	243 (69.63)	114 (79.72)	129 (62.62)
Less than Once a Month	15 (4.30)	2 (1.40)	13 (6.31)
Once a Month	4 (1.15)	2 (1.40)	2 (0.97)
2-3 Times a Month	4 (1.15)	2 (1.40)	2 (0.97)
Once a Week	8 (2.29)	1 (0.70)	7 (3.40)
2-3 Times a Week	14 (4.01)	1 (0.70)	13 (6.31)
Daily	61 (17.48)	21 (14.69)	40 (19.42)
Check out or post videos on Youtube	n = 348	n = 143	n = 205
Never	40 (11.49)	11 (7.69)	29 (14.15)
Less than Once a Month	23 (6.61)	7 (4.90)	16 (7.80)
Once a Month	13 (3.74)	3 (2.10)	10 (4.88)
2-3 Times a Month	22 (6.32)	8 (5.59)	14 (6.83)
Once a Week	32 (9.20)	9 (6.29)	23 (11.22)
2-3 Times a Week	89 (25.57)	34 (23.78)	55 (26.83)
Daily	129 (37.07)	71 (49.65)	58 (28.29)
Read or write Blogs	n = 347	n = 142	n = 205
Never	157 (45.24)	77 (54.23)	80 (39.02)
Less than Once a Month	37 (10.66)	13 (9.15)	24 (11.71)
Once a Month	16 (4.61)	8 (5.63)	8 (3.90)
2-3 Times a Month	10 (2.88)	4 (2.82)	6 (2.93)
Once a Week	22 (6.34)	9 (6.34)	13 (6.34)
2-3 Times a Week	35 (10.09)	10 (7.04)	25 (12.20)
Daily	70 (20.17)	21 (14.79)	49 (23.90)
Use other internet-based service (please specify)	n = 256	n = 112	n = 144
Never	152 (59.38)	68 (60.71)	84 (58.33)

Less than Once a Month	4 (1.56)	2 (1.79)	2 (1.39)
Once a Month	2 (0.78)	1 (0.89)	1 (0.69)
2-3 Times a Month	7 (2.73)	4 (3.57)	3 (2.08)
Once a Week	6 (2.34)	3 (2.68)	3 (2.08)
2-3 Times a Week	12 (4.69)	4 (3.57)	8 (5.56)
Daily	73 (28.520)	30 (26.79)	43 (29.86)
Specific answers:			
Aim			
AT&T			
craigslist.com			
Deviant art. Art posting site			
Everything			
formspring			
Forum			
games			
goodreads, blackboard			
google			
google +			
Grades			
hulu			
Infinite Campus, etc			
Instagram			
Internet shopping			
ipod			
kids.yahoo			
Lap Top			
livemocha			
Music Sites(grooveshark.com			
Nuts			
Online classes			
Online video games			
Other social networks, forums			
pandora.com			
plastation network			
porn			
read biographies			
read manga			
Read Online Articles			
Reading and playing games			
reddit			
shopping			
Skype			
spanish translator			
sports			
Study online			
Tumblr			
Video Games			
watch anime			

watch drama
Webcomics
WorldStarHipHop
Xbox Time
yahoo
youtube.com

Question: Environmental issues are important to me	Count (%) n= 346	Gender	
		Male n= 143	Female n= 203
Strongly Disagree	4 (1.16)	1 (0.70)	3 (1.48)
Disagree	4 (1.16)	3 (2.10)	1 (0.49)
Somewhat Disagree	2 (0.58)	2 (1.40)	0 (0.00)
Neither Agree nor Disagree	20 (5.78)	11 (7.69)	9 (4.43)
Somewhat Agree	68 (19.65)	35 (24.48)	33 (16.26)
Agree	170 (49.13)	65 (45.45)	105 (51.72)
Strongly Agree	78 (22.54)	26 (18.18)	52 (25.62)

Question: In the past month, how often have you littered each of the following items?	Count (%)	Gender	
		Male	Female
Food	n = 347	n = 143	n = 204
Never	204 (58.79)	79 (55.24)	125 (61.27)
Maybe 1-2 times	92 (26.51)	40 (27.97)	52 (25.49)
About one time per week	24 (6.92)	11 (7.69)	13 (6.37)
A few times per week	15 (4.32)	8 (5.59)	7 (3.43)
About one time per day	7 (2.02)	1 (0.70)	6 (2.94)
Multiple times per day	5 (1.44)	4 (2.80)	1 (0.49)
Chewing gum	n = 347	n = 143	n = 204
Never	167 (43.13)	57 (39.86)	110 (53.92)
Maybe 1-2 times	103 (29.68)	47 (32.87)	56 (27.45)
About one time per week	25 (7.20)	14 (9.79)	11 (5.39)
A few times per week	27 (7.78)	15 (10.49)	12 (5.88)
About one time per day	12 (3.46)	4 (2.80)	8 (3.92)
Multiple times per day	13 (3.75)	6 (4.20)	7 (3.43)
Beverage bottles, cans, cups, and/or cartons	n = 347	n = 143	n = 204
Never	255 (73.49)	97 (67.83)	158 (77.45)
Maybe 1-2 times	60 (17.29)	28 (19.58)	32 (15.69)
About one time per week	10 (2.88)	6 (4.20)	4 (1.96)
A few times per week	6 (1.73)	5 (3.50)	1 (0.49)
About one time per day	7 (2.02)	2 (1.40)	5 (2.45)
Multiple times per day	9 (2.59)	5 (3.50)	4 (1.96)
Straw or straw wrapper	n = 347	n = 143	n = 204
Never	219 (63.11)	90 (62.94)	129 (63.24)
Maybe 1-2 times	82 (23.63)	31 (21.68)	51 (25.00)

About one time per week	17 (4.90)	6 (4.20)	11 (5.39)
A few times per week	21 (6.05)	15 (10.49)	6 (2.94)
About one time per day	6 (1.73)	1 (0.70)	5 (2.45)
Multiple times per day	2 (0.58)	0 (0.00)	2 (0.98)
Bottle caps	n = 344	n = 141	n = 203
Never	271 (78.78)	103 (73.05)	168 (82.76)
Maybe 1-2 times	45 (13.08)	24 (17.02)	21 (10.34)
About one time per week	7 (2.03)	3 (2.13)	4 (1.97)
A few times per week	17 (4.94)	11 (7.80)	6 (2.96)
About one time per day	3 (0.87)	0 (0.00)	3 (1.48)
Multiple times per day	1 (0.29)	0 (0.00)	1 (0.49)
Disposable utensils (e.g., forks, spoons)	n = 343	n = 142	n = 201
Never	294 (85.71)	120 (84.51)	174 (86.57)
Maybe 1-2 times	24 (7.00)	9 (6.34)	15 (7.46)
About one time per week	10 (2.92)	5 (3.52)	5 (2.49)
A few times per week	11 (3.21)	7 (4.93)	4 (1.99)
About one time per day	3 (0.87)	0 (0.00)	3 (1.49)
Multiple times per day	1 (0.29)	1 (0.70)	0 (0.00)
Wrappers, bags, or other food or beverage packaging	n = 346	n = 142	n = 204
Never	209 (60.40)	84 (59.15)	125 (61.27)
Maybe 1-2 times	84 (24.28)	35 (24.65)	49 (24.02)
About one time per week	16 (4.62)	5 (3.52)	11 (5.39)
A few times per week	22 (6.36)	12 (8.45)	10 (4.90)
About one time per day	9 (2.60)	5 (3.52)	4 (1.96)
Multiple times per day	6 (1.73)	1 (0.70)	5 (2.45)
Packaging from non-food or beverage items	n = 343	n = 141	n = 202
Never	248 (72.30)	95 (67.38)	153 (75.74)
Maybe 1-2 times	55 (16.03)	25 (17.73)	30 (14.85)
About one time per week	17 (4.96)	10 (7.09)	7 (3.47)
A few times per week	11 (3.21)	8 (5.67)	3 (1.49)
About one time per day	6 (1.75)	2 (1.42)	4 (1.98)
Multiple times per day	6 (1.75)	1 (0.71)	5 (2.48)
Plastic or paper bag	n = 343	n = 140	n = 203
Never	259 (75.51)	99 (70.71)	160 (78.82)
Maybe 1-2 times	49 (14.29)	26 (18.57)	23 (11.33)
About one time per week	13 (3.79)	5 (3.57)	8 (3.94)
A few times per week	11 (3.21)	6 (4.29)	5 (2.46)
About one time per day	6 (1.75)	3 (2.14)	3 (1.48)
Multiple times per day	5 (1.46)	1 (0.71)	4 (1.97)
Cigarette butts	n = 345	n = 142	n = 203
Never	322 (93.33)	134 (94.37)	188 (92.61)
Maybe 1-2 times	6 (1.74)	1 (0.70)	5 (2.46)
About one time per week	2 (0.58)	0 (0.00)	2 (0.99)
A few times per week	6 (1.74)	4 (2.82)	2 (0.99)

About one time per day	3 (0.87)	0 (0.00)	3 (1.48)
Multiple times per day	6 (1.74)	3 (2.11)	3 (1.48)
Other (please specify)	n = 171	n = 72	n = 99
Never	161 (94.15)	65 (90.28)	96 (96.97)
Maybe 1-2 times	2 (1.17)	1 (1.39)	1 (1.01)
About one time per week	4 (2.34)	2 (2.78)	2 (2.02)
A few times per week	0 (0.00)	0 (0.00)	0 (0.00)
About one time per day	0 (0.00)	0 (0.00)	0 (0.00)
Multiple times per day	4 (2.34)	4 (5.56)	0 (0.00)
Specific answers: clothes Condoms Dust/Crumbs/etc. fruit peels I don't litter anything except for my dead skin cells. None paper paper, yogurt cups processed food wrappers sometimes I drop gum wrappers spit sunflower seeds tissues vegetables			

Question: In the past month, how often have you picked up a piece of litter that was not yours and disposed it?	Count (%) n= 337	Gender	
		Male n= 136	Female n= 201
Never	40 (11.87)	14 (10.29)	26 (12.94)
Maybe 1-2 times	132 (39.17)	57 (41.91)	75 (37.31)
About one time per week	52 (15.43)	17 (12.50)	35 (17.41)
A few times per week	77 (22.85)	31 (22.79)	46 (22.89)
About one time per day	18 (5.34)	7 (5.15)	11 (5.47)
Multiple times per day	18 (5.34)	10 (7.35)	8 (3.98)

Question: People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situations:	Count (%)	Gender	
		Male n= 138	Female n= 202
Prior to/after eating or drinking something	n= 340		
Never	141 (41.47)	47 (34.06)	94 (46.53)
Rarely	122 (35.88)	48 (34.78)	74 (36.63)
Sometimes	61 (17.94)	35 (25.36)	26 (12.87)
Almost Always	7 (2.06)	4 (2.90)	3 (1.49)
Always	7 (2.06)	3 (2.17)	4 (1.98)
Not applicable	2 (0.59)	1 (0.72)	1 (0.50)

When I have to put out my cigarette	n = 340	n = 138	n = 202
Never	261 (76.76)	109 (78.99)	152 (75.25)
Rarely	4 (1.18)	1 (0.72)	3 (1.49)
Sometimes	7 (2.06)	2 (1.45)	5 (2.48)
Almost Always	5 (1.47)	3 (2.17)	2 (0.99)
Always	3 (0.88)	2 (1.45)	1 (0.50)
Not applicable	60 (17.65)	21 (15.22)	39 (19.31)
When I'm in a vehicle	n = 336	n = 135	n = 201
Never	208 (61.90)	83 (61.48)	125 (62.19)
Rarely	81 (24.11)	34 (25.19)	47 (23.38)
Sometimes	31 (9.23)	14 (10.37)	17 (8.46)
Almost Always	5 (1.49)	4 (1.48)	3 (1.49)
Always	3 (0.89)	0 (0.00)	3 (1.49)
Not applicable	8 (2.38)	2 (1.48)	6 (2.99)
At home	n = 337	n = 137	n = 200
Never	241 (71.51)	99 (72.26)	142 (71.00)
Rarely	55 (16.32)	19 (13.87)	36 (18.00)
Sometimes	31 (9.20)	15 (10.95)	16 (8.00)
Almost Always	4 (1.19)	3 (2.19)	1 (0.50)
Always	4 (1.19)	0 (0.00)	4 (2.00)
Not applicable	2 (0.59)	1 (0.73)	1 (0.50)
At school	n = 339	n = 137	n = 202
Never	147 (43.36)	46 (33.58)	101 (50.00)
Rarely	104 (30.68)	44 (32.12)	60 (29.70)
Sometimes	62 (18.29)	33 (24.09)	29 (14.36)
Almost Always	11 (3.24)	8 (5.84)	3 (1.49)
Always	11 (3.24)	4 (2.92)	7 (3.47)
Not applicable	4 (1.18)	2 (1.46)	2 (0.99)
At work	n = 337	n = 137	n = 200
Never	266 (78.93)	102 (74.45)	164 (82.00)
Rarely	12 (3.56)	9 (6.57)	3 (1.50)
Sometimes	8 (2.37)	5 (3.65)	3 (1.50)
Almost Always	0 (0.00)	0 (0.00)	0 (0.00)
Always	1 (0.30)	0 (0.00)	1 (0.50)
Not applicable	50 (14.84)	21 (15.33)	29 (14.50)
Other (please specify)	n = 157	n = 66	n = 91
Never	122 (77.71)	48 (72.73)	74 (81.32)
Rarely	4 (2.55)	1 (1.52)	3 (3.30)
Sometimes	9 (5.73)	5 (7.58)	4 (4.40)
Almost Always	1 (0.64)	1 (1.52)	0 (0.00)
Always	1 (0.64)	1 (1.52)	0 (0.00)
Not applicable	20 (12.74)	10 (15.15)	10 (10.99)

Question: What prevents you from littering (select all that apply)?	Count 1364	Gender	
		Male n= 578	Female n= 846
Trash cans/ recycling bins are nearby	322	131	191
There are anti-litter signs posted	77	97	40
When an area is already litter-free	160	55	105
When I feel that I want to keep a certain area clean	221	80	141
Friends, family, or others would complain about my behavior if I littered	191	79	112
I know there is no clean-up crew for a give area	114	36	78
I would feel guilty if I littered	252	91	161
Other (please specify)	27	9	18
Specific answers: Because it goes against my ethics camping Guilty habitual - never litter i care about the enviornment too much i don't like to litter I dont like trash on the ground I dont mind walking to a trash can. i know littering is wrong / bad i like to recycle for money I protect the Eath as much as possible If I have been carrying my trash for days. im a green academy student I'm not a selfish lazy person, and I care about the environment It is disrespectful to the Earth and to other people It's gross La Migra My Mom is a Janitor My parent no point in littering O.C.D People Watching. small enough for my pocket Teachers The world would be one big garbage can if we just littered, and i like the world i live in now. Who would want to live in a world were there is garbage everywhere. To help the earth to keep the world clean Was taught otherwise			

