United States
Environmental Protection
Agency

Office of Solid Waste
and Emergency
Response

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www.epa.gov/superfund

# Superfund Community Involvement Toolkit

# Preface

The U.S. Environmental Protection Agency's (EPA) Superfund community involvement program provides citizens affected by abandoned hazardous waste sites with information and opportunities to participate as active partners in the decisions that affect the Superfund sites in their community. Although EPA's commitment to the community dates to 1980 when the Superfund program's enabling legislation was enacted, EPA's approach to the community has changed. EPA no longer just distributes Superfund site information to the public; it promotes meaningful citizen participation in the decisions affecting the sites. As a result of this change, local citizen participation is now speeding up the cleanup of many hazardous waste sites and reducing costs as well, demonstrating that local citizens and EPA can work together effectively to protect human health and the environment.

EPA's Office of Emergency and Remedial Response (OERR) prepared this Superfund Community Involvement Toolkit to provide Superfund Regional Site Teams and other staff with a practical, easy to use aide for designing and enhancing their community involvement activities. The Toolkit also is intended to help avoid the pitfalls common to the community involvement process. The Toolkit enables EPA's community involvement staff and Regional Site Teams to quickly review and adapt existing community involvement tools, such as public notices, presentations, and community interviews, to their own needs. In addition, the Superfund Community Involvement Toolkit lists useful references and resources available to community involvement staff and provides examples of a wide range of outreach and educational materials. Electronic versions of many of the materials referenced in the Toolkit (templates, sample documents, fact sheets, etc.) have been assembled on the supplemental CD-ROM included in the Toolkit.

# HOW TO USE THE TOOLKIT

## HOW TO USE THE TOOLKIT

The Superfund Community Involvement Toolkit is a comprehensive and practical tool for promoting successful community participation in the Superfund process. The Toolkit contains 46 tools, each of which describes activities that Superfund Site Teams have used successfully or provides information on available resources. Tools are arranged alphabetically by name of tool and are separated by tabs printed with a number.

Each tabbed section begins with a one- to six-page introduction that summarizes the tool or community involvement activity. The introduction provides a brief description of the activity, indicates whether the activity is required by law or regulation (if relevant), and includes suggestions on how to use the tool/activity and when in the Superfund process it works best. The introduction concludes with a brief summary of key tips for using the tool/activity. Any tools or aids follow the introduction.

Many tools include sample document templates, easy-to-use tools, case studies, and a wide range of suggestions and recommendations for implementing various community involvement activities. The tools are cross-referenced with related tools, and many include citations to other reference materials and guidance. The tools can be adapted, combined, or reinvented as necessary to fit the specific needs of community involvement staff or the Regional Site Team.

The supplemental CD-ROM included in the Toolkit contains electronic versions of many of the materials referenced in the Tool sections, in either PDF format for printing or WordPerfect format for editing and adapting. An electronic version of the Superfund Community Involvment Handbook, EPA 540-K-01-003, is included on the CD-ROM.

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Community Involvement Activities Throughout the Remedial Process Timeline

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# Community Involvement Activities Throughout the Superfund Remedial Process

**LISTING** | **RI BEGINS** | **FS BEGINS** | **PROPOSED PLAN** | **ROD** | **RD BEGINS**

**REQUIRED ACTIVITIES**

Community interviews: *Tab 5*
Community Involvement Plan (CIP): *Tab 7*
Information repository: *Tab 21*
- Establish repository
- Public notice: *Tab 33*

Technical Assistance Grants (TAG) notification: *Tab 41*

Designate Community Involvement Coordinator (CIC)

NPL listing
- Public notice: *Tab 33*
- Public comments: *Tab 31*

RI/FS
- Public Notice: *Tab 33*
- Public comments: *Tab 31*
- Public meeting: *Tab 32*
- Respond to comments

Establish Administrative Record (AR)
- Public notice: *Tab 33*
- Public comments: *Tab 31*
- Respond to comments

Proposed Plan
- Public notice: *Tab 33*
- Public meeting: *Tab 32*
- Public comment: *Tab 31*
- Meeting transcript
- Responsiveness summary: *Tab 36*

Explanation of Significant Differences (ESD)

Comment period on significant changes: *Tab 31*

Consent decree
- Public notice: *Tab 33*
- Public comment: *Tab 31*

Public notice: *Tab 33*
Public comments: *Tab 31*
Revise CIP: *Tab 7*

Explanation of major ROD changes

Proposed ROD amendment
- Public notice: *Tab 33*
- Meeting transcript
- Responsiveness summary: *Tab 36*

Final design
- Fact sheet: *Tab 15*
- Public briefing

Notice of Intent to Delete
- Public notice: *Tab 33*
- Public comments: *Tab 31*
- Respond to comments
- Publish final rule

| Discovery | PA/SI | Listing Process | RI/FS | Pre-ROD | Post-ROD | RD | RA | O&M | De-listing |
|---|---|---|---|---|---|---|---|---|---|

**RECOMMENDED ACTIVITIES**

Meet with local officials & opinion leaders

Risk communication: *Tab 37*

Set up toll-free phone line: *Tab 42*

Press release

Fact sheet: *Tab 15*

Public meeting *before* RI begins: *Tab 32*
Regular fact sheets: *Tab 15*
Regular community visits
Workshops on issues missed in CIP: *Tab 46*
Community advisory group: *Tab 4*
Media visits: *Tab 25*
Availability/poster sessions: *Tab 30*
Speak to schools & civic groups
Regular briefings for local officials & opinion leaders

Fact sheet to explain process: *Tab 15*

Fact sheet: *Tab 15*
Public meeting at 75% of RD: *Tab 32*

Work with local college science class to review site information: *Tab 22*

Publish weekly work schedule & update

Regular briefings

"Grand Opening" event: *Tab 38*

"Changing of the Sign" ceremony, etc.: *Tabs 2 & 38*

# Community Involvement Activities Throughout the Superfund Removal Process

REQUIRED ACTIVITIES

### REMOVAL SITE EVALUATION

### TIME CRITICAL ACTIONS
*(less than 6 months before on site activity must begin)*

- Designate Agency spokesperson
- Publish notice of availability of Administrative Record: *Tab 33*
- Public comment period (minimum 30 days): *Tab 31*
- Respond to comments

### REMOVAL ACTIONS
*(on site actions beyond 120 days)*

- Conduct interviews: *Tab 5*
- Prepare Community Involvement Plan (CIP): *Tab 7*
- E stablish information repository: *Tab 21*
- Inform public of repository
- Provide notice of availability of Administrative Record: *Tab 33*

### NON TIME CRITICALS
*(with a planning period greater than 6 months)*

- Establish information repository: *Tab 21*
- Establish Administrative Record
- Prepare approval memo for EE/CA phase
- Conduct interviews
- Develop Community Involvement Plan
- Publish notice of availability and brief description of EE/CA in a newspaper: *Tab 33*
- Public comment: *Tab 31*
- Respond to comments

### POST-REMOVAL SITE CONTROL

| Discovery | Removal PA/SI | Time Critical Actions | Removal Action *(EE/CA precedes removal action for non-time criticals)* | Post-Removal Site Control |
|---|---|---|---|---|

RECOMMENDED ACTIVITIES

### REMOVAL SITE EVALUATION

Meet with local officials

Coordination with OSC

### TIME CRITICAL ACTIONS
*(less than 6 months before on site activity must begin)*

Public meeting *before* EE/CA: *Tab 32*
Regular fact sheets: *Tab 15*
Regular community visits
Workshops on issues missed in CIP: *Tab 46*
Media visits: *Tab 25*
Availability/poster sessions: *Tab 30*
Speak to schools & civic groups
Regular briefings for local officials
Informal activities: *Tab 20*

### REMOVAL ACTIONS
*(on site actions beyond 120 days)*

### NON TIME CRITICALS
*(with a planning period greater than 6 months)*

Fact sheet to explain removal action alternative chosen: *Tab 15*

### POST-REMOVAL SITE CONTROL

# Brownfields

## Description

EPA defines brownfields as abandoned, idled or under-used industrial and commercial properties where expansion or redevelopment is complicated by real or perceived contamination.

EPA launched the Brownfields Action Agenda in 1995 as a comprehensive approach to achieve environmental cleanup and economic redevelopment of these sites. The Action Agenda has empowered states, communities, and other stakeholders to work together to prevent, assess, clean up, and sustainably reuse brownfields. EPA identified and addressed barriers created by regulations, guidance, and administrative practices, and recommended swift, aggressive measures for change within the context of the existing Superfund law. EPA accomplished all of its commitments under the Action Agenda, including the development of pilot project policies clarifying liability, job training and development, federal/local partnerships, and outreach.

The Brownfields Assessment Demonstration Pilots are a key component of brownfields. They are intended to provide EPA, states, Native American tribes, municipalities, and communities with useful information and strategies as they seek new methods to promote a unified approach to site assessment, environmental cleanup, and redevelopment. Hundreds of Brownfields Assessment Demonstration Pilots have been awarded under the EPA Brownfields Economic Redevelopment Initiative. Today, these pilots are revitalizing neighborhoods and creating jobs as brownfield properties are redeveloped.

After meeting the original goals set forth in the 1995 Action Agenda, EPA expanded its efforts and, in 1997, announced the Brownfields National Partnership Action Agenda. A major goal of this Agenda is to coordinate future work on brownfields with 15 other Federal departments. The EPA Brownfields Economic Redevelopment Initiative has been expanded to represent a new generation of partnerships between the Federal government and local communities. The Small Business Liability Relief and Brownfields Revitalization Act, passed early in 2002, codified the national Brownfields agenda.

## Using the Resource

### Community Involvement

Brownfields projects bring together diverse groups from the community, such as residents, business and property owners, developers, planning commissioners, lenders, and environmentalists. To encourage community involvement, pilot recipients have organized speaking engagements with professional, political, and community groups; sponsored conferences, discussion forums, and workshops; collaborated with local community colleges to hire interns to help with public participation activities; developed Internet Web pages; established hotlines; and produced local cable television programs.

CIC participation in brownfields pilots can take many forms. In general, CICs collaborate with Regional Brownfields Coordinators and other brownfields team members on a plan to make the best use of available personnel. Depending on your level of involvement, as an EPA representative, you may have to respond to questions about regulatory requirements, insurance, liability, extent of contamination, and condition of the property.

### Brownfields Pilots and Application Process

Brownfields Assessment Demonstration Pilots are awarded periodically throughout the year. Application deadlines are announced when award dates are determined and are published in the *Federal Register*.

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September 2002

# Brownfields

States, political subdivisions of states, such as cities and counties, and tribes are eligible to apply for pilot grants. Applicants are required to submit applications using *The Brownfields Economic Redevelopment Initiative: Application Guidelines for Brownfields Assessment Demonstration Pilots* (October 96-EPA 500-F-96-067). Additional information regarding the applications may be obtained by calling the ***Resource Conservation and Recovery Act (RCRA)***/Superfund Hotline at (800) 424-9346 or (703) 412-9810 or querying EPA's Brownfields home page on the ***Internet***: *www.epa.gov/brownfields*.

See Other EPA Programs, Tab 27; Internet, Tab 10

## Tips

- Only states, political subdivisions of states, and tribes are eligible to apply for pilot grants. Other types of assistance are available for non-profit organizations and community members.
- In addition to EPA, 15 other Federal departments are providing new resources and coordinating their activities with the brownfields program through the Brownfields National Partnership Action Agenda.
- As a CIC you might serve as a facilitator of, or EPA representative in, community partnerships. Your expertise may be needed to help guide stakeholder decisions about sites.

## Related Tools in the Toolkit

- Community Involvement Plans, Tab 7
- Community Profile, Tab 8
- Cross-Cultural Communications, Tab 12
- Fact Sheets, Tab 15
- Federal Agencies, Tab 16
- Local Resources, Tab 22
- Other EPA Programs, Tab 27
- Partnering, Tab 28
- Presentations, Tab 29
- Public Availabilities, Tab 30
- Public Meetings, Tab 32

## Outside Sources of Information

- EPA Brownfields home page: *www.epa.gov/brownfields*

# Citizen Recognition

## Description

It is important to acknowledge acts of good citizenship. A public "thank you" offered by EPA to a citizen or group of citizens demonstrates a working relationship between EPA and the community. It also reinforces the Agency's commitment to the community.

There are many ways to recognize citizens who have been helpful. Be creative, but the most important thing to remember is to make sure that the recognition is meaningful to the citizen. If you don't know what would be meaningful to a special citizen, consider asking his or her family and friends for suggestions.

## Required Activity?

No.

## Making it Work

### When to Use

It is appropriate and beneficial to recognize any citizen, group, school, potentially responsible party (PRP), or other entity who has demonstrated a high level of involvement in a helpful manner, or assisted you in achieving accomplishments.

Such recognition can be done at any appropriate time. For instance, citizen recognition can occur at a ***Special Event*** celebrating a significant milestone.

See Special Events, Tab 38

### How to Use

Recognition is best done as part of a larger function with the individual's peer group in attendance. The actual venue for the event can be anywhere — their meeting hall, EPA offices, or local government offices. Consider having a special event to recognize several citizens at one time.

The recognition should relate to the site or to EPA, and may use:

- a picture of the citizen with the Regional Administrator and site team members;
- a certificate or a plaque from EPA;
- EPA logo items, such as a golf shirt, T-shirt, pen, lapel pin, notebook, or portfolio;
- a letter of appreciation from the Remedial Project Manager (RPM) or Regional Administrator;
- a V.I.P. seat at one meeting, with acknowledgment of why the citizen is being recognized;
- an Earth Day event, which typically attracts the media.

## Tips

- Think of what would be meaningful to the citizen.
- Invite family members to the celebration; be sure to tell them if it is a surprise.
- Issue a press release and invite the media to the celebration.
- If you get creative, check with your ethics officer to review EPA policies.

# Citizen Recognition

## Related Tools/Resources in the Toolkit

- Special Events, Tab 38

# Communication Strategies

## Description

Communication strategies help you to plan site-related communication with the public, other stakeholders, and your colleagues. Good communication strategies can improve the interactive nature of communication and help CICs receive information from their target audiences.

A communication strategy provides a structure for identifying events (*e.g.*, issues, problems, and actions) that require outreach; considers potential messages and audiences; and develops vehicles to deliver information. A communication strategy helps a CIC to think about and plan community involvement, which saves time and money. Communication strategies maximize shared information and minimize misinterpretations.

## Required Activity?

No.

## Making it Work

A communication strategy is the "why, what, who, when, where, and how" of relaying information (See "Communication Strategy Steps," below, for a detailed discussion). A communication strategy details the message, audience, potential vehicles, resources required, and feedback mechanisms. Communication strategies are blueprints for building a campaign to inform, and to be informed by others. Communication strategies also can be used to expedite the flow of information in sudden, unfolding events. More broadly, the analytical processes suggested in this *Communication Strategies* tool can help you think through your work at a site.

### When to Use

When events or issues are complex or potentially sensitive, a communication strategy helps you to organize information and identify the concerns that may arise from such issues. By planning ahead with a communication strategy, potential misunderstandings about difficult issues can be avoided. Keep in mind that communication strategies are available to the public via the Freedom of Information Act. A communication strategy also should be used when time is of the essence. A successful communication strategy should ensure rapid information exchange during emergencies. A communication strategy encourages an early analysis of participants and their roles so that expectations and communication needs can be identified and fulfilled throughout an event or project. The communication strategy should be incorporated as part of the ***Community Involvement Plan***.

See Community Involvement Plans, Tab 7

### How to Use

A communication strategy is a list of messages, audiences, potential message vehicles, resources required, and feedback mechanisms to meet the unique communication needs of a Superfund Site. These needs are outlined in the ***Community Involvement Plan*** prepared for each site. In these cases the Community Involvement Plan serves as a communication strategy for the site. Message-specific communication strategies contain the exact details of message content, audience, and delivery for the individual messages you will develop. You will develop one overall communication strategy and many message-specific strategies. Listed below are descriptions of the *basic steps* for writing communication strategies. They are organized by: Why, What, Who, When, Where, and How.

**Last Updated:** September 2002

# Communication Strategies

## Why

The first step in developing a communication strategy is to determine why the communication is necessary. Toward this end, you should spend some time defining a single, focused message that requires communication. Ask yourself: *What is the issue to which EPA is responding?* or *What is the action that EPA is taking that warrants development of a strategy?*

Also, decide what you want to achieve with the communication. Are you are providing information, increasing awareness, encouraging action, building consensus, changing behavior, promoting community participation, resolving conflict, asking for a response, or something else? Your communication goal, once developed, can be stated as part of your message: "Act Now" or "Get Involved."

## What

To determine what you want to communicate, identify and define all messages. This step in creating a communication strategy might involve a brainstorming session where all possible message ideas are listed. Once listed, the messages can be studied and stated more completely. Next rank message priority. Focus on two to three key messages and rank them by importance, timeliness, or other factors. While your strategy's approach for communicating might be based on Superfund cleanup pipeline milestones, the approach should be flexible enough to adapt as site characteristics and schedules unfold.

## Who

To determine who you are communicating with, identify all potential audiences. Once messages are identified, ask yourself: *Who is involved, affected, interested? Is there an obvious audience? Why are they obvious? Are there others who may be affected? Are there traditionally under-represented groups that need to be reached? What information do they already have? What information do they need? What are their concerns? How are they likely to react?* By answering the potential audience questions (see above) you will improve the effectiveness of the message and increase the efficiency of the delivery mechanism to be developed (see **How**, below). For help, consider the varied audiences who are likely to attend the events listed below in **Where**.

## When

Identify when communication will be best received. This involves thinking about whether your audience prefers to be reached on weekdays or weekends, mornings or evenings, at work or at home. Build in time for producing materials and advance notice of events.

## Where

Consider options for where the message will be delivered. When and where a message is best delivered are closely related ideas. As an exercise toward understanding this relationship, you might brainstorm about potential places and settings where messages might be delivered (see below, "Related Tools/Resource in the Toolkit"). Here are a few options:

- Availability sessions/open house
- Celebrations/special events
- Community interviews
- Community visits
- Focus groups

- Media, including cable TV, display ads, news releases, and press conferences
- On-scene activities
- Public hearings
- Public meetings
- Public or private schools
- Workshops

An important reminder: all meetings, presentations, and gatherings held at a public facility must meet the requirements of the Americans with Disabilities Act (ADA). For information on ADA requirements, visit the Center for Independence (CFI) ***Internet*** site: *www.gj.net/~cfi/index.htm*. The site includes weekly updates and information about making your public space accessible: For a free copy of the ADA Guide for Small Businesses, published by the U.S. Department of Justice, call CFI at (970) 241-0315.

See Internet, Tab 10

Analyze how the setting might affect the message. Once you have made a list of all potential settings for message delivery, analyze how the settings might affect the way your messages will be received. Will the setting be formal or informal? Perhaps "good news" should be shared in formal settings and "bad news" in informal settings—or vice versa. If the place where you plan to deliver a message is sponsored or "owned" by a particular group or sponsor, how will this color your message? Such analysis will enable you to harmonize place of delivery with message, which will help your audience feel your communication is substantively clear and appropriately delivered.

## How

Determine measures for success. Determine how you will know if your communication goals are met. Measures of success may be quantitative, such as the number of people reached or the number of messages disseminated. Measures also may be qualitative, in that they describe the quality of the messages and the types of change brought about by their delivery. Consider a formal assessment of your communication efforts through the ***Community Involvement Impact Analysis*** project.

See Community Involvement Impact Analysis, Tab 6

Explore vehicles and tools for delivering the message. How will you reach key stakeholders? Who will take what actions? A thorough understanding of related activities in this toolkit will lead to easier choices for how to present messages (see below, **Related Tools/Resource Sections**). Being the site CIC, you will know which delivery points are likely to produce the best results. Note that the reach and impact of your message will increase if the same message is distributed via multiple vehicles more than one time. Some of the vehicles and tools for delivering the message include:

- Briefings
- Exhibits
- Internet
- Mailing information
- Presentations
- Public notices
- Responsiveness summaries
- Telephone

- Translations of documents into second languages
- Videos

Ensure quality by identifying resource needs. Many of the best communication strategies are also the most cost-effective. For example, consider the speed and persuasive power of simple word-of-mouth information exchange. Your resource needs for such an approach are minimal. When planning your strategy, consider the types of resources you will need to ensure quality delivery of your message. In assessing your total communication budget, ask yourself, "What resources are readily available to me that will provide low-cost delivery options?" Once you have identified needs and resources, review potential constraints you might face and develop strategies for overcoming these challenges. For example, if you determine TV is the only vehicle for a message about risk but find that local television time is too expensive, try purchasing one key spot during a crucial viewing hour.

Deliver the message. This involves the actual use of the vehicle or tool to get the message to the audience. This step is not as simple as it sounds. Because this is the moment of interaction with your audience, your delivery should have style and integrity. Be yourself during this step; let your audience get to know you. At the same time, there may be circumstances when others would be better messengers (*e.g.*, risk experts).

After delivery, gather and review feedback. Be sure that you establish mechanisms for audiences to provide feedback. This will help you meet their information needs as project and message priorities change over time. The feedback will help you evaluate progress. Finally, encourage feedback by showing the audience how their input was used. Evaluate the results and refine strategy. Based on audience feedback and measures for success, evaluate the implementation of your strategy. What are its strengths? Where can it be improved? How should your strategy be amended to ensure continued effectiveness?

### Message-Specific Communication Strategy Steps:

A message-specific communication strategy will employ many of the steps above, but will emphasize three components: message (what), audience (who), and delivery (how). Such strategies differ from overall strategies by requiring the CIC to:

- strategically narrow the definition of the message to one or two ideas;
- analyze the audience to ensure they are the people who need the message; and
- choose the most appropriate delivery mechanism from those identified in the strategy.

Remember, while you will develop only one overall communication strategy, you need to develop many message-specific strategies. Message-specific strategies should be limited to only those elements necessary for communicating efficiently and effectively. No extensive analyses of measures for success or resource requirements are needed. Although message-specific strategies can be less formal than the overall strategy, CICs should still commit some time to evaluating their implementation—there are important lessons to be learned from each communication effort.

## Examples

### Example 1: Opportunity for Public Review and Comment of Proposed Plan

One CIC faced the challenge of informing site stakeholders about an opportunity for review and comment on the proposed cleanup plan. After identifying the message and the audience,

the CIC decided to hold a public meeting to announce the opportunity and to invite interested parties to a public participation workshop. By holding the public meeting at a library on a Saturday afternoon, he captured a wider audience than if he had held it during a weeknight. He then identified participants to attend a workshop for the following Saturday. The workshop included information about: 1) requirements for public review of and comment on site activities, 2) pros and cons of the process, and 3) how citizens can maximize their contributions. A workshop hand-out offered step-by-step guidance for reviewing the site information (including what to look for) and for filing comments. The result: more than half of the workshop attendees submitted comments on the proposed cleanup plan.

### Example 2: Deletion of the Site from the NPL

At a Superfund site where the cleanup was completed, enabling site deletion from the NPL, the CIC crafted one final message-specific strategy. First, she recognized that her challenge was to reach a statewide audience. Of course, local citizens wanted to take credit. But the CIC also realized that communicating a deletion from the NPL should include both State and regional officials who can ultimately give the cleanup success the attention it deserves by holding news conferences or communicating with their representatives in national government. So, she decided to let political networks help spread the word of the success. Next, she considered ways to frame the success. The successful site cleanup was primarily due to community partnerships and an important technological advancement developed at the site that cut cleanup time by 50 %—these became the focus of her message. Once she had considered her audience and framed the message, she reviewed the many delivery vehicles available to her. She felt any of the media tools outlined in the Toolkit would be good choices, especially those that lead to high visibility communication—network/cable television or a front-page newspaper article. By pushing the technological breakthrough angle, her message got regional front-page coverage.

## Tips

- A communication strategy should be thorough, but not too elaborate. Since a communication strategy is just one of many tools available to CICs, do not try to write the definitive plan; just do your best and move on to the next task.
- A communication strategy should not replace the process of actually communicating with your customers.
- A communication strategy should be flexible enough to allow for changing messages.
- Consult your strategy often to remind yourself of your goals, messages, and audiences.
- Your message-specific strategies should define the most important ideas to communicate.
- Document successes and shortcomings to learn how your strategy might be improved.
- Work with your press officers to develop and implement the communication strategy, particularly at milestone events in the Superfund process.
- Revise your strategy if it is not producing results.
- Incorporate your strategy into the site ***Community Involvement Plan***.

# Communication Strategies

## Related Tools/Resources in the Toolkit

- Community Interviews, Tab 5
- Community Involvement Plans, Tab 7
- Community Profile, Tab 8
- Cross-Cultural Communications, Tab 12
- Exhibits, Tab 13
- Focus Groups, Tab 17
- Informal Activities, Tab 20
- Internet, Tab 10
- Mailing List, Tab 23
- Media, Tab 25
- On-Site Activities, Tab 26
- Presentations, Tab 29
- Public Meetings, Tab 32
- Public Availabilities/Poster Sessions, Tab 30
- Public Notices, Tab 33
- Responsiveness Summaries, Tab 36
- Special Events, Tab 38
- Technical Assistance for Communities, Tab 41
- Telephone, Tab 42
- Translations Services, Tab 43
- Videos, Tabs 45
- Workshops, Tab 46

## Attached Items Within this Tool

- Attachment 1: Sample Communication Strategy
- Attachment 2: Communications Strategy Matrix
- Attachment 3: How to Develop a Communication Strategy

## Outside Sources of Information

- *Communicating With the Public: Ten Questions Environmental Managers Should Ask.* (For copies, please contact the Center for Environmental Communication, The State University of New Jersey, Rutgers, Cook College, P.O. Box 231, New Brunswick, New Jersey, 08903-0231. Telephone: (908) 932-8795. Fax: (908) 932-7815.)

# Attachment 1: Sample Communication Strategy

## An Informal Communication Strategy for Producing A Fact Sheet

*Not every communication strategy has to be a formal, multi-page document with extensive details. For example, you might simply sketch an "Elements" matrix and then answer a series of questions to narrow the issues.*

**Q. What is the specific message to be conveyed?**

**A.** While a mercury release has received extensive media attention, the limited release of mercury onto a 3-by-7 foot patch of soil at the site does not pose a public health threat. Nonetheless, parents should continue to warn their children to stay away from the site.

**Q. Who *really* needs to know?**

A. At first thought, probably just those adjacent to the site. However, the extensive media attention changes the scope of the task. Broad media communication will be necessary to counteract the media's message and convince the public there is no immediate threat.

**Q. Why not use a public meeting instead of a fact sheet?**

**A.** One public meeting would capture only some of the many potential target audiences for the message. A fact sheet can be more broadly disseminated and provides written material that can be easily reproduced and referenced again and again. Perhaps the release of the fact sheet might occur at an initial public meeting, thus combining two powerful communication vehicles.

**Q. How much will correcting the perception created by the media cost in time and dollars?**

It might cost very little if the media can be convinced to correct their story or even print/air a new story about the actual minimal risk created by this incident.

**Q. What else should I be thinking about?**

**A.** Local homeowners might be experiencing considerable fear and anxiety about the release and risks to their families. It is important to move fast and to be very clear about the message: there is no health threat from the mercury release.

# Attachment 2: Communications Strategy Matrix

## One Method for Considering the Elements of Your Strategy

| Message | Audience | Potential Vehicles | Resources Required | Feedback Mechanism |
|---|---|---|---|---|
| Unexpected Release at Site | Public within 5-mile radius; beyond as appropriate | • Briefing<br>• Fact Sheets<br>• Press Release<br>• Public Meeting | Primarily time, perhaps renting meeting space—unless a local library can provide space | • Survey at time of message delivery (*e.g.*, random telephone survey)<br>• Attendance list to make a few follow-up calls |
| Release of Proposed Plan for Public Comment | Active citizen participants; Community Advisory Group; public as appropriate | • Public Meeting<br>• Public Notices<br>• Select Media Vehicles<br>• Workshop | Meeting space; 4-6 hours of meeting time, depending on approach; as a "rule of thumb," workshop preparation should require at least twice as long as workshop delivery (*i.e.*, for 2-hour workshop, at least 4 hours of preparation) | • Attendance list to make a few follow-up calls<br>• Workshop evaluation form |
| Official Deletion from NPL | All stakeholders from local citizens to State and Regional government officials | • Celebration or Special Event<br>• All Media Vehicles<br>• Public Meeting<br>• Open House | An article was written to announce the deletion and groundbreaking technology used. It also highlighted the site's new beginning as a parking lot for the busy shopping area. | • Final site closeout survey to obtain feedback on community involvement and cleanup process |

## Attachment 3: How To Develop a Communication Strategy

The communication strategy is your plan for providing information and getting input about a specific issue. Here is a step-by-step approach for developing a communication strategy:

**Issue: What is the issue/problem/action about which you need to communicate?**

It is important that you know exactly what issue will be the focus of your strategy. If you try to communicate too many issues at once, you will confuse those you want to reach.

**Goal: What do you want to achieve with your communication strategy?**

- Do you only want to inform your audience?
- Do you want to make your audience aware of a problem?
- Are you trying to encourage your audience to take action?
- Are you trying to get your audience to change its behavior?
- Do you want information back from your audience?
- Do you want to involve them in solving the problem in addition to informing them about it?

**Audience: Whom do you want to reach with your communication?**

You will need to decide what groups or individuals you need to reach. To do this, determine who the stakeholders are. Ask yourself:

- Who is affected (or thinks they are affected) by the issue/problem/action?
- Who needs to be part of solving the problem?
- Who can stop you from addressing the problem?
- Who else needs to be involved?
- Who just needs to be kept informed?
- With whom do you need to coordinate your communications (and how will you do that)?

You may have different communication goals and need to use different communication tools for different groups of people.

**Constraints: What are the difficulties you face in implementing your strategy?**

It is important that you honestly identify the factors that will make accomplishing your goal difficult and think about ways to overcome these difficulties. For example:

- Do you have limited resources?
  - How can you best use the resources you have available to you?
  - Who might help?
  - Where can you get more resources?
- Do the groups you want to reach agree that there is a problem? (If they do not agree, it will be difficult to get them to help, and you must determine how to make them see the problem.)

**Concerns: What are the concerns of various groups about this issue/problem/action?**

You will need to identify the concerns that various other groups of stakeholders or other individuals have about what you are doing.

- What can you do to remove or reduce these concerns?
- How will you communicate this information?

**Information Needs: What information do you need to gather?**

In order to effectively implement your communication strategy, you may need to gather some information. For example, ask yourself:

- What are the names, addresses, and phone numbers of the persons you want to reach?
- What newspapers are available to the community?
- Are some more effective at reaching the groups you want to reach?
- What is their policy on letters to the editor?
- Who is the editor and who is a key reporter?
- Is there data you need to support your message?

**Message(s):**

Do not try to convey too many messages in any one communication. It is better to communicate a few clear messages than to say too much and confuse your audience. Before you deliver your message in person, be sure to practice and anticipate the questions you may receive. Ask yourself:

- What is the clearest, most effective way to phrase what you want to say?
- What questions are you likely to receive if you say what you plan to say?

**Communication Tools:**

Not all tools are equally effective for every purpose. Some are better for providing one-way information, while others are best suited for generating two-way discussion. Some are designed to reach large numbers of people, while others work best with a small group. Some are very expensive to use, others are not costly. Ask yourself:

- What communication methods will most effectively reach the group(s) that you want to reach and achieve your communication goal?

**Budget/Resources:**

Ask yourself:

- How much money do you have to implement the strategy?
- How will you spend it?
- What other resources are available — volunteers, donated in-kind resources?

**Timing:**

Ask yourself:

- Do some communication activities need to happen before others?
- Do you need to tie your communications to other events?

**Activities/Schedule:**

Develop a step-by-step list of communication actions. Include the planning steps needed to implement the activities.

# Community Groups

## Description

Working with a variety of community groups is an effective way to encourage discussion of the needs of diverse segments of the community. Community groups include familiar organizations, such as the Lions, Kiwanis Club, Rotary, Parent-Teacher Associations, church-sponsored groups, Boys and Girls Clubs, environmental groups, and Neighborhood Watch groups. Other community groups are less-familiar organizations, such as local homeowner associations, tenant organizations, gardening clubs, arts groups, and beautification committees. While these groups may not focus specifically on environmental or hazardous waste issues, they can provide the site team with early insight into community dynamics. The involvement of community groups can help the site team to reach particular segments of the population and obtain important site-related information.

## Required Activity?

No.

## Making it Work

### When to Use

Working with community groups is most effective when a broad range of groups are contacted early and kept informed and involved throughout the decision-making process. Involvement of community groups is particularly useful at sites with significant environmental concerns and at sites where there are diverse community perspectives. Reach out to community groups during the community information-gathering phase; this will help you to obtain information about community issues, concerns, needs, and outreach products to include in the ***Community Involvement Plan***. Work with community groups before important decisions are made, even if only a few groups are involved.

See Community Involvement Plans, Tab 7

### How to Use

Include research on community groups in each phase of the information-gathering process. For instance, during ***Community Interviews***, ask residents to identify community groups and organizations they belong to, and which they consider to be influential in their community. Contact community groups to learn more about their officers and activities and how you can participate in them. Set up a table at a civic association function or make a presentation to the PTA. Then include representatives of key community organizations in ***Focus Groups*** to gain understanding of stakeholders' views and to gather community input on site activities. Also, use community groups' existing communications vehicles—newsletters, bulletin boards, meetings, and mailing lists—to disseminate information about site activities.

See Community Interviews, Tab 5; Focus Groups, Tab 17

## Tips

- Community groups can be particularly helpful in outreach to low-income and disadvantaged residents who can be hard to reach through traditional community involvement channels.
- Ask where low-income and other disadvantaged residents go for information, and what community groups they trust. Then ask people from these community groups for advice.
- Start early and build partnerships with community organizations. Ask for a meeting to discuss the hazards faced in the community and to explain what EPA is doing.

**Last Updated:** September 2002

# Community Groups

- Be willing to take important information to the people who need it. For example, consider holding a special meeting with disadvantaged and other hard-to-reach groups. This is particularly important at the beginning of the process in order to build trust and encourage active participation when crucial decisions are being made.
- Make a long-term commitment. Don't expect instant acceptance. Be patient and respect each organization's decision-making process. Understand that you will have to build credibility first, and that can take time.
- Use the communications networks the community already trusts. Church groups can be very effective in reaching various groups in the community. Community health clinics, English-As-A-Second-Language programs, Boys and Girls Clubs, senior centers, and Head Start programs are excellent ways to reach disadvantaged and other hard-to-reach stakeholders in many communities.
- Remember, the messenger can be as important as the message. People are more likely to listen to people and groups they already know and trust. A flyer received from a trusted community organization has instant credibility; the same flyer sent through the mail or received from a stranger may not.
- Enlist help from community organizations for translations. If there is a significant foreign-language group in the community, there probably is at least one community-based organization that works on community issues affecting these residents. Contact the group and ask someone to provide input for, review, and help translate your materials.

## Related Tools/Resources in the Toolkit

- Communications Strategies, Tab 3
- Community Interviews, Tab 5
- Community Involvement Plans, Tab 7
- Focus Groups, Tab 17
- Technical Assistance Grants, Tab 41

# Community Advisory Groups

## Description

Community Advisory Group (CAG) is a term EPA uses to define a committee, task force, or board comprised of residents affected by a hazardous waste site. CAGs enhance public participation in the cleanup process by providing a public forum where representatives of diverse community interests can discuss their concerns and learn from each other.

