Oregon Department of Environmental Quality

Education and Outreach

Checklist for Recycling Council program plan review

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DEQ support person(s): Alex Bertolucci
Focal plan section: Operations Plan: Education and Outreach

	DEQ feedback	Council feedback
Overall Feedback on Plan Section:	Overall, the approach outlined appears on track to deliver the education and outreach needed to ensure a successful RMA launch and consumer awareness. In our detailed feedback below, we highlight some areas where more detail or clarifications could be helpful.	

Plan Component	Statute or Rule Citation	Is the requirement met? (yes, no, conditionally)	DEQ feedback	Council feedback
Goals for education and outreach efforts and information on approach for measuring progress toward the goals. Metrics to evaluate performance could include public awareness, public engagement, and accessibility.		n/a	The plan includes a topline goal that encompasses education (on page 11 of the plan), with key metrics for measuring success indicated. Still, it does not propose levels or values at which success would be considered to have been achieved.	

			Further goals language specific to education appears on page 84 of the plan. DEQ has the following comments on this content: - Goal 1b: we question the idea that generators need to be aware of SIMs. - Goal 1d: info on how to prepare materials for recycling could cover both the USCL and the PRO list, rather than focusing only on PRO list materials.	
An education and outreach plan describing how the prospective PRO will meet obligations and cultivate widespread customer awareness and understanding of the Uniform Statewide Collection List and recycling services provided.	ORS 459A.893			
An explanation of how the proposed suite of materials and promotional campaigns will support:				
widespread awareness and understanding for all customers in Oregon, including residents living in single-family homes and multifamily communities, as well as commercial businesses,	ORS 459A.893		The plan shows how CAA intends to connect with different user groups holistically.	

institutions, and non-governmental organizations.				
a phased approach that first builds awareness among Oregon residents and organizations that change is coming and the reason change is needed, and then provides the detailed instructions for customers to participate successfully in the new system (with electronic educational materials underpinning both phases).		n/a	Plans for the statewide campaign encompass an initial awareness phase themed "change is here!" This phase includes plans for the transcreation of a Spanish language campaign. Phase 2 will engage frequent, infrequent and non-participating audiences.	
A description of the customizable educational collateral that will be prepared for local governments to communicate the Uniform Statewide Collection List, explain how items should be prepared for recycling, and highlight to the public the importance of not placing contaminants in commingled recycling collection, including:	ORS 459A.893(1)		CAA will create an online portal that local governments, their service providers and potentially commercial businesses can access to find, customize, print and mail educational collateral at no cost to them. Specific collateral will include: • Photos/illustrations of accepted items and photos/icons of key	
collateral that will be made available in electronic format to local governments and their authorized service providers for	459A.893(4)		contaminants • Sample text for informative, motivational, and instructional messaging	

customization to local conditions[1]			• Handouts and/or mailers, including postcards, brochures, full-page flyers, door hangers, and magnets • Social media toolkits and digital media materials • Signage for depots, commercial and multifamily recycling enclosures • Decals for roll carts	
collateral that will be printed and then made available for distribution, including but not limited to signage for depots and commercial and multifamily recycling enclosures as well as decals for roll carts[2]; and	ORS 459A.893(1)(d)v			
electronic files that will be made directly available to the public, including a website describing the locations and operating hours of collection points for PRO recycling acceptance list items, and how such items should be prepared for drop-off.	OAR 340-090-0650(1)(c) (website requirement)			
A description of the statewide promotional campaigns to supplement the education and outreach through the customizable materials. This could include but is	ORS 459A.893(7)		As referenced above, the plan lays out a plan for a two-phase statewide campaign. Phase one is the "change is here!" phase, which focuses on introducing the	

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[1] At a minimum, customizable materials could include photos of accepted items and key contaminants, an in-mold label for roll carts, and a general program brochure that can serve as both a mailer and a flyer by local governments seeking off-the-shelf outreach material. Among additional materials could be sample text, design, and imagery for social media posts, websites, newsletters, billing statements and inserts, postcards, posters, and brochures focused on specific topics. Note: some local governments may not yet be collecting the full uniform statewide collection list on July 1, 2025, due to capital investment needs. Customization options could allow these governments to easily adapt the materials in order to communicate their individualized phase-in timeline to the local public. Local governments may also need to customize materials in terms of indicating which materials will be collected on route vs. at depots. Also, if a covered product is proposed for addition to the Uniform Statewide Collection List per ORS 459A.914(4)(b) in any PRO's program plan submission, draft education plans could include the covered product in question, with customization options allowing for its efficient removal lest the proposal is ultimately not accepted during program plan review.