Question: How often do you think your friends litter?	Count (%) n= 337	Gender	
		Male n= 136	Female n= 201

Never	18 (5.34)	2 (1.47)	16 (7.96)
Rarely	51 (15.13)	14 (10.29)	37 (18.41)
Sometimes	162 (48.07)	66 (48.53)	96 (47.76)
Frequently	75 (22.26)	38 (27.94)	37 (18.41)
All the time	31 (9.20)	16 (11.76)	15 (7.46)

Question: When I see my friends littering, I _____ of their behavior.	Count (%) n= 339	Gender	
		Male n= 138	Female n= 201
Strongly disapprove	61 (17.99)	11 (7.97)	50 (24.88)
Disapprove	112 (33.04)	39 (28.26)	73 (36.32)
Somewhat Disapprove	76 (22.42)	36 (25.09)	40 (19.90)
Neither approve nor disapprove	81 (23.89)	47 (34.06)	34 (16.92)
Somewhat approve	4 (1.18)	3 (2.17)	1 (0.50)
Approve	2 (0.59)	1 (0.72)	1 (0.50)
Strongly approve	3 (0.88)	1 (0.72)	2 (1.00)

Question: If my friends saw me litter, they would _____ of my behavior.	Count (%) n= 336	Gender	
		Male n= 136	Female n= 200
Strongly disapprove	24 (7.14)	3 (2.21)	21 (10.50)
Disapprove	59 (17.56)	18 (13.24)	41 (20.50)
Somewhat Disapprove	73 (21.73)	25 (18.38)	48 (24.00)
Neither approve nor disapprove	161 (47.92)	79 (58.09)	82 (41.00)
Somewhat approve	13 (3.87)	6 (4.41)	7 (3.50)
Approve	1 (0.30)	0 (0.00)	1 (0.50)
Strongly approve	5 (1.49)	5 (3.68)	0 (0.00)

Question: When I think of times that I have littered, I _____ of my behavior.	Count (%) n= 338	Gender	
		Male n= 137	Female n= 201
Strongly disapprove	93 (27.51)	20 (14.60)	73 (36.32)
Disapprove	122 (36.09)	46 (33.58)	76 (37.81)
Somewhat Disapprove	69 (20.41)	34 (24.82)	35 (17.41)
Neither approve nor disapprove	44 (13.02)	29 (21.17)	15 (7.46)
Somewhat approve	5 (1.48)	5 (3.65)	0 (0.00)
Approve	2 (0.59)	1 (0.73)	1 (0.50)
Strongly approve	3 (0.89)	2 (1.46)	1 (0.50)

Question: In the past month, have you spoken with friends about littering?	Count (%) n= 337	Gender	
		Male n= 138	Female n= 199
No	226 (67.06)	103 (74.64)	123 (61.81)
Yes	111 (32.94)	35 (25.36)	76 (38.19)

Question: How do you think these conversations influenced your opinions about littering?	Count (%) n=110	Gender	
		Male n= 35	Female n= 75
They made me think that littering is an important issue	57 (51.82)	20 (57.14)	37 (49.33)
They made me think littering is not an important issue	3 (2.73)	2 (5.71)	1 (1.33)
They didn't influence my opinion about littering	23 (20.91)	3 (8.57)	20 (26.67)
It depended who I was talking to; different friends had different effects	27 (24.55)	10 (28.57)	17 (22.67)

Question: In the next month, how likely is that you will litter? Remember, litter is defined as discarding, placing, throwing, or dropping any waste item in a public or private area and not immediately removing it. This includes waste items large and small, discarded intentionally or accidentally.	Count (%) n=338	Gender	
		Male n= 137	Female n= 201
Very Unlikely	95 (28.11)	27 (19.71)	68 (33.83)
Unlikely	89 (26.33)	24 (17.52)	65 (32.34)
Somewhat Unlikely	40 (11.83)	21 (15.33)	19 (9.45)
Undecided	54 (15.98)	30 (21.90)	24 (11.94)
Somewhat Likely	33 (9.76)	12 (8.76)	21 (10.45)
Likely	19 (5.62)	16 (11.68)	3 (1.49)
Very Likely	8 (2.37)	7 (5.11)	1 (0.50)

Question: How willing are you to participate in the following activities?	Count (%)	Gender	
		Male	Female
Volunteer for a litter cleanup day	n= 313	n= 128	n= 185
Very Unlikely	50 (15.97)	29 (22.66)	21 (11.35)
Unlikely	44 (14.06)	18 (14.06)	26 (14.05)
Somewhat Unlikely	30 (9.58)	12 (9.38)	18 (9.73)
Undecided	64 (20.45)	30 (23.44)	34 (18.38)
Somewhat Likely	66 (21.09)	22 (17.19)	44 (23.78)
Likely	39 (12.46)	8 (6.25)	31 (16.76)
Very Likely	20 (6.39)	9 (7.03)	11 (5.95)
Sign up for our campaign email newsletter	n = 313	n = 128	n = 185
Very Unlikely	99 (31.63)	49 (38.28)	50 (27.03)
Unlikely	83 (26.52)	28 (21.88)	55 (29.73)
Somewhat Unlikely	33 (10.54)	12 (9.38)	21 (11.35)
Undecided	60 (19.17)	24 (18.75)	36 (19.46)
Somewhat Likely	22 (7.03)	10 (7.81)	12 (6.49)
Likely	6 (1.92)	0 (0.00)	6 (3.24)
Very Likely	10 (3.19)	5 (3.91)	5 (2.70)
Enter the video contest for our campaign	n = 313	n = 128	n = 185
Very Unlikely	110 (35.14)	49 (38.28)	61 (32.97)
Unlikely	85 (27.16)	30 (23.44)	55 (39.73)
Somewhat Unlikely	24 (7.67)	10 (7.81)	14 (7.57)
Undecided	61 (19.49)	25 (19.53)	36 (19.46)
Somewhat Likely	17 (5.43)	8 (6.25)	9 (4.86)

Likely	6 (1.92)	1 (0.78)	5 (2.70)
Very Likely	10 (3.19)	5 (3.91)	5 (2.70)
Enter an art contest that is part of the campaign	n = 313	n = 128	n = 185
Very Unlikely	100 (31.95)	52 (40.63)	48 (25.95)
Unlikely	75 (23.96)	34 (26.56)	41 (22.16)
Somewhat Unlikely	32 (10.22)	12 (9.38)	20 (10.81)
Undecided	48 (15.34)	17 (13.28)	31 (16.76)
Somewhat Likely	32 (10.22)	7 (5.47)	25 (13.51)
Likely	15 (4.79)	3 (2.34)	12 (6.49)
Very Likely	11 (3.51)	3 (2.34)	8 (4.32)
Pick up someone else's litter	n = 313	n = 128	n = 185
Very Unlikely	26 (8.31)	16 (12.50)	10 (5.41)
Unlikely	19 (6.07)	8 (6.25)	11 (5.95)
Somewhat Unlikely	26 (8.31)	17 (13.28)	9 (4.86)
Undecided	47 (15.02)	19 (14.84)	28 (15.14)
Somewhat Likely	81 (25.88)	36 (28.13)	45 (24.32)
Likely	67 (21.41)	16 (12.50)	51 (27.57)
Very Likely	47 (15.02)	16 (12.50)	31 (16.76)
If I see a friend littering, say something to express disapproval or try to stop her/him from littering	n = 312	n = 127	n = 185
Very Unlikely	20 (6.41)	14 (11.02)	6 (3.24)
Unlikely	9 (2.88)	7 (5.51)	2 (1.08)
Somewhat Unlikely	20 (6.41)	11 (8.66)	9 (4.86)
Undecided	48 (15.38)	26 (20.47)	22 (11.89)
Somewhat Likely	64 (20.51)	35 (27.56)	29 (15.68)
Likely	77 (24.68)	22 (17.32)	55 (29.73)
Very Likely	74 (23.72)	12 (9.45)	62 (33.51)

BASMAA Final Evaluation Report

July 31

2014

This report describes littering behavior and predictors of littering among youth in the Bay Area region.

EXECUTIVE SUMMARY

Prior to the launch of the Be the Street™ litter abatement program, a detailed survey was conducted to assess littering behavior and perceived social norms of Bay Area youth. The data collected with this survey was established as a baseline against which follow-up survey data could be measured to determine the overall impact of the Be the Street program.

A follow-up survey was conducted during the summer of 2014. The survey was designed to mirror the baseline survey to ensure data comparability. Only respondents who fit the target demographic of the program, 14-24 years of age and living in Bay Area zip codes, were included in the analysis. A total of 60 responses which fit this criteria were collected.

The survey focused on littering habits and opinions of the target demographic. The subsequent analysis and comparison to the baseline data revealed many key findings that both demonstrate the effectiveness of the overall Be the Street program and provide recommendations for future outreach efforts. Key findings are described below.

Throughout this analysis the following terminology is used.

- **Baseline.** Baseline refers to the data collected prior to the start of the Be the Street program.
- **Exposed.** Exposed refers to respondents captured in the follow-up survey who reported being aware of the Be the Street program. The goal of the program is to demonstrate that individuals exposed to Be the Street have adopted preferred behaviors and opinions towards recycling when compared against the Baseline and Unexposed.
- **Unexposed.** Unexposed refers to respondents captured in the follow-up survey who reported being unfamiliar with the Be the Street program. The difference between Unexposed and Exposed demonstrates the impact of the program. In addition, we anticipate that the Unexposed should be more similar to the Baseline.

KEY FINDINGS

- **Exposed are nearly 3x as likely to pick up litter.** 90% of exposed respondents reported that they were 'very likely' or 'likely' to pick up someone else's litter while only 38% of unexposed respondents reported the same.
- **Exposed are nearly 2x as likely to disapprove of friends littering.** 94% of exposed respondents reported the 'strongly disapprove' or 'disapprove' of their friends littering while only 52% of unexposed reported the same.
- **Exposed are nearly 1.5x as likely to voice that disapproval.** 70% of exposed respondents reported that they were 'very likely' or 'likely' to voice disapproval when their friends litter while only 48% of unexposed respondents reported the same.
- **Exposed are more than 2x as likely to disapprove of their own littering.** 58% of exposed respondents reported the 'strongly disapprove' or 'disapprove' of their own behaviors when they have littered in the past while only 29% of unexposed reported the same.
- **Unexposed are nearly 2x as likely to litter in the future.** 19% of unexposed respondents reported that they were 'very likely,' 'likely,' or 'somewhat likely' to litter in the next month while only 10% of exposed respondents reported the same.
- **Unexposed litter more than 2x as often.** 8% of unexposed respondents reported littering at least a few times a week while only 4% of exposed respondents reported the same.

INTRODUCTION

Be the Street is a regional litter abatement program developed by the Bay Area Stormwater Management Agencies Association (BASMAA). The program primarily targeted 14-24 year old Bay Area youth who had been identified as a key polluting demographic. The program focused heavily on social media and innovative outreach strategies with the end goal of promoting peer-to-peer interactions regarding littering and raising awareness of its environmental impacts. The program sought to be “message up” instead of “government down” and encouraged participants to craft messaging in their own words.

Be the Street was carefully branded to connect with its target audience. The brand was developed to be youthful, vibrant, and engaged. Under this brand, the state of the “street” is a reflection of the youth who use it. By exploring problems and solution related to community and environmental issues, street-by-street, participants are rewarded with the pride, and the fun, of having created the kind of “street” they have always wanted to live on.

Be the Street engaged with the target population primarily through social media (e.g. Facebook and Instagram) to deliver inspirational and educational content. An innovative set of outreach strategies included a YouTube video contest with a live stream award show, a meme contest, and the development of a mobile app that gamified environmental awareness and sent users into the streets to complete challenges, win points, and get prizes.

The impact of these outreach strategies are reflected through the breadth of Be the Street’s engagements and through a baseline and follow-up survey. The subsequent sections discuss the findings from those surveys. A summary of Be the Street’s engagement impacts is included at the end of this report.

SURVEY ANALYSIS

PURPOSE AND OVERVIEW

The purpose of the follow-up survey was to assess littering behavior and perceived social norms among youth living in the Bay Area. The survey was designed to mirror the baseline survey conducted before the Be the Street program kicked off. Comparing the baseline with the follow-up survey, as well as comparing the results of the exposed versus the unexposed respondents, provides an indicator of the net impact of the Be the Street program.

In analyzing the survey results, findings were categorized into four general categories: Attitudes, Actions, Beliefs, and Willingness. These four categories afforded a retrospective look at how respondents felt (Attitudes) and what they did (Actions) and a prospective look at why they feel the way they do (Beliefs) and what they might do in the future (Willingness).

Throughout the survey findings, many questions were framed such as “When I see my friend littering, I _____ of their behavior.” Respondents were asked to reply with responses of ‘Strongly Disapprove,’ ‘Disapprove,’ ‘Somewhat Disapprove,’ ‘Neither Approve or Disapprove,’ ‘Somewhat Approve,’ ‘Approve,’ or ‘Strongly Approve.’ Results were recorded and the survey advanced to the next question.

SURVEY ADMINISTRATION

The follow-up survey was conducted during the summer of 2014 through Facebook (the primary outreach vehicle for the program) and through traditional intercept outreach. The survey was designed to mirror

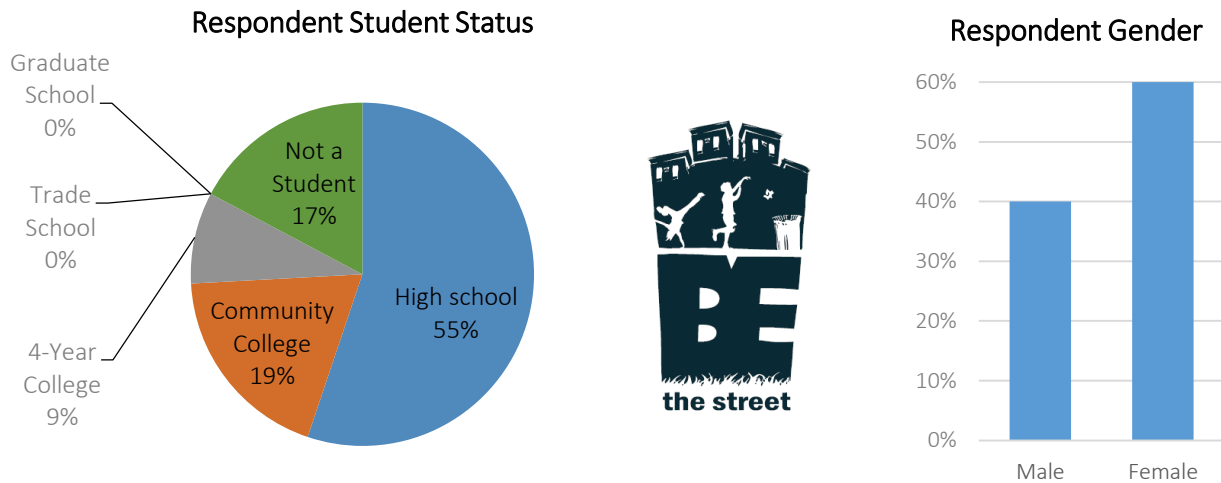
the baseline survey to ensure data comparability. Only respondents who fit the target demographic of the program, 14-24 years of age and living in Bay Area zip codes, were included in the analysis.