See Federal Agencies, Tab 16

Groups similar to CAGs are supported by other agencies. The U.S. ***Department of Defense's*** (DoD) Restoration Advisory Boards are an expansion of DoD's Technical Review Committee concept. The boards, formed at operating and closing installations and Formerly Used Defense Sites, provide a forum for exchange of information and partnership among citizens, the installation, EPA, and the State. The U.S. ***Department of Energy's*** (DOE) Site Specific Advisory Boards involve stakeholders at DOE sites more directly in cleanup decisions. The boards provide input and recommendations on environmental restoration, waste management, and technology development activities. Membership in the boards includes interested stakeholders from local governments, Native American tribes, environmental and civic groups, labor organizations, universities, industry, and other interested parties. The ***Agency for Toxic Substances and Disease Registry's*** (ATSDR) Community Assistance Panels provide a mechanism for citizen participation in its public health assessment and consultation programs related to federal and non-federal hazardous waste sites. Panels are comprised of persons living and working near the sites and other interested parties.

## equired Activity?

No.

## Making it Work

Since the formation of Community Advisory Groups is encouraged and facilitated by EPA, this section focuses on CAGs.

### When to Use

CAGs may not be appropriate for every Superfund or other hazardous waste site. CAGs are particularly useful at sites with significant environmental justice concerns or diverse community perspectives. By encouraging the formation of a CAG, EPA can empower the community to present and discuss its concerns and views with EPA and other relevant agencies.

Activities involving CAGs are targeted at fulfilling the expectations of Congress and the public for more efficient cleanups and for making future land use decisions that are responsive to community needs. Through these groups, the sponsoring agencies can provide communities with access to the decision-making process that goes beyond traditional community involvement programs.

### How to Use

The Agency has developed the *Community Advisory Group Toolkit for EPA Staff*. The *Toolkit* contains information, advice, camera-ready materials, and other tools designed to assist CICs and other EPA personnel in working with CAGs. A similar *Community Advisory Group Toolkit*, designed for use by the community, also has been developed. While the *Community Advisory Group Toolkit for EPA Staff* was designed for use with CAGs, much of the toolkit may be used in other programs and authorities. In addition to *Toolkits*, EPA has issued *Community Advisory Groups: Partners in Decisions at Hazardous Waste Sites*

# Community Advisory Groups

(EPA 540-R-96-043), which presents case studies and lessons learned in implementing Community Advisory Groups at five sites; and *Superfund Today: Focus on the Community Advisory Group Program* (EPA 540-K-96-005).

## Examples

The *Community Advisory Group Toolkit* contains materials—including sample mission statements, a guide for developing operating procedures, information on how to incorporate, tips on how to find additional funding, and many other useful items—that CICs can give to the communities interested in forming a Community Advisory Group. The *Community Advisory Group Toolkit for EPA Staff* contains a camera-ready copy of all these materials, so CICs can reproduce them as needed. Electronic copies also are available, offering CICs the opportunity to adapt material to suit the needs of community groups in their Regions.

The *Community Advisory Group Toolkit for EPA Staff* contains several materials, developed specifically for CIC use. These include:

- Overhead transparencies and accompanying script notes for a presentation, called "Community Advisory Group: Your Voice in EPA Decisions," which explains the Community Advisory Group concept and how a CAG can help citizens participate more fully in the decision-making process.
- "Visioning: A Tool for Community Advisory Groups," which is a brief explanation of the visioning process and how it may be used by CICs to assist CAGs in resolving site cleanup and sustainable development issues.
- "Helping Community Advisory Groups To Incorporate," which is a list of appropriate contacts in each state for use by CICs to assist their CAGs in obtaining materials required for incorporation.
- *Guidance for Community Advisory Groups at Superfund Sites* (EPA 540-K-96-001), which contains EPA guidance on CAGs.
- *Community Advisory Groups (CAGs) at Superfund Sites: A Quick Reference Fact Sheet* (EPA 540-F-96-016). A Spanish-language version of this fact sheet, called *Grupos de Consulta de la Comunidad (CAGs) en Sitios del Superfondo* (EPA 540-F-97-031), is also available.

## Related Tools/Resources in the Toolkit

- Public Meetings, Tab 32
- Technical Assistance for Communities, Tab 41

## Outside Sources of Information

- Copies of the *Community Advisory Group Toolkit for EPA Staff* may be obtained by contacting CIOC at (703) 603-9929.
- Electronic versions of the *Community Advisory Group Toolkit* and *About the Community Advisory Group Toolkit,* a 16-page guide to the *Toolkit*, are available at www.epa.gov/superfund/tools/cag/resource.htm.

# Community Interviews

## Description

Community Interviews are formal information gathering sessions. Typically, they are one-on-one interviews conducted in the citizen's home or office; occasionally, however, phone interviews or ***Focus Groups*** may also be appropriate.

See Focus Groups, Tab 17

Community Interviews are a tool to use to help you construct another, more useful tool, a ***Community Involvement Plan***. Community Interviews allow you to gather information about the site's community and to learn what information the community wants from EPA. Community interviews also can yield information valuable to the site team and establish a positive relationship with the community.

See Community Involvement Plans, Tab 7

## Required Activity?

Yes. The NCP [40 CFR § 300.430(c)(2)(i); 300.415(n)(3)(i); and 300.415(n)(4)(i)] requires the Agency to "conduct community interviews with local officials, community residents, public interest groups, or other interested or affected parties, as appropriate, to solicit their concerns and information needs, and to learn how and when citizens would like to be involved in the Superfund process."

## Making it Work

### When to Use

**During remedial actions**, interviews take place after the site is formally listed on the National Priority List (NPL) and before the remedial investigation/feasibility study (RI/FS) begins. The interviews are necessary for developing the ***Community Involvement Plan***, which must be made final *before* the RI/FS begins. Therefore, the interviews should begin when the site is listed on the NPL, and be completed by the time the Site Team begins preparing the RI/FS work plan. If you used the ***Hot Sites Template*** and determined that a community needs more EPA attention, consider conducting the interviews before the site is listed on the NPL. This will help establish a positive relationship with the community and give the Site Team early insight. Although they can be delayed until the Remedial Project Manager (RPM) knows when RI/FS work will begin, early interviews are more helpful. Early interviews provide information to the Site Team for developing their RI/FS work plan. When updating the ***Community Involvement Plan***, interviews should be done far enough in advance to enable you to complete the ***Community Involvement Plan*** before the deadline.

See Hot Sites Template, Tab 19

The interviews to complete the initial ***Community Involvement Plan*** are less effective after the RI begins and are totally ineffective if they occur after the FS begins. Interviews should not be scheduled during certain times of the year, such as national and religious holidays.

**During removal actions**, begin conducting the interviews as soon as it becomes obvious that the removal action will last more than 120 days or that removal planning will take longer than six months. In both cases, the interviews are necessary to complete the ***Community Involvement Plan.***

Know when special events occur in your community. Without competing with the event, perhaps you can participate or have a table there so that people can talk with you. Avoid the week of April 15 (taxes). It is a stressful week for everyone.

**Last Updated:**
September 2002

# Community Interviews

## How to Use

Meet with the RPM or On Scene Coordinator (OSC) and the Site Assessment Manager (SAM) as a first step; they may have good community insight. They can tell you about potential interviewees and what to expect when you go into the community. They may want you to dig for specific information during the interviews, such as little-known practices that could have contributed to site conditions.

See LandView, Tab 10; Federal Agencies, Tab 16

Try to know as much as possible about the area. Demographic information is valuable. Use ***LandView*** to understand community demographics before you arrive. Check the Geographical Information Systems (GIS) capabilities of your EPA Regional Office. Other online databases such as *Envirofacts, Surf Your Watershed,* and the ***Department of Housing and Urban Development's*** database maps may be useful. Before you begin planning, know from which groups you want to draw your sample of interviewees. Make sure you include all segments of the community.

EPA prefers that CICs conduct interviews personally. The CIC usually brings a contractor to take notes. If possible, have the RPM or OSC present as well, at least for some of the interviews. This helps the RPM understand citizen concerns. If you have limited resources but need to do more interviews, consider using ***Focus Groups*** to supplement the initial 25 interviews. In this way you could easily get data from an additional 30 or more citizens without significantly impacting your resources.

### Who

Consider the role of Potentially Responsible Parties (PRPs) in your interviews. Section 300.430(c)(2)(i) of the NCP directs "[c]onducting interviews with local officials, community residents, public interest groups or other interested or affected parties, as appropriate," and § 300.430(c)(3) of the NCP says that "PRPs may participate in aspects of the community relations program at the discretion of and with oversight by the lead agency."

### When

Depending on the size of the sample, plan on *at least* three days to complete the interviews. Allow an hour for each interview, plus travel time between appointments, time to review each session, time for meals, etc. Set your schedule, then call everybody on the list to make the appointments two weeks before your trip (see sample call in this section). The contractor can make these calls. Do interviews in people's home unless they express another preference.

### How

Interviews should be limited to the individual and perhaps other members of the immediate household. If others come, ask if you can schedule a time just for them.

*It is critical to your success that you be on time.* Dress professionally with cognizance of community standards. Expensive suits are wrong for rural, agricultural communities, but so are bib-overalls and work boots. Some people will dress up for a visit by a federal official, and may view your casual attire as disrespectful. Be mentally prepared for anything. You never know what you will walk into. Try to avoid forming pre-conceptions of the people, the neighborhood, or the homes. Superfund and hazardous waste are alien concepts to the average person and may seem frightening. EPA is not always seen as the good guy by the general public.

# Community Interviews

Spend at least five minutes to establish a relaxed atmosphere, and if you can genuinely give a compliment or find a common interest then do so. Never give an idle compliment. Smile and maintain eye contact.

Consider ***Cross-Cultural*** issues. Examine the cultural behavioral expectations of the community and the interviewee, and modify your behavior accordingly. Often, we think we hear and comprehend an answer, but it is very possible that you have misinterpreted the interviewee's response. Restating the answer helps to ensure that you heard it correctly, and shows the interviewee that you are truly interested in understanding the comment/concern.

See Cross-Cultural Communications, Tab 12

Be aware of your body language. Try to maintain open and friendly body language, no matter what is said or occurs during the interview. Sitting back, slumping, folding your arms across your chest all may convey lack of interest or a closed mind.

Mirror the attitude of your interviewee. This is one of the best methods you can use to put your interviewee at ease. If the individual is extremely formal and proper, you also should be. If the interviewee is very open, friendly and casual, then follow that tone. Remain impartial, never be defensive. You are not there to justify, defend, or explain the Agency's position. As hard as this may be, it is imperative that you remember your goal is to gather information about the site and the community.

Be flexible. Interviews are dynamic. Know what information you need (see accompanying list), but be prepared to respond to the situation of the moment. A planned interview is important, but you must be able to move around the agenda with the person's responses.

Assure anonymity. Many residents fear retribution for talking with EPA. This fear is often justified. Tell your interviewees that the information they provide will be combined with all of the other interviews and will be made public; but also tell them that the information will *not* be attributed to any individual, and that EPA's Office of General Counsel has determined that the list of interviewees and the interview schedule are not to be released.

After the interviews, review each session with those who assisted you. Review sessions as soon as possible, but not in front of the next person's house. Upon returning from the community, meet with the contractor and, if appropriate, the RPM or OSC to discuss the overall "feel" of the interviews. Have the contractor prepare a summary. Then reconvene the contractor and the RPM or OSC regarding the ***Community Involvement Plan*** (*e.g.*, issues to address, draft deadline, etc.) Send thank you notes.

## Tips

- Consider using ***Focus Groups*** rather than interviews for information needs that arise after the ***Community Involvement Plan*** has been drafted.
- Have the RPM present if at all possible.
- Use contractor support to take notes, clarify issues, make sure nothing is missed, and prepare written summaries.
- Do not use a recording device.
- Be on time.

# Community Interviews

- Be prepared by knowing:
  - what information you need,
  - what questions you plan to use to get it and what you plan to do with it,
  - something about the interviewee, and
  - as much as possible about the site and the community.
- Be aware of past interactions the community had with EPA and be prepared for venting.
- Be flexible.
- Use as large a sample of interviewees as possible because:
  - more data means better information;
  - better information means a better ***Community Involvement Plan***;
  - 25 is the minimum, but:
    - a complex site might warrant 100 or more;
    - a small or very remote site might warrant less than 25.
- Use the ***Community Involvement Impact Analysis*** questionnaires in conjunction with the interviews.
- Assure anonymity.
- Manage the interview, keeping it focused and moving.
- When finished, thank the interviewee and graciously exit.
- Send thank you note.

See Community Involvement Impact Analysis, Tab 6

## Related Tools/Resources in the Toolkit

- Community Involvement Plans, Tab 7
- Focus Groups, Tab 17
- Informal Activities, Tab 20
- Hot Sites Template, Tab 19
- Community Involvement Impact Analysis, Tab 6

## Attached Items Within this Tool

- Attachment 1: Target Identification and Considerations
- Attachment 2: Planning/Implementation Checklist
- Attachment 3: Sample Scheduling Call
- Attachment 4: Sample Confirming Letter
- Attachment 5: Information Needed from Interview

# Attachment 1: Target Identification and Considerations

## Interviews should include:

- All residents contiguous to the site
- All residents within known paths of migration
- Local officials—mayor, supervisors/council members, police chief, fire chief, solicitor
- Civic leaders—presidents of service and civic clubs (*e.g.*, Kiwanis, Rotary), Chamber of Commerce officers, PTA officers, principals, teachers, clergy (works best as a group)
- Representatives of public interest groups
- PRPs, as appropriate
- People that repeatedly show up in response to the question: "who else should we be talking to?"

## Considerations regarding the target audience:

- In order to develop an excellent Community Involvement Plan, consider doing more than 25 interviews when:
  - A site is complex,
  - A site is controversial, or
  - The affected community is large, or there are multiple communities.
- If you have the resources, it might be beneficial to:
  - Structure your interviews in concentric geographic circles to see if concerns differ farther from the site, by direction from the site, or from rural to urban
- Use a map of the site and its surrounding areas to:
  - Target the Community Involvement Plan and subsequent activities, and
  - Provide a visual reference of especially contentious areas, to see if you can distinguish a pattern.
- When conducting interviews, bring a site/area map to help interviewees understand the site's location in relationship to them.
- Know your community and consider their special needs, such as:
  - Arrange to bring along a foreign language interpreter, if necessary, or
  - A sign language interpreter for the hearing impaired.
- Remember specific community needs for future community involvement activities so that information is understandable to all.

# Attachment 2: Planning/Implementation Checklist

### INTERVIEW PREPARATION

___ Consult RPM/SAM regarding community
___ Invite RPM to be present at interviews
___ Choose good time to schedule interviews
___ Identify target area/audience for interviews
___ Determine the number of interviews needed for a good Community Involvement Plan (CIP)
___ Obtain map of site and surrounding area
___ Translator needed:
Yes_____ No____
Name_____
Contacted/confirmed_____
Rate_____
___ Contractor needed for support
Yes_____ No____
___ Work assignment in place_____
Name_____
Confirmed_____
___ Prepare the questions to be asked
___ Print up finalized questionnaire to be used

### ANNOUNCEMENT

___ Get phone numbers of interviewees
___ Print out your scheduling call script
___ Determine who makes appointments
CIC_____
Contractor_____
___ Send confirming letter

### BASIC SUPPLIES

___Note pads
___Site and area maps
___Business cards
___Daily appointment schedule
___Directions to each appointment
___Interviewee phone numbers

### AFTER THE INTERVIEWS

___Review interview with RPM and contractor
___Plot especially contentious areas on map
___Plan the CIP
___Establish a deadline for the draft CIP
___Send thank you letters to the citizens
___Mail additional questionnaires

## Attachment 3: Sample Scheduling Call

Hi, My name is_____. I'm calling on behalf of the United States Environmental Protection Agency. By now you are probably aware of the _____Superfund Site in your community. EPA believes that citizens like yourself must have every opportunity to help make decisions that affect your community.

In about three weeks, I will be in your neighborhood. I'll be conducting interviews, and I would greatly appreciate your participation. You were chosen from a list of community members, and your interview will be completely anonymous. Your answers will help EPA get a better picture of what is important about this site. The interview will also help us understand what your community wants or needs from EPA.

I'll be in town the week of _____, on *(give the choice of 4 different days)* and I would like to arrange a time that will be convenient for you to meet with me.

*(If they agree, give an example; Tuesday between 1-2 PM is taken but...)* Great! Can I meet with you at your home? Or is there another location that you might prefer? Let's plan to spend about an hour together, but it could be less.

I'll confirm our appointment before that date. If you need to reach me, please don't hesitate to call me at *(give telephone number)*. Thank you for your participation; your input can help shape this cleanup. I look forward to meeting you on *(Date, day, and time)*.

# Attachment 4: Sample Confirming Letter

Dear X,

Thank you for agreeing to participate in the community interviews for the_____ Site. I enjoyed speaking with you by telephone and look forward to learning more about your concerns about the site and the impact it has had on your community.

To help you get ready for our interview, I have enclosed a questionnaire that I would like to ask you to complete before we meet. This questionnaire will help both of us; it will help you get your thoughts organized for the meeting, and it will help us complete our understanding of (**insert name of town**) needs and concerns about the site. Your answers, which will remain totally anonymous, combined with the answers from other interviews, will help me create a community involvement plan that is specifically designed for (**insert name of town**).

I have enclosed a postage paid business reply envelope addressed to our contractor. When returning the questionnaire; please do *not* put your return address on it.

I have scheduled our interview for X PM on (**insert day and date**). If your schedule changes, I can be reached at (**insert telephone #**). I look forward to meeting you.

Sincerely,

*insert name*
Community Involvement Coordinator

## Attachment 5: Information Needed from an Interview

Answers to the following questions will give you a wealth of information from which to prepare your ***Community Involvement Plan***. These are not meant to be the actual questions you would use during your community interviews; rather, they are the guides around which you should design your interview questions.

1. What does the individual know about the site?
   (Interpretation— you need to determine how much is known and how much is *thought* to be known; how much is accurate)

2. What/who is the source of this knowledge?

3. What does the individual think about the site?

4. What or who is the source of this opinion?

5. Does the individual want more information about the site and what we are doing?

6. How does the individual want to receive that information?

7. Is EPA viewed as a credible, trustworthy source of information?

8. What does the individual want/need to know?

9. What are the individuals fears/concerns/issues?
   Technical (including real risk, immediate versus long term risk), psychological (outrage or perceived risk), social, economic, legal.

10. How does the individual describe community concerns, issues, fears?
    Technical, psychological, social, economic, legal.

11. What is the site history relative to the community?
    Playground, recreation site, pass through, or other?

12. Is there any peculiar behavior relative to the site now?
    Currently in use (legitimate or otherwise), activist, protests.

13. Does the individual want to be involved with the process in any way beyond passively receiving information?

14. Does the individual think the community in general would like some involvement?

15. Is there a local activist or group addressing the site?
    Is this person seen as more/less credible than EPA?

16. What does the individual think the community wants to know?

17. How does the individual prefer to get information about the site?

18. How much does the individual want interaction with EPA?

19. Who else in the community should we be talking with?

20. How are local officials perceived within the community?

21. How are the PRPs perceived within the community?

22. How does the individual typically get his or her information about important issues?

23. What is the most popular newspaper, TV station, and radio station in the area?

24. Are there local radio or TV talk shows that EPA could use?

25. Is there a cable TV operation with local access and local programming?

26. Are there local civic/service clubs that could be useful to disseminate information via speeches?

27. Are there appropriate opportunities to reach children through schools or youth groups?

# CI Impact analysis

## Description

The Community Involvement Impact Analysis Project is designed to determine whether community involvement efforts at Superfund sites are working and, if not, why not. The project consists of written questionnaires and focus groups conducted in communities with Superfund sites to understand how residents feel about community involvement efforts in their area.

## Required Activity?

No.

## Making it Work

### When to Use

You should consider using the impact analysis project when you have a site community that is highly contentious or showing signs of becoming contentious, or when you have the feeling that nothing you try is working with a community. Although you can begin the impact analysis process at any point in the site's evolution, it will be increasingly more helpfuol to you the earlier you begin it. If your initial research into a community indicates a potential to become contentious, it is appropriate and beneficial to implement the impact analysis process in conjunction with the initial ***Community Involvement Plan***. This will give you additional, valuable information to incorporate into your Plan. If you do this, it is then appropraite and beneficial to do follow up activities at strategic points as the site moves along the Superfund pipeline.

See Community Involvement Plans, Tab 7

Typically the impact analysis process begins with, and is often limited to, the written questionnaire. The questionnaire is designed to gather information on community perception of:

- The job being done by EPA to keep the community informed about the cleanup;
- The risk the site poses;
- The effectiveness of various outreach tools; and
- How well EPA is involving community members in the decision-making process.

Focus groups may be appropriate if there is a strong sense of conflict in the community that you want to delve into more deeply than a written questionnaire would allow. They are also appropriate if the written instrument reveals something totally unexpected or a pattern that merits further exploration.

### How to Use

CIOC currently funds this project and hires contractors to apply the instruments, enter data, and prepare conclusive reports with recommendations. If you think you might want to use this tool, contact CIOC's WAM to discuss the site in question, what you want to accomplish, and whether you will use the written questionaire, focus groups or both. If you intend to survey 10 or more people, you will have to get OMB approval of the project.

An actual survey used in the field is included at the back of this tab. Pages 1 & 2 contain the core questions that CIOC has identified as being important regardless of the site; page 3 contains questions developed specifically for this site. You should discuss with the WAM and the contractor whether these are sufficient for your purposes or if there is additional informa-

tion you will want to collect through custom designed questions. In any event, there should be no more than three pages of questions.

Every effort is made to minimize the impact on your workload. However, there are some things you will have to do to make the process go smoothly.

See Mailing List, Tab 23

- provide the contractor with four sets of labels for your site mailing list
- work with the contractor to identify new information to be gathered
- work with the contractor to prepare the letters to be used
- work with the contractor to identify the boundaries of the affected community
- identify and recruit up to 15 participants per session
- identify one or more suitable locations

You will receive a written report following each survey application or focus group. These reports can be used to help you:

- Improve communication with residents by tailoring outreach efforts to meet their needs;
- Stay abreast of developing concerns and head off problems before they get too big; and
- Allocate your time and resources where survey feedback shows they are needed most.

## Tips

◉ Use the impact analysis to "break the mold." Avoid repeating the same community involvement activities over and over only because it has always been done that way. Use the feedback you receive to design outreach activities that fit the individual needs of your site communities.

◉ Look at and use the attached sample reports provided at the back of this tab, and transfer the information to other sites.

## Related Tools/Resources in the Toolkit

◉ Community Interviews, Tab 5

◉ Community Involvement Plans, Tab 7

◉ Fact Sheets, Tab 15

◉ Public Availabilities/Poster Sessions, Tab 30

◉ Public Meetings, Tab 32

## Attached Items Within this Tool

◉ Attachment 1: Sample Impact Analysis Site Questionnaire

◉ Attachment 2: Sample Impact Analysis Site Report (Executive Summary)

## Attachment 1: Sample Impact Analysis Site Questionnaire

# What Do You Think About Public Input At [insert site name] Site?

**The U.S. Environmental Protection Agency (EPA) is cleaning up the toxic wastes at the [insert site name] site in your community. EPA believes the active, meaningful involvement of community members is critical to the success of this cleanup effort. This survey is an opportunity for you to tell us how well we are doing at listening to your concerns about the cleanup and making it possible for you to participate in the planning and decision making process. Please take a few minutes to answer the questions. Your views are important and will help us be more responsive to your needs and interests. This survey is being conducted in accordance with the Federal Paperwork Reduction Act (OMB # 2050-0096). You will need about 10 minutes to answer the questions.**

### Directions:

- Do NOT put your name, address, or phone number on this form.
- Please place an "X" on the box for the appropriate answer.
- Please use the postage paid envelope provided to return this form to our contractors.
- Do NOT put your return address on the envelope.

**1 How do you rate EPA at each of the following?**

| | Very Bad 1 | 2 | 3 | 4 | 5 | Very Good 6 |
|---|---|---|---|---|---|---|
| a. Providing the information you need | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Giving you accurate information | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Making the information easy to understand | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Earning your trust | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Making it easy to get involved | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Understanding your concerns | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Responding to your concerns | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Treating you courteously | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. Having a fair decision making process | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. Using your input | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| k. Explaining decisions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| l. Cleaning up the site | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**2 Can you accept the decisions EPA has made so far about the site cleanup?**

- ☐ Yes
- ☐ No
- ☐ I am not aware of any decisions EPA has made.

**3 How concerned you are about the following in relation to the site in your community?**

| | Not at all Concerned 1 | 2 | 3 | 4 | 5 | Very Concerned 6 |
|---|---|---|---|---|---|---|
| a. The site might harm the health of me and my family. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. The site might harm the environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. The site might hurt property values. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. The site might take away jobs in the community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. The site might hurt business in the community. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**4 How have you learned about the site? (Check all that apply)**

- ☐ EPA mailings (other than this survey)
- ☐ Newspaper articles
- ☐ Radio or TV news
- ☐ Community member
- ☐ Family or friends
- ☐ EPA's Internet site
- ☐ Public meeting or information session held by EPA
- ☐ Direct conversation with someone from EPA
- ☐ Information about the site is "common knowledge"
- ☐ Know someone who worked at the site

**5 How would you prefer to receive your information about the site? (Check the one you most prefer)**

- ☐ Short (1-2 pages), very focused (issue-specific) mailings, sent frequently
- ☐ Longer, general informational mailings, sent periodically
- ☐ Newspaper articles
- ☐ Radio or TV news
- ☐ A knowledgable person in your community
- ☐ EPA's Internet site
- ☐ Short, very focused meetings, held frequently
- ☐ Longer, general informational meetings, held periodically
- ☐ A direct conversation with an EPA representative
- ☐ Other _____

**6 What is the best way to get your participation? (Check the one you most prefer)**

- ☐ Providing opportunities for you to give written comments about the site.
- ☐ Holding public meetings where you can voice your comments about the site.
- ☐ Providing opportunities for you to meet and talk informally with EPA staff.
- ☐ Providing a toll free telephone number you can call with your comments.
- ☐ Forming a community group to discuss citizens' concerns with EPA.
- ☐ Providing opportunities for you to talk with independent experts.
- ☐ Other _____

**7 Please tell us whether you have ever:**

| | Yes | No |
|---|---|---|
| a. Provided information to EPA about the site and its history. | ☐ | ☐ |
| b. Expressed your concerns about the site to EPA. | ☐ | ☐ |
| c. Offered suggestions to EPA about how the site should be cleaned up. | ☐ | ☐ |
| d. Given comments to EPA on things that they have made available for public review. | ☐ | ☐ |
| e. Requested information from EPA about the site. | ☐ | ☐ |

If "No" to any of the above, why not?

**Would you like to see the [insert site name] site redeveloped?**

- ☐ Yes
- ☐ No

**9** **If "yes," how would you like to see the site used in the future? (Please mark the single option you prefer most.)**

- ☐ As a recreational park
- ☐ As a commercial area
- ☐ As an historical landmark
- ☐ Other _____

**If "No," why are you opposed to redevelopment at the site?**

**10** **EPA's Brownfields Redevelopment Program provides incentives to companies to return vacant contaminated industrial properties (or "Brownfields") to industrial use. How helpful do you think this Program would be to redevelop existing Brownfields in your community?**

- ☐ Not at all helpful
- ☐ Somewhat helpful
- ☐ Helpful
- ☐ Very helpful
- ☐ I don't know enough about the Program to make a decision
- ☐ I don't know enough about such sites in the community to make a decision

**11** **How confident are you that the [insert local water resource name] will be clean enough to use for recreational purposes once EPA has completed its cleanup of the [insert site name] site?**

- ☐ Not at all confident
- ☐ Somewhat confident
- ☐ Confident
- ☐ Very confident

**12** **Do you feel EPA should spend part of the site cleanup funds for wildlife and habitat redevelopment around the river?**

- ☐ Yes
- ☐ No

If "No," why not?

**Is there anything else you would like to tell us about this cleanup project?**

**Thank you for taking the time to share your views with us!**

# Attachment 2: Sample Impact Analysis Site Report/Executive Summary

## Final Report
## Community Involvement Surveys
## _____ Superfund Site

## Executive Summary

### Project Background

EPA's Community Involvement and Outreach Center (CIOC) designed and implemented the Community Involvement Impact Analysis Project (the Project) to comply with the requirements of the Government Performance and Results Act of 1993 (GPRA). The goal is to determine how well the Superfund community involvement program is meeting the Agency's goals and the communities' needs. The Project uses written questionnaires, focus groups, and other interview methods to gather feedback from communities affected by Superfund and hazardous waste cleanup sites.

CIOC conducted a pilot project during 19xx and 19xx to develop and test research instruments and procedures. During this time, CIOC identified four measurable "outcomes" that it considers important results of the outreach effort. Research instruments were designed to gather community feedback on these outcomes, and were refined during Phase 2 of the Project, completed in the Summer of 200x. The _____ site is the first site studied in Phase 3, during which the refined research instruments will be used to implement the Project.

### The [insert site name] Site

The _____ site is a fifty-four acre site which produced various chemical compounds and products from 1936 until 1978 at its main plant in _____, _____. EPA and the State of _____ are assessing the levels of dichloro-diphenyl- trichloroethane (DDT), chlorobenzene, carbon tetrachloride, trichloroethylene (TCE), other chlorinated compounds, polybrominated biphenyls (PBBs), copper, chromium, zinc, magnesium and hexabromobenzene (HBB) contamination in site soil, groundwater and sediments in the ____ River. Eating contaminated fish and wildlife from the area near the site poses potential risks to the community. In 1982, EPA, the State of _____, and _____ agreed on a Consent Judgment in which _____ agreed to construct a slurry wall and clay cap over the main plant site. In 19xx, EPA signed an Action Memorandum for a time-critical removal action at the site. The Record of Decision (ROD) was signed on _____, 19xx.

During the month of _____ 200x, written surveys were mailed to 800 randomly selected residents living within a two-and-a-half radius of the site. The purpose of this specific mailing was to gauge EPA's effectiveness at reaching and involving those people considered to be actually or potentially affected by the site, regardless of whether they had identified themselves in any way as being interested in the site. Identical surveys were also mailed to 198 individuals on the site mailing list, in order to compare and contrast their perceptions of EPA's community involvement efforts with those from the random sample.

The overall purpose of the survey is to gather public feedback on the effectiveness of the community involvement effort being conducted at the site. Information was gathered on community perception of:

- The job being done by EPA to keep the community informed about the cleanup;
- The risk the site poses;
- The effectiveness of various outreach tools; and
- How well EPA is involving community members in the decision-making process.

### Summary of Results

A total of 306 individuals completed the survey (229 from the random sample/77 from the site mailing list), which is a 33.08% response rate after accounting for undeliverable mail. Respondents rated the job EPA does at keeping them

informed, for the most part, as mediocre. This may reflect the fact that while the majority of respondents prefer to get their information from EPA, they are not currently doing so. The majority of respondents indicated that they can accept the decisions EPA has made so far about the site, and rated the job EPA is doing at cleaning up the site fairly well. However, respondents are not confident that the ____ River will be clean enough for recreational use when the cleanup is complete, because the cleanup only addresses contamination on part of the River. Interestingly, there are only two areas in which responses from the random sample and the mailing list differ significantly. First, respondents from the random sample believe EPA does a better job at treating them courteously. Respondents from the site mailing list sample, on the other hand, believe that EPA's Brownfields Redevelopment Program would be significantly more helpful to their community than do respondents from the random sample.

### Information and Outreach

Only 31% of the respondents who answered the question have received information about the site from EPA, while 84% have gotten information from newspapers and 35% from radio or TV news. In contrast, respondents indicated that EPA is their preferred source of site information. Reflecting this fact, EPA received mediocre ratings in terms of the job the Agency does at providing information that is accurate and timely. Respondents rated EPA more poorly in terms of earning community members' trust. Respondents indicated that the best way to get information to them is through short, issue-specific mailings that are sent frequently from EPA.

### Perception of Risk

Respondents expressed generally high levels of concern over perceived threats posed by the site to the environment and to human health. Concern over the threat the site poses to the local economy was notably low. This may reflect, in part, the fact that the effect of the site on local jobs and businesses was felt primarily when the plant was shut down, years earlier.

### Public Input and Involvement

Of those who answered the questions, 13.51% have, at one time or another, provided information about the site to EPA; 20.85% have expressed their concerns about the site to EPA; 9.24% have offered suggestions to EPA about how the site should be cleaned up; 10.84% have given comments to EPA on materials released for public review; and 14.40% have requested information from the Agency. Based on written comments from those who answered the questions, the relative lack of involvement on the part of respondents from both samples appears to result from four factors: a general lack on interest in becoming involved; a feeling among respondents that they are not knowledgeable enough to provide input; satisfaction with the job EPA is doing; and a belief that EPA will do whatever it wants, regardless of public input.

### EPA Response to Community Input

Respondents who rated EPA on its responsiveness to public input indicated that they are not particularly unhappy with the Agency. Notably, 73% of those who answered the question and are aware of the decisions EPA has made so far about the site cleanup said they can accept those decisions. Furthermore, a majority of respondents who answered the question rated the job EPA is doing at cleaning up the site on the positive end of the six point scale.

### Redevelopment in the ---------- Community

The vast majority of respondents (85%) indicated they would like to see the _____ site redeveloped when the cleanup is complete, most into a recreational park. Among those opposed to redevelopment, their primary concerns were that the site would never really be safe and that future use would lead to future contamination. Respondents also supported using part of the cleanup funds for wildlife and habitat redevelopment at the site. In addition, 73% of those who felt knowledgeable enough to answer the question believe EPA's Brownfields Redevelopment Program would help their community.

# Community Involvement Plans

## Description

The Community Involvement Plan (CIP), previously known as the Community Relations Plan, is the foundation for the Community Involvement Program. It specifies the outreach activities that EPA will use to address community concerns and expectations, as learned from the ***Community Interviews***. It will help the CIC advise the site team on appropriate activities. Because the CIP is a public document that is readily available to the community, it is also something that local residents can use to make sure that EPA is responsive.

See Community Interviews, Tab 5

## Required Activity?

Yes. For remedial actions, the National Contingency Plan (NCP) [40 CFR §300.430(c)(2)(ii)(A-C)] requires that a CIP be in place before remedial investigation field activities start. "The lead agency shall provide for the conduct of the following community relations activities, to the extent practical, prior to commencing field work for the remedial investigation: (ii) Preparing a formal community relations plan (CRP), based on the community interviews and other relevant information, specifying the community relations activities that the lead agency expects to undertake during the remedial response." The NCP [40 CFR §300.435(c)(1)] further requires that "prior to the initiation of [remedial design], the lead agency shall review the CRP to determine whether it should be revised to describe further public involvement activities during RD/RA that are not already addressed or provided for in the CRP."

For removal actions lasting 120 days or more, the NCP [40 CFR §300.415(n)(3)(ii)] requires that "the lead agency shall by the end of the 120-day period: (ii) prepare a formal community relations plan (CRP) based on the community interviews and other relevant information..." For removal actions with a planning period of at least six months, the NCP [40 CFR §300.415(n)(4)(i)] requires the CIP to be completed "prior to the completion of the Engineering Evaluation/Cost Analysis."

## Making it Work

### When to Use

The Government Performance and Results Act of 1993 states that all government plans should cover a five-year period and be revised every three years. This applies as long as the site is active. Prior to revising a CIP, EPA should determine whether additional community interviews are necessary. The revised CIP can confirm the existing plan or revise it, if necessary, to include new community involvement activities. It may not be prudent to revise a CIP if the site has been dormant for most of the three-year period; however, you should revise it before field work resumes. Also note that "dormant" does not include the remedial investigation time typically spent in the office and lab, during which results are coming in and being analyzed. The CIP is most effective when it changes as the site conditions change. It should be referred to frequently, much like a road map.

