

TOXIC AND HAZARDOUS SUBSTANCES, TITLE III AND COMMUNITIES
An Outreach Manual for Community Groups

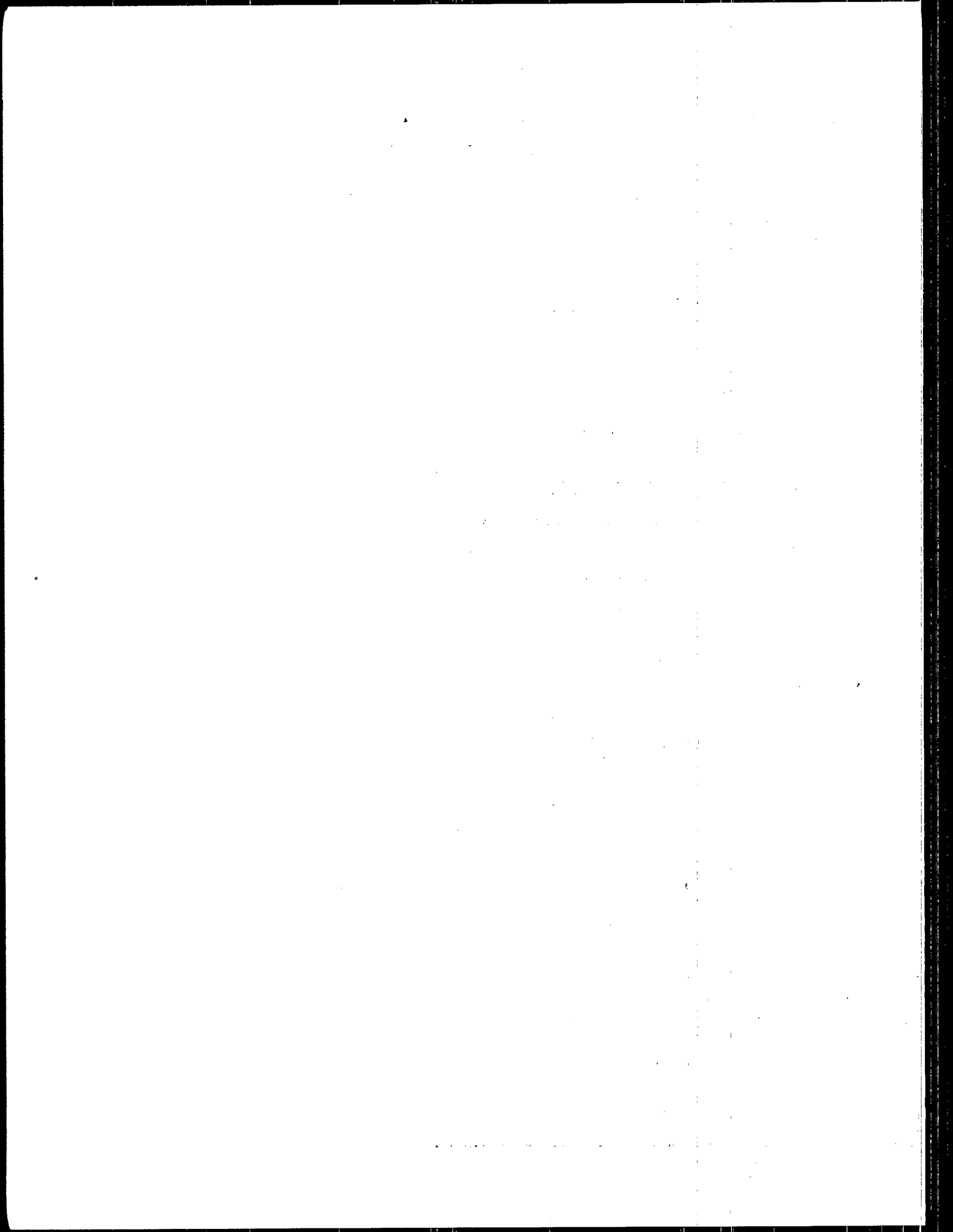
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Preface

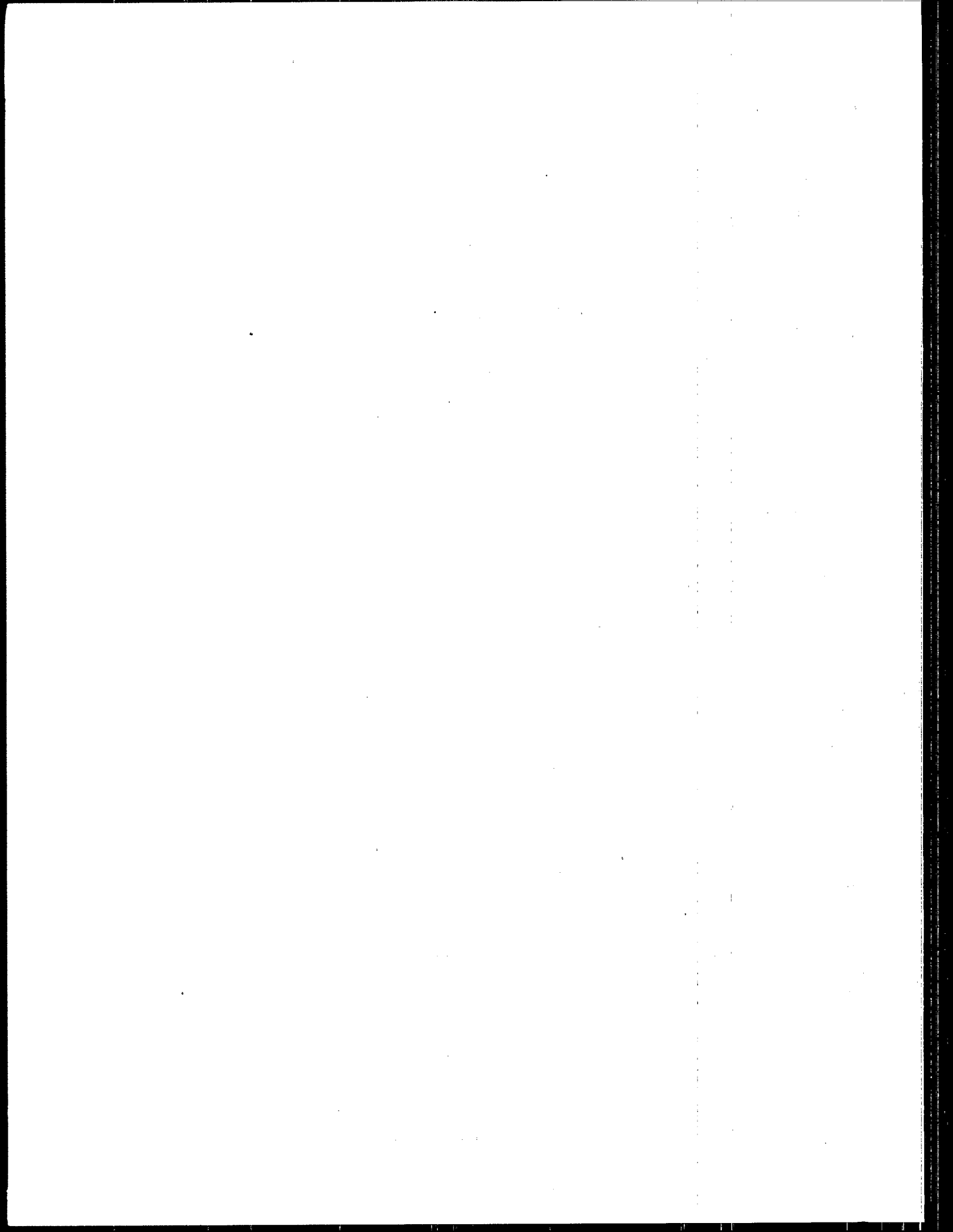
This handbook was produced by the Institute for Health Policy Analysis, Georgetown University Medical Center, under a cooperative agreement with the Office of Toxic Substances, EPA as one outcome of the program, "Public Response to the Toxic Release Inventory: Needs Assessment and Resources Development." Other project products include:

- a summary of public opinion polling data related to attitudes toward environmental pollution;
- findings from focus groups conducted with citizens living near industries subject to Section 313 reporting requirements;
- a bibliography of public education materials related to toxic substances;
- a final project report including findings from discussions with local emergency planning committee members, industry, government, and environmental representatives; and recommendations to EPA regarding how to encourage the public to become involved with the use of reported data in communities.

This research was conducted May – November 1988.

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Maria Pavlova, M.D., Ph.D.
Project Manager



Introduction

"A basic tenet of risk communication in a democracy is that people and communities have a right to participate in decisions that affect their lives, their property, and the things they value."

Seven Cardinal Rules of Risk Communication
U.S. Environmental Protection Agency

A new law gives citizens the right to know about the toxic and other hazardous substances in their communities. But there is a lot more than that to Title III of the Superfund Amendments and Reauthorization Act of 1986 (SARA). Its intent is to give people a say in deciding what to do about risks in their communities. Its ultimate goal is public participation in these decisions.

How do communities get from emissions and inventory data to participation in decisions? The answer lies in public information, education, dialogue—in short, communication. If you are a member of a local emergency planning committee (LEPC), an LEPC information subcommittee, or other community group concerned with Title III, part of your job is communication.

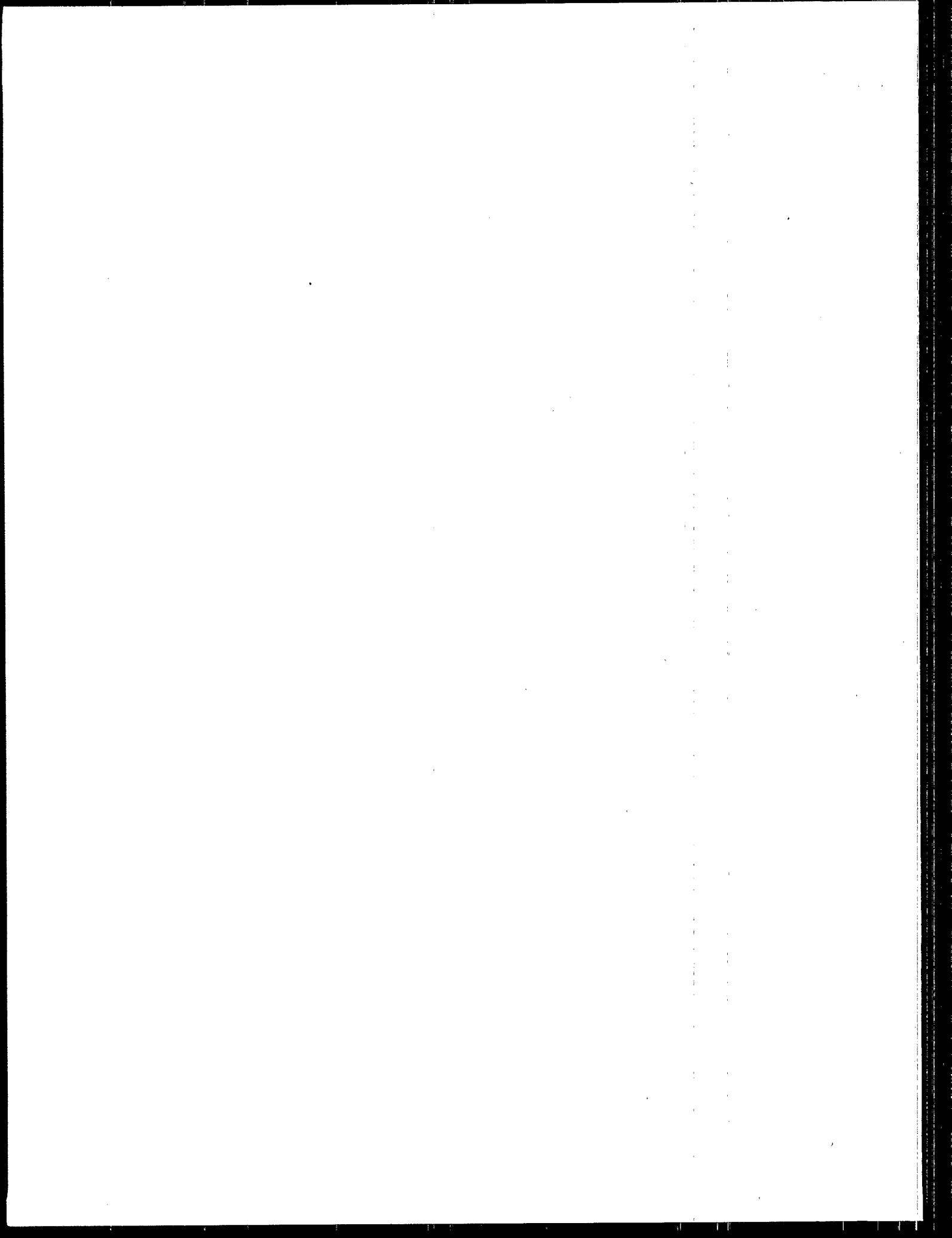
About this manual:

This manual was prepared for State and local government officials, LEPCs, and other community groups that want to make Title III work. It is intended as a practical guide for those who have little or no previous experience in the field of communication, whose time must be snatched from home and office, and whose resources are limited.

As a guide to the process of communication, this manual should be used in conjunction with other resources. Another EPA publication, *Risk Communication About Chemicals in Your Community*, discusses ways to develop substantive responses to questions about the information becoming available under Title III. Technical experts within each community are valuable resources, as are State health and environmental agencies. Also see the Resources listed at the end of each chapter and in Appendix B.

The manual has three major sections:

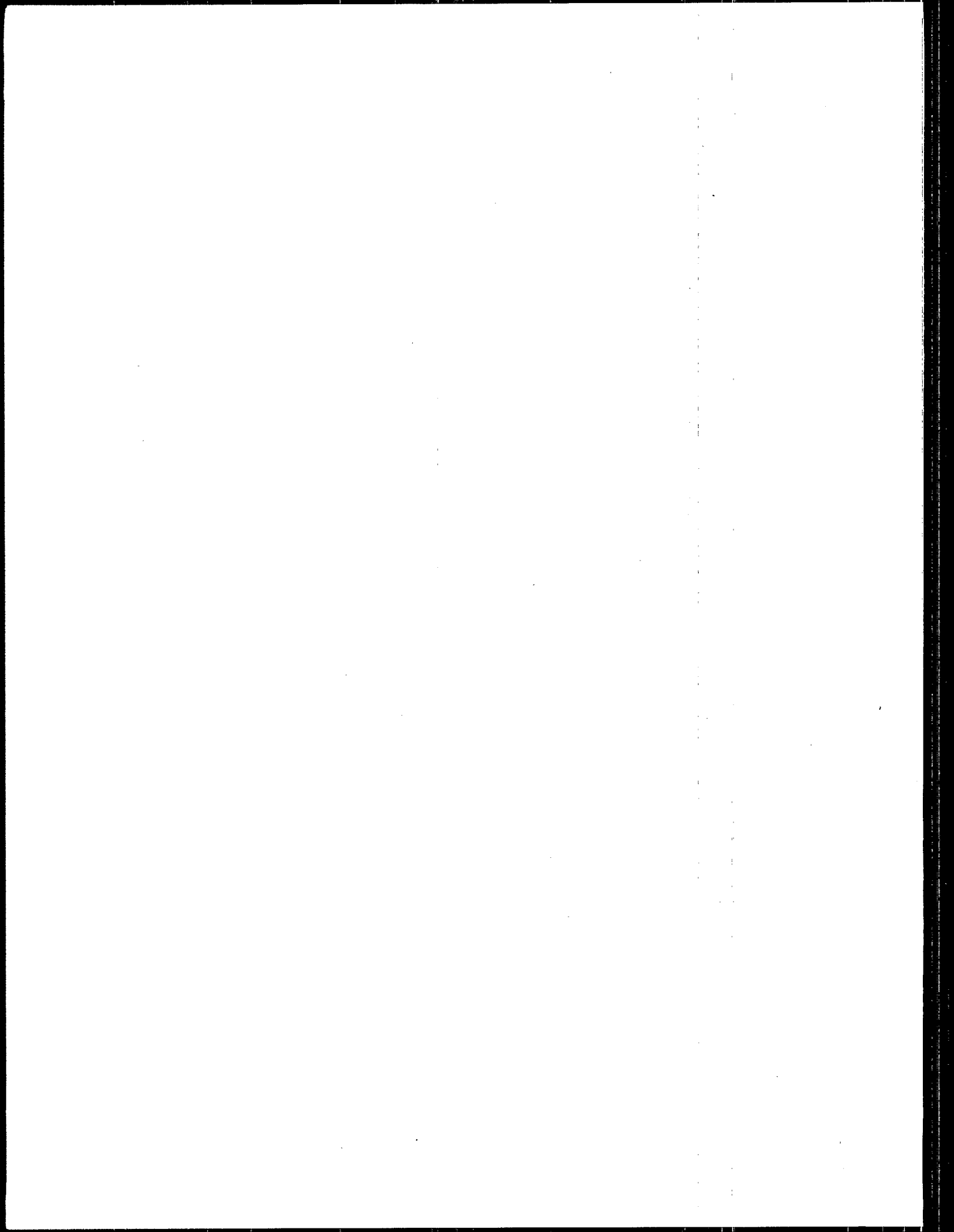
- **Part I** discusses planning, which is vital to the success of a communication program.
- **Part II** suggests ways to get and keep people involved, especially important because Title III affects so many different sectors of the community.
- **Part III**, a how-to-do-it section, talks about specific tasks, such as giving a speech or writing a press release.



Introduction

Appendices include a detailed explanation of the law, a glossary, a list of recent studies related to Title III communications, a list of educational materials, and a list of State contacts.

Title III offers a new opportunity to address and resolve old problems. Worn out patterns of confrontation between industry, government, and the public can give way, over time, to more productive patterns of cooperation. But cooperation requires informed, participating communities. A two-way communication program can help make the difference.



Part I: Before You Begin

Part I is about planning, the first step in a communication program. But even before undertaking this first step, ask yourself three questions.

- Why conduct a communication program about toxic and other hazardous substances?
- What are the goals of a communication program?
- Why is planning important?

Why conduct a communications program?

Is it really a good idea to communicate about toxic substances? Isn't the information too technical? Won't people get too emotional? Isn't it too difficult to do anything about toxic risks anyhow?

These, in fact, are reasons to communicate.

Technical information does pose a challenge. This is why it is vital to take the time and care to communicate it well. Rather than worry about your audience's ability to understand, worry about how to make the information as clear as possible. Help on technical matters is available from State Emergency Response Commissions (SERCs), regional EPA offices, local universities, and other sources.

Second, it is true that environmental issues are often emotional issues. But research shows that people are not alarmed by environmental *information* so much as by environmental *incidents*. And when incidents happen in an information vacuum, alarm easily turns to anger and distrust.

Third, it is difficult for communities to manage risks, but it is impossible without communication. People must understand a situation before they can come to grips with it. For example, a high volume of toxic emissions may actually pose a small risk because human exposure is low. A seemingly low volume may pose a higher risk if a vulnerable population, such as school children or the elderly, is exposed to the emissions regularly at certain concentrations.

Finally, communication may not eliminate conflict but it can minimize conflict based on misunderstanding. With a good communication program, discussions can be based on facts rather than vague fears, resentments, or knee-jerk reactions. Communication can help turn conflict into constructive dialogue.

Why Communicate?

Part I: Before You Begin

What do you want to accomplish?

What are your goals?

Your overall mission may be to increase public awareness of Title III and toxic and other hazardous substances, but a communication program needs a more specific focus. What that focus is depends on your group's particular concerns and your community's needs, but here are some possibilities:

- to make people aware of the existence of the LEPC and the emergency plan
- to encourage people to use the information available under Title III
- to encourage the industrial community to reduce emissions that cause the greatest risks
- to prepare emergency personnel to respond to potential hazards
- to help local officials respond to questions from the public
- to encourage public participation by recruiting volunteers for LEPC subcommittees
- to increase public understanding of specific substances emitted from specific facilities and their impact on health

You may of course decide on a combination of goals. You may target several audiences and convey several messages, or you may tackle just one task at a time. In any case, your job will be easier if, for each broad goal, you prepare a detailed plan.

Why plan?

Why is planning important?

Planning translates your broad goals into practical steps: a meeting about the emergency plan in October, a speech at the Rotary Club in March, a newspaper article in July.

Planning is an exercise in practicality. A calendar and a list of resources make it clear that you can't do everything at once or reach everyone at once. But a plan also attests to the fact that you can achieve some things and reach many people; what's more, it lets you see how and when.

The following chapters are intended to assist with both planning and implementing a communication program.

Before You Begin

1. Know The Law

"All of this planning and information gathering is directed toward a common goal: to help you and your community be better prepared to make important decisions about how to deal with toxic and hazardous materials."

Chemicals in Your Community
U.S. Environmental Protection Agency

Title III has four main sections, and each provides opportunities for communication. Following is a brief look at the law, along with ideas for communications activities related to each section. More complete discussions of Title III are available in Appendix A and in the resources listed at the end of this chapter.

Use this outline as an aid to planning. It suggests ways to tie a communication program to the information available under Title III. Also see the next chapter, which discusses specific ways to use Title III information.

Sections 301-313:

What: This part of the law establishes State Emergency Response Commissions (SERCs), emergency planning districts, and LEPCs. It requires that each LEPC prepare an emergency plan to respond to accidents involving hazardous materials and keep the plan up-to-date. Under the law, SERCs review the plan and provide coordination and oversight of LEPCs.

SERCs and LEPCs are community resources. LEPCs not only develop and update emergency plans, but also receive, manage, and provide public access to information about toxic and other hazardous substances. They appoint a public information coordinator and hold public meetings or give other public notification of LEPC activities. LEPCs bring together many sectors of the community, as the box on page 5 shows, and they are expected to become the forums for discussions and decisions on Title III information. Many have formed subcommittees on public information with which other community groups can become involved.

SERCs serve as a link to the technical expertise available in State agencies and they may assist LEPCs in planning, managing information, or locating public information materials. SERCs also may have information and ideas related to what other communities in the State are doing.

When: Emergency plans were due October 1988. They will be reviewed annually by SERCs and revised by LEPCs as new information becomes available.

The Law Has Four Sections

1. Emergency Planning

1. Know The Law

Communication Opportunities

Information available: Your community's emergency plan is available from the LEPC. The plan outlines procedures for dealing with an accident and analyzes what areas and populations in the community are most vulnerable. Also available is the information that the LEPC used in making the emergency plan, such as hazard analyses and safety audits.

The law requires that LEPCs publicize the plan by publishing notices and holding public meetings. If you are a member of an LEPC subcommittee concerned with public information, you may be involved in this form of communication. If you are a member of another community group, you could use the annual review of the plan as a starting point for your communication program.

Here are some suggestions:

- Publicize the emergency plan
 - brochures, fact sheets
 - public meeting
 - small neighborhood meetings
- Raise awareness of LEPC and other community activities
 - press releases
 - speeches
- Introduce the concept of right-to-know
 - press releases
 - speeches
 - feature articles
 - guest editorials
 - public service announcements
 - talk show appearances

1. Know The Law

Emergency plans must include the following elements:

- Identification of the facilities and transportation routes where hazardous substances are present
- Emergency response procedures, including evacuation plans, for dealing with accidental chemical releases.
- Notifications procedures for those who will respond to an emergency
- Notification procedures for the public
- Methods for determining the occurrence and severity of a release and the areas and populations likely to be affected
- Emergency equipment available in the community, including equipment at facilities
- A program and timetable for training local emergency response and medical workers to respond to emergencies
- Methods and timetables for conducting exercises (simulations) to test elements of the emergency plan
- Community coordinators and facility coordinators to carry out the plan

(Adapted from *Chemicals in Your Community: A Guide to the Emergency Planning and Community Right-to-Know Act*, U.S. Environmental Protection Agency)

Summary:

Emergency Plans

LEPCs involve many sectors of the community. The law requires that they include, at a minimum, representatives of the following groups:

- Elected State/local officials
- Law enforcement officers
- Civil defense organizations
- Firefighters
- First aid and health organizations
- Hospitals
- Transportation officials
- Broadcast and print media
- Community groups
- Facilities subject to emergency planning requirements

Summary:

LEPC Members

1. Know The Law

2. Emergency Releases

Section 304:

What: Facilities must notify LEPCs and SERCs of emergency or accidental releases of extremely hazardous substances.

When: Immediately. Written followup from facilities must be submitted as soon as practicable.

Information available: Notification of the release and a written followup report, both of which must provide details on known or anticipated health risks and advice regarding medical attention.

Communication Opportunities

Communicate about the specific substance released, give background information on emissions and exposures and general information on Title III. Engineers, scientists, and teachers in the community may help with technical information.

- Inform the media
 - press releases
- Answer questions
 - publicized telephone number
 - meetings
 - call-in radio shows
- Promote public participation in the LEPC
 - speeches
 - small group meetings

1. Know The Law

Immediate notification must include:

- The name of the substance
- The location of the release
- Whether the substance is on the "extremely hazardous" list
- How much of the substance has been released
- The time and duration of the incident
- Whether the chemical was released into the air, water, or land or some combination of the three
- Known or anticipated health risks and necessary medical attention
- Proper precautions, such as evacuation
- A contact person at the facility

(Adapted from *Chemicals in Your Community: A Guide to the Emergency Planning and Community Right-to-Know Act*, U.S. Environmental Protection Agency)

Summary:

Immediate Notification

Followup reporting must include:

- A written report to the LEPC and the SERC
- Updated information for points covered in the initial notification
- Description of response actions taken
- More detailed information on health risks
- Advice regarding medical care needed by exposure victims, if appropriate

(Adapted from *Chemicals in Your Community: A Guide to the Emergency Planning and Community Right-to-Know Act*, U.S. Environmental Protection Agency)

Summary:

Followup Reporting

1. Know The Law

3. Community Right to Know

Sections 311 and 312:

What: These two sections give people the right to know what substances are being made, used, or stored in their communities. Reports are made to SERCs, LEPCs, and fire departments, and LEPCs must make them available to the public during normal working hours. LEPCs also must publish an annual notice in local newspapers that the forms have been submitted and are available for public viewing at a designated location.

Material Safety Data Sheets

Section 311: Material Safety Data Sheets

These fact sheets on hazardous substances must be available to workers who come into contact with those substances. Section 311 requires that they now be made available to the public as well, through LEPCs.

When: Material safety data sheets (MSDSs) or a list of MSDS substances were due October 1987 under Section 311.

Information available: Data on the specific substances present in the community. MSDSs include chemical and physical properties and health and safety information. (LEPCs may get a list of MSDS substances first, after which anyone can request specific MSDSs.)

Inventory Forms

Section 312: Inventory Forms

Inventory forms show amounts and locations of substances at specific facilities.

When: Inventory forms are due each year on March 1.

Information available: Facilities may report in either of two tiers unless State law requires otherwise. Tier I forms show the amounts and general locations of chemicals in certain categories. Tier II forms, available on request if not already submitted, give the same information but must name specific chemicals.

Communication Opportunities

With expert assistance from local engineers or teachers, you can help the community understand what this technical information means.

- Increase public understanding of specific substances present in the community.
 - Prepare simplified versions of MSDSs. See *Understanding MSDSs*, under Resources at the end of this chapter.

1. Know The Law

- Distribute fact sheets prepared State agencies, such as New Jersey's *Hazardous Substances Fact Sheets* (See under Resources at the end of this chapter; also see Appendix B, *Resources*).
- Give annual notice in local newspapers that inventory forms are available to the public (if you work with an LEPC).
 - press release
- Explain and interpret the data.
 - answer questions. See *Risk Communication About Chemicals in Your Community* under Resources at the end of this chapter.
 - guest editorial
 - letter to the editor
 - radio talk show appearance
- Increase awareness of community right-to-know.
 - feature articles
 - guest editorials
 - school programs

A typical MSDS contains:

- I. Product identification
- II. Warning statements
- III. Precautionary measures
- IV. Emergency and first aid procedures
- V. Occupational control procedures
- VI. Flammability and reactivity data
- VII. Health effects
- VIII. Physical data
- IX. Spill, leak, and disposal information

Summary:
Typical MSDS

1. Know The Law

4. Toxic Releases

Section 313:

What: Facilities must report the toxic substances they release, either routinely or accidentally, into air, land, or water each year, or transport as waste to another site. The EPA is using the reports to establish an online database, called the Toxic Release Inventory (TRI), available to the public through The National Library of Medicine.

When: Each year by July 1. The report will cover the previous calendar year. Thus the data reported by July 1, 1989, will cover emissions for 1988.

Information available: Estimates, in pounds, of specific substances released in the community. LEPCs will not receive the TRI forms directly, but the forms will be available from SERCs and the EPA, and the database will be accessible by computer. Many public libraries have access to, or can inexpensively gain access to, the National Library of Medicine's databases. In addition, anyone with a computer and modem can use the TRI. See Chapter 2.

Communication Opportunities

Explain what the data mean (again, with the help of technical experts).