The survey assessed littering behavior, contextual factors related to littering, peer-to-peer interactions about littering, and willingness to participate in volunteer activities.

DEMOGRAPHICS

A total of 60 respondents met the administrative criteria to be included in the survey results as respondents. The sample included more females (60%) than males (40%). The mean age of respondents was approximately 17 years of age (SD = 2.52) with the majority identifying as high school students (55%). The remaining respondents were community college students (19%), 4-year college students (9%), or not enrolled in school (17%). No respondents reported being in graduate school or trade school. These findings are reported in **Figure 1**.

Figure 1. Demographic characteristics of sample (N=60).



ATTITUDES

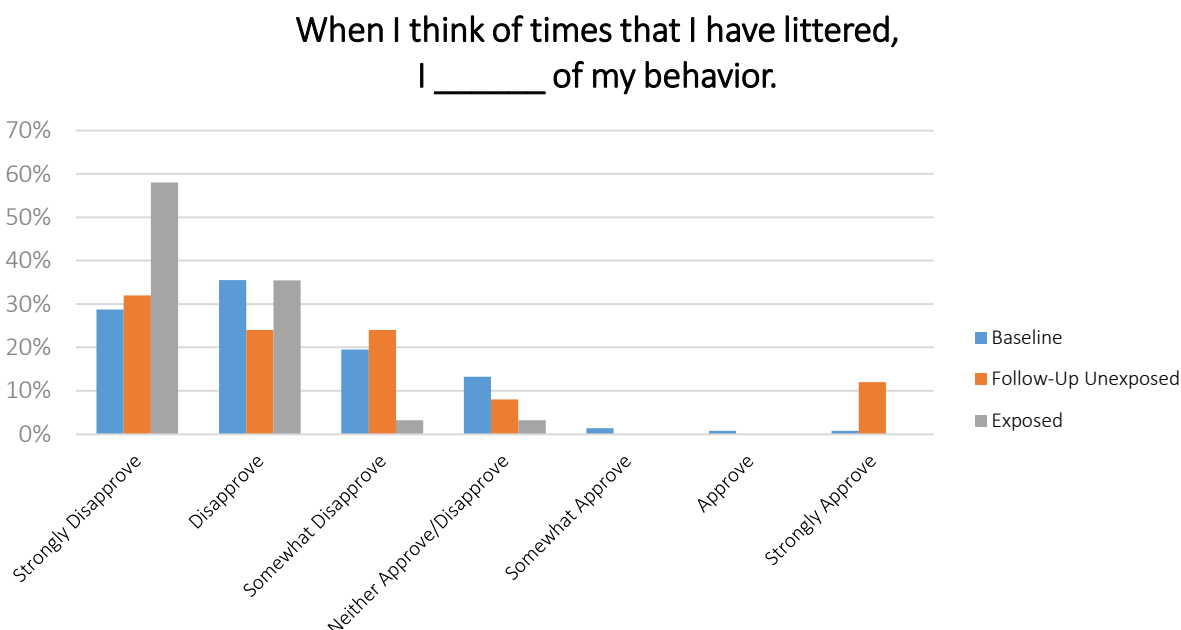
The first analysis category was to evaluate respondents' attitudes. These questions tended to be retrospective in nature and ask the respondent to consider a time when something happened in the past.

Personal Littering

Respondents were asked, "When I think of times that I have littered, I _____ of my behavior." Exposed respondents (58%) were substantially more likely to 'strongly disapprove' of their own littering than either the baseline (29%) or the unexposed (32%). More than 94% of exposed respondents reported disapproval when expanded to include 'strongly disapprove' and 'disapprove,' as compared to 64% of baseline and 56% of unexposed respondents.

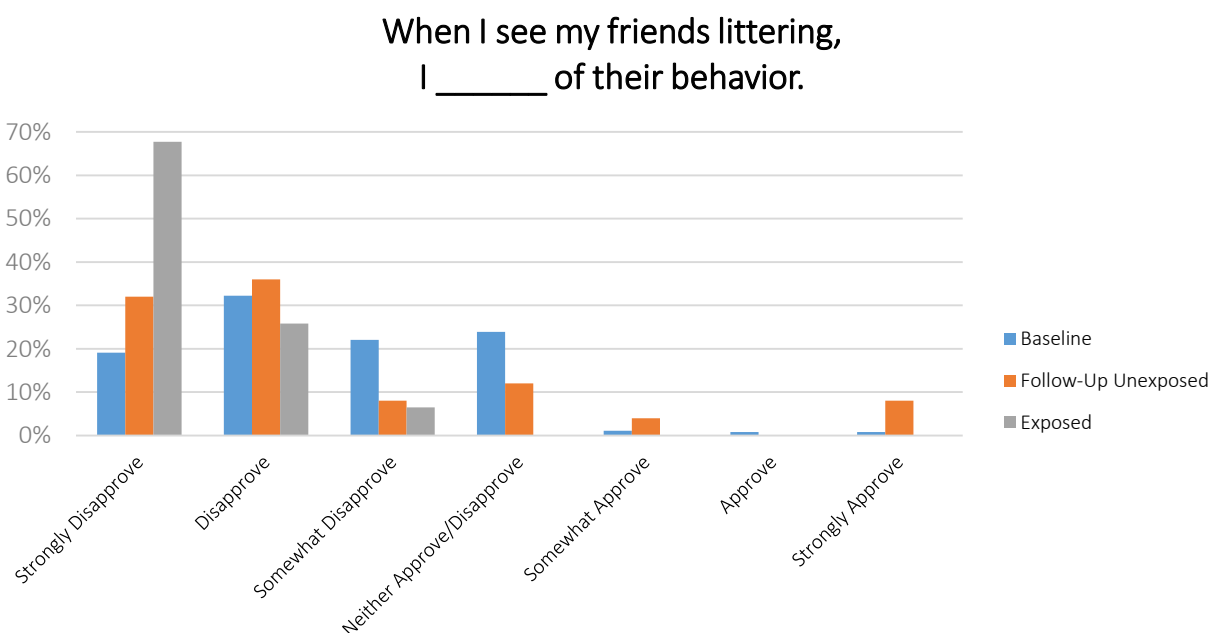
The analysis also shows a correlation between the baseline and unexposed respondents, reinforcing the significance of the change demonstrated in the exposed respondents as impact of the Be the Street program. These findings are reported in **Figure 2**.

Figure 2. Respondent Attitude towards personal littering (N=60).



The findings of respondents' attitudes to their personal littering closely mirrored their attitudes of their friends' littering. Exposed respondents expressed even greater disapproval of their friends' littering with every exposed respondent reporting some level of disapproval. More than 93% of exposed respondents reported they would 'strongly disapprove' or 'disapprove' as compared to 51% of the baseline and 68% of unexposed respondents. These findings are reported in **Figure 3**.

Figure 3. Respondent Attitude towards littering by friends.



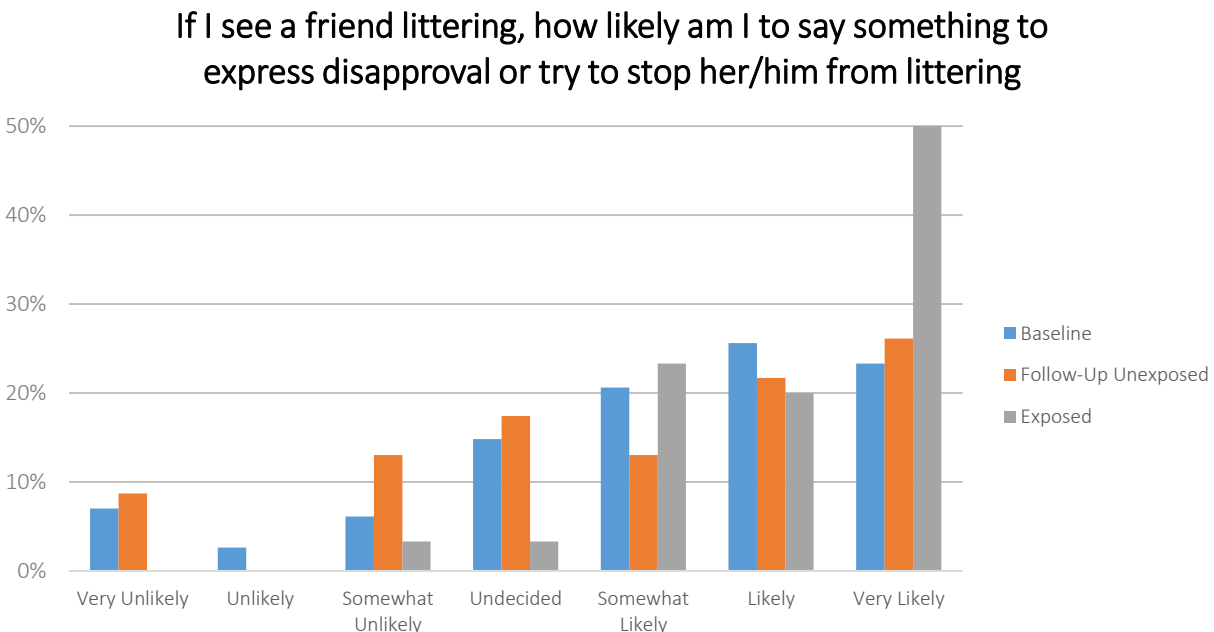
ACTIONS

Following on asking the respondent about their attitudes towards the littering of their peers, the survey sought to ask if they would express disapproval to a friend that they observed littering. Encouraging others to adopt pro-environmental behaviors through expressing disapproval of littering is the ideal goal of any outreach campaign.

Exposed respondents were one-and-a-half times more likely than unexposed and baseline respondents to voice disapproval. More than 70% of exposed respondents reported that they were 'very likely' or 'likely' to voice disapproval when their friends litter while only 49% of baseline and 48% of unexposed respondents reported the same.

Only 3% of exposed respondents said they would be unlikely to speak up (and only 'somewhat unlikely,' at that) while 16% of baseline and 22% of unexposed respondents would be unlikely to express disapproval. Exposed respondents were 5-7x more likely to become advocates of pro-environmental behaviors. These findings are reported in **Figure 4**.

Figure 4. Respondent likelihood to express disapproval of peer littering (N=60).



BELIEFS

The survey also sought to gauge respondents' beliefs around littering and environmental behaviors. Understanding respondents' beliefs helps provide insight into how they are likely to behave in the future.

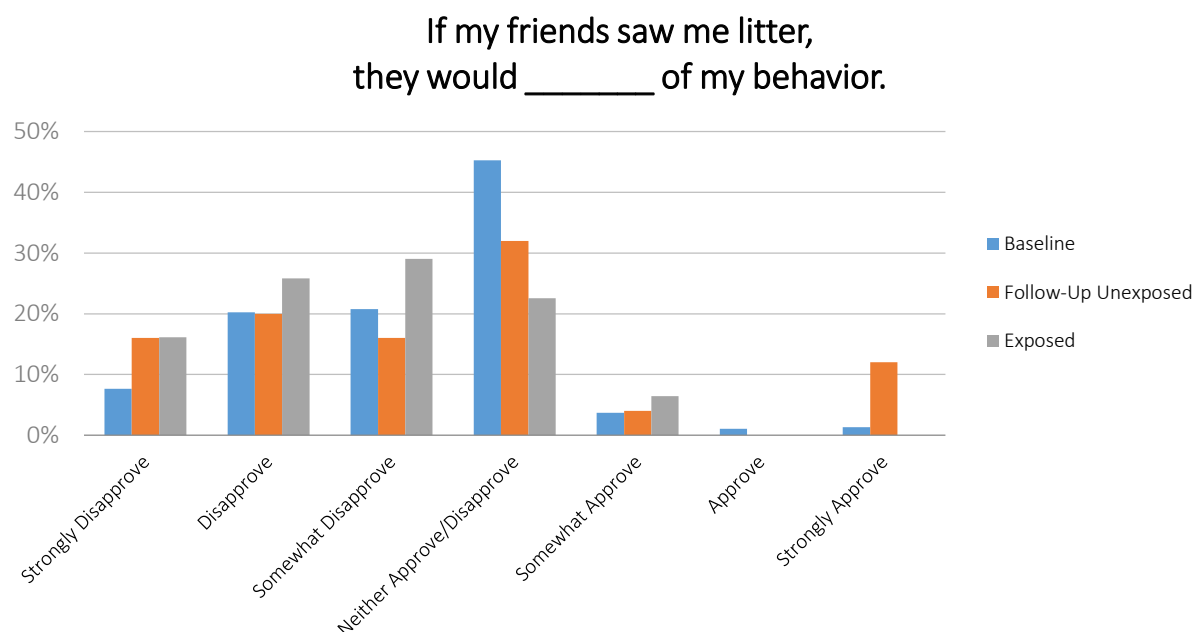
Perception of Peer Perception

Respondents were asked, "If my friends saw me litter, they would ____ of my behavior." Exposed respondents (71%) were more likely to believe their friends would disapprove of seeing them litter than baseline (48%) or unexposed respondents (52%).

Surprisingly, the rates of approval and disapproval bear little similarity to the results reported in **Figure 3** demonstrating the respondents' perception of their friend littering. This suggests that respondents do not

belong to peer groups with substantial mutuality of beliefs—that is, if an individual disapproves of their friends littering, we would anticipate that their friend would similarly disapprove of their littering. However, respondents tended to weight their own conviction much higher (‘strongly disapprove’) and their peers’ convictions much weaker (‘somewhat disapprove’). These findings are reported in **Figure 5**.

Figure 5. Respondent likelihood to express disapproval of peer littering.