### How to Use

Begin CIP preparation with good information. Your most important resource will be the ***Community Interviews***. Also consult the ***LandView*** data base, developed by EPA and the Census Bureau, for an excellent picture of the demographics involved, including the potential need for document ***Translation Services***. Do some research to find any past news articles, editorials, or letters to the editor that give insight into local perceptions.

See LandView, Tab 10; Translation Services, Tab 43

**Last Updated**: September 2002

The CIC usually has the contractor work on some portion of the CIP. Schedule a planning meeting with the Remediation Project Manager (RPM) and, if appropriate, the contractor to establish the tone and direction of the CIP as well as the issues, needs, activities, and deadlines. If you have a contractor do some writing, be sure that *you* receive all deliverables; nothing should go directly from the contractor to the RPM. After you have a revised draft that meets your approval, hand deliver it to the RPM for review, and agree upon a deadline for comments.

Regarding format, the cover page should identify the CIP as an EPA document. The CIP should specify what EPA *will* do, not what EPA *should* do. Although the CIP is site-specific, it should not be about the site. Rather, the CIP should be about how you will involve the community in site cleanup. It should also be issue-specific in that it should identify the community's issues, needs, and concerns. (In cases where one site affects more than one community, the CIP must identify each community and address its issues independently.)

After identifying community concerns, the CIP should identify specific activities, outreach products, or programs that you will use to address the concerns. For example, if groundwater contamination is an issue, identify it as such, and state that "EPA will conduct a series of workshops with a hydrogeologist to explain groundwater." If the health effects of the substances are an issue, then you explain that fact and propose an activity featuring a toxicologist to talk about the site-specific contaminants, their known effects on people, and how they move through groundwater. Establish a time line for activities throughout the pipeline (*e.g.*, "As the site team gets sampling results, we will hold a series of groundwater workshops"), or referenced by seasons (*e.g.*, "By the spring of 2002, we will hold a ...").

See Information Repository, Tab 21

You are the target audience for the CIP; it is your plan to implement. Other audiences include future CICs, the RPM, and the contractor. Moreover, as you write it, remember that the CIP will be placed in the ***Information Repository*** for a community-wide audience.

In general, the content of the CIP should include:

- Overview of the CIP
- Capsule site description
- Community background
- Community issues and concerns (from community interviews, see below)
- Highlights of the CIP
- Community involvement activities and timing (including your ***Communication Strategy***)
- Copy of the interview questions
- Contact list (*not* the private citizens interviewed or the site mailing list)
- Location for public meetings
- Location for the ***Information Repository***, and
- Local media contacts

See Communications Strategies, Tab 3

Interviews are strictly *confidential*. Names, addresses, or phone numbers of private citizens consulted during the community interviews should *not* appear in the CIP. There should be no way to attribute any information or comments to any private citizen. Local officials, interviewed in their official capacity, should be identified in the list of contacts, and their comments may be attributed. This is also true for representatives of the potentially responsible parties interviewed in their official capacity. Leaders of civic clubs, local businesses, or public interest groups are private citizens and should not be identified.

# Community Involvement Plans

For more help on the content, refer to the attached sample, template guide, and template found in this section.

## Tips

- Write it yourself.
  - Meet with the RPM and contractor to define style, tone, and direction.
  - Either personally write it or edit the contractor's work *before* sending it to the RPM.
  - Personally hand the draft CIP to the RPM and agree on a deadline for comments.
- Word the CIP as coming from EPA, not from a consultant.
- Be site-specific.
- Be issue-specific.
  - Identify the community's issues and concerns.
  - Identify the activities and products you will use.
  - Relate the products and activities to specific issues.
- Use quotes from the interviews, but do not attribute unless they are from official sources.

  Establish a time line for community involvement activities.
  - Link it to technical milestones or reference it to seasons or annual quarters.
  - Avoid stating specific dates as deadlines.
- Make it a five-year plan.
- Revise it every three years or as required, whichever comes first.
- Use it and treat it as a living, working document to guide you through the process.

## Related Tools/Resources in the Toolkit

- Communication Strategies, Tab 3
- Community Interviews, Tab 5
- Community Involvement Impact Analysis, Tab 6
- Focus Groups, Tab 17
- LandView, Tab 10
- Translation Services, Tab 43

## Attached Items Within this Tool

- Attachment 1: Community Involvement Plan Template
- Attachment 2: Community Involvement Activities Template
- Attachment 3: Sample Community Involvement Plan

# Community Involvement Plans

## Attachment 1: Community Involvement Plan Template

# COMMUNITY INVOLVEMENT PLAN

********** Superfund Site

Anytown, State

Month Year

U. S. ENVIRONMENTAL PROTECTION AGENCY
REGION __

The U. S. Environmental Protection Agency's (EPA)
Superfund Community Involvement Program is committed
to promoting communication between citizens and the Agency.

Active public involvement is crucial to the success of any public project.

EPA's community involvement activities at the
******* Superfund Site
are designed to

Inform the public of the nature of the environmental issues associated with the site,

Involve the public in the decision-making process that will affect them,

Involve the public in the responses under consideration to remedy these issues, and

Inform the public of the progress being made to implement the remedy.

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| D | Federal Elected Officials | x |
| E | Environmental and Active Citizens Groups | x |
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| I | Repository Locations | x |
| J | Other Local Resources | x |

## Section 1.0
## Overview of the Community Involvement Plan

EPA developed this Community Involvement Plan to facilitate two-way communication between the community surrounding the (***InsertSiteName***) Superfund Site and EPA and to encourage community involvement in site activities. EPA will utilize the community involvement activities outlined in this plan to ensure that residents are continuously informed and provided opportunities to be involved.

This Community Involvement Plan addresses (***InsertSiteName***)'s relationship to the community and EPA (Section 2.0), provides a background of the community (Section 3.0), presents EPA's community involvement program (Section 4.0), and provides a listing of resources available (Appendices). EPA drew upon several information sources to develop this plan, including community interviews and site files. EPA's Regional Office will oversee the implementation of the community involvement activities outlined in this Plan.

## Section 2.0
## Capsule Site Description

### 2.1 Site History

- Detailed chronological history of Site use and ownership relevant to problem at hand
- Hazardous wastes produced by or found at the Site
- When and why EPA intervened
- Community reaction to the Site

### 2.2 Site Description/Location

- Geographical location, size, and surroundings of Site
- Site in relationship to:

  homes

  businesses

  schools

  playgrounds

  lakes

  streams/rivers

  wetlands

  parks

  health facilities

  wildlife species/sensitive ecological areas
- Maps showing location of Site within:

  state/region

  community

  proximity to elements of concern (above)
- A map of the Site itself

### Site Inspections and Cleanup Activities

- Type of hazardous materials present
- Nature of threat to human health and environment
- History of inspections and studies conducted
- Lead agency for the cleanup

## Section 3.0
## Community Background

### 3.1 Community Profile

- Description of the community that analyzes key local issues and interests:

  Community and setting

  Population and/or growth

  Minorities

  Businesses

  Nearby regional centers

  Residential groupings

  Economics

  School system

- The need for translation services, whether a second language for non-English speaking residents or signing for the hearing impaired

### 3.2 History of Community Involvement

- Community actions taken to address problems at Site
- Community perceptions of previous cleanup efforts
- Community perceptions of various levels of government involvement
- Any active PRPs associated with Site or past Site operations

### 3.3 Key Community Concerns

- The analysis of major public concerns uncovered in community interviews

[THIS IS THE MOST IMPORTANT PART OF THE PLAN AS ALL ACTIVITIES ARE BASED UPON IT!]

### 3.4 Response to Community Concerns

- Any community involvement activities EPA undertook in direct response to community concerns before the CIP was prepared

### 3.5 Summary of Communication Needs

- Brief summary of communication needs and desires as identified by the community members interviewed

## Section 4.0
## EPA's Community Involvement Program

The overall goal of EPA's community involvement program is to promote two-way communication between citizens and the EPA and to provide opportunities for meaningful and active involvement by the community in the cleanup process. EPA will implement the community involvement activities described below. The following plan is based on the results of the community interviews described earlier; it addresses each issue that was identified as being important to the community.

### 4.1 The Plan

**Issue 1: (***InsertIssue***)**

Activity 1A: (***InsertActivity***)

- Objective:
- Method:
- Timing:

Activity 1B: (***InsertActivity***)

- Objective:
- Method:
- Timing:

**Issue 2: (***InsertIssue***)**

Activity 2A: (***InsertActivity***)

**Issue X: Keeping the public informed and up to date**

Activity XA: Designate an EPA Community Involvement Coordinator (CIC).

- Objective: To provide a primary liaison between the community and the EPA, and to ensure prompt, accurate, and consistent responses and information dissemination about the site. In those instances where EPA's CIC may be unable to provide adequate information (such as on technical issues), inquiries will be directed to the appropriate EPA contact.
- Method: EPA will designate an EPA CIC to handle site inquiries and serve as a point of contact for community members. The CIC is appointed by the Region __ headquarters. (***InsertName***) is the EPA CIC assigned to the site. (S)He will work closely with (***InsertName***), EPA's Remedial Project Manager for the site.
- Timing: The CIC was designated on (***InsertDate***).

Activity XB: Prepare and distribute site fact sheets and technical summaries.

- Objective: To provide citizens with current, accurate, easy-to-read, easy-to-understand information about (***InsertSiteName***).
- Method: Fact sheets will be mailed to all parties on the site mailing list. In addition, copies will be available at the information repository and in various cooperating business locations in the community.

tion. If formed, EPA will provide administrative support but will not be an active member.

- Timing: EPA will respond to any requests for help to form a CAG. As necessary, EPA will promote CAGs regularly throughout the Superfund process until one is formed.

Activity YC: Make informal visits to community.

- Objective: To help keep community members informed about the site, while providing EPA with feedback about site activities and the community's opinions.
- Method: EPA will establish a presence in the community through informal, often unscheduled visits to talk spontaneously with local residents.
- Timing: Throughout the entire Superfund process.

Activity YD: Solicit comments during a Public Comment Period.

- Objective: To give community members an opportunity to review and comment on various EPA documents, especially the Proposed Plan. This provides the citizens with meaningful involvement in the process and also provides the Site Team with valuable information for use in making decisions.
- Method: EPA will announce each comment period separately. Announcements will appear in local newspapers and EPA fact sheets; they will include particulars on duration, how to make comments, where to submit comments, etc. EPA may solicit comments on the following information/draft documents: draft CIP, draft summary of test results (not individual tests) and initial interpretation, preliminary findings on the RI and a list of possible remedies likely to be considered, preliminary findings of the FS and a brief summary of the leading contender for the proposed remedy, and preliminary plans for implementation and construction.
- Timing: Comment periods will be announced as appropriate. A comment period is required in conjunction with the announcement of the Proposed Plan and will last a minimum of 30 days.

Activity YE: Prepare and issue a Responsiveness Summary.

- Objective: To summarize comments received during comment periods, to document how the EPA has considered those comments during the decision-making process, and to provide responses to major comments.
- Method: EPA will prepare a Responsiveness Summary as a section of the Record of Decision. The Responsiveness Summary will include four sections: 1. Overview; 2. Background on Community Involvement; 3. Summary of comments received and Agency responses; 4. Remedial Design/Remedial Action concerns. All information, both technical and nontechnical, will be conveyed in a manner that is easily understood.
- Timing: EPA will issue the Responsiveness Summary as part of the Record of Decision.

Activity YF: Revise the Community Involvement Plan (CIP).

- Objective: To identify and address community needs, issues, or concerns regarding the site or the cleanup remedy that are not currently addressed in this CIP.
- Method: The Revised CIP will update the information presented in the previous version of the CIP.
- Timing: EPA will revise the CIP as community concern warrants or at least every three years until the site is closed out.

## 4.2 Time Frame Summary for Community Involvement Activities

| ACTIVITY | TIME FRAME |
|---|---|
| Designate an EPA Community Involvement Coordinator (CIC) | |
| Prepare and distribute site fact sheets and technical summaries | |
| Involve students, parents, teachers through area schools | As needed, at least annually |
| Provide a toll-free "800 number" for the community to contact EPA | Currently in operation |
| Maintain a mailing list for the Site | Ongoing |
| Establish and maintain Information Repositories | Established, update as needed |
| Provide Site and Superfund information on the Internet | Currently available; update as needed |
| Provide Technical Assistance Grant (TAG) information | Ongoing |
| Establish and maintain the Administrative Record | Established, update as needed |
| Conduct special events | |
| Hold public meetings | |
| Encourage formation of a Community Advisory Group (CAG) | Ongoing |
| Make informal visits to community | As needed |
| Solicit comments during a Public Comment Period | As needed and required |
| Prepare and issue a Responsiveness Summary | Following public comment periods |
| Revise the Community Involvement Plan (CIP) | As needed, at least every 3 years |

Timing: EPA will prepare and distribute fact sheets (Monthly, Bi-Monthly, Quarterly, as needed, or other frequency)

Activity XC: Involve students, parents, teachers through area schools.

- Objective: To educate faculty, students and their parents about the site, to invite and address their concerns regarding it, and to caution students about the site.
- Method: Address school faculty and students through visits and presentations to classroom, faculty, school assembly, or other meetings or events. Additionally, communicate with parents through take-home materials provided to the students and/or by attending and participating in PTA meetings or events.
- Timing: As community concern warrants or at least every year until the site is closed out.

Activity XD: Provide a toll-free "800 number" for the community to contact EPA.

- Objective: To enable citizens to get the latest information available when they want it, rather than having to wait for a meeting or a fact sheet, and without incurring any cost.
- Method: EPA will activate the 800 number and publish it periodically in the local papers and in all fact sheets.
- Timing: The line is currently operational (1-800-533-3508).

Activity XE: Maintain a mailing list for the Site.

- Objective: To facilitate the distribution of site-specific information to everyone who needs or wants to be kept informed about the site.
- Method: EPA will create a mailing list that includes all residences adjacent to the site, in known or suspected paths of migration, or those otherwise affected by the site. EPA will also solicit interested parties via fact sheets, newspaper articles, public meetings, public availabilities, etc.
- Timing: EPA will begin working on this mailing list immediately and will review/revise it periodically to keep it current.

Activity XF: Establish and maintain Information Repositories.

- Objective: To provide a convenient location where residents can go to read and copy official documents and other pertinent information about the site and EPA activities.
- Method: The repository is a reference collection of site information containing the Administrative Record file, other site-specific information, the Community Involvement Plan, information about the Technical Assistance Grant program, and the general Superfund process. The Community Involvement Coordinator will work with a local contact to establish the local repository. This repository will be accessible to the physically challenged, will have copier facilities, and will be available to residents during normal business hours and at least some evening and/or weekend hours. Additional repositories may also be established, including one at the EPA Region __ headquarters in _____, _____.
- Timing: EPA established the local repository on (***Insert Date***) located at (***InsertLocation***). EPA adds new documents as they become available.

Activity XG: Provide Site and Superfund information on the Internet.

- Objective: To provide key resources for searching and listing both general and specific information about Superfund and hazardous waste issues.
- Method: A Site Status Summary for this site can be found at http://www.epa.gov/_____ . Information about EPA and Superfund can be found at:
  - EPA Headquarters: http://www.epa.gov

- EPA Region __: (***Insert URL***)
- EPA Region __ (***Insert Office Name***): (***Insert URL***)

The Proposed Plan and the Record of Decision (ROD) for the site will be placed on the internet as they are completed.

- Timing: Site Status Summaries are periodically updated.

Activity XH: Provide Technical Assistance Grant (TAG) information.

- Objective: To provide resources for community groups to hire technical advisors who can assist them in interpreting technical information about the site.
- Method: EPA will provide information about the TAG program at public meetings and in site fact sheets. EPA will also provide briefing sessions to interested groups if so requested. EPA will provide TAG applications to qualified groups, and will provide assistance to the group in completing the application.
- Timing: EPA will continue to promote TAGs until one is awarded.

Activity XI: Establish and maintain the Administrative Record.

- Objective: To provide residents with a paper trail of all documents, resources, etc. used by the Remedial Project Manager and Site Team in reaching all decisions about the site and its cleanup.
- Method: EPA will provide at least two sets of the Administrative Record for the site, one in the EPA Region __ offices located at (***Insert Address***) and one located in the local Information Repository near the site.
- Timing: The Administrative Record is opened as soon as site investigation begins and remains open until the last ROD is signed.

Activity XJ: Conduct special events.

- Objective: To educate citizens, add a sense of closure, highlight a major event or milestone, recognize significant citizen or PRP activity, etc.
- Method: (***InsertSiteSpecialEvent***) Examples include: A special topic educational campaign, construction completion party, on-site demolitions, transitions to the next phase, etc.
- Timing: (***InsertDateofActivity,LocationandNameofEvent***)

**Issue Y: Provide adequate and meaningful opportunities for community involvement**

Activity YA: Hold public meetings.

- Objective: To update the community on site developments and address community questions, concerns, ideas and comments.
- Method: Refer to Appendix XX for suggested meeting locations. EPA will schedule, prepare for, and attend all announced meetings. EPA will provide at least two weeks' notice of the scheduled meeting. The Regional Project Manager, Community Involvement Coordinator, and other appropriate EPA staff will attend.
- Timing: A public meeting is required during the Proposed Plan comment period (see below). EPA will hold other public meetings as appropriate.

Activity YB: Encourage formation of a Community Advisory Group (CAG).

- Objective: To provide citizens with a meaningful way to become actively involved, and to provide the Site Team with a viable means of learning citizen concerns and attitudes.
- Method: EPA will encourage the formation of a CAG and provide support as appropriate to facilitate its forma-

## Appendix A
## EPA Regional Contacts

Name
Remedial Project Manager
U.S. EPA, Region __
Address
Address
Tel:
Fax:
E-mail: name@epa.gov

Name
Technical Assistance Grant Project Officer
U.S. EPA, Region __
Address
Address
Tel:
Fax:
E-mail: name@epa.gov

Name
Community Involvement Coordinator
U.S. EPA, Region __
Address
Address
Tel:
Fax:
E-mail: name@epa.gov

Name
Superfund Ombudsman
U.S. EPA, Region __
Address
Address
Tel:
Fax:
E-mail: name@epa.gov

## Appendix B
## Local Officials

Mayor

City Council Members

Township Supervisors, etc.

Local health officials

Fire Department

Police Department

## Appendix C
## State Officials

## Appendix D
## Federal Elected Officials

**U.S. Senate**

**U.S. House of Representatives**

## Appendix E
## Environmental and Active Citizens Groups

## Appendix F
## Potentially Responsible Parties

## Appendix G
## Media Contacts

**Television Stations:**

**Radio Stations:**

**Newspapers:**

# Attachment 2: Community Involvement Activity Templates

## Guide to Using the Activities Templates

On the following pages you will find ready-to-edit templates for various community involvement activities. They are provided to reduce the time required to prepare your complete Community Involvement Plan (CIP). They are arranged in alphabetical order, required activities first, followed by the discretionary activities. The numbers accompanying the activities are for reference purposes only. They do not denote priority for activities at any particular site.

1. If your CIP is not open at this time, open it; if it is, switch to it.
2. Go to section 3 of the CIP. Identify those issues, concerns, etc. that are listed as being important to the community.
3. Go to section 4 of the CIP; working chronologically from the most specific to the more generic, insert one site-specific community issue as identified in section 3 in each box provided;
4. Delete the extra blank issue boxes;
5. Switch to the activities template document;
6. Review the index of available templates and identify the activities you want to use, and with which issue you want to use them;
7. Working one activity at a time,
   a. find the template;
   b. highlight it in its entirety;
   c. copy it (do not cut);
   d. press the down or right arrow key to clear the highlighting;
   e. switch to the appropriate issue in the CIP, place your cursor on the first line under the issue box;
   f. paste the template into the CIP;
   g. repeat the process for each template you plan to use.
8. Number the activity either sequentially (*e.g.*, 1, 2, 3, 4...), or as a subset of the issue (*e.g.*, 1A, 1B, 2A, 2B, 2C...), whichever you prefer or per regional policy;
9. Edit the activities to make them apply to your particular situation.

# Required Activities

### Activity #1: Administrative Record

**Objective:** To provide residents with a paper trail of all documents, resources, etc. used by the RPM and Site Team in reaching all decisions about the site and its cleanup.

**Method:** EPA will provide at least two Administrative Records, one in the Regional offices, located at (*** insert office address ***) and one located in the local Information Repository (ies) near the site. The Administrative Record will contain all documents used by the RPM and Site Team to draw conclusions and reach decisions, including a chronological listing of all community involvement products and activities.

**Timing:** The Administrative Record is opened as soon as site investigation begins and remains open until the last ROD is signed.

### Activity #2: Community Involvement Coordinator

**Objective:** To provide a primary liaison between the community and the Agency, and to ensure prompt, accurate, and consistent responses and information about the site. If EPA's Community Involvement Coordinator is unable to provide adequate information, inquiries will be directed to the proper EPA contact.

**Method:** EPA will designate an EPA CIC to handle site inquiries and serve as a site point of contact for community members. The CIC is appointed by the Regional offices. (***Insert Name***) is the EPA CIC assigned to the site. (S)He will work closely with (***Insert Name***), EPA's RPM for the site.

**Timing:** The CIC was designated on (***Insert Date***).

### Activity #3: Fact Sheets—Prepare and distribute site fact sheets and technical summaries. *(Note: you may use this activity for several issues, which would enable you to be more specific in your description, and also allow you to plan your outreach better.)*

**Objective:** To provide citizens with current, accurate, easy-to-read, easy-to-understand information about *** Site. (Note: Fact sheets may be used to supply the public with information about past, current, and upcoming site activities; question and answer sections focusing on community concerns; overviews of cleanup technologies; site maps; listings of EPA and other relevant contact persons; and tear-off forms so that residents can add their names to the EPA site mailing list.)

**Method:** Fact sheets will be mailed to all parties on the site mailing list. In addition, copies will be available at the information repository and in various cooperating business locations in the community.

**Timing:** EPA will prepare and distribute fact sheets (Monthly, Bi-Monthly, Quarterly).

### Activity #4: Information Repositories

**Objective:** To provide a convenient location where residents can go to read and copy official documents and other pertinent information about the site and EPA activities.

**Method:** The repository is a reference collection of site information containing the Administrative Record file, other site-specific information, the Community Involvement Plan, information about the Technical Assistance Grant program, and the general Superfund process. The CIC will work with a local contact as recommended in the CIP to establish the repository. The repository will be accessible to the physically challenged, will have copier facilities, and will be available to residents during normal business hours and at least some evening and/or weekend hours.

**Timing:** EPA established the repositories on (***Insert Date***). EPA adds new documents as they become available.

### Activity #5: Public Comment Period

**Objective:** To give community members an opportunity to review and comment on various EPA documents, especially the Proposed Plan. This provides the citizens with meaningful involvement in the process and also provides the Site Team with valuable information for use in making decisions.

**Method:** EPA will announce each comment period separately. Announcements will appear in local newspapers and Agency fact sheets; announcements will include particulars on duration, how to make comments, where to submit comments, etc. EPA will solicit comments on the following information/draft documents: list of PRPs, list of known contaminants, draft CIP, draft summary of test results (not individual tests) and initial interpretation, preliminary findings of the RI and a list of possible remedies likely to be considered, preliminary findings of the FS and a brief summary of the leading contender for the proposed remedy, and preliminary plans for implementation and construction.

## Appendix H
## Meeting Locations

## Appendix I
## Repository Locations

**Local Repository:**

**EPA Region __ Repository:**

U.S. Environmental Protection Agency
Address
Address
Address
Tel
Hours Open to Public:
[Day - Day]
[Hour - Hour]

# Appendix J
# Other Local Resources

**Timing:** Comment periods will be announced as appropriate. A comment period is required in conjunction with the announcement of the Proposed Plan and will last a minimum of 30 days. (Note: it would be wise to list other times when you will have comment periods; see the comment period tool)

### Activity #6: Public Meetings

**Objective:** To update the community on site developments and address community questions, concerns, ideas, and comments.

**Method:** Refer to Appendix ___ for suggested meeting locations. EPA will schedule, prepare for, and attend all announced meetings. EPA will provide at least two weeks' notice of the scheduled meeting. The CIC, RPM, and other EPA staff as appropriate will attend.

**Timing:** A public meeting is required during the Proposed Plan comment period. EPA will hold other meetings as appropriate.

### Activity #7: Responsiveness Summary

**Objective:** To summarize comments received during comment periods, to document how the Agency has considered those comments during the decision making process, and to provide responses to major comments.

**Method:** EPA will prepare a Responsiveness Summary as a section of the Record of Decision. The Responsiveness Summary will include four sections: 1. Overview, 2. Background on Community Involvement, 3. Summary of comments received and Agency responses, 4. Remedial Design/Remedial Action concerns. All information, both technical and nontechnical, will be conveyed in a manner that is easily understood.

**Timing:** EPA will issue the Responsiveness Summary as part of the Record of Decision.

### Activity #8: Revise the Community Involvement Plan (CIP)

**Objective:** To identify and address community needs, issues, or concerns regarding the site or the cleanup remedy that are not currently addressed in this CIP.

**Method:** The Revised CIP will update the information presented in the previous version of the CIP.

**Timing:** EPA will revise the CIP as community concern warrants or at least every three years until the site is closed out.

### Activity #9: Technical Assistance Grant (TAG) information

**Objective:** To provide resources for community groups to hire technical advisors who can assist them in interpreting technical information about the site.

**Method:** EPA will provide information about the TAG program at public meetings and in site fact sheets. EPA will also provide briefing sessions to interested groups if so requested. EPA will provide TAG applications to qualified groups, and will provide assistance to the group in completing the application.

**Timing:** EPA will continue to promote TAGs until one is awarded.

## Discretionary Activities

### Activity #1: Availabilities and Poster Sessions

**Objective:** To enable the residents to ask any questions they may have for EPA's representatives, in a comfortable and informal setting, without the fear of speaking in a public forum. To provide EPA the opportunity for feedback and to uncover the major points, issues, and incidences about the site that are not fully understood by the community.

**Method:** An informal session held by EPA, at which the residents are able to speak with the Site Team members on a one-on-one basis. It should be held at a convenient time and location for the residents. EPA may use visual aids, hand out literature or fact sheets, and use posters to identify specific topics available for discussion.

**Timing:** EPA held availabilities and/or poster sessions at (***Insert Location***) on (***Insert Date***). These sessions are viable, less structured alternatives to non-required public meetings, and should be conducted as needed, based upon community interest.

### Activity #2: Community Advisory Groups (CAG)

**Objective:** To provide citizens with a meaningful way to become actively involved, and to provide the Site Team with a viable means of learning first hand citizen concerns, attitudes, etc.

**Method:** EPA will encourage the formation of a CAG and provide support as appropriate to facilitate its formation. If formed, EPA will provide administrative support but will not be an active member.

**Timing:** EPA will respond to any requests for help to form a CAG. As necessary, EPA will promote CAGs regularly throughout the Superfund process until one is formed.

### Activity #3: Electronic Mail

**Objective:** To communicate in a quick and informal manner that allows the CIC to send information to community groups, newspapers, or to an electronic bulletin board.

**Method:** Set up an E-mail address through (***Insert name of Internet E-mail provider and E-mail address***).

**Timing:** E-mail address is established on (***Insert Date***).

### Activity #4: Internet

**Objective:** To provide key resources for searching and listing both general and specific information about Superfund and hazardous waste issues.

**Method:** The CIC will post site-specific information on the Internet, including news releases, fact sheets, reports, findings, etc. Information for this site can be found at *http://www.epa.gov.....* (note: complete the URL for where this information is posted)

**Timing:** Regions have Internet sites to which new information is added as available.

### Activity #5: Mailing List: Maintain a complete and accurate mailing list

**Objective:** To facilitate the distribution of site-specific information to everyone who needs or wants to be kept informed about the site.

**Method:** EPA will create a mailing list that includes all residences adjacent to the site, in known or suspected paths of migration, or those otherwise affected by the site. EPA will also solicit interested parties via fact sheets, newspaper articles, public meetings, public availabilities, etc.

**Timing:** EPA will begin working on this mailing list immediately and will review/revise it periodically to keep it current.

### Activity #6: Observation Deck

**Objective:** To allow community members and interested parties to view the work being conducted at the site.

**Method:** EPA will provide a tall platform in a safe area and notify the public of its access hours.

**Timing:** The deck will be available during the RI field work and remedial construction.

### ivity #7: Presentations

**Objective:** To provide another means of communicating important information to key audiences.

**Method:** EPA will offer speakers to local civic and business clubs, local schools, and other local organizations.

**Timing:** EPA made a presentation at (***Insert Location***), for (***Insert Audience***) on (***Insert Date***). It is best to plan presentations around major events or decisions.

### Activity #8: Questionnaires

**Objective:** To enable EPA to better understand the affected residents, by obtaining their opinions, comments, and concerns regarding activities at the site. EPA will use this information to build or restructure the CIP.

**Method:** EPA will mail questionnaires to affected parties on the site mailing list.

**Timing:** EPA will utilize questionnaires as site activity warrants, but at least once a year. Questionnaires can also be used to supplement the community interviews.

### Activity #9: Small Group Sessions

**Objective:** To allow EPA to address the specific concerns of small groups of residents, in an informal setting, and at the same time provide EPA the opportunity to build and maintain relationships with the residents.

**Method:** EPA will hold these sessions at residents' homes, and ask the homeowner/host to invite neighbors and friends. The session will be informal and educational in nature, focusing on issues of concern to the residents. If appropriate, EPA will invite a representative from the dissenting group to attend all such sessions to ensure that all information is consistent.

**Timing:** Small group sessions will be utilized throughout the entire Superfund process, especially during the RI/FS, Proposed Planning stage, and RD/RA.

### Activity #10: Special Events

**Objective:** To educate citizens, add a sense of closure, highlight a major event or milestone, recognize significant citizen or PRP activity, etc.

**Method:** (***Insert Site special event***) Examples include: A special topic educational campaigns, construction completion party, on-site demolitions, transitions to the next phase, etc. Tip: if nothing else, plan an event at construction completion.

**Timing:** (***Insert date of activity, location and name of event***)

### Activity #11: Toll-free "800 number"

**Objective:** To enable citizens to get the latest information available when they want it, rather than having to wait for a meeting or a fact sheet, and without incurring any cost.

**Method:** EPA will activate the 800 number and publish it periodically in the local papers, and in all fact sheets. The CIC will record a brief message weekly; this message will recap what was done the preceding week, announce plans for the coming week, and announce any major milestones met or anticipated.

**Timing:** The line will be operational before the RI field work begins.

### Activity #12: Telephone Conference Calls

**Objective:** To involve interested parties in EPA's decision-making process.

**Method:** The CIC and RPM will "meet" regularly via conference calls with key stakeholders, including local leaders, media, TAG/CAG leaders to keep them current and to enable them to express their opinions or questions regarding the (***Insert Site Name***) Site.

**Timing:** Throughout the Superfund process.

### Activity #13: Translation Services

**Objective:** To allow EPA to convey information to the non-English speaking audiences or the hearing impaired.

**Method:** EPA will research the target community to identify the predominant home languages and determine the need for translation services. As appropriate, EPA will provide printed information to the non-English speaking community members in their native language. EPA will provide a signer, for the hearing impaired at the public meetings.

**Timing:** Throughout the entire Superfund process.

### Activity #14: Visits

**Objective:** To help keep community members informed about the site, while providing EPA with feedback about site activities and the communities opinions.

**Method:** EPA will establish a presence in the community through informal, often unscheduled visits to talk spontaneously with local residents.

**Timing:** Throughout the Superfund process

### Activity #15: Workshops

**Objective:** To provide the community with the opportunity to gain knowledge about (***Insert site specific topic: groundwater, toxicology, VOCs, etc. ***).

**Method:** EPA will plan, schedule, announce, and conduct informal educational sessions for community members to learn about specific topics from EPA and other experts. EPA will work with local residents for scheduling, location, and so on. The CIC and the appropriate topic expert will be present.

**Timing:** During the RI/FS

### Activity #: (***Paste this into your CIP, to add any activities not listed above***)

**Objective:**

**Method:**

**Timing:**

### Activity #: (***Paste this into your CIP, to add any activities not listed above***)

**Objective:**

**Method:**

**Timing:**

# Attachment 3: Sample Community Involvement Plan

## Sample Community Involvement Plan

## Pleezclene Superfund Site

## Prepared by the US EPA Region 11

**The U.S. Environmental Protection Agency's (EPA)**

Superfund Community Involvement Program is committed

to promoting communication between citizens and the Agency.

Active public involvement is crucial to the success of any public project.

An open and candid process typically reduces or, in many cases,

eliminates costly and time consuming destructive criticism.

This criticism typically results from a lack of early and active involvement

in the decision making rather than objections to the project itself.

The lack of involvement only supports an

inherent distrust and lack of credibility with the agency;

the public automatically assumes the worst case scenario.

**EPA's** community involvement activities at the Pleezclene Superfund site

are designed to inform the public of the nature of the environmental

issues associated with the site,

involve the public in the decision making process that will affect them,

the responses under consideration to remedy these issues,

and the progress being made to implement the remedy.

# SAMPLE COMMUNITY INVOLVEMENT PLAN

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# Section 1.0: Overview of the Community Involvement Plan

EPA developed this Community Involvement Plan to facilitate two-way communication between the community surrounding the Pleezclene Superfund Site and EPA and to encourage community involvement in site activities. EPA will utilize the community involvement activities outlined in this plan to ensure that residents are continuously informed and provided opportunities to be involved.

This Community Involvement Plan addresses Nevaclene Corporation's relationship to the community and EPA (Section 2.0), provides a background of the community (Section 3.0), presents EPA's community involvement program (Section 4.0), and provides a complete listing of resources available (Appendices). EPA drew upon several information sources to develop this plan, including community interviews, site files, and an information meeting. EPA's Regional Office will oversee the implementation of the community involvement activities outlined in this plan.

# Section 2.0: Capsule Site Description

## Section 2.1: Site History From 1952 to 1993

The Nevaclene Corporation, owner of the site property, has been manufacturing various goods at this site since 1917. It traditionally has had, and continues to have, large defense contracts. For nearly 25 years, Nevaclene Corporation recycled industrial cleaning solvents used in its manufacturing processes and sold the distilled solvents, including trichloroethylene (TCE), 1,1,1-trichloroethane, tetrachloroethylene, and methylene chloride. Nevaclene Corporation disposed of drummed waste that contained distillation residue from its recycling operation and other wastes from its manufacturing processes on the site property.

By the early 1980s, residents' familiarity and involvement with the site increased when soil and groundwater contamination was discovered on Nevaclene's property, and groundwater contamination was discovered in nearby residential water wells. The soil and groundwater contained elevated concentrations of TCE and related volatile organic compounds.

ABOUT NEVACLENE CORPORATION

* 1952-1992: *Nevaclene Corporation recycled industrial cleaning solvents and sold distilled solvents.*
* 1980-1981: *Nevaclene Corporations and DER tested residential water wells and onsite wells, discovering TCE contamination.*
* 1981-1984: *Nevaclene Corporation removed drums of waste and soil from its property.*
* 1982-1992: *Nevaclene Corporation periodically tested residential wells and periodically replaced filters.*
* 1982: *EPA Placed the Site on the National Priorities List.*
* 1988: *Nevaclene Corporation agreed to conduct study.*
* 1992: *Nevaclene Corporation failed to meet EPA's hazardous waste facility permitting requirements.*
* 1993: *EPA transferred Nevaclene Corporation to the Superfund Site Program and took control of cleanup activities.*

Nevaclene Corporation voluntarily initiated cleanup of its property, but soil and groundwater contamination persisted. Nevaclene Corporation and the State's Department of Environmental Resources conducted sampling of residential water wells in the Pinewoods development, which detected TCE contamination in nine of the wells sampled. Because the groundwater contamination was associated with the recycling operations at the Nevaclene Corporation, the company agreed to install water filters on these nine wells and maintain and replace the filters. These filters were designed to remove the contaminants from the water, thus purifying the water supply.