- Publicize the TRI
 - Database demonstrations as part of a speech
 - Database demonstrations by libraries, schools, other groups
 - Feature articles
- Interpret the data
 - Feature articles
 - Speeches
 - Brochures, fact sheets
 - Talk shows
- Provide a question-and-answer service
 - Publicized telephone number
 - Talk shows
 - Call-in radio shows

1. Know The Law

EPA's Toxic Chemical Release Inventory Reporting Form, when completed by a facility, provides the following information:

- I. Facility Identification
- II. Off-site locations to which toxic substances are transferred in wastes
- III. Information on the substance released:
 - Identity
 - Mixture component identity
 - Activities and uses of the substance at the facility
 - Releases of the substance to the environment
 - Transfers of the substance in waste to off-site locations
 - Waste treatment methods and efficiency
 - Optional information on waste minimization (reducing waste at its source)
- IV. Supplemental information

(Adapted from *Chemical Risk Communication: Preparing for Community Interest in Chemical Release Data*, American Chemical Society)

Summary:

EPA's Toxic Chemical Release Inventory Reporting Form R

Details and Exceptions

Resources

Each section of Title III covers specific facilities and substances. In working with the law, you will gradually become familiar with the different lists of substances and facilities and with regulatory concepts, such as reporting thresholds and hazard categories. There are also certain exceptions to the reporting requirements, notably with regard to trade secrets. These and other details of the law are explained in Appendix A and in the resources listed here.

Chemicals In Your Community: A Guide to the Emergency Planning and Community Right-to-Know Act, 1988. Emergency Planning and Community Right-to-Know Information, U.S. Environmental Protection Agency, OS 120, 401 M Street SW, Washington, DC 20460.

Title III Fact Sheet, August 1988. Emergency Planning and Community Right-to-Know Information, U.S. Environmental Protection Agency, OS 120, 401 M Street SW, Washington, DC 20460.

Monsanto/Title III Community Videotape, 1987. Environmental and Community Relations Manager, Monsanto Company, G4WF, 800 North Lindbergh Boulevard, St. Louis, MO 63167.

1. Know The Law

Reducing the Risk of Chemical Disaster: A Citizen's Guide to the Federal Emergency Planning and Community Right-to-Know Act, 1988. National Wildlife Federation, Environmental Quality Division, 1400 16th Street NW, Washington, DC 20036.

Risk Communication About Chemicals in Your Community, 1989. U.S. Environmental Protection Agency, EPA 230-09-89-006 (manual); EPA 230-09-89-067 (manual and facilitator's guide).

Understanding Title III: Emergency Planning and Community Right-to-Know (videotape, 15 minutes, 1/2-inch and 3/4-inch). Chemical Manufacturers Association, 2501 M Street, NW, Washington, DC 20037.

What is the Emergency Planning and Community Right to Know Act?, 1988. Environmental Policy Institute, 218 D Street SE, Washington, DC 20003.

Also:

EPA's Title III Hotline: 800-535-0202; 202-479-2449. Or write: Emergency Planning and Community Right-to-Know Information, U.S. Environmental Protection Agency, OS 120, 401 M Street, SW, Washington, DC 20460.

Notes

2. Know How to Use The Information

"There seems to be little understanding of what the data actually mean. Also what does this reporting system really have to do with average citizens? They need a reason to be informed. How can they participate?"

Environmental group member, focus groups,
EPA/Georgetown University
Toxic Substances Public Needs Assessment

Under Title III, the public will have access to several different kinds of information:

- Emergency planning information
- Reports of emergency releases
- Material Safety Data Sheets (MSDSs)
- Lists of toxic substances present in the community
- Estimates of releases of toxic substances into air, water, and land, plus transfers of wastes to other treatment or disposal locations

What does this reporting system have to do with average citizens? Although it is not complete, the data can help answer some common questions and can serve as a basis to investigate others. This chapter explains some of the limitations and uses of Title III data in a communication program.

Emergency Planning Information

To formulate an emergency plan, LEPCs must gather a great deal of information, beginning with a list that identifies chemicals or extremely hazardous substances present at facilities in the community over a certain amount (the threshold planning quantity or TPQ). Emergency plans must also identify the areas and populations most likely to be affected. Hazard analyses, conducted by the LEPC or submitted by facilities, may present worst-case scenarios and attempt to estimate the probability of an accident. Emergency planning information may also include safety audits and data submitted by facilities to the LEPC.

Kinds of Information Available

Emergency Planning Information

2. Know How To Use The Information

Emergency Releases

Uses: The information gathered for the emergency plan can help focus a community's attention on the substances and facilities of immediate concern. It is a first step. Also, since emergency plans must describe the areas and populations most likely to be affected, they can help set priorities for communication efforts.

Limitations: The extremely hazardous substances list does not include all dangerous substances, but only those that are at the top of the list for emergency planning because they have immediate health effects. Although seen by some as a limitation, this also provides an opportunity for communities to focus their attention on the substances that pose the greatest potential risks. A second limitation is that threshold planning quantities are not absolute indicators of risk; substances may pose a danger below the TPQ.

Reports of Emergency Releases

Accidental and emergency releases must be reported to both SERCs and LEPCs. Transportation accidents may be reported by dialing 911 or the local telephone operator. The substances covered by this section of Title III are those on the extremely hazardous substances list or those subject to the emergency notification requirement of the Comprehensive Emergency Response, Compensation, and Liability Act (CERCLA), also known as Superfund. Initial reports will include information on the substance, the nature of the release, known or anticipated health risks, and proper precautions. A follow-up report, also required, will give more detailed information including, if appropriate, advice on medical care required by exposure victims.

Uses: Emergency release notifications will activate the emergency plan when necessary. Over a period of time, the community may see repeated releases of certain substances or from certain facilities and decide to address the problem. As more information on emergency releases becomes available, communities also may want to consider these data when revising the emergency plan.

Limitations: It is difficult to estimate *exposure* to a substance from data on its *release* into the air, water, or land. Many factors can affect exposure: wind direction and speed, location of water supplies, type of soil.

2. Know How To Use The Information

Material Safety Data Sheets

MSDSs are fact sheets that must be available to workers who come in contact with toxic and other substances, as mandated by an earlier Federal law. Title III has extended their availability to communities.

Uses: An MSDS provides an overview of basic information on a substance, including data on its manufacturer, hazardous ingredients, physical and chemical characteristics, and health hazards. Use MSDSs as a starting point and as a way to identify toxic substances present in the community, but supplement them with other reference materials, such as those listed under Resources.

Limitations: MSDSs use technical language and many acronyms. These can be deciphered with the help of technical experts. Also see Resources at the end of this chapter. However, even once deciphered, MSDSs often yield information more applicable to employees than to the community at large. Also, if facilities submit MSDSs instead of a list of MSDS chemicals, the volume of paper may become difficult to manage.

Manual files full of MSDSs, arranged alphabetically by substance, make it hard for citizens to know what facilities are associated with what substances. As a way around these problems, some states and LEPCs are requesting lists of MSDS substances instead of the MSDSs. Anyone then may request an MSDS for any substance on the list. Other LEPCs are using computer programs to organize and cross reference the MSDS data.

Inventory Forms

These forms give the maximum and average daily amounts of substances present at a facility as well as information on location.

Uses: Tier II inventory forms, which may be requested if they are not submitted voluntarily, are more useful than Tier I forms. EPA encourages facilities to submit Tier II forms, which give information for specific substances instead of categories of substances, plus specific information on location.

Limitations: If a facility chooses to submit Tier I inventory forms, the data will be limited to five general hazard categories: (1) immediate health hazard, (2) chronic health hazard, (3) fire hazard, (4) sudden-release-of-pressure hazard (e.g., explosive), and (5) reactive hazard (e.g., corrosives). Also, Tier I forms require only the "general location" of a substance.

Material Safety Data Sheets

Annual Inventories

2. Know How To Use The Information

Toxic Releases

Toxic Release Inventory

Annual reports on toxic releases, entered in the TRI database, will provide a national inventory of toxic substances released beyond the fencelines of facilities. About half of the reportable substances are identified by the EPA as possible or probable carcinogens, and the others may cause a variety of acute and chronic health problems. The list of substances covered by this section of the law differs from the "extremely hazardous substances" list, although there is some overlap.

Uses: The TRI data allows communities to:

- Determine which substances were released into the environment during the preceding year.
- Determine approximately how much of each one—in pounds per year—went into air, land, and water from regulated facilities.
- Determine whether the substances were transported away from the facility.
- Learn how the wastes were treated on-site and how efficient that treatment was.
- Determine total annual emissions of a single substance from regulated facilities in a specific geographic area or nationwide.
- Compare releases by similar facilities in different parts of the country.
- Compare releases among different kinds of facilities.
- Check the data against permits, to make sure facilities have permission for releases and are in compliance.
- Find out if there are hot spots (areas with an unusually high number of releases).
- Help set priorities for further investigation and reduction of emissions.
- Determine areas where substances are emitted, for use in planning emergency responses.

Limitations: The TRI data has certain limitations, tied to the details that are not reported or cannot be determined from what is reported:

2. Know How To Use The Information

- The law requires only that the information be based on reasonable estimates. It does not require measurement or monitoring beyond that required by other environmental laws and regulations. EPA is helping facilities improve the accuracy of their estimates.
- Not all sources of a particular substance will be reported, but only those that fall into certain regulatory categories, so people cannot assume that the TRI gives a complete picture of toxic emissions in their communities.
- The TRI provides only total annual emissions to air, water, and land. The rate of release is not given. A substance can be released in a large amount over a short period or in a small amount over a long period; the rate can determine its health effects.
- The extent of public exposure cannot be determined from the TRI data. Many things can happen to a substance once it enters the air, water, or land. Also some toxic substances may react in the air or water and be changed to different chemicals.

The Toxic Release Inventory (TRI) database is part of a user-friendly system called TOXNET maintained by the National Library of Medicine. If you are a new database user, easy-to-understand menus will lead you to information on toxic releases by categories like geographic area, type of substance, and specific facility. As you gain experience, you will be able to use a command structure. TRI users automatically have access to all TOXNET and other NLM files and can use them to obtain supporting information in such areas as health hazards and emergency handling of TRI chemicals.

Anyone who has access to a computer equipped with a modem and communication software can search TRI. Write to the address below for an introductory packet. Librarians in many public, hospital, and university libraries also can search this database for their communities.

For more information: TRI Representative
Specialized Information Services
National Library of Medicine
8600 Rockville Pike
Bethesda, MD 20894
(301) 496-6531

Using the TRI Database

2. Know How To Use The Information

When Accidents and Headlines Raise Questions...

TRAIN DERAILS, RELEASING CHLORINE

Homes Evacuated

Chemical Used at Local Plant

Emergency units responded, the tank car leak was stopped, and wind dispersed the gas cloud. People returned home. But the town that read these hypothetical headlines now has many questions. Here is how it could use Title III data to get answers.

Q. Is there any way chlorine could escape from the plant itself?

The town's emergency planning process had to address this issue, because chlorine is listed as an extremely hazardous substance and because more than 100 pounds (chlorine's TPQ) are stored at the plant. The hazard assessment conducted by the LEPC found that chlorine is stored in 2 to 10 railroad cars, each containing about 10,000 gallons of the gas. One of the cars is always connected to the treatment building via a pipeline. The gas could escape if this pipe developed a leak or if a tank car was punctured.

Q. Where would the chlorine go? Who would be at risk?

With average atmospheric conditions, says the hazard assessment, chlorine from a rapid leak would form a plume (an area filled with the chemical) extending 6 kilometers downwind of the plant. With prevailing winds, that area is most likely to encompass the X and Y sections of town. Because chlorine is heavier than air, the plume would be near the ground.

Q. What health effects does chlorine have?

The MSDS for chlorine, requested from the plant, outlines the health effects: irritation of the respiratory tract, which at high concentrations can lead to suffocation, and burns to eyes and skin. Delayed effects include bronchitis and pneumonia. Reference books at the library fill in more details.

Q. How much chlorine is kept at the plant at one time?

The Tier II forms show that the most at any time in the previous year was 50,000 pounds.

2. Know How To Use The Information

Q. Is any released in the community in the course of a year?

The TRI database shows total airborne releases last year were estimated at 100 pounds. The public contact person within the facility, listed in the TRI data, may be able to provide more details on the nature of those releases.

Q. Do these releases pose a health risk?

The TRI data cannot answer this question, because rate of release is not reported. Dosage and exposures for individuals are very difficult to calculate, in any case, because there are so many variables. However, by consulting health officials and others, the town may be able to develop an estimate of general community exposures. Some of the resources listed at the end of this chapter can help.

Q. Are there any other facilities reporting chlorine in the area?

Lists of MSDS chemicals reveal that a local plant that makes household bleach also has chlorine on site. A search of this plant's Tier II inventory forms show the amount: about 5,000 pounds on an average day. There also may be TRI reports on chlorine from covered facilities, to supplement MSDS reporting.

Q. Is there any way the chlorine risk can be reduced?

Title III data cannot answer this question. But citizens, the plant manager, local government officials, and members of the LEPC can decide whether to explore this question, based on what they have learned so far. Other LEPCs, trade associations, and environmental groups may have information on ways to reduce risk.

**...Title III Can Help
Provide Some
Answers**

For help in interpreting the data:

Chemicals in the Community: Methods to Evaluate Airborne Chemical Levels, 1988. Chemical Manufacturers Association, 2501 M Street NW, Washington, DC 20037, (202) 887-1100.

Chemical Risk Communication: Preparing for Community Interest in Chemical Release Data, 1988. American Chemical Society, Department of Government Relations and Science Policy, 1155 Sixteenth Street NW, Washington, DC 20036.

Resources

2. Know How To Use The Information

High Tech and Toxics: A Guide for Local Communities, Chapter 4, "Evaluating the Community Health Hazards," 1985. S. Sherry, Golden Empire Health Planning Center. National Center for Policy Alternatives, 2000 Florida Avenue, NW, Washington, DC 20009.

Layperson's Guide to Reading MSDSs, Massachusetts Department of Environmental Quality, One Winter Street, Boston, MA 02108.

Making the Best of the Right to Know: Title III for LEPCs, SERCs, and Citizens, 1988. S.G. Hadden, LBJ School of Public Affairs, University of Texas, Austin, Texas 78713.

Risk Communication About Chemicals in Your Community, 1989. U.S. Environmental Protection Agency; EPA 230-09-89-066 (manual); EPA 230-09-89-067 (manual and facilitator's guide).

Toxic Substances and Human Risk: Principle of Data Interpretation, edited by Robert G. Tardiff and Joseph V. Rodricks, New York: Plenum, 1987.

For information on specific substances:

Casarett and Doull's Toxicology: The Basic Science of Poisons, edited by Curtis D. Klaassen, Mary O. Amdur, and John Doull, New York, NY: Macmillan, 1986.

Dangerous Properties of Industrial Materials, by N. I. Sax and B. Feiner, New York: Van Nostrand Reinhold, 1984.

Handbook of Toxic and Hazardous Chemicals and Carcinogens, by M. Sittig, New York, NY: Noyes Publications.

Hazardous Substances Fact Sheets, a series of fact sheets on hundreds of toxic substances. Distributed by State contacts (see Appendix B).

Also:

Natural Resources Defense Council, Toxic Substances Information Line, 800-648-NRDC; 212-687-6862

Chemical Manufacturer's Association, Chemical Referral Center, 800-262-8200.

Notes

3. Know Your Audiences

Recognize that not everyone is alike, and that you must communicate in different ways with different groups.

There is no such thing as the general public. The public is many different subgroups, overlapping but separate, each with its own attitudes or concerns. Just as television advertisers aim their commercials at certain target audiences, educators design their messages to appeal to certain groups. Their theory, basically, is this: If you know something about the people you are talking with, you are more likely to say things that are meaningful to them.

In planning a communication program, first identify your audiences, then learn about their needs and concerns.

Audience subgroups may be people in a certain age group, people who have a certain job, people who live in a certain place, people with certain interests. For an information program on toxic substances, consider these:

- People living near companies and other facilities required to report under Title III
- Citizens concerned about health and the environment

Also consider people who could help you reach your audience. These intermediaries might include:

- Newspaper and broadcast reporters
- Health professionals
- Libraries
- Environmental groups
- Community leaders
- Teachers
- Business leaders and local industry representatives
- Homeowners' and tenants' associations

Identify the Audience

Consider Intermediaries

3. Know Your Audiences

Learning about Your Audience:

Why...

It pays to take the time to learn about your audience. What you learn will help:

- Determine what kind of information is needed.
- Get that information to people in forms they will use.
- Get that information to people through channels they can use and trust.
- Understand attitudes and feelings.

...And How

Few LEPCs will have the resources to conduct surveys or use other formal audience research methods. The EPA and other groups, however, have conducted research that may be useful; see the boxes and graphs in this chapter.

There are other ways you can get to know your audiences. Consider inviting representatives to LEPC meetings or meet with them in another setting, such as a tenant or homeowner association meeting. It also may help to talk with people in close touch with the community, such as elected officials, and with people who have carried out other educational programs in the community. Try your health or social services department.

Ask questions like these:

What do people already know? Are they aware of the new law? Do they know there is an emergency plan? Do they know about the other information that has become available and that they have a right to this information? Do they know that the LEPC must help them obtain it?

What would they need or like to know? Do they want information on the specific chemicals emitted from a nearby plant? On their locations? On their health effects? On the plant's safety precautions and the probability of an accident?

Where do people turn for information and who do they consider credible? Do they read the local paper or listen to particular radio stations? Do they pick up materials on grocery store racks or at libraries? Do they go to PTA meetings? Do they know where to ask questions—or what questions to ask? (See sidebar in Chapter 5, for more on channels of communication.)

3. Know Your Audiences

How do they feel about business, government, and community groups as sources of information about the environment? Are they skeptical or hostile toward certain groups? What factors and incidents have helped shape their distrust? What can be learned from these experiences? How do people feel about your group or others that might help you reach your audience (e.g., media, health professionals, teachers, business representatives)?

How do people feel about the environment? Are they concerned or indifferent? Do they feel they can get answers when they have questions? Do they know where to go for answers? If industries provide many jobs in your area, are people more concerned about employment than the environmental and health impact of industry?

In some communities, people who live near companies expected to report under Title III may:

- Be unaware of Title III
- Think it's a good idea
- Be skeptical that industry will comply
- Be skeptical that government will enforce
- Be concerned about pollution in general
- Be uninterested in details, i.e. specific substances or routes or levels of exposure
- Not differentiate between emission and exposure
- Think that all emissions are risky
- Think that all emissions should be illegal
- Think that only a complete absence of risk is acceptable
- Not believe that they can get information
- Not believe that industries or authorities will act to correct the problems they see

(Source: EPA/Georgetown University Medical Center, Toxic Substances Public Needs Assessment, 1988)

Research Results: Views from Communities

3. Know Your Audiences

Research Results: Views of Hazardous Materials	A 1988 survey measured people's knowledge, awareness, and actions related to hazardous materials in six communities: Albuquerque, New Mexico; Cincinnati, Ohio; Durham, North Carolina; Middlesex County, New Jersey; Racine County, Wisconsin; and Richmond, Virginia. Here are some of the results.			
Personal Knowledge about Chemicals			Percent Responding "A Lot"	Percent Responding "Nothing"
	Location of Facilities Where Chemicals Stored/Used		12 %	22 %
	Releases of Chemicals Into Atmosphere		8	20
	Quality of Drinking Water		24	9
	Community Right-to-Know Laws		11	20
	Emergency Preparedness Plans in Area		9	30
	Hazardous Waste Facilities in Area		10	23
	Activities to Cleanup Spills		11	21
	Risks of Chemicals in Area		13	14
Personal Actions to Protect Against Risk			Of Those Who Answered Yes:	
		% Yes	High School or Less	More Than High School
	Contributed Time/Money to Environmental Cause	37 %	25 %	45 %
	Used Bottled Drinking Water	36	33	39
	Attended Town or Community Meeting	20	13	24
	Talked to Doctor	20	17	22
	Called/Written Government Official	16	9	21
	Gone To Library	15	9	20
	Moved/Chosen Not to Live in Certain House	13	10	15
Sources of Information	Newspapers			76 %
	TV/Radio			73
	Friends/Neighbors			7
	Magazines			3
	Government			2
	Work			2
	Family Members			2
	Mail Notices			2
	Town Meetings, Library, LEPC, Doctors, Local Businesses			< 2

3. Know Your Audiences

Perception of Information Sources

	How much Information do you get from source?	How much do you trust source?	How knowledgeable is source?
	Percent Responding "A Lot"	Percent Responding "A Lot"	Percent Responding "Very"
News Reporters	27 %	27 %	17 %
Friends/Relatives	7	34	9
LEPC	6	28	33
Local Government	5	11	22
Federal Government	4	12	36
Chemical Industry Officials	3	8	58

Source:

EPA/Georgetown University Medical Center/Columbia University, *Baseline Survey of Knowledge, Attitudes, and Behavior Regarding Environmental Issues: Research Conducted in Preparation for Risk Communication Interventions as Part of SARA Title III.*

Resources

The Community Partnership: A Hazardous Materials Management Planning Guide, 1988. National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611-3991.

Do-It-Yourself Marketing Research, 1988. New York: McGraw-Hill.

Making Health Communication Work: A Planner's Guide, 1988. Office of Cancer Communication, National Cancer Institute, 9000 Rockville Pike, Bethesda, MD 20892.

3. Know Your Audiences

***Research Results:
What Public Opinion
Polls Say***

Forty two national surveys concerning environmental pollution were conducted between 1984 and 1987. Here is a brief review of their results:

- Most people said they were aware of and concerned about pollution, but few felt that it was directly related to their own lives.
- A substantial majority said they favored strict government enforcement of regulations concerning toxic substances, even if it meant fewer jobs or higher prices.
- More than half of all respondents felt that industry was not adequately protecting the community, with a strong majority expressing concern about the safe manufacture, storage, and transport of toxic chemicals.
- A strong majority acknowledged there was a risk involved in living near a plant that manufactures chemicals.
- Chemical wastes were seen as one of the most serious environmental problems, according to a strong majority, but fewer than half said it was among their own greatest risks.

(Source: EPA/Georgetown University Medical Center, Toxic Substances Public Needs Assessment, 1988.)

Notes

4. Know Who Can Help

"Title III introduced a new relationship among governments at all levels, the private sector, public organizations, and the general public. Each group has a different but equally important role in making emergency planning and community right-to-know work."

It's Not Over in October
U.S. Environmental Protection Agency

Before you do anything else, take a look at what's going on in your community. Some of the activities may fit your needs.

This stage of planning, often called a needs assessment, helps you find out what public information needs are already being met, or partially met, and what remains to be done. It also tells you about programs with which you may be able to cooperate. Have citizen groups produced a brochure you could use? Does a chemical plant have a public relations program? Does the fire department give school assemblies? Do these programs reach the audiences you want to reach and get out the message you want to get out?

Basic questions to ask are these:

- What's already going on?
- How can you work with other groups?
- How can they help you meet your goals?
- Who else can help?
- What else is needed?

What's already going on?

Maybe more than you think at first. This is especially true in towns near large plants and refineries, of course, but if you are near truck routes, areas where pesticides are sprayed, areas where landfills have been located or proposed, or areas with much heavy industry, you may find some information programs already underway.

Assessing Needs

What's Already Going On?

4. Know Who Can Help

Overcoming Stereotypes

Consider these possibilities:

Government agencies. Health departments and departments of environmental protection often have public affairs offices, especially on the state level, and many put out fact sheets, press releases, or other materials on toxic hazards. The SERC in your state can help you with contacts. Locally, fire departments and health departments may have outreach programs with materials or demonstrations that would fit your needs.

Business programs. After the 1984 Bhopal disaster in India, the Chemical Manufacturers Association developed a public information program called Community Awareness and Emergency Response (CAER). If you have a large chemical plant in your community, it may have a CAER program. Other plants or businesses affected by Title III may also have public relations offices willing to help.

When working with any other group, whether business or environmental, conservative or liberal, be sure that you understand that program's objectives. They should contribute to, not replace, your objectives.

Citizen's, environmental, and health groups. In some places, environmental problems have given rise to citizen groups that may have communications programs in place. Also consider the local chapters of groups such as the Sierra Club, the American Lung Association, the National Audubon Society, and other voluntary groups like Greenpeace and the National Wildlife Federation.

Other LEPCs. You may be able to share ideas and resources with neighboring LEPCs. The SERC may be able to provide leads on what other communities in your state are doing.

How can you work with others?

Whether your group is an LEPC subcommittee or another community group, Title III will bring you in contact with government, industry, and the public. For example, according to the law, LEPCs must include elected State and local officials; police, fire and civil defense professionals; public health professionals; environmental, hospital, and transportation officials; representatives of affected facilities; representatives of community groups; and media representatives.

You may be working with all or some of these groups in a communication program. As you do so, remember that the past several decades have given rise to environmental stereotypes. Depending on your bias, the manufacturers may be manipulative, the environmental groups self-serving, the public unreasonable, the regulators unresponsive, the journalists irresponsible.

4. Know Who Can Help

As these groups work together under Title III, the stereotypes must give way but it may be a gradual process. To facilitate cooperation, keep in mind the different, and legitimate, perspectives that each group brings to the risk management process. Several of the resources at the end of this chapter discuss the viewpoints and concerns of various groups in the community.

How can other information programs help?

Once you have learned about other programs, decide whether or not, and how, they can help. Ask questions like these.

- Do materials or programs convey the same message you want to convey? Are they slanted in any way? Are they about toxic substances in air, water, or soil, or do they focus on other topics, such as indoor air pollution? If they do not further your group's goals, they are of little use to you, no matter how attractive or obtainable they may be.
- Are they appropriate to your audience? Is a fact sheet too technical? Is a presentation designed for children when you want to reach adults, or vice versa? If so, do not use them—but ask the following question.
- Could they be adapted or modified so that they would work for your group? You may not have to start completely from scratch. See more about adapting materials in Chapter 14.
- Are cooperative ventures possible? Could you develop a joint program with another group? More about working with other groups is in Chapter 7.

What other groups can help?

In addition to the groups mentioned above, all communities have clubs, associations, offices, and businesses that have nothing to do with toxic substances—but may be interested in helping. For example:

Libraries can help organize and provide information. Also, of course, they can help locate books and articles, and reference librarians can help you identify State and local officials and community groups. Many public libraries have computer access to various databases now, and can inexpensively gain access to the TRI database. Libraries usually have files on a wide variety of topics of local concern; ask about the “vertical file.” In addition, libraries can often provide meeting rooms, hand out fact sheets at the check out desk, and mount exhibits.

Who Else Can Help?

4. Know Who Can Help

Example

In Baytown, Texas, the Exxon facility donated a computer to the city library to make it easier to access Title III data. Software allows citizens to cross reference chemicals by company; any hazard category by company name; all chemicals by hazard categories; and all companies by chemical name. The LEPC will add inventory and emissions data as they are reported.

(From *Communicating Title III: A Newsletter on Outreach Activities*, Chemical Manufacturers Association)

Stores may be willing to serve as distribution points for materials and to display posters.

Printers may be willing to donate their services for a pamphlet or brochure.

Civic groups, such as the Lions Club, are often interested in supporting programs that benefit the community, sometimes with funds, sometimes with in-kind services, such as free publicity in a newsletter. Ask groups that have regular meetings for time on their agenda to speak about Title III.

School or university journalism or public speaking classes may be interested in helping with special projects.

Example

Louisiana State University, Department of Environmental Studies is helping the Baton Rouge LEPC catalog Title III data on personal computers provided by industry in the region.

(From *Communicating Title III: A Newsletter on Outreach Activities*, Chemical Manufacturers Association.)

Toastmaster's International, a public speaking club, might also lend members for speaking occasions.

Homeowners' or tenants' associations may have newsletters, meetings, or other channels of communication that you could use to spread awareness.

Voluntary groups with local chapters, such as the American Lung Association, the League of Women Voters, or the March of Dimes Foundation may have materials or activities that would fit in your objectives.

4. Know Who Can Help

Environmental activist groups may be able to lend time and resources.

Hospitals, clinics, or other groups that sponsor health fairs may welcome an exhibit on environmental health.

Churches may be able to provide meeting space or publicity in a newsletter.

Schools hold assemblies, and may be willing to arrange for a presentation that appeals to students, such as a demonstration of HAZMAT equipment to deal with hazardous material emergencies, accompanied by an explanation of what the LEPC is doing.

Local newspapers, radio stations, and TV stations are, of course, essential and valuable allies. See Chapter 11 for more on the media.

Once you know what materials and activities exist, how you could use them, and who else might help, decide what you need to develop from scratch. This is the time to make your plans final; see Chapter 5.

Chemicals In Your Community: A Guide to the Emergency Planning and Community Right-to-Know Act, 1988. Emergency Planning and Community Right-to-Know Information, U.S. Environmental Protection Agency, OS 120, 401 M Street SW, Washington, DC 20460.

The Community Partnership: A Hazardous Materials Management Planning Guide, 1988. National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611-3991.

It's Not Over in October: A Guide for Local Emergency Planning Committees, 1988. Emergency Planning and Community Right-to-Know Information, U.S. Environmental Protection Agency, OS 120, 401 M Street SW, Washington, DC 20460.