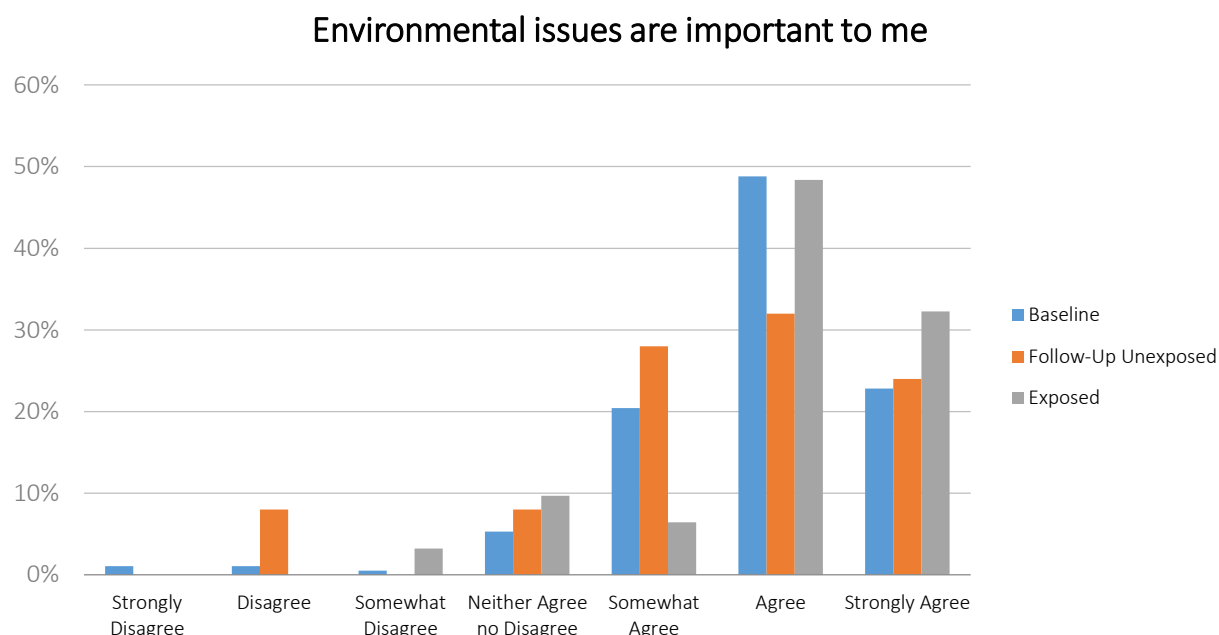
Importance of Environmental Issues

Respondents were asked to respond to the statement, “Environmental issues are important to me.” Exposed respondents (32%) were more likely to report that they ‘strongly agree’ than either baseline (23%) or unexposed respondents (24%). In addition, exposed respondents (81%) were more likely to agree in general (‘strongly agree’ and ‘agree’) than baseline (71%) or unexposed respondents (56%).

It should be noted, however, that it cannot be said with certainty that exposure to Be the Street caused the belief to be held. It is possible, and perhaps likely, that Be the Street attracted fans and respondents who already held these beliefs. If that were demonstrated to be true, then Be the Street’s core value with regards to those individuals would be the program’s ability to capture, engage, empower, and retain those individuals while putting them into contact with like-minded peers. This finding may be supported by the finding discussed above wherein most respondents viewed the conviction of their own beliefs to be greater than that of their peers.

The results of the question that environmental issues are important to the respondent most closely resemble the results (albeit reversed) presented in **Figure 2** and **Figure 3**. **Figure 2**, asking for the respondent’s attitude toward their own past littering, and **Figure 3**, asking for the respondent’s attitude toward the littering of their peers, appear to be closely linked to the respondent’s belief that they hold environmental issues as important. These findings are reported in **Figure 6**.

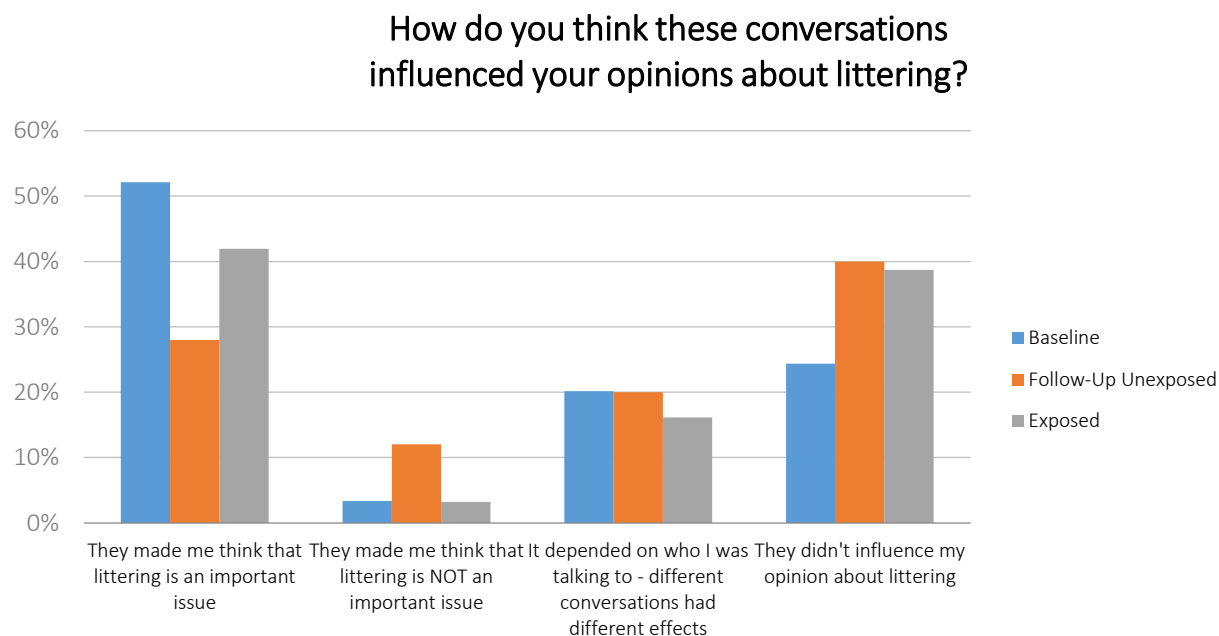
Figure 6. Respondent's belief that environmental issues are important.



Impact of Conversations on Importance of Littering

One of the goals of the Be the Street campaign was to encourage and promote peer-to-peer interactions regarding littering. At the end of the survey, respondents were asked to assess the frequency with which they had conversations about littering and the impact of those conversations on their views of littering. There was not a substantial difference between groups in how conversations impacted belief. These findings are reported in **Figure 7**.

Figure 7. Respondent's belief on the impact of discussing littering with peers.



WILLINGNESS

The final category of questions investigated in this analysis revolved around asking the respondent to consider their willingness or likelihood of taking some future action. These questions helped place into context the respondent's current attitudes towards littering behavior, but also provided insights in how future outreach efforts could be shaped to utilize that willingness.

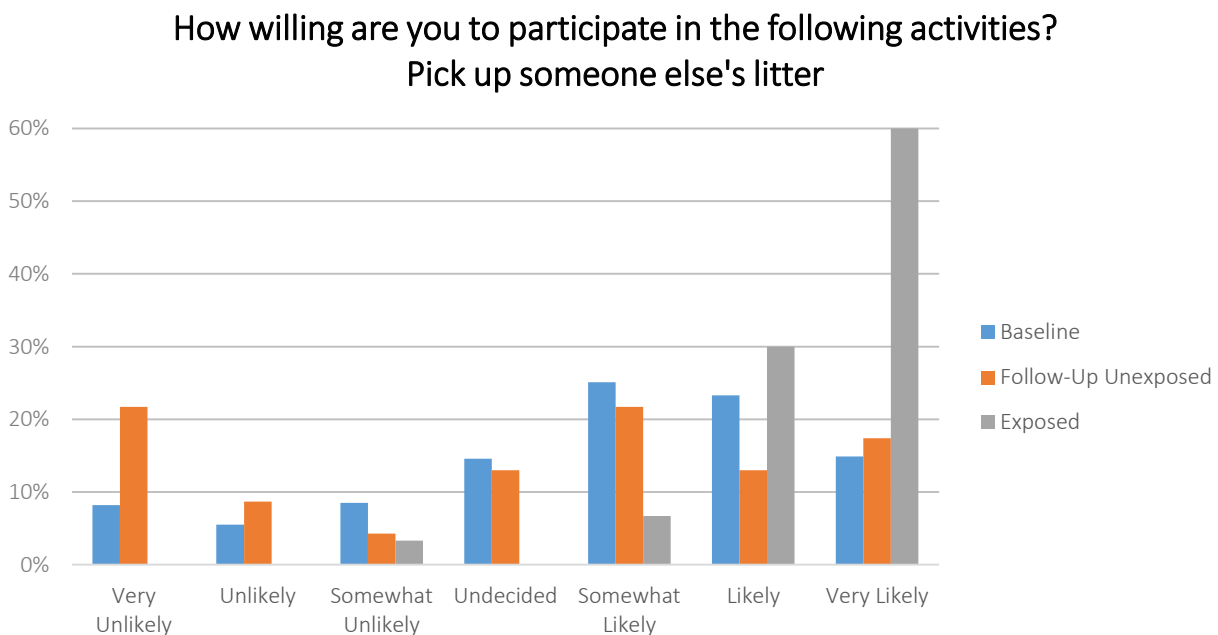
Willingness to Pick up Someone Else's Litter

Respondents were asked how willing they would be to pick up someone else's litter they observed on the ground. More than 90% of exposed respondents reported that they were 'very likely' or 'likely' to pick up someone else's litter while only 38% of baseline and 30% of unexposed respondents reported the same.

The results at the other end of the spectrum are even more pronounced. While 22% of baseline and 35% of unexposed respondents reported that they would be some level of unlikely to pick up someone else's trash, only 3% of exposed reported any unwillingness and that percentage was only 'somewhat unlikely.'

Finally, while 15% of baseline and 13% unexposed were undecided on whether or not they would be willing to pick up someone else's litter, no exposed were undecided. Engagement with Be the Street demonstrates a marked increase in decisiveness of the respondent and a marked increase in willingness to be proactive in cleaning up the streets. These findings are reported in **Figure 8**.

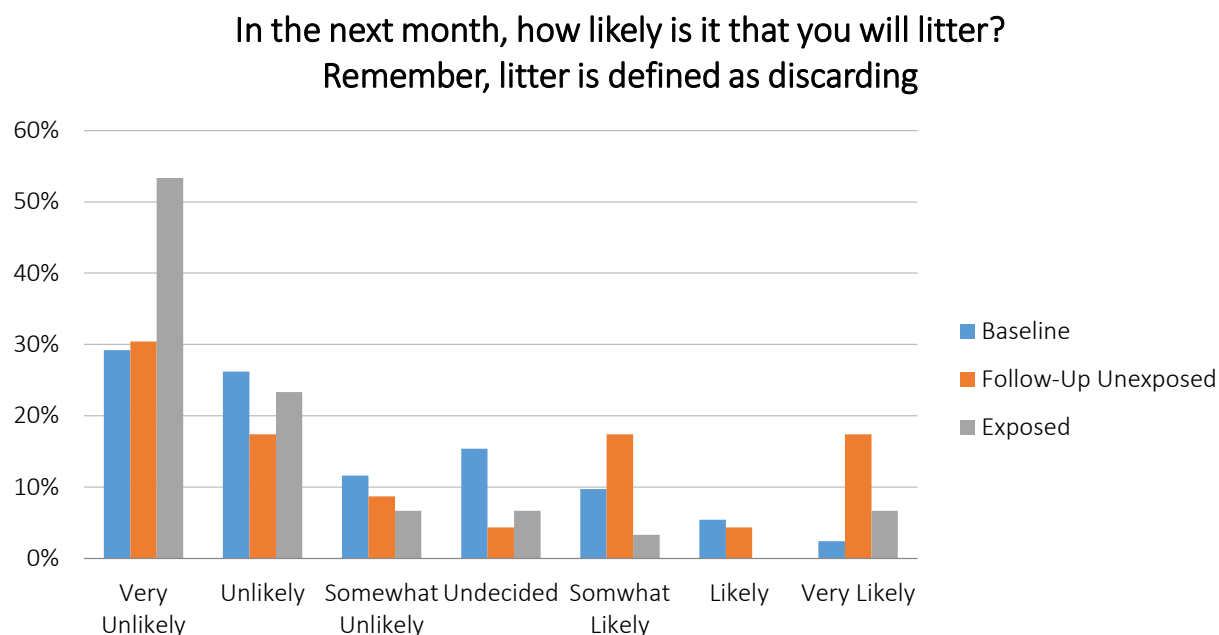
Figure 8. Respondent's willingness to pick up someone else's litter.



Likelihood to Litter

Respondents were also asked about the likelihood that they would litter in the future. Only 10% of exposed reported any willingness to litter in the future while 18% of baseline and 39% of unexposed reported the same. Respondents exposed to the Be the Street program were two to four times less likely to litter in the future than those who were not exposed. These findings are reported in **Figure 9**.

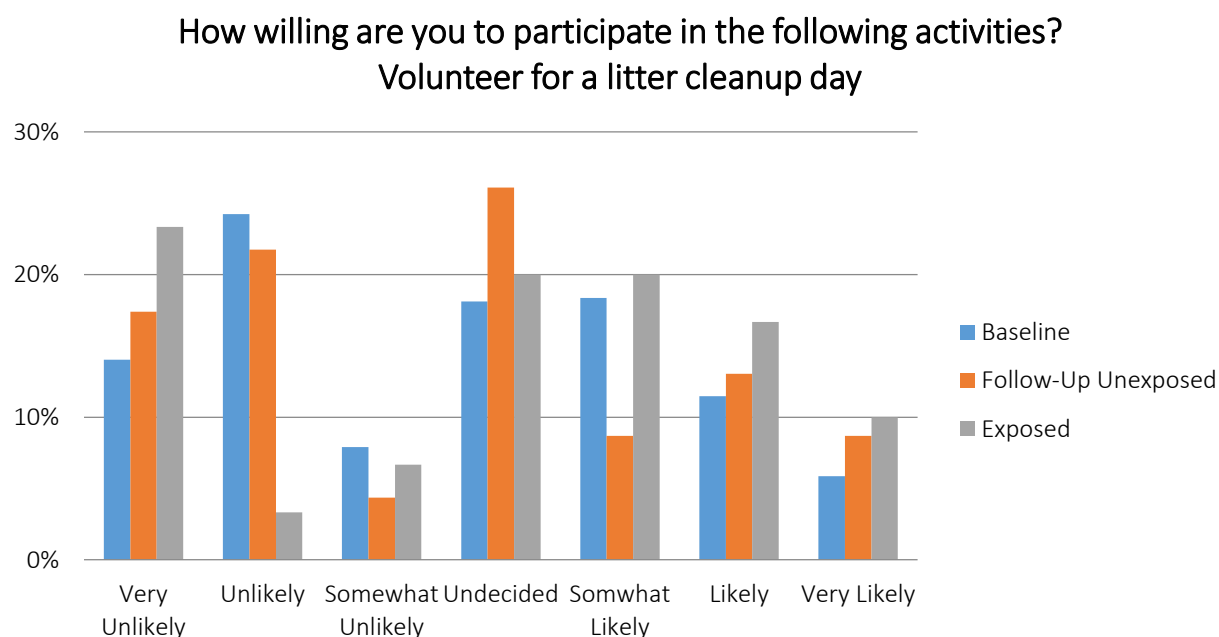
Figure 9. Respondent's willingness to litter in the future.