Affected residents were involved with the Nevaclene Corporation during its periodic sampling and testing of water wells, as well as its periodic replacement of filters on the wells with TCE contamination, from 1982 to 1992.

From 1980 to 1992, the Nevaclene Corporation operated as a hazardous waste storage and treatment facility under the authority of the Resource Conservation and Recovery Act (RCRA), but failed to meet the storage permitting requirements. Therefore, Nevaclene currently is not authorized to treat hazardous wastes or store hazardous wastes longer than 90 days.

late 1982, EPA placed the Nevaclene Corporation facility on the National Priorities List (NPL), referring to it as the Pleezclene Site. Placing the site on the NPL triggered its eligibility for extensive, long-term cleanup under the Superfund Program. Because this site was already being addressed by the State's Department of Environmental Resources (DER), EPA did not initially take an active role in site activities. In the six years that followed, DER continued to hold primary responsibility for cleanup activities at the site.

***Since 1993, community awareness of the Pleezclene Superfund Site has increased due to;***

- *EPA's cleanup activities at the site*
- *EPA's community involvement efforts*
- *EPA's consistent well water sampling*
- *EPA's regular water filter maintenance*
- *Residents' redrilling of their water wells*

In 1988, EPA began to take a more active role in the cleanup activities at the site when the Nevaclene Corporation entered into a *consent decree* with EPA, in which it agreed to complete a facility investigation and corrective-measures study for the site. When the company failed to complete this study, EPA assumed the lead.

EPA transferred Nevaclene Corporation to the Fund-lead status in November 1993, allowing EPA to use Superfund monies to conduct extensive, long-term cleanup efforts to protect the health of the community, and to increase community involvement.

Residents state that their awareness of the Pleezclene Site has increased over the past three years. They attribute this to EPA's increased involvement at the site, specifically the combination of its remedial investigation and community involvement activities. However, some residents became aware of the site and its associated contamination when their wells ran dry and they were required to re-drill.

Overall, involvement with the affected community at the site remains minimal, and community knowledge of the site remains limited.

## Section 2.2: Site Description/Location

Pleezclene Superfund Site occupies approximately 72,500 acres of relatively undeveloped coastal plain uplands, wetlands and estuary in the town of Generica. Pleezclene is on the western shore of the northern-most part of the Big Bay in southeastern Alpha County and southwestern Bravo County. Charlie County is directly across the Big Bay from Pleezclene (See map of the regional area on page 6).

The site is part of the Coastal Plains region and is drained by eight rivers and streams that empty into the bay. Pleezclene is bordered to the east and south by the Big Bay; to the west by Gun Falls State Park, the Brane Power Plant and residential areas; and to the north by residential areas. Several schools are very close to Pleezclene's boundaries.

The diverse habitats at Pleezclene support a variety of wildlife species. More than 40 mammalian species, 121 bird species and 39 reptile and amphibian species have been recorded at Pleezclene. Animals and birds at Pleezclene include red foxes, deer, falcons, hawks, and eagles. The installation provides habitat for as much as 17 percent of the area's winter population of bald eagles.

***Maps inserted here. Maps should show:***

- *Location with in the region*
- *Location within the community*
- *Actual site layout*

The aquatic sections of Pleezclene and the upper Big Bay represent extremely sensitive ecological areas. The upper portions of the Big Bay, including many major tributaries such as the Gun and Cush Rivers, at Pleezclene are critical spawning and nursery habitats for many recreationally and commercially important fish. Approximately 40 of the 50 fish species that occur as eggs or larvae in the upper Big Bay spawn in the waters of Pleezclene.

### Section 2.3: Site Inspections and Cleanup Activities

After study, EPA determined that unsafe levels of TCE and other related volatile organic compounds were present in the Pinewoods development. In June 1995, EPA selected a cleanup plan to address the groundwater contamination. Nevaclene prepared a Community Relations Plan to address that area of the cleanup. Since that time, Nevaclene has replaced all water filters on the original nine wells and is promoting a working partnership with EPA.

## Section 3.0: Community Background

### Section 3.1: Community Profile

Alpha County covers a land area of 440 square miles and is part of the Generica metropolitan area. Communities near Pleezclene in Alpha County include Abbytown, Beltair, Sedgewood and Hoppa.

The major regional population and industrial centers near Pleezclene include Bravo City, pop. 1 million (20 miles); Redlyn, pop. 500,000 (50 miles); Lexton, pop. 1.1 million (40 miles); and Upton, pop. 750,000 (75 miles).

The area around the site is a mix of commercial and residential. Boating, fishing and other water activities are popular in the counties closest to Pleezclene. Hunting also is a large recreational activity in both counties. The possible contamination of Alpha County's waterways and streams is a major issue to the community.

In the past decade, Alpha County has experienced significant growth. In 1990, the U.S. Bureau of the Census estimated the county population to be 182,132, a 25 percent increase in population since 1980. The Alpha County Department of Planning and Zoning estimates the 1995 population will be 209,130, a 15 percent growth since 1990. Areas experiencing particularly high growth during this period include Sedegewood, Hoppa, Abbytown, and Beltair.

The county's population distribution by age is as follows:

| | |
|---|---|
| Under age 5 | 8.2% |
| 5 - 19 | 21.7% |
| 20 - 44 | 42.6% |
| 45 - 64 | 19.3% |
| 65 & over | 8.2% |

Of the total area population, approximately 65 percent are potentially affected by the Pleezclene site.

The residents of Alpha County basically fall into one of two well-defined groups. One group is composed of highly educated and relatively vocal individuals, most of whom are associated with the institutions of higher education located in close proximity to the Pleezclene site. The other group, which represents the majority of Alpha County residents, is composed of blue collar workers predominately employed in manufacturing (approx. 1/3), retail trade, construction, and service industries. More than 81 percent of county residents have at least a high school education, and 22 percent have a bachelor's degree or higher.

Approximately 20 percent of Alpha County residents are Hispanic in origin, speaking English as their second language. Translation services would be beneficial to them when receiving information circulated about the Pleezclene site.

Since its establishment in 1917, Nevaclene has expanded into a dominant county and regional economic force. The Alpha County Office of Economic Development lists Nevaclene as the county's largest employer. More than 70 percent of Nevaclene workers are Alpha County residents; in addition, Nevaclene provides housing for approximately 4,300 family members on its property. Alpha County's 3,793 businesses employ more than 53,000 workers; none of these businesses is affected by the site.

county's public school system consists of 28 elementary schools, eight middle schools and nine high schools, with a total population of 36,000. The Pleezclene site directly affects 2 of these schools, while 8 are potentially affected. Also, there are 29 private schools (with a population of 12,000) in Alpha County; none of these schools is affected by the site.

## Section 3.2: History Of Community Involvement

Due to Nevaclene Corporation's extended history as a regional source of employment Due to Nevaclene Corporation's extended history as a regional source of employment, community members, as well as businesses and local leaders, consider Nevaclene a vital local resource. Nevaclene spends nearly $1 billion annually on contractual services, supplies, materials, and equipment. In addition to its payroll and procurements, many other retail businesses rely on what is known as the "multiplier effect," i.e. every job at Nevaclene creates approximately two additional jobs in the community.

Workers at Nevaclene are active members in local church, community and civic organizations and help maintain communication with these groups. For example, Nevaclene Corporation volunteers assist students in Alpha and Bravo County schools through Nevaclene's tutorial program. Also, community members volunteer their time with on-site activities, such as the natural resource program. Activities such as these help promote two-way dialogue with the community.

Because Nevaclene has been part of the community since 1917, it is not uncommon for two or three family generations to have worked there. This results in strong community identity with, and loyalty to, Nevaclene. However, with increased urbanization, population growth, and industrial development, multiple-generation Nevaclene workers may decline. Alpha County residents are finding more job opportunities in other industries, and an emerging pattern of Alpha County residents working outside the county, in places such as Bravo City, is developing.

Due to its proximity to Bravo City and Lexton, Nevaclene events and operations often stimulate attention from newspapers and television stations that broadcast news to a large geographic area.

Residents of Alpha, Bravo and Charlie Counties share similar concerns about Nevaclene's activities. However, there are differences in how they rank their concerns, their information needs, and their level of involvement in the cleanup program.

### Charlie County

Charlie County's dominant concern is the effect on Big Bay and the surrounding wildlife. Charlie County residents are also interested in being kept informed about the cleanup program, particularly if it might someday impact them directly. Many of the residents are just learning about the cleanup program and may become more involved in the future.

Because of the distance from Charlie County to Alpha County, it is difficult for Charlie County citizens to attend meetings held in Alpha County, particularly if they are in the evening. Almost 17 percent of Charlie County residents are over 65, and many prefer not to travel far at night.

An environmental information day, hosted by Nevaclene in May 1993, attracted approximately 15 residents. An availability session about the proposed cleanup plan, held in July 1994, drew no residents. Both sessions began in the afternoon to accommodate residents who prefer to attend meetings during the day. While attendance at these two meetings was fairly low, about 50 residents from Charlie County have requested to be included on the Pleezclene mailing list. About 75 residents (8 percent of those sent surveys) responded to Nevaclene's survey of community concerns and information needs.

### Bravo County

Bravo County residents are equally concerned about the cleanup program. Many residents have only recently moved to the county and have become familiar with Nevaclene's past and current activities. Long-time residents feel they did not receive enough information or attention from Nevaclene in the past and, thus, have some mistrust over current information. Both new and long-time residents are highly interested in the cleanup program. Some Bravo County residents travel to Nevaclene meetings held in Alpha County, but most have expressed a strong desire for meetings to be held in their community. The area of Bravo County closest to the Pleezclene site is well-organized, with many

homeowners' or community associations. Residents depend upon them to distribute community information.

In 1993, Nevaclene began to expand its public involvement activities to include more Bravo County events. Nevaclene held or participated in many meetings and activities in Bravo County in the past three years, including:

A. Meetings on proposed removal actions (6/17/92 and 6/19/93);

B. Presentations on the cleanup to: Pinewoods Civic Association Coalition (12/21/93);

C. Fellows Democratic Club (1/21194); and Bravo Community Association (9/21/94).

In response to requests by Bravo County residents, in 1994 Nevaclene added a toll-free 800 number to its information line for residents of Bravo and Charlie County.

**Alpha County**

The level of interest among Alpha County residents varies. Residents in the Pinewoods development are personally affected and highly interested. The rest of the residents tend to be much more familiar with Nevaclene's activities through personal employment at Nevaclene or family and friends employed there.

Attendance at most Alpha County meetings and events tends to be low. However, this is not necessarily a direct function of interest. Many residents are unaware of changes that have occurred in Nevaclene's public information policies, particularly with respect to the environmental program. Residents unfamiliar with Nevaclene's openness regarding environmental activities may believe attending meetings will not be informative. Another contributing factor is the growth of single-parent and double-income families, which limits the amount of time available for attending public meetings. Also, many residents have expressed a dislike for public meetings and prefer to receive information in other ways. Nevaclene has held several meetings regarding the cleanup program:

A. Big Bay Yacht Club (6/29/92);

B. Alpha County Garden club (8/1/93).

Nevaclene has also held informal sessions in Alpha County, including Environmental Information Days at Sedgewood High School (4/16/94) and Abbyton High School (4/19/94). Nevaclene also hosted an information session for sport and commercial fishermen at the Gardenia Elementary School on September 29, 1994.

Nevaclene gets its best response when it participates in community events. Nevaclene has participated in the Alpha County Chamber of Commerce Business Expos at Alpha Mall (October 1994 and March 1995); the Alpha County Farm Fair (July 28 through July 31,1994); and Generica State Department of the Environment's Envirojam (September23. 1994). Nevaclene also set up a display on the cleanup program at the Sedgewood, Abbyton and Hoppa branches of the Alpha County Library in November 1994. These events allow residents to get information without having to go to a special meeting.

Many Alpha County residents and some elected officials expressed concern that extensive negative publicity will send the wrong message to leaders in Washington that could possibly result in Nevaclene's losing its defense work. Because of this, some residents see any involvement in the cleanup program as being negative and, therefore, do not openly participate. Also, some Alpha County residents feel that, since Nevaclene has highly qualified staff who are capable of addressing environmental issues, input from the community is not required.

**Nevaclene Employees**

Active involvement by employees at Nevaclene, through attendance at public meetings or other visible means, has been very low. However, when asked to complete an anonymous questionnaire on the cleanup program, there was a 39 percent response rate from employees. This is a high response rate for this type of survey and indicates the employee population is very interested in the cleanup program. People who work at Nevaclene may be reluctant to participate actively from fear of its having an adverse impact on their job.

## Section 3.3: Key Community Concerns

EPA conducted personal interviews with 29 residents in the Pinewoods developments and other areas immediately adjacent to the site (during February and March 1996). The interviews allowed EPA to update residents on cleanup activities at the site and to gather information on residents' concerns with the site.

Through the interview process, EPA was able to determine the types of information residents want to receive and how EPA can best provide that information. Following the interviews, EPA analyzed the information provided by the residents, reviewed supplemental site files, and designed this community involvement plan for the Pleezclene Superfund Site.

The major concerns and questions raised were:

- ***Health Effects of Long-Term Exposure to TCE***

The most prevalent concern expressed by residents during the community interviews regarded the long-term health effects of exposure to TCE, particularly in light of the inconsistent water sampling and filter maintenance in the 1980s and early 1990s. Residents asked EPA's Community Involvement Coordinator for information about TCE, and acceptable levels of exposure for their children's health and well-being. Several residents emphasized the importance of immediate notification of any potential or imminent health threats associated with contamination from the site, and expressed concern that the contamination was neither fully characterized nor contained, making the potential TCE exposure uncertain.

- ***Lack of Public Information/Knowledge about the Site***

Many residents expressed their concern with the lack of information and knowledge about the groundwater contamination prior to EPA's taking control of cleanup activities at the site. Residents stated that Nevaclene Corporation, when it was responsible for sampling well water and for maintaining water filters installed to purify well water, inconsistently and infrequently carried out the sampling and maintenance procedures. In fact, some residents stated that they were completely unaware that their water was on a filtration system. Several residents stated that, prior to purchasing their houses, they were not informed by real estate agents about the groundwater contamination and water filtration system.

- ***Well Water Sampling and Filtration***

Many residents interviewed were concerned about Nevaclene Corporation's inconsistent well water sampling and filter maintenance in the 1980s and early 1990s. They stated that Nevaclene Corporation rarely, if ever, informed residents of scheduled samplings. In their favor, they did provide residents with a copy of their sampling results, although they never explained what the results meant. Interviewees also stated that Nevaclene Corporation infrequently replaced their water filters. Although these residents stated that they are more confident in the safety and quality of their water supply since EPA has taken control of the testing and filter systems, they also raised questions about the level of testing being conducted by EPA as compared to what Nevaclene had done, noting that Nevaclene's report seemed to contain a more extensive list of tested substances. Most residents found their sampling results, whether provided by Nevaclene Corporation or EPA, difficult to interpret and understand.

- ***Water Supply, Sink Holes, and Sedimentation***

A number of residents in the Pinewoods development have had problems with geological issues such as wells, sink holes, or sedimentation. Over the last three to four years, a number of residential wells went dry, several at the same time. Some residents also mentioned problems with sink holes or excessive sedimentation in their yards. Residents were concerned that there was a correlation between EPA's cleanup activities at the site, particularly the drilling of on-site monitoring wells, and their dried-up water supply, growing sink holes, and/or excessive sedimentation.

- ***Current Activities of the Nevaclene Corporation***

Community members requested information on the current operations and activities of the Nevaclene Corporation.

They expressed concern that Nevaclene could be operating in ways that would contribute to additional groundwater contamination. Several residents expressed their desire for Nevaclene Corporation to cease operations.

- *Property Values*

Although residents were most concerned about their health and safety, they were also concerned about the proximity of their properties to a Superfund site, and the effect the groundwater contamination and filter systems would have on potential purchasers. Residents stated that the contamination associated with the site deflated the value of their property. One resident suggested that the Pinewoods development be placed on public water and sewer so that the contamination would not be an issue when placing a house on the market.

## Section 3.4: EPA's Response to Community Concerns

EPA held an information session on Thursday, May 5, 1996, to respond to the concerns and questions raised by residents during the community interviews. EPA staff available to address community members' concerns included: NAME, Remedial Project Manager; NAME, Toxicologist; NAME, Hydrogeologist; and NAME, Community Involvement Coordinator. NAME, Hydrogeologist with the U.S. Geological Services, was also available to answer questions. Throughout the information session, EPA staff responded to community concerns regarding long-term exposure to TCE, well water sampling and filtration, water supply, sink holes, sedimentation, and current activities of the Nevaclene Corporation.

Responding to residents' concerns about receiving immediate notification of any potential or imminent threats associated with contamination from the site, EPA affirmed its commitment to protecting the health and safety of the community surrounding the site. EPA will utilize fact sheets and the local media to notify residents immediately if there are changes in the concentration of contaminants.

Some residents expressed concern that EPA's sampling and analysis was less thorough than Nevaclene Corporation's, since their sampling results listed more chemicals and substances that had been analyzed. EPA explained to residents its methods for collecting and analyzing samples. They acknowledged that EPA's sampling method differs from that employed by the Nevaclene Corporation and went on to explain how, despite these differences in methodology, its testing is as inclusive as Nevaclene's.

Residents who had difficulty understanding the sampling results from the well water testing talked with EPA staff about the results. EPA explained to residents the significance of each of their sampling results. EPA also provided fact sheets on each of the contaminants identified in the residential groundwater. These fact sheets explained the chemical nature of the contaminant and the health effects associated with long-term exposure to it.

Regarding the problems with sink holes and sedimentation, many residents in Pinewoods expressed concern that there was a direct relationship between EPA's cleanup of the site and these disturbances. EPA explained to residents that the cleanup activities at the site did not include the regrading of soil or other activities that typically cause sink holes and sedimentation. EPA used a table top exhibit to demonstrate how none of the cleanup activities conducted at the site could have caused sink holes and sedimentation.

Responding to residents' concerns about the current operations of the Nevaclene Corporation and the potential for additional groundwater contamination, EPA explained that Nevaclene Corporation has a Hazardous Materials Permit with the Alpha County Fire Marshall's Office. Alpha County, therefore, is responsible for inspecting the facility to ensure compliance with the Fire Prevention Code and for monitoring Nevaclene's handling of hazardous materials.

## Section 3.5: Summary of Communication Needs

During the community interviews in February and March 1996, EPA and the residents also discussed the types of information residents want to receive about the site and the most effective ways for EPA to communicate that information. Residents indicated they want to be kept abreast of current and proposed cleanup activities at the site, the impact of these activities on the surrounding community, and any potential health effects of past or current activities at Nevaclene Corporation. All interviewed residents stated that fact sheets or flyers mailed directly to their homes is the most effective way for

A to communicate with the community. Residents also indicated that periodic public meetings would be an effective um for EPA to relay information to the community and to respond to community concerns. Some residents stated that they would access information on the Internet.

## Section 4.0: EPA's Community Involvement Program

The overall goal of EPA's community involvement program is to promote two-way communication between citizens and EPA, and to provide opportunities to the community for meaningful and active involvement in the process. EPA will implement the community involvement activities described below. The following plan is based on the results of the community interviews described earlier; it addresses each issue that was identified as being important to the community.

### Section 4.1: The Plan

#### Issue 1: Infrequent testing

- **Activity 1:** EPA will meet with the affected residents in a closed meeting to establish a testing cycle that is agreeable to them.
  - **Objective:** To provide the affected residents with peace of mind in regards to their safety and inform them of the acceptable levels.
  - **Method:** EPA will host this meeting in a location that is agreeable to the residents in question. The meeting will not be advertised; affected residents will be invited by EPA to attend. Upon determination, EPA will properly notify each resident to confirm their appointment prior to each testing.
  - **Timing:** EPA will hold this meeting within two weeks either side of the start of RI field work.

#### Issue 2: Health effects of long-term exposure to TCE

**Activity 2:** EPA will hold small group workshops for local residents. The site toxicologist will be present to offer a thorough discussion of this matter.

- **Objective:** To provide the residents with information they can use and understand about any present or potential health threats associated with exposure to the contamination from the site.
- **Method:** EPA will attempt to offer these workshops in private homes and work with individual residents who might be willing to host these sessions. Group size will be determined by the host, and EPA will ask the host to extend the invitations.
- **Timing:** These workshops will be completed concurrent with the RI field work, probably during the first quarter of the new year.

#### Issue 3: Understanding test reports

- **Activity 3A:** EPA will hold a workshop for residents involved in the testing program. This workshop will provide education on interpreting the reports that the residents will receive following their testing.
  - **Objective:** To provide citizens with an opportunity to learn, first hand from EPA experts, how to read and interpret the results of their water tests.
  - **Method:** If the in-home sessions above were successful, EPA will use the same strategy here. If not, EPA will make arrangements as were used for the larger scheduled meeting.
  - **Timing:** This meeting will be scheduled for the week before testing is to begin.
- **Activity 3B**: EPA will include, with each report, a brief summary on how to read and interpret the report, as well as an explanation of the various ranges of results.
  - **Objective:** To provide the public with information they can understand, so that they will be able to read, interpret, and understand the significance of the reports from their water tests.
  - **Method:** The reports will be mailed only to the residents of the home to which the test results apply. EPA will prepare a basic review of the reports that will explain the report format, content, and the significance of the ranges of results. This insert will accompany every report for the duration of the project.

- **Timing:** EPA will mail reports to affected residents as soon as the data has been QA/QCd. Howe in those instances where there appears to be imminent danger to the resident, EPA will provide a preliminary report, with the caveat that the data has not be QA/QCd.

**Issue 4: Water supply, sink holes, sedimentation**

- **Activity 4:** EPA will hold small group workshops with a hydro-geologist present.
  - **Objective:** To educate the community and provide them with information that they can understand on the nature of ground water relative to the geology of the area and their specific problem.
  - **Method:** If the small group sessions in private homes work, EPA will use that method again, and hold these workshops at the homes of local residents. The site Hydro-geologist will be present to work closely with residents, make a presentation, and answer their questions.
  - **Timing:** EPA will hold these workshops after the RI field work has been completed, probably throughout the 3rd quarter of the year.

**Issue 5: Keeping the public informed and up to date**

- **Activity 5A:** Provide a toll-free "800 number" that citizens can call for the latest information.
  - **Objective:** To empower citizens to get the latest information available when they want it, rather than having to wait for a meeting or a fact sheet, and without incurring any cost. This will ensure that everyone interested in the site is as current as possible, which will help control rumors and mistrust.
  - **Method:** EPA will activate the 800 number and announce it in a mailing to the site mailing list, and publish it periodically in the local papers and in all fact sheets. The CIC will record a brief message weekly; this message will recap what was done the preceding week, announce plans for the coming weeks, and announce any major milestones met or anticipated.
  - **Timing:** The line will be operational before the RI field work begins.
- **Activity 5B:** Open a store-front information office in the community.
  - **Objective:** To provide the residents with another easy-to-use source of reliable information.
  - **Method:** EPA will lease a small store-front office in the community, and will staff it _____*(either with an EPA person or a contractor)* ___ days a week *(whatever is appropriate for this site)*. This person will be knowledgeable and able to answer general questions about the site (site activities, site progress, work schedules, etc.) and generic Superfund issues; (s)he will record technical questions, along with the person's name and phone number, and refer them to the Site Team for answers.
  - **Timing:** The office will be open by the end of the first week of RI field work.
- **Activity 5C:** Periodic calls to local officials and other opinion leaders.
  - **Objective:** Keep local leaders informed so that they can serve as an additional conduit of information to the local residents; and to gather information about developments in the community that could affect progress, trust, etc. or that may require CIC attention.
  - **Method:** The CIC will regularly call the (mayor/borough manager/selectmen/ Council members/ presidents of affected homeowners' associations, etc) and brief them on site activities. The CIC will irregularly call local opinion leaders and key residents to give them an update and to find out what is happening in the community.
  - **Timing:** These calls will start the week after the RI field work starts and will continue throughout the process.
- **Activity 5D:** Maintain a complete and accurate mailing list.
  - **Objective:** To facilitate the distribution of site specific information to everyone who needs or wants to be kept informed about the site.
  - **Method:** EPA will generate a mailing list that includes all residences contiguous to the site and/or in known or suspected paths of migration, as well as all local officials. EPA will work with the local tax collector's office, local Post Master, or any other resource to generate this list; if that help is not forthcoming, the CIC will use a computer software program to identify all streets and addresses in th target area and will mail to the residence. EPA will also solicit interested parties via fact sheets, newspaper articles, public meetings, public availabilities, etc.

- **Timing:** EPA will begin working on this mailing list immediately and will review/revise it at least quarterly to keep it current.

♦ **Activity 5D:** Other activities to include in this section, using the same format, are fact sheets; technical summaries; press releases; public service announcements; presentations to local schools, civic and service clubs, etc; designating a site spokesperson/CIC; responding promptly to inquiries maintaining the repositories; providing TAG and CAG information.

**Issue 6: Provide adequate and meaningful opportunities for community involvement.**

♦ **Activity 6A:** Provide information to and invite comment from the public.

- **Objective:** To ensure that residents are not only informed, but have an opportunity to help shape the decisions being made in their community. Also, to ensure that residents, even if they choose to not participate, realize that they could have been involved had they chosen to.
- **Method:** EPA will release the following information/draft documents to the mailing list and invite comment: list of PRPs, list of known contaminants, draft Community Involvement Plan, draft summary of test results (not individual tests) and initial interpretation, preliminary findings of the RI and a list of possible remedies likely to be considered, preliminary findings of the FS and a brief summary of the leading contender for the proposed remedy, and preliminary plans for implementation and construction. In addition, EPA will invite the public to two meetings during the design stage, one at the 75 percent point and one at the 90 percent point, at which it will present the progress made to date and invite comment.
- **Timing:** EPA will conduct these activities as the information noted above becomes available. Residents will have two weeks to submit comment; however, comments received after the deadline will, to the extent possible, be considered.

♦ **Activity 6B:** Conduct informational Public Availabilities

- **Objective:** To give residents an opportunity to interact with EPA's Site Team.
- **Method:** EPA will hold informal availabilities, or windows of opportunity, during which residents may come anytime during established times and talk one-on-one with specific members of the Site Team.
- **Timing:** EPA will hold these sessions during each comment period mentioned above.

♦ **Activity 6C:** Other activities here would include: Release the Proposed Plan and hold a Public Meeting to discuss it, provide formal transcript of the meeting, support formation of TAG and/or CAG groups, prepare the responsiveness summary, revise the CIP, conduct periodic (specify timing — weekly, bi-weekly, etc.) conference calls with key stakeholders including: local leaders (official and unofficial), the media, TAG/CAG leaders, RPM, etc.

### Section 4.2: Projected Schedule for Community Involvement Activities

[See Attachment 1: Community Involvement Plan Template, Attachment 1, Section 4.2]

### Appendices A-J

[See Attachment 1: Community Involvement Plan Template, Attachment 1, Appendices A-J]

# Community Profile

## Description

A community profile outlines local issues, events, and players. A community profile helps fine-tune your ***Communication Strategy***, avoid obstacles, and communicate EPA's message.

See Communication Strategy, Tab 3

## Required Activity?

No.

## Making It Work

### When to Use

Develop the community profile when you first get started in a community, and update as necessary. In order to develop a comprehensive and representative community profile, you need to understand local issues and people, especially in diverse communities. A community profile is most effective when developing a ***Community Involvement Plan***.

See Community Involvement Plans, Tab 7

### How to Use

To get started researching local issues and people, consider some of the following characteristics of your site and its community:

- Demographics;
- Ethnic background;
- Languages and the need for ***Translators;***
- Sensitive populations, such as elderly people, pregnant women, and children;
- ***Media*** contacts;
- Previous cleanup activity;
- Interest in obtaining a ***Technical Assistance Grant*** *(TAG)* or forming a ***Community Advisory Group;***
- Popular activities and hangouts; and
- Accessible ***Resources*** like computers, ***E-mail***, and fax machines.

See Translation Services, Tab 43; Media, Tab 25; Technical Assistance for Communities, Tab 41; Community Groups, Tab 4; Local Resources, Tab 22; E-Mail, Internet, LandView, and WasteLAN, Tab 10; Federal Agencies, Tab 16

The ***Internet*** is a great way to ask follow-up questions or discover other key community resources.

***WasteLAN—WasteLAN*** (formerly called CERCLIS 3) is a national database with extensive information such as site history, cleanup progress, and milestones. Geographic Information Systems (GIS) contain demographic information regarding environmental and socio-economic characteristics. For instance, HUD 20/20, the Department of Housing and Urban Development's (***HUD***) GIS program, and ***LandView***, EPA's GIS program, track population by race; population per square mile; population by age; percentage of minority households in the surrounding area; numbers of households living in poverty; and community support programs. ***LandView*** also identifies other hazardous waste sites or permitted facilities.

Consider ***Local Resources***. Involve yourself in local events to meet stakeholders. ***Local Resources*** and contacts (*e.g.*, leaders, store owners, activists, and long-time residents) will help you see local issues from an insider's perspective.

See Local Resources, Tab 22

**Last Updated**: September 2002

# Community Profile

See Information Repository, Tab 21

Research the site's history. Visit the public library, and search local publications for information. Look in the ***Information Repository*** for the Record of Decision (ROD), fact sheets, and other documents containing information on other sites in the same community. These documents will also tell you about site contamination, EPA's previous involvement, and the risks site contaminants pose to residents. When reading the ROD, focus on the community comments section—it can help you gauge your community's concerns and help you gain insight on the level of community involvement in the past.

## Examples

**Example 1: Researching.** A CIC was searching the ***Internet***. By accessing Housing and Urban Development's Web page, he learned that ***Step-Up*** (HUD's Worker Training program) was active in his community. He met with the local ***Step-Up*** contact to learn more. Then, using GIS, he discovered local demographics that improved the ***Communication Strategy***.

See Communication Strategies, Tab 3

**Example 2: Getting Involved.** A CIC attended a basketball game at a local high school. By introducing herself to a few local citizens, she built some trust and showed that she was making an effort to get to know them. The people she met that day were more candid in their interviews, and later became advocates for EPA.

## Related Tools/Resources in the Toolkit

- Brownfields, Tab 1
- Communication Strategies, Tab 3
- Community Groups, Tab 4
- Community Interviews, Tab 5
- Community Involvement Plans, Tab 7
- Computer-Based Resources, Tab 10
- Cross-Cultural Communications, Tab 12
- Federal Agencies, Tab 16
- Informal Activities, Tab 20
- LandView, Tab 10
- Local Resources, Tab 22
- Mailing List, Tab 23
- Maps and Aerial Photographs, Tab 24
- Media, Tab 25
- Partnering, Tab 28
- Public Comment Periods, Tab 31
- Risk Communication, Tab 37
- Technical Assistance for Communities, Tab 41

- Telephone, Tab 42
- Translation Services, Tab 43

## Attached Items Within this Tool

- Attachment 1: Community Profile Matrix—This matrix lists the types of information the CIC should try to collect and the resources he or she could use to find it.

# Attachment 1: Community Profile Matrix

| Site Characteristics | My Site | Sources of Information | | | |
|---|---|---|---|---|---|
| | | Checked the Internet? | Checked WasteLAN? | Checked GIS? | Checked your Local Contracts/ Resources? |
| Site Name | | | | | |
| City | | | | | |
| State | | | | | |
| EPA ID Number | | | | | |
| Local Ethnic Groups | | | | | |
| Local Demographics | | | | | |
| Local Contracts | | | | | |
| Sensitive Sub-Populations Located in the Community | | | | | |
| Media Contracts | | | | | |
| Popular Activities | | | | | |
| Type of Past Cleanup Activity | | | | | |
| Past Community Involvement | | | | | |

# The Community Visioning Process

## Description

This tool is a process that enables citizens to realize their vision for the future of the site as it relates to all aspects of community life. This process encourages the full participation of all community members in goal development, action planning, and implementation. By considering a community's vision of future land uses for Superfund sites, EPA can tailor cleanup options to fit community goals.

## Required Activity?

No.

## Making it Work

### When to Use

The visioning process should be implemented before decisions are made. A visioning process can last one day, several days, or months depending on the complexity of issues facing the community. Visioning is best used when addressing large areas of land, such as federal facilities, watersheds, and mining sites. It is vital to help communities think of long-term strategies for future land use. EPA should begin the process in the earliest stages, most likely as a set of questions during the ***Community Interviews.***

See Community Interviews, Tab 5

### How to Use

Community involvement is the key to a successful visioning project. Through early involvement of those who must implement the vision, a CIC can motivate citizens to work actively towards the future they desire, while demonstrating EPA's willingness to work with the community. The overall goal of the visioning process is to empower communities and provide a method of comprehensive goal-setting. To reach this goal, the Office of Sustainable Ecosystems and Communities (OSEC) has developed a series of publications to assist communities in the community visioning process. The four steps of the visioning process, as defined by OSEC, are:

- Step 1: Community Brainstorming and Suggestions;
- Step 2: Establishing Goals, Developing a Vision;
- Step 3: Bringing Commitment to the Vision; and
- Step 4: Implementing the Vision.

## Tips

- Select an independent facilitator to help the community implement the visioning process. Your ***Regional Ombudsman*** can help identify options for selecting a facilitator.

See Superfund Regional Ombudsman, Tab 40

- Before kickoff, invite media representatives, key community leaders, and the public to a 30- to 45-minute presentation on the cleanup.
- For project kickoff, conduct a public meeting to introduce the visioning initiative.
- During the project, conduct surveys and focus groups to gather feedback from community members to refine the process.

**Last Updated:** September 2002

See Community Involvement Impact Analysis, Tab 6

See Media, Tab 25

- Consider volunteering the site to be part of the ***Community Involvement Impact Analysis*** project to obtain unbiased data and feedback from the community.
- Provide for neighborhood or town meetings at which planners can inform the public about the project and receive feedback.
- Use accurate and succinct press releases to maintain contact with the ***Media***. Press releases should be delivered to pre-developed contacts at each news organization, and followed up with a phone call to answer questions and lobby for coverage.
- Use flyers to advertise upcoming events.

## Related Tools/Resources in the Toolkit

- Community Interviews, Tab 5
- Facilitation/Conflict Resolution, Tab 14

## Outside Sources of Information

- *Pathways: Building a Local Initiative for Compatible Economic Development.* A community workbook that details the tasks needed to complete a broadly-based, collaborative local plan for compatible economic development. Can be ordered from the Center for Compatible Economic Development, 7 East Market Street, Suite 210, Leesburg, VA 20176 (703) 779-1728
- *Community-Based Environmental Protection: A Resource Book for Protecting Ecosystems and Communities.* U.S. EPA, Office of Policy, Planning and Evaluation. EPA 230-B-96-003 (available on OSEC home page in PDF format)
- For more information on the community visioning process, the following papers are available from OSEC in Washington:
  - *The Visioning Process as a Tool for CBEP: An Annotated Bibliography of Visioning Resources,* OSEC Community Visioning Paper #3
  - *The Visioning Process as a Tool for CBEP: Visioning Resources on the World Wide Web,* OSEC Community Visioning Paper #4
- ***Internet*** resources for community visioning process information and community-based environmental protection:
  - EPA's Community-Based Environmental Protection Web site: *www.epa.gov/region04/cbep/misc/related2.htm*
  - The Community Visioning and Strategic Planning Handbook Web site: *www.cpn.org/sections/tools/manuals/manuals.html*
  - EPA's Sustainable Ecosystems and Communities Web site: *www.epa.gov/ecosystems/osecbak*

# Computer-Based Resources

## Description

A variety of databases and software are available to assist you in tracking information about your site, learning about other similar sites, planning site activities, and developing materials to use in community involvement activities. Some computer-based resources also are available to the public for obtaining site information.