Locating Funds for Health Promotion Programs, 1988. ODPHP National Health Information Clearinghouse, P.O. Box 1133, Washington, DC 20013.

Making Health Communication Work: A Planner's Guide, 1988. Office of Cancer Communication, National Cancer Institute, 9000 Rockville Pike, Bethesda, MD 20892.

What Else Is Needed?

Resources

4. Know Who Can Help

Notes

Before You Begin

5. Outline A Plan

With homework done, you are ready for the final step in planning.

The final step is to outline your plan in detail. This outline need not be a long or formal document, but it should answer five questions:

- What do you want to accomplish in the community?
- What information do you want to convey in order to have that happen?
- How will you convey it?
- Who will do what? When?
- How will you know if your strategy is working?

What do you want to accomplish?

This will depend on your community. Say, for example, that a large chemical plant is a major employer in the area; that a State right-to-know law has been in effect for some time; that a local environmental group has been active for the past decade; and that many people are already aware of the presence of toxic substances. Then your overall goal might be to encourage citizens to use the new law to learn more. Your objectives could focus on telling concerned citizens about how to access and use the TRI database, follow LEPC activities, and work to reduce risks.

Every community, of course, has a different combination of circumstances. But to illustrate the planning process, the remainder of this chapter will use just one hypothetical situation.

Washington County has several businesses reporting under Title III, but there has not yet been a fire or a spill that extended beyond the fencelines. Few people in the county realize there is a potential risk; almost no one knows the County needs or has an emergency plan. The LEPC Public Information Subcommittee decides that its communication goals are (1) to publicize the emergency plan in the neighborhoods near the facilities, and (2) to raise awareness of community leaders throughout the county of the presence of toxic substances and of their rights under the new law.

What Do You Want to Accomplish?

5. Outline A Plan

What Information Do You Want to Convey?

What is your message?

Try to put into single statements the ideas you want to convey and then make sure that all activities and materials get across that message.

The Subcommittee sums up the messages related to its two goals as follows: (1) Although the risk of an accident is very low, everybody who lives in the vicinity of businesses that handle large amounts of toxic substances should know that there is an emergency committee and an emergency plan. (2) There are toxic substances in Washington County and there is a new federal law that gives citizens the right to know about them.

How Will You Convey It?

What channels will you use?

There are dozens of different ways to convey information. Channels of communication can range from personal conversations to mass media programming, and there are many more practical ones between (see below). Choose channels that fit both your message and your audience.

To reach people living near the facilities, the Subcommittee chooses as channels their homeowners' and tenants' associations, PTAs, and two busy neighborhood shopping centers. To reach community leaders throughout the county it chooses a countywide newspaper and local town councils as channels.

Who Will Do What and When?

Decide on activities, assign tasks, and devise a timetable.

Does someone need to make calls, arrange for a presentation, write a fact sheet or press release, obtain brochures, distribute brochures, invite people to subcommittee meetings, demonstrate computer access to the TRI database? As with any workplan, the more clearly it's spelled out, the fewer will be the frustrations.

The Subcommittee decides that its Information Coordinator will personally visit the newspaper editor, leave him materials, and invite him to an LEPC meeting. Three other members will call the homeowners' and tenants' association presidents and the PTAs to ask if Subcommittee members can attend their meetings to make presentations. The presentation will be prepared by a fire department member, and delivered by the members who made the first contact. A chemical company's public relations department will send someone to the next Subcommittee meeting to give public speaking tips.

5. Outline A Plan

Someone else will design and write a brief fact sheet describing the emergency plan, and another member will start looking into inexpensive ways to have it printed or photocopied. Yet another member will call local scout troops and ask them to help distribute the fact sheet at the shopping centers one Saturday morning.

Where would you like or expect to find information about toxic releases? People in several communities answered like this:

- News reports
- Mail
- Telephone number
- Police and emergency agencies
- Civic and community group meetings
- Supermarkets
- Drugstores
- Malls
- Post offices
- Libraries
- Schools
- Environmental groups
- Doctor's offices
- Companies*
- Elected officials*
- Government offices*

* Some people voiced skepticism about these sources of information.

(Source: EPA/Georgetown University Medical Center, Toxic Substances Public Needs Assessment, 1988.)

Research Results:

Channels of Communication

Plan to follow up.

It's a good idea to follow up on these activities to find out if they are achieving your goals. If not, you may want to alter them in some way or try something different. Known as evaluation, this kind of followup is vital to making a program work and should be built into your plan from the beginning.

Our hypothetical Subcommittee asks each speaker to report at its next meeting on the size of his or her audience, the amount of interest shown, and the kinds of questions asked. It asks the scout troops to keep track of approximately how many people take materials. The Information Coordinator scans the newspaper for stories related to the LEPC or toxic chemicals. And finally, the member who fields telephone calls for the Subcommittee asks each caller how he or she found out about toxic substances and emergency planning.

How Will You Know if Your Strategy Is Working?

5. Outline A Plan

The information collected through followup helps give an idea of the impact of each activity and helps members decide what to do next. For example, if the newspaper does not run a story on the LEPC and Title III, the Information Coordinator may decide to try a press release or to approach a local radio talk show instead.

Resources

Making Health Communication Work: A Planner's Guide, 1988. Office of Cancer Communication, National Cancer Institute, 9000 Rockville Pike, Bethesda, MD 20892.

"Measuring Potential/Evaluating Results," *Managing Your Public Relations: Guidelines for Non-profit Organizations*, 1980. Institute for Public Relations Research and Education, 310 Madison Avenue, Suite 310, New York, NY 10017.

"Planning and Setting Objectives," *Managing Your Public Relations: Guidelines for Non-profit Organizations*, 1980. Institute for Public Relations Research and Education, 310 Madison Avenue, Suite 310, New York, NY 10017.

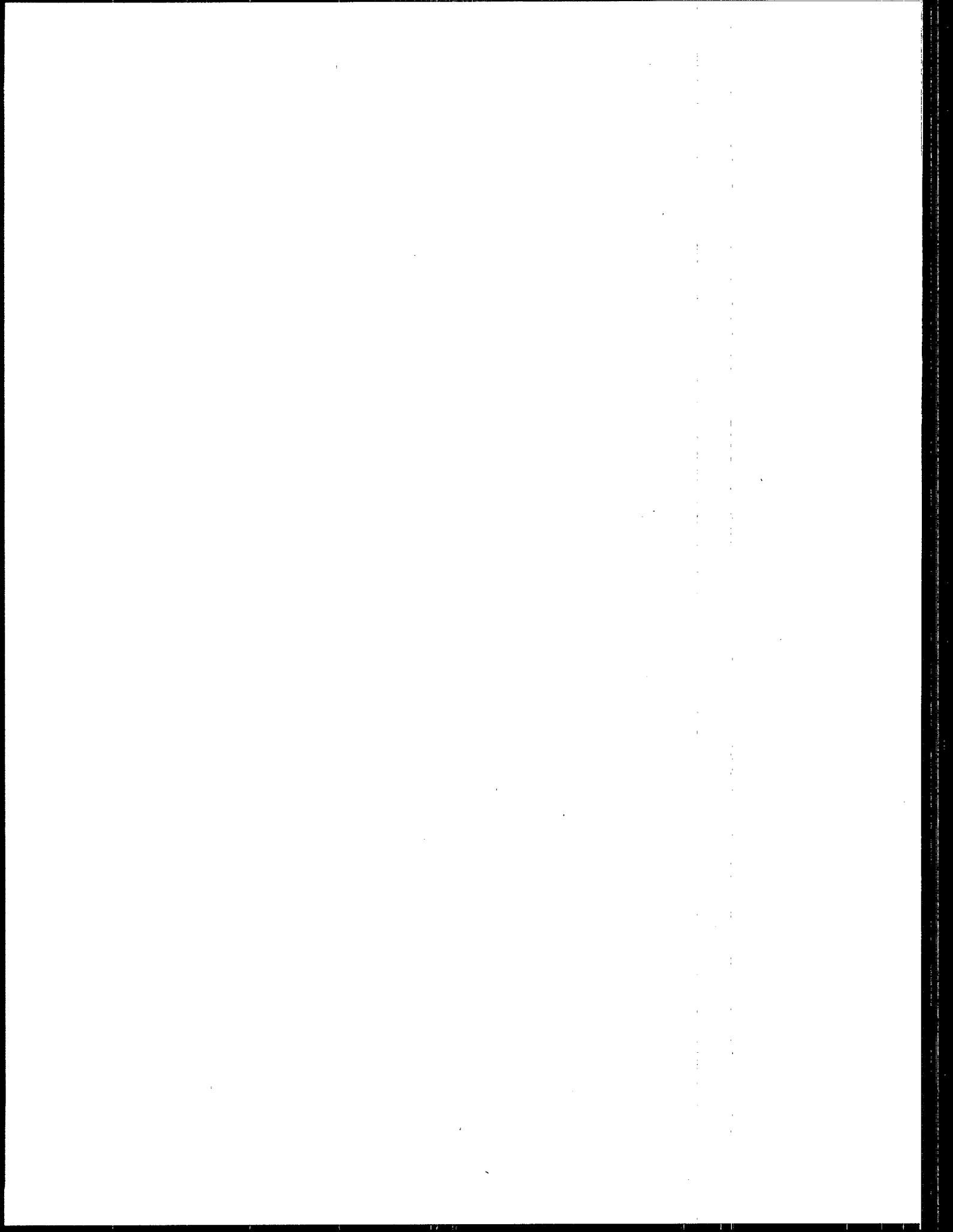
Notes

Part II: Getting People Involved

Promoting public participation, vital to the success of Title III, is also an important part of your communication program. In fact, it is a process that got started as you planned the program.

Planning forced you to come to terms with time and resources, making it clear that no single person or group could handle communication alone. As you planned, you spelled out the contributions that different groups and individuals could make, defining your own role and that of others.

The following chapters suggest ways to build on what you have started. Chapter 6 gives tips for attracting individual volunteers to work with your organization. Chapter 7 discusses ways to establish joint ventures with other groups.



6. How To Get And Keep Volunteers

"Preparing for chemical accidents and controlling the release of toxic substances into the environment is no longer the exclusive responsibility of a handful of government and industry specialists in emergency management and pollution control. Now it's everybody's job."

Chemicals in Your Community
U.S. Environmental Protection Agency

If you are a member of an LEPC subcommittee or other group that provides public information about toxic substances, then the concept on which Title III is based—"it's everybody's job"—is more than an abstract ideal. It has practical benefits. With more people involved, you will have:

- more channels through which to reach different segments of the community
- more feedback from different segments of the community on information needs
- more ideas for messages and channels
- more help with specific tasks

Here are some ways to find and keep active group members.

Make a list. Put on it the names of people who might be interested in joining your subcommittee or group. You could begin by contacting people who are active in other groups—citizen and neighborhood associations, local environmental and health groups, and business organizations. Chapter 4 lists some examples. And don't overlook word-of-mouth as a way to find volunteers.

Ask leaders to appoint representatives from their groups. Remember that it may take some time for leaders to talk to people and find out who is interested and has time. Offering to speak at one of the group's meetings may help.

Make personal contact. In getting people involved, a personal meeting is more effective than a telephone call and a telephone call more effective than a letter. Some people recommend a letter followed by a telephone call to arrange a meeting.

Finding Active Members

6. How To Get And Keep Volunteers

Reporters and LEPCs: A Conflict of Interest?

Set up a structure that can accommodate various interests. Consider establishing subcommittees, task forces, or advisory groups to study particular issues or carry out certain tasks. This not only helps your group get its work done efficiently, but also encourages volunteers who are interested or knowledgeable in some particular area. For example you might have a subcommittee on publicity, another on information management, and another on hazards analysis.

A study of Virginia LEPCs found that some journalists feel there is a conflict of interest between their jobs and LEPC membership. Focus groups in Pennsylvania revealed a similar problem. Reporters fear being used by special interests; they feel that getting actively involved could limit their ability to be objective about environmental news. One solution may be to encourage senior editors or producers to represent the media on the LEPC and its subcommittees, in place of reporters.

Take advantage of special skills. A task force on publicity could be chaired by a member of the media, one on information management by a librarian.

Know what you want members to do. Nothing is more discouraging than to volunteer for a community group and then find out there is nothing specific to do. Designing tasks for volunteers takes time and thought. It is easy, therefore, to overlook or gloss over this step, especially when you yourself are a volunteer with limited time. But try to avoid this mistake. Make a list of activities that new recruits could take over, with guidelines for implementation. In the long run, you will save yourself time. (For communication jobs, the guidelines from this manual could help.)

Keeping People Involved

Set definite meeting times. If everyone knows that the Public Information Subcommittee meets on the first Tuesday of every month, members are more likely to remember meetings and less likely to schedule conflicts. Ask people about important conflicts before setting up the schedule.

Send out reminders of meetings. These can be in the form of minutes from the last meeting, postcards, or telephone calls.

Plan substantive agendas. Community group meetings range from aimless get togethers to professional presentations. Try to avoid both extremes. The organizations that keep members coming to meetings are usually those that have fairly structured agendas in which many people can participate. Include in the agenda reports from subcommittees or individuals working on projects, time to discuss the reports, and formal votes on next steps.

6. How To Get And Keep Volunteers

Schedule special presentations. Part of some meetings can be devoted to presentations from other groups. An environmental group, for example, could present its special concerns at one meeting and an industry spokesman could speak at another. Computer demonstrations of information management systems and the TRI database could be arranged.

Be aware of the nature of volunteer work. What people get out of volunteer work is surprisingly similar to what people get out of paying jobs: a sense of satisfaction at contributing to a team effort, a sense of satisfaction at individual achievement, recognition from peers, the opportunity for personal growth. Volunteers also may welcome the chance to enhance their work experience or develop marketable skills; and there is the opportunity to improve the community's quality of life.

Volunteer work should be managed in the same way as any other work. It is usually recommended that volunteers:

- set specific, attainable objectives
- define tasks
- be given the authority to get the job done
- have a timetable
- report back to the group on problems and progress
- be recognized for contributions

"Volunteer organizations can make it more or less difficult for members to serve by the procedures they adopt," notes a report on a survey of Virginia LEPCs. Meeting times were among the potential problems identified by the survey.

<u>Potential Problem</u>	<u>Percent of members saying problem is:</u>	
	<u>Serious</u>	<u>Unimportant</u>
Finding time for work outside of meetings	28 %	21 %
Finding time to go to LEPC meetings	21	34
Meetings scheduled at inconvenient times	19	45
Getting access to needed information	14	51
Lack of cooperation from affected firms	12	56
Getting time released from work for the LEPC	7	82

(Source: Virginia Polytechnic Institute & State University, *Community Interpretation of Hazardous Materials Risk Information*, U.S. Environmental Protection Agency, 1989.)

Research Results:
Finding the Right Time

6. How To Get And Keep Volunteers

How to Keep Volunteers

1. Fit the job to the person.
2. Set a realistic schedule.
3. Be specific about tasks.
4. Delegate authority as well as responsibility.
5. Give support and supervision.
6. Use the product or results.
7. Say thank you in a meaningful way.

Resource

"Working With Volunteers," *Managing Your Public Relations: Guidelines for Non-profit Organizations*, 1980. Institute for Public Relations Research and Education, 310 Madison Avenue, Suite 310, New York, NY 10017.

Notes

7. How To Work With Other Groups

Reach more people and stretch your resources by cooperating with other organizations.

Why work with other groups? Consider this hypothetical situation:

The Washington County LEPC Information Subcommittee wants to distribute a fact sheet to every household in a certain neighborhood. The American Lung Association's (ALA's) local chapter will be conducting its annual, door-to-door fund drive in about two months. After a telephone call and a meeting, the ALA agrees to let the Subcommittee use its canvassers as a communication channel; the canvassers will distribute fact sheets at the same time they request donations. In return the LEPC agrees to print on the fact sheets, "Distribution a service of the Washington County Lung Association." The joint venture gets the job done and benefits both groups.

Cooperation, in other words, saves time and money.

Another advantage to joint ventures is improved credibility. When established community groups become involved, people may be more likely to believe your message and take it seriously. The Lung Association in the above example lends its prestige and credibility to the Subcommittee's message.

To make a joint venture work, manage it carefully. Here are some guidelines.

Identify interested groups. When you reviewed what was already going on in your community (Chapter 4), you may have found organizations that were working on environmental or health concerns. LEPC representatives from community groups may know of ways their organizations could get involved. Ask local newspapers and libraries if they know of other groups. Try to find organizations that can influence your audience.

The LEPC in Louisville, Kentucky, worked with the Rubbertown Mutual Aid Association, which is the local Chemical Awareness and Emergency Response (CAER) group, to develop a form for the public to use in requesting Title III data from the county clerk. A public library branch has agreed to store the data.

(From *Communicating Title III: A Newsletter on Outreach Activities*, Chemical Manufacturers Association)

Cooperation Improves Efficiency, Access, and Credibility

Identify Groups

Example

7. How To Work With Other Groups

Make Them Part of the Program

Approach group leaders personally. Don't issue a general call for help or circulate a form letter. Personal contact is much more effective. Try to identify someone you or another group member knows in each organization, and call that person first to ask for an introduction to group leaders. If you do not know anyone and feel it is more appropriate to begin with a letter, make it a personal one and follow up with a telephone call.

Involve group leaders in planning as early as possible. Their activities may influence yours and vice versa. For example, if you have asked the PTA to sponsor a science award related to chemicals in the community, both you and the PTA will need time to prepare. The PTA must meet with school officials, get approval, make arrangements for judging, and so on. You will want to make plans to incorporate news of the contest in press releases and other publicity.

Be flexible. Remember that other groups have their own goals and timetables. For the venture to be successful and worth repeating, it must serve their goals as well as yours. Don't lose sight of your own objectives, but be willing to adjust your timetable or strategy if necessary.

Avoid competition. Be willing to share responsibility and credit for achievements.

Provide a structure for the cooperative effort. A written agreement may or may not be necessary, but be sure to do more than talk on the telephone. Meet with leaders to discuss plans, progress, problems, and results. Decide who will do what and by when. Photocopy the schedule and send it to everyone involved.

Choose specific, short-term activities that are likely to be successful. Avoid vague objectives, such as "let your members know about the new law." Instead specify "an article in your newsletter" or "help in distributing a brochure."

Example

The Information Subcommittee of the Louisville/Jefferson County LEPC, in Kentucky, asked the water utility to mail brochures explaining Title III with its bills. Officials at the water company agreed, as long as the brochures could be designed to be handled by their automated mailing equipment. Funds for the brochures were solicited from industry.

(From *Communicating Title III: A Newsletter on Outreach Activities*, Chemical Manufacturers Association)

7. How To Work With Other Groups

Recognize efforts with something tangible. A formal thank you letter, with copies sent to local newspapers, is one way to do this. For large projects, certificates of appreciation may be in order.

Discuss results with the other group. Review what worked and did not work, and prepare a short report for everyone who was involved. Use these reports to improve future efforts.

Share your successes. Write a report on the project and why it worked. Share it with other groups interested in communication about toxic and other hazardous substances.

Making Health Communication Work: A Planner's Guide, 1988. Office of Cancer Communication, National Cancer Institute, 9000 Rockville Pike, Bethesda, MD 20892.

Evaluation and Followup

Resource

7. How To Work With Other Groups

Notes

Part III: Running A Communication Program

Use the how-to-do-it chapters that follow as a primer. Each is a brief introduction to a broad topic, in some cases a whole field. Media relations and public speaking, for example, are the subjects of books, courses, and magazine articles. Yet you don't need an advanced degree to do them well; much is common sense and practice.

For those who want to pursue a topic, a few titles are listed at the end of most chapters. More can be found at libraries and book stores.

As you move beyond planning and begin to talk with people about toxic substances in the community, you may find yourself dealing with a variety of reactions: worry, fear, anger, fatalism. At this point it's important to remember your purpose, which is neither to enflame nor to minimize concern and controversy, but to channel them into productive dialogue. Listen to concerns, acknowledge their legitimacy, suggest next steps. The overall goal of a communications program is to allow the community to learn about toxic substances and to participate in decisions about the risks they pose.

8. How To Talk About Risk

"I continuously get the feeling that people still think chemistry is alchemy. It really is a mystery; it's a black box if you don't work in it. And they kind of look at people in the chemical industry as a little strange. They have no idea what you do. They don't know what questions to ask. I think it's because they're afraid to show ignorance or it's just so far afield for them that they don't ask."

Chemical company employee focus groups,
EPA/Georgetown University
Toxic Substances Public Needs Assessment

People have a hard time talking about risk. As you begin to talk about emissions and inventories and probabilities, you will probably begin to see why. Here are some of the special challenges of risk communication and ways to begin coping with them.

Technical language. Information about toxic substances often is expressed in numbers, acronyms, and multi-syllable terms that tell the layman little. For example:

Methemoglobinemia is the most important result of aniline poisoning in man. Inhalation of 7-53 ppm causes only slight symptoms but 1-160 ppm for over an hour can cause serious difficulty.

Volume of data. There are 366 extremely hazardous substances for which businesses must submit inventory information, and similarly large numbers are covered by other sections of the law. In industrial parts of the country, this can result in a flood of data under Title III. Databases and computer programs are being developed to help deal with this problem.

Uncertainty. More scientific research is needed on almost all toxic substances. Because one or two studies are not enough to prove cause and effect, you will frequently run into information like this:

Epidemiological evidence suggests that aniline is not a human carcinogen. However, ingested aniline may be concentrated to aniline hydrochloride which has been shown to be carcinogenic in rats.

History of conflict in some communities. Distrust of officials and business is high in some places that have experienced conflict over toxic waste dumps or other industrial pollution. "They won't do anything about it," and "they only tell you what they want you to hear," are the kinds of comments you may hear. A good communication program can channel these feelings into constructive action.

The Challenges

8. How To Talk About Risk

Non-statistical Aspects of Risk

Apathy in some communities. The other side of the coin is apathy; people seem not to care. Apathy can stem from lack of information. But it can also stem from a feeling of powerlessness. "You feel as if your hands are tied; there's nothing you can do," is a common sentiment.

Much exposure to risk, over which one has no control, also can breed a kind of paralysis. In one Pennsylvania community near a major highway, emergency workers no longer can get people to evacuate their houses when an truck accident spills chemicals on the highway; it has happened too often.

What is the risk of aniline causing cancer in people who live 2 miles from a chemical plant that sometimes releases it into the air? Science measures the risk in statistical terms: perhaps it is 1 death annually among 1,000,000 people. Residents measure the risk in personal terms: that one death could be their child's.

There are many non-statistical aspects of risk. For example:

Voluntary risks are more acceptable than risks forced on us by others. There is a difference between deciding to spray your roses to get rid of Japanese beetles and having someone else decide to spray your neighborhood from a helicopter, without your consent.

Risks we can control as individuals are more acceptable than those we cannot control. Many people would rather drive a car than ride in an airplane, no matter what the statistics say about car accidents vs plane crashes. A community that has some say over the location of a chemical plant may feel more comfortable with the risk from that plant.

Unfair risks that affect one group more than another are difficult to accept. "Not in my backyard" is a natural and universal reaction to toxic waste disposal landfills. It is not fair for one neighborhood to bear the risk while others do not.

The source of risk information can play a role. Is the agency or business trustworthy? Does it tell the community what's really happening?

Risk concentrated in time and space is less acceptable than diffused risk. Risks that are mathematically the same may really be very different when time and space are considered. For example, chemical A may kill 50 people a year in the U.S.; chemical B may have one chance in 10 of killing 5,000 people in one community sometime in the next 10 years. Mathematically, the risk in both cases is the same: an expected annual mortality of 50 people. But the second risk is less acceptable.

8. How To Talk About Risk

People have always lived with risk, presently live with risk, and will continue to live with risk. Some degree of risk of adverse health effects from toxic substances is inevitable, as a consequence of exposure to both naturally occurring and manmade toxicants. Proper management of risk requires risk assessment, risk management, and risk communication.

Risk is the potential of an adverse health effect as a result of exposure to a hazardous substance or agent.

Risk assessment is a scientific process of estimating the exposure to a substance and evaluating its adverse health effects. Risk assessment consists of four steps:

- *Hazard identification* is the process of determining whether exposure to a substance can cause an effect such as cancer.
- *Dose-response assessment* establishes a quantitative relationship between the exposure and the adverse health effect determined in the hazard identification process.
- *Exposure assessment* is the process of measuring or estimating the current or anticipated exposure from various routes such as air, water, and food to a substance. Exposure assessment considers intensity, frequency, and duration of exposure as well as the population involved.
- *Risk characterization* is the final step in risk assessment and combines the three steps mentioned above. It estimates potential adverse health effects under various conditions of human exposure.

Risk management is the the process of integrating risk assessment results with engineering data and social, economic, and political concerns. Alternatives are weighed to select the most appropriate public health action that will lead to a decision on appropriate controls, remedial actions, or other measures.

Risk communication deals with public education and information. It aims at improving public understanding and thus facilitating an informed individual and societal choice. Effective risk communication increases the likelihood that communities will find acceptable risk management solutions and improves the quality of those solutions.

(Adapted from *Risk Assessment in the Federal Government: Managing the Process*. National Academy Press, Washington, DC, 1985.)

What Is Risk?

8. How To Talk About Risk

Conveying Technical Information

Exotic risks, from high-tech industries for example, are less tolerable than familiar risks, such as household chemicals. Similarly, artificial risks, such as toxic air pollution, seem riskier than naturally occurring radon.

Risks that are well understood by science are more acceptable than those about which there is much uncertainty.

Risks that carry special dread, such as cancer, or are associated with memorable events, such as the disaster at Bhopal or Chernobyl, are less easy to accept than others.

Risks that are not easily detectable seem worse than those that are. An invisible gas is more frightening than a chemical spill—at least until the spill gets into water supplies. People are also more likely to fear a risk that takes many years to show up, such as a chemical that may cause cancer 20 years after exposure.

Risks that seem unethical are less tolerable. If you feel that toxic emissions are wrong, then there is no such thing as an acceptable level of risk.

Experts point out that these factors are not distortions of risk. They are intrinsic to our society's understanding of risk and anyone who is talking about toxic substances and risk must take them into account.

To explain risk, you may first have to explain some of the basic principles of toxicology and the effects of specific substances. Here are some general principles.

Avoid technical terms and jargon. These are shortcuts that make communication easier within a field but shroud it in mystery for others. For example, you can use "swallow" instead of "ingest", "breathe" instead of "inhale", "contact with the skin" instead of "dermal contact". To follow this rule, you often have to observe the next.

Don't hesitate to use many plain words, if necessary, in place of a few technical words. For example, say "a substance that may harm an unborn baby" instead of "teratogen."

Don't try to tell everything at once. Your main message can get lost in a sea of relatively unimportant details. For example, you could explain which trimester of pregnancy may be most vulnerable to a certain teratogen, but in so doing you could obscure your main point. Deciding what is important and unimportant means having a very clear idea of your own message and your audience's needs.

Start out with direct statements or answers. Don't try to add qualifications and details all at once.

8. How To Talk About Risk

Imagine how your first statement could be misinterpreted. Then add background information that can prevent misinterpretation. This is the time for details.

Add qualifiers. Explain what is not known, when it may be known, and what kinds of other information could change the situation.

Here is an example of technical information presented clearly, taken from *Risk Communication About Chemicals in Your Community*, U.S. Environmental Protection Agency.

"Benzene is a chemical found in many common products such as gasoline and often used in making plastics, textiles, rubber, and solvents. It is known to cause leukemia if people are exposed to it at levels of hundreds of parts per million over many years. In our town, concentrations in the air are about 20 parts per billion. Scientists do not know whether exposures at this level have human health effects, since it is about 400 times lower than exposures known to cause leukemia. In other cities that do not have factories emitting benzene, concentrations in the air average about 9 parts per billion, because both automobile exhaust and other everyday activities such as pumping gasoline result in benzene emissions too."

Plain Speaking

Because the technical information is full of uncertainties, you will have to talk also about probabilities and degrees of risk.

Acknowledge that there is uncertainty. Don't be on the defensive because you can't give yes or no answers. Instead, put this fact in context by talking about the uncertainty inherent in much of science.

Don't use government standards as cut-off points. This implies that risk is a safe-or-not-safe proposition when it is really a matter of degree. People have a strong tendency to interpret action levels, guidelines, and standards as the upper level of safe exposure, which they are not intended to be. Use the terms "low-risk" and "high-risk" to convey that risk is a matter of degree.

Give background information when using numbers. For example explain the risk assessment process if the numbers come from a risk assessment. Explain routes of exposure, and the difference that levels of exposure make.

Conveying Risk Information

8. How To Talk About Risk

Comparing Risks

Use graphs and charts. Visual explanations of probability are easier to understand than numerical expressions. Be sure they are clear, and don't include so many numbers that you obscure the main message.

Make risk comparisons but do it very carefully. A useful way to explain risks from toxic substances is to compare them with other risks. But this can be very tricky. If you compare risks people choose voluntarily with risks that are chosen for them by someone else—e.g., smoking with breathing pollutants—you will be comparing apples and oranges, and you're likely to make people angry. Before making risk comparisons, consider the non-statistical aspects of risk discussed earlier.