Willingness to Volunteer

Respondents were finally asked about their willingness to volunteer for a litter cleanup day. Exposed respondents (47%) were roughly one-and-a-half times more likely to be willing to volunteer than baseline (36%) or unexposed respondents (30%). However, exposed respondents also reported the highest 'very unlikely' response at 23%. These findings are reported in **Figure 10**.

Figure 10. Respondent's willingness to participate in volunteer cleanups.



ENGAGEMENT DATA

In addition to the statistical differences demonstrated above, the Be the Street program has significant levels of engagement. The levels of engagement demonstrated by Be the Street are unparalleled by any other public education outreach program.

Highlights include:

- **Facebook.** More than 6,100 engagements including 5,348 current likes. In the two years since its creation, the Be the Street page has achieved 150% the likes of the similarly situated SF Environment Facebook page. The Facebook page also featured a meme contest which achieved more than 100 user-created memes and numerous competitions that garnered thousands of organic shares.
- **YouTube.** A total of 56 videos published on the Be the Street YouTube channel including 52 fan-submitted videos for the anti-litter video contest. This competition received more than 4800 votes cast and had 593 unique views of the 25-minute wards show. At the conclusion of the video competition, the channel had received a total of nearly 16,000 views. Since then, without substantial investment, total views on the channel have risen to nearly 42,000, a 260% increase, just by continuing to leverage existing assets.
- **Mobile app.** A recently completed mobile app allows Be the Street to make direct asks of the target audience through gamification. The mobile app has users complete challenges by going “into the field” and taking pictures of various BMPs. These photos earn the users points which they can use to secure prizes from the app store. In addition, the mobile app allows the program to use push notifications to send messages, new challenges, and notifications directly to the users.

CONCLUSION

Those exposed to the Be the Street program demonstrated differences in key attitudes and behaviors upwards of 200% compared to the population baseline. Those differences were often the most pronounced in key categories such as likelihood to litter in the future, willingness to engage others to promote pro-environmental behaviors, and willingness to become environmental stewards and pick up the litter of others. Generally speaking, this differential is likely due to one of the following three scenarios (or perhaps most likely, a combination of all three)

1. Be the Street is effective in changing attitudes and behaviors as it relates to littering in the target audience.
2. Be the Street is effective in attracting the sort of members of the target audience most likely to exhibit positive anti-litter behaviors and attitudes.
3. Be the Street is effective in attracting anti-litter leaning members of the community and empowering them to adopt even further anti-litter attitudes and behaviors.

Throughout the analysis, the results of the baseline survey (conducted before the start of the Be the Street program) and the unexposed respondents included in the follow-up survey followed similar patterns. These patterns further validate the important differences demonstrated by the respondents exposed to the program.

Be the Street Post-Campaign Survey Topline

Question: What is your birthday?	Count (%) N =60	Campaign Awareness	
		Exposed N=31	Unexposed N=27
1990	2 3.3%	1 3.2%	1 3.7%
1991	4 6.7%	1 3.2%	3 11.1%
1992	3 5.0%	2 6.5%	1 3.7%
1993	2 3.3%	0 0.0%	2 7.4%
1994	3 5.0%	2 6.5%	1 3.7%
1995	10 16.7%	4 12.9%	4 14.8%
1996	12 20.0%	4 12.9%	8 29.6%
1997	6 10.0%	4 12.9%	2 7.4%
1998	9 15.0%	7 22.6%	2 7.4%
1999	8 13.3%	5 16.1%	3 11.1%
2000	1 1.7%	1 3.2%	0 0.0%

Question: What is your gender?	Count N=60	Campaign Awareness	
		Exposed N=31	Unexposed N=27
Male	24 40.0%	12 38.7%	10 37.0%
Female	36 60.0%	19 61.3%	17 63.0%

Question: What is your home zipcode?	Count N=58	Campaign Awareness	
		Exposed N=31	Unexposed N=27
94043	1 1.7%	1 3.2%	0 0.0%
94044	2 3.4%	0 0.0%	2 7.4%
94061	2 3.4%	1 3.2%	1 3.7%
94063	4 6.9%	1 3.2%	3 11.1%
94070	1 1.7%	1 3.2%	0 0.0%
94086	1 1.7%	0 0.0%	1 3.7%
94096	1 1.7%	0 0.0%	1 3.7%
94116	1 1.7%	0 0.0%	1 3.7%
94303	3 5.2%	1 3.2%	2 7.4%
94402	1 1.7%	0 0.0%	1 3.7%
94503	1 1.7%	1 3.2%	0 0.0%
94533	1 1.7%	0 0.0%	1 3.7%
94539	1 1.7%	0 0.0%	1 3.7%
94541	2 3.4%	1 3.2%	1 3.7%
94551	1 1.7%	1 3.2%	0 0.0%
94565	1 1.7%	0 0.0%	1 3.7%
94590	1 1.7%	1 3.2%	0 0.0%
94591	2 3.4%	2 6.5%	0 0.0%
94607	1 1.7%	1 3.2%	0 0.0%
94610	4 6.9%	4 12.9%	0 0.0%
94612	2 3.4%	2 6.5%	0 0.0%
94618	2 3.4%	2 6.5%	0 0.0%
94621	1 1.7%	0 0.0%	1 3.7%
94712	2 3.4%	2 6.5%	0 0.0%
95014	1 1.7%	1 3.2%	0 0.0%
95020	1 1.7%	0 0.0%	1 3.7%

95037	1	1.7%	0	0.0%	1	3.7%
95050	2	3.4%	1	3.2%	1	3.7%
95051	1	1.7%	1	3.2%	0	0.0%
95055	1	1.7%	1	3.2%	0	0.0%
95101	1	1.7%	0	0.0%	1	3.7%
95108	1	1.7%	0	0.0%	1	3.7%
95119	1	1.7%	1	3.2%	0	0.0%
95122	2	3.4%	1	3.2%	1	3.7%
95127	1	1.7%	0	0.0%	1	3.7%
95132	1	1.7%	0	0.0%	1	3.7%
95136	1	1.7%	1	3.2%	0	0.0%
95141	1	1.7%	0	0.0%	1	3.7%
95148	1	1.7%	0	0.0%	1	3.7%
95150	2	3.4%	2	6.5%	0	0.0%

Question: What is your status?	Count N=58	Campaign Awareness			
		Exposed N=31		Unexposed N=27	
I am a high school student	32 55.2%	20	64.5%	12	44.4%
I am a community college student	11 19.0%	5	16.1%	6	22.2%
I am a student at a four year university	5 8.6%	3	9.7%	2	7.4%
I am a student at a trade school	0 0.0%	0	0.0%	0	0.0%
I am a graduate student	0 0.0%	0	0.0%	0	0.0%
I am not a student	10 17.2%	3	9.7%	7	25.9%

Question: Environmental issues are important to me.	Count N=58	Campaign Awareness			
		Exposed N=31		Unexposed N=27	
Strongly Disagree	1 1.7%	0	0.0%	1	3.7%
Disagree	2 3.4%	0	0.0%	2	7.4%
Somewhat Disagree	1 1.7%	1	3.2%	0	0.0%
Neither Agree nor Disagree	5 8.6%	3	9.7%	2	7.4%
Somewhat Agree	9 15.5%	2	6.5%	7	25.9%
Agree	23 39.7%	15	48.4%	8	29.6%
Strongly Agree	17 29.3%	10	32.3%	7	25.9%

Question: Have you seen that logo before?	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Yes	24 42.9%	24	77.4%	0	0.0%
No	32 57.1%	7	22.6%	25	100.0%

Question: In the past month how often have you littered food?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	39 70.9%	27	90.0%	12	48.0%
Maybe 1-2 Times	11 20.0%	3	10.0%	8	32.0%
About 1 time per week	1 1.8%	0	0.0%	1	4.0%
A few times per week	0 0.0%	0	0.0%	0	0.0%
About 1 time per day	2 3.6%	0	0.0%	2	8.0%
Multiple times every day	2 3.6%	0	0.0%	2	8.0%

Question: In the past month how often have you littered chewing gum?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	42 76.4%	24	80.0%	18	72.0%
Maybe 1-2 Times	9 16.4%	5	16.7%	4	16.0%
About 1 time per week	1 1.8%	0	0.0%	1	4.0%
A few times per week	1 1.8%	0	0.0%	1	4.0%
About 1 time per day	1 1.8%	1	3.3%	0	0.0%
Multiple times every day	1 1.8%	0	0.0%	1	4.0%

Question: In the past month how often have you littered Beverage bottles, cans, cups, and/or cartons?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	36 65.5%	25	83.3%	11	44.0%
Maybe 1-2 Times	12 21.8%	4	13.3%	8	32.0%
About 1 time per week	2 3.6%	0	0.0%	2	8.0%
A few times per week	2 3.6%	1	3.3%	1	4.0%
About 1 time per day	1 1.8%	0	0.0%	1	4.0%
Multiple times every day	2 3.6%	0	0.0%	2	8.0%

Question: In the past month how often have you littered straws?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	29 52.7%	18	60.0%	11	44.0%
Maybe 1-2 Times	16 29.1%	10	33.3%	6	24.0%
About 1 time per week	4 7.3%	1	3.3%	3	12.0%
A few times per week	2 3.6%	0	0.0%	2	8.0%
About 1 time per day	2 3.6%	1	3.3%	1	4.0%
Multiple times every day	2 3.6%	0	0.0%	2	8.0%

Question: In the past month how often have you littered bottle caps?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	42 76.4%	25	83.3%	17	68.0%
Maybe 1-2 Times	6 10.9%	2	6.7%	4	16.0%
About 1 time per week	1 1.8%	1	3.3%	0	0.0%
A few times per week	1 1.8%	0	0.0%	1	4.0%
About 1 time per day	2 3.6%	2	6.7%	0	0.0%
Multiple times every day	3 5.5%	0	0.0%	3	12.0%

Question: In the past month how often have you littered disposable utensils?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	48 87.3%	27	90.0%	21	84.0%
Maybe 1-2 Times	3 5.5%	2	6.7%	1	4.0%
About 1 time per week	1 1.8%	0	0.0%	1	4.0%
A few times per week	0 0.0%	0	0.0%	0	0.0%
About 1 time per day	1 1.8%	1	3.3%	0	0.0%
Multiple times every day	2 3.6%	0	0.0%	2	8.0%

Question: In the past month how often have you littered wrappers/bags/food packaging?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	30 54.5%	18	60.0%	12	48.0%
Maybe 1-2 Times	14 25.5%	10	33.3%	4	16.0%
About 1 time per week	5 9.1%	1	3.3%	4	16.0%
A few times per week	3 5.5%	1	3.3%	2	8.0%
About 1 time per day	1 1.8%	0	0.0%	1	4.0%
Multiple times every day	2 3.6%	0	0.0%	2	8.0%

Question: In the past month how often have you littered packaging from non food/beverage items?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	42 76.4%	27	90.0%	15	60.0%
Maybe 1-2 Times	8 14.5%	2	6.7%	6	24.0%
About 1 time per week	2 3.6%	0	0.0%	2	8.0%
A few times per week	0 0.0%	0	0.0%	0	0.0%
About 1 time per day	2 3.6%	1	3.3%	1	4.0%
Multiple times every day	1 1.8%	0	0.0%	1	4.0%

Question: In the past month how often have you littered packaging from plastic/paper bags?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	46 83.6%	27	90.0%	19	76.0%
Maybe 1-2 Times	6 10.9%	3	10.0%	3	12.0%
About 1 time per week	1 1.8%	0	0.0%	1	4.0%
A few times per week	0 0.0%	0	0.0%	0	0.0%
About 1 time per day	0 0.0%	0	0.0%	0	0.0%
Multiple times every day	2 3.6%	0	0.0%	2	8.0%

Question: In the past month how often have you littered packaging from cigarette butts?	Count N=55	Campaign Awareness			
		Exposed N=30		Unexposed N=25	
Never	38 69.1%	21	70.0%	17	68.0%
Maybe 1-2 Times	6 10.9%	4	13.3%	2	8.0%
About 1 time per week	4 7.3%	3	10.0%	1	4.0%
A few times per week	4 7.3%	2	6.7%	2	8.0%
About 1 time per day	2 3.6%	0	0.0%	2	8.0%
Multiple times every day	1 1.8%	0	0.0%	1	4.0%

Question: In the past month, how often have you picked up a piece of litter that was not yours and disposed of it?	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Never	7 12.5%	1	3.2%	6	24.0%

Maybe 1-2 times	12	21.4%	1	3.2%	11	44.0%
About 1 time per week	1	1.8%	0	0.0%	1	4.0%
A few times per week	15	26.8%	9	29.0%	6	24.0%
About 1 time per day	11	19.6%	11	35.5%	0	0.0%
Multiple times every day	10	17.9%	9	29.0%	1	4.0%

Question: People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situation: Prior to/after eating or drinking.	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Never	30 53.6%	19	61.3%	11	44.0%
Maybe 1-2 times	20 35.7%	11	35.5%	9	36.0%
About 1 time per week	5 8.9%	1	3.2%	4	16.0%
A few times per week	0 0.0%	0	0.0%	0	0.0%
About 1 time per day	1 1.8%	0	0.0%	1	4.0%
Multiple times every day	0 0.0%	0	0.0%	0	0.0%

Question: People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situation: When I am in a vehicle.	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Never	34 60.7%	22	71.0%	12	48.0%
Maybe 1-2 times	13 23.2%	8	25.8%	5	20.0%
About 1 time per week	7 12.5%	1	3.2%	6	24.0%
A few times per week	1 1.8%	0	0.0%	1	4.0%
About 1 time per day	1 1.8%	0	0.0%	1	4.0%
Multiple times every day	0 0.0%	0	0.0%	0	0.0%

Question: People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situation: At school.	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Never	34 60.7%	22	71.0%	12	48.0%
Maybe 1-2 times	11 19.6%	5	16.1%	6	24.0%
About 1 time per week	6 10.7%	2	6.5%	4	16.0%
A few times per week	1 1.8%	0	0.0%	1	4.0%
About 1 time per day	1 1.8%	0	0.0%	1	4.0%
Multiple times every day	3 5.4%	2	6.5%	1	4.0%

Question: People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situation: When I have to put out my cigarette.	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Never	32 57.1%	19	61.3%	13	52.0%
Maybe 1-2 times	5 8.9%	3	9.7%	2	8.0%
About 1 time per week	9 16.1%	6	19.4%	3	12.0%