## Using the Resource

### When to use

Use of computer-based resources is most effective when:

- You lack the time to design your own tracking system.
- You need to enter site or other data regularly into a tracking system.
- You are looking for information about another site to assist in your own site activities.
- You need information about a new community or technology.
- You need a sleek, professional handout for a particular audience.
- You want to quickly communicate with a large audience.

Do not use computer-based resources when:

- You lack sufficient knowledge about a resource to be able to use it properly and risk creating misinformation or entering inconsistent data.
- You rely solely on computers as your means for communicating.

### How to Use

Some example resources are listed below. Information on each is attached:

- Comprehensive Environmental, Response, and Liability Information System (WasteLAN)
- Electronic Mail
- Internet
- LandView
- Superfund Document Management System (SDMS)

Products that can be created using computer-based resources:

- Reports on tracking activities
- Exhibits, Tab 13
- Fact Sheets, Tab 15
- Mailing Lists, Tab 23
- Maps and Aerial Photographs, Tab 24
- Presentations, Tab 29
- Public Notices, Tab 33

**Last Updated:**
September 2002

# Computer-Based Resources

Each database has its own setup requirements, which you should be able to run yourself. However, if you are unsure how to gain access to a computer-based resource, consult your regional Information Management Coordinator (IMC) or LAN Administrator for instructions.

## Tips

- Before trying to access a computer-based resource, find out whether your computer is capable of running the program.
- Take advantage of available training.
- Enter information consistently and regularly.
- Let your community know about computer-based resources they can use to obtain site information.
- Using computer-based resources may mean extra learning time up front, but, in the long run, they are extremely useful and efficient.

## Related Tools/Resources in the Toolkit

- Exhibits, Tab 13
- Fact Sheets, Tab 15
- Mailing Lists, Tab 23
- Maps and Aerial Photographs, Tab 24
- Public Notices, Tab 33
- Presentations, Tab 29

## Outside Sources of Information

- See the "EPA Home Page: Databases and Software" for information on public access to various databases: *www.epa.gov/epahome/Data.html*

# Electronic Mail

## Description

Electronic mail (E-mail) systems are electronic mailboxes that enable you to send and receive messages and attached documents via computer. While many people already know the basics of E-mail, few take advantage of its full power and range as a communications tool.

## Using the Resource

### When to Use

Internal and external E-mail is available to you at EPA. Internal E-mail arrives at its destination almost instantaneously and is limited to a Local Area Network (LAN), which means that it usually circulates only within a building or office. External E-mail can be sent via the ***Internet*** to virtually any location, but it can take several minutes to hours to reach its destination. E-mail is used best in conjunction with more traditional means of communication.

See Internet, Tab 10

Use E-mail to:

- **Exchange files with colleagues, *Community Groups,* or newspapers**. E-mail allows you to attach files to your messages.
- **Reach a large group**. E-mail's group mailing list function allows you to send one message to multiple parties simultaneously.

  **Post a public message**. E-mail messages and attachments intended as public notices of the release of new documents and upcoming events may be sent an electronic bulletin board.
- **Communicate over long distances**. External E-mail, including international E-mail, usually travels the ***Internet*** free. However, ***Internet*** providers charge a fee to set up an E-mail account. Individual users, including community members, must also pay a small monthly or hourly service charge for ***Internet*** service.

See Community Groups, Tab 4

Do not use E-mail when:

- **Unsure of the recipient's computer software**. Some messages sent via the ***Internet*** are encoded and must be decoded by the recipient. Formatting features, such as bullets, columns, and underlining, may appear scrambled. Also, some attached documents can only be opened by the same program in which they were written.
- **Audience does not have access to or is not familiar with E-mail**.

Because E-mail travels unsecured across the ***Internet***, unauthorized users may have access to your E-mail. Therefore, consider all E-mail messages public information. For this reason, some people may not want their E-mail addresses made public.

Since many community members do not have access to the ***Internet***, you may want to provide them with hard copies or communicate with them via phone or fax.

### How to Use

#### Getting Started

Determine who in the community has access to E-mail and is willing to use it. Develop a ***Communications Strategy*** that may include telephone trees or group faxes to inform members of the community who lack E-mail access. Contact your Regional Manager to find out your Region's procedures for connecting to E-mail.

See Communication Strategies, Tab 3

**Last Updated**: September 2002

# Electronic Mail

### Legal Requirements

EPA guidelines concerning the use of E-mail require that all government employees preserve records that document the functions, policies, decisions, procedures, and essential transactions of the EPA. Federal regulations stipulate that these records be properly stored and preserved, available for retrieval, and subject to appropriate approved disposition schedules. Personal materials are not subject to EPA's records disposition schedules under the Federal Records Act (FRA). E-mail messages also may be considered EPA records under the Freedom of Information Act (FOIA).

For more information on the legal responsibilities of EPA employees who use E-mail, see "Legal Requirements Concerning the Creation, Maintenance and Disposition of Electronic Mail Messages" in the "Outside Sources of Information."

### Attaching Files to E-mail

Attaching text, faxes, or files to an E-mail message is an easy way to send drafts or other documents to colleagues or the community for review. If you want to protect the attachment from being altered by recipients, send it in Portable Document Format (PDF). PDF files are "read-only," and cannot be altered.

File transfer of lengthy or graphic-intensive documents may cause the recipient's E-mail system to run slowly. Also, the file may be irretrievable upon arrival. Such documents may have to be sent in hard copy or electronically by some other means, such as an electronic bulletin board.

### Using Group Mailing Lists

Your LAN Administrator should be able to help you create group mailing lists from which you can send the same message to a many individuals simultaneously. Group mailing lists save a lot of time.

### Establishing Electronic Bulletin Boards

Electronic bulletin boards are storage devices for public messages or notices. Sending messages to an E-mail bulletin board is similar to posting hard copy messages in community centers or other high visibility areas.

### Emoticons

People often "talk" on E-mail the way they do on the phone, but inflections, such as laughter and tongue-in-cheek facial expressions, are lacking. If you want to include inflections, standard symbols called "emoticons," are available (see text box).

**Common Emoticons**

:-) happy

:-( disappointed

;-) winking, comment tongue-in-cheek

:-D laughter

### Other Helpful E-Mail Features (Optional)

- **Return Receipt**: This feature sends you a confirmation notice when your message has reached its destination. It does not indicate whether your message was read.
- **Address Book**: You can keep your most frequently used E-mail addresses in a personal address book for easy access.
- **Message Log**: The message log keeps track of all messages you've sent.

## Examples

### Example 1: Newspaper Announcements

When a CIC needed to publish a public notice in a newspaper, she first found the E-mail account of the newspaper's editor. After preparing the public notice in WordPerfect (WP), she sent an E-mail message with the attached WP file to the editor specifying the dates the notice should appear. She then saved the message and file in accordance with the "Legal Requirements Concerning the Creation, Maintenance and Disposition of Electronic Mail Messages." The CIC also faxed the public notice to the newspaper to ensure that the newspaper had a hard copy from which to proof the WP attachment. The newspaper editor sent a brief reply confirming that the notice had been received and would be published on the dates specified. This exchange took only a few minutes, instead of the hours or days a request by mail or in person might have taken. The electronic transfer also decreased the risk of typographical errors, since the newspaper did not have to retype the notice.

### Example 2: It's in the Mail

When a CIC needed to communicate with a large population in a community, he researched whether key businesses, community groups, and other interested citizens used E-mail. Since most of these people did, he created a group mailing list for all of them. He was then able to send messages simultaneously about upcoming events and other information on current site activities to everyone on the list.

## Tips

- E-mail lets you send messages from one computer to another.
- E-mail is quick and usually inexpensive, especially for sending messages internationally.
- Follow the federal requirements for E-mail use.
- E-mail messages are comparable to postcards; they are neither private nor confidential.
- Put your E-mail address on your Region's home page.
- Take advantage of E-mail's file attachment, return receipt, group mailing list, message log, and address books features.
- Use phone calls, faxes, and other alternatives to E-mail, especially for those in the community that do not have E-mail access.

  When appropriate, use emoticons to clarify your intent.
- When preparing electronic mailing lists or sign up sheets, ask for E-mail addresses.

# Electronic Mail

## Related Tools/Resources in the Toolkit

- Communications Strategies, Tab 3
- Community Groups, Tab 4
- Community Profile, Tab 8
- Internet, Tab 10
- Mailing List, Tab 23
- Public Comment Periods, Tab 31
- Spokesperson, Tab 39

## Outside Sources of Information

- *Legal Requirements Concerning the Creation, Maintenance and Disposition of Electronic Mail Messages: www.epa.gov/nrmp/policy/ogcemail.html*
- Managing Records: A Quick Reference Guide for Electronic Mail and Other Documentary Materials (Also found at: *www.epa.gov/nrmp/policy/ogcemail.htm)*
- *It's In the Mail: Common Questions About Electronic Mail and Official Records: www.epa.gov/nrmp/tools/emailq&a.htm*
- *Environmental Management Tools on the Internet: Accessing the World of Environmental Information.* Katz, Michael and Thorton, Dorothy. St. Lucie Press: Delray Beach, FL. 1997. This publication can be obtained through St. Lucie Press.

# INTERNET

## DESCRIPTION

The Internet is an electronic gateway to a variety of multimedia (audio, ***Video***, photographic), database, and textual resources for use in communicating with the public and other audiences. Sometimes referred to as the "information superhighway," the Internet provides key resources for searching and posting information. The Internet's powerful, intuitive search technologies can help you find specific information quickly, communicate with the public, and recommend information resources to others.

See Videos, Tab 45

Although community access to the Internet varies, Superfund Reform Initiative #20 calls on EPA to facilitate stakeholder access to Superfund information and related tools via the Internet. EPA Internet users should be familiar with the legal requirements for sending ***Electronic Mail (E-mail)*** to the public.

See Electronic Mail, Tab 10

## WHAT YOU NEED TO KNOW

The World Wide Web, or simply "the Web," is a rapidly growing subset of the Internet, used for distributing interactive multimedia documents. Because the Web is graphics-based and easy to use, individuals, schools, companies, and other organizations are setting up Web pages.

### WHEN TO USE

Internet resources can be helpful to you for:

- **Accessing information**—A suite of powerful software tools is available to help you retrieve information to use in explaining technical information to the public;
- **Disseminating information**—You can arrange to have pertinent files and general Superfund information made available to the public through the Internet or electronic bulletin boards in accordance with EPA's publishing procedures for Internet use; and
- **Communicating with others**—By using the attachment feature you can send and receive drafts with other people.

You should verify information retrieved from the Internet because there are no safeguards on the accuracy of information posted on the Internet. Contacting the primary source of the information is one way to ensure you have accurate and updated information.

Use the Internet when you need to:

- **Research a specific topic**—The Internet can lead you to sources of information from private, public, and academic sectors about specific topics, such as the demographics of the community near your site;
- **Obtain information quickly from a variety of sources**—One of the Internet's greatest advantages is its quick access to numerous information sources; or
- **Obtain current information**—Web site information may be updated easily and is, therefore, often more current than hard copy information.

Do not use the Internet when:

- **You are unsure what type of information to look for**—You need to be able to narrow your search criteria to find the most relevant information;
- **A "clean," comprehensive copy of a document is needed**—Not all Internet versions of documents include the layout and graphics seen in the original paper copy, which are often critical in the comprehension and readability of a document provided to the public;

- **A presentation tool is needed**—The Internet is best used as a research tool rather than as a presentation tool; there are specific software programs designed for presentations; or
- **Many other users are using the Internet**—Internet traffic and equipment limitations can restrict the speed of Web searches.

Rather than depend entirely on the Internet, you should provide alternative forms of communication, such as paper copies, to individuals who lack easy access to computers. At the same time, you should encourage people without computers to use the Internet at a local library. The Department of Housing and Urban Development's Network Neighborhoods program provides Internet access to selected communities (see below, "List of Attached Tools/Information").

## How to Use

### Searching the Internet for Relevant Web Sites

Various Search engines are available to identify Web sites that relate to your chosen topic. Some, for instance, only search for specific types of Web sites (e.g., business, legislative). To use a search engine, go to the search engine's home page (see text box). The search engine will ask you to provide key words or phrases to search on. The results of the search will be listed with links to each Web site. When you find a useful site, you may bookmark it for quick use next time.

**Helpful Search Engines**

- WebCrawler: *http://www.webcrawler.com*
- Yahoo: *http://www.yahoo.com*
- AltaVista: *http://www.altavista.digital.com*
- Infoseek: *http://www.infoseek.com*
- HotBot: *http://www.hotbot.com*
- Lycos: *http://www.lycos.com*

Numerous Web sites are available for you to use as primary sources of hazardous waste data. See below for more detailed descriptions and copies of key Web pages. EPA also maintains an "Intranet," or internal "Internet" system that is restricted to use by EPA computers only. The EPA Intranet may be helpful when searching for resources not available to everyone.

### Posting Information on the Internet

The first step in Internet publishing involves asking yourself if the Internet is the appropriate distribution vehicle for your document. Consider these factors before publishing:

- **Potential audience**—Consider the size of your audience and how many individuals in that audience have easy access to the Internet. It may be more cost-effective to distribute large documents to an extremely small audience by some means other than the Internet.

**Tips for Posting Information**

- Clearly define your audience.
- Compare the cost to post information on the Internet with other media.
- Avoid large graphics unless they are absolutely necessary. A Web page should take no more than 80K of memory.
- To ensure the security of your files and easy viewing, consider using PDF or HTML file formats.

- **Preparation cost**—In general, publishing documents on the Internet is inexpensive. However, costs can vary depending on the time involved in preparing and formatting the document. For example, reformatting documents with numerous tables, charts, or graphics can be time-consuming, and therefore expensive.
- **Size of document**—Distributing extremely large files (greater than 1.4 megabytes, the capacity of a 3.5-inch floppy) via the Internet can be a problem.
- **Graphics**—Documents that require a lot of graphics can take a long time to download.

To start the publishing process, contact your Regional Internet Manager. *Your Internet Manager can give you technical assistance in posting information on the Internet.* See the "List of Attached Tools/Information" below for examples of Internet submission forms and home page guidelines.

### Creating Web Site Files

Files posted on the Internet can be in several formats, mainly Hypertext Markup Language (HTML) with or without graphics, Portable Document Format (PDF), and word processing applications. HTML and PDF formats are generally recommended for most needs because they are the most user-friendly and secure versions available.

- **HTML**— HTML files are the cornerstone of Internet home pages. They allow information to be read by any Internet browser software, such as Netscape Navigator or Microsoft Explorer. They also allow the user to link to other Web sites. HTML documents may contain text only or text and graphics. Providing both versions is helpful to your audience because users with slow computers generally prefer to view documents without graphics. If you create a "text only" version, you may want to place critical information from the graphics in text format.
- **PDF**— PDF allows a file to appear exactly as it does on paper, including complicated formatting, such as color, graphics, and columns. Since it is a "read only" format, no other user can alter the file. A user must download the PDF file to view it through an application called Acrobat Reader, which is available for downloading free from the Internet at *www.adobe.com*.
- **Word Processing Applications**—Files may be posted in their original software format, such as Word Perfect or Word. A user can then download the document onto his or her hard drive and alter it in the appropriate word processing application.

### Who to Contact About the Internet

The Regions each have at least one Superfund Internet contact who can help you with specific Superfund Internet policies or guidelines. Headquarters Internet contacts also can help you set up a home page, post information, find information, and other Internet-related activities.

# INTERNET

See Fact Sheets, Tab 15; Videos, Tab 45

## Examples

Regional Offices have used Internet home pages to post ***Fact Sheets***, news releases, site pictures, and even ***Video*** footage that have helped community members participate in decision making.

### Example 1: Posting the Latest Information

In one Region, concerned community members were continually calling a CIC for information about EPA and site activities. The CIC couldn't keep up with all the calls and found that he was frequently giving different people the same information. After confirming that the majority of his audience had access to the Internet, he decided to create a Web site about the Superfund site and post all fact sheets and other current information on that site. He placed the Web address on all hard copy documents, announced the Web address at meetings, and informed many persons individually. He also informed everyone that they could always contact him directly with questions or information requests.

### Example 2: Information Sharing

A CIC learned about a Superfund site near one she was responsible for and searched the Internet to obtain information about that site. She discovered that the community affected by her site overlapped the community affected by the other site. She also learned that the contaminants of concern were similar for both sites. Based on this information, she teamed with the CIC from the other site, and together they eliminated many duplicative activities and created one Web site with information about both sites.

### Example 3: Putting Technology to Work

A community member, concerned about the potential health effects a cleanup technology, asked the CIC for more technical information than had been provided previously. Within about 15 minutes, the CIC logged onto the Internet, entered a few key words into a search engine, and found several sites that provided more detailed information on the technology than was in the general site fact sheet. This information satisfied the community member's inquiry. Later, when the proposed treatment plan was presented at a public meeting, this community member helped convince the community that the remedy was in the community's best interests.

## Tips

- Determine how many community members have access to the Internet.
- Follow Headquarters and Regional procedures for uploading, maintaining, and downloading information on Web pages.
- Know who the key Internet personnel are in your office or Region.
- Consider which format (PDF, HTML, other) will be best for your audience.
- Seek help from your LAN administrator to learn how to avoid computer viruses.

## Related Tools/Resources in the Toolkit

- Communications Strategies, Tab 3
- Community Profile, Tab 8
- Electronic Mail, Tab 10

- Fact Sheets, Tab 15
- Videos, Tabs 45

## Attached Items Within the Resource

- Attachment 1: OSWER Internet Quick Reference Guide
- Attachment 2: Useful Internet Web Sites

## Outside Sources of Information

- *Environmental Management Tools on the Internet: Accessing the World of Environmental Information.* Katz, Michael, and Thorton, Dorothy. St. Lucie Press: Delray Beach, FL. 1997. Available from St. Lucie Press.
- U.S. Department of Housing and Urban Development's Network Neighborhoods: *www.hud/gov/nnw/nnwindex.html*

# Attachment 1: OSWER Internet Quick Reference Guide

This reference guide will help you understand how to post materials to the various OSWER Internet Web sites. You may use the process outlined in this guide to have material posted or removed and links to other sites added or removed from a Web site. The OSWER/OERR Internet/Intranet Request Form is a key component of the process of developing and modifying information for the Internet. The form is available from each OSWER office and from OERR's LAN.

## Five Key Considerations To Posting or Removing Materials From the Internet

1. Clearly define the audience before submitting a request to post information to the Internet. Avoid posting materials containing large graphics because they take too long to load on the screen and to download.
2. If possible, convert your materials to an Internet-ready format, such as HTML (Hypertext Markup Language), PDF (Portable Document Format), or TXT (text). If you are not familiar with converting documents to these file types, your Internet Manager can help.
3. Complete a copy of the OSWER Internet Submission Form, available on OERR's LAN (s:\oerr\internet\subform.wpd). If you do not understand a particular item on the form, refer to the OSWER Internet/Intranet Submission Form Instructions document or ask your Internet Manager for help.
4. The submission form will have to be signed by the Division or Center Director before submitting it to the Internet Manager.
5. Provide the Internet Manager with the completed form and electronic and hard copy versions of the document(s) to be posted to the Web site. If you are requesting links you need only submit the signed form with the appropriate information.

## Rules of Thumb

- EPA applies the Lowest Common Denominator rule to make information usable to nearly everyone. Therefore, Web pages and Web sites should be developed so they can be viewed with older Internet browsers such as Mosaic or Netscape 1.1.
- CGI (Common Gateway Interface) scripts may be used, but they can present a security problem to the EPA Web server. A CGI script must be developed in PERL (Practical Extraction and Report Language), and tested in a cgi-bin on a test area of the EPA server. A CGI checklist (found on the EPA Intranet) must be filled out and faxed to John Shirey after loading the CGI program to a test area.
- Java, Java Script, and Java Applets are not recommended because not all browsers support Java, a violation of the Lowest Common Denominator rule.
- Frames are not recommended because they also violate the Lowest Common Denominator rule.
- All Web documents must have an EPA Symbol at the top of the page and a standard footer at the bottom. The footer includes a point of contact, date of last revision, and full URL (Web address) of the Web page. Navigation aids such as a mapped bar or forward and back buttons are recommended.

## File Size

- PDF and TXT files over 500K in size should be separated into several files at logical breaks within the document. HTML files should range in size from 5K to about 80K.
- Links to files larger than 100K should include an explicit note about file size.
- Documents of significant size or length should be converted to PDF format.

## Internet-Ready Conversion Tips

### File Conversion

- Almost any file can be converted to HTM using a variety of software programs including the Internet Assistant for Microsoft Word.
- Almost any file can be converted to PDF using Adobe Acrobat software.
- When converting official EPA documents to PDF, HTM, or TXT files, try to maintain as much of the original formatting as possible so the documents look like EPA documents when viewed on the Internet.
- Documents in WordPerfect or MS Word can be converted to TXT documents by saving them as "Text Only" or "ASCII" files. Graphics cannot be used in text files and most document formatting also will be lost.
- Complex documents with graphics, tables, or formulas should be converted to the PDF format.

### Other Tips

- On the hard copy of the document(s) to be posted, you may specify text that you want to link to another document. To do this, circle the text to be linked and provide correct URLs for where it is to be linked.
- Unless large graphics are absolutely necessary, avoid them. A Web page should not exceed 80K.

## Reference Materials

- IRM Policy, Standards, and Guidance (www.epa.gov/irmpoli8/index.html)
- VPWEB - A Practical Guide to HTML Publishing and Resources (members.aol.com/rick1515/index.htm)
- How Do They Do That With HTML? (www.nashville.net/~carl/htmlguide/)

# Attachment 2: Useful Internet Web Sites

## EPA WEB SITES

**EPA Home Page: www.epa.gov**

EPA's home page gateway to other EPA sites. Site also includes a search tool.

**Superfund Web Site: www.epa.gov/superfund**

Includes background information on the Superfund program, relevant community tools, general Superfund publications, information about Community Advisory Groups, community training, TOSC, frequently asked questions and TAGs. Also provides information targeted for kids and school projects, including an environmental glossary. For a more technical perspective, the site provides specific information on sites, technical programs, and program initiatives.

**RCRA/Superfund Hotline: www.epa.gov/epaoswer/hotline/**

The Hotline has its own home page.

**EPA Regional Offices: www.epa.gov/region<X>**

Replace the <X> with the Regions number to reach its home page.

***Federal Register*—Waste Documents: www.epa.gov/docs/fedrgstr/EPA-WASTE**

Links to EPA Waste documents listed in the *Federal Register* from 1994 to the present.

**Integrated Risk Information System: www.toxnet.nlm.nih.gov**

IRIS contains EPA carcinogenic and non-carcinogenic health risk and regulatory information on over 600 chemicals. The risk assessment data has been reviewed by and is used by EPA.

## Other Federal Agencies/Government

**ATSDR Home Page: atsdr1.atsdr.cdc.gov:8080/atsdrhome.html**

Access to the Hazdat Database provides access to information on the releases of hazardous substances from approximately 1,300 CERCLA sites and from other emergency events, and on the effects of hazardous substances on the health of human populations; and ToxFAQs that answer questions about exposure to hazardous substances found around hazardous waste sites and human health effects.

**Department of Interior: www.usgs.gov/doi**

Contains links to all U.S. Geologic Survey (USGS) sites. Also covers USGS highlights through articles and descriptions of current activities.

**Department of Transportation: www.dot.gov**

Provides a search engine of the National Transportation Library and the 14 Administrative offices of DOT.

**U.S. Department of Housing and Urban Development: www.hud.gov**

This home page contains consumer information and describes HUD's community programs.

**HUD: StepUp Program Link: hud.gov/jobtrain.html**

Step-Up is HUD's primary Job Training program, includes forms and information on pilot sites.

**NTIS: Federal World Home Page: www.fedworld.gov**

Allows you to search Federal, civilian, and military government databases.

**U.S. Fish and Wildlife Service: www.fws.gov**

The FSW homepage contains information on endangered species, migratory birds, environmental contaminants, and conserving coastal areas. Information can be gathered from a national to a local level.

**U.S. Geological Survey: www.usgs.gov**

Featured pages include news releases, products, education, fact sheets (including environmental subjects), Internet resources, and science topics.

**NASA: www.nasa.gov**

NASA homepage provides information on education, earth sciences, the news room, and space shuttle missions.

**Smithsonian Institution: www.si.edu**

Provides search capabilities to find information on the museums, events/activities, resources/tours, and membership opportunities.

**U.S. Navy: www.navy.mil**

Official site of the U.S. Navy. Links to information services about naval operations, job opportunities, and other relevant sites.

**U.S. Department of Energy: www.doe.gov**

Department of Energy's homepage.

**U.S. Dept. Of Energy Office of Environmental Management: www.em.doe.gov**

Provides public information on environmental management newsletters pertaining to environmental health, regulatory information on State environmental regulations, waste management information, and environmental restoration.

**U.S. Department of Justice: www.usdoj.gov**

Department of Justice's Homepage.

**Weed and Seed Program: www.usdoj.weedseed.org/**

Describes DOJ's Weed and Seed training and technical program, which supports inner city revitalization efforts through improving the quality of life by reducing crime and helping the local community.

**FEMA Regional Offices: www.epa.gov/swercepp/pubs/fema.html**

Access to regional information.

**U.S. House of Representatives: www.house.gov**

This site contains the schedules of House activity, and gives you access to members and additional Capitol Hill info.

**U.S. Senate: www.senate.gov**

This site contains the schedules of Senate activity, and gives you access to members and additional Capitol Hill info.

**White House: www.whitehouse.gov**

Describes current programs at the White House, including a description of Federal services and reports on the Administration's latest activities.

**Library of Congress Legislative Information: thomas.loc.gov**

Thomas presents a wealth of legislative information online from the last two Congressional sessions.

# LandView III

## Description

LandView III, which is an innovative software tool formatted like an electronic atlas, is a vital resource to CICs planning community outreach. It displays location or "spatial" information on EPA-regulated sites, demographic and economic information from the 1990 U.S. Census, jurisdictional information (*e.g.*, cities, counties, congressional districts), and key geographic features (*e.g.*, roads, rivers, railroads, area boundaries). LandView III's mapping component allows the user to create, view, and modify maps quickly and easily. The user also can import information from other databases to obtain more current local information.

LandView III contains extracts of key information from five EPA databases in addition to the 1990 demographic and economic data from the Bureau of Census. Data from Superfund's WasteLAN system allows users to create a map of an identified Superfund site. Drawing on information from the Aerometric Information Retrieval System (AIRS), LandView III can pinpoint air monitoring positions and point source emissions facilities related to an identified site and neighborhood. LandView III can identify permitted facilities under the ***Resource Conservation and Recovery Act (RCRA)*** within a specified area, and identify TRI-regulated and NPDES-permitted facilities (Toxic Release Inventory System and National Permit Compliance System databases, respectively).

See Other EPA Programs, Tab 27

## Using the Resource

LandView III is an indispensable tool for CICs planning community outreach. It also provides Superfund communities with a variety of site-specific information and tools to enhance their participation throughout the Superfund site decision making process.

### When to Use

LandView III can help CICs characterize communities in terms of their demographics, housing counts, household income estimates, labor force, and educational attainment within a specified distance from a Superfund site. This information is needed to develop the ***Community Involvement Plan*** and ***Community Profile*** and to determine whether to designate a site as an ***Environmental Justice*** site where low-income or rural communities shoulder a disproportionate amount of risk of adverse health effects from contaminated properties. LandView III also provides important information for developing ***Communications Strategies,*** information packets, and educational programs that target the community's needs.

See Community Involvement Plans, Tab 7; Community Profile, Tab 8; Cross-Cultural Communications, Tab 12; Communication Strategies, Tab 3

LandView III has other applications. It can help determine potential future land use by examining the current mix of residential and industrial properties in a defined area. It is useful in presenting complicated environmental information, census data, and market trends to interested community members.

### How to Use

#### Getting Set Up

The minimum configuration to run LandView III:

- An IBM or Compatible PC, 486-class processor, or Macintosh with a 68020 processor
- 8 Megabytes (MB) random access memory (RAM)
- 10 MB free hard disk space
- VGA color monitor

**Last Updated:** September 2002

# LandView III

- 2X CD-ROM drive; and
- Windows 3.1 (for PC), System 7.0 (for 68K Mac), or System 7.1.2 (for Power Mac)

To maximize performance, the recommended configuration is:

- PC with 586 or Pentium-class processor, or Macintosh with Power PC processor
- 16 MB RAM
- SAGA color monitor
- 4X CD-ROM drive; and
- Windows 95 or Windows NT (for PC), or System 7.1.2 or higher (for Macintosh)

**Specific Capabilities of LandView III**

- **Desktop Mapping:** Display, search for, and identify map objects and locations.
- **Thematic Mapping:** Choose and set census boundaries, NPL, non-NPL, and archived sites as well as other map features in various colors and patterns.
- **Population Characterization:** Identify populations for any radius around any point in the United States.
- **Printing:** Print custom maps and reports.
- **Import Other Spatial Data Sets:** Create new layers of spatial data by using any program that supports dBase file structures. Further information is included in the on-line HELP screens.

### Accessing LandView III

LandView III is available on CD-ROM and is divided into state as well as U.S. summary data. Copies can be purchased by contacting the U.S. Bureau of the Census at (301) 457-4100. Individual discs are $99 each. LandView III also can be downloaded by county of choice by connecting to the U.S. Census Bureau's ***Internet*** site entitled "Tiger: the Coast Digital Map Database." The address for the site is *www.census.gov/ geo/ www/tiger/*. Also available from this ***Internet*** site is information related to LandView III:

See Internet, Tab10

- Product description
- Technical documentation and tutorial
- Downloadable software and sample data (per county of choice); and
- Ordering information for LandView III

An abbreviated version of LandView III for a single county may be downloaded for free from *www.RTK.NET:80/LandView*. An attachment to this resource contains instructions for accessing the free mapping program.

## Tips

- LandView III—with its statistical and graphical representations of key environmental, geographic, and demographic information—provides important insights into how to target Superfund community involvement activities.
- Use LandView III as a first step in developing the ***Community Involvement Plan*** and ***Community Profile***, and in identifying whether a site should be designated as an ***Environmental Justice*** site.

- Use LandView III to present complicated information about a site in a manner that empowers community members to participate in decision making.
- Purchase LandView III on CD-ROM or download it directly from the ***Internet*** *(see above, Accessing LandView III).*

## Related Tools/Resources in the Toolkit

- Communications Strategies, Tab 3
- Community Involvement Plans, Tab 7
- Community Profile, Tab 8
- Cross-Cultural Communications, Tab 12
- Internet, Tab 10
- Maps and Aerial Photographs, Tab 24
- Presentations, Tab 29
- Risk Communication, Tab 37
- Other EPA Programs, Tab 27

## Attached Items Within this Resource

- Attachment 1: Installation and Setup Instructions for Loading the Free LandView III Mapping Program from the Internet
- Attachment 2: Overview of LandView III Databases

## Outside Sources of Information

Questions about LandView III can be directed to the following customer service or hotline numbers:

- For information regarding the purchase of LandView III or for questions regarding the census data, contact the Bureau of Census, Customer Service at (301) 457-1128.
- For questions regarding EPA information included in LandView III, contact EPA's RCRA, Superfund and EPCRA Hotline at (800) 424-9346, Monday-Friday, 9:00 am to 6:00 pm EST.
- For questions or problems when using LandView III, please refer to the U.S. Census Bureau's "LandView III Technical Documentation and Tutorial Page" located at *www/tiger/lv3tech.html*

# Attachment 1: Installation and Setup Instructions for Loading Free LandView III Mapping Program from the Internet

To install the free LandView III mapping program by county of choice, the following files must be downloaded into an otherwise empty folder (e.g., LV3) from RTK NET at *www.RTK.NET:80/landview/.* The files are compressed and self-extracting. To decompress them, either go to "My Computer," find their icons in the correct folder and click on them (Windows 95), or type their name in the Windows "Run" box (Windows 3.1).

- LVPROGRM.EXE — LandView III program (compressed)
- LVxxxxxD.EXE — Environmental and other data (compressed) for county of choice
- LVxxxxxM.EXE — Modified TIGER maps (MARPLOT files for county of choice)

**Important Note:** LandView III was originally designed to run from CD-ROM, and part of the program tries to read from the CD-ROM at startup. If your computer has a CD-ROM drive, you will get a fatal error unless you have a CD-ROM in your drive. It can be any CD; the contents of the disk do not matter.

# Attachment 2: Overview of LandView III Databases

### Census Data

The "Census Data" database contains selected 1990 demographic and economic census information for the Census Bureau, including population characteristics and economic and housing characteristics. These data are available for a number of groupings, including Alaskan native regions, census block groups, congressional districts, counties, metropolitan areas, American Indian reservations, states, and other groupings.

### Air Facilities

The "Air Facilities" database contains information maintained in EPA's Aerometric Information Retrieval System (AIRS). Facility information on air quality and point source emissions is included in LandView III.

### Hazardous Waste Facilities

The "Hazardous Waste Facilities" database includes information on amount of waste generated or managed at facilities that treat, store, and dispose of RCRA hazardous wastes or are classified as large quantity generators under RCRA. The data was obtained from EPA's Resource Conservation and Recovery Act Information System (RCRIS) and the Biennial Reporting System (BRS).

### Superfund Sites

Information on Superfund sites was obtained from the Comprehensive Environmental Response, Compensation and Liability Information System (CERCLIS). Data on three types of Superfund sites is contained in LandView III, in accordance with the process used for prioritizing sites for cleanup actions: (1) Superfund NPL (National Priorities List) sites; (2) Superfund Non-NPL sites; and (3) Superfund No Longer of Concern sites, which are the approximately 30,000 sites that have been included in CERCLIS in the past, but for which EPA requires no further action under the federal Superfund program. For all three types of Superfund sites, information is provided on site location, incident category, contamination, and contacts.

### Toxic Release Inventory Facilities

The Toxic Release Inventory System (TRIS) contains data submitted to EPA by regulated facilities concerning listed chemical and chemical categories (approximately 300 toxic chemical and compounds). Information in LandView III from TRIS includes facility location, chemical quantities and Standard Industrial Classification (SIC) codes, medium of chemical release (air, water, underground injection, land disposal, offsite) and pollution prevention data (e.g., recycling, energy recovery, treatment and disposal).

### Wastewater Discharge Facilities

Information on the more than 75,000 regulated facilities that discharge municipal and/or industrial wastewater into navigable waters of the United States is obtained from EPA's Permit Compliance System (PCS).

Data in LandView III on these permitted dischargers include facility location, facility SIC code, and information on the type and quantity of discharges.

### Other LandView III Files

LandView III also includes files from other databases that provides information on:

- EPA air quality monitoring sites, including data on ambient air concentrations of carbon monoxide, nitrous oxides, ozone, lead, particulate and sulfur dioxide
- Over 2,000 watershed boundaries, including data on watershed conditions (quality and contamination indices and susceptibility and vulnerability assessments)

  Ozone non-attainment areas
- Over 75,000 dams throughout the United States and its territories, including nearby towns and level of hazard

- Schools, hospitals, religious institutions and cemeteries
- U.S. highways and waterways
- Nuclear sites
- Brownfields pilots
- Airports
- Zip codes; and
- Mexican and Canadian boundaries, roads, and railroads

# Superfund Document Management System

## Description

The Superfund Document Management System (SDMS) is an electronic imaging system. Rather than microfilm Superfund documents held in Regional site files, SDMS can electronically image and store them on CD-ROMs.

A CD-ROM module allows selected SDMS images and related index material to be downloaded and stored on a CD-ROM. From there, the material can be placed in an ***Information Repository,*** saving a tremendous amount of space. SDMS site file documents will be available on-line from the LAN, and are already available at some work stations in the Regions.