The following box outlines risk comparisons that may work.

Rutgers University's Environmental Communication Research Program suggests these kinds of comparisons:

- Use comparisons of the same risk at two different times: "in 1979 before regulation versus this year after regulation."
- Compare with a standard: "This level is 25% below the Federal standard and somewhat below the State guideline." At the same time explain that standards are not cut-off points for safety, but only indications of what may be high-risk or low-risk. (Use this comparison carefully if the standard is controversial.)
- Compare with different estimates of the same risk: your estimate of the risk side-by-side with the industry assessment and the environmentalists'. Then explain the differences.
- Explain how the risk compares with the risk in other communities or to national or state averages.

(From *Improving Dialogue With Communities*, by Billie Jo Hance, Caron Chessman, Peter M. Sandman)

Explain the processes that are taking place. Explain how standards are set, how risk assessments are made, how regulations are enforced, and in general, how decisions are made.

Explain how people can have more control. Provide a telephone number to report problems or to get information on pollution. Explain how to use the TRI data and to become involved with groups working on the problem.

8. How To Talk About Risk

Communicate on a personal level. Put the risk in personal terms: e.g., "If you live two miles from the plant, your risk of breathing in these routine emissions is in the low range." Also acknowledge that personal feelings about risk are legitimate.

Be prepared for personal questions. When people are trying to make personal decisions about technical matters (should I move away or join a protest march or drink bottled water or just forget it?) it is legitimate to ask a technical expert what his or her decision would be (are you drinking bottled water?). Some experts are reluctant to answer such questions, especially if they represent an agency that makes policy decisions or if their answer will receive publicity.

But answering this kind of question is a good way to make risk and risk decisions intelligible. Some experts recommend giving a direct answer, while making it clear that agencies and other people may come up with different answers. For example: "I personally wouldn't mind living this close to a plant that had careful controls, because the risk seems low enough to me. I have a brother, though, who wouldn't want to take even this amount of risk."

Explaining Environmental Risk, Peter Sandman, U.S. Environmental Protection Agency, 1987. Emergency Planning and Community Right-to-Know Information, U.S. Environmental Protection Agency OS 120, 401 M Street, SW, Washington, DC 20460.

Improving Dialogue With Communities, by Billie Jo Hance, Caron Chess, and Peter M. Sandman, Environmental Communication Research Program, Rutgers University, 1988. New Jersey Department of Environmental Protection, Division of Science and Research, Risk Communication Unit, CN 409, Trenton, NJ 08625.

Risk Communication About Chemicals in Your Community, 1989. U.S. Environmental Protection Agency; EPA 230-09-89-066 (manual); EPA 230-09-89-067 (manual and facilitator's guide).

Resources

8. How To Talk About Risk

Notes

9. How To Publicize The Emergency Plan

"...the industrial emergency response group put together a plan, a major drill...for our emergency response...."

"We got a lot of good press out of it."

"A lot of good positive press.... But probably the best thing that came out of it was what the community could do...it had a major impact, I think."

Chemical company employee participants, focus groups
EPA/Georgetown University
Toxic Substances Public Needs Assessment

If you are a member of an LEPC public information subcommittee, one of your first jobs may be to publicize the emergency plan. Other groups may be able to help. Information about the plan is important to community safety, because people need to be prepared. Talking about the plan is also a good introduction to Title III and a way to start raising awareness of toxic risks.

The law requires that LEPCs publicize the emergency plan through public meetings and public notification. Also consider other ways to publicize the plan, choosing those that fit your audience.

Use newspapers. Local newspapers can publish articles on the emergency plan, based on interviews with you, press releases written by you, or both (see Chapter 11, "How To Work With the Media").

Articles about the emergency plan give you a chance to provide background information—what the risks are and why a plan is needed—increasing the likelihood that people will comply if emergency actions are ever necessary. Also use this opportunity to publicize the LEPC and the community's rights under Title III.

Start Raising Awareness

9. How To Publicize The Emergency Plan

IF YOU HEAR A SIREN SOUNDING!

A **LOUD CONTINUOUS SIREN**, holding its pitch for three (3) minutes or more, may mean that the **PUBLIC NOTIFICATION SYSTEM** has been activated.

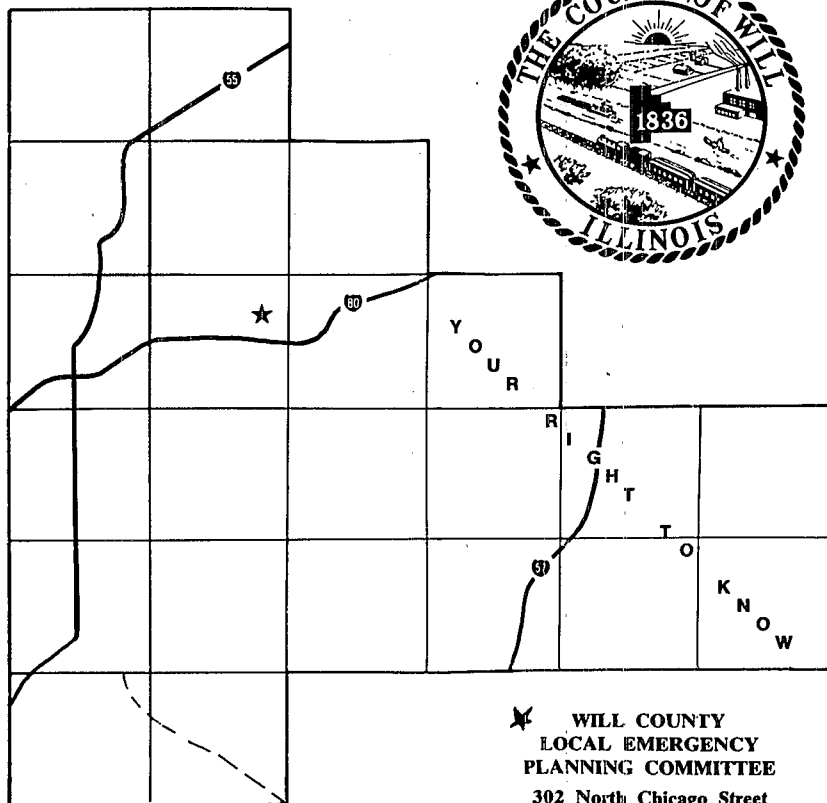
TO FIND OUT . . . CHECK IT OUT . . . is it only a test? In Illinois, siren tests occur on the first Tuesday of each month at 10:00 a.m. If you're not sure, assume it is **REAL**. A real warning could mean a number of things: **FIRE, TORNADO, CHEMICAL SPILL, or NUCLEAR ACCIDENT.**

TO FIND OUT . . . TUNE TO THE EMERGENCY BROADCAST SYSTEM . . . **RADIO STATION 1340 AM (WJOL) OR 96.7 FM (WILL).** THIS IS YOUR BEST SOURCE OF INFORMATION AND INSTRUCTIONS. You will be given information and instructions if there is a **REAL** call for concern. If Officials say to **TAKE SHELTER INDOORS** or **EVACUATE**, respond promptly to all instructions.

DO NOT USE THE PHONE unless you have a special emergency right where you are. Leave lines open for emergency workers. **STAY TUNED TO YOUR RADIO STATION!** This is your best source of up-to-the-minute information and instructions.

EMERGENCY TELEPHONE NUMBERS

WILL COUNTY ESDA (815) 740-0911
 WILL COUNTY SHERIFF (815) 727-6191 (312) 672-5254
 ILLINOIS STATE POLICE (815) 726-6291
 LOCAL POLICE DEPT. _____
 LOCAL FIRE DEPT. _____
 LOCAL AMBULANCE _____
 CITY/VILLAGE HALL _____
 FAMILY DOCTOR _____
 HOSPITAL _____



★ **WILL COUNTY
 LOCAL EMERGENCY
 PLANNING COMMITTEE**
 302 North Chicago Street
 Joliet, Illinois 60432
 740-8351

The Will County, Illinois, LEPC has distributed this cardboard fact sheet through fire, police, and emergency services departments. The reverse has text explaining the provisions of Title III.

9. How To Publicize The Emergency Plan

A newspaper ad in Midland, Texas, boosted public awareness of emergency preparedness. The ad, headed "Are You Prepared for a Hazardous Materials Emergency?" was produced by the Midland Community Awareness and Emergency Response (CAER) Committee, an advisory group to the LEPC.

(From *Communicating Title III: A Newsletter on Outreach Activities*, Chemical Manufacturers Association)

Example

Consider newsletters. Those of local groups, such as homeowners' associations, PTAs, and churches, may reach your audience. Write a brief article and contact editors to ask them to print it.

Distribute emergency instructions to neighborhoods that could be affected by a fire, explosion, spill, or other accident. These should be brief and very clear; use direct statements, large print, and bold type. They should also be in a form that is easily saved. The instructions can be distributed in community centers, libraries, city halls (where people pay water bills, for example), supermarkets, and other public places. You could ask municipal fire, police, and emergency departments to help distribute the instructions. Some municipalities have regular newsletters that could print a copy. Also consider including emergency instructions in tax bills.

Be prepared for questions. Publicizing the emergency plan may raise questions about toxic and other hazardous substances and how much risk they pose. It is important to give as much information as is available, not only because it is the public's right to have that information but also because it will establish your credibility.

Make sure that newspaper articles and instructions tell where to call for more information (when there is no emergency). Try to anticipate questions, and if possible, have a brochure or fact sheet to send out with more background information. Urge people to learn more through the mechanisms established by Title III.

When talking to people about toxic substances, listen to their concerns and acknowledge that they are legitimate. See Chapter 8, "How to Talk About Risk."

Produce a video or slide presentation. If you can solicit funds from local businesses and services from audiovisual experts, you may be able to do this. Audiovisuals make good introductions to speeches and can be loaned to other groups.

9. How To Publicize The Emergency Plan

Example

An industry advisory group to the Midland, Texas, LEPC produced a video on the emergency plan and Title III. "When the Siren Sounds" is being distributed free at local video shops.

(From *Communicating Title III: A Newsletter on Outreach Activities*, Chemical Manufacturers Association)

Make a special effort to reach minority groups. Instructions to evacuate are sometimes less effective with minority ethnic groups, researchers have found, because of differences in language, beliefs, and risk perceptions and a feeling of isolation from authority. Translation of emergency instructions are one solution. Holding small neighborhood meetings and working with local ethnic associations may be even more effective. Make a special effort to reach those who may be at particular risk.

Speak at other group's meetings. This may be easier than setting up your own meeting, and it is an effective way to reach a specific audience. Speak with group leaders in advance and ask if you can be included on their agendas.

Hold meetings. Small group meetings may convey more information more effectively than a general public hearing. Consider less formal meetings with people who are most affected by or concerned about toxic substances.

Keep it up. Publicizing the emergency plan should be a regular part of your communication plan, not a one-time project. Do not assume that people will remember it. Other opportunities for press releases are when the plan is revised, when simulations take place, or when responders receive special training.

Resources

"Using Publicity to Best Advantage," *Managing Your Public Relations: Guidelines for Non-profit Organizations*, 1980. Institute for Public Relations Research and Education, 310 Madison Avenue, Suite 310, New York, NY 10017.

Promoting Issues and Ideas: A Guide to PR for Nonprofit Organizations, 1987. New York, NY: The Foundation Center.

Notes

10. How To Answer Questions

"I called someplace because I wanted to know about something my husband was using...I called a couple numbers and kept getting different numbers."

"No one knows anything."

"I never got past the switchboard."

"There's nothing you can do."

*Public participants, focus groups
EPA/Georgetown University
Toxic Substances Public Needs Assessment*

These are comments from people who have tried to get information on industrial pollution and failed.

But with the passage of Title III, citizens asking questions are exercising a legal right, not asking a favor. And now a telephone call can lead to other actions, such as accessing the TRI or working on an LEPC committee or other group. For these reasons, it is important that local officials and the volunteers who may help them develop a workable system for responding to telephone calls.

People may have questions like these:

- There's a bad smell in our neighborhood whenever smoke starts coming out of the plant's stack. What's causing it?
- The newspaper said XYZ Company released 4,000 pounds of cyclohexane into the air last year; isn't that illegal? Isn't it dangerous?
- How can the government let that happen?
- Is anything being done to stop it?
- What will breathing cyclohexane do to my family's health?
- What about breathing cyclohexane together with XXX chemical that another plant is releasing?
- I've heard there are underground storage tanks at the ABC chemical company. What's the chance of their developing leaks?
- What steps are being taken to prevent explosions?
- Could the leaks get into our water?

Questions...

10. How To Answer Questions

...And Answers

You will not have the answer to every question, or even to most of them. You will need the help of technical experts from local schools, businesses, and government agencies, and they in turn will need to refer to the data specific to your community. Another EPA manual, *Risk Communication About Chemical in Your Community*, discusses the kinds of answers that are appropriate in particular situations.

This chapter discusses the procedures involved in providing a question-and-answer service that works smoothly for both those who are asking and those who are answering questions.

Preparation

Appoint one person to be the initial contact for all requests. This person need not be an expert on toxic substances, but should be accessible by telephone during specified times. He or she could be in the library, health department, fire department, or other local office. An answering machine can take messages, if necessary, so that calls can be returned.

Publicize that telephone number and the hours it's available. Include it in any printed materials (stamp it on materials from other sources) and make sure the newspaper includes it in articles whenever possible.

Make the number known to other agencies and offices, so that they can refer callers to you.

Start a card file of referral contacts for different topics. Include names and telephone numbers as well as frequently asked questions that have been referred to each contact. You can also include easily available publications in your file, with ordering information.

Talking With People

Listen to specific concerns. Every request will be a little different. Let the caller know that you understand what he or she said. Acknowledge feelings. Don't belittle worries.

If you don't know the answer, say so. Offer to refer him or her to someone else who will have the answer or to a specific book; explain how to obtain printed material.

Don't guess if you don't have the answer or a good referral source. Tell the person you will call them back. Or say that you don't know and suggest several places to try. In this case, you might want to ask requestors to call you back and let you know if they got the information they wanted.

10. How To Answer Questions

Focus groups (small group meetings) with people in industrial areas reveal that:

- There must be a personally relevant need for information for someone to be motivated to learn more. Participants said that tangible physical evidence of emissions and news reports would motivate them.
- Once a relevant need or hazard had been identified by these participants, they cited examples of actions they had taken. Most often, action meant seeking information by telephone.
- There must be an information source that is easily accessible, knowledgeable, and credible if the target audience is to be expected to become more knowledgeable and concerned. Although printed information may help, understanding of these complex issues is likely to require a two-way exchange.
- Information sources must be prepared to respond prior to attempting to raise public awareness and concern, or additional frustration may result.
- Agencies or other information sources the public would turn to with questions must at least be made aware of where to refer callers if public frustration is to be lessened.

(Source: EPA/Georgetown University Toxic Substances Public Needs Assessment, 1988.)

Research Results:

Seeking Information on Toxic Substances—The Process

Help callers formulate specific questions. Some callers may have general concerns but not know the right questions to ask. You may be able to help by volunteering information. For example, you could explain that health effects can be both long-term and short-term; that some emissions are permitted and some are not; that there are a number of different factors that affect toxicity.

Suggest a next step. Depending on the caller's needs, you might offer to send a fact sheet or brochure or tell where one can be picked up; explain the procedures for obtaining MSDSs and Tier II information; tell how to access the TRI database; or suggest the caller become involved in a local group concerned with Title III.

10. How To Answer Questions

Evaluation and Followup

Consider checking back with callers that were referred to other sources to ensure that their questions were answered. This could be especially important with complex questions or for callers who represent groups to which they will be reporting the answers.

Keep a record of the numbers and kinds of questions asked and referrals made. If you find that the same questions are asked over and over, you might consider preparing a question-and-answer fact sheet to distribute in the community or at least to keep by the telephone.

Check with your referral groups, if you find you are making the same referrals over and over. Is it all right with them or are they overloaded? Can they suggest another source? Could they provide you with answers to the more routine questions?

Resource

Risk Communication About Chemicals in Your Community, 1989. U.S. Environmental Protection Agency; EPA 230-09-89-066 (manual); EPA 230-09-89-067 (manual and facilitator's guide).

Notes

11. How To Work With The Media

Understanding how the media work is the key.

Local newspapers may be your greatest allies. They can help you publicize the emergency plan, announce the availability of emissions data, discuss the significance of the data, tell people when and how to obtain more information, announce meetings, report on meetings, ask for volunteers, and serve as a forum for debate. Local radio and television stations can be just as valuable.

With that in mind, also remember that a communications program is more than media relations. News and feature stories can help raise awareness of toxic substances. But personal interaction—speeches, meetings, answers to individual questions—can result in much greater understanding and involvement. Ideally, the mass media and personal interaction supplement each other in a communication program.

What to ask of the media, and how and when to ask, will vary from town to town and county to county. That is why one of the first rules of media relations is to meet personally with editors and station managers. The other rules given here concern basic procedures and techniques, recognized and welcomed by media people in almost every community.

Identify media contacts, such as editors, science and environmental reporters, radio and television station managers. You can do this by consulting community directories, libraries, and the PR departments of large businesses in your community. In larger cities, you may find that other groups have developed media guides or that an environmental group has a press list.

Call or visit your media contacts. Ask about deadlines; preferred lengths of articles or radio scripts; possibilities for feature articles, talk show appearances, guest editorials, and columns; and kinds of photographs preferred or tapes preferred.

Keep a media list with names, telephone numbers, and preferences. Keep it current.

Choose one member to be the chief media spokesperson. This person should be easily available by telephone. Having one chief contact is easier for editors, and it helps prevent conflicting or duplicative stories. The media spokesperson can, of course, refer reporters to other members for certain kinds of information. For example, a technical expert could give reporters information on the properties of a certain substance.

Media Can Be Allies

Preparation

11. How To Work With The Media

Getting the Media's Attention

Compile a packet of background information on Title III, the emergency plan, the kinds of information becoming available, and ways to use that information. Distribute this to all media contacts and keep extras on hand to give new contacts. EPA and the National Safety Council are developing a background notebook on Title III for reporters which may be useful.

Plan your media program in advance. For example, you could plan press releases in March and July when the inventory and emissions data are reported; ask to take part in a radio talk show in September to discuss the emissions data; publish a reminder about the emergency plan each October (with background information on right-to-know); and write a guest editorial in January to recognize volunteers.

Be flexible. Look for other opportunities for media coverage. For example, an accidental release in another community could be interesting to your media contacts if it involved facilities or substances similar to those in your community.

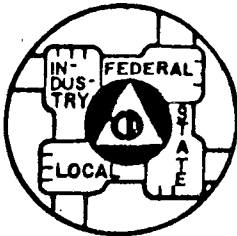
Observe standard formats for press releases. Type them double- or triple-spaced on one side of 8 1/2" x 11" paper, and allow wide margins. Give the media contact person's name and number at the top and give a release date (which may be "immediately"). Type "-more-" at the bottom of a page, if there is more, and "-30-" or a row of asterisks at the end.

A news release should begin with a colorful lead paragraph highlighting local people, places, or events. Include factual information—the traditional what, who, why, when, where, and how—and use clear, short sentences. Many public relations primers, such as those listed at the end of this chapter, contain more guidelines on writing press releases.

Don't stop at press releases. A letter to the editor can ask for or thank volunteers. A guest editorial or op-ed article can give an overview of an issue. A monthly column can report on LEPC activities.

Choose the medium that fits the message. Radio and television can give broad, fast coverage to simple announcements, such as the existence of an emergency plan and the availability of emissions data. Talk shows give an opportunity for discussion. Newspaper stories can provide background information and discuss complex issues, such as risk.

11. How To Work With The Media



RACINE COUNTY

OFFICE OF EMERGENCY GOVERNMENT

Safety Building 730 Center Street Racine, Wisconsin 53403
Telephone 414-636-3515

"PRESS RELEASE"

TO: Burlington Standard Press
Caledonia Pictorial
Racine Journal Times
Racine Labor
Shoreline Leader
Waterford Post
Westine Report

RADIO/TV STATIONS:

WRJN/WHKQ, WBSD, WRKR/WHBT, Gateway WGTB,
RACINE TELECABLE, TOTAL TV OF SOUTHERN WISCONSIN INC.

DATE: January 5, 1988
Peter R. Jensen, Coordinator
Racine County Emergency Govt.
730 Center Street
Racine, WI. 53403
TELEPHONE: 414-636-3515

FOR RELEASE: IMMEDIATE.

HEADLINE: TIER II REPORTS

TEXT:

THE WISCONSIN STATE EMERGENCY RESPONSE COMMISSION (SERC), WHICH WAS CREATED TO DEAL WITH THE REQUIREMENTS OF THE SUPERFUND AMENDMENTS AND RE-AUTHORIZATION ACT OF 1986 (SARA), HAS PASSED A RESOLUTION REQUIRING ALL FACILITIES IN THE STATE OF WISCONSIN TO SUBMIT TIER II REPORT FORMS ON THE CHEMICALS THEY HAVE AT THEIR SITES.

UNDER SECTION 312 OF THE SARA LAW, ALL FACILITIES WITH OVER 10,000 LBS. OF HAZARDOUS SUBSTANCES IN 1987 MUST FILE INVENTORY REPORTS WITH THE STATE, LOCAL EMERGENCY PLANNING COMMITTEE, AND THE FIRE DEPARTMENT FOR THEIR FACILITY. THE TIER II REPORTING FORMAT SELECTED BY THE SERC PROVIDES MORE DETAILED INFORMATION TO THE STATE AND OTHER RECEIVING AGENCIES THAN DO THE TIER I REPORTS.

TIER II REPORTING CONSISTS OF THE CHEMICAL NAME OF THE PRODUCTS ON HAND, THE MAXIMUM DAILY AMOUNT OF THE PRODUCT ON HAND, THE AVERAGE DAILY AMOUNT ON HAND, AND THE NUMBER OF DAYS IN THE YEAR THE PRODUCT WAS AT THE FACILITY. IN ADDITION, THE PHYSICAL AND HEALTH HAZARDS OF THE MATERIALS MUST BE INDICATED. STORAGE LOCATIONS OF THE MATERIALS MUST BE PROVIDED, BUT MAY, AT THE OPTION OF THE FACILITY, BE WITHHELD FROM PUBLIC FILES.

The Racine County, Wisconsin, Office of Emergency Government, prepared this press release on Title III.

11. How To Work With The Media

Example

The Racine, Wisconsin, LEPC has put together a media kit to provide information on Title III. It includes:

- Two, double-spaced pages of background information for the media
- A fact sheet on the LEPC, outlining activities and giving members' names and meeting times.
- An article for newspapers to use
- A photocopied, published magazine article on Title III
- EPA's Title III Fact Sheet (see Appendix A)

Ask about public service programming. Broadcast stations are encouraged by the Federal Communications Commission to devote a certain percentage of air time to public service programming of importance to the community. This is often in the form of public service announcements (PSAs), which range from 10 to 60 seconds. Television PSAs can be expensive to produce, but stations sometimes donate the needed skill and equipment.

Radio PSAs are not as expensive, although tapes are best made in a professional studio. Many radio announcers prefer a written script, called live copy, from which they will read the PSA. Ask your local station what format it prefers.

Don't overlook news programs, talk shows, and radio call-in shows. Keep their producers on your media list, and send them press releases. Call them to find out what kinds of information they might use.

Do not use press conferences unless there is a major news story, such as a dangerous accident. See Chapter 16 on holding a press conference in an emergency.

Consider press briefings, which are more informal and relaxed than a press conference, to provide media people with background information on your activities. Press briefings often involve several speakers, packets with fact sheets, brochures, and press releases, plenty of time for questions and answers, and refreshments.

Observe media courtesies. In a city with competing papers, be impartial, sending the same releases and invitations to all. But if an editor asks you for a special story or article, do not send it to a competing paper. Don't send the same information to two departments of the same paper, unless you note on the release that you have done so.

11. How To Work With The Media

Return calls and turn up for interviews promptly. Be considerate of reporters' deadlines, and don't ask them to write to you for information.

Be accurate. It is embarrassing to both you and a reporter if you guess at an answer that turns out to be wrong. If you do not know an answer, say so, and offer to consult a technical expert and get back to the reporter as soon as possible.

Send thank you notes to reporters, editors, and station managers who help you with publicity. Don't demand apologies or retractions for minor errors, but do ask that serious errors be corrected.

Monitor publications and broadcasts. Start a clippings notebook, and keep a record of broadcast coverage. Use it to keep your contact list up to date, noting the names of reporters who write related stories. This record also can show what activities resulted in press attention.

Ask editors for advice if you find they are not giving you coverage. Don't complain; do ask how you can provide material they will use.

Don't wait until there's an accident. Think in terms of headlines like these:

Emergency Planning Committee Gets New Members

Local Committee Plans for Emergencies

Chemical Releases Down Last Year

Environmental Groups, Industry Working Together

League of Women Voters to Discuss Toxics in Air

Answers To Your Questions About Chemicals a Phone Call Away

Profile: Emergency Planning Chairman Answers Hard Questions

High Tech at the Library: New Database Available

Emergency Planning Volunteers Honored

LEPC Celebrates 3rd Anniversary

Evaluation and Followup

Making News

11. How To Work With The Media

Resources

Explaining Environmental Risk, Peter Sandman, U.S. Environmental Protection Agency, 1987. Community Right-to-Know and Information Hotline, U.S. Environmental Protection Agency, OS 120, 401 M Street, SW, Washington, DC 20460.

Getting Your Public Relations Story on TV/Radio, 1986. Pilot Books, 103 Cooper, Babylon, NY 11703.

Lesly's Public Relations Handbook, 3rd ed., Englewood Cliffs, NJ: Prentice-Hall, 1987.

The Only Press Guide You'll Ever Need, by J. Sellers, 1988. Capital Ideas Press, 1730 Minda Drive, Eugene, OR 97401.

Notes

12. How To Give A Speech

"We've got to get it in layman's terms. You've got to get laymen to go out in the community or to organizations. You get these high priced people—they talk in words that long—and people don't understand them."

*Public participants, focus groups
EPA/Georgetown University
Toxic Substances Public Needs Assessment*

Whether you want to get people involved in a task force or explain the extent of hydrofluoric acid emissions from a nearby plant, personal communication is likely to be your most effective tool. Speeches or presentations can reach a selected audience more surely than the mass media, and they can be tailored to the needs and interests of a particular group.

The following guidelines can help take the dread out of public speaking.

Find out about your audience. Talk to one or several group leaders to find out what the members already know, what they want to know, and what their concerns are. Tailor your speech accordingly. For example, if you are talking to members of a Clean Water Coalition, you can probably assume that they are already very much interested in toxic substances as an issue, so rather than explain the reasons for Title III, you could tell them how to obtain Title III data.

Collect information and prepare an outline. Do not try to tell everything you know in one speech. Limit your talk to two or three main points, make it brief, and tell the audience where they can get more information.

Give your speech a definite introduction, body, and conclusion. Remember that your audience must depend on their ears to follow your reasoning; they can't see subheadings or paragraphs. Use signposts, such as "What I'm going to talk about is..."; "My first point is..."; "My second point is..."

Begin with a provocative quote or short, startling statement. Resist the temptation to start with a long anecdote or "a little background before I begin."

Use humor carefully. Make sure it will appeal to all members of your audience.

Preparation

12. How To Give A Speech

Delivering the Speech

Make it clear what you would like your audience to do next, such as reading the handouts, coming to a meeting, or becoming familiar with the emergency plan.

Use a blackboard, newsprint board, slides, or overhead projections to emphasize certain points. Make sure the proper equipment will be available.

Make sure your speech is easy for you to read. Type your speeches in all capitals or in a large typeface. Double or triple space the lines. Indicate places where you want to pause, such as at the ends of long sentences and between major points. Some speakers use numbers in parentheses (1 - 2 - 3 - 4 - 5) to help them pause a certain number of seconds.

Rehearse the speech several times. Eliminate ums and ahs. Practice looking up from your notes. Rehearse in front of a mirror. A videotape and tape recording can also help you see and correct mistakes.

Beware of too much formality. Some experienced speakers feel it is possible to over rehearse, making a speech too dry and formal, robbing it of spontaneity. Depending on your experience with public speaking, you may want to experiment with different levels of preparation.

Ask for help from experienced speakers. The public relations department of a business may be willing to coach you and lend audiovisual equipment. Other resources are local college speech departments and chapters of Toastmasters or Toastmistresses International.

Arrive early so that you can become familiar with the room and the tone of the meeting.

Ask if everyone can hear you, and if not, adjust the microphone or speak more loudly. Sustain the volume throughout the speech.

Don't speak too quickly. Force yourself to pause between sentences and thoughts. What seems an eternity to the speaker seems natural to the listeners.

Look at members of the audience. Establish eye contact.

Avoid reading the speech word for word. Paraphrasing can make a speech more interesting. Practice this beforehand.

Use gestures to help make points, but don't overdo it. Too many can be distracting.

12. How To Give A Speech

Vary the rate and expression in your voice. Don't speak in a monotone.