A few times per week	3	5.4%	0	0.0%	3	12.0%
About 1 time per day	0	0.0%	0	0.0%	0	0.0%
Multiple times every day	7	12.5%	3	9.7%	4	16.0%

Question: People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situation: When I'm at home.	Count N=55		Campaign Awareness			
			Exposed N=30		Unexposed N=25	
Never	43	78.2%	28	93.3%	15	60.0%
Maybe 1-2 times	8	14.5%	2	6.7%	6	24.0%
About 1 time per week	2	3.6%	0	0.0%	2	8.0%
A few times per week	1	1.8%	0	0.0%	1	4.0%
About 1 time per day	1	1.8%	0	0.0%	1	4.0%
Multiple times every day	0	0.0%	0	0.0%	0	0.0%

Question: People may or may not litter in different situations. Please indicate how frequently you litter in each of the following situation: At work.	Count N=56		Campaign Awareness			
			Exposed N=31		Unexposed N=25	
Never	40	71.4%	25	80.6%	15	60.0%
Maybe 1-2 times	7	12.5%	3	9.7%	4	16.0%
About 1 time per week	2	3.6%	2	6.5%	0	0.0%
A few times per week	1	1.8%	0	0.0%	1	4.0%
About 1 time per day	1	1.8%	0	0.0%	1	4.0%
Multiple times every day	5	8.9%	1	3.2%	4	16.0%

Question: What prevents you from littering? Select all that apply.	Count N=56		Campaign Awareness			
			Exposed N=31		Unexposed N=25	
Trash cans/recycling/compost bins nearby	42	75.0%	25	80.6%	17	68.0%
There are anti-litter signs posted	8	14.3%	3	9.7%	5	20.0%
When an area is already litter free	13	23.2%	7	22.6%	6	24.0%
When I feel that I want to keep a certain area clean	22	39.3%	13	41.9%	9	36.0%
Friends, family, or others would complain about my behavior if I littered	14	25.0%	8	25.8%	6	24.0%
I know there is no clean-up crew for a given area	14	25.0%	9	29.0%	5	20.0%
I would feel guilty if I littered	26	46.4%	15	48.4%	11	44.0%

Question: How often do you think your friends litter?	Count N=56		Campaign Awareness			
			Exposed N=31		Unexposed N=25	
Never	5	8.9%	2	6.5%	3	12.0%
Rarely	15	26.8%	11	35.5%	4	16.0%
Sometimes	20	35.7%	12	38.7%	8	32.0%
Frequently	10	17.9%	4	12.9%	6	24.0%
All the time	6	10.7%	2	6.5%	4	16.0%

Question: When I see my friends littering, I _____ of their behavior.	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Strongly Disapprove	29 51.8%	21 67.7%	8 32.0%	8 32.0%	
Disapprove	17 30.4%	8 25.8%	9 36.0%	9 36.0%	
Somewhat Disapprove	4 7.1%	2 6.5%	2 8.0%	2 8.0%	
Neither Approve/Disapprove	3 5.4%	0 0.0%	3 12.0%	3 12.0%	
Somewhat Approve	1 1.8%	0 0.0%	1 4.0%	1 4.0%	
Approve	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
Strongly Approve	2 3.6%	0 0.0%	2 8.0%	2 8.0%	

Question: If my friends saw me litter, they would _____ of my behavior.	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Strongly Disapprove	9 16.1%	5 16.1%	4 16.0%	4 16.0%	
Disapprove	13 23.2%	8 25.8%	5 20.0%	5 20.0%	
Somewhat Disapprove	13 23.2%	9 29.0%	4 16.0%	4 16.0%	
Neither Approve/Disapprove	15 26.8%	7 22.6%	8 32.0%	8 32.0%	
Somewhat Approve	3 5.4%	2 6.5%	1 4.0%	1 4.0%	
Approve	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
Strongly Approve	3 5.4%	0 0.0%	3 12.0%	3 12.0%	

Question: If my friends saw me litter, they would _____ of my behavior.	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Strongly Disapprove	26 46.4%	18 58.1%	8 32.0%	8 32.0%	
Disapprove	17 30.4%	11 35.5%	6 24.0%	6 24.0%	
Somewhat Disapprove	7 12.5%	1 3.2%	6 24.0%	6 24.0%	
Neither Approve/Disapprove	3 5.4%	1 3.2%	2 8.0%	2 8.0%	
Somewhat Approve	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
Approve	0 0.0%	0 0.0%	0 0.0%	0 0.0%	
Strongly Approve	3 5.4%	0 0.0%	3 12.0%	3 12.0%	

Question: In the past month, have you spoken with friends about littering?	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
Yes	14 25.0%	5 16.1%	9 36.0%	9 36.0%	
No	42 75.0%	26 83.9%	16 64.0%	16 64.0%	

Question: How do you think these conversations influence your opinions about littering?	Count N=56	Campaign Awareness			
		Exposed N=31		Unexposed N=25	
They made me think that littering is an important issue	20 35.7%	13 41.9%	7 28.0%	7 28.0%	
They made me think that littering is NOT an important issue	4 7.1%	1 3.2%	3 12.0%	3 12.0%	
It depended on who I was talking to - different conversations had different effects	10 17.9%	5 16.1%	5 20.0%	5 20.0%	
They didn't influence my opinion about littering	22 39.3%	12 38.7%	10 40.0%	10 40.0%	

Question: In the next month, how likely is it that you will litter? Remember, litter is defined as discarding, placing, throwing, or dropping any waste item in a public or private area and not immediately removing it. This includes waste items large and small which were discarded intentionally or accidentally.	Count N=53	Campaign Awareness			
		Exposed N=30		Unexposed N=23	
Very Unlikely	23 43.4%	16	53.3%	7	30.4%
Unlikely	11 20.8%	7	23.3%	4	17.4%
Somewhat Unlikely	4 7.5%	2	6.7%	2	8.7%
Undecided	3 5.7%	2	6.7%	1	4.3%
Somewhat Likely	5 9.4%	1	3.3%	4	17.4%
Likely	1 1.9%	0	0.0%	1	4.3%
Very Likely	6 11.3%	2	6.7%	4	17.4%

Question: How willing are you to participate in the following activities? Volunteer for a litter cleanup day.	Count N=53	Campaign Awareness			
		Exposed N=30		Unexposed N=23	
Very Unlikely	11 20.0%	7	23.3%	4	16.0%
Unlikely	6 10.9%	1	3.3%	5	20.0%
Somewhat Unlikely	3 5.5%	2	6.7%	1	4.0%
Undecided	12 21.8%	6	20.0%	6	24.0%
Somewhat Likely	10 18.2%	6	20.0%	4	16.0%
Likely	8 14.5%	5	16.7%	3	12.0%
Very Likely	5 9.1%	3	10.0%	2	8.0%

Question: How willing are you to participate in the following activities? Pick up someone else's litter.	Count N=53	Campaign Awareness			
		Exposed N=30		Unexposed N=23	
Very Unlikely	5 9.4%	0	0.0%	5	21.7%
Unlikely	2 3.8%	0	0.0%	2	8.7%
Somewhat Unlikely	2 3.8%	1	3.3%	1	4.3%
Undecided	3 5.7%	0	0.0%	3	13.0%
Somewhat Likely	7 13.2%	2	6.7%	5	21.7%
Likely	12 22.6%	9	30.0%	3	13.0%
Very Likely	22 41.5%	18	60.0%	4	17.4%

Question: How willing are you to participate in the following activities?-If I see a friend littering, say something to express disapproval or try to stop her/him from littering.	Count N=53	Campaign Awareness			
		Exposed N=30		Unexposed N=23	
Very Unlikely	2 3.6%	0	0.0%	2	8.0%
Unlikely	0 0.0%	0	0.0%	0	0.0%
Somewhat Unlikely	4 7.3%	1	3.3%	3	12.0%
Undecided	5 9.1%	1	3.3%	4	16.0%

Somewhat Likely	12	21.8%	7	23.3%	5	20.0%
Likely	11	20.0%	6	20.0%	5	20.0%
Very Likely	21	38.2%	15	50.0%	6	24.0%

Have you seen either or both of these videos?	Count N=53	Campaign Awareness	
		Exposed N=28	Unexposed N=25
Yes	16 30.2%	16 57.1%	0 0.0%
No	37 69.8%	12 42.9%	25 100.0%



the street

User Guide



This guide was made to assist Be the Street partners and affiliates in the implementation of our campaign. It will show examples of current work as well as lay out fundamental branding standards that can be applied across all new projects.

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**BE THE
CHANG
YOU W
TO SEE
IN THE
WORLD
GANDH**

QUOTE COUTURE

“Be the Street You Want to See.”

“*Be the Street*” is bold, friendly, fun and not afraid to get its hands dirty. A little bit Gandhi with a touch of Tom Sawyer, all wrapped in Bay Area themed blanket, the messaging encourages youths to take ownership of the state of their community and actively shape their environment. In this campaign, the state of the “street” is a reflection, for better or worse, of the kids who use it. Rather than passing the blame on to peers, adults, or others, *Be the Street* asks that individuals take action to clean up and invigorate their surroundings. By exploring and engaging problems and solutions to community and environmental issues, street-by-street, participants will be rewarded with the pride, and the fun, of having created the kind of “street” they have always wanted to live on.





HOME ABOUT NEWS CONTEST CONTACT

Be the Street Video Contest

GRAND PRIZE WINNER

receives **\$1,000**
and your video will
APPEAR ON TV!!

BE THE STREET
VIDEO CONTEST!
APRIL 2010 - 2011



Do you want to make a difference in your community? We challenge you to create a 15-30 second video that prevents your peers from littering. Let your vision be the tool for building a litter-free community. A 1st & 2nd Prize Winner will be selected from each category and awarded GIFT and CASH prizes! The lucky Grand Prize Winner will receive a cash prize and their video will be distributed on television! Entries submitted by 6/15/2012 will automatically only be entered into the Early Submission Raffle for the chance to WIN a \$100 Apple gift card!

HOW TO
ENTER



Search this site...

CONNECT

facebook

YouTube



VIDEOS



Clear Water Action / Myrhuam



The Magnetic Plastic Bag - A Mockumentary



BRCS - Anti-Litter PSA #1



Tummy Anti-Littering Commercial

COMMUNITY SPOTLIGHT



Be the Street wants to give a well-deserved shout-out to the Youth Resource Council. We owe a lot of what Be the Street is today to their participation and dedication over the last few months—not the least of which, our name! It's been greater...

[+ Read More](#)

LATEST NEWS



Upcoming Events May Event: Spring Clean Up Where: San Bruno P...

[+ Read More](#)



Become a part of our video contest and get a chance to BE on TV! Are you a creative type with a camera and want to...

[+ Read More](#)

ABOUT THE PROGRAM

We wanted to be something bigger. We'd been to beach clean ups and we try to buy non-toxic alternatives. We find ways to celebrate Earth Day and we're diligent about separating trash, compost and recyclables (and even a little annoying about it to our friends.) We'd done all of this and we're going to keep

doing it because we care about shepherding the most beautiful Bay Area we can. But we wanted to be something bigger too. We wanted to be part of a group where everything we did came together, where we could come together with other people who not only care about a beautiful Bay Area but are doing things about it. [READ MORE](#)



Be the Street Website

(<https://www.bethestreet.org>)

An early example of the horizontal logo format; this platform opts for a darker, slightly textured color palette for a serious yet youthful backdrop for the engaging elements on the website. However the pink color adds a bit of levity and fun to the mix in keeping with the energetic nature of the Be the Street brand. It follows a simple grid format that allows for the many video elements of the page to flow nicely. The light colored text also plays up the youthful nature of the brand by keeping text subtle and the spotlight on the fun and interactive elements of the website.

functional

BE



The image shows a screenshot of the 'Be the Street' e-newsletter. At the top is a horizontal masthead with a blue background, featuring silhouettes of houses and people, and the text 'BE the street'. Below the masthead are three main content sections. The first section, 'Create Your Video', includes a photo of a person and text about a video contest. The second section, 'Thanks From the Street', features a photo of hands and a thank-you message. The third section, 'Join Us at Events', shows a photo of a calendar and text about upcoming events. At the bottom, there is a footer with copyright information, contact details, and a MailChimp logo.

BE the street

Create Your Video
Prevent littering and let your voice be heard!
Create a 15-30 second video with an anti-litter message!
Become a part of our video contest and get a chance to be on TV
[+Read More](#)

Thanks From the Street
A big thank you to our Youth Resource Council
[+Read More](#)

Join Us at Events
Find out what is going on near you
[+Read More](#)

Join BE the Street Community on [Facebook](#) and tell us what you're doing to keep your neighborhood clean!

[friend on Facebook](#) | [forward to a friend](#)

Copyright © 2012 Be the Street, All rights reserved.
You are receiving this email because you signed up for our quarterly e-newsletter.
Our mailing address is:
Be the Street
4510 E. Pacific Coast Highway
Suite 300
Long Beach, CA 90804

[MailChimp](#)



Be the Street E-Newsletter

The goal of the quarterly eNewsletter is to keep the target audience in the loop about the program news and opportunities to get engaged. It is important to note that any interaction with a member of the target audience should result in an eNewsletter sign up. This is because the eNewsletter, along with Facebook and YouTube, are the principle means for Be the Street to Engage with its audience.

The light and dark blue colors are consistent with the look and feel of the website and Facebook page colors. The Be the Street eNewsletter also uses the horizontal masthead logo.



Sponsored [Create an Ad](#)

Be the Street



Click here to join Bay Area communities in giving your **FEEDBACK!** It only takes 5 minutes to make your voice heard!



Be the Street Facebook Page

(<https://www.facebook.com/BetheSt>)

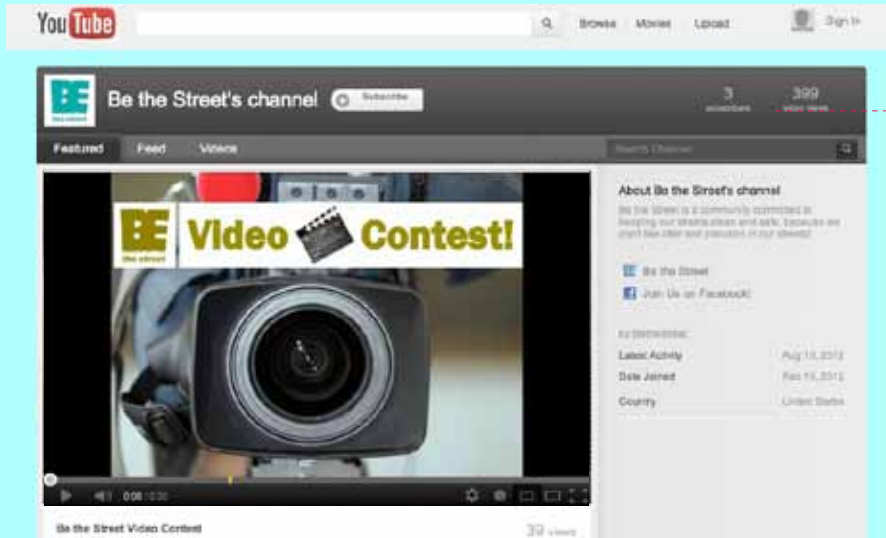
The Be the Street Facebook Page incorporates the Be the Street logo and a cover photo created to showcase the look and feel of the brand.