See Information Repository, Tab 21

## Using the Resource

### When to Use

Use this resource when you need to:

- Locate detailed information from legal documents, or
- Review site-related documents on-line

This resource is not effective when:

- Viewing large documents; they tend to be more difficult to review on-line than on paper
- Viewing colored documents that appear as black-and-white
- Examining detailed photographs or maps that cannot be imaged in full detail

SDMS is currently available in the majority of EPA's Regions. Some Regions have an additional module that allows the public to access documents in response to a Freedom of Information Act (FOIA) request. Documents in the public access module are tagged and copied to a temporary cache file.

### How to Use

Rather than riffling through folders of papers, a person can search on a key word or phrase and identify documents that contain the specific information desired. Site file documents imaged into SDMS include those found in the Administrative Record, which are also available in hard copy or microfilm at the ***Information Repository,*** documentation of site work, and public participation information, such as press releases, ***Fact Sheets***, and materials provided to the public by potentially responsible parties.

See Fact Sheets, Tab 15

Access to SDMS requires a license, provided by the Superfund Records Manager. Work stations need to be configured to run SDMS. Contact the Superfund Records Manager for more information.

## Tips

- If you don't use SDMS often, take notes on how you did queries to save time later.
- You will get better results if you enter specific queries, rather than depend on "wild cards" (*e.g.*, use "nplsite" instead of "npls").

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## Related Tools/Resources in the Toolkit

- Fact Sheets, Tab 15
- Information Repository, Tab 21
- Media, Tab 25
- Resource Books, Tab 35

# WasteLAN

## Description

WasteLAN is an information system that enables Superfund staff to share comprehensive data across EPA programs and will, eventually, link with other federal partners and the public. WasteLAN, formerly called CERCLIS 3, provides a diversity of information regarding Superfund sites. Through data screens and formatted reports, a CIC can access WasteLAN for a site description and location, summaries of site activities (assessment, remedial, removal, enforcement), financial information, remedy information, and risk data. WasteLAN provides summaries of community involvement activities, such as ***Public Meetings***, ***Information Repositories***, ***Community Groups***, and site ***Contacts***.

See Public Meetings, Tab 32; Information Repositories, Tab 21; Community Groups, Tab 4;

## Using the Resource

### When to Use

When a community has specific questions about a site, the CIC can use WasteLAN to obtain a snapshot of Superfund site activities and data. CICs query WasteLAN to extract specific information such as site description, site history, contaminants, environmental effects, response actions, ***Contacts,*** and community activities.

WasteLAN can be used as a research tool to compare Superfund sites across the country or within a Region. For example, sites with similar media and contaminant characteristics can be identified and site information reports printed for all sites with a common identifier (e.g., zip code, county, congressional district, federal facility, ***Brownfields***, site type).

See Brownfields, Tab 1

A specific Community Involvement section is available in WasteLAN for CICs. Information in this section is related to the community involvement project schedule, which is used to plan and report all community involvement activities (remedial, removal, responsible party, and federal facilities). The CIC can record and review specific information regarding any ***Technical Assistance*** provided to the organization, such as a Technical Assistance Grant (TAG) or Technical Outreach Service to Communities (TOSC). ***Community Group*** affiliations are tracked in WasteLAN with ***Contact*** names, addresses, and group characteristics.

See Technical Assistance for Communities, Tab 41

When planning a ***Public Meeting*** for instance, CICs may use WasteLAN as a resource for information on the physical characteristics and accessibility of public buildings and facilities. A record of ***Public Meetings*** related to the site is available on WasteLAN through the project schedule. To help citizens, CICs can identify appropriate repositories of site-related documents through WasteLAN's ***Information Repository*** screen.

### How to Use

The following PC configuration is required to run WasteLAN:

- IBM or compatible PC, 496 or higher (Pentium is recommended)
- Windows 3.1 operating system (Windows 95 is recommended)
- VGA color monitor
- 8 Megabytes (MB) system memory (16 MB is recommended); and
- Connection to EPA's Local Area Network (LAN)

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# WasteLAN

### Accessing WasteLAN

Contact your LAN Administrator to install WasteLAN application files on your computer. The WasteLAN database resides on a server of the LAN and fulfills most regional needs. However, the National WasteLAN database at Headquarters also is available. The WasteLAN System Administrator will provide you with a WasteLAN user ID and password. Security features installed in WasteLAN ensure unauthorized access to information that can be modified.

Contact your Regional Information Management Coordinator (IMC) about WasteLAN training opportunities.

### Specific Capabilities

- Superfund Site Profiling—Display, print, or export information regarding site location, description, history, media, contaminants, and other characteristics.
- "Like Site" Queries—Query regional or national databases to find sites with similar characteristics, location, or technical data.
- Site Activity Planning—Enter planned start and complete dates for community involvement activities at a site.
- Progress Tracking—Review the project schedule for all site activities or only community involvement activities to determine progress and overdue tasks.
- Public Meeting Location Ranking—Determine if a facility is appropriate for a planned ***Public Meeting***.
- ***Information Repository*** Directory—Maintain a list of all public and government locations that store documents related to a specific site.
- Community Organization Resource—Track community organizations interested in a Superfund site, and record any ***Technical Assistance*** provided to these organizations.
- ***Contact/Mailing List*** Maintenance—Maintain an "address book" of all EPA, community, and government contacts.

See Mailing List, Tab 23

### Looking Ahead

WasteLAN users regularly provide suggestions and requests for additional capabilities to be integrated into WasteLAN. Many sections of WasteLAN, particularly the community involvement area, will be undergoing significant enhancement as the product expands to serve the Superfund community.

## Tips

- Use WasteLAN to help plan community involvement activities—the ***Community Involvement Plan***.
- Review information on sites similar to yours to enhance and speed up your community involvement planning.
- Provide comments to WasteLAN contacts about features you would like improved or new features you would like incorporated into the system.

See Community Involvement Plans, Tab 7

## Related Tools/Resources in the Toolkit

- Brownfields, Tab 1
- Community Groups, Tab 4
- Community Involvement Plans, Tab 7
- Information Repository, Tab 21
- Mailing List, Tab 23
- On-Site Activities, Tab 26
- Public Meetings, Tab 32
- Technical Assistance for Communities, Tab 41

# WasteLAN

# Contract Management

## Description

Good contract management varies with the type of contract being managed. EPA commonly uses two types of contracts: 1) fixed-price, small purchase contracts; and 2) cost-reimbursable, level-of-effort (or mission) contracts.

EPA awards fixed-price, small purchase contracts to ensure completion of a specified requirement by a certain date for a specified price. To issue a purchase order for this type of contract, you must write an unambiguous statement of work. The risk of failure to perform falls to the contractor, who will be paid only if he or she delivers on all the terms of the contract. One advantage to fixed-price contracts is that they can be awarded in a few weeks.

Mission contracts are awarded to ensure contractor availability in a broader scope of tasks, usually for several years. Unlike fixed-price contracts, cost-reimbursable contracts obtain the contractor's best efforts without absolutely requiring the completion of a specified product or service, and may be used where explicit products or quantities or schedules will be decided later. The rest of this Tool discusses the management of projects issued through these mission-style contracts.

## Required Activity?

No.

## Making it Work

### When to Use

It takes at least two weeks for a new work assignment to be approved. Anticipate your needs far in advance; it may not be possible to get new support at the last minute.

Contract management is required throughout the life of the work assignment. While EPA multi-year, cost-reimbursable contracts generally are managed in the same fashion, each is different and each requires contract-specific management. Also, because you may have access to more than one contract, you should begin your search for contractor support with a visit or phone call to EPA's Project Officer.

Contract support is advantageous throughout the cleanup process, and it is most effective if it is procured early in the process. Refer to the list of appropriate contract support activities at the end of this tab for more ideas on when its use is appropriate. Regional offices may access Superfund contractors (subject to EPA Project and Contracting Officer approval) by writing a suitable statement of work and ensuring the availability of funding. If you have completed the training course prescribed by EPA's Office of Acquisition Management, you are qualified to be assigned as a Work Assignment Manager (WAM). WAMs have the authority to oversee contractor work and provide technical direction.

Contract management enables you to:

- Track and manage the use of contractor resources
- Track and manage the use of Agency resources
- Ensure that the Agency gets what it contracted for
- Avoid stop work situations, and
- Have support available when you need it

# Contract Management

## How to Use

If you hire a contractor, you should manage that contract carefully to protect your interest as well as the government's interest. Good contract management requires continuous monitoring of contractor work to ensure high productivity, low waste, and reasonable progress toward a clearly-articulated outcome.

The Federal Acquisition Regulations (FAR) and EPA policy impose rigorous procedures on WAMs and contractors to prevent waste, fraud, abuse of discretion, or conflict of interest. The WAM is responsible for:

- Preparing a statement of work (SOW)
- Preparing an Independent Government Cost Estimate (IGCE) if the anticipated work will exceed $25,000
- Reviewing and recommending approval of the contractor's work plan and cost estimate, which is submitted in response to the SOW
- Providing direction and guidance to the contractor
- Reviewing and approving all deliverables prepared by the contractor
- Reviewing and approving all monthly progress reports and monthly costs submitted by the contractor
- Initiating amendments to the work assignment to cover any additional work not anticipated in the initial SOW or changes to the approved work plan or cost estimate
- Closely monitoring expenditure of LOE (level of effort or contracted hours) and funds to avoid overruns
- Providing feedback and periodic reviews of the contractor's performance

The CIC typically is the WAM for community involvement work assignments. Some CICs initiate a work assignment as their first task upon assuming responsibility for a site, regardless of where the site is in the cleanup process. When preparing the SOW, anticipate all the tasks for which you will need support during the work assignment, because you will not be able to use the contractor for things that you did not include in the SOW unless the Contracting Officer approves an amendment.

You may prepare a SOW template that includes all anticipated contingencies. Each time you have a need, you fill in the blanks, delete tasks that do not apply, tailor the delivery schedule, and submit it. Each project becomes a separate work assignment. If you know the support you will require, but do not know which site or when the tasks will occur, you may prepare a generic SOW with the locations and schedules left open for future technical direction. However, in order to obtain a realistic cost estimate from the contractor, you should include language that tells the contractor to assume a finite number of events. Once the work assignment is issued, the WAM can then issue written technical direction by specifying the site name, locations, schedules, and tasks, and submit it.

When preparing your IGCE, base your estimates on the time that it takes you to do a task, and then apply the contractor's average hourly rates (which include indirect costs and fee). The Project Officer will provide a spreadsheet or other template unique to that contract. Remember to include travel and other reasonable expenses that you expect the contractor to incur.

When reviewing the contractor's work plan, check which "professional level" (contract-specific definitions of personnel experience) the contractor is projecting to use for each task, as this will affect the bottom line. Question inappropriate assignments, such as a senior engineer generating a mailing list.

When reviewing monthly progress reports (see sample report at the end of this tab), compare total hours spent for the month with activities and deliverables; do the total hours seem reasonable in comparison to what the contractor actually produced? Look at the costs for the month to be sure that they are accountable. Ask for explanations as necessary; however, be advised that the contractor can bill you for the time spent answering your questions and correcting any mistakes. Above all, assure yourself that the contractor's progress is reasonable, heading in the direction you want, and that there are no evident pitfalls ahead (either in terms of approach, scope, budget, or schedule).

Under cost-reimbursable contracts, the contractor is obligated to make reasonable progress commensurate with the approved work plan and schedule. EPA is obligated to reimburse the contractor for actual costs that are "reasonable" and not otherwise prohibited or limited by the contract or by the regulations. Most contractors understand the terms and conditions associated with billing, and any questions you have are likely to be clarifications rather than disagreements over what the contractors invoice.

You are responsible for ensuring that the contractor understands what is required and when. If your directions are not clear, you may find yourself paying for additional work while the contractor does work over to meet your expectations. To avoid that, be sure that you know what you want from your contractor before giving an assignment.

You are prohibited from supervising the contractor's work as if the contractor were your own employee. Instead, spend time up front to build a working relationship with the contractors so that they know your style, preferences, and goals. Then you can turn them loose to develop a product based on concepts and some vital specifics while you do other things.

When the contractor expends 75% of the approved budget, you will be notified in writing by the contractor, who will advise you if they believe they need substantially more or less funding. Make your own assessment of the work assignment's status. If you anticipate additional support, be sure to prepare the amendment as soon as possible so that you do not risk a stop-work situation just when you need the help.

Technical direction of the contractor by EPA WAMs is governed by EPA's Acquisition Regulations. Technical direction includes clarification to help the contractor interpret the work assignment, or comments on reports and other contractor deliverables. Technical direction must be within the scope of the contract and work assignment. Neither the WAM nor the Project Officer have the authority to issue technical direction that: (a) institutes additional work; (b) changes any element of the approved work plan or work assignment; (c) causes an increase or decrease in the estimated cost of the work assignment; (d) alters the period of performance of the work assignment; or (e) affects the schedule of the deliverables specified in the work assignment. If you need these kinds of changes, you must ask the Project Officer to obtain the Contracting Officer's approval of a Work Assignment Amendment.

Technical direction must be issued in writing, or confirmed in writing within five calendar days of verbal issuance. A Technical Direction Form (TDF) has been prepared for this purpose, but any format will be acceptable (including a memorandum or letter), as long as it contains the necessary references to the contract and work assignment. You should send the original TDF to the contractor, with one copy each to the Project Officer and the Contracting Officer.

# Contract Management

## Tips

- Have a kick-off meeting with the contractor to ensure that you are mutually comfortable with contract requirements, your needs, likely approach, personnel, travel, unusual expenses, and the involvement of subcontractors.
- For the best product, allow sufficient time.
- Know what you want before contacting the contractor.
- Provide the contractor with clear directions.
- Expect your contractor to meet the deadlines, and be sure that you meet them, as well.
- Review deliverables promptly and provide comments to the contractor as soon as possible.
- Thoroughly review progress reports on a regular basis.

## Attached Items Within this Tool

- Attachment 1: Activities Appropriate for Contractor Support
- Attachment 2: Sample SOW
- Attachment 3: How to Write a Good SOW

# Attachment 1: Activities Appropriate for Contractor Support

- Community interviews
  - Make appointments
  - Make logistical arrangements
  - Accompany CIC to:
    - Take notes in order to produce a meeting summary
    - Review notes from interviews with CIC
- Help CIC to draft Community Involvement Plans
- Produce fact sheets
  - Prepare and distribute final fact sheets
  - Arrange for translations
- Prepare graphics (transparencies, posters, handbills, covers, etc.)
- Maintain mailing lists and generate mailing labels
- Support public meetings/availabilities/poster session/special events
  - Make logistical arrangements, including facility rental
  - Take notes in order to produce meeting proceedings
  - Prepare presentation materials
  - Arrange for court recorder
  - Arrange for translators
  - Provide audiovisual support
  - Prepare public notices and press releases
  - Staff registration table

# Attachment 2: Sample SOW

**Scope of Work (SOW)**

**for**

**Community Involvement Support Services**

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**Site Name:**

**Site Location:**

**Period of Performance:**

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### Purpose

The purpose of this work assignment is to provide support for developing and implementing EPA's communication between members of the public and local governments, including Potentially Responsible Parties (PRPs), and the lead government agency responsible for response actions. The tasks outlined below are expected to facilitate public participation in the decision-making process, as required by, and in accordance with the National Oil and Hazardous Substances Pollution Contingency Plan of 1985 (NCP), the Comprehensive Environmental Response, Compensation, and Liability Act of 1980 (CERCLA), the Superfund Amendment and Reauthorization Act of 1986 (SARA), and the various EPA policy documents listed in the Superfund community involvement primer, *Superfund Community Involvement Handbook & Toolkit.* The activities described will occur throughout the performance of the Removal Action and/or the Remedial Investigation/Feasibility Study (RI/FS), including all Records of Decision (ROD), and the performance of the Remedial Design/Remedial Action (RD/RA) and operation and maintenance. The activities generally will coincide with technical milestones.

### Background

**{Site History}**

### Activities

Activities shall include developing and/or revising the Community Involvement Plan (CIP), as well as providing public meeting preparation, support, and attendance; public announcement preparation and placement; fact sheet preparation and distribution; mailing list development; and development of a Responsiveness Summary(ies).

All activities shall be conducted under the guidance of an EPA Community Involvement Coordinator (CIC) who will be the primary contact for this work assignment. The contractor Work Assignment Manager (WAM) is not to take direction from any other EPA personnel (except the Contracting Officer and Project Officer), including the Remedial Project Manager (RPM), under this work assignment. These activities shall require the services of experienced CI contractor personnel. CI tasks, under this SOW, shall be conducted on an as-needed basis unless otherwise indicated below.

Due to the unpredictable nature of site community involvement needs, it is not possible to predict with much accuracy or firmness when certain events will occur. Notwithstanding and allowing for emergencies and other unpredictable events, certain activities can be predicted: fact sheets will be needed every 4 months; a public meeting will follow a proposed plan release within 60 days; a responsiveness summary will follow a public meeting within 60 days; advertisements and press releases will be required within 60 days of a proposed plan release and within 30 days after a ROD is signed; the CIP will need to be updated within 30 days after national or local elections; community interviews must be conducted every 2 years in order to write an updated CIP; and public meetings take place approximately once per year.

A will provide appropriate file materials for the contractor's review. All documents produced by the contractor er this work assignment, including fact sheets and public notices, must undergo EPA review and approval prior to release.

**Task 1. Develop a CIP for a site:**

The contractor shall, in consultation with and as directed by the EPA WAM, provide personnel and services, as well as materials and equipment, necessary to prepare and implement the CIP. Preparing the CIP shall include identifying citizens to interview and arranging the interviews, accompanying the CIC on community interviews, taking notes during the interviews, assist in conducting interviews or ask follow up/clarifying questions as requested and approved by the CIC, and doing demographic and accompanying research to complete the writing of the CIP. The CIP shall provide guidance to the CR lead agency to ensure that the site community is informed about and involved in the removal and/or remedial process at the site.

The CIP shall include information as specified in the *Superfund Community Involvement Handbook & Toolkit* and shall be at least partially developed from file materials provided by the EPA WAM. The CIP shall also include the identification of less common sources and paths of communications, which may include but are not limited to: foreign language needs, literacy needs, hearing impaired community needs. The contractor shall also have access to other appropriate EPA and state personnel as necessary and as directed by the EPA WAM.

The contractor shall prepare and submit a draft CIP, and shall incorporate any comments and changes received from EPA into a Final CIP. A list of interested parties, recommendations for public meeting locations and information repositories, and technical assistance grants information shall be included as appendices for review and approval by the EPA WAM.

The contractor shall not include the private citizens (interested parties, mailing list, interviewees) in any part of the CIP, whether it is the released version or the file version. However, they may be included if listed in their official capacity as e contact person for a group or organization interested in the site.

**Task 2. Revise the CIP:**

The contractor shall, in consultation with and as directed by the EPA WAM, revise existing CIPs. EPA will provide CIPs for revision both in hard copy and in electronic (WordPerfect) format. CIP revision is required following a record of decision (ROD) or a general election. It is also the policy of EPA to revise CIPs every three years, in lieu of a ROD. Revision may include on-site interviews or may be limited to telephone interviews, depending on site-specific considerations. All activities associated with CIP revision shall be subject to the same requirements discussed under Task 1, above. All proposed revisions shall be submitted to the EPA WAM for review and approval.

**Task 3. Public meeting arrangement, attendance, and support:**

The contractor shall, at the direction of the EPA WAM, reserve public meeting facilities and assure that the room has the appropriate capacity and appointments (such as audio-visual equipment, seating, speakers' and display tables, handicapped access) to serve the needs of EPA and the community. Regarding handicapped access, all meetings, presentations, and gatherings held at a public facility must meet the requirements of the Americans with Disabilities Act (ADA). For information on ADA requirements, visit the Center for Independence (CFI) Internet site: *www.gj.net/~cfi/index.html*. The site includes weekly updates and information about making your public space accessible: For a free copy of the ADA Guide for Small Businesses, published by the U.S. Department of Justice, call CFI at (970) 241-0315.

If the contractor deems it necessary, or at the direction of the WAM, the contractor shall provide on-site AV equipment, logistical support, meeting facilities, computers, or any other equipment or services to ensure the meeting's success. As directed by the WAM, the contractor shall arrange for translation of public meetings, public notices, fact sheets, and other public documents. The contractor shall also provide meeting sign-in sheets to be used for developing a mailing list of interested parties.

or meetings held during public meeting comment periods, the contractor shall, at the direction of the EPA WAM, arrange for the services of a court stenographer who shall prepare an official transcript of the meeting and shall provide 1 original copy to EPA within 15 business days of the meeting.

The contractor shall assume for purposes of generating estimated costs that there will be **[insert maximum quanti public meeting(s)** and all meetings will be held at commercial locations (hotels, conference facilities) within 10 mil from the site. The contractor should also anticipate, at the direction of the EPA WAM, attending pre-meetings with local officials. The contractor shall take notes at public meetings, and at meetings where a stenographer is not in attendance, shall prepare a short meeting summary for the CIC within 10 business days of the meeting. The contractor shall also ensure that attendees sign in, that all AV equipment is in working order, and that the room is set up appropriately.

The contractor shall prepare and submit to EPA a responsiveness summary for review and approval. The summary must be completed before the ROD can be signed. The contractor, with the EPA WAM's permission, may work with the site RPM in assembling this document. The contractor shall provide suggestions on layout and shall create a document that has a visually appealing layout that enhances readability. The contractor must provide a camera-ready mechanical of the responsiveness summary to the WAM. The WAM may also request this document on a system-compatible computer disk.

**Task 4. Preparation and dissemination of public notices:**

The contractor shall make recommendations to the CIC as to which paper(s) or other routes of communication (including minority publications or alternative publications, also including specific foreign language needs as appropriate) that are most widely relied upon within the community and how much lead-time is required by the production staff prior to the publication of a notice. The EPA WAM will make the final determination and inform the contractor.

The contractor shall prepare notices, at the direction of the EPA WAM, which will be required prior to all public meetings and/or to announce all formal comment periods. The contractor shall also be required to prepare notices that will be required for RODs and ESDs. The contractor shall write the ads and public notices, prepare camera-ready copy, that may be required, based on Agency needs, to place them in the appropriate publications, including display advertising.

**Task 5. Preparation and distribution of fact sheet(s):**

The contractor shall be required to prepare fact sheets every 4 months, or as deemed necessary by the Agency, and distribute the fact sheets to persons or organizations on the approved mailing list. Graphics are normally included in such publications. The contractor shall meet with the WAM, CIC, and the RPM to identify technical data for the fact sheet but shall present this material in a format and level appropriate for an eighth grade reader. Each fact sheet shall be delivered in draft form to the WAM for review by the CIC and RPM. The contractor shall comply with the style guidance supplied by the CIC for fact sheet preparation.

The contractor shall not mail fact sheets, but shall provide an appropriate number of final fact sheets, as directed by the WAM, to EPA for mailing. The contractor shall also recommend three public areas within the community that community members frequent and where fact sheets can be placed for pickup. The proposed locations shall receive EPA WAM approval before distribution is made. The contractor shall contact the WAM every 4 months to begin preparation of another fact sheet. The contractor is specifically not required to mail fact sheets to every PRP for the site.

In addition to mail distribution to individuals and groups, fact sheets shall be required for distribution at public meetings.

**Task 6. Preparation and distribution of PRAP or PRAP fact sheet(s):**

The contractor shall prepare fact sheets, describing EPA's Proposed Remedial Action Plan (PRAP), concurrently with the finalization of the PRAP, whenever it is determined by the EPA WAM that such a fact sheet is desirable, as is the case when the PRAP is too lengthy or too technical to hold the interest of most community members. Following the WAM's direction, the contractor shall also work with designated EPA technical personnel (such as the RPM) to develop the PRAP, itself, so that the content and language of the document is readily understandable by non-technical readers. This fact sheet shall be subjected to the same readability tests as the fact sheets above. This fact sheet shall contain a statement that this document is neither a technical nor a legal document, though these may be obtained elsewhere that explain the PRAP.

**Task 7. Develop mailing list:**

The contractor shall develop a mailing list from meeting sign-in sheets and from the existing CIP and EPA file materials. Sources for developing mailing lists include but are not limited to: cross reference directories, phone books, tax records, meeting sign-in sheets, written and verbal requests, and any other such source as agreed to by the CIC. Mail house brokerages are the source of last resort and shall be used only with the approval of the EPA WAM. A private citizen mailing list, however, shall be developed and maintained by the contractor, and a paper copy shall be provided to the CIC under separate cover that is marked "confidential." Prior to use, the mailing list shall be reviewed and approved by the EPA WAM.

**Task 8. Preparation of Graphics:**

The contractor shall develop graphics for fact sheets or public meeting support in cooperation with appropriate EPA personnel as directed by the EPA WAM.

**Task 9. Audio-visual Support:**

The contractor shall provide all equipment and personnel to project, record, amplify, photograph, or video tape public meetings, as directed by the EPA WAM. The contractor shall provide such copies to the CIC within 10 business days of the public meeting.

**Task 10. Work Assignment Management:**

The contractor shall provide the personnel required to attend the work assignment kick-off meeting (if determined by the EPA WAM); for the preparation and submission of the work plan and cost estimate; the cost negotiation meeting (if requested by the Contracting Officer); the revised cost estimate development subsequent to any negotiations; for the performance of the Conflict of Interest Screening; for the performance of on-going financial reviews of the work assignment costs; for the preparation of the Monthly Progress Reports; and for the preparation of the Interim Status Reports.

## Deliverables

Deliverables under this work assignment shall include the CIP, public announcement(s), trip report(s)/meeting summary(ies), PRAP fact sheet(s), Responsiveness Summary(ies), meeting presentation materials, a mailing list, a number of quarterly fact sheets, and monthly progress reports. All deliverables shall be submitted to the WAM, Project Officer, and Contracting Officer as specified in the "Deliverables and Reports" section of the contract.

**Trip report/meeting summary:**

The contractor shall be required to submit trip reports/meeting summaries within 10 days following each public meeting at which a stenographer is not present. These reports should tell who attended the pre-meeting, as well as the public meeting, and list any media representatives; federal, state or local officials; environmental or citizens' group representatives; and PRP representatives, as well as any other noteworthy attendees, such as technical consultants and unofficial local spokespersons who attended the public meeting. They should also mention any major issues or concerns raised, the level of public reception, and the number of attendees. The reports should be brief, one or two page reports whenever possible and can be in a letter or memo format.

**Public announcement:**

The contractor shall prepare camera-ready copy for all public notices. Notices shall be designed as retail display ads, not as legal notices, and should be designed accordingly. Such notices generally run as one-sixth or one-quarter page ads; it is the contractor's responsibility to learn the actual sizes, rates and terms of such ads prior to placement. The contractor shall comply with the guidance in the *Superfund Community Involvement Handbook & Toolkit*, as well as the findings and suggestions in the 1994 GAO report "EPA's Community Relations Could Be More Effective," as well as the directions provided by the WAM. Copies of these documents will be provided to the contractor at the kick-off meeting.

If deemed necessary by EPA, the contractor shall place the required advertisement of public availability with one lo newspaper. All public notices shall be placed in the appropriate local newspaper(s) ads and shall appear in the front section of the paper, not in the classified ads. The contractor shall also obtain proof of advertisement.

**Fact Sheets:**

The contractor shall provide a camera-ready original for each fact sheet as well as enough copies to meet the requirements specified by the EPA WAM. In-house, computer-generated fact sheets may be acceptable. However, copying may be more desirable, depending on the contractor's in-house capabilities. Whenever deemed appropriate by the EPA WAM, to improve communication, graphics shall be included. Quarterly fact sheets are generally 2-4 pages (1-2 8.5 X 11 sheets printed on both sides) and shall be prepared on recycled paper and shall display the recycled logo. No direction under this work assignment shall be construed to deviate from the Printing Restrictions described in the contract.

**PRAP Fact sheets:**

The contractor shall prepare PRAP fact sheets describing EPA's PRAP. These fact sheets are expected to be more extensive than quarterly fact sheets, but generally should not exceed eight pages (1-4 11 x 17 sheets of paper, printed both sides and folded). These, too, shall be prepared on recycled paper and shall display the recycled logo.

**Translators:**

As necessary and as directed by the WAM, the contractor shall arrange for translation of public notices, ads, fact sheets, and other public documents into other languages. Also as necessary and as directed by the WAM, the contractor shall arrange for a translator of American Sign Language ("signer") to support public meetings or other activities that may involve the hearing impaired.

**Mailing list:**

The contractor shall update the mailing list, described above, periodically or as required by the EPA WAM. At a minimum, the mailing list shall be updated following each public meeting and at the completion of the Responsiveness Summary. It should be prepared so that it may be used both as a file reference and to generate computer processed mailing labels.

**Responsiveness Summary:**

This document summarizes comments and responses received or provided during the public comment period; it is not a list of individual comments and responses. The contractor shall prepare and submit this summary for review and approval. The summary must be completed before the ROD can be signed.

**Graphics:**

The contractor may be requested, by the EPA WAM, to include graphics for inclusion in fact sheets. These may include charts, maps, tables, diagrams, and flow charts. The WAM may also request graphics support for public meetings, availabilities, press conferences, and the like. These graphics may include overhead transparencies, large paper/poster size displays, 35mm slides, full page reproductions of visuals used in the presentation, etc. The contractor shall make recommendations to the EPA WAM, as appropriate, to assure that graphics are of a simple, easy to understand design and, as appropriate, suggest ways of presenting complicated information in an easy-to-understand manner. These graphics must be reviewed and approved by the EPA WAM prior to inclusion in the fact sheets.

## Attachment 3: How to Write a Good Statement of Work

The single most important factor in a successful work assignment is a good statement of work (SOW). Many WAMs have found that a little extra thought in designing the SOW saves considerable work and confusion later, and reduces the probability of having to write amendments once the project is underway.

A SOW is clear but does not overly specify your requirements. The purpose of the SOW is to provide enough detail and direction for the contractor to develop an unambiguous work plan, milestone/deliverable schedule, and cost estimate—it is not intended (nor should it) tell the contractor how to do their job. Also, once the work assignment is issued, WAMs are authorized only to "clarify" requirements already in the SOW. WAMs cannot alter any specifications or define/change any tasks, schedules, or quantities except through an amendment signed by the Contracting Officer. Therefore, a good SOW will permit you to get your work done with a minimum of (time consuming) amendments.

How can you tell if your SOW is good? A good SOW has the following characteristics:

(1) It has sufficient detail and specificity to permit the contractor to estimate the level of staff needed, the mix of disciplines, the probable effort (labor hours) for each task, and all associated travel or other direct costs (ODCs).

(2) It is logically organized, with clearly defined tasks, explicit deliverables (especially the number of drafts or other deliverables you expect), any special requirements, any absolute deadlines, and a statement of what (if anything) the contractor will receive from you (data, reviews, access to people, photos, or anything else that they need).

(3) Where requirements must be uncertain, it provides guidance to the contractor for them to develop reasonable assumptions. For example, if the contractor will need to travel out of town, but you don't yet know where, you can tell the contractor to assume certain location(s) for purposes of the plan and let them know that the actual locations will be specified later in technical direction.

(4) It specifies only what you care about, and provides the contractor with flexibility to perform in their most efficient manner. For example, do not tell the contractor to use *PowerPoint* unless you know that another brand of presentation software will not be acceptable. If you direct the contractor to use equipment or software that is not part of their inventory, you will assuredly pay for it because it will take longer to use an unfamiliar package and the contractor will charge you for the software. The contractor will use common, EPA-standard software such as *WordPerfect* or *dBase* (and other software in general use by EPA or contained in the contract's SOW).

(5) It contains an explicit, realistic schedule of deliverables or products tied to each task. Do not specify "mile stones"—the contractor will do that in their work plan. It allows adequate time for EPA's reviews of drafts. It is aware of holidays, weekends, and other non-working days. It is explicit in dates, quantities, or format. It does not use "Date to be determined" except as a last resort, and never for key deliverables.

(6) It is written in the active—never passive—voice. "The contractor shall identify conference space..." tells the contractor what they must plan for. "Conference space will be identified..." is ambiguous, and the contractor could assume that you will do it.

(7) It includes all known tasks and deliverables, avoiding such open-ended requirements as "...support shall include, but not be limited to..." or "...at least 10..."or "..up to 10..." or "etc." It describes all known requirements, otherwise the contractor is not legally permitted to address them without amendment. If you

use phrases like "..up to 10...", the contractor will budget for 10, which may be useful if you cannot specify a firm number, but each instance will have to be specified by the WAM as technical direction. If you say "...at least 10..." the contractor may budget for 20, 50, or 1,000 and you will end up negotiating a realistic upper limit anyway.

It is easy to develop a good SOW; a few specific pointers are provided below. However, there are pitfalls; copying requirements from old SOWs is one of the biggest pitfalls of all.

- Do start by defining your ultimate product in your own mind. Whether it is a conference report, a fact sheet, a Community Involvement Plan, or anything else, once you fix your mind on that goal, then work backwards in tasks and schedule to see what needs to be done to get there.
- Do not write tasks such as "...develop risk assessment information for the public..." It does not tell the contractor whether you want a course, a fact sheet, a manual; 5 pages or 100, or what. You may develop a requirement to "... research, write, and produce camera-ready masters of a 4-page Superfund Fact Sheet on Risk Assessment for lay audiences..."
- Do not specify things you cannot have or use. Some are obvious—refreshments at conferences or excessive photocopies—but many are more subtle. For example, do not direct the contractor to produce a color cover unless you already have the Agency's permission to print in color. Do not direct the contractor to violate EPA's document guidelines, since you will have trouble getting the final product approved by OSWER.
- Do not specify "One Draft Report..." if you will be going back and forth several times with multiple drafts, or if you want to see drafts of each chapter separately. Consider when you'll get the draft, who you need to get to review or approve it, and the likelihood that you will end up making the contractor submit multiple revisions (often the case when the drafts require approval at several levels of EPA management). Multiple drafts will cost more and take longer, but if that's what you need, be sure to say so. If you specify only "draft report," you will end up needing an amendment from the CO to obtain more.
- Do not specify contractor staff, either by name or qualification. "Contractor shall assign a Ph.D. Board-Certified Toxicologist..." may result in your paying way too much for labor—it is also too broad. Similarly, "Contractor shall assign a person who is familiar with CERCLIS 3..." is not permitted because such EPA-specific knowledge is not a contractual requirement. If you feel the project requires particular qualifications, you may instruct the contractor to address your needs, perhaps like this:

  "This report will be subject to intense public and scientific scrutiny by specialists in the field of human toxicology. Contractor will address in its work plan the qualifications of proposed personnel to ensure that the report is prepared at a suitably technical and scientific level."
- Do not delegate your authority as a WAM by instructing the contractor that they will receive comments from other parties. The contractor can accept such direction only from you, from the Project Officer, or from the Contracting Officer.
- Do not instruct your contractor to use a particular subcontractor or consultant, either explicitly or by inference. This injects EPA into the contractor's management of the subcontractor or the contractor's personnel, which is prohibited. It also gives the prime contractor an excuse to blame EPA if the subcontractor fails to perform.
- Do not issue duplicate or overlapping SOWs. For example, do not task a contractor to perform a function that the same or another contractor is already doing. You will end up being charged each time, and you may not get anything different.

These are just a few examples and hints. The bottom line is to be specific. Re-read your draft SOW with an eye to identifying ambiguity and possible misunderstanding. If you can't prepare a good IGCE based solely on the SOW, add more detail or eliminate tasks for which not enough information is known. It is better to amend the SOW later to add tasks once you can do so in detail than to put in vague requirements early and waste effort.