Repeat questions to make sure you have understood them and that everyone in the room has heard them. Try to anticipate questions so that you can answer briefly and directly. But if you don't have the answer, don't hesitate to say so. Promise to find out the answer and get the questioner's name and telephone number after the meeting so that you can send the answer to him or her.

Report on the speech, questions, and audience reactions at your group's next meeting.

Consider asking a colleague or public speaking expert to observe your speech. Some organizations do this routinely to help members improve their speaking skills. See a sample evaluation checklist below.

Keep copies of all speeches and accompanying graphics to be used or adapted for other audiences.

Use the speech as the basis for a news release.

Send additional information promised questioners as soon as possible.

- Could the audience hear?
- Did the speaker make eye contact with audience?
- Did the speaker appear to read speech?
- Was the opening attention-getting?
- Were the main points clear?
- Was topic clearly summarized?
- Did the speaker use a monotone?
- Did the speaker talk too quickly?
- Were audience questions repeated?
- Were visual aids set up properly?
- Did they provide emphasis and clarity?

Evaluation and Followup

Speech Evaluation Checklist

12. How To Give A Speech

Resources

Community Relations in Superfund: A Handbook, U.S. Environmental Protection Agency, 1984. National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161; Order No. PB84-209378.

Evaluating Risk Communication Programs: A Catalogue of "Quick and Easy" Feedback Methods, 1989, by Mark Kline, Caron Chess, and Peter Sandman, Environmental Communication Research Program, Rutgers University. New Jersey Department of Environmental Protection, Division of Science and Research, Risk Communication Unit, CN 409, Trenton, NJ 08625.

Executive Speechmaker. Institute for Public Relations, 310 Madison Avenue, New York, NY 10017.

Fundamentals of Public Speaking, Donald C. Bryant and Karl R. Wallace, Englewood Cliffs, NJ: Prentice-Hall.

How to Write and Give a Speech, by Joan Detz, 1985. St. Martin's Press.

Notes

13. How To Hold A Meeting

"They really weren't doing anything illegally in any way, but no one knew what was going on there and that can really create problems. That's what annoyed us most. If they had just said, you know, reported in the paper about there having been an explosion or this and that, nobody would have said anything. But the whole thing was covered up."

*Public participants, focus groups
EPA/Georgetown University
Toxic Substances Public Needs Assessment*

Public meetings, like press conferences, should be used sparingly. Most people in most communities do not give up evenings to go to public meetings unless the benefit is clear and immediate. Even community activists become very selective about what meetings they attend.

Nevertheless, there are times when a public meeting does offer a clear and immediate benefit. For example, LEPCs hold public meetings on emergency plans. A large public meeting could be useful after an accident when many people have questions. Or if the current emergency plan has become controversial, a meeting could offer the community a chance for wider participation in revising it. The time to hold a public meeting is when:

- many people have questions on a particular topic
- you are seeking input on a particular topic in which there is widespread interest
- there is widespread controversy on a particular topic
- people have asked for a meeting

Communities affected by toxic waste have benefitted from public meetings in the last two decades, and they have learned a lot about them. The following guidelines are drawn primarily from their experience.

Decide whether to hold a large public meeting or small group meetings. A single, large public meeting allows you to reach many people at once and may attract media attention, thus reaching even more people. Very large meetings, however, are not as likely to provoke meaningful, two-way discussion. In fact, they can turn into confrontations rather than discussions, if people are angry and frustrated with previous attempts to get information.

When Should You Hold a Meeting?

Preparation

13. How To Hold A Meeting

A series of small group meetings mean more work and may not attract the media, but they do give more people a chance to speak. Some public meetings begin large, with an introductory session or presentation, and then break up into smaller groups for discussion.

Consult with other community groups on the agenda. You could talk with leaders informally or distribute an "Agenda Input Form" to all concerned groups to find out what they want the meeting to address.

Decide on your agenda. Be clear what your purpose is. Public meetings generally last from one to three hours. You should have several different experts there to help answer questions.

The agenda could include an introductory statement, presentations by technical experts, presentations by community groups or concerned individuals, time for discussion, and a concluding statement. If there are presentations on several topics, you may want to have separate discussion periods following each presentation.

Make it clear who is sponsoring the meeting. Industrial public relations departments and government agencies that the public distrust often run into problems at public meetings. Because their credibility is low, the chance of disruption is high. If the proceedings come to be dominated by a few articulate, angry individuals, there is no chance for a real dialogue, and little is accomplished.

You may be able to prevent this by making it clear that a civic group is the sponsor of the meeting. Do this through advance publicity and at the meeting itself. Make sure it's true; people will see very soon if the meeting is being used as a channel for what they perceive as biased views.

Also consider holding the meeting under the sponsorship of another group, such as the League of Woman Voters or the Kiwanis Club.

Anticipate questions from the audience, and get the information you need to answer them. You can't anticipate all questions, but it helps to have as much ready information as possible to answer those that you think will be asked. Different people can be prepared to answer different kinds of questions. Decide whether you need someone who speaks Spanish or other language to help with questions.

13. How To Hold A Meeting

Prepare questions for the audience. One way to get discussion started is to ask questions, e.g., "does anyone feel that this part of the emergency plan needs more explaining?" This also can help get discussions back on track when digressions seem to go on too long: "Does anyone else have an idea how we might strengthen this part of the plan?"

Pay attention to logistics. You will need a meeting room large enough to hold everyone who makes the effort to attend. The meeting location should have adequate seating, parking and lighting. Also arrange, if necessary, for a microphone, a blackboard or large newsprint pad, and audiovisual equipment. Ask about heat or air conditioning if the meeting is in a building where these are turned off at night.

Publicize the meeting. Start your publicity several weeks ahead of time. Call local organizations and civic groups and ask them to publicize the meeting in their meetings and newsletters. Newspapers and broadcast stations, of course, can publicize the meeting too; consider a press release. Posters and flyers in supermarkets, malls, and public places are another way to publicize. Send special invitations to media representatives.

Begin by telling who you are and give some personal background. People who lead meetings as impersonal experts or authorities invite indifference or suspicion.

Announce the agenda. Be clear about the purpose of the meeting and tell how it's going to be structured. You could even write the agenda down on a newsprint pad or blackboard so that everyone can see where the meeting is headed. This will help everyone stick to the agenda.

Be responsive to major concerns, regardless of the agenda. If most people really want to talk about something that is not on the agenda, be flexible. For example, if you are finding it difficult to get beyond the topic of emissions, ask the audience if it would like to set aside some time to talk only about emissions, before you go on to discuss the evacuation plan. If it turns out that, after all, only a minority is interested in emissions, make other arrangements. For example, offer to set up another meeting with that group or arrange to get information to them after the meeting.

Take notes on the meeting. It will probably help to have someone there for the sole purpose of taking notes. Keep track of the kinds of questions asked and the ideas and concerns that emerge. Also make notes if you offer to send people information, say you will hold another meeting, or promise to follow up in some other way. It is easy to forget what you promised when questions were flying.

At the Meeting

13. How To Hold A Meeting

Evaluation and Followup

Try to establish a two way dialogue. Often in meetings, your goal will be not only to give information but also to learn how the community feels and thinks about a certain issue. Encourage comments from many different participants by asking questions of the audience. Try to avoid setting yourself up as the authority. Call for comments rather than questions. Think of the meeting in terms of a discussion, rather than a question and answer session.

Acknowledge fear, anger, and other feelings. Remember that it is important to respond to emotions before you plunge into facts and figures:

"It is frightening to learn that this spill may have contaminated drinking water. I can understand your anger. What we know so far is that..."

This won't make fear and anger disappear, any more than it will make the contamination disappear, but it will make it easier to talk about the problem. See more about answering questions in Chapter 10.

Use the information and insights you obtained through the meeting, and let the community know how you use them. For example if the emergency plan is revised, make it clear in your news release how public input influenced the plan.

Assess the meeting. You can do this informally, by talking afterwards with individual participants, or more formally, by asking all participants to fill out an evaluation form.

Another evaluation method is a 10- or 15-minute brainstorming session at the end of a meeting, going over the same points shown in the sample evaluation form.

Write a news release about the meeting. This will help spread awareness of issues to people who did not attend.

Follow up on anything you said you would do. A quick way to lose credibility is not to follow up.

13. How To Hold A Meeting



Environmental Communication Research Program
A Program of the Agricultural Experiment Station
Cook College
122 Ryders Lane
New Brunswick • New Jersey 08903
201/932-8795

Date: _____ Group: _____ Meeting Topic: _____

This agency is very interested in knowing what you thought of this meeting so it can do better next time. Please complete this survey before leaving to help in this effort.

1. How did you hear of this meeting?
2. Respond to the following statements using a scale of 1 - 5, where:

1=agree strongly	2=agree moderately	3=neither agree nor disagree	4=disagree moderately	5=disagree strongly
---------------------	-----------------------	---------------------------------	--------------------------	------------------------

 - a. I had all my major questions answered in this meeting. _____
 - b. I learned a lot about the issues covered in this meeting. _____
 - c. Agency representatives seemed to listen carefully to the opinions and questions of those outside of the agency. _____
 - d. Agency representatives were difficult to understand. _____
 - e. Agency representatives seemed to be speaking honestly. _____
 - f. Agency representatives did not deal with the issues that concerned me. _____
 - g. Agency representatives dealt with the hard questions during this meeting. _____
 - h. Agency representatives were unclear about their actions and plans. _____
 - i. Agency representatives understood my feelings about the issues. _____
 - j. I believe the agency will use input from this meeting in its decisions. _____
 - k. Agency representatives seemed authorized to speak for the agency. _____
 - l. I gained a better appreciation of the dilemmas involved in this topic. _____
 - m. Arrangements for this meeting (selection of time and place, directions, agenda, materials) were well-handled. _____
 - n. I feel a need for more meetings. _____
3. The thing I liked most about this meeting was:
4. The thing I liked least about this meeting was:
5. Please use the back of this sheet for other comments, questions, or concerns.

If you have additional questions, please contact _____ at _____.

This sample meeting evaluation form was devised by the Environmental Communication Research Program at Rutgers University. Copyright © Environmental Communication Research Program

13. How To Hold A Meeting

Resources

Alternative Environmental Conflict Management Approaches: A Citizen's Manual, by P. Bidol et al., Ann Arbor, MI: Environmental Conflict Project.

Evaluating Risk Communication Programs: A Catalogue of "Quick and Easy" Feedback Methods, by Mark Kline, Caron Chess, and Peter Sandman, Environmental Communication Research Program, Rutgers University, 1988. New Jersey Department of Environmental Protection, Division of Science and Research, Risk Communication Unit, CN 409, Trenton, NJ 08625.

Improving Dialogue With Communities, 1988, by Billie Jo Hance, Caron Chess, and Peter M. Sandman, Environmental Communication Research Program, Rutgers University. New Jersey Department of Environmental Protection, Division of Science and Research, Risk Communication Unit, CN 409, Trenton, NJ 08625.

Notes

14. How To Find Educational Materials

Existing materials may fit your needs. This chapter tells how to obtain and, if necessary, adapt them for your community.

Brochures, videotapes, fact sheets, and other educational materials offer special advantages as tools of communication. They can be designed to appeal to specific audiences; they can provide a thoughtful discussion of issues; they can answer routine questions; and, if in printed form, they can be kept for future reference.

This does not mean, necessarily, that you must get into the publishing business. It does mean that you should learn what has already been produced and is available.

Consider both public and private sources. Materials related to public education on toxic substances come from a variety of sources. While keeping in mind that each source has its own perspective on toxic substances, consider ways that you could use or adapt its materials for your purpose.

- The U.S. Environmental Protection Agency (EPA) is producing fact sheets, brochures, videotapes, and other documents on Title III. Some are for businesses, some for State and local officials and LEPCs, and some for citizens.
- State environmental and health agencies have produced fact sheets on specific substances. Although they are often technical and written primarily for use at worksites, they do contain basic reference information on the health effects of specific toxic substances.
- Businesses produce MSDSs, and some larger companies have prepared lay versions of these technical documents. Like State fact sheets, MSDSs contain basic reference information.
- Some labor unions have materials on specific substances to which their members are exposed. These are likely to be written in lay language, but again, the focus is occupational.

Identify Sources

14. How To Find Educational Materials

Using Materials

- Voluntary groups, such as the League of Women Voters, the Conservation Foundation, the National Wildlife Federation, the Sierra Club, and others have published materials on toxic substances and risk in general. Some of the materials that predate Title III may urge citizens to take steps that are no longer needed under the new law, but others explain general principles of toxicology and risk in lay terms.

Appendix B lists materials related to public education on toxic substances as well as some organizations that have information. This could serve as a starting point in a search for materials.

Call or write these organizations. Ask for publications lists and/or sample copies of titles in which you are interested. At the same time, ask for information on how many you can order, quantity discounts, and whether or not you need permission to reprint or adapt a publication.

Evaluate the sample copy to determine whether it could meet your needs. Ask questions like these:

- Does it convey the message you want to convey? If it does not fit your strategy, it will not be useful to you, no matter how appealing or available. In fact by distributing other messages you will diffuse your own message. Don't compete with yourself!
- Is the message accurate and complete?
- Is it slanted? Do the authors seem to play up or play down risks?
- Is the format, style, and readability level appropriate for your audience?
- Is it affordable?
- Can it be modified to better fit your needs?

Decide whether to purchase or reprint. Government materials are often free but available only as single copies. You may be able to borrow the original, camera-ready copy for reprinting. Government publications are almost always in the public domain, which means you can reprint or photocopy them without special permission. Private publishers usually require permission. See Chapter 15 for more on reproducing materials.

14. How To Find Educational Materials

Decide whether to modify the document to make it better serve your purpose. In general, public education materials on toxic substances are national in scope and written at a high school or college level for the educated public, employees who work with toxic substances, administrators and decisionmakers. Most are available only in English. Modifications could include:

- simplifying the language
- adding information on toxic substances emitted from local sources
- adding information on the LEPC
- translating it into a language spoken in your area

Also consider combining elements from different publications. For example you may like the way one brochure explains Title III, the way another one uses graphics, and the way another is laid out. With a little help from your printer's graphic artist (and permission from the original publishers), you can have the publication you want.

Thank the groups whose publications you use. Let them know how you have distributed the publications, and if you have modified them, send a copy. Attending to these details will make future cooperation easier.

Keep files of sample publications by topic. These can help you answer questions, and you may want to consider using them at another time.

The Community Plume, a newsletter with information on resources and activities related to Title III. The Environmental Policy Institute, 218 D Street SE, Washington, DC 20003.

ODPHP National Health Information Clearinghouse, 800-336-4797 (for referrals to groups that have materials on environmental topics).

Chemical Education for Public Understanding Project (for instructional materials to use both in middle schools and with the public). CEPUP, Lawrence Hall of Science, University of California, Berkeley, CA 94702.

Michigan State University (for public education materials on toxic substances). Center for Environmental Toxicology, C231 Holden Hall, Michigan State University, East Lansing, MI 48824.

Evaluation and Followup

Resources

14. How To Find Educational Materials

Notes

15. How To Produce Educational Materials

"Will felt that the reader was in serious trouble most of the time, a man floundering in a swamp, and that it was the duty of anyone attempting to write English to drain this swamp quickly and get his man up on dry ground, or at least throw him a rope."

The Elements of Style

E.B. White and William Strunk, Macmillan

If (and only if) you have decided that a) there are no existing materials you can use and b) there are no existing materials you can modify, then consider producing your own.

This chapter explains the basic steps needed to produce simple print materials. Groups interested in audiovisual materials may be able to obtain them on loan or to cooperate with a local organization, such as a radio station or public relations department, that has the necessary resources to produce them.

Review your overall strategy. What do you want to say and to whom? What distribution channels will best serve your purpose?

Decide on the format that fits your message, audience, and channels. For example, you may want to tell everyone in a neighborhood near a plastics factory about emergency procedures in case a fire releases toxic fumes. This means that you need something (a) that will fit into mailboxes; (b) won't take too long to read; (c) is likely to be kept for future reference, perhaps tacked up on household bulletin boards. A one page fact sheet, or brochure that opens into a fact sheet, may be the answer.

On the other hand, if you need a publication to answer routine requests about obtaining emissions and inventory data, you may want a longer brochure, perhaps folded to a size that will fit easily into a standard business envelope.

Talk with several printers. Ask them:

- About cost; discuss the printing and typesetting options listed in the boxes in this chapter.

Preparation

15. How To Produce Educational Materials

Writing and Editing

- What help they could provide. Many printers have graphics departments that can design layout and even provide illustrations. Some can provide, or refer you to, editorial help.
- About seeing samples of their work.
- If they might donate some or all of the cost as a community service; in exchange offer to give them a credit line on the publication.

Investigate desktop publishing. Inexpensive desktop publishing services are springing up in many places. Designed for personal computers, desktop publishing systems can lay out pages and add screens (overlays of color) and graphics. These systems offer great flexibility; it is easier, thus less expensive, to make changes on a computer screen than on copy layed out and pasted up by hand. Desktop publishing systems generally use laser printers for near-typeset quality products. Although the type quality is not quite as good as in typesetting, it is close and is used increasingly for educational materials.

Observe the standard rules of clear writing:

- Organize your text into short paragraphs, each with a single idea.
- Use frequent headings and subheadings to articulate main ideas.
- As much as possible, use active verbs instead of passive; plain English instead of literary English; short words instead of long words. These rules hold true for all audiences.
- Omit needless words. This is difficult to do in the first draft, so read over and revise your text several times. Watch out for adjectives and adverbs that sound good in speech but wordy in print. Changing passive verbs to active verbs often results in more concise sentences.
- Vary sentence length and construction. Try beginning sentences with clauses or prepositional phrases to avoid the monotony of subject-verb-object.
- Present technical material with care. See the guidelines in this chapter.

Pay attention to visual appeal. Layout and graphics should clarify the text, not compete with it.

Use boldface type and italics to highlight important points. Use bullets for lists and parallel ideas.

15. How To Produce Educational Materials

The following guidelines can help in developing educational materials on toxic substances.

STYLE GUIDELINES

- Simplify language rather than content. It may take more words to explain technical matters in plain English, but this is not always true.
- Break up the text into very short sections, each with only one or two points. Questions and answers may help.
- Don't try to explain everything at once. First make direct statements or give definite instructions. Then add reasons, qualifications, details, or background information.
- Define technical terms in the text or in a glossary, or both.
- Avoid acronyms as much as possible. Define them in the text and glossary.
- Be brief. Avoid lengthy publications for the general public.
- Personalize to the reader. For example, most readers want to know, "am I safe?" They need guidance in answering this question for themselves.
- Write at less than the 12th grade reading level.
- Include an accessible and reliable source for additional information.
- Pretest publications with the target audience where possible, especially for new and controversial information.
- Use pictures, simple graphics, and a user-friendly layout to reinforce the text.

CONTENT GUIDELINES

- Generally, people are equally concerned about all sources and routes of environmental pollution. Content should address this concern.
- People do not often understand that some emissions are legal.
- It is unlikely that most people are ready to interpret the meaning of specific quantities of toxic releases, such as "4,000 pounds" as they are reported in the TRI.
- Words such as cancer-causing and toxic arouse fear.
- People need to understand the purpose of the legislation, why it is important, and what value it provides the public.
- People are skeptical about the accuracy of the reporting, and enforcement of the law.
- Content can go out of date quickly. Check publications periodically to make sure they are still accurate.

(Adapted from recommendations by EPA/Georgetown University Medical Center Toxic Substances Public Needs Assessment, 1988.)

How to Present Technical Materials

15. How To Produce Educational Materials

Evaluation and Followup

Leave enough white space to set off the text. A solid page of print does not invite reading.

Use graphics such as charts, drawings, and photographs. Make sure it is clear what they are at first sight. They should reinforce, not distract from, your message.

If you use drawings, they should be of professional quality; otherwise they make the text seem less credible.

Use reasonably large type. Resist the temptation to squeeze in more text by using small type. Generally, 10-point type is the minimum for educational materials. Ask the printer to show you different typefaces and sizes.

Conclude your text by suggesting the next step. Suggest a definite action, such as saving a fact sheet for future reference, calling for more information, going to a meeting, asking a librarian for help in accessing the TRI, requesting Tier II information.

Decide whether to have materials printed or photocopied. For more than a few hundred copies, it is often cheaper to print than to photocopy. Consult with your printer. For what to ask him or her, see the sidebars.

Carefully check the final version before printing or photocopying. Have at least three people proof the text for typos. Ask the printer for bluelines or page proofs, which are versions produced for proofreading that show the layout as well as the text.

Begin evaluation when materials are still in the formative stage. Ask some of the people for whom they are intended whether they seem appealing and get across the main idea. You might take a rough draft of a brochure to a civic group's meeting, for example, and ask for reactions.

This is an informal version of what communication experts call pretesting. It takes some extra time but can make a big difference in the effectiveness of your final product.

For example, if people at the meeting say the language is hard to understand, you can simplify it before you have spent time and money on printing.

Have materials reviewed for accuracy by technical experts and others, such as LEPC members, before they are printed. If you have translated technical terms into less technical English, ask the reviewers to make sure you have not changed the meaning.

After printing, continue to collect reactions to materials whenever possible. Try to determine their impact by talking to representatives of the intended audience. Ask if the materials are remembered and are considered useful. This could be one way to involve the audience when you are giving a presentation. Use negative comments to improve the materials before you reprint.

15. How To Produce Educational Materials

If you have decided to use offset printing rather than photocopying, be aware of factors that affect cost:

Quantity — While photocopying costs remain constant per item, printing costs per item go down as quantities go up. For example you may pay \$40.00 for 1,000 printed fact sheets (\$.04 per copy) and \$53.00 for 4,000 fact sheets (\$.026 per copy).

Paper — Paper comes in many different weights, colors, and finishes. The more expensive papers are generally heavier, colored, or coated (shiny). Ask to see samples and get costs for different types of paper.

Ink — Colored ink is more expensive than black ink, two colors more expensive than one color, and four colors more expensive than two colors. Black is considered a color when printers talk about two-color or four-color materials.

Ask the printer about screens, which are lighter patches of the ink color, to set off sidebars or headings. Screens add variety and visual interest but don't cost as much as an extra ink color.

Artwork — Materials with photographs, artwork, or screens will cost more than materials with text alone, but the extra fees are generally small.

Printing Options

Typesetting is more expensive than typewritten or word-processed text, but it has several advantages:

- It takes up less space. A 3-page typewritten document may be reduced to one page when typeset. This can save you printing and mailing costs.
- It is easier to read.
- Its professional appearance may make the material seem more credible.

Electronic technology has brought down the cost of typesetting in the last few years. Most printers and typesetters now offer several options for typesetting copy that has been produced on a word processor. Consider these options:

Taking your disk to the printer and having the typesetting done directly from the disk. You may have to have your disk converted to a different operating system, e.g., DOS 3.3 to MS-DOS, but this is not expensive.

Transmitting by modem. Many printers have equipment that can receive manuscripts electronically through a modem connection.

Using a desktop publishing service. This may be the least expensive option of all.

Typesetting Options

15. How To Produce Educational Materials

Resources

The Complete Guide to Creating Successful Brochures, 1988. Asher-Gallent Press, 131 Heartland Boulevard, Brentwood, NY 11717.

Effective Writing for Engineers, Managers, Scientists, H. J. Tichy, New York, NY: John Wiley and Sons, 1966.

The Elements of Style, William Strunk and E.B. White, New York, Macmillan, 1979.

F, F, and B: Producing Flyers, Folders, and Brochures, 1984. Ragan Communications, 407 South Dearborn, Chicago, IL 60605.

Writing With Precision, Jefferson D. Bates, Washington, DC, Acropolis Books, 1987.

Notes

16. How To Communicate About Emergencies

"The toxic event had released a spirit of imagination. People spun tales, others listened spellbound. There was a growing respect for the vivid rumor, the most chilling tale."

White Noise

A novel by Don DeLillo

Vivid rumors and chilling tales are spun in the absence of real information, which, in an emergency, most of us would rather have.

The job of getting information to the public in an emergency involving toxic substances usually rests with public officials who work with local police, fire, and rescue squad spokespersons as well as with contacts at the facility involved. The LEPC subcommittee for public information and other community groups are not likely to be deeply involved in emergency communication. However they may be called upon to help.

This chapter gives a very brief overview of emergency communications for the information of volunteers who may be involved. It covers communication before, during, and after an emergency.

- Before a fire, spill, explosion, or other accident occurs, a complete emergency communication plan should be in place and citizens should know what actions may be necessary in an emergency.
- During an emergency, the community should have as much information as possible about what is actually happening and clear instructions about what actions people should take.
- After an emergency, the community should know why and how the accident occurred and how another one can be prevented.

A Brief Overview for Volunteers

16. How To Communicate About Emergencies

Before an Emergency

Have an emergency communication plan. The community will have a plan for public notification in the event of an emergency: a siren, sound trucks, a particular radio station to which people should listen. The plan should also include:

- Name of chief spokesperson
- Communication center
- A telephone ladder (a list of people to be called first with the people whom they call in turn) to inform everyone concerned.
- Tasks for individuals; the chief spokesperson will need help in preparing for a press conference, maintaining contact with the facility's communication center, and getting information to people at evacuation centers.
- A list of emergency contacts within plants and other facilities that handle toxic and other hazardous materials.
- Administrative details. Who has the key to the building that will be the communications center? How does the switchboard work after hours? How do you start the photocopier?

During an Emergency

Consider holding a press conference. Standard public relations advice is not to hold a press conference unless there is major news on which reporters have numerous questions. A fire, spill, or explosion that affects many people may fall into this category. Standard guidelines for press conferences include these:

- Telephone all media to invite them; don't leave anyone out.
- Arrange for a quiet room with chairs.
- Distribute print materials. Consider copies of the MSDS or other fact sheet on the substance involved. Include a news release with the basic facts, as far as they are known. Arrange these materials into separate packets if there is time.
- Have at least three people to answer questions. A well-known figure should be present and can make an opening statement. Others, such as a technical expert, a fire department spokesperson, a health professional, and an environmental expert can help answer questions.
- If you expect television cameras, try to have visual materials available, such as an enlarged map of the affected area. A smaller version can be included with handouts.

16. How To Communicate About Emergencies

- Be accurate, frank, and objective. Don't hold back information in hope that the news will get better. If you do you will damage your own credibility, and reporters will go elsewhere next time. Do make it clear that the news is incomplete, that it may get better, and that more information will be available. Be frank about the worst-case scenario, but tell what is being done to prevent it.
- Avoid technical jargon, but don't underestimate people's ability to understand the situation, especially when there is high motivation to understand.

Visit evacuation centers. Get information directly to people by visiting evacuation centers. The same principles that apply to the media apply to the public: give all the facts that are known so far, but make it clear what is still not known.

Continue to provide information. Write a press release or talk to reporters about what has been learned since the emergency, using information from the facility, emergency responders, health professionals, and other technical experts. This is another opportunity to urge that the community become involved in emergency planning.

Evaluate the emergency communication plan. Did it work as planned? Were there any problems? Made adjustments in case there is a next time.

If the evacuation order is seen as a false alarm, make sure that people understand why it was issued. People who have studied emergencies find that residents who keep hearing false alarms may not respond in a real crisis. But when people understand why the false alarm was issued, say researchers, they are less likely to discount the next alarm. So if people believe they were evacuated unnecessarily, make a special effort to reach them with an explanation.

After an Emergency

16. How To Communicate About Emergencies

Questions and Answers in an Emergency

QUESTIONS...

1. What will this substance do to me if I breathe it? If it gets on my skin? In food or water?
2. Does it cause cancer? Does it cause birth defects?
3. What will it do to children?
4. What are the chances of its getting into food and water?
5. What is the worst that could happen?
6. How could this happen? What went wrong?
7. What is being done to clean it up?
8. When will it be over with?
9. When will we know for sure how much has gotten into our water, soil, food?
10. Will the government do something about this?
11. Who is going to pay the medical bills?
12. Who is going to pay for the property damage?

...AND ANSWERS

These aren't as easy as the questions.

For questions on health effects, use the information in the MSDSs, in the fact sheets distributed by the EPA (see Appendix B), and in reference books. Also refer people to technical experts in the area.

For why, how, and when questions, rely on the facts in the hazard assessments prepared for the emergency plan and reported by the facility and emergency responders. Give direct answers as much as possible, but make it clear that information is still incomplete; e.g. "A faulty valve in the refining tower was the primary cause, as far as the fire department can tell right now."

For questions about the aftermath of the accident, do not hesitate to say you do not know the answers yet, if you do not, but try to provide some information. Explain who is in charge, and who will be making these decisions.

Remember that people have a right to ask these questions and to get the best information available.

16. How To Communicate About Emergencies

Crisis Management: A Workbook for Survival, 1987. The Lempert Co., 202 Belleville Avenue, Belleville, NJ 07109.

The Emergency Public Relations Manual, by Alan Bernstein, 1988. 3rd ed., PASE, POB 1299, Highland Park, NJ 08904.

Lesly's Public Relations Handbook, 3rd ed., Prentice-Hall, 1987.