Posts are published on the page about 3 times a week. Post material includes anti-litter related updates and photos, local events and program messages.

The committee is encouraged to update the Facebook matrix with post material here:

<http://tinyurl.com/btsfacebookmatrix>.

The page is monitored daily and stats are tracked bi-monthly.



Be the Street YouTube Channel

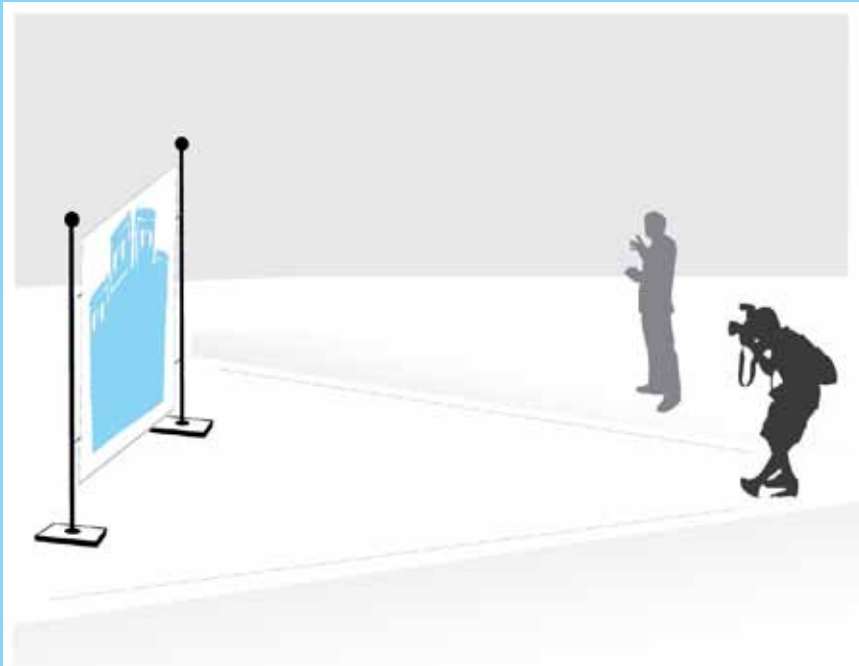
(<http://www.youtube.com/bethestreet>)

Like the Facebook page, the Be the Street YouTube Channel incorporates the Be the Street square logo as its avatar. The YouTube page uses high energy colors to represent the dynamic and ever changing environment and to accommodate the videos uploaded as material becomes available (i.e. PSA promotional and entry videos). The channel is monitored weekly and stats are tracked bimonthly.



Be the Street Video Contest

This promotional event uses high energy graphics and a lot of imagery and color play. It is not rigidly adhered to the brand standards since it's main function is as a crowd sourcing campaign to generate unique user content. The goal of the video contest is to crowdsource and highlight numerous audience generate PSAs showing how contestants can be their own street!



Be the Street Event Photography

Be the Street developed an photo booth set up that can be implemented at public events that allows participants to pose in front of a life-sized Be the Street Crown. These images can be dropped into a template to create unique and personalized Be the Street logos that individuals can print or share via social media.

Events like this break down the branding to its most simplified form to allow audiences to be creative and take ownership of the be the street program for fun, playful, and unique responses. For a further information on event photography refer to the Events Protocol Implantations Guide.





Hero Logo

For “official” & standardized applications

The default form of the **Be *the Street*** logo should be used for all “official” applications by the committee or program as a whole. It includes the “Crown” with the primary figure tossing litter into a garbage can with a supporting figure on the left performing a celebratory hand stand.



Square Hero Logo

For photos, web avatars and apps.

This version has the essential message of the campaign, but is adaptable to smaller spacing constraints where legibility is most important (such as online formats, message boards, twitter, etc...) or for use with supplemental imagery/photography that takes the narrative place of the crown.



Color

For “official” & standardized applications

Playfulness with color is open and encouraged. It can be used to appeal to a wide variety of audiences and can be bright and energetic or more subdued. You should always keep the core elements as a single solid color and tone. Additional colors can be worked in with the backgrounds to create contrast. However, the Be the Street logo should always be the darker toned color.



PMS: 7547u
CMYK: 35c, 4m, 0y, 94k
RGB: 23r, 41g, 52b
Hex: #172934

Official



PMS: 5405u
CMYK: 58c, 17m, 0y, 46k
RGB: 59r, 110g, 143b
Hex: #3B6E8F

Friendly



PMS: 1788u
CMYK: 0c, 84m, 88y, 0k
RGB: 240r, 81g, 51b
Hex: #F05133

Energetic



PMS: 392u
CMYK: 7c, 0m, 100y, 49k
RGB: 141r, 139g, 0b
Hex: #F8D8B00

Natural



PMS: 3282u
CMYK: 100c, 0m, 46y, 15k
RGB: 0r, 149g, 143b
Hex: #00958F

Delicate

colorful



Parts of the Logo

When breaking down the Be the Street logo into its component parts, there are three distinct elements that we will refer to: The Crown, the Big Be and the Tag.



Type

Franklin Gothic

The primary typography for “Be the Street” is Left-aligned Franklin Gothic.



“The Crown”

Visualizes a desired behavior/attitude



“The Big BE”

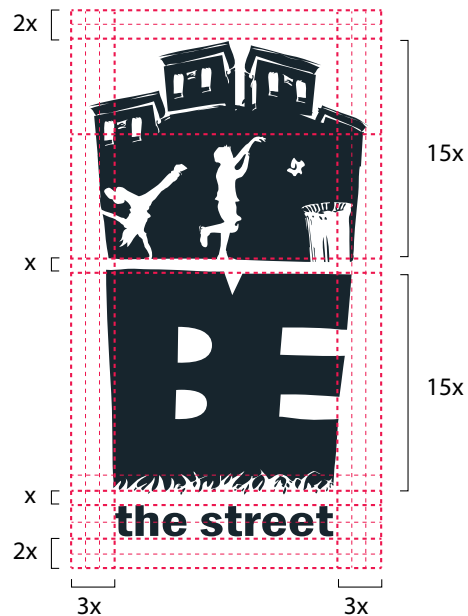
The foundational element of the brand.

the street

“The Tag”

Call out a specific place or quality.





Keeping things in line

It is important that the Be the Street logo be arranged appropriately in any applications so that it is readable and organized. The logo should never be blocked by other elements and should generally be aligned above text and images.



Email Signature

The Be the Street email signature uses the full logo with official black/dark blue color.

It is left aligned to the base of the Big Be and includes the website and the full tagline: “Be the Street you want to see.” below the logo.

Thank you for your participation!



www.BetheStreet.org

Be the Street You Want to See.



<http://basmaa.org/>



Horizontal Logo Formats

When vertical space is limited the Crown can be moved to the sides to create a landscape style masthead. The Crown does not need to be the same color as the Big Be, but the Big Be and the Tag should remain paired.

The horizontal placement of the Big Be and Tag are usually closer to the left side but can be placed at any horizontal point as befitting the design. The space created can be filled with combinations of silhouette figures, or be left blank. Information should go below the tag as with other text guidelines.

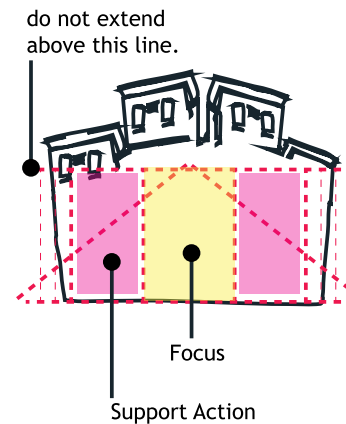
This form is useful for mastheads, banners, and headers and footers.



Customized Logos

Logos for Individual counties and programs.

By depicting different scenes using silhouetted images, a wider range of messages can be highlighted, and more specific groups of participants targeted. However don't overload the crown. A good guide is no more than 3-4 figures/objects at a time. The general hierarchy should place the main action in the center frame with supporting action on either side.



Photography

For “official” & standardized applications

When using the full logo over photography, use a color block underneath so the image doesn’t make the overlap too busy. Only use the square format logo directly over a picture. The silhouettes cut outs will become cluttered when a busy image is underneath.

Normally the brand logo will be darker tone , but in a photograph it is okay to use a “knock-out” white version instead for better readability.



Silhouettes

For “official” & standardized applications

By depicting different scenes using silhouetted images, a wider range of messages can be highlighted, and more specific groups of participants targeted. However don’t overload the crown. A good guide is no more than 3-4 figures/objects at a time. The general hierarchy should place the main action in the center frame with supporting action on either side.

**note, the silhouette examples on the next spread can be extracted from the PDF form of this document.*

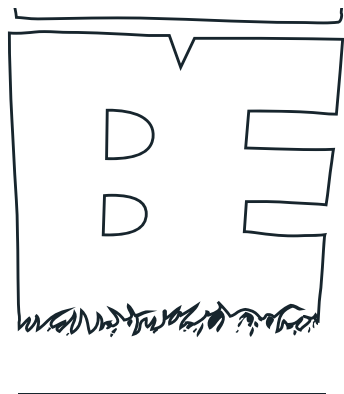


a good example



a good example

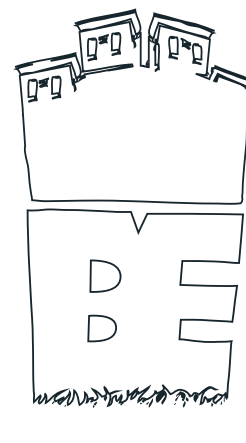
BE



Unique logos

For user-generated content and contests. Not for branding.

Outlined or otherwise reductive forms of the logo can be customized for target audience engagement. The Big BE should remain intact to anchor these one-off logos to the larger campaign. Otherwise, for the most part, these versions don't need to be as adherent to the established rules of the brand. This freedom encourages creativity and ownership by the ground-level participants in the campaign. Further discussions will be held by the BASMAA committee about when and how to use these playful versions along with the more formal versions.



upside-down!



TrendSetting

out of the box





Hero Logo:

- ☐ for large-scale Be the Street branding
- ☐ use when unsure of which version you can use
- ☐ formal BASMAA usage



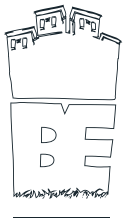
Square Hero Logo:

- ☐ use when you don't have a lot of space
- ☐ use when the full hero is too busy to work
- ☐ a square icon format.
- ☐ semi-formal usage



Regional Logo

- ☐ business casual usage
- ☐ tailored to a specific region/street/etc...
- ☐ tailored to a specific program



Unique Logo

- ☐ informal usage created and used directly by the youth audience
- ☐ not for long term use
- ☐ not to be used made
- ☐ directly by campaign leaders



Text/Typography

- ☐ Franklin Gothic
- ☐ always left aligned



Crown

- ☐ 3-4 silhouettes (figures objects)
- ☐ models aspirational behavior (no negative modeling!)
- ☐ silhouettes simple outlined figures

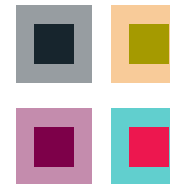
the street The Tag

- ☐ always left aligned to the base of the Big BE.
- ☐ always lower case
- ☐ Franklin Gothic Demi



The Big BE

- ☐ do not alter the shape or overlap the Big BE
- ☐ a fixed brand element



Color

- ☐ brand mark is always one color & tone with backgrounds
- ☐ use a lighter color under a darker logo otherwise free to mix (per legibility)
- ☐ can be white when placed over photography



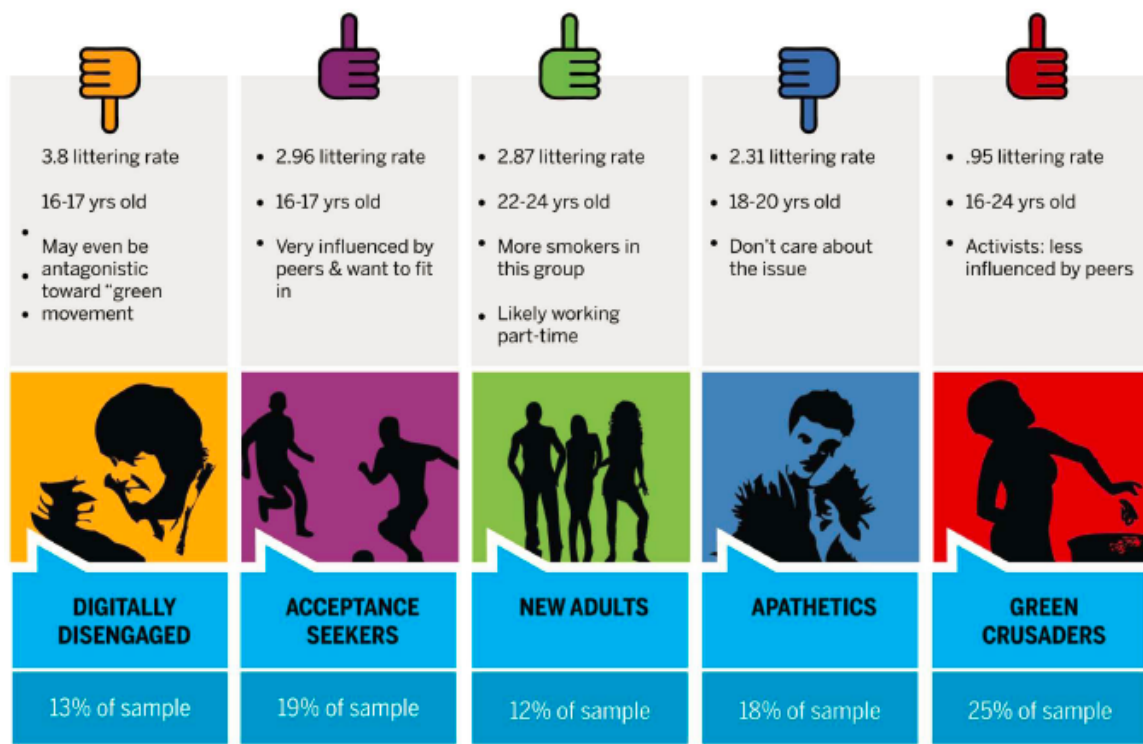


We wanted to change behavior. Yes, it's an NPDES Public Education program so we wanted compliance and to meet as many C.7 items as efficiently as possible as well—but that's what we *had* to do. What we *wanted* to do was to actually change people's littering behavior and we wanted to be able to tie that change to our campaign.

