The lack of awareness about lead-based paint hazards and their control is a major contributor to childhood lead poisoning. Without appropriate knowledge, property owners may not take appropriate precautions; parents may not take simple protective measures; contractors may use unsafe remodeling practices; and doctors may misinform families about lead poisoning risks. Even where poisoned children are identified, misinformation may exacerbate the problem.

Thus, education is an essential and powerful tool for controlling lead hazards. By raising awareness of childhood lead poisoning problems and solutions, education creates the impetus to address lead-based paint hazards. Public education will also create demand for hazard-controlled housing and a competent workforce to perform lead hazard evaluation and control activities safely and reliably. While education is no substitute for benchmark lead-based paint maintenance and hazard control standards and other strategies discussed elsewhere in this report, it can be an important and cost-effective means of preventing childhood lead poisoning. The Task Force recognizes that virtually all types of persons and groups involved in preventing childhood lead poisoning need more accurate information about lead hazards and controls. The Task Force’s mandate, however, is to address lead-based paint hazards in private housing. Thus, this chapter focuses on education for the following audiences, based on their roles regarding private housing:

- Lenders
- Insurers
- Health care providers
- Community-based organizations
- Members of the legal community

Educational programs for these audiences must be integrated with activities recommended elsewhere in this report. Because of its focus on private housing, this chapter does not address educational issues for other important groups involved in solving the nation’s lead poisoning problems, such as schools. Although the educational role of certain groups is beyond the scope of its mandate, the Task Force, nonetheless, supports the efforts of the Centers for Disease Control and Prevention (CDC), and other federal, state, and local agencies that are attempting to take a comprehensive approach to using education strategies to prevent childhood lead poisoning.

In view of the large number of overlapping audiences that need education on lead, interagency and public-private collaboration at all levels is essential. Information about lead hazards and controls can also be incorporated into existing programs on other environmental hazards to increase efficiency of efforts.

### 10.1 Framework for Defining Educational Goals

The process of developing an educational program is considerably more complex than writing and distributing pamphlets on childhood lead poisoning. Comprehensive models for developing effective educational programs have been described in detail elsewhere. The basic steps include identification of:

- Parents and families
- Homeowners and homebuyers
- Rental property owners and managers
- Tenants
- Lead-based paint contractors and workers
- Home improvement industry
- Real estate industry

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This section briefly describes these steps in the context of the Task Force’s recommendations.

As part of the process of developing an educational program, government agencies and other organizations need to identify the goals and program components most relevant to the communities they serve. Representatives of these communities should be involved throughout the program planning and implementation process.

The initial steps in developing program goals and components are identifying the key audiences to be educated and the information needs of each audience. Educational programs should be targeted toward specific audiences. Information needs will vary across audiences, but certain core messages need to be conveyed to all audiences. These core messages are described in the top right corner of this page.

In addition to the core messages, certain audiences need more specific information. For example, rental property owners need information about their legal responsibilities to meet established standards of maintenance and hazard control, as well as information on sources of financing for lead-based paint hazard control costs. Parents need information on common lead-based paint hazards in the home; sources of lead exposure; and the importance of good nutrition, hygiene, and screening.

The next steps are defining the desired behavioral changes by particular audiences and identifying potential barriers to achieving these changes and ways to overcome the barriers. Examples of desired behavioral changes include increasing the number of evaluations of homes for lead-based paint hazards, greater training of maintenance workers in safe practices, and the need for rental property owners to respond promptly to tenant complaints of deteriorating lead-based paint. Lack of funds for lead hazard control, lack of appropriate materials to reach diverse multicultural and multilingual audiences, and prevailing practices or attitudes are some of the barriers that need to be overcome.

Other steps include determining the most suitable communication channels for given audiences and messages and the corresponding responsible parties that need to convey the messages. For maximum cost-effectiveness, information should be provided primarily through existing communication channels. For example, homeowners, who may inadvertently create lead hazards by disturbing lead-based paint surfaces, can be reached through home improvement magazines and hardware stores. Property owners can receive pamphlets in their property tax bills or utility bills. Mailings by trade and professional associations and mailings to lead hazard evaluation and control workers regarding training and certification are another conduit for information. Information on lead-based paint concerns can also be included in outreach efforts addressing other housing, environmental, or health problems. Wherever possible, educational programs should use public resources in conjunction with community organizations and thereby build capacity within communities.
The final step is defining the desired outcomes of an educational program. These outcomes may constitute the ultimate goal of the program or serve as indicators of the program's success. Examples include fewer poisoned children, increased availability of affordable apartments that do not pose lead-based paint hazards, increased use of preventive practices, and increased numbers of trained and certified contractors and workers.