Risk Communication About Chemicals in Your Community, 1989. U.S. Environmental Protection Agency; EPA 230-09-89-066 (manual); EPA 230-09-89-067 (manual and facilitator's guide).

Title III Community Awareness Workbook, Chemical Manufacturers Association, 2501 M Street, NW, Washington, DC 20037.

Resources

16. How To Communicate About Emergencies

Notes

The Seven Cardinal Rules Of Risk Communication

The following rules sum up what other risk communicators have learned over the past few years. While these and the other guidelines in this manual are important, none guarantees success. Risk communication is still a trial and error process, and risk communicators may expect some failures along with some achievements. Learn from both as your program evolves, and add your own guidelines to these.

1. Accept and Involve the Public as a Legitimate Partner

- Involve the community early.
- Involve all parties that have an interest or stake in the issue.
- Remember, you work for the public.

The goal of risk communication should be to produce an informed public that is involved, interested, reasonable, thoughtful, solution-oriented, and collaborative.

2. Plan Carefully and Evaluate Your Efforts

- Begin with clear, explicit objectives.
- Evaluate the information you have about risks and know its strengths and weaknesses.
- Identify and address the particular interests of different groups.
- Train your staff—including technical staff—in communication skills.
- Practice and test your messages.
- Evaluate your efforts and learn from your mistakes.

3. Listen to the Public's Specific Concerns

If you do not listen to people, you cannot expect them to listen to you. Communication is a two-way activity.

- Do not make assumptions about what people know, think, or want done. Take the time to find out what people are thinking.
- Let all parties with an interest in the issue be heard.
- Identify with your audience. Put yourself in their place and recognize their emotions.

People are often more concerned about trust, credibility, competence, control, voluntary fairness, caring, and compassion than mortality statistics or quantitative risk assessment.

4. Be Honest, Frank, and Open

- State your credentials; but do not ask or expect to be trusted.

The Seven Cardinal Rules Of Risk Communication

- If you do not know the answer or are uncertain, say so. Get back to people with answers. Admit mistakes.
- Disclose risk information as soon as possible.
- Do not minimize or exaggerate the level of risk.
- Lean toward sharing more information, not less—or people may think you are hiding something.

Trust and credibility are difficult to obtain. Once lost they are almost impossible to regain completely.

5. Coordinate and Collaborate with Other Credible Sources.

- Take time to coordinate with other organizations or groups.
- Devote effort and resources to the slow, hard work of building bridges with other organizations.
- Try to issue communications jointly with other credible sources.

Few things make risk communication more difficult than conflicts or public disagreements with other credible sources.

6. Meet the Needs of the Media

- Be open with and accessible to reporters; respect their deadlines.
- Provide risk information tailored to the needs of each type of media.
- Prepare in advance and provide background material on complex issues.
- Do not hesitate to follow up on stories with praise or criticism.
- Try to establish long-term relationships of trust with specific editors and reporters.

The media are frequently more interested in politics than in risk; more interested in simplicity than in complexity; more interested in danger than in safety.

7. Speak Clearly and with Compassion

Technical information and jargon are barriers to successful communication with the public.

- Be sensitive to local norms, such as speech and dress.
- Never let your efforts to inform people about risks prevent you from acknowledging—and saying—that any illness, injury, or death is a tragedy.
- If people are sufficiently motivated, they are quite capable of understanding complex risk information, even if they may not agree with you.

Appendix A: Title III Fact Sheet

The fact sheet reprinted on the following pages summarizes Title III of the Superfund Amendments and Reauthorization Act (SARA), also known as the Emergency Planning and Community Right-to-Know Act.

A. Title III Fact Sheet

TITLE III FACT SHEET



EMERGENCY PLANNING AND COMMUNITY RIGHT-TO-KNOW

August 1988
(Revised)

U.S. Environmental Protection Agency

INTRODUCTION

The Emergency Planning and Community Right-to-Know Act of 1986 establishes requirements for federal, state, and local governments and industry regarding emergency planning and "community right-to-know" reporting on hazardous and toxic chemicals. This legislation builds upon EPA's Chemical Emergency Preparedness Program (CEPP) and numerous state and local programs aimed at helping communities to better meet their responsibilities in regard to potential chemical emergencies. The community right-to-know provisions will help to increase the public's knowledge and access to information on the presence of hazardous chemicals in their communities and releases of these chemicals into the environment. States and communities, working with facilities, will be better able to improve chemical safety and protect public health and the environment.

Nothing in this document should be construed to indicate that EPA has determined states have Title III authority over Indian reservations. For purposes of this document, definition of the terms "state" and "governor" includes "Indian tribe" and "Tribal Chairman." EPA has issued a draft policy for comment regarding the application of the emergency

planning and community right-to-know law to Indian lands.

The emergency planning and community right-to-know (also known as Title III) provisions have four major sections: emergency planning (Section 301-303), emergency release notification (Section 304), community right-to-know reporting requirements (Sections 311, 312) and toxic chemical release reporting-emissions inventory (Section 313). Information from these four reporting requirements will help states and communities develop a broad perspective of chemical hazards for the entire community as well as for individual facilities.

SECTION 301-303: Emergency Planning

The emergency planning sections are designed to develop state and local governments' emergency response and preparedness capabilities through better coordination and planning, especially within the local community.

The Emergency Planning and Community Right-to-Know Act required the governor of each state to designate a state emergency response commission. Many state emergency response commissions include public agencies and departments

concerned with issues relating to environment, natural resources, emergency services, public health, occupational safety, and transportation. Also, interested public and private sector groups and associations with experience in emergency planning and community right-to-know issues may be included in the state commission. At this time, all governors have established state emergency response commissions.

The state commission must also have designated local emergency planning districts and appointed local emergency planning committees for each district. State commissions have designated over 4,000 local districts. Thirty-five state commissions chose counties as the basic district designation (often with separate districts for municipalities), ten state commissions designated substate planning districts and five state commissions designated the entire state as a district. The state commission is responsible for supervising and coordinating the activities of the local emergency planning committees, for establishing procedures for receiving and processing public requests for information collected under other sections of Title III, and for reviewing local emergency plans.

This local emergency planning

A. Title III Fact Sheet

KEY DATES TO REMEMBER

November 17, 1986	EPA published Interim List of Extremely Hazardous Substances and Threshold Planning Quantities in Federal Register (Sections 302, 303, 304)
November 17, 1986	EPA initiated comprehensive review of emergency systems (Section 305 (b))
January 27, 1987	EPA published proposed format for Emergency Inventory Forms and reporting requirements in Federal Register (Sections 311 & 312)
March 17, 1987	National Response Team published guidance for preparation and implementation of emergency plans (Section 303(f))
April 17, 1987	State governors appointed state emergency response commissions (Section 301(a))
April 22, 1987	EPA published Final List of Extremely Hazardous Substances and Threshold Planning Quantities in Federal Register (Sections 302, 303, 304)
May 17, 1987	Facilities subject to Section 302 planning requirements notified state emergency response commission (Section 302(c)). Interim report on emergency system review submitted to Congress (Section 305(b))
June 4, 1987	published proposed toxic chemical use (i.e., emissions inventory) form (Section 313(g))
July 17, 1987	State emergency response commission designated emergency planning districts (Section 301 (b))
August 17, 1987 (or 30 days after designation of districts, whichever is sooner)	State emergency response commission appointed members of local emergency planning committees (Section 301 (c))
September 17, 1987 (or 30 days after local committee is formed, whichever is earlier)	Facilities notified local planning committee of selection of a facility representative (Section 303(d)(1))

(Continued on Page 4)

committee must include, at a minimum, elected state and local officials, police, fire, civil defense, public health professionals, environmental, hospital, and transportation officials as well as representatives of facilities subject to the emergency planning requirements, community groups, and the media. As soon as facilities are subject to the emergency planning requirements, they must designate a representative to participate in the planning process. The local committee must establish rules, give public notice of its activities, and establish procedures for handling public requests for information.

The local committee's primary responsibility is to develop an emergency response plan by October 17, 1988 and review it at least annually thereafter. In developing this plan, the local committee evaluates available resources for preparing for and responding to a potential chemical accident. The plan must:

- identify facilities and transportation routes of extremely hazardous substances;
- describe emergency response procedures, on-site and off-site;
- designate a community coordinator and facility coordinator(s) to implement the plan;
- outline emergency notification procedures;
- describe methods for determining the occurrence of a release and the probable affected area and population;

A. Title III Fact Sheet

- describe community and industry emergency equipment and facilities and the identity of persons responsible for them;
- outline evacuation plans;
- describe a training program for emergency response personnel (including schedules); and,
- present methods and schedules for exercising emergency response plans.

In order to assist the local committees in preparing and reviewing plans, Congress required the National Response Team (NRT), composed of 14 federal agencies with emergency response responsibilities, to publish guidance on emergency response planning. This guidance, the "Hazardous Materials Emergency Planning Guide," was published by the NRT in March 1987.

The emergency response plan must be initially reviewed by the state commission and, at least, annually by the local committee. Regional Response Teams, composed of federal regional officials and state representatives, may review the plans and provide assistance to the local committees upon request.

Planning activities of local committees and facilities should be initially focused on, but not limited to, the 366 extremely hazardous substances published in the Federal Register. Plans should be comprehensive, addressing all hazardous materials of concern and transportation as well as fixed facilities. The list includes the threshold planning quantities (minimum limits) for each substance. Through rulemaking, EPA can revise the list and threshold

planning quantities based on the toxicity, reactivity, volatility, dispersability, combustibility, or flammability of a substance.

Any facility that has present any of the listed chemicals in a quantity equal to or greater than its threshold planning quantity is subject to the emergency planning requirements. In addition, the state commission or the Governor can designate additional facilities, after public comment, to be subject to these requirements. Covered facilities must notify the state commission and local committee that they are subject to these requirements within 60 days after they begin to have present any of the extremely hazardous substances in threshold planning quantities.

Each state commission must notify the EPA Regional Office of all facilities subject to the emergency planning requirements, including facilities designated by the state commission or the governor.

SECTION 304: Emergency Notification

Facilities must immediately notify the local emergency planning committees and the state emergency response commissions likely to be affected if there is a release into the environment of a listed hazardous substance that exceeds the reportable quantity for that substance. Substances subject to this requirement are those on the list of 366 extremely hazardous substances as published in Federal Register (40 CFR 355) or on a list of 721 substances subject to the emergency notification requirements under CERCLA Section 103(a) (40 CFR 302.4). Some chemicals are common to both lists.

Initial notification can be made by telephone, radio, or in person. Emergency notification requirements involving transportation incidents can be met by dialing 911, or in the absence of a 911 emergency number, calling the operator.

This emergency notification needs to include:

- the chemical name;
- an indication of whether the substance is extremely hazardous;
- an estimate of the quantity released into the environment;
- the time and duration of the release;
- whether the release occurred into air, water, and/or land;
- any known or anticipated acute or chronic health risks associated with the emergency, and where necessary, advice regarding medical attention for exposed individuals;
- proper precautions, such as evacuation; and,
- name and telephone number of contact person.

Section 304 also requires a written follow-up emergency notice after the release. The follow-up notice or notices must:

- update information included in the initial notice, and
- provide information on actual response actions taken; and,

A. Title III Fact Sheet

KEY DATES TO REMEMBER (Continued)

October 15, 1987	EPA published final format for emergency inventory forms and reporting requirements in the Federal Register (Sections 311 and 312)
	EPA published proposed regulation governing trade secret claims (Sections 322 and 323)
October 17, 1987	Manufacturing facilities submitted MSDS's or lists of MSDS chemicals to state commission, local committee and local fire department (Section 311 (d))
December 17, 1987	EPA published a final rule delisting four chemicals from the Extremely Hazardous Substance List (Section 302)
February 16, 1988	EPA published final toxic chemical release regulations, form and instructions (Section 313 (g))
February 25, 1988	EPA published a final rule delisting 36 chemicals from the Extremely Hazardous Substance List (Section 302)
March 1, 1988 (and annually thereafter)	Manufacturing facilities submit their hazardous chemical inventory forms to state commission, local committee and local fire department (Section 312(a)(2))
June 1988	Final report on emergency systems study submitted to Congress (Section 305(b))
June 20, 1988	EPA published final rule delisting titanium dioxide from the Toxic Chemical List (Section 313)
July 1, 1988 (and annually thereafter)	Covered facilities submitted initial toxic chemical forms to EPA and designated state officials (Section 313 (d))
July 29, 1988	EPA published final regulation governing trade secret claims (Sections 322 and 323)
August 4, 1988	EPA clarified Reporting Dates for facilities newly covered by the OSHA expansion of the Hazard Communication Standard (Sections 311 and 312)

(Continued on Page 6)

•advice regarding medical attention necessary for exposed individuals.

If local committees are not yet formed, releases should be reported to appropriate local response officials.

SECTION 311-312: Community Right-To-Know Requirements

There are two community right-to-know reporting requirements within the Emergency Planning and Community Right-to-Know Act. Section 311 requires facilities that must prepare material safety data sheets (MSDS) under the Occupational Safety and Health Administration (OSHA) regulations to submit either copies of their MSDSs or a list of MSDS chemicals to:

- the local emergency planning committee;
- the state emergency response commission; and,
- the local fire department.

If the facility owner or operator chooses to submit a list of MSDS chemicals, the list must include the chemical or common name of each substance and must identify the applicable hazard categories. These hazard categories are:

- immediate (acute) health hazard;
- delayed (chronic) health hazard;
- fire hazard;
- sudden release of pressure hazard; and,
- reactive hazard.

A. Title III Fact Sheet

If a list is submitted, the facility must submit a copy of the MSDS for any chemical on the list upon the request of the local emergency planning committee or state commission. Also, EPA has established threshold quantities for hazardous chemicals below which no facility must report. The current thresholds for Section 311 are:

- for extremely hazardous substances: 500 pounds or the threshold planning quantity, whichever is lower.
- for all other hazardous chemicals: before October 17, 1989: 10,000 pounds; on or after October 17, 1989: zero pounds (Note: the zero threshold will be revised pending further study.)

The initial submission of the MSDSs or a list of MSDS chemicals was due on October 17, 1987, or three months after the facility is required to prepare or have available an MSDS under OSHA regulations. Currently, OSHA regulations require only manufacturers and importers in Standard Industrial Classification (SIC) codes 20-39 to have or prepare MSDSs for their chemicals. But as of June 24, 1988, those OSHA regulations expanded to include non-manufacturers except the construction industry. Thus, under the emergency planning and community right-to-know statute, facilities newly covered by the expanded OSHA regulations must submit MSDSs or a list of MSDS chemicals within 3 months after they become covered.

An MSDS or a revised list must be provided when new hazardous chemicals become present at a facility in quantities above

the established threshold levels after the deadline. A revised MSDS must be provided to update the original MSDS if significant new information is discovered about the hazardous chemical.

Reporting under Section 312 requires a facility to submit an emergency and hazardous chemical inventory form to the local emergency planning committee, the state emergency response commission, and the local fire department. Hazardous chemicals covered by Section 312 are those for which facilities are required to prepare or have available an MSDS under OSHA's Hazard Communication Standard and that were present at the facility at any time during previous calendar year above specified thresholds.

EPA established threshold quantities for Section 312 for hazardous chemicals below which no facility must report. Currently those thresholds are:

- for extremely hazardous substances: 500 pounds or the threshold planning quantity, whichever is lower
- for all other hazardous chemicals:

January to December 1987 or first year of reporting...10,000 pounds.

January to December 1988 or second year of reporting...10,000 pounds.

January to December 1989 or third year of reporting...zero pounds. (Note: the zero threshold will be revised pending further study.)

The inventory form incorporates

a "two-tier" approach. Under Tier I, facilities must submit the following aggregate information for each applicable hazard category:

- an estimate (in ranges) of the maximum amount of chemicals for each category present at the facility at any time during the preceding calendar year;
- an estimate (in ranges) of the average daily amount of chemicals in each category; and,
- the general location of hazardous chemicals in each category.

If requested by a local committee, state commission or local fire department, the facility must provide the following Tier II information for each substance subject to the request:

- the chemical name or the common name as indicated on the MSDS;
- an estimate (in ranges) of the maximum amount of the chemical present at any time during the preceding calendar year;
- a brief description of the manner of storage of the chemical;
- the location of the chemical at the facility; and,
- an indication of whether the owner elects to withhold location information from disclosure to the public.

EPA published a uniform format for the inventory forms on October 15, 1987. Since many state commissions have additional requirements or have incorporated the federal con-

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tents in their own forms. Tier I/II forms should be obtained from the state commission. Tier I information **must** be submitted for covered manufacturing facilities on or before March 1, 1988 and annually thereafter on March 1, for all covered facilities.

The Tier II form may be sent by the facility instead of a Tier I form. The public may also request Tier II information from the state commission and the local committee. The information submitted by facilities under Sections 311 and 312 must generally be made available to the public by local emergency planning committees (LEPCs) and state emergency response commissions (SERCs)

during normal working hours.

SECTION 313: Toxic Chemical Release Reporting

Section 313 of the Emergency Planning and Community Right-to-Know Act of 1986 requires EPA to establish an inventory of routine toxic chemical emissions from certain facilities. Facilities subject to this reporting requirement are required to complete a Toxic Chemical Release Form (Form R) for specified chemicals. The form must be submitted to EPA and those state officials designated by the governor, on or before July 1, 1988, and annually thereafter on July 1.

These reports should reflect releases during the preceding calendar year.

The purpose of this reporting requirement is to inform the public and government officials about routine releases of toxic chemicals to the environment. It will also assist in research and the development of regulations, guidelines, and standards.

The reporting requirement applies to owners and operators of facilities that have 10 or more full-time employees, that are in Standard Industrial Classification (SIC) codes 20 through 39 (i.e., manufacturing facilities) and that manufacture (including importing), process or otherwise use a listed toxic chemical in excess of specified threshold quantities.

Facilities manufacturing or processing any of these chemicals in excess of 75,000 pounds in 1987 must report by July 1, 1988. Facilities manufacturing or processing in excess of 50,000 pounds in 1988 must report by July 1, 1989; thereafter, facilities manufacturing or processing more than 25,000 pounds in a year are required to submit the form. Facilities otherwise using listed toxic chemicals in quantities over 10,000 pounds in a calendar year are required to submit toxic chemical release forms by July 1 of the following year. EPA can revise these threshold quantities and covered SIC codes.

The list of toxic chemicals subject to reporting consisted initially of chemicals listed for similar reporting purposes by the States of New Jersey and Maryland. There are over 300 chemicals and categories on these lists. Through rule-

KEY DATES TO REMEMBER (Concluded)

September 24, 1988 (three months after the OSHA expansion)	Non-manufacturing facilities covered under the new OSHA expansion as of June 24, 1988 submit MSDSs or a list of chemicals present in quantities over the first year threshold to the state commission, local committee, and local fire department (Section 311)
October 17, 1988 (and review at least annually thereafter)	Local emergency planning committees complete preparation of an emergency plan (Section 303(a))
March 1, 1989	Non-manufacturing facilities submit their emergency inventory forms to state commission, local committee, and local fire department (Section 312 (a)(2))
October 17, 1989	Manufacturing facilities submit MSDS or a list of chemicals over the final threshold to the state commission, local committee, and local fire department (Section 311)
June 20, 1991	Comptroller General submits Report to Congress on toxic chemical release information collection, use and availability (Section 313 (k))
October 17, 1991	EPA submits to Congress a Mass Balance Study (Section 313 (l))

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making. EPA can modify this combined list.

The final Toxic Chemical Release Form and regulations were published in the Federal Register on February 16, 1988. The following information is required on the form:

- the name, location and type of business;
- off-site locations to which the facility transfers toxic chemicals in waste;
- whether the chemical is manufactured (including importation), processed, or otherwise used and the general categories of use of the chemical;
- an estimate (in ranges) of the maximum amounts of the toxic chemical present at the facility at any time during the preceding year;
- quantity of the chemical entering each medium—air, land, and water—annually;
- waste treatment/disposal methods and efficiency of methods for each stream;
- optional information on waste minimization; and,
- a certification by a senior facility official that the report is complete and accurate.

Reports are sent to EPA and designated state agencies. EPA must establish and maintain a national toxic chemical inventory based on the data submitted. The public must be able to access this national database, and obtain the data through other means.

In addition to the toxic chemical release reporting requirements, Section 313 authorizes EPA to arrange for a Mass Balance Study to be carried out by the National Academy of Sciences (NAS). The study will determine the feasibility, utility, and alternatives to collecting mass balance type information as a supplement to the currently required toxic release data. A report of this study must be submitted by EPA to Congress no later than October 17, 1991. An interim report from NAS is due to EPA in early 1989.

OTHER TITLE III PROVISIONS

Trade Secrets

Section 322 of the Emergency Planning and Community Right-to-Know Act addresses trade secrets as they apply to emergency planning, community right-to-know, and toxic chemical release reporting. Any facility may withhold the specific chemical identity on these submittals. No trade secrets are allowed to be claimed under Section 304 of the statute. The withholder must show that:

- the information is likely to cause substantial harm to the competitive position of the withholder; and,
 - the chemical identity is not readily discoverable through reverse engineering.
- However, even if chemical identity information can be legally withheld from the public, Section 323 provides for disclosure of this information to health professionals who need the information for diagnostic and treatment purposes or local health officials who need the information for prevention and treatment activities. In non-emergency cases, the health professional receiving the information must sign a confidentiality agreement with the facility and provide a written statement of need. In medical emergency situations, the health professional must, if requested by the facility, provide these documents as soon as circumstances permit.
- Information claimed as a trade secret and substantiation for that claim must be submitted to EPA. More detailed information on the procedure for submitting trade secrecy claims can be found in the trade secrets final rule, published in the Federal Register on July 29, 1988. Any person may challenge trade secret claims by petitioning EPA. The Agency must then review the claim and rule on its validity.
- The trade secret regulations cover the process for submission of claims, petitions for disclosure and the review process for petitions.
- the information has not been disclosed to any person other than a member of the local planning committee, a government official, an employee of the withholder or someone bound by a confidentiality agreement; measures have been taken to protect the confidentiality; and the withholder intends to continue to take such measures;
 - the information is not required to be disclosed to the public under any other Federal or State law;

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Title III Penalties

Section 325 of the Emergency Planning and Community Right-to-Know Act addresses the penalties for failure to comply with the requirements of this law. Civil and administrative penalties ranging from up to \$10,000 - \$75,000 per violation or per day per violation can be assessed to facilities that fail to comply with the emergency planning (Section 302), emergency notification (Section 304), community right-to-know (Sections 311 and 312), toxic chemical release (Section 313) and trade secret (Sections 322 and 323) reporting requirements.

Criminal penalties up to \$50,000 or five years in prison may also be given to any person who knowingly and willfully fails to provide emergency release notification. Penalties of not more than \$20,000 and/or up to one year in prison may be given to any person who knowingly and willfully discloses any information entitled to protection as a trade secret. In addition, Section 326 allows citizens to initiate civil actions against EPA, state emergency response commissions, and/or the owner or operator of a facility for failure to meet the requirements of the emergency planning and community right-to-know provisions. A state emergency response commission, local emergency planning committee, state or local government may institute actions against facility owner/operators for failure to comply with Title III requirements. In addition, states may sue EPA for failure to provide trade secret information.

Training Grants

Section 305(a) of the Emergency Planning and Community Right-to-Know Act authorizes the Federal Emergency Management Agency to provide \$5 million for each of fiscal years 1987, 1988, 1989, and 1990 for training grants to support state and local governments. These training grants are designed to improve emergency planning, preparedness, mitigation, response, and recovery capabilities. Such programs must provide special emphasis to hazardous chemical emergencies. The training grants may not exceed 80 percent of the cost of any such programs. The remaining 20 percent must come from non-federal sources. These training grants are coordinated within each state by the state emergency response commission.

Emergency Systems Study

Under Section 305(b), EPA is required to review emergency systems for monitoring, detecting, preventing and warning of accidental releases of extremely hazardous substances at representative U.S. facilities that produce, use, or store these substances. EPA reported interim findings to Congress in May 1987 and issued a final report of findings and recommendations to Congress in June 1988.

Public Access

Section 324 of the Emergency Planning and Community Right-to-Know Act provides for public access to information gathered under this law. Under this section, all material safety data sheets, hazardous chemical inventory forms, toxic chemical release form follow-up emergency notices, and the emergency response plan must be made available during normal working hours by the state commissions and local committees. In order to inform the public of the availability and location of the information provided to the local emergency planning committee, the local committee must publish a notice annually in the local newspaper. In addition, Toxic Release Inventory (Section 313) information is being collected by EPA and will be made available by telecommunications and other means.

For more information, contact the Emergency Planning & Community Right-to-Know Information Hotline:

Hotline: 1-800-535-0202
(in Washington, D.C. -
(202) 479-2449)

Hours: 8:30 am - 7:30 pm
(Eastern Time) Monday - Friday

This is NOT an
emergency number.

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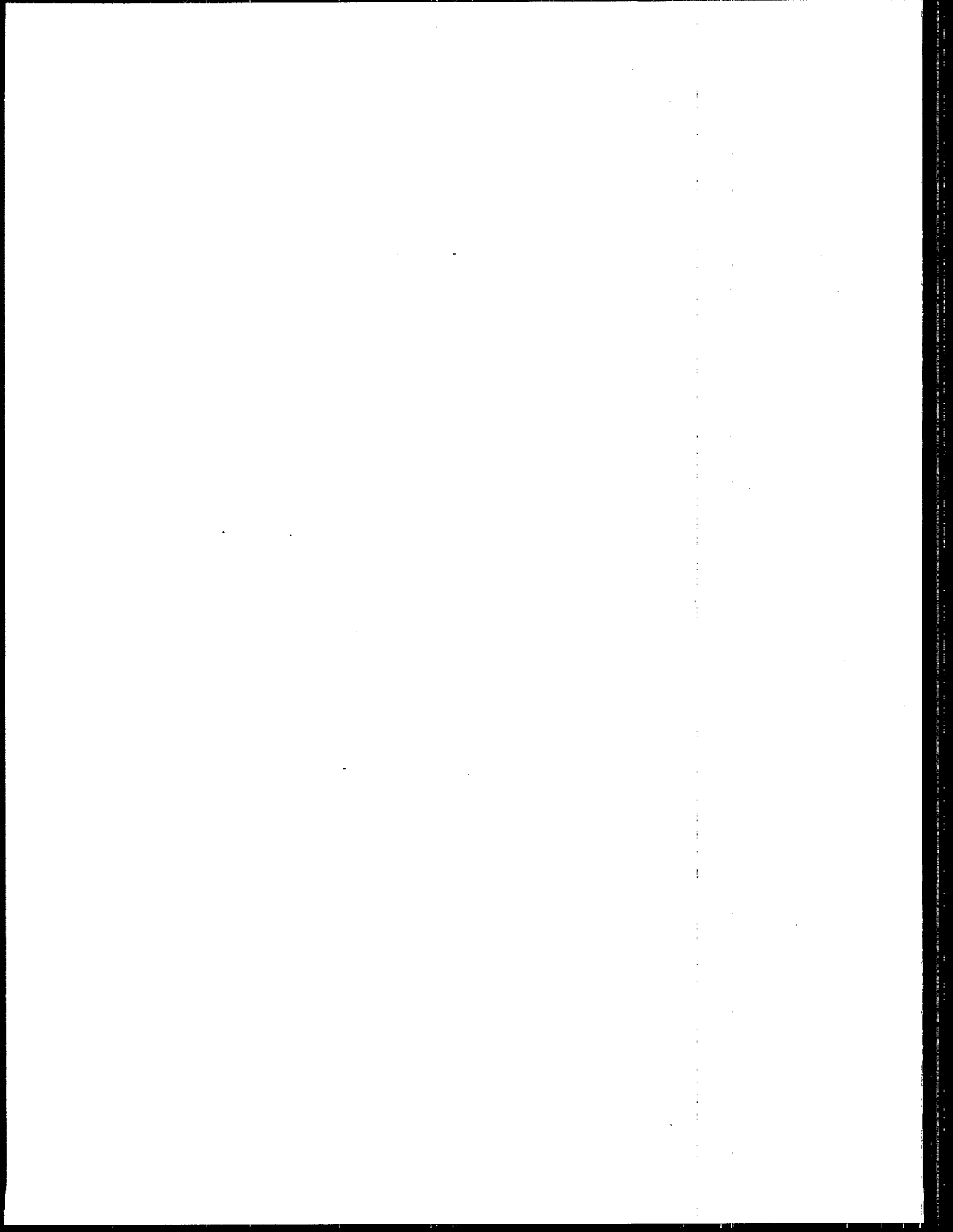
CHEMICAL LISTS ASSOCIATED WITH EMERGENCY PLANNING/COMMUNITY RIGHT-TO-KNOW

LIST	SECTION	PURPOSE
<u>List of Extremely Hazardous Substances</u> (366 Substances) (40 CFR 355)	§302: Emergency Planning §304: Emergency Notification §311/312: Material Safety Data Sheets and Emergency Inventory	<ul style="list-style-type: none"> • Facilities with more than estimated planning quantities of these substances must notify the State commission and local committee • Initial focus for preparation of emergency plans by local emergency planning committees. • Certain releases of these substances trigger Section 304 notification to State commission and local committees. • Separate and lower thresholds are established for these substances of concern for the MSDS and Tier I/II reporting requirements.
Substances requiring notification under Section 103(a) of CERCLA [721 substances] (40 CFR 302.4)	§304: Emergency Notification	<ul style="list-style-type: none"> • Certain releases of these trigger Section 304 notification to State commission and local communities as well as Section 104(a) requirement for National Response Center notification.
<u>Hazardous Chemicals</u> considered physical or health hazards under OSHA's Hazard Communication Standard (29 CFR 1910, 1200) [This is a performance standard; there is no specific list of chemicals.]	§304: Emergency Notification §311: Material Safety Data Sheets §312: Emergency Inventory	<ul style="list-style-type: none"> • Identifies facilities subject to emergency notification requirements. • MSDS or list of MSDS chemicals provided by covered facilities to state commissions, local committees and local fire departments. • Tier I/II hazardous chemical inventory forms must be provided by facilities to state commissions, local committees and local fire departments.
<u>Toxic Chemicals</u> [327 chemical/chemical categories] (40 CFR 372)	§313: Toxic Chemical Release Reporting	<ul style="list-style-type: none"> • These chemicals are reported on an emissions inventory to inform government officials and the public about the release of toxic chemicals into the environment.