THE FOUNDATION

We began with an exhaustive study designed to get at who was littering and why they were doing it. Scouring through hundreds of case studies and thousands of lines of data, we set ourselves to combining all of the best information available when it came to littering. In a somewhat unsurprising discovery to most parents, we found that teenagers and young adults were major culprits when it came to littering. What would surprise many parents, however, was how to get these young adults to stop.

We segmented the target audience into five unique sub-populations, each distinct in their respective attitudes, beliefs, general characteristics, and propensity to littering. Then we determined which we could effectively and efficiently reach (a thumbs up) and how best to do that. The results of those findings would grow into Be the Street. For the rest (a thumbs down), we planned to reach them through their peers, our Green Crusaders, who would become the standard-bearers of our message.



ANTI ANTI-LITTER

Just about no one is pro-litter. In the scope of environmental issues, this is not in the more controversial camps of desalination or carbon reduction. No one takes a stand on behalf of litter (although one could argue that the plastic bag industry comes close). When we began our research in 2011, we discovered that young and old people alike are united in their disdain for waste in the wrong place. The vast majority of interviewees were aware of some form of water quality damage done by litter and, in fact, every single member of our informal focus groups had heard of the Pacific Gyre and could recall any number of its “affectionate” names: The Garbage Patch, the Trash Texas in the Ocean, and the Landfill Island.

So what does this information tell us then? That this is not a matter of awareness or morals. Our audience knew that litter was bad for the world and also believed that litter was just a bad thing in general. Since our goal was to actually change behavior, we knew to avoid these messaging platforms.

Then we came across another study conducted by Dr. Robert Cialdini looking into urban littering habits. In no uncertain terms, Cialdini proved that the central psychological feature contributing to proper waste disposal behavior was *the perception of a clean community*. If people saw a clean street, they were reluctant to litter. On the other hand, if the community was already strewn with plastic wrappers and paper bags, people were 10 times more likely to litter. The presence or absence of litter demonstrated the social norm, and the social norm was the key to controlling littering.

We combined that finding with two other key items related to our audience and littering:

1. Any young adult expressing a lack of ownership of their environment was more likely to litter; and
2. Any communication perceived to be coming from the government, whether local or federal, would be met with suspicion.

Add into the mix the meteoric rise of social media and smart phones and you have the foundation for Be the Street.

WHAT = WHERE + WHY

We started by developing an umbrella brand under which our mini-campaigns would fall. Think of it just like any other governmental agency: a County’s environmental health program may hold a spring car wash drive or a fall IPM workshop. The brand is the health of the overall program, not the success of any one workshop. Because we knew that our audience would be turned off by government connections, we needed to create a brand that would fill that role in providing programmatic credibility and consistency.

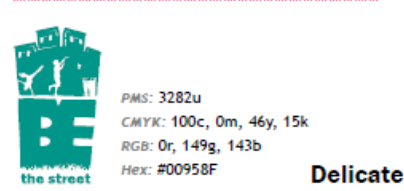
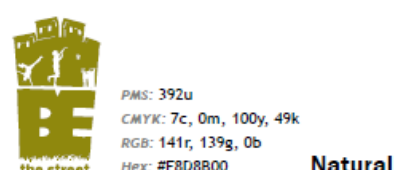
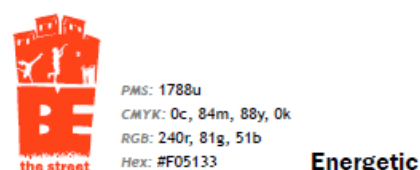
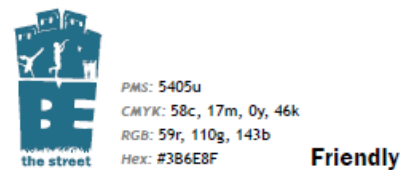
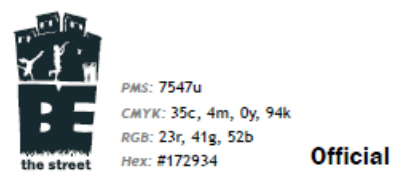
Any discussion of what grew to be known as Be the Street has to begin with a revolutionary idea in the Stormwater public education world – what if we don’t make it about water? This seems impossible – how could a water quality program not talk about water quality? The answer is simple, that wasn’t what was going to drive behavior change.

Be the Street (You Want to See) is about inspiring a sense of ownership of an energetic, eclectic, clean urban environment in our audience. The logo is flexible and allows for variation so as to be deployed across different cities and counties, an important component for this regional campaign. Subtle clues like the silhouetted grassline calls out a sense of earthiness without



declaring a sort of eco-commitment which would as likely turn off potential members of our audience as turn them on. Even the flow of the design moves up so as to imbue energy into our audience – activity, action, Be the Street is alive as a brand.

We developed a robust user guide (included in its entirety as an **appendix**) to help share our brand and images with partners, and then trained them how to use it. We even encouraged our fans to use the brand and tie it into their own lives in ways that resonated with them. The best news? They did.



From there, we got rolling on outreach.

BY THE PEOPLE, FOR THE PEOPLE

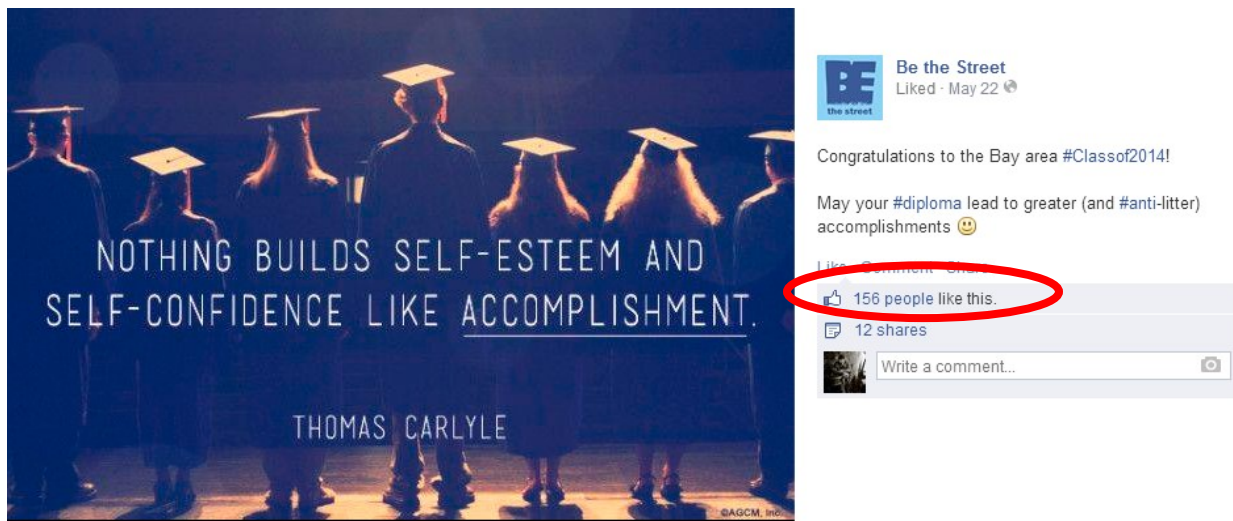
Our research was clear that our audience would only respond to materials and communication coming from other teenagers and young adults. Our strategy, then, was twofold: first, we developed a tone which felt like it belonged to someone born during the Clinton administration, and second, we crowdsourced.

Any communications program designed to reach large groups of young people must rely on social media. Thanks to content rooted in snark, pop culture, and community empowerment, Be the Street's Facebook and Instagram pages became the most trafficked, most active stormwater social media outlets in the history of California—more than 5,500 fans and 11,000 interactions (likes, comments, and shares) in a period of about two years.

Here are some sample posts:



Lesson One: Accept that pop culture is a culture and use it.



Lesson Two: Young people are extremely optimistic and eager to share that optimism with others.

Many posts spawned conversations that began to spread. With every comment, Be the Street content spread onto the Facebook pages of our fans and then onto the pages of their friends. Fans poured in and the velocity and reach of our message continued to rise.



Lesson Three: Young people love pictures of food.

BIGGER CAMPAIGNS AND DEEPER ENGAGEMENT

From the beginning, we knew that Be the Street would have to be “message up,” not “government down.” We also knew that we wanted to enlist our fans to develop the messaging in their own voice. Two campaigns, a meme contest and a video contest, brought in our audience and got them to develop the materials that we would use in our advertisements. We were able to honor their voice and learn from their message all the while fostering actual behavior change.



Memes are a critical means of communication for today's digital youth. Consisting of a picture and a caption (generally sarcastic in nature), memes are the sort of easily shared and edgy material that becomes viral through social media. We asked our audience to make memes which we would use as advertising. You can check out all 100+ on the [Be the Street Facebook page](#).

Here is a small sampling of what we got:

next ▶

POLLUTION IN MY WATER?

WHY I OTTER!
memegenerator.net

Allison
San Francisco

271 votes

Vote

Add a comment

John Gonser · Great Falls, Montana
Hope you win!
Reply · Like · 1 · March 14 at 12:08pm

Steve Milch · Partner at Crowley Fleck PLLP
121 votes
Reply · Like · 1 · March 7 at 7:43am

Dave Yerman · Works at Self Employed (Business)
reminds me of "alan, alan, alan. alan" wait I think that might be steve "St4ve, steve, steve!" lol.
Reply · Like · 1 · March 6 at 2:07am

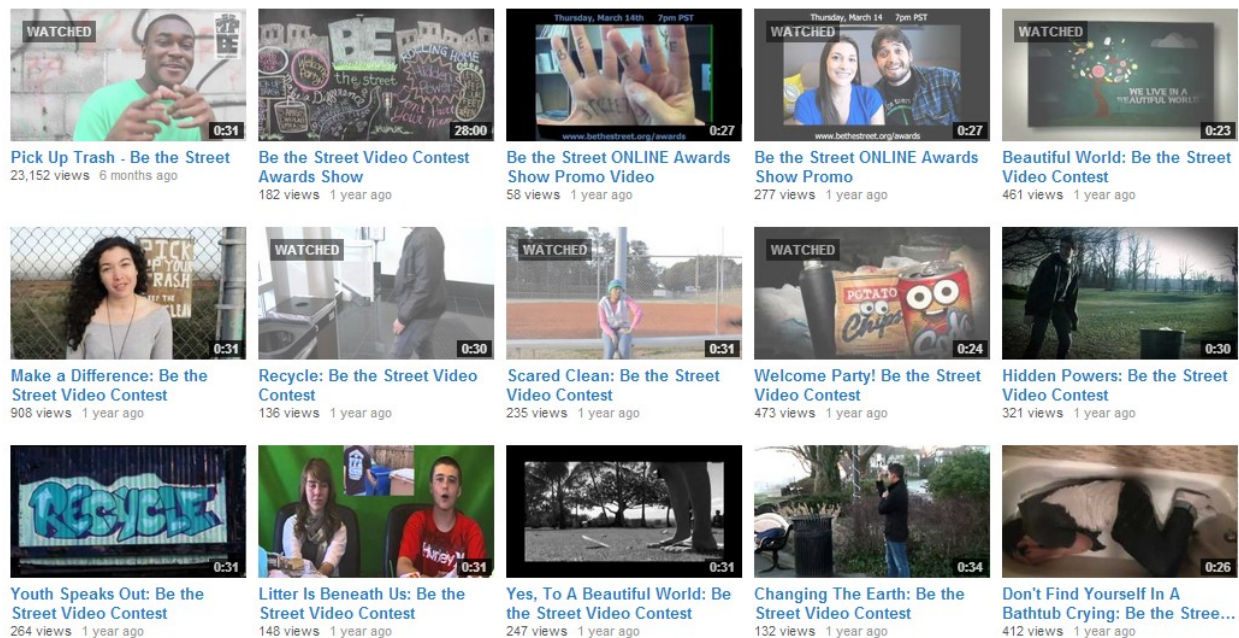
Facebook social plugin

Like **Share** 115 people like this. Sign Up to see what your friends like.



As successful as our Meme Contest was, nothing over our first two-plus years soared quite like the Video Contest. Just like with the Meme Contest, we asked our audience (and more importantly, our audience's friends) to help us out by producing the videos which we would ultimately use for our paid advertising. This is quite an ask of any audience, but even more so considering that we were looking to 14-24 year olds to tell a complete anti-litter/pro-community story in their very own 15-30 second video.

Our results were astounding:



We received 52 entries representing active participation from more than 700 kids and young adults. We received more than 5,000 unique votes for best video, more than 40,000 YouTube views, and above all else, the sort of committed fanbase that came to define the rest of our campaign. You can check out all 52 on the [Be the Street YouTube page](#).

THE FINAL FRONTIER

More than half of all online content consumption now occurs on a mobile device, and the numbers are continuing to skew further and further towards phones and tablets. While our website had been mobile optimized since 2012, we needed to cover the last major avenue of content consumption for our audience—apps. Of course, we also wanted to create something that could achieve that holiest of holy grails when it comes to stormwater outreach—demonstrable and attributable behavior change.

Here's how we achieved both:

We developed a mobile video game built to get our audience exactly when they were most looking to consume content: when they were bored. Above all else, apps are about killing time, so we created a video game which would be fun and interesting just because of the art, the scoring, and the general curation of time passing. As with all Be the Street, the hook wasn't "greenness" for our audience—you didn't have to be a Green Crusader to be interested—you had to be young, digital, and bored. You had to be our target audience.

The app is endlessly expandable, capable of adding new levels, new comics, and new missions that can target any stormwater BMP. The app lets us send surveys, tips, and new contests directly into the pocket of our target audience with the push of a button, and they send us back photos of those BMPs in action. It engages the target audience at the time and place they are willing (and eager) to be engaged and proceeds at whatever pace they want. We aren't fighting for their attention as they walk past our table, we're waiting until we have it and then delivering a message they helped us write. Most importantly, it's fun.



Partnering with the general strategy of being fun above all else, our video game also provides us with the pinnacle of demonstrable and attributable behavior change in all of stormwater public education: photographs. See, we give points to players based on their taking pictures of them performing certain activities: throwing away litter, creative re-use of an item, even finding their local neighborhood storm drains. We are then able to use those pictures to meet annual reporting requirements and also reinforce the social norm that “everyone is doing it.”



BEING THE STREET

In just two years, Be the Street has become the new standard for California stormwater public education. While our post-campaign survey results won't be ready until July/August, our campaign results to date have been extraordinary: the single most active and trafficked Stormwater social media program in California, thousands of examples of peer-to-peer messaging helping to establish a new social norm, 52 videos, 104 memes, hundreds of self-taken pictures of real behavior change, a revolutionary app, and the framework in place for a program and a brand that could continue to engage for years to come.