# Cross-Cultural Communication

## Description

Effective cross-cultural communication is an important part of the ***Communication Strategy*** for each site, and a critical component of the ***Community Involvement Plan***. This tool provides recommendations for communicating verbally and non verbally with different cultures identified by demographic research through ***LandView*** and other methods. It is designed to alert you to cultural differences that affect communication. This tool provides general information and specific resources to help you observe and understand the behaviors of different cultures and to follow their lead in your interactions with them.

See Communication Strategies, Tab 3; Community Involvement Plans, Tab 7; LandView, Tab 10

While one culture may interpret eye contact, laughing, smiling, personal space, touching, punctuality, and emotional responses in a certain way, another culture may interpret a totally opposite meaning from the same behavior. As CIC, your job is to know your own cultural norms, understand cultural differences in affected communities, acknowledge them, and modify your interactions accordingly. This tool is designed to help you fashion understandable messages to all groups and to avoid *cultural conflict*. *Cultural conflict* can occur when two or more groups with different cultural behaviors clash. The resulting confrontation may lead the groups to differentiate themselves from each other even more. During cultural conflict, the community perceives itself as divided between "us" and "them," with the federal government (EPA) seen as "them." The results of cultural conflict vary in degree of intensity, from initial miscommunication after the site is listed on the National Priority List (NPL), to reinforcement of false perceptions and hostile eruptions at public meetings.

## Required Activity?

No.

## Making it Work

### When to Use

As soon as the site is listed on the NPL, you should research demographics and understand differences in behavior. Your team needs to learn how different language, religion, family patterns, gender roles, education, and aspirations affect behavior. Only then can you successfully analyze how to adapt your message, tone, and distribution.

Researching demographics and learning about the differing behaviors of other cultures will not necessarily foster effective cross-cultural communication. Rather, you must know yourself and be willing and able to modify your behavior. CICs must examine their own cultural behaviors and make adjustments that will facilitate their interaction with the affected community. Your behavior regarding punctuality, personal space, smiling, and humor may fail to foster effective communication with persons from a different culture; due to the rapid increase in cultural diversity in the United States, this could result in a serious problem for EPA community involvement.

The role of the CIC is increasingly challenging as new groups of immigrants settle in the United States and exhibit different patterns of assimilation. Because of the growing number of ethnic and racial groups living in the United States, CICs must be aware of differences in behavior that affect communication. CICs are responsible for tracking of demographic trends in affected communities and developing understandable messages to *all* groups living there.

The 1990 census shows that the U.S. population changed more rapidly in the 1980s than in any other decade of the 20th century. Nearly one of every four Americans claims African,

American Indian, Asian, or Hispanic ancestry, compared to only one in five in the 1980 census. The actual rate of change may be even greater than government statistics show.

The Census Bureau admits that it vastly undercounted minorities, and has acknowledged missing 1 in 20 African Americans and Hispanics. While racial/ethnic categories were revised for Census 2000, the Bureau had previously recognized *only four* racial categories: "White, Black, Asian, and American Indian." The definition of "White" included Hispanics, many of whom objected to this definition. The census now has *five* minimum categories for data on race: "American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White." There are two categories for data on ethnicity: "Hispanic or Latino" and "Not Hispanic or Latino."

Census figures show that in the early 1990s, the total number of minority residents was about 62 million. The official census numbers indicate the presence of more than 30 million blacks (about 12% of the population), 22.4 million Hispanics (about 9%), 7.3 million Asians (about 3%), and 2 million American Indians (about 0.8%). Whites make up more than 75% of the total U.S. population, according to the census, but that percentage is declining. The Hispanic population increased more than 50% between 1980 and 1990; the Asian population increased more than 107%.

## How to Use

*Please note the sensitive nature of this endeavor; EPA strongly urges CICs to eschew even the appearance of stereotyping and to reach out to all people individually. It is best to observe the behaviors of different groups and follow their lead.*

Refer to your ***Communication Strategy*** first because your demographic research in ***LandView*** and other methods should identify the cultural groups in your community. Even among immigrant groups from the same country, there are significant cultural variations arising from differences in education, degree of assimilation, and socioeconomic status. As well, each affected community, and the cultures of which it is comprised, must be considered individually.

See Community Interviews, Tab 5; Public Meetings, Tab 32

Note that hidden cultures of poverty and illiteracy also exist within communities and must be addressed when planning ***Community Interviews***, ***Community Involvement Plans*** and preparing for ***Public Meetings***. Results of the government's 1992 National Adult Literacy Survey show that 46 - 51% of adults in this country, or about 90 million people, performed within the two lowest levels of functional literacy as defined by the survey. Written communication is of limited use when dealing with a community with a high rate of illiteracy. This presents a problem for communicating detailed, highly technical information at public meetings where attendees cannot read. Data is available on the Internet *http://www. fedstats.gov* and *http://nces.ed.gov* **(National Center for Education Statistics)** to assist in determining both economic and educational considerations within affected communities. Every effort must be made to reach these neglected segments of affected communities. Additionally, meetings must not be scheduled in places where people are without personal or public transportation to attend.

**Observation:** It is always best to observe the behaviors of the group and follow their lead.

**High- and Low-Context Cultures:** Communication in *high-context* cultures depends heavily on the context, or *nonverbal* aspects of communication; *low-context* cultures depend more on explicit, *verbally expressed* communication. A highly literate, well read culture is considered a low-context culture, as it relies heavily on information communicated explicitly by words.

# Cross-Cultural Communication

**Nonverbal Communication:** In low-context cultures, such as in academic communities, communication is mostly verbal and written. Very little information in this culture is communicated nonverbally. In high-context cultures, much of the communication process occurs nonverbally. Body language, status, tonality, relationships, the use of silence, and other factors communicate meaning. Studies show that more than 60% of communication is nonverbal and will be remembered long after your actual words. Many cultures determine the seriousness of your message by your actions and emotions during your delivery.

**Eye Contact:** Most U.S. children are taught to look at the teacher or parent when they are being scolded, and during interpersonal communication in general. However, in some cultures, looking down is considered a sign of respect for the person who is scolding them. Many adult Americans regard someone who does not look them in the eye as untrustworthy. However, some cultures may regard direct eye contact as confrontational. It is often considered to be rude or aggressive to look into someone's eyes for more than 4 or 5 seconds.

**Smiling:** Rather than being a sign of friendliness, some cultures regard smiling as false, overbearing, or worse. Smiles may disguise embarrassment, mask bereavement, and barely conceal rage, while happiness may hide behind a straight face. Do not define the acceptance of a presentation to a group that seems inexpressive as being a failure. Audiences from different cultures express acceptance in unfamiliar ways (*e.g.*, straight faced, eyes closed, heads in a bowed position). A smile and a head nod may not indicate acceptance or agreement. It is often a polite gesture, and not one of agreement or understanding.

**Laughing:** In some cultures, laughing is an expression of concern, embarrassment, or distress. This may lead to a false interpretation by many Americans. Do not assume someone is laughing at you; they may be expressing distress regarding the situation.

**Touching:** In many cultures, it is considered improper to touch a stranger. In one study, conversations in outdoor cafes in different countries were observed. The number of casual touches (of self or the other party) per hour were counted. A total of 180 touches per hour were recorded in San Juan, Puerto Rico; two per hour in Florida, and zero per hour in London. When in doubt, do not touch, other than a formal handshake. Do not touch with the left hand, which in many cultures is considered taboo.

**Space:** In the United States, many people unconsciously stand an arm's length apart. In some Asian cultures, people stand even farther apart. In some Hispanic or Latino cultures, people are comfortable standing closer to each other than arm's length. *As always, you should observe the behaviors of the group and follow their lead.*

**Time:** Different cultures have different concepts of punctuality. When some people agree to meet at a certain time, 8:00 for example, they see 8:00 as a *displaced point* in time when the meeting is scheduled to begin, and anyone who arrives after 8:00 is considered late. Other cultures see the meeting time as a *diffused point* in time, and anyone who arrives between 8:00 and 8:30 is considered punctual. However, do not interpret this as license for you or the team to be late. You must be on time, but you must also be prepared to be delayed.

**Verbal Communication:** Avoid use of technical phrases, jargon, and acronyms. Explain the meaning of technical language and acronyms throughout your conversation or presentation. Pause between sentences and ask, "Any questions so far?" Do not wait until the end of your presentation. Do not be afraid to use facial expressions, body language and other signs of emotion to enhance your message.

# Cross-Cultural Communication

**Emotional Responses:** Emotional responses will vary among different cultures. While some cultures will not react emotionally to your messages, others will. Do not become concerned if there are emotional outbursts during your presentation. Be prepared to compassionately acknowledge the emotional impact that your message may have on individuals.

**Interpreters:** Get to know the interpreter in advance. Your phrasing, accent, pace, and idioms are important to a good interpreter. Review technical terms in advance. Ensure a shared understanding of terms in particular and your message in general before you speak. Speak slowly and clearly. Try to phrase your thoughts into single ideas of two sentences; work this out with the interpreter in advance. Be careful with numbers. Write out important numbers to ensure understanding.

Watch your body language. The audience will be checking your body language while your words are being converted into their language. The interpreter will not be able to transmit your inflections and tone, so you must find other ways to underscore your message and why they should believe what you are saying. Watch their eyes. Watch to see if the interpreter's words seem to register with them. Avoid humor and jokes. American humor often depends on word plays that do not translate well. Rely on a pleasant facial expression.

Use visuals where possible. A picture really is worth a thousand words; the universal language of pictures can make your job easier. Spend time to let the interpreter become acquainted with your visual material.

## Tips

- Communicate respect.
- Do not judge.
- Recognize your own assumptions.
- Show empathy.
- Demonstrate flexibility.
- Tolerate ambiguity.
- Value diversity.
- Be careful with humor; it may be misunderstood.

## Related Tools/Resources in the Toolkit

- Community Interviews, Tab 5
- Community Involvement Plans, Tab 7
- Internet, Tab 10
- LandView, Tab 10
- Media, Tab 25
- Translation Services, Tab 43

## Outside Sources of Information

- Web Sites:
  - *www.usepa.gov* (environmental justice home page)
  - *www.fedstats.gov* (statistics provided by various federal agencies)
  - *nces.ed.gov* (National Center for Education Statistics)
  - *www.nativepeoples.com*
- Bibliography

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# Cross-Cultural Communication

# Exhibits

## Description

Visual displays are an effective way to present information. People learn more from seeing and touching than from listening. Exhibits can be colorful, three-dimensional, hands-on, and interactive. Exhibits can be created for any topic. A simple poster board, a series of panels, a pictorial timeline, models of cleanup technologies, a free-standing booth, or interactive computer games can be an effective exhibit.

## Required Activity?

No.

## Making it Work

### When to Use

An exhibit or information bulletin board is an excellent way to attract a new audience, create an additional presence within a community, and present complex technical information in a simplified manner. An exhibit also can provide additional information during meetings or ***Presentations,*** provide a presence at an event when you are not able to attend, and allow you to gather feedback from community members. An exhibit is effective in a variety of settings:

See Presentations, Tab 29

- Educational—used to introduce and explain a topic (maps, posters, interactive games);
- Technology Transfer—used to inform other players in the Superfund decision-making process about technical issues (model of a new remedial technology);
- Accomplishments—used to highlight success stories (awards/certificates, banners, quotes, personal testimony, newspaper articles);
- Historical—used to show progress (timeline with photographs);
- Thematic—used to convey a message, such as a vision statement (a video of a speech);
- Promotional—used to increase public access to EPA services (banners, photographs).

### How to Use

To determine whether you have adequate resources to create an exhibit, consider how much development and review time is needed (check with the procurement staff), measure cost, and decide if the exhibit can be reused and how much access the audience will have to the exhibit. You can optimize exhibits and information bulletin boards when you plan to reuse the display or create a portable display for ***Public Meetings*** or ***Public Availabilities.***

See Public Meetings, Tab 32; Public Availabilities, Tab 30

#### The Topic or the Audience

The audience or the topic is usually the starting point for an exhibit. For example, do you need to describe the remedy so that citizens can give their input? In this case, the topic would be the primary focus. Or, do you want to spur membership in a Community Advisory Group? Then pitch to your audience.

#### The Exhibit Location

No matter who your audience is, the exhibit should be accessible. You may need a display at a conference, home/garden/trade show, on-site at the office, or in your Regional public information center. Consider the number of people, space available, and the level of interaction you

# Exhibits

will have with people. If you have an informational exhibit and want to reach a large number of people, investigate displaying it at libraries, science museums, nature centers, boys and girls clubs, and malls. Other good locations are waiting areas at places such as health clinics, motor vehicle departments, hospitals, co-ops, and town halls. Exhibits should be placed in a location that meets the requirements of the Americans with Disabilities Act (ADA).

See Internet, Tab 10

Visit the Center for Independence (CFI) ***Internet*** site: *www.gj.net/~cfi/index.htm*. The site includes weekly updates and information about making your public space accessible. For a free copy of the ADA Guide for Small Businesses, published by the U.S. Department of Justice, call CFI at (970) 241-0315. There may be some locations where you always want to have an exhibit. The ***Information Repository*** and the site are good examples. These exhibits should be changed regularly.

See Information Repository, Tab 21

#### Important Considerations

Plan ahead and assess resources. Visualize the final display, and share your ideas with other CICs and coworkers who may have experience and examples of exhibits that could give you ideas. They also may offer resources, an important consideration because developing and testing an exhibit can be expensive. In assessing resources, you should ask about volunteer help, access to materials, opportunities to borrow work others have done, and how to keep the exhibit material updated, assuming the exhibit will be reused.

## Examples

### Example 1: Placemat News

One CIC talked to the owner of a popular diner and got permission to print placemats for the tables. The placemats, designed to look like a page out of a newspaper, gave regular updates on progress at the site and advertised upcoming events.

### Example 2: Library

Another CIC used a display case in the community library for a permanent exhibit. One of the panels depicted key milestones for Superfund sites. Another panel was updated regularly with information about which milestone the site had reached, the remedy that was being used, and the chemicals that were found. The CIC placed a comment box next to the case for questions and then made another panel to display questions and answers from the comment box.

## Tips

- Visit trade shows or other events to get exhibit ideas.
- Identify any special needs your audience may have. Does the exhibit need to be bilingual? Is it accessible to disabled citizens? Is the focus for children; can they read it?
- Keep the display simple and at the level of audience understanding.
- Feature a "Words You Should Understand" piece.
- Include the EPA logo.
- Make attractive, professional, and, if appropriate, interactive exhibits.
- Develop reusable exhibits whenever possible.
- Design exhibits that can stand alone in your absence.

- If the exhibit is not staffed, ensure that people know who to call with questions.
- If the exhibit will be displayed outdoors, ensure that it is sturdy and weatherproof. Also, try to make it as tamper-proof as possible if it will be left unattended.
- Consider providing a means for people to evaluate the exhibit so you can determine how effective it was and what you can do to improve it.
- Avoid designing exhibits that are difficult to transport or assemble.
- Potential exhibit locations include:

  At or near the site

  Information repository

  Regional EPA offices

  Local government buildings

  Conventions and conference halls

  Civic centers

  Shopping malls

  Theaters

  Gyms

  Youth centers

  Grocery store entrances/exits

  Libraries

  Department of Motor Vehicles

  Hospital waiting rooms

## Related Tools/Resources in the Toolkit

- Information Repositories, Tab 21
- Presentations, Tab 29
- Public Availabilities/Poster Sessions, Tab 30
- Public Meetings, Tab 32

## Attached Items Within this Tool

- Attachment 1: Types of Exhibits—Description of main types of exhibits, their pros and cons, suggested topics that work for each style, and graphical depictions of each.
- Attachment 2: Exhibit Topics and Techniques—Matrix that highlights sample topics and the most appropriate exhibit format for each.

# Attachment 1: Types of Exhibits

**Posters**—Posters can be small and simple or large and complicated, like the floor displays seen at convention exhibit halls. Posters usually emphasize graphics instead of text. Many posters may be used to form a series that shows the steps in a process. On the other hand, a simple poster may be most effective to announce an event to provide a quick update on site activities.

| Pros | Cons |
|---|---|
| • Allows viewers to study the information at their own pace<br>• Simple posters can be a very cost-effective method to convey information at numerous locations<br>• Portability and reusability can balance cost of more expensive models<br>• Can reach a large audience if posted in high traffic areas | • Not suitable for all topics<br>• Can be difficult to explain complex or detailed topics because of space and material constraints<br>• If created in-house, can be time-consuming |

**Computer Displays**—These days, taking advantage of computer technology can add an interactive dimension to your exhibit. Using a computer can be as easy as having a laptop at your convention table or as complex as building a computer into a permanent kiosk. Computers attract attention and can expose a large number of people to a large amount of information. For example, computers can provide access to the Internet, conduct data and query searches, and play video and sound clips. Computers also are being used to run presentation software programs giving impressive effects to what were once plain overhead transparencies. (See also, "Computer-Based Resources.")

| Pros | Cons |
|---|---|
| • Can be set up to function unattended<br>• Can be temporary or permanent<br>• Uses cutting edge technology that interests a wide variety of audiences | • Can be expensive<br>• Equipment may be fragile, increasing the risk for damage<br>• Setup may limit number of viewers or users at a given time |

**Videos**—Displaying information on video can combine powerful visual images with a memorable message. You can set up a permanent station with a continuous loop video. Using a video exhibit is an effective way to supplement a speech or a display booth. Impressive before and after scenes from a cleanup combined with a script that talks about program goals and accomplishments can make a lasting impression. (See also, "Videos" Tool and Resource.)

| Pros | Cons |
|---|---|
| • Powerful visual effects<br>• Creates a professional image<br>• Portability and reusability can balance cost<br>• Gives audience feeling of "real-life" activity | • Most effective when professionally produced<br>• Can be very expensive<br>• May become outdated quickly, depending on subject |

**Display Booths**—A display booth is often a professionally created, three-dimensional setup used at conferences or conventions. The booth usually provides the framework or backdrop for displays that can be updated and changed depending on the situation. For example, the components of the display can be backed with Velcro and arranged or rotated to create different messages. Whether you use a tabletop "pop up," basic backdrop, or elaborate floor model, try to keep the display versatile enough to be re-used for multiple purposes.

| Pros | Cons |
|---|---|
| • Creates a very professional image<br>• Attractive to audiences<br>• Can be reused and easily updated<br>• Disassembles for easy transport<br>• Can incorporate other types of exhibits, as described above | • Can be expensive to create<br>• May not be suitable if left unattended |

## Attachment 2: Exhibit Topics & Techniques

| TOPIC | TECHNIQUE ★ Best option ● Good option | | | |
|---|---|---|---|---|
| | Poster | Computer Kiosk | Video | Booth |
| Announcements for meetings or events | ★ | | | |
| Periodic updates on site activities | ★ | ● | | |
| A pictorial history of the site's cleanup | ★ | ● | ● | ★ |
| Contact information for the EPA site personnel | ★ | | | ● |
| Overview of technical topics such as cleanup technologies or site contaminants | ★ | ● | ★ | ● |
| An introduction to the Superfund program | ★ | ● | ★ | ★ |
| Information on how to get involved in site-related decisions | ★ | | ● | ● |
| Reports on site-specific accomplishments such as reaching a milestone | ★ | | | ● |
| Database searches (GIS, WasteLAN) | | ★ | | |
| Superfund facts quiz | | ★ | | ● |
| Superfund Internet homepage searches | | ★ | | ● |
| Simulation of cleanup technologies | | ★ | ● | |
| E-mail questions to EPA staff about site | | ★ | | |
| Scenes from a site that is too difficult to visit | | ● | ★ | ● |
| Scenes showing positive cleanup results, such as the creation of a wildlife preserve | ● | ● | ★ | ● |
| Pre-recorded inspirational speeches | | ● | ★ | |
| Themes such as Superfund's role in protecting human health and the environment | ★ | ● | ★ | ★ |
| Highlights of Superfund program accomplishments | ★ | ● | ● | ★ |
| Working models of clean-up technologies or protective gear | | | | ★ |

# Facilitation

## Description

Facilitation is used to guide meetings, mediate conflicts, and deal with contentious situations. In some cases, CICs need outside sources to provide facilitation. However, the nature of the CIC's job often requires the CIC to assume a facilitative role in meetings to help community groups define goals, avoid or resolve conflict, and make decisions.

A facilitator is a neutral party who moderates discussions, monitors speaking time, records key discussion points, periodically summarizes the discussion, and provides constructive feedback. Facilitators help create an atmosphere of trust and fairness by ensuring that all groups have equal say in the discussion and that everyone understands each other. In contentious situations, the facilitator maintains civility and keeps the discussion focused.

## Required Activity?

No.

## Making it Work

### When to Use

Sometimes, the CIC plays a facilitative role by assisting the leader of a community group while the leader retains authority and takes the lead conducting the meeting. This works best when the purpose of the meeting is primarily to share information, generate ideas, or make decisions and there is minimal potential for conflict within the group. The CIC reinforces the group leader's efforts and acts as an observer, providing constructive feedback about what is helping and hindering progress. The CIC also can assist by acting as timekeeper or recording key points on a blackboard or flip charts. In this capacity, the CIC retains the objective role critical to providing advice on process. The group leader must trust the CIC and not be threatened by the feedback provided.

At other times, the CIC acts as an objective facilitator who mediates the discussion so the group's leader can actively participate in the proceedings. This is especially useful when the leader has a vested interest in the outcome, or when there is a potential for conflict to arise. When the group leader wants to participate as a member of the group, the CIC/facilitator may take charge of conducting the meeting.

Because a facilitator must be accepted as objective and neutral, outside facilitation is often necessary. Outside neutral facilitation is appropriate:

- At contentious sites with numerous stakeholders;
- Where there are environmental justice interests;
- In high-conflict situations;
- At sites with numerous competing interests;
- Where there is mistrust among participants;
- When leadership is not clear;
- Where participants mistrust the Federal government; and
- Where EPA has or is perceived to have a vested interest in results of the process.

# Facilitation

CICs can consult with a Regional Alternative Dispute Resolution (ADR) Specialist for advice on handling difficult situations and for more information about when to use facilitation or other ADR techniques. ADR Specialists can help CICs obtain third-party neutral facilitation or mediation services. (See the discussion of ***Conflict Resolution*** and Use of Neutral Facilitation in this section, and the attached list of Regional ADR Specialists.)

## How to Use

See Public Meetings, Tab 32

CICs play a facilitative role by planning and conducting ***Public Meetings***, informal community meetings, and meetings for Community Advisory Groups (CAGs) or Technical Assistance Grant (TAG) groups. The CIC acts as an objective, neutral party whose function is to help guide the discussion process, not participate in it. The CIC may help plan and make meeting arrangements, develop an agenda, and play a role in conducting and recording the meeting. The facilitator's role also is different from that of group leader, who often has a stake in the outcome of the meeting.

### Planning the Meeting

One of the most important aspects of facilitation is planning the meeting. This involves much more than helping with logistics and making meeting arrangements. The basic steps necessary to plan an effective meeting include the following:

- Determine meeting purpose (information sharing, problem solving or decision making);
- Consider meeting context (other situations that influence what you are trying to do);
- Identify stakeholders and/or attendees and their roles in the meeting;
- Assess participants' needs and definitions of success for the meeting;
- Choose an appropriate meeting place and room arrangements; and
- Decide on an appropriate decision making method (consensus, majority rule).

### Building an Agenda

The agenda guides the meeting through sequential steps to reach a desired outcome. Follow these basic steps to develop an effective meeting agenda:

- Consider goals, context, participants' needs, scheduling, and room arrangements;
- Determine if further meetings will be necessary;
- Write down the meeting purpose and list desired outcomes;
- List and order topics that must be covered to reach desired outcomes;
- Explain the purpose of the meeting;
- Outline the desired outcomes;
- Review the proposed agenda;
- Define participants' roles;
- Identify the steps (*e.g.*, option review, questions and answers) necessary to reach desired outcomes;
- Determine the time necessary to complete each step or topic;

- Record key points or use a meeting recorder;
- Identify potential problems and solutions; and
- Review the draft and make adjustments.

### Solving Problems

Neutral third-party facilitation is appropriate in highly contentious situations or where issues or personalities involved make conflicts likely. Lead participants through a process that requires them to take responsibility for identifying and solving problems. Build upon small agreements and try to move the focus from personalities to process and results. Emphasize the need to collaborate in looking for win/win opportunities.

Guide participants through a sequence of steps that address the following questions:

- What is the issue and how will we approach the problem in our discussion?
- What is the problem and why does it exist?
- What is the ideal state related to this issue?
- What are the best solutions to this problem?
- How will we implement these solutions?

### Mediating Conflict

Conflict occurs when participants are not willing to move from positions based on a win/lose mentality. When there is potential for serious conflict, skilled mediation may be necessary. In these cases, CICs can consult with ADR specialists for advice and assistance.

When less serious conflicts arise, CICs can help move participants past disagreement to mutual gains. Focus attention on the collaborative process by helping participants concentrate on process rather than personality issues.

One useful technique for mediating minor conflicts consists of the following steps:

- Restate points made to empathize with each party's situation;
- Paraphrase what is said to compare your perception with that of the speaker;
- Discover underlying issues without assuming you know anything: ask probing questions and listen attentively. Verify your perceptions of unspoken assumptions, feelings, and thoughts;
- Encourage disputing parties to propose options without asking them to make commitments. Ask for and propose ideas for how to resolve parts or all of each issue in dispute. Explore options without pressuring movement toward agreement. Try not to move too quickly to the solution;
- Address one idea at a time. Concentrate on areas of agreement, not on disagreements. Search for additional opportunities for agreement; and
- If all else fails, agree to disagree, but do not move to this option until all opportunities for reaching agreement have been explored and exhausted.

# Facilitation

### Getting to a Decision

Reaching decisions involves looking for common ground and building upon a series of small agreements. There are many decision making methods. Two common methods are outlined below. When choosing methods, consider that the degree to which individuals "buy into" an agreement depends on how much ownership they have in the decision making process.

**Majority rule:**

This requires group members to consider options, discuss pros and cons, and vote. Participants agree that the group will adopt the option(s) that receive a plurality or majority of votes cast. Majority rule works best when the group has demonstrated a willingness to work together cooperatively, and when no one is so heavily invested in one or more options that they will not abide by the group's collective decision.

**Consensus:**

Consensus means agreement. Building agreement is a key aspect of the facilitator's role. He or she creates a safe atmosphere for discussion and information exchange, identifies areas of agreement, and helps the group move forward through an organized set of steps necessary to reach agreement. The facilitator handles difficult or overbearing participants and helps disputing parties reconcile differences if conflict arises. The key is to foster an atmosphere in which participants see the value of using a collaborative approach and taking responsibility for the meeting's success.

This requires lengthy collaboration. Agreement is reached after group members talk freely and at length, listen to each other's views, and thoroughly review all ideas. Consensus requires respect for every participant's ideas, opinions, and suggestions. While unanimity is not required, each participant must accept the points under discussion before they are incorporated in the group's decision. This method of decision making is very time consuming and should not be rushed. A series of meetings is often necessary. Consensus is the preferred method when it is important for all participants to buy into the result because it gives each participant ownership in the decision making process. It works best when stakeholders are heavily invested in the outcome and the cooperation of all parties is necessary to achieve goals.

The basic steps for reaching a decision include the following:

- Agree on the purpose, desired outcomes, and ground rules;
- Choose a decision making method—if the group decides to reach a decision through consensus, select a back-up method to be used if the group cannot reach consensus;
- Identify the problem;
- Identify and process possible solutions—brainstorm, clarify ideas, group similar ideas together, rank and select options;
- Develop an action plan—delineate tasks and specify responsible parties; and
- Review the meeting.

## Tips

- Explain your role as facilitator and explain responsibilities of participants up front.
- Facilitators must remain neutral.

- Be positive; set the tone for finding solutions.
- Start by getting agreement on the agenda, participants' roles, desired outcomes, ground rules, and the decision making method.
- Focus on the task and observe how the group is working.
- Ask open-ended questions to generate participation.
- Do not evaluate. Encourage speakers to explain their positions and provide background information that will enhance understanding.
- Ask participants to reserve judgement.
- "Listen as an ally" by:
  - Repeating the speaker's exact words or paraphrasing to confirm understanding.
  - Building empathy.
  - Asking probing questions to elicit additional clarifying information.
  - Increasing the comfort level of the speaker by maintaining eye contact, leaning forward, or opening palms when requesting input.
- Share observations about the effectiveness of methods participants are using to resolve problems and make decisions.
- Suggest alternative procedures, if necessary, to help the group reach decisions or accomplish its goals.
- Record or designate a recorder to write down key points on a blackboard or flip chart to focus attention on what has been accomplished and to maintain a meeting record.

## Related Tools/Resources in the Toolkit

- Public Meetings, Tab 32
- Superfund Regional Ombudsman, Tab 40

## Attached Items Within this Tool

- Attachment 1: Examples of Effective Room Arrangements
- Attachment 2: Guidelines for Keeping Good Flip Charts

## Outside Sources of Information

- Society for Professionals in Dispute Resolution
- National Institute for Dispute Resolution
- International Association for Public Participation
- Harvard Negotiation Program
- Program for Community Problem Solving

# Attachment 1: Examples of Effective Room Arrangements

Room set-up must allow participants to see each other and flip charts or pages posted on a wall. Chairs should move smoothly so participants can adjust their focus of attention easily. Allow enough space for all participants to be comfortable.

Here are a few ways to arrange a room for optimal communications:

**Closed Circle or Rectangle Without Tables**—Creates an informal atmosphere and encourages eye contact between participants. Reduces status differences between participants. However, the circle lacks a single focal point and can increase distractions because people focus on several different people.

**A Closed Circle with Tables**—Allows people to write and creates a convenient place for papers, coffee cups, etc.

**Semi-Circle Without Tables**—Place flip charts in the open end to create a focal point for participants. Reduces status differences between participants.

**Semi-Circle Around a Table**—Allows the group to focus on the facilitator and the flip charts and to write easily. Reduces differences in status between participants, and encourages interaction.

**U-Shape with Tables**—Chairs are placed only along the outside, allowing participants to focus on the facilitator and the flip charts. Allows participants ample room for writing, but they may have difficulty seeing other members of the group.

**Herringbone with Tables**—Two sets of tables are placed in a herringbone pattern, with the facilitator and flip chart in front. Participants can focus on flip charts, and have good eye contact with each other and the facilitator.

## Attachment 2: Keeping Good Flip Charts

Keeping a visible record of the meeting encourages the group to remember ideas and agreements, avoid repetition, and stay focused on a task. Use flip charts to record words, ideas, options, and decisions offered by the group. Use an easel or series of easels with attached pads of blank paper. Have a multi-color collection of felt-tip markers and plenty of tape or tacks to attach completed pages to walls or easels for display. Either the facilitator or a designated recorder can do the writing. Completed flip charts also can be used to prepare minutes after the meeting.

Follow these general guidelines to ensure that flip charts are readable and useful to group members:

- Put the easel where it can be seen by all participants. Check by viewing it from all parts of the room prior to the meeting.
- Stand at an angle to the easel as you write and to its side while listening to the next speaker. Make sure you stand where you do not block anyone's view.
- Use two or more flip charts if you want participants to compare or contrast ideas or information.
- Write clearly in large, block letters about two-inches high.
- Leave at least two inches between lines.
- Write no more than ten lines per page and only on the top two-thirds of the sheet.
- Use as few words as possible.
- Ask for help or clarification if you do not know how to spell a word or record an idea.
- Verify with the speakers to be sure you are accurately reflecting their comments.
- Use abbreviations and symbols, but only if everyone understands them.
- Use several colored marking pens.
- Highlight key words with circles, boxes, underlining, arrows, asterisks, or contrasting colors.
- As you complete a sheet, tear it off, and post it on a wall. Make arrangements for assistance with this task beforehand so you do not miss information that should be recorded.

# Conflict Resolution/ADR

## Description

EPA's Alternative Dispute Resolution (ADR) program provides resources CICs can use in special situations to facilitate decision making and to mediate conflicts. ADR refers to a process that uses an objective third party or neutral party to assist in resolving disputes. ADR is primarily a component of EPA's enforcement program but is an option for CICs under certain circumstances.

ADR can help CICs promote meaningful community involvement by fostering collaborative decision making processes and mediating conflicts as they arise. CICs can consult with Regional ADR Specialists to discuss options for using neutral facilitation, mediation, or other dispute resolution tools at hazardous waste sites.

## Required Activity?

No. Although the 1996 Administrative Dispute Resolution Act (5 U.S.C. 571-583) directs agencies to establish alternative dispute resolution programs, CICs are not required to use ADR.

## Making it Work

### When to Use

Mediation can be useful when disagreements seem unresolvable. Mediation is a process in which a third party, with no decision making authority, assists disputing parties to reach a negotiated settlement. An expert mediator or panel of mediators assists the disputing parities by helping them identify and discuss issues of mutual concern, explore solutions, and develop mutually acceptable settlements. The disputing parties are responsible for devising their own solutions to the conflict with the help of a structured process established by the mediator.

Neutral facilitation is appropriate:

- At contentious sites with numerous stakeholders
- Where there are environmental justice interests
- In high-conflict situations
- At sites with many competing interests
- Where there is mistrust among participants
- In situations in which leadership is not clear
- Where participants mistrust the government; and
- When EPA has or is perceived to have a vested interest in the results of the process

ADR is most useful when:

- Time is a major factor
- Multiple or complex issues need to be resolved
- Failure to agree does not clearly benefit one party
- Tensions, emotions, or transaction costs are running high

- Communications between the parties have broken down; and
- Parties want or need to maintain some ongoing relationship

ADR is least useful when negotiations will substantively affect parties who are not present and cannot be represented. ADR also is not useful when there is a need to focus public attention or make an example of a "bad actor" or an emergency situation does not allow time for negotiation.

### How to Use

CICs can consult with a Regional Alternative Dispute Resolution (ADR) Specialist for more information on the use of facilitation or other ADR techniques, and for assistance in obtaining a neutral or third-party.

A third-party neutral facilitator:

- Identifies stakeholders initially and throughout the process
- Maintains a level playing field for all participants
- Helps parties identify the issues that need to be discussed
- Helps clarify roles and purposes of the group
- Drafts procedural guidelines for group process
- Builds trust with parties through confidential pre-meeting and between-meeting interviews
- Breaks through impasses that develop because of technical complexity, political visibility, poor communication, personalities, or past history
- Summarizes and documents agreements to date
- Maintains the momentum of the process
- Coordinates and builds linkages among participants; and
- Ensures that all issues are addressed

In addition, Superfund Regional Ombudsmen or other staff in some regions act as Project Officers or Work Assignment Managers for a contract providing neutral facilitation, mediation, and conflict resolution services to support the community involvement program. Contact your Regional Ombudsman for more information.

## Related Tools/Resources in the Toolkit

- Contract Management, Tab 11
- Public Meetings, Tab 32
- Superfund Regional Ombudsman, Tab 40

# Fact Sheets

## Description

The fact sheet is a brief document written in plain English to help residents understand highly technical laws, concepts, and information. The purpose of fact sheets is to provide site-related information to affected communities. Superfund focus groups indicate that many citizens are more comfortable with the name "site update," and would be more inclined to read a site update than a fact sheet.

EPA uses several types of fact sheets:

- **Basic information fact sheet** to provide community residents with general site information and to keep them abreast of site activities and cleanup progress;
- **Proposed Plan fact sheet** to inform residents about EPA's preferred remedy, provide a simple summary of the proposed plan, and notify the public of the opportunity to comment;
- **Special purpose fact sheet** to convey information about only one issue or event;
- **National Priorities List (NPL) Proposed Site** fact sheet to inform a community about EPA's intent to add a site to the NPL and notify the public of the opportunity to comment; and
- **NPL Proposed Site Deletion** fact sheet to inform a community about EPA's intent to delete a site from the NPL and notify the public of the opportunity to comment.