Appendix B: Resources

Appendix B provides information of the following three areas:

1. Selected List of Materials about the Emergency Planning and Community Right-to-Know Act and Risk Communication.
2. EPA Regional Contacts for Section 313.
3. State Emergency Response Commission/Title III Contacts.



Appendix B: Resources

1. Selected List Of Materials

Emergency Planning & Community Right-to-Know (Title III) Factsheet August 1988 (OSWER-88-003)

A 9-page summary of the Emergency Planning and Community Right-to-Know Act of 1986. This document includes the requirements of each section, the facilities covered by each section and a chart of key dates for Title III.

Chemicals in Your Community, A Citizen's Guide to the Emergency Planning and Community Right-to-Know Act. September 1988 (OSWER-88-002)

This booklet is intended to provide a general overview of the Title III requirements and benefits for all audiences. Part I of the booklet describes the provisions of Title III and Part II describes more fully the authorities and responsibilities of the groups of people affected by the law.

Extremely Hazardous Substances List and Threshold Planning Quantities; Emergency Planning and Release Notification Requirements; Final Rule FR April 22, 1987 (OSWER 42287)

This *Federal Register* contains the final rule on Sections 302 and 304 of Title III, the emergency planning and emergency notification sections. This document does not contain the extremely hazardous substance list; that list is an appendix to this *Federal Register* and is distributed separately.

Extremely Hazardous Substance List March 1, 1988 (OSWER-EHS-1)

The complete list of extremely hazardous substances as defined under Section 302 of Title III. This document lists the chemicals alphabetically and by CAS number. The reportable quantity and threshold planning quantity of each chemical is also listed.

It's Not Over in October; A Guide for Local Emergency Planning Committees; Implementing the Emergency Planning and Community Right-to-Know Act of 1986 September 1988 (OSWER-88-004)

The purpose of this pamphlet is to offer suggestions to LEPCs to help them implement Title III. The pamphlet describes the function of LEPCs and provides ideas and examples based on past LEPC, EPA, and FEMA experiences.

Technical Guidance for Hazards Analysis December 1987 (OSWER-88-001)

This document provides technical assistance to local emergency planning committees in assessing the lethal hazards related to airborne releases of extremely hazardous substances. This guide should be used with NRT-1, *Hazardous Materials Emergency Planning Guide*.

List of State Emergency Response Commissions May 5, 1989

The EPA's revised list of state emergency response commissions contacts. The name, title, address, and phone number of the contacts for each state as well as some U.S. territories are listed.

Emergency Planning and Community Right-to- Know Act Resources

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Review of Emergency Systems: Final Report to Congress

June 1988 (OSWER 305B)

This document details the approach, findings, and recommendations of the EPA's review of emergency systems as required under Section 305(b) of SARA Title III. This report documents the surveys, evaluations, site visits, and expert panels that contributed to the Review.

Emergency and Hazardous Chemical Inventory Forms and Community Right-to-Know Reporting Requirements; Final Rule

FR October 15, 1987 (OSWER-101587)

The final rule on Sections 311 and 312 of Title III, the community right-to-know section. This *Federal Register* contains the MSDS and Inventory reporting requirements, the Tier I and Tier II forms and instructions for these forms.

Community Right-to-Know and Small Business

September 1988 (OSWER-88-005)

This illustrated brochure is directed toward businesses that will be newly covered under Sections 311 and 312 of Title III as a result of the OSHA expansion of the Hazard Communication Standard to include non-manufacturing businesses. The brochure provides background information of Title III and the Community Right-to-Know reporting requirements (Sections 311 and 312). It describes the requirements for small businesses and helps them determine if they need to comply.

Trade Secrecy Claims for Emergency Planning and Community Right-to-Know Information; and Trade Secret Disclosures to Health Professionals; Final Rule

FR July 1988 (OSWER-72988)

The final rule containing the procedures for claims of trade secrecy, for EPA's handling of such claims, for submission and handling of petitions requesting reviews of trade secrecy claims and for disclosure to health professionals of information claimed as a trade secret. This *Federal Register* contains the substantiation form and instructions.

Guide to Exercises in Chemical Emergency Preparedness Programs

May 1988 (OSWER-88-006)

The purpose of this guide is to provide local and state officials with a self-contained manual for use in conducting a wide range of chemical emergency exercises. It includes three technical bulletins published by the EPA:

1. *Introduction to Exercises in Chemical Emergency Preparedness Programs*
2. *A Guide to Planning and Conducting Table-Top Exercises*
3. *A Guide to Planning and Conducting Field Simulation Exercises*

B-1. Selected List Of Materials

Tort Liability in Emergency Planning

May 1989 (OSWER-89-007)

This document is the seventh in a series of technical bulletins to assist interested persons in various emergency planning, preparedness, or prevention activities. This bulletin, developed by Dr. John Pine of Louisiana State University, addresses concerns raised by many members of local emergency planning committees about the liability that may arise from their planning and administrative duties. Liability and protection from liability is discussed from the Federal and State employee perspective.

Successful Practices in Title III Implementation

January 1989 (OSWER-88-006.1)

This document is the first in a series of technical bulletins to provide examples of Title III programs and practices that are innovative or have proven to be effective.

Criteria for Review of Hazardous Materials Emergency Plans

May 1988 (OSWER-NRT-1A)

This document contains a set of criteria that may be used by the Regional Response Teams (RRT) under the provisions of Section 303(g) of the Emergency Planning and Community Right-to-Know Act of 1986.

Explaining Environmental Risk

November 1986

This document provides tips on communicating environmental risks to both the media and the general public in an effective and understandable way. The booklet was written by Peter Sandman, a noted expert on risk communication.

Seven Cardinal Rules of Risk Communication

April 1988

This brochure provides guidelines that should be used to adequately communicate environmental risk.

The above mentioned documents are available through written request to:

Emergency Planning and Community Right-to-Know
Mailcode: OS-120
401 M Street, SW
Washington, DC 20460

The Emergency Planning and Community Right-to-Know Act Section 313 Release Reporting Requirements

English Version: December 1988 (EPA 560/4-88-001)

Spanish Version: October 1988 (EPA 560/4-88-001SP)

This 24-page brochure alerts businesses to their reporting obligations under Section 313 and helps them determine whether their facility is required to report. The brochure contains the Section 313 EPA Regional contacts, the Section 313 toxic chemical list and a description of the Standard Industrial Classification, (SIC), Groups subject to 313. This brochure was originally distributed to every manufacturing facility in the U.S.

Source of Above-Mentioned Documents

B-1. Selected List Of Materials

Toxic Chemical Release Reporting; Community Right-to-Know; Final Rule
FR February 16, 1988 (OTS FR 021688)

The final rule on Section 313 of Title III, toxic chemical release reporting. This *Federal Register* contains the toxic chemical release inventory reporting form, Form R. It also contains a list of the Section 313 toxic chemicals.

Toxic Chemical Release Inventory Reporting Package for 1988
January 1989 (EPA 560/4-89-001)

Includes the Form R and instructions document, Questions and Answers document, Magnetic Media Submission Guidance Package, Title III List of Lists, and the Section 313 final rule all in one document.

Toxic Chemical Release Inventory Reporting Form R and Instructions
January 1989 (EPA 560/4-88-005)

Step-by-step expanded instructions for completing the toxic chemical release inventory reporting Form R. This document includes a sample completed Form R and a list of the State 313 contacts as well as a copy of Form R.

Title III List of Lists
December 1988 (EPA 560/4-88-003)

A consolidated list of chemicals subject to reporting under Title III of SARA. This document lists by CAS number the extremely hazardous substances with their threshold planning quantities, the CERCLA hazardous substances with their reportable quantities, the Section 313 toxic chemicals and the RCRA Hazardous Wastes from the P and U lists.

Common Synonyms for Chemicals Listed Under Section 313 of the Emergency Planning and Community Right-to-Know Act of 1986.
Revised December 1988 (OTS-ETD-001)

This glossary is divided into two parts. Part I is a listing by CAS number of each Section 313 toxic chemical followed by common synonyms for that chemical. Part 2 contains names and synonyms in an alphabetical listing. This glossary enables the trade and common names of a substance to be matched to that substance's CAS number or to other synonyms.

Supplier Notification Requirements
January 1989 (EPA 560/4-89-003)

This pamphlet assists chemical suppliers who may be subject to the supplier notification requirements under Section 313 of Title III. The pamphlet explains the supplier notification requirements, gives examples of situations that require notification, describes the trade secret provision, lists the Regional Section 313 contacts and contains a sample notification.

Industry Specific Technical Guidance Documents for Estimating Releases
January-July 1988

These documents were developed to assist specific industries with completion of Part III (Chemical Specific Information) of the toxic chemical release inventory reporting Form R. The documents include general information on the toxic chemicals used and process wastes generated, along with examples of release estimate calculations.

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Electroplating Operations

January 1988 (EPA 560/4-88-004g)

Presswood & Laminated Wood Products Manufacturing

March 1988 (EPA 560/4-88-004i)

Wood Preserving

February 1988 (EPA 560/4-88-004p)

Roller, Knife and Gravure Coating Operations

February 1988 (EPA 560/4-88-004j)

Spray Application of Organic Coatings

January 1988 (EPA 560/4-88-004d)

Electrodeposition of Organic Coatings

January 1988 (EPA 560/4-88-004c)

Rubber Production and Compounding

March 1988 (EPA 560/4-88-004q)

Paper Paperboard Production

February 1988 (EPA 560/4-88-004k)

Leather Tanning and Finishing Processes

February 1988 (EPA 560/4-88-004l)

Semiconductor Manufacture

January 1988 (EPA 560/4-88-004e)

Printing Operations

January 1988 (EPA 560/4-88-004b)

Monofilament Fiber Manufacture

January 1988 (EPA 560/4-88-004a)

Textile Dyeing

February 1988 (EPA 560/4-88-004h)

Formulating Aqueous Solutions

March 1988 (EPA 560/4-88-004f)

Toxic Chemical Release Inventory Questions and Answers

January 1989 (EPA 560/4-89-002)

This document has been developed to expedite facility reporting and to provide additional explanation of the reporting requirements under Section 313 of Title III. It supplements the instructions for completing Form R.

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Source of Above-Mentioned Documents

Toxic Chemical Release Inventory Magnetic Media Submission Instructions

January 1989 (EPA 560/7-88-003)

This document provides specifications for the use of magnetic media to submit EPA Form R. The structural record specifications for each section of Form R are presented. These specifications must be followed exactly for the EPA to accept the magnetic media submission.

The above mentioned documents are available through written request to:

Emergency Planning and Community Right-to-Know
Document Distribution Center
P.O. Box 12505
Cincinnati, OH 45212

Hazardous Materials Emergency Planning Guide

March 1987 (NRT-1)

The purpose of this guide is to assist communities in planning for hazardous materials incidents. This guide outlines the development of planning teams and hazardous materials emergency plans. It also addresses approaches to plan appraisal and continuing planning.

This document is available through written request to:

Hazmat Planning Guide (NRT-1)
OS-120
401 M Street, SW
Washington, DC 20460

Estimating Releases and Waste Treatment Efficiencies for the Toxic Chemical Release Inventory Form

December 1987

This manual provides an overview of the general methods that may be used to estimate releases subject to the reporting requirements. Examples of the application of most of the methods discussed are included. Sources of additional information on release estimation are also provided.

This document is available for \$11 through:

Superintendent of Documents
Government Printing Office
Washington, DC 20402-9325
Telephone number: (202) 783-3238
GPO stock number: 055-000-00270-3

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The Toxic Release Inventory: Meeting the Challenge

April 1988

This 19-minute overview videotape is designed to explain toxic release reporting to plant facility managers and others who need to know about the requirement. State governments, local groups, universities, and others may also find the video program useful and informative.

To purchase, write or call:

Color Film Corporation
Video Division
770 Connecticut Avenue
Norwalk, CT 06854
(800) 882-1120

3/4-inch = \$30.75; Beta = \$22.95; VHS = \$22.00

Title III: What It Means To You

1987

This brochure briefly explains the main provisions of Title III and tells how citizens can participate in and obtain information from their LEPCs.

Source:

U.S. Environmental Protection Agency
Attention: Title III Coordinator
841 Chestnut Building
Philadelphia, PA 19107

1987 Emergency Response Guidebook

September 1987

This guidebook lists over 1,000 hazardous materials by name and DOT number. General hazards and isolation distances for these materials are also discussed.

This document is available through:

Office of Hazardous Materials Transportation
Attn: DMH-50
Research and Special Projects Administration/DOT
400 7th Street, SW
Washington, DC 20590

The Emergency Planning and Community Right-to-Know Act: A Status of State Actions

April 1988

This report provides state-by-state descriptions of how the states and territories are implementing the requirements of Title III.

This report is available by sending a pre-paid written request to:

National Governors Association, Hall of the States
444 North Capitol Street, Suite 250
Washington, DC 20001-1572
Price: \$10.00

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Title III Community Awareness Workbook

January 1988

Written for the chemical industry, this guide examines communication issues that chemical companies must consider in light of Title III, including risk communication methods, community relations, and working with the media.

Source:

Chemical Manufacturers Association
2501 M Street, NW
Washington, DC 20037
(202) 887-1100
\$26.25 nonmembers; \$17.50 members

Community Guide to Title III

1988

Questions and answers outline the basic provisions of Title III in this handout for chemical companies to distribute in their communities.

Source:

Chemical Manufacturers Association
2501 M Street, NW
Washington, DC 20037
(202) 887-1100
\$.50 nonmembers; \$.35 members

Monsanto/Title III Community Videotape

1987

This 20-minute video discusses the four main provisions of Title III and depicts community members with environmental concerns, community organizations, local officials, and plant managers all working together to implement the law.

Source:

Environmental and Community Relations Manager
Monsanto Company, G4WF
800 North Lindbergh Boulevard
St. Louis, MO 63167

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Understanding MSDSs: Your Right To Know

West Newton, MA: Massachusetts Department of Labor Industries. No date.

Material Safety Data Sheets (MSDSs), the fact sheets on specific chemicals prepared by manufacturers, will be available to the public under Title III. This tabloid-sized pamphlet explains how to interpret them section-by-section, and defines some frequently encountered terms.

Source:

Massachusetts Department of Labor and Industries
Division of Occupational Hygiene, Right to Know Program
1001 Watertown Street
West Newton, MA 02165
(617) 969-7177

Of Mice and Men: Health Risks and Safety Judgments

By Celia Epting, Washington, DC: League of Women Voters of the United States, 1977.

This fact sheet for the general public discusses the concept of risk, its measurement, the setting of standards, and risk communication.

Source:

League of Women Voters of the United States
1730 M Street, NW
Washington, DC 20036

Improving Dialogue With Communities: A Risk Communication Manual for Government.

By Billie Jo Hance, Caron Chess, Peter M. Sandman, and the Environmental Communication Research Program, Rutgers University. Trenton, NJ: New Jersey Department of Environmental Protection, [January 1988].

Government agencies can generate two-way communication with communities, says this guide, which emphasizes understanding the community's point of view; earning trust; releasing information; interacting with the community (especially at public meetings); and explaining risk.

Source:

New Jersey Department of Environmental Protection
Division of Science and Research
Risk Communication Unit, CN 409
Trenton, NJ 08625
(609) 984-6072

Risk Communication and Community Awareness Resources

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High Tech and Toxics: A Guide for Local Communities

By Susan Sherry, Washington, DC: Golden Empire Health Planning Center, 1985.

The electronics manufacturing and semiconductor industry uses a variety of toxic substances. This manual examines problems of pollution in the high tech industry and provides a detailed guide to citizen involvement in evaluating and regulating these and other local health hazards.

Source:

National Center for Policy Alternatives
2000 Florida Avenue, NW
Washington, DC 20009
(202) 387-6030

Medicine for the Layman: Environment and Disease

By David P. Rall. Bethesda, MD: National Institutes of Health, 1982.

An overview of how scientists study the link between chemicals and health and what they have learned is presented in general lay terms. The issue of animal testing receives special attention.

Source:

Office of Clinical Reports and Inquiries
Building 10, Room 5C305
National Institutes of Health
Bethesda, MD 20892

***Toxicology for the Citizen*, 2nd ed.**

By Alice E. Marczewski and Michael Kamrin. East Lansing, MI: Michigan State University, Center for Environmental Toxicology, 1987. (Funded in part by the Charles Stewart Mott Foundation)

This booklet explains in lay terms the science of toxicology, describing factors that determine toxicity, how toxicity is measured, and how standards for exposure are set.

Source:

Center for Environmental Toxicology
C231 Holden Hall
Michigan State University
East Lansing, MI 48824

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Toxics in the Air

By Richard A. Liroff. Washington, DC: The Conservation Foundation, 1987.

One of the Foundation's Issue Reports, this monograph summarizes the risks of indoor and outdoor air pollution and describes Federal, State, and local programs to reduce pollution. The Foreword explains that the emphasis is on "focusing attention and remedial action on where the greatest risks occur. This requires paying greater attention both to reducing indoor exposures and to preventing industrial accidents."

Source:

The Conservation Foundation
Publications Department-86
1250 24th Street, NW
Washington, DC 20037

Strategies for Explaining Very Small Risks in a Community Context

By Ann Fisher, Gary H. McClelland, and William D. Schulze. Pittsburgh, PA: Air Pollution Control Association, 1988.

This paper, prepared for APCA's 1988 meeting, discusses risk communication within communities.

Source:

Air Pollution Control Association
P.O. Box 2861
Pittsburgh, PA 15230
(412) 232-3444

The Community Partnership: A Hazardous Materials Management Planning Guide

Chicago, IL: The National Safety Council, 1987.

This guide discusses the formation of Local Emergency Planning Committees and sets out the steps a Committee must take for formulate an Emergency Preparedness Plan, as mandated by Title III. Separate sections address participation in such Committees from industry's point of view, from government's point of view, and from the point of view of a partnership between the public and private sectors.

Source:

National Safety Council
444 North Michigan Avenue
Chicago, IL 60611-3991
(312) 527-4800

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Toxic Chemicals: Information is the Best Defense

Sacramento, CA: League of Women Voters of California, 1986. (Funded by the BKK Corporation)

A two-part, award-winning documentary, this videotape with accompanying handbook shows why it is important for citizens and local officials to know about chemicals being used in their communities. Part I, "Who Needs to Know," gives an overview of the problems posed by toxics; Part II, "Developing a Community Right to Know Law," shows how people in one community worked together to create a model local ordinance. Available on video-cassette, each part 26 minutes.

Source:

Bullfrog Films, Inc.
Oley, PA 19547
(800) 543-FROG

Chemical Risk Communication: Preparing for Community Interest in Chemical Release Data

October 1988

This handbook, prepared by the American Chemical Society, provides a basic understanding of risk assessment concepts and risk communication techniques that can be used as a framework when responding to questions from the public about releases of chemicals to the environment. It is designed to help local public health officials and other local leaders encourage citizen discussions that are productive and constructive.

Source:

American Chemical Society
1155 16th Street, NW
Washington, DC 20036

Air Toxics 1; Air Toxics Update 2; Air Toxics Update 3

Sacramento, CA: California Air Resources Board, 1986, 1987.

This series of three fact sheets explains to the general public what one State is doing to control toxic substances in the environment and discusses the risks associated with several specific chemicals.

Source:

Air Resources Board Stationary Source Division
Chief, Toxic Pollutants Branch
P.O. Box 2815
Sacramento, CA 95812
(916) 322-6023

B-1. Selected List Of Materials

What To Do In Case of a Chemical Emergency

Baltimore, MD: Mayor's Hazardous Materials Advisory Council, no date.

A list of short, simple instructions telling people how to protect themselves during a chemical emergency.

Source:

City of Baltimore Fire Department
Oldtown Station
1100 Hillen Street
Baltimore, MD 21202
(301) 396-5756

Waste minimization or reduction means reducing hazardous waste at its source, before it is generated. The following publications promote waste reduction as a general policy.

Cutting Chemical Wastes: What 29 Organic Chemical Plants Are Doing To Reduce Hazardous Wastes

By David J. Sarokin, Warren R. Muir, Catherine G. Miller, and Sebastian R. Sperber. New York, NY: INFORM, 1985.

Case studies explore some of the methods used by organic chemical plants to reduce hazardous waste at its source. Hazardous waste in this case refers not only to solid wastes but also to air emissions and wastewater discharges. The book's purpose is to "spur heightened initiatives and broader consideration by government and business of how waste reduction can be accelerated."

Source:

INFORM, Inc.
381 Park Avenue South
New York, NY 10016
(212) 689-4040

Promoting Hazardous Waste Reduction: Six Steps States Can Take

By Warren R. Muir and Joanna Underwood. New York, NY: INFORM, 1987.

This report identifies six organizational initiatives that State governments can take to promote reduction of hazardous waste at its source before it is generated.

Source:

INFORM, Inc.
381 Park Avenue South
New York, NY 10016
(212) 689-4040

Waste Minimization Resources

B-1. Selected List Of Materials

Other Sources of Information

Organizations

American Chemical Society (ACS)

ACS distributes educational brochures on various topics, including ground-water, risk assessment, and risk communication.

To contact:

American Chemical Society
1155 16th Street, NW
Washington, DC 20036

Chemical Education for Public Understanding Project (CEPUP)

With the goal of fostering greater public awareness, knowledge, and understanding about chemicals and how they interact with our lives, CEPUP is developing hands-on instructional materials for use both in middle schools and with the public.

To contact:

CEPUP
Lawrence Hall of Science
University of California
Berkeley, CA 94702

Public Health Foundation, Environmental Health Program

Established by the Association of State and Territorial Health Officials, the PHF publishes directories of environmental health and laboratory services and other publications on environmental health.

To contact:

PHF Environmental Health Program
1220 L Street, NW
Washington, DC 20005
(202) 898-5600

Environmental and Occupational Health Sciences Institute

Among other activities the Institute has developed a model program to provide information and services to the general public, small industry, employees, schools, and professionals. The Institute is jointly sponsored by the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School and Rutgers University.

To contact:

EOHSI
657 Hoes Lane
Piscataway, NJ 08854-5635

B-1. Selected List Of Materials

Working Group on Community Right To Know

This group, affiliated with the Environmental Policy Institute, represents a coalition of voluntary groups with environmental concerns. It has compiled nine information packets for citizens on Title III, each covering a topic such as documents for LEPCs, risk communication, and risk assessment. The packets contain newspaper articles, fact sheets, sample forms, case studies, and more.

To contact:

Working Group on Community Right To Know
218 D Street, SE
Washington, DC 20003
(202) 544-2600

Community Right To Know News

Washington, DC: Thompson Publishing Group

Published twice a month, this publication is aimed at companies and communities affected by Title III. It reports on Federal and State activities, emergency response programs, and industry liability.

Source:

Thompson Publishing Group
Subscription Service Center
P.O. Box 76927
Washington, DC 20013
(800) 424-2959 or (202) 872-1766

The Great Lakes United

Buffalo, NY: Great Lakes United

This newsletter is published by a voluntary organization that monitors pollution in the Great Lakes area and works for a cleaner environment. Articles focus on legislative and regulatory news and on the activities of other environmental groups.

Source:

Great Lakes United
24 Agassiz Circle
Buffalo, NY 14214
(716) 886-0142

National Air Toxics Information Clearing House Newsletter

Research Triangle Park, NC: National Air Toxics Information Clearing-house

This bimonthly newsletter for State and local air pollution control agencies contains news of clearinghouse and other agency activities, State and local programs, and current research.

Source:

Pollutant Assessment Branch
U.S. Environmental Protection Agency, MD-12
Research Triangle Park, NC 27711

Newsletters

B-1. Selected List Of Materials

Databases

Sierra Club Hazardous Materials/Water Resources Newsletter

Olympia, WA: Sierra Club National Hazardous Materials and Nations Water Resources Committees

A quarterly, this newsletter provides a means for volunteer activists to communicate with each other about resources, research, and activities.

Source:

Hazardous Materials/Water Resources Newsletter
P.O. Box 474
Olympia, WA 98507

TOXLINE

Bethesda, MD: National Library of Medicine

Available online through a modem connection or in a medical library, this database provides citations, and often abstracts, for journal articles and monographs. Topics are human and animal toxicity studies, effects of environmental chemicals and pollutants, and adverse drug reactions.

For information:

National Library of Medicine
MEDLARS Management Section
8600 Rockville Pike
Bethesda, MD 20894
(800) 638-8480 or (301) 496-6193

TOXNET

Bethesda, MD: National Library of Medicine

Also available online, this database contains technical information on hazardous substances and research results on potential carcinogens.

TRI

Bethesda, MD: National Library of Medicine

One part of TOXNET, this database contains toxic releases to the environment, as reported under Section 313 of Title III.

For information:

National Library of Medicine
Specialized Information Services Division
8600 Rockville Pike
Bethesda, MD 20894
(301) 496-6531

B-1. Selected List Of Materials

CCINFODisc

Hamilton, Ontario, Canada: Canadian Center for Occupational Health and Safety

CCINFODisc is a compact disk with several toxic substance databases. New Jersey's Hazardous Substance Fact Sheets are also accessible through this service. Subscribers receive four updated disks a year.

For information:

CCINFODisc, Inquiries Service
Canadian Center for Occupational Health and Safety
250 Main Street East
Hamilton, Ontario, Canada L8N1H6
(416) 572-2981

Directory of Accredited Laboratories, 1988

Gaithersburg, MD: American Association for Laboratory Accreditation, 1988.

Included in this listing are laboratories accredited for environmental testing of drinking water, wastewater, solid waste, hazardous waste, toxic substances, and pesticide residues.

Source:

American Association for Laboratory Accreditation
656 Quince Orchard Road, No. 704
Gaithersburg, MD 20878
(301) 670-1377

Directories

Health Effects of Toxic Substances: A Directory of References and Resources, 1986

By Hanafi Russell et al. Sacramento, CA: California Department of Health Services, c1984, 1985.

Print reference books, online databases, and organizations are included in this directory; asterisks indicate books essential for a basic reference library on toxics.

Source:

California Department of General Services
Publications Section
P.O. Box 1015
North Highlands, CA 95660
(916) 924-4800; 7540-958-1300-3

Information Resources in Toxicology, 1988

2nd ed. by Philip Wexler, Toxicology Information Program, National Library of Medicine

This is a comprehensive listing of materials and other resources.

Source:

Elsevier Science Publishing Company
52 Vanderbilt Avenue
New York, NY 10017

B-1. Selected List Of Materials

Risk Assessment, Management, Communication: A Guide to Selected Sources

Washington, DC: U.S. Environmental Protection Agency, 1987

This bibliography includes many journal articles and some monographs on risk assessment, management, and communication, and includes a section on "Informing the Public."