[2] These materials could be available in different sizes developed through consultation with local governments and made of waterproof materials that are appropriate for indoor and outdoor use.

not limited to messaging distributed through print publications, radio, television, the Internet, social media, and online streaming services;			USCL and depot recycling system. CAA anticipates using Meta, YouTube, display ads, streaming audio, radio, digital out-of-home, printed mailers/handouts tailored to key audiences. Phase two focuses on addressing three audiences: frequent, infrequent and non-participating. This phase will leverage moments of change, such as when someone moves into a new home, to reach audiences. Other channels to be used for reaching people will include partnerships with community-based organizations and ads on platforms used in phase one.	
A schedule for the development of educational collateral and implementation of statewide promotional campaigns that ensures a successful program launch and leaves adequate time for mandatory consultation on the customizable collateral with local governments and their designated service providers, review of the collateral by the Recycling Council, and review and approval of the collateral by DEQ.	ORS 459A.893(2)		The plan includes a schedule for developing the educational program from April 2024 onward, with surveys and analysis, concept preparation, CBO engagement and more in the initial months. Later in 2024 and early 2025, CAA will work with the Recycling Council, conduct test campaigns, engage with local governments, and roll out customizable materials in four batches, with the	

			first batch made available to local governments on February 1. DEQ recommends adding a graphic that indicates the components of each batch so that the scheduling/sequencing of materials is easy to review.	
A description of how the prospective PRO will ensure that educational materials and campaigns are culturally responsive to diverse audiences across this state, including people who speak languages other than English and people with disabilities; are printed or produced in languages other than English; and are accessed easily and at no cost to local governments and users of the recycling system. This description could include practices employed to meet these requirements, such as:	ORS 459A.893(3)		The plan proposes to translate and transcreate materials into Spanish, Simplified Chinese, Traditional Chinese, Korean, Arabic, Russian, Vietnamese and Ukrainian. CAA also proposes to create educational materials following ADA compliance and best practices as well as the principles of universal design, where products, services or environments are designed so that anyone – no matter their age or ability – can use that design with minimal or no accommodations.	
engagement with local community-based organizations and relevant members of the public to develop and distribute educational materials and campaigns,		n/a	CAA indicates plans to work with CBOs to develop and distribute materials but does not provide details on who it will work with, which would ideally be fleshed out in the second draft.	

use of images to convey information rather than text,		n/a	CAA proposes universal design concepts, including using imagery, icons and other visuals rather than large blocks of text to more quickly and easily communicate information and demonstrate processes.	
use of imagery and models that represent a variety of cultures and Oregon's diverse communities,		n/a	The intent to be responsive to changing demographics in educational materials is noted, but plans for how to do so are not elaborated upon.	
avoidance of small print size and reverse type (light text on dark background),		n/a	Universal design concepts, including contrast and text for easier reading, are proposed.	
testing of imagery to ensure designs are color-blind friendly,		n/a	Universal design concepts, including accounting for color blindness and ensuring legibility when selecting color palettes, fonts, text size, and imagery.	
exploration of designs that allow for text in both Spanish and English in the program brochure/mailer, printed decals and signage, and in-mold label for roll carts.		n/a	The plan addresses in-mold labeling and a style guide for terms but does not address the question of language with respect to cart labels.	
translation of the materials[3]	ORS 459A.893(3)(b)		CAA proposes to translate and transcreate materials into Spanish, Simplified Chinese,	

[3] Regarding which languages to translate the education collateral into, the PRO could choose to translate into those languages spoken in Oregon by at least 1,000 people over the age of five who spoke English less than very well, according to the most recent American Community Survey. Also, note that under ORS 251.167, information on the most-commonly spoken languages in the state of Oregon and its counties is updated periodically for the purpose of disseminating accessible information on voting to the public; this information could also be used in formulating a plan to fulfill these accessibility requirements.

			Traditional Chinese, Korean, Arabic, Russian, Vietnamese and Ukrainian. DEQ looked into census data and suggests CAA translate material into the following languages Spanish 1. Vietnamese 2. Simplified Chinese (incl. Mandarin, Cantonese) 3. Russian 4. Ukrainian or other Slavic languages 5. Korean 6. Nepali, Marathi, or other Indic languages 7. Tagalog (incl. Filipino) 8. Amharic, Somali, or other Afro-Asiatic languages 9. Arabic 10. Japanese These are the top 10 languages spoken by 1,000 or more people over the age of five in Oregon for whom English is not their primary language. There are some additional languages spoken by 1,000 or more people over the age of five	

			in Oregon that CAA might consider adding to its list. CAA might also want to consider providing residents, local governments, and service providers an option to request materials in a language besides these ones (i.e., translation upon request).	
Plans for an online portal or other means to provide local governments and their designated service providers (and any other entities, if planned) easy access to educational materials at no cost;		n/a	CAA proposes to create an online portal that local governments, their service providers and potentially commercial businesses can access to find, customize, print and mail educational collateral at no cost to them. Specific collateral will include: • Photos/illustrations of accepted items and photos/icons of key contaminants • Sample text for informative, motivational, and instructional messaging • Handouts and/or mailers, including postcards, brochures, full-page flyers, door hangers, and magnets • Social media toolkits and digital media materials	

			• Signage for depots, commercial and multifamily recycling enclosures • Decals for roll carts	
The prospective PRO could describe the relevant experience of team members that will be developing the USCL educational resources and promotional campaigns or, if contracting with a communications consultant, describe the type of experience that will be sought in the solicitation process.		n/a	The plan outlines the relevant experience of CAA and its main educational partner, The Recycling Partnership, on page 97 of the plan.	

Alternate formats

Español | 한국어 | **繁體中文** | **Русский** | **Tiếng Việt** | العربية
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