The steps discussed above are interrelated: Decisions made in any given step may require re-examination of decisions made in prior steps.

10.2 WHAT'S HAPPENING IN LEAD EDUCATION

Federal agencies are conducting a variety of educational activities, such as sponsoring grant programs for state and local governments and community-based organizations, funding the Regional Lead Training Centers, publishing lead hazard information pamphlets, operating an 800 number hotline and clearinghouse, and running public service announcements. Exhibit 10-1 highlights the key educational activities being conducted. Given the variety of programs and agencies involved, the Task Force encourages increased interagency collaboration to design strategies to communicate accurate information about lead-based paint to all key audiences while avoiding duplication of efforts by agencies acting independently.

Real Estate Disclosure. EPA and HUD are taking steps to increase the overall awareness of lead-based paint and its hazards. Forthcoming joint EPA and HUD regulations will establish real estate notification and disclosure requirements expected to take effect in 1996. Under these regulations, before the purchase or rental of pre-1978 housing, the seller or lessor must:

- Give the prospective buyer or renter EPA's lead hazard information pamphlet, “Protect Your Family from Lead in Your Home,” (May 1995) which describes the general hazards of lead-based paint, provides tips on lead poisoning prevention, and discusses ways to eliminate lead-based paint hazards; and
- Disclose to the buyer or renter the presence of any known lead-based paint or any known lead-based paint hazards and provide any lead-based paint hazard evaluation report that they may have. Prospective buyers must also be given a ten-day period in which to conduct a risk assessment or inspection if they elect to do so at their cost. These disclosure requirements will increase the information available to the public on lead-based paint hazards, both in general and in the specific housing units they may occupy.

State and Local Governments. State and local governments also have a significant role in lead education. Being close to community housing and health concerns, state and local governments are well positioned to conduct educational activities. They can target important audiences and carefully address the specific educational needs of the communities they serve. Government agencies at each level should identify the types of activities they can conduct most effectively and should cooperate and coordinate among themselves and use jointly prepared materials wherever possible.

Nongovernmental Organizations. Finally, trade associations, churches, neighborhood organizations, ethnic associations, housing and community development groups, tenant organizations, environmental and health organizations, and other nongovernmental organizations are well positioned to participate in educational programs. These groups may be able to act more quickly than governmental agencies and have more direct and effective contact with affected communities than government agencies do.

10.3 CAPITALIZING ON THE REAL ESTATE NOTIFICATION AND DISCLOSURE PROCESS

The forthcoming real estate notification and disclosure regulations present a key opportunity for increasing the level of public awareness of lead-based paint hazards. The Federal Government should identify and use the most effective communication channels to alert the public to these regulations. One option is to fund a national public service announcement campaign,
Exhibit 10-1

Key Education Activities of Federal Agencies

**EPA**
- Disclosure requirements for renovation contractors
- Pamphlets and other publications
- Public service announcements and advertisements
- Developing training courses
- Regional Lead Training Centers
- Training grants to community groups

**HUD**
- Grants and loans
- Publications
- Notification of residents of pre-1978 federally owned and assisted housing
- Information to public housing authorities
- Guidance on hazard evaluation and control

**EPA and HUD**
- Real estate disclosure requirements

**EPA and CPSC**
- Pamphlet on preventing lead-based paint poisoning

**ALL AGENCIES**
- National Lead Information Center Hotline and Clearinghouse
- Environmental justice community-based education programs

**HUD and CDC**
- Funding of neighborhood-based primary prevention programs

**OTHER AGENCIES**
- CPSC
  - Recall notices of products containing lead-based paint and lead (for example, children's products)
  - Publicity campaigns to increase awareness of lead-based paint hazards
- ATSDR
  - Information to communities near Superfund sites
  - Partnerships and cooperative agreements to undertake lead education
- CDC
  - Grants to state and local health departments
  - Publications
  - Educational research
  - Training/resource center for health professionals
- FDA
  - Information on dietary lead exposure
- NIOSH
  - Educational programs for physicians and schools
- OSHA
  - Training grants for nonprofit organizations
  - Information on worker protection requirements

ATSDR—Agency for Toxic Substances and Disease Registry
CDC—Centers for Disease Control and Prevention
CPSC—Consumer Product Safety Commission
EPA—Environmental Protection Agency
FDA—Food and Drug Administration
HHS—Department of Health and Human Services
HUD—Department of Housing and Urban Development
NIOSH—National Institute of Occupational Safety and Health
OSHA—Occupational Safety and Health Administration