Source:

U.S. Environmental Protection Agency
Office of Information Resources Management and Office of
Toxic Substances
Washington, DC 20460

Appendix B: Resources

2. EPA Regional Section 313 Contacts

(CT, MA, ME, NH, RI, VT)

Dwight Peavey
Pesticides & Toxics Branch
USEPA Region 1 (APT2311)
JFK Federal Building
Boston, MA 02203
(617) 565-3230
FTS 835-3230

Region 1

(NJ, NY, PR, VI)

Nora Lopz
Pesticides & Toxics Branch
USEPA Region 2 (MS240)
Woodbridge Avenue, Building 209
Edison, NJ 08837
(201) 906-6890
FTS 340-6890

Region 2

(DE, MD, PA, VA, WV, DC)

Kurt Elsner
Toxics & Pesticides Branch
USEPA Region 3 (3HW42)
841 Chestnut Street
Philadelphia, PA 19107
(215) 597-1260
FTS 597-1260

Region 3

(AL, FL, GA, KY, MS, NC, SC, TN)

Jill Perry
Pesticides and Toxic Substances Branch
USEPA Region 4
345 Courtland Street
Atlanta, GA 30365
(404) 347-5053
FTS 257-5014

Region 4

(IL, IN, MI, MN, OH, WI)

Dennis Wesolowski
Pesticides & Toxic Substances Branch
USEPA Region 5 (5SPT-7)
230 South Dearborn Street
Chicago, IL 60604
(312) 353-5907
FTS 353-5907

Region 5

B-2. EPA Regional Section 313 Contacts

Region 6

(AR, LA, NM, OK, TX)
Gerald Carney
Pesticides & Toxic Substances Branch
USEPA Region 6 (6TPT)
1445 Ross Avenue
Dallas, TX 75202-2733
(214) 655-7244
FTS 255-7244

Region 7

(IA, KS, MO, NE)
Ed Vest
Congressional & Intergovernment Liaison
USEPA Region 7 (CIGL)
726 Minnesota Avenue
Kansas City, KS 66101
(913) 236-2806
FTS 757-2834

Region 8

(CO, MT, ND, SD, UT, WY)
Diane Groh
Toxic Substances Branch
USEPA Region 8 (8AT-TS)
999 18th Street
Denver, CO 80202-2405
(303) 293-1730
FTS 564-1735

Region 9

(AZ, CA, HI, NV, AS, GU, MP)
Kathleen Goforth
Pesticides & Toxic Branch
USEPA Region 9 (A-4-3)
211 Main Street
San Francisco, CA 94105
(415) 974-7280
FTS 454-7280

Region 10

(AK, ID, OR, WA)
Phil Wong
Pesticides & Toxic Substances Branch
USEPA Region 10 (AT083)
1200 Sixth Avenue
Seattle, WA 98101
(206) 442-4016
FTS 399-4016

Appendix B: Resources

3. SERC/Title III Contacts

This list is the U.S. Environmental Protection Agency's listing of State Emergency Response Commissions and State designated agencies for the Emergency Planning and Community Right-to-Know Act. The EPA has verified each contact individually. All addresses listed under State Commissions receive the Section 302 emergency planning notification and the Section 304 emergency release notification unless otherwise specified. the State designated agencies receive the submissions for the sections listed in their headings. If one address is listed with no heading, the State commission receives all submissions for every section of the Act. If an additional address is listed under the heading "Mailing Address," this address is to be used for mailings to the State Commissions other than the P.O. boxes used for the form submissions.

State Commission:

J. Danny Cooper, Co-Chair
Alabama Emergency Response Commission
Director, Alabama Emergency Management Agency
520 South Court Street
Montgomery, AL 36130
(205) 834-1375

Contact: Dave White

Alabama

Section 311/312 Submissions:

Leigh Pegues, Co-Chair
Alabama Emergency Response Commission
Director, Alabama Department of Environmental Management
1751 Congressman W.G. Dickinson Drive
Montgomery, AL 36109
(205) 271-7700

Contact: L.G. Linn (205) 271-7700
E. John Williford (205) 271-7931

Section 313 Submissions:

E. John Williford, Chief of Operations
Alabama Emergency Response Commission
Alabama Department of Environmental Management
1751 Congressman W.G. Dickinson Drive
Montgomery, AL 36109
(205) 271-7700

Contact: L.G. Linn (205) 271-7700
E. John Williford (205) 271-7931

B-3. SERC/Title III Contacts

Alaska	<p>Linda VanHouten, Chair Alaska State Emergency Response Commission P.O. Box O Juneau, AK 99811 (907) 465-2630</p> <p>Mailing Address: Linda Van Houten Alaska State Emergency Response Commission 3220 Hospital Drive Juneau, AK 99801</p>
American Samoa	<p>State Commission: Maiava O. Hunkin Program Coordinator for the Territorial Emergency Management Coordination Office American Samoan Government Pago Pago, American Samoa 96799 International Number (684) 633-2331</p> <p>Section 311/312 & 313 Submissions: Pati Faiiai, Director American Samoa EPA Office of the Governor Pago Pago, American Samoa 96799 International Number (684) 633-2304</p>
Arizona	<p>Carl F. Funk, Executive Director Arizona Emergency Response Commission Division of Emergency Services 5636 East McDowell Road Phoenix, AZ 85008 (602) 231-6326</p>
Arkansas	<p>State Commission: Randall Mathis, Acting Director Arkansas Hazardous Materials Emergency Response Commission P.O. Box 9583 8001 National Drive Little Rock, AR 72219 (501) 562-7444</p> <p>Contact: Mike Bates (501) 455-6888</p> <p>Section 311/312 & 313 Submissions: Becky Bryant Depository of Documents Arkansas Department of Labor 10421 West Markham Little Rock, AR 72205</p> <p>Contact: John Ward (501) 562-7444</p>

B-3. SERC/Title III Contacts

Mailing Address:

Arkansas Department of Pollution Control and Ecology
P.O. Box 9583
8001 National Drive
Little Rock, AR 72219
Attn: John Ward

State Commission:

William Medigovich, Chair
California Emergency Planning and Response Commission
Director, Office of Emergency Services
2800 Meadowview Road
Sacramento, CA 95832
(916) 427-4287

California**Section 302, 304, 311/312 Submissions:**

California Emergency Planning and Response Commission
Office of Emergency Services
Hazardous Materials Division
2800 Meadowview Road
Sacramento, CA 95832
(916) 427-4287

Contact: Gary Burton
Michelle La Bella
Dave Zocchetti

Section 313 Submissions:

Chuck Shulock
Office of Environmental Affairs
P.O. Box 2815
Sacramento, CA 95812
Attn: Section 313 Reports
(916) 324-8124
(916) 322-7236 Completed *Form R* Information

State Commission:

David C. Shelton, Chair
Colorado Emergency Planning Commission
Colorado Department of Health
4210 East 11th Avenue
Denver, CO 80220
(303) 273-1624

Colorado

Emergency Release Notification: (303) 377-6326
After Hours & Weekends (Emergencies Only): (303) 370-9395

B-3. SERC/Title III Contacts

Connecticut

Section 302, 304, 311/312 & 313 Submissions:

Colorado Emergency Planning Commission
Colorado Department of Health
4210 East 11th Avenue
Denver, CO 80220

Contact: Richard Bardsley (303) 273-1789
Judy Waddill (303) 331-4858

Sue Vaughn, Title III Coordinator
State Emergency Response Commission
Department of Environmental Protection
State Office Building, Room 161
165 Capitol Avenue
Hartford, CT 06106
(203) 566-4856

Delaware

State Commission:

Patrick W. Murray, Chair
Delaware Commission on Hazardous Materials
Department of Public Safety
Administration Center
Dover, DE 19901

Contact: George Frick (302) 736-3169

Section 302 Submissions:

Dominick Petrilli, Acting Director
Division of Emergency Planning and Operations
P.O. Box 527
Delaware City, DE 19706
(302) 834-4531

Section 304 Submissions:

Phillip Retallick, Director
Division of Air and Waste Management
Department of Natural Resources and Environmental Control
Richardson and Robbins Building
89 Kings Highway
P.O. Box 1401
Dover, DE 19901
(302) 736-4764

Section 311/312 Submissions:

Dr. Lawrence Krone, Chief
Bureau of Health and Social Services
802 Silver Lake Boulevard
Dover, DE 19901
(302) 736-4731

B-3. SERC/Title III Contacts

Section 313 Submissions:

Robert French, Chief Program Administrator
Air Resource Section
Department of Natural Resources and Environmental Control
P.O. Box 1401
Dover, DE 19901
(302) 736-4791

Joseph P. Yeldell, Chair
State Emergency Commission for Title III in the District of Columbia
Office of Emergency Preparedness
2000 14th Street, NW
Frank Reeves Center for Municipal Affairs
Washington, DC 20009
(202) 727-6161

Contact: Pamela Thurber
Environmental Planning Specialist

Mr. Thomas G. Pelham, Chair
Florida Emergency Response Commission
Secretary, Florida Department of Community Affairs
2740 Centerview Drive
Tallahassee, FL 32399-2149
(904) 488-1472
In FL: (800) 635-7179
Contact: Greg Dawkins

District of Columbia

Florida

Georgia

State Commission:

J. Leonard Ledbetter, Chair
Georgia Emergency Response Commission
Commissioner, Georgia Department of Natural Resources
205 Butler Street, SE
Floyd Towers East, 11th floor
Atlanta, GA 30334
(404) 656-4713

Section 302, 304, 311/312 & 313 Submissions:

Jimmy Kirkland
Georgia Emergency Response Commission
205 Butler Street, SE
Floyd Towers East
Atlanta, GA 30334
(404) 656-6905
Emergency Release Number (800) 241-4113

B-3. SERC/Title III Contacts

Guam

State Commission & Section 311/312 Submissions:

Dr. George Boughton, Chair
 Guam State Emergency Response Commission
 Civil Defense
 Guam Emergency Services Office
 Government of Guam
 P.O. Box 2877
 Aguana, Guam 96910
 (671) 734-3410
 FTS 550-7230

Section 313 Submissions:

Roland Solidio
 Guam EPA
 P.O. Box 2999
 Aguana, Guam 96910
 (671) 646-8863

Hawaii

State Commission and Section 311/312 Submissions:

Dr. Bruce S. Anderson, Vice-Chair
 Hawaii State Emergency Response Commission
 Hawaii Department of Health
 P.O. Box 3378
 Honolulu, HI 96801
 (808) 548-2076
 (808) 548-5832

Contact: Samir Araman (808) 548-5832
 Mark Ingolia (808) 548-2076

Section 313 Submissions:

Dr. John C. Levin, Chair
 Hawaii State Emergency Response Commission
 Hawaii Department of Health
 P.O. Box 3378
 Honolulu, HI 96801-9904
 (808) 548-6505

Idaho

State Commission:

Idaho Emergency Response Commission
 Department of Health and Welfare
 State House
 Boise, ID 83720
 (208) 334-5888

Section 311/312 & 313 Submissions:

Idaho Emergency Response Commission
 State House
 Boise, ID 83720
 Attn: Jenny Records
Contact: Jenny Records (208) 334-5888

B-3. SERC/Title III Contacts

State Commission and Section 311/312 Submissions:

Oran Robinson
Illinois Emergency Response Commission
Illinois Emergency Services & Disaster Agency
Attn: Hazmat Section
110 East Adams Street
Springfield, IL 62706
(217) 782-4694

Section 313 Submissions:

Joe Goodner
Emergency Planning Unit
Illinois EPA
P.O. Box 19276
2200 Churchill Road
Springfield, IL 62794-9276
(217) 782-3637

Skip Powers, Director
Indiana Emergency Response Commission
5500 West Bradbury Avenue
Indianapolis, IN 46241
(317) 243-5176

Illinois

Indiana

State Commission and Section 302 Submissions:

Ellen Gordon, Co-Chair
Iowa Disaster Services
Hoover Building, Level A
Room 29
Des Moines, IA 50319
(515) 281-3231

Iowa

Section 304 Submissions:

Air Quality & Solid Waste Protection Bureau
Department of Natural Resources
Wallace Building, 5th Floor
Des Moines, IA 50319
(515) 281-8694

Contact: Pete Hamlin

Section 311/312 Submissions:

Iowa Emergency Response Commission
Iowa Division of Labor
1000 East Grand Avenue
Des Moines, IA 50319
(513) 281-6175

Contact: Don Peddy

B-3. SERC/Title III Contacts

Kansas

Section 313 Submissions:

Department of Natural Resources
Records Department
900 East Grand Avenue
Des Moines, IA 50319
(515) 281-6175
Contact: Don Peddy

State Commission:

Karl Birns, Staff Director
Kansas Emergency Response Commission
Building 740, Forbes Field
Topeka, KS 66620
(913) 296-1690

Section 302 & 304 Submissions:

Karl Birns
Kansas Department of Health and Environment
Right-to-Know Program
Building 740, Forbes Field
Topeka, KS 66620
(913) 296-1690
Emergency Release Number Only (24 hrs): (913) 296-3176

Section 311/312 & 313 Submissions:

Right-to-Know Program
Kansas Department of Health and Environment
Building 740, Forbes Field
Topeka, KS 66620
(913) 296-1690
Contact: Karl Birns

Kentucky

State Commission & Section 311/312 Submissions:

Colonel James H. "Mike" Molloy, Chair
Kentucky Emergency Response Commission
Kentucky Disaster and Emergency Services
Boone National Guard Center
Frankfort, KY 40601-6168
(502) 564-8660
(502) 564-8682
Contact: Mike Molloy or Craig Martin

Section 313 Submissions:

Valerie Hudson
Kentucky Department of Environmental Protection
18 Reilly Road
Frankfort, KY 40601
(502) 564-2150

B-3. SERC/Title III Contacts

Mailing Address:

Lucille Orlando
SARA Title III
Kentucky Department of Environmental Protection
Kentucky Disaster and Emergency Services
Boone National Guard Center
Frankfort, KY 60601-6161

State Commission & Section 311/312 Submissions:

Sergeant Ronnie Mayeaux
Louisiana Emergency Response Commission
Office of State Police
P.O. Box 66614
7901 Independence Boulevard
Baton Rouge, LA 70896
(504) 925-6113

Section 313 Submissions:

R. Bruce Hammatt
Emergency Response Coordinator
Department of Environmental Quality
P.O. Box 44066
Baton Rouge, LA 70804-4066
(504) 342-8932

David D. Brown, Chair
State Emergency Response Commission
Station Number 72
Augusta, ME 04333
(207) 289-4080
In ME: (800) 452-8735
Contact: Tammy Gould

Louisiana**Maine****Maryland****State Commission:**

June L. Swem
Governor's Emergency Management Agency
c/o Maryland Emergency Management Agency
2 Sudbrook Lane, East
Pikesville, MD 21208
(301) 486-4422

Section 302, 304, 311/312 & 313 Submissions:

Marsha Ways
State Emergency Response Commission
Maryland Department of the Environment
Toxics Information Center
2500 Broening Highway
Baltimore, MD 21224
(301) 631-3800

B-3. SERC/Title III Contacts

Massachusetts

Arnold Sapenter
c/o Title Three Emergency Response Commission
Department of Environmental Quality Engineering
One Winter Street, 10th floor
Boston, MA 02108
(617) 556-1096
For LEPC Information: Jack Callahan (508) 820-2060

Michigan

Title III Coordinator
Michigan Department of Natural Resources
Environmental Response Division
Title III Notification
P.O. Box 30028
Lansing, MI 48909
(517) 373-8481

Minnesota

Lee Tischler, Director
Minnesota Emergency Response Commission
Department of Public Safety
Room B-5
State Capitol
St. Paul, MN 55155
(612) 296-0488

Mississippi

J.E. Maher, Chair
Mississippi Emergency Response Commission
Mississippi Emergency Management Agency
P.O. Box 4501
Fondren Station
Jackson, MS 39296-4501
(601) 960-9973
Contact: Bill Austin

Missouri

Dean Martin, Coordinator
Missouri Emergency Response Commission
Missouri Department of Natural Resources
P.O. Box 3133
Jefferson City, MO 65102
(314) 751-7929
Mailing Address:
Dean Martin, Coordinator
Missouri Emergency Response Commission
Missouri Department of Natural Resources
2010 Missouri Boulevard
Jefferson City, MO 65109

B-3. SERC/Title III Contacts

<p>Tom Ellerhoff, Co-Chair Montana Emergency Response Commission Environmental Sciences Division Department of Health & Environmental Sciences Cogswell Building A-107 Helena, MT 59620 (406) 444-3948</p> <p>Clark Smith, Coordinator Nebraska Emergency Response Commission Nebraska Department of Environmental Control P.O. Box 98922 State House Station Lincoln, NE 68509-8922 (402) 471-4217</p> <p>State Commission and Section 311/312 Submissions: Joe Quinn Nevada Division of Emergency Management 2525 South Carson Street Carson City, NV 89710 (702) 885-4240 Emergency Release Number (After Hours & Weekends): (702) 885-5300</p> <p>Section 313 Submission: Bob King Division of Emergency Management 2525 South Carson Street Carson City, NV 89710 (702) 885-4240</p> <p>Richard Strome, Director State Emergency Management Agency Title III Program State Office Park South 107 Pleasant Street Concord, NH 03301 (603) 271-2231 Contact: Leland Kimball</p> <p>State Commission: Tony McMahon, Director New Jersey Emergency Response Commission SARA Title III Project Department of Environmental Protection Division of Environmental Quality CN-405 Trenton, NJ 08625 (609) 292-6714</p>	<p>Montana</p> <p>Nebraska</p> <p>Nevada</p> <p>New Hampshire</p> <p>New Jersey</p>
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B-3. SERC/Title III Contacts

	<p>Section 302, 304, & 311/312 Submissions: New Jersey Emergency Response Commission SARA Title III Project Department of Environmental Protection Division of Environmental Quality CN-405 Trenton, NJ 08625 (609) 292-6714</p> <p>Section 313 Submissions: New Jersey Emergency Response Commission SARA Title III Section 313 Department of Environmental Protection Division of Environmental Quality CN-405 Trenton, NJ 08625 (609) 292-6714</p> <p>New Mexico Samuel Larcombe New Mexico Emergency Response Commission New Mexico Department of Public Safety P.O. Box 1628 Santa Fe, NM 87504-1628 (505) 827-9222</p> <p>New York State Commission: Anthony Germain, Deputy Director State Emergency Management Office Building 22 State Campus Albany, NY 12226 (518) 457-9994</p> <p>Section 302, 304, & 311/312 & 313 Submissions: New York Emergency Response Commission New York State Department of Environmental Conservation Bureau of Spill Response 50 Wolf Road/Room 326 Albany, NY 12233-3510 (518) 457-4107 Contact: William Miner</p> <p>North Carolina State Commission: Joseph Myers, Chair North Carolina Emergency Response Commission 116 West Jones Street Raleigh, NC 27603-1335 (919) 733-3867</p>
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B-3. SERC/Title III Contacts

Section 302, 304, & 311/312 & 313 Submissions:

North Carolina Emergency Response Commission
North Carolina Division of Emergency Management
116 West Jones Street
Raleigh, NC 27603-1335
(919) 733-3867

In NC: (800) 451-1403 General Information Only

Contacts: Vance Kee	(919) 733-3844
Emily Kilpatrick	(919) 733-3865
Darian Maybry	(919) 733-3890

State Commission:

Ronald Affeldt, Chair
North Dakota Emergency Response Commission
Division of Emergency Management
P.O. Box 5511
Bismarck, ND 58502-5511
(701) 224-2111

North Dakota

Section 302, & 311/312 & 313 Submissions:

SARA Title III Coordinator
North Dakota State Department of Health and Consolidated Laboratories
1200 Missouri Avenue
P.O. Box 5520
Bismarck, ND 58502-5520
(701) 224-2374

Contact: Charles Rydell

Commonwealth of Northern Mariana Islands

State Commission and Section 311/312 Submissions:

Felix A. Sasamoto, Civil Defense Coordinator
Office of the Governor
Capitol Hill
Commonwealth of Northern Mariana Islands
Saipan, CNMI 96950
International Number (670) 322-9529

Section 313 Submissions:

Russell Meecham, III
Division of Environmental Quality
P.O. Box 1304
Saipan, CNMI 96950
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Appendix C: Communication Research And Reports

The following reports provided much valuable background information for this manual.

U.S. Environmental Protection Agency. Office of Toxic Substances. Research conducted through a cooperative agreement with the Institute for Health Policy Analysis, Georgetown University Medical Center: Public Response to the Toxic Release Inventory; Needs Assessment and Resources Development.

Campbell Communications, Environmental Protection Agency Toxic Substances Project: *1988 General Public Focus Groups. Summary of Findings*, presented to Institute for Health Policy Analysis, Georgetown University Medical Center, 1988.

Campbell Communications, Environmental Protection Agency Toxic Substances Project: *Survey of York, Pennsylvania Emergency Response Committee Members: Summary of Responses*, presented to Institute for Health Policy Analysis, Georgetown University Medical Center, 1988.

Campbell Communications, Environmental Protection Agency Toxic Substances Project: *Information Sources Focus Groups*, presented to Institute for Health Policy Analysis, Georgetown University Medical Center, 1988.

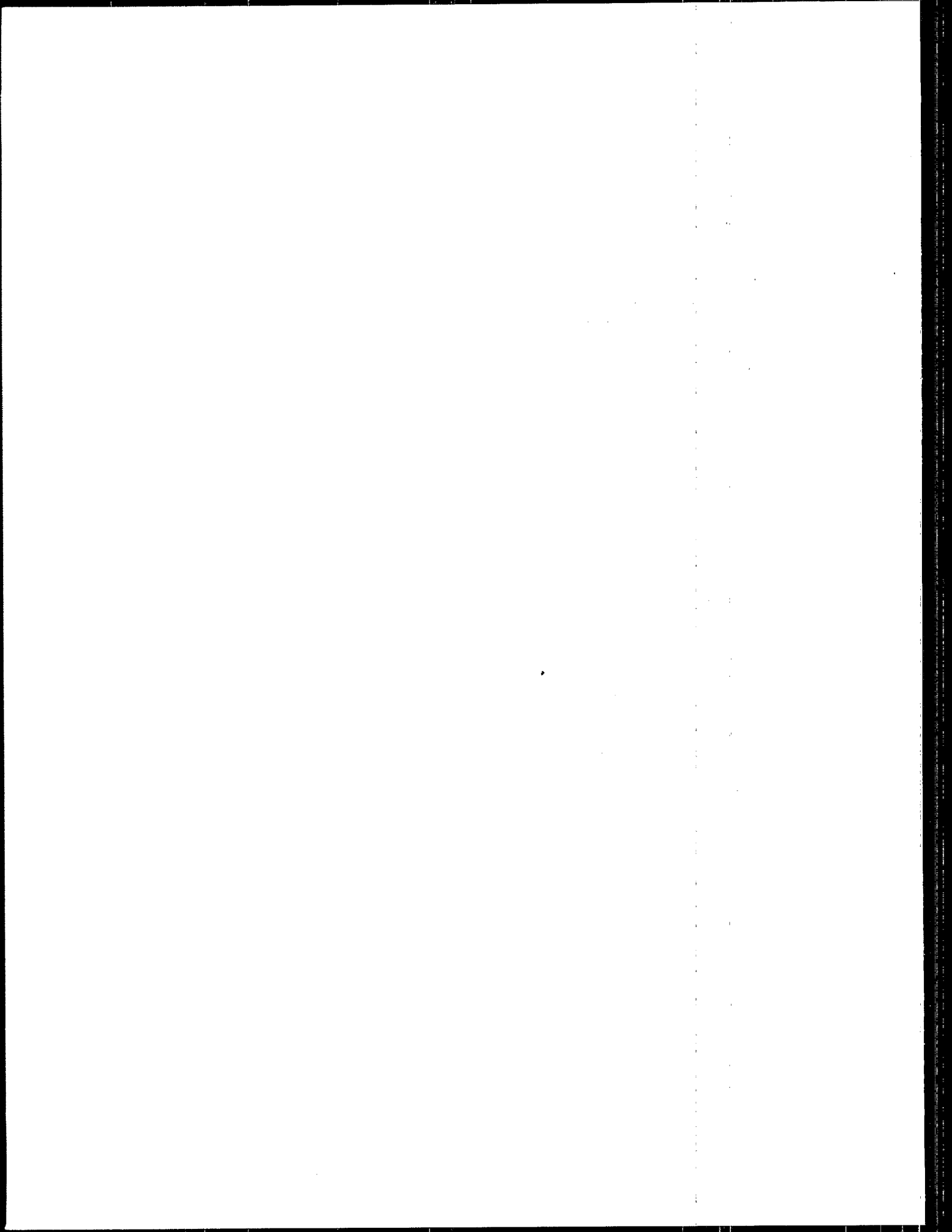
Arkin, E.B., *Public Knowledge and Attitudes: Environmental Issues Related to Toxic Chemicals. A Review of Public Polling Data, 1984-1987*, Institute for Health Policy Analysis, Georgetown University Medical Center, May 1988.

Hadden, S.G. with L. Flores, *Community Right to Know: Results of Four Surveys*, Working Paper, No. 49, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin, 1988.

Institute for Health Policy Analysis, Georgetown University Medical Center, *Health Risk Reporting: Roundtable Workshop on the Media and Reporting of Risks to Health. Workshop Summary Report*, The Institute, 1985.

Institute for Health Policy Analysis, Georgetown University Medical Center and Columbia University Center for Risk Communication, *Baseline Survey of Knowledge, Attitudes, and Behavior Regarding Environmental Issues: Research Conducted in Preparation for Risk Communication Interventions as Part of SARA Title III*, prepared for the U.S. Environmental Protection Agency, 1989.

McCallum, D.G. and Klaidman, S.P., *Experience and Issues in Crisis Communication: Planning in a Post Chernobyl World*, Institute for Health Policy Analysis, Georgetown University Medical Center, 1988.



Appendix D: Glossary

CAER: Chemical Awareness and Emergency Response; a communication program that may be in place at larger chemical companies; sponsored by the Chemical Manufacturers Association.

Channel: The way a message reaches an audience. The mass media are one kind of channel; personal communication, such as a speech or a meeting, is another.

Communication: Not just speaking and writing; this is the term used frequently today to encompass public information, public education, public relations, and community relations.

Dose: The concentration of a substance multiplied by the length of time a person comes in contact with it.

Emission: The release of a substance from a facility into the air, land, or water.

Evaluation: Following up on activities to see if they are achieving what they were intended to do.

Exposure: The concentration of a substance at the time a person comes in contact with it.

Focus group interview: A kind of audience research in which a trained moderator leads a group of 8–10 people through a discussion of a particular topic. It is not possible to tell from a focus group what everyone else in the community is thinking; the groups are too small for that. But one can gain deeper insights into feelings and attitudes than is possible from a survey.

Goal: The broad, long-term aim of a communication program. In planning, goals are usually differentiated from objectives, which are short-term and specific.

Hazard assessment: Analysis of the consequences of a worst case accident at a facility. LEPCs had to request hazard assessments, or conduct their own, in order to come up with emergency plans.

Hot spots: Areas exposed to a large quantity of emissions. The TRI will be able to help identify these.

Intermediaries: Groups or individuals that can act as channels for getting messages and materials to target audiences.

LEPC: Local Emergency Planning Committee; there is one in each local emergency planning district.

D. Glossary

MSDS: Material Safety Data Sheets; fact sheets containing technical information about hazardous substances in the workplace, including physical and chemical characteristics, health hazards, and safety precautions.

Needs Assessment: Assessing what programs and materials exist and what programs and materials need to be developed to accomplish objectives.

PSA: Public Service Announcement. Radio and television stations, and sometimes even newspapers and magazines, will carry these free advertisements as a community service.

Media Kit: A packet of information for reporters, editors, and other media people. It usually includes press releases and background information on a topic.

Press release: Also known as a news release, this is a one- or two-page news story sent to editors and reporters. They may use it as is, do a little editing, or base a story on it.

Right-to-know: This concept was first embodied in State laws requiring that employers inform workers about the dangers of substances with which they come in contact. Right-to-know was extended to the public in a few States, including New Jersey, which provided the model for the Federal law.

SARA: Superfund Amendment and Reauthorization Act of 1986. The Emergency Planning and Community Right to Know Act is Title III of SARA.

SERC: State Emergency Response Commission, appointed by the Governor. SERCs designated emergency planning districts and review and support the work of LEPCs.

Target audience: The intended audience for program messages and materials.

Tiers I and II: Two different levels of inventory reporting permitted under Section 312 of Title III. Tier I reports give the general categories and locations of hazardous materials; Tier II reports give specific names and locations.

TPQ: Threshold Planning Quantity; the amount of an extremely hazardous substance, above which a facility's owner/operator must give emergency planning notification to SERC and LEPC.

TRI: Toxic Release Inventory; this is the national database on Section 313 releases which is available through the National Library of Medicine.

Appendix E: User Comment Form

We would appreciate any comments or suggestions about this manual.

1. How much of this book did you read?

All of it _____

Some of it _____

Did not read it _____

2. If you read some of the manual, please put a check beside the chapters you read:

Part I: Before Your Begin

- _____ 1. Know the Law
- _____ 2. Know How to Use the Information
- _____ 3. Know Your Audience
- _____ 4. Know Who Can Help
- _____ 5. Outline a Plan

Part II: Getting People Involved

- _____ 6. How To Get and Keep Volunteers
- _____ 7. How To Work With Other Groups

Part III: Running a Communication Program

- _____ 8. How To Talk About Risk
- _____ 9. How to Publicize the Emergency Plan
- _____ 10. How To Answer Questions
- _____ 11. How To Work With the Media
- _____ 12. How To Give a Speech
- _____ 13. How To Hold a Meeting
- _____ 14. How To Find Educational Materials
- _____ 15. How To Produce Educational Materials
- _____ 16. How To Communicate About Emergencies

3. Did you find the book to be

_____ very useful; _____ somewhat useful; _____ not useful?

4. Please circle the chapters listed above that you found most useful.

5. Do you belong to an _____ LEPC or _____ other group?

If another group, what is its name? _____

6. What is your position or principal role within the LEPC or other group?

(continued on next page)

E. User Comment Form

7. How might this book be improved?

Thank you

Please send to: Elaine Bratic Arkin
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