## Required Activity?

Yes. Fact sheets are indicated by the following two regulatory requirements:

- Proposed Plan Fact Sheet—the NCP at 40 CFR § 300.430(f)(2) states that "the lead agency ... shall prepare a proposed plan that briefly describes the remedial alternatives analyzed by the lead agency, proposes a preferred remedial action alternative, and summarizes the information relied upon to select the preferred alternative."
- Fact Sheet on the Final Engineering Design—the NCP at 40 CFR § 300.435(c)(3) states "[a]fter the completion of the final engineering design, the lead agency shall issue a fact sheet and provide, as appropriate, a public briefing prior to the initiation of the remedial action."

## Making it Work

### When to Use

In addition to the requirements noted above, fact sheets are appropriate throughout the Superfund process. Superfund focus groups prefer several single-issue/single-sheet updates spread throughout the year, rather than one multiple-page/multiple-issue update. Many people agreed that a fact sheet with nothing to announce other than the fact that EPA is still involved and working toward site cleanup is reassuring. See the list of ideas at the end of the tab.

Do not use fact sheets to break bad news to the community. There are more effective tools to convey upsetting information. Also, do not rely solely on fact sheets to inform residents because many people do not read them and not everyone is likely to get one.

# Fact Sheets

## How to Use

Follow the suggestions below and use the sample fact sheets at the end of this tool, or use the templates included on the diskette at the end of this tool.

**Message:** Before writing, identify your message. Most people cannot retain more than three primary messages from a document. Superfund focus groups show that several single page fact sheets spread out over time are more effective than one long fact sheet.

See Information Repository, Tab 21

**FYI content:** Also include special information, such as dates of upcoming meetings, location and hours of the ***Information Repository***, and RPM and CIC names, addresses, local and toll-free phone numbers, fax numbers, and E-mail addresses. Always put special information in a text box in the lower right corner. Include the fact sheet date and number.

**Format:** The format should be easy to read. Research shows that a 10 to 12 point typeface with serif, such as Times New Roman that you see here, is easy to read. Make fact sheets visually interesting by using pictures, graphs, or diagrams to accompany textual information. Too much text and not enough white space makes the page appear gray and daunting. Place pertinent facts in text boxes, or make them stand out some other way.

**Presentation:** Make the "U.S. Environmental Protection Agency" (not "EPA") and the site name prominent in the banner. Always start with the primary message in the upper left corner. Put it in a box or in some other eye-catching format. Use a catchy (*not hokey*) headline. Vary the color of new fact sheets.

See LandView, Tab 10; Internet, Tab 10; Translation Services, Tab 43; Mailing List, Tab 23

**Writing:** Generally, material prepared for the general public should be written at the eighth grade level. However, check site demographics and write at the grade level indicated. (***LandView*** demographic profiles are available in every region and over the ***Internet***.) Use Grammatik (available in WordPerfect) to check for readability. Avoid bureaucratic jargon or highly technical language. If necessary, ***Translate*** fact sheets into foreign languages.

**Distribution:** Do not rely on the ***Mailing List***. Identify your primary target area (usually the area most impacted or likely to be impacted by the site), then mail fact sheets to all residences within that target area, even if you have to address them as "An important environmental message for the family at ..." Announce when fact sheets are available. Use press releases, public service announcements, and public TV and radio. State where fact sheets are available and a contact name, address, and phone number.

**The Proposed Plan Fact Sheet:** This is the most important fact sheet you will produce. The Proposed Plan is not a legal document and does not bind EPA to any action, like a Record of Decision (ROD). The Proposed Plan is a communications document required by the NCP for the purpose of informing the general public about all alternatives analyzed and EPA's preferred remedy and notifying them of an opportunity to comment on it. The Plan is a concise, easy-to-read synopsis of the actions EPA proposes to take. It must be written in sufficient detail to enable the average citizen to understand and comment. The Plan should be released as a fact sheet, preferably no more than eight pages, and distributed to all stakeholders. If the Region prefers, it may prepare a more formal Proposed Plan, place it in the ***Information Repository***, summarize it with a Proposed Plan Fact Sheet, and use the fact sheet to direct readers to copies of the formal plan.

Start the Proposed Plan fact sheet with the proposed remedy. The primary message is the remedy proposed for the site, so start with that rather than background, other remedies considered, or anything else. Explain that the fact sheet briefly summarizes the formal plan for the remedy. Include why the remedy was chosen above other proposals. Then list the other

remedies that were considered. Explain in a few sentences, each, what each remedy would entail and why EPA proposes to eliminate it. After that, offer a more detailed explanation of the proposed remedy. Provide general information on the findings of the RI/FS that made this remedy the preferred option. Explain in more detail what will be done to clean up the site, the impact it will have on the community, the cost, and the duration of construction.

Include formal plan availability. If applicable, be sure to announce that the formal plan is available for review and comment in the ***Information Repository*** and include the address and hours of operation as well as a phone number for requesting copies. Include instructions on how and when to submit public comments.

## Tips

- Hand out fact sheets as people enter meetings or hearings, or place them on chairs before the meeting starts.
- Have extras available and encourage people to take copies to friends.
- Bring the latest fact sheet with you on community visits, and hand it out to residents.
- Ask permission to leave several facts sheets at churches, clubs, libraries, and stores.
- Ask principals to send home a fact sheet with every student.
- Distribute door-to-door with door hangers; *never use a mailbox for anything but mail.*
- Pay to have the fact sheet printed in the local paper; ask them to keep copies in their lobby.
- Offer fact sheets as inserts in neighborhood association newsletters.
- Consider making a ***Video*** fact sheet of the progress of site work. Show it at meetings, and broadcast it on local cable access channels. Place two copies in the ***Information Repository***. Advertise the video and how to get it.
- Contaminant information in fact sheets should contain the chemical name, media contaminated, and contaminant concentration at the site versus the normal range.
- Consider adding fact sheets to an appropriate Web page.

See Videos, Tab 45

## Related Tools/Resources in the Toolkit

- Exhibits, Tab 13
- Internet, Tab 10
- LandView, Tab 10
- On-Site Activities, Tab 26
- Special Events, Tab 38

## Attached Items Within this Tool

- Attachment 1: Good Times to Send a Fact Sheet

## Attachment 1: Good Times to Send a Fact Sheet

- At the beginning of the Remedial Investigation
- At the end of the Remedial Investigation
- When the Feasibility Study is released
- When the Record of Decision is released
- When the Proposed Plan is released (Required)
- When the Engineering Design is released (Required)
- When construction is complete
- When the site is deleted from the NPL
- When a special site activity is planned.
  - For example, one CIC prepared a fact sheet for a stack demolition planned at a site. The fact sheet related how and why EPA decided to demolish the stacks, information on the stacks and how they would be demolished, community activities surrounding the demolition, and issues of community concern such as dust control.
- Whenever the community expresses a concern over a specific site activity
- When you perceive confusion in the community regarding a site-related issue
- To clarify a misunderstanding
- To keep community members informed, particularly if site activities will take place over a long period of time

# Federal Agencies

## Description

Other Federal agencies, with a range of regulatory and remedial Superfund responsibilities, frequently work with EPA and contribute to the success of the Superfund program. It will likely be your responsibility to seek out other agencies as a resource and explain the roles of the different agencies to the community.

## Using the Resource

To use this resource you must first understand the roles of the various federal agencies. The following agencies are presented in this section with an indication of their primary roles:

| Agency | Enforcement | Finances Cleanup | NRD Trustee | Information & Services |
|---|---|---|---|---|
| Army Corps of Engineers | ✓ | ✓ | ✓ | ✓ |
| ATSDR | | | | ✓ |
| Bureau of Reclamation | | ✓ | ✓ | ✓ |
| Centers for Disease Control and Prevention | | | | ✓ |
| Coast Guard | ✓ | ✓ | | |
| Department of Defense | | ✓ | ✓ | |
| Department of Energy | | ✓ | ✓ | |
| Department of Interior | | ✓ | ✓ | ✓ |
| Department of Justice | ✓ | | | |
| Federal Emergency Management Agency | | | | ✓ |
| Housing and Urban Development | | | | ✓ |
| National Oceanic and Atmospheric Admin. | | | ✓ | ✓ |
| U.S. Geological Survey | | | | ✓ |

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# Federal Agencies

# Army Corps of Engineers

## Description

The U.S. Army Corps of Engineers (USACE) is a major command of the U.S. Army that has two execution directorates—Civil Works and Military Programs. The directorates provide comprehensive engineering, management, and technical support to the Department of Defense, other agencies, and State and local governments. The USACE includes 8 divisions, 40 districts, and hundreds of area, project, and resident engineer offices. The directorate of Military Programs is responsible for the management and oversight of the Environmental Division, which handles the day-to-day activities of the Corps' nationwide environmental restoration.

Within the Corps, Headquarters' environmental restoration functions are organized by branches which are dedicated to managing individual programs to ensure that program-specific expertise is developed, proper guidance is provided, and resources are effectively allocated. The Environmental Division includes the following five branches: Program Resource, Formerly Used Defense Sites, Policy and Technology, Installation Restoration, and Intergovernmental and Superfund Support. The environmental restoration mission is carried out by the different geographic divisions that are responsible for managing the hazardous, toxic, radioactive waste districts.

USACE provides comprehensive environmental services to Army and Air Force installations, Defense Logistics Agency (DLA), and other Department of Defense (DoD) agencies. The Corps serves as DoD's executing agent for cleanup at Formerly Used Defense Sites (FUDS) and manages the Defense and State Memorandum of Agreement (DSMOA) program. USACE also supports EPA's Superfund program and continues to expand its support to other federal agencies under Interagency Environmental Assistance Programs. USACE is a federal natural resource trustee under CERCLA, and as such, can conduct natural resource damage assessments. This is the process by which resource management agencies determine and collect restoration funds when hazardous material spills or hazardous waste sites harm natural resources.

USACE's environmental responsibilities are broad in scope and include the following:

- Identifying environmental issues during the planning process for miliary and civil projects, and before issuing a permit for work in a waterway or wetland;
- Weighing costs and benefits to the environment with economic costs and benefits;
- Seeking opportunities to modify Corps' projects for environmental benefit;
- Monitoring environmental measures once they are in place to evaluate their success;
- Inspecting civil works facilities on a five-year cycle to keep them in full compliance with environmental law;
- Cleaning up hazardous and toxic waste sites as promptly and thoroughly as funding allows; and
- Developing new solutions to environmental concerns and making them available to others.

## Using the Resource

USACE should be contacted when:

- EPA is working on relocation issues at NPL sites. Under existing Memoranda of Agree-

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ment, USACE and the Bureau of Reclamation (BOR) may provide relocation and other technical support services to EPA. These services may be provided to EPA or directly to displaced persons in accordance with arrangements established in the contract or agreement. Due to their extensive experience in conducting relocations, preference should be given to using USACE or BOR to provide services in the areas of property acquisition and assistance/compensation. These particular areas of the relocation effort are strictly defined under the Uniform Relocation Assistance Act and have become well understood (and thus are executed efficiently) by these agencies.

The Corps also has expertise in the following area:

- The Hazardous, Toxic and Radioactive Waste (HTRW) Center of Expertise was created by USACE as its technical resource for environmental restoration. The center offers technical support for a broad range of activities including general assistance to the HTRW districts through technology transfers, development of guidance documents and training, and participation on panels and advisory committees.
- The Ordnance and Explosive Mandatory Center of Expertise and Design Center was created by USACE as its technical resource for ordnance related environmental restoration. The center provides technical support and design services to USACE divisions and districts for the removal and disposal of ordnance, develops guidance documents and training, and participates in providing information and advice to Restoration Advisory Boards. See *http://www.hnd.usace.army.mil/oew.*
- The Defense Environmental Network & Information eXchange (DENIX) is managed by USACE and is the first of a number of environmental initiatives to be fielded by DOD's Defense Environmental Security Corporate Information Management Program Office. DENIX was designed to provide DOD personnel in the environmental security arena with timely access to environmental legislative, compliance, restoration, cleanup, and DOD guidance information. See *denix.cecer.army mil/denix/denix.html.*
- The Project Information Retrieval System is a USACE Web site that allows retrieval of documents generated by USACE in support of its programs and projects, including FUDS, BRAC, and IRP sites. See *dogbert.ncr.usace.army.mil/default.html.*
- The Federal Remediation Technologies Round Table of USACE exchanges information and provides a forum for joint activities regarding the development and demonstration of innovative technologies for hazardous waste site remediation.

## Outside Sources of Information

See Internet, Tab 10

Information is obtained by contacting the headquarters of the individual branches or by accessing the ***Internet*** Web site *http://www.usace.army.mil.*

- Commander, U.S. Army Corps of Engineers (CEMP-R) (202) 761-0858
  Environmental Division
  Directorate of Military Programs
- Formerly Used Defense Sites Branch (CEMP-RF) (202) 761-4950
  (DOD Execution Agent, FUDS Policy, Execution and Management)
- Superfund Branch (CEMP-RS) (202) 761-8879
  (Superfund Management, EPA Liaison)

## Description

The Agency for Toxic Substances and Disease Registry (ATSDR) is a federal public health agency within the U.S. Department of Health and Human Services. ATSDR's mission is to prevent exposure, adverse human health effects, and diminished quality of life associated with hazardous substances from waste sites, unplanned releases, and other sources of pollution in the environment.

ATSDR provides services to both public and private sectors, with specialized services designed for the public, health care providers, federal, state, and local governments, tribes, research foundations, and private organizations.

The purposes of the ATSDR program are to:

- Identify people at risk because of their exposure to hazardous substances in the environment;
- Evaluate relationships between hazardous substances in the environment and adverse human health outcomes;
- Intervene and eliminate exposures of human health concern and mitigate adverse human health outcomes related to hazardous substances in the environment;
- Provide community education tools and training concerning hazardous substances; and
- Coordinate with federal (EPA), state, and local government agencies and private sector organizations to create and disseminate information and prevent duplication of programs.

ATSDR conducts activities through four program-specific divisions:

- Division of Health Assessment and Consultation: Conducts public health assessments of all sites proposed for or listed on the NPL. Also responds to requests for public health assessments, provides information on releases of hazardous substances into the environment and potential impacts on public health, and develops health advisories.
- Division of Toxicology: Identifies and prepares toxicological profiles for priority hazardous substances found at NPL sites.
- Division of Health Studies: Conducts or supports studies to increase understanding of the relationship between exposure to hazardous substances and adverse health effects.
- Division of Health Education and Promotion: Implements educational programs to reduce the impact of exposure to hazardous substances. The programs provide environmental medicine information, health education, and risk communication for involved communities. CICs will likely find this division most helpful in providing information to affected communities.

ATSDR's legislative authority includes:

- CERCLA (1980): The Comprehensive Environmental Response, Compensation, and Liability Act established ATSDR as an agency of the Public Health Service with mandates to establish a National Exposure and Disease Registry, create an inventory of health information on hazardous substances, create a listing of closed and restricted-access sites, provide assistance in hazardous substance emergencies, and determine the relationship between hazardous substance exposure and illness.
- RCRA (1984): The Resource Conservation and Recovery Act, as amended in 1984, mandated that ATSDR work with EPA to identify new hazardous wastes to be regulated,

conduct health assessments at RCRA sites at EPA's request, and consider petitions for health assessments from the public or states.

- SARA (1986): The Superfund Amendments and Reauthorization Act broadened ATSDR's responsibilities in health assessment, establishment and maintenance of toxicologic databases, information dissemination, and medical education.
- Medical Waste Tracking Act (1988): Required ATSDR to prepare a report on the health effects of medical waste and mandated that the report be submitted to Congress by November 1, 1990.
- Great Lakes Critical Programs Act (1990): Required cooperation between ATSDR and EPA to report to Congress on the adverse health effects of water pollutants on people, fish, shellfish, and wildlife.
- Clean Air Act (1990): Designated ATSDR as one of eight members of a task force to coordinate research on methods to identify and assess the risks to human health from exposure to air pollutants.
- Housing and Community Development (Lead Abatement) Act (1992): Mandated EPA, in conjunction with ATSDR and the Department of Housing and Urban Development, to sponsor public education and outreach activities that increase public awareness of the scope and severity of lead poisoning from household sources.

## Using the Resource

Anticipating your needs and contacting ATSDR as early as possible will be to your benefit. As a federal agency, ATSDR can be bogged down by a heavy work load, so expect some turnaround time for requested services or materials.

- Contact ATSDR early in your involvement at a site.
- Become acquainted (preferably in person) and establish a good working relationship with your Regional ATSDR contact. ATSDR is involved at every NPL site to some degree.
- Many ATSDR products and services can be obtained via the ***Internet***, and any community member can visit ATSDR's Web site from their home computer or a computer at their local library. The reference clerk at the library can help citizens use the ***Internet***. ATSDR's Web address is *atsdr1.atsdr.cdc.gov:8080/.*

See Internet, Tab 10

- The ATSDR Science Corner on the Internet provides a menu to search the Web for ATSDR information and information from national and international organizations. The Science Corner provides contact names and addresses, telephone numbers, and E-mail addresses for use in making further inquiries.

Educational products, including fact sheets, include:

- Child Health Initiative provides information from the Childhood Lead Prevention Program and other educational materials addressing environmental threats to children and disseminates it widely.
- Contaminant-specific fact sheets "ToxFAQs" are available to the public at no charge. ToxFAQs provide answers to some of the most frequently asked questions about exposure to hazardous substances associated with hazardous waste sites.
- ATSDR conducts surveys and health screening programs to determine the relationships between exposure to hazardous substances and human health effects, and maintains the findings in the HazDat database. HazDat contains data on Superfund sites and other sites

with releases of hazardous substances, such as the contaminants, population impacts, and community health concerns. Site identifiers cross reference with EPA databases, such as the Comprehensive Environmental Response, Compensation, and Liability Information System (CERCLIS).

- ATSDR maintains a registry of serious diseases and illnesses, and chemical-specific registries of persons exposed to hazardous substances.
- A comprehensive inventory of the literature on the health effects of hazardous substances is available to the public. The inventory is updated regularly.
- A list of areas closed to the public or use restricted due to contamination is published and updated regularly.

Other ATSDR services that may be useful:

- Emergency Response actions involve health-related support to states, local agencies, tribal communities, and health care providers responding to public health emergencies from exposure to hazardous substances. This includes rapid-response health consultations on request and training for first responders.
- National Alerts, such as the "National Alert: Continuing Patterns of Metallic Mercury Exposure," are updated regularly.
- Exposure and Disease Registries is a national registry of persons exposed to selected hazardous substances.
- Health Effects Research is designed to increase scientific knowledge about the adverse human health effects of hazardous substances. ATSDR Case Studies in Environmental Medicine are self-instructional publications to increase the primary care provider's knowledge of hazardous substances and aid in the evaluation of exposed patients. The case studies are available on-line via the ***Internet*** or by contacting the Division of Health Studies.

See Internet, Tab 10

- Health Education and Promotion programs integrate environmental medicine, health education, and risk communication, to help communities reduce exposure to hazardous substances.
- Special Initiatives, such as the Childhood Lead Report and Medical Waste Tracking Act provide in-depth coverage of important health issues.
- Community, tribal, and technical interest group representation on the Board of Scientific Counselors (BSC) ensures that interest groups are represented in ATSDR actions. BSC meeting minutes and ATSDR Reports to Congress are published and are on the ***Internet.***

## Other Sources of Information

Contact ATSDR headquarters or state personnel directly, or access ATSDR's ***Internet*** Web site *atsdr1.atsdr.cdc.gov:8080/.*

For general information, contact ATSDR's Information Center at (800) 447-1544 or by E-mail at ATSDRIC@cdc.gov.

- ATSDR Headquarters, 1600 Clifton Road, NE, Atlanta, GA 30333
- General information: (404) 639-3311

# Bureau of Reclamation

## Description

The mission of the Bureau of Reclamation (BOR), an agency of the U.S. Department of the Interior, is to manage, develop, and protect water and related resources west of the Mississippi River in an environmentally and economically sound manner. The Bureau strives to protect local economies and preserve natural resources and ecosystems by providing leadership, technical expertise, and responsive services. BOR is the largest wholesale supplier of water in the United States and the nation's sixth largest hydroelectric power generator. Examples of BOR's water resource management projects are:

- 343 Storage dams and reservoirs (308 of these offer a variety of recreational activities);
- 58 Hydroelectric power plants; and
- 54,550 Miles of canals and other conveyance and distribution facilities.

The Bureau's Technical Service Center in Denver, Colorado, manages the Bureau's Environmental Resource Services. This Center and BOR's Regional and Area Offices provide applied research and engineering services to BOR and the Department of the Interior. The Center's scientific expertise include areas, such as ecology, wildlife biology, environmental planning, water treatment engineering and research, environmental chemistry, geographic information systems, earthquake and flood hazard assessment, economics, and recreation.

The Bureau provides construction and rehabilitation services for other government agencies, including the Bureau of Indian Affairs, National Park Service, Fish and Wildlife Service, and Environmental Protection Agency. BOR occasionally serves state governments and water management districts. And as a federal natural resource trustee under CERCLA, the Bureau can conduct natural resource damage assessments when hazardous material spills or hazardous waste sites harm natural resources. Mitigation of environmental damage is provided for all wetlands negatively impacted by BOR activities.

The Bureau works with the U.S. Fish and Wildlife Service to protect endangered and threatened species throughout the western United States. This involves preserving wetlands, adding to instream flows, conserving and enhancing fish and wildlife habitat, controlling water salinity and sources of pollution, and preventing groundwater contamination.

## Using the Resource

BOR should be contacted when:

- EPA is working on relocation issues at NPL sites. Under existing Memoranda of Agreement, BOR and the Army Corps of Engineers (COE) may provide relocation and other technical support services to EPA or directly to displaced persons. BOR and COE's property acquisition and assistance/compensation services are strictly defined under the Uniform Relocation Assistance Act and are well understood by these agencies.
- The Technical Service Center provides scientific, applied research and engineering services related to water resource management. Water and power resource management support includes geotechnical engineering, dam safety, civil engineering, environmental engineering, mechanical and electrical engineering, social and environmental science, and laboratory services. See *www.usbr.gov/tsc*.

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# Bureau of Reclamation

- The Ecological Planning and Assessment Group conducts environmental studies on dam operations, fish passage, hazardous waste cleanup, irrigation and drainage systems, wetlands restoration, construction activities, and land use management. Specific activities include: EA/EIS scoping, public involvement, and data collection; Resource Management Plans (RMP); Clean Water Act Section 404 compliance; instream flow studies (IFIM); Fish and Wildlife Coordination Act compliance; Endangered Species Act compliance; GIS based wildlife management models. See *www.usbr.gov/tsc/tsc8200.html.*
- The Ecological Research and Investigations Group conducts applied research, laboratory studies, and project specific field investigations related to aquatic ecology, water quality, fisheries, aquatic plant management, aquatic pest control, wetlands, and wildlife biology. This group also helps resolve conflicts with water resource developers. See *www.usbr.gov/tsc/tsc8200.html.*
- The Water Treatment Engineering and Research Group performs research studies and laboratory tests, and installs and tests pretreatment systems, water treatment and desalting pilot plants, low-grade heat brine disposal systems, solar ponds, and solar powered pumping and desalting systems. This group also provides expertise in the design of desalting, water treatment, and wastewater treatment systems for remediation of water contaminated with hazardous chemicals. See *www.usbr.gov/tsc/tsc8200.html.*
- The Environmental Research Chemistry Laboratory Group provides laboratory chemical analyses in support of water quality studies. Analysis is conducted for major cations and anions, trace metals, nutrients, and organic compounds (volatile, semi-volatile, herbicides, pesticides, and organic nutrients). See *www.usbr.gov/tsc/tsc8200.html.*
- The Remote Sensing and Geographic Information Group designs and compiles tabular and graphic spatial databases from existing maps, aerial photography, airborne videography, satellite imagery, and global positioning systems (GPS). The databases are designed to facilitate studies on a variety of topics, such as natural resource inventories, lake limnology, endangered fish habitats, water spreading, and environmental change detection. See *www.usbr.gov/tsc/tsc8200.html.*

## Other Sources of Information

See Internet, Tab 10

For more information, contact the Public Affairs Office or Environmental Resources contact listed below or access the ***Internet*** Web site *www.usbr.gov.*

- **Public Affairs Office**
  849 C Street, NW Main Interior
  Room 7060-MIB
  Washington, DC 20240-0001
  (202) 208-4662
- **Environmental Resources Services**
  Darrell Cauley
  dcauley@do.usbr.gov
  (303) 236-9336 ext. 222

# Centers for Disease Control

## Description

The Centers for Disease Control and Prevention (CDC) in Atlanta, Georgia, is part of the U.S. Department of Health and Human Services. Its mission is to promote health and quality of life by preventing and controlling disease, injury, and disability. The CDC:

- Provides national leadership in disease and disability prevention programs;
- Monitors trends in public health;
- Conducts applied epidemiologic, laboratory, statistical, and behavioral analyses and research;
- Communicates findings with the scientific community, health community, and public;
- Disseminates standards and guidelines through ***Risk Communication*** programs;
- Assists state and local health agencies to increase their capacity for preventing disability and environmental disease; and
- Develops public health policies and prevention strategies.

See Risk Communication, Tab 37

The CDC's primary center for environmental health and epidemiology is the National Center for Environmental Health (NCEH) within the Office of the Director. NCEH's consists of the:

- Division of Birth Defects and Developmental Disabilities;
- Division of Environmental Hazards and Health Effects; and
- Division of Environmental Health Laboratory Sciences.

## Using the Resource

The CDC should be contacted when:

- Information is required for controlling or preventing health problems associated with human exposure to lead, radiation, air pollution, and other toxic substances.

The CDC provides services to everyone, with specialized services designed for the public; health care providers; federal, state, and local governments; tribal communities; research foundations; and private organizations. These services are:

- Epidemiology to identify and evaluate causes and risk factors for disease and exposure to environmental hazards;
- Public health surveillance to evaluate the incidence and prevalence of disease;
- Strategies for medical management of diseases resulting from environmental exposure; and
- Technical assistance to study or prevent health effects from exposure to environmental hazards.

CDC's educational products and fact sheets:

- CDC Prevention Guidelines, which are available in on the CDC Health Information Web site. These guidelines cover a wide variety of topics, such as asbestos, chronic diseases, prevention of exposure to air toxics, and medical management for acute chemical exposures. The CDC's Health Information Web site also provides information on health

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# Centers for Disease Control

concerns related to specific subpopulations, particularly infants and young children, adolescents and school children, and women's health.

- A calendar of upcoming events is provided on the CDC Web site to inform health and environmental professionals of upcoming conferences, seminars, and training courses.
- The CDC publishes the Mortality and Morbidity Weekly Report (MMWR), which contains information and guidelines on disease incidence and prevention. Current and past issues of MMWR are available on the CDC Web site, and users can access a listserv to receive weekly updates to MMWR.
- Several downloadable epidemiological software programs are available, including EpiInfo, EpiMap, EpiMeta, DoEpi, and SSS1.
- Several databases in the CDC National Center for Health Statistics are available via the Internet. Also available are fact sheets, journal articles, working papers, and published reports.

CDC's services include:

- Development of standards and guidance, such as CDC's screening guidance for blood lead levels in children;
- Epidemiologic studies to evaluate the strength of association between exposures to potentially hazardous agents in the environment and disease occurrence;
- Scientific and technical research to improve laboratory analysis, exposure assessment, and risk assessment, which become the basis for policy decisions and health protection strategies;
- Dissemination of standards, guidelines, strategies, recommendations, and research findings;
- Training, technical assistance, and financial assistance to improve the capabilities of State and local health agencies;
- Dissemination of information to the public to directly reduce risky behavior and improve public health; and
- Participation in emergency response planning and actions.

## Outside Sources of Information

See Internet, Tab 10

Information is obtained by contacting CDC headquarters or state personnel, or by accessing the ***Internet*** web site *www.cdc.gov*.

- Headquarters (404) 639-3311
  Centers for Disease Control and Prevention
  1600 Clifton Road, NE
  Atlanta, Georgia 30333

  Division of Media Relations (800) 311-3435 (404) 639-3534
  CDC Emergency Response Line (404) 639-0615

# Coast Guard

## Description

The U.S. Coast Guard (USCG) is the primary federal agency with maritime authority for the United States. The Coast Guard is part of the U.S. Department of Transportation, headquartered in Washington, D.C. Its main responsibilities include marine safety, marine environmental protection, law enforcement, and national security. USCG is decentralized both operationally and administratively. Coast Guard personnel perform tasks under four mission areas:

- Marine Environmental Protection: With substantial responsibilities to protect the marine environment, the USCG operates the National Strike Force to coordinate responses to spills of oil and hazardous substances and develop national and international pollution response plans. USCG develops safety and design standards for commercial vessels and offshore facilities, and conducts inspections to ensure compliance. USCG also enforces federal environmental laws on the high seas and other waters under U.S. jurisdiction.
- Marine Safety: USCG conducts maritime search and rescue missions to aid people in distress, and operates a network of satellites for locating emergency radio beacons.
- Law Enforcement: USCG enforces all federal laws governing activities on, above, and under the high seas and other waters under U.S. jurisdiction. USCG interdicts drug smugglers and illegal immigrants, and enforces fisheries regulations and the Exclusive Economic Zone out to 200 miles at sea, U.S. continental shelf, and any other U.S. territory or possession.
- National Security: USCG maintains constant combat readiness. In peacetime, this involves mainly coastal defense planning and practice exercises. In wartime USCG conducts port security duties and coastal defense operations.

## Using the Resource

The USCG should be contacted when:

- An emergency response is required due to a hazardous substance release;
- A citizen witnesses a pollution incident (illegally dumped garbage, or oil or chemical spills);
- Information on marine environmental protection is required; and
- Information on how marine environmental protection laws apply to various marine users is required.

USCG's educational products and fact sheets:

- The Sea Partners Campaign provides a variety of information to develop community awareness of marine pollution issues. See *www.uscg.mil/hq/g-m/nmc/seapart.htm.*
- The National Pollution Funds Center's (NPFC) Web site provides information about the NFPC, Oil Spill Liability Trust Fund, guidance for natural resource trustees on filing claims to recover damages from oils spills, and press releases and guidance. See *www.uscg.mil/hq/npfc/npfc.htm.*
- The Prevention Through People (PTP) Web site includes information about marine safety and environmental protection that focuses on preventing accidents stemming from human error. See *www.uscg.mil/hq/g-m/nmc/ptp/index.htm.*

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# Coast Guard

Services are provided through:

- **National Response System** - The NRS is a unified framework for coordinating government response actions by federal and state governments, and responsible parties to achieve an effective and efficient response.
- **National Response Center** - The NRC is the national communications center for handling response actions. The NRC acts as a single point of contact for all pollution incident reporting and as the National Response Team's communications center. Notices of discharges and releases of oil and hazardous substances into the waters of the United States must be reported to the NRC, and a toll free reporting line at (800) 424-8802 is staffed continuously for this purpose.
- **On-Scene Coordinator** - The Coast Guard Captain of the Port (COTP) typically serves as the pre-designated federal OSC for pollution incidents occurring in the coastal zone. The OSC directs the response actions and coordinates all other response efforts at the scene of a pollution incident or the threat of one. (EPA officials typically serve as the federal OSC for inland pollution incidents.)
- **National Response Team** - The NRT, with representatives from USCG and other federal agencies, implements the National Contingency Plan and directs the development of national and regional contingency and emergency preparedness plans.
- **USCG Marine Safety Laboratories** - The laboratories conduct oil and hazardous substance analyses to identify dischargers during response actions. They provide related services for legal disposition and cost recovery.
- **National Pollution Fund Center** - NPFC is the fiduciary agent for the Oil Spill Liability Trust Fund and for USCG's portion of Superfund. The NPFC provides funding to initiate natural resource damage assessments, compensates claimants damaged by oil pollution, recovers cost of pollution control and damages from responsible parties, and certifies the financial responsibility of vessel owners and operators.
- **Prevention Through People** - PTP is a cooperative approach to marine safety and environmental protection that addresses the root cause of most accidents—human error. USCG and industry work together to promote organizational and cultural changes and long term strategies to reduce human error.
- **Sea Partners Campaign** - SPC is an environmental education and outreach program to develop general community awareness of maritime pollution issues and to improve compliance with marine environmental protection laws and regulations.

## Outside Sources of Information

See Internet, Tab 10

Contact USCG headquarters or state personnel, or search the ***Internet*** Web site *www.uscg.mil.*

- Commandant
  U.S. Coast Guard Headquarters (202) 267-1340
  2100 Second Street, SW
  Washington, DC 20593

# Department of Defense

## Description

The Department of Defense (DoD) is a cabinet-level federal agency responsible for providing the military forces to deter war and protect the security of our country. The Department comprises the Army, Navy, Air Force, Marine Corps, and National Guard.

As the third largest federal landowner and steward for tens of millions of acres of land, DoD has a vast responsibility to clean up the environment impacted by past operations. Part of this responsibility involves responding to environmental issues at over 1,700 DoD installations nationwide. To oversee this task, DoD created the Office of the Assistant Deputy Under Secretary of Defense for Environmental Cleanup. The mission of the Environmental Cleanup Program administered by this office is to protect the environment and U.S. troops, their families, and local communities while reducing risks to pollution from past practices.

DoD's Office of Environmental Cleanup develops policy and oversees the Defense Environmental Restoration Program (DERP). DERP focuses on reducing risks to human health and the environment at active, formerly used, and closing bases, while ensuring that DoD environmental cleanup policy conforms to existing laws and regulations. DERP policy is followed closely by the Army, Navy, Air Force, and Defense Logistics Agency who execute the cleanup work. Specific DERP responsibilities include:

- Setting and measuring standards for achieving progress in the restoration program
- Providing consistent guidance and direction to the DoD Military Services
- Promoting safe and cost-effective methods for protecting human health and the environment
- Increasing opportunities for small and disadvantaged businesses
- Supporting the establishment and operation of RABs (Restoration Advisory Boards)
- Supporting the Department of Defense and State Memorandum of Agreement (DSMOA) program from the Army Corps of Engineers
- Environmental cleanup technology
- Relative risk
- Assisting with implementation of the Technical Assistance for Public Participation program
- Implementing Base Realignment and Closure (BRAC) environmental cleanup at closing or realigning bases
- Setting guidance in future land use and cleanup; and
- Participating in Superfund reform

## Using the Resource

Under CERCLA, DoD acts as the lead agency for its own sites. DoD should be contacted when:

- Human exposure to hazardous substances is known or suspected at a current or former military installation; or
- A member of the community around a site requests information on DoD's environmental activities.

**Last Updated:**
September 2000

# Department of Defense

Public participation is encouraged in the Environmental Cleanup Program and facilitated largely through the Restoration Advisory Board Program. The RAB program is designed to provide a forum through which members of nearby communities can provide input to DoD's environmental restoration program. RABs are established at operating installations, closing or realigning installations, and formerly used defense sites where there is sufficient sustained community interest. Currently 250 DoD installations participate in RABs, which contribute to DoD's environmental restoration program. The RABs:

- Increase community understanding of DoD's cleanup program;
- Review cleanup plans and technical documents;
- Provide input to work plans, such as priorities among sites or projects;
- Advise DoD on cleanup activities;
- Provide suggestions on the selection of protective, cost-effective remedies; and
- Act as a resource to the community.

More information about RABs can be obtained from the program's Internet Web site at *www.dtic.mil:80/envirodod/rab/index.html.*

## Outside Sources of Information

See Internet, Tab 10

General information is available by contacting DoD headquarters or by accessing the ***Internet*** Web site *www.dtic.mil/.* For information about specific DoD sites, contact the appropriate local Restoration Advisory Board. A directory of RABs is available on the ***Internet*** at *www.dtic.mil:80/envirodod/rab/rabdir/directory.html.*

- Col. James R. (Russ) Marshall, Deputy to the Assistant Deputy Secretary of Defense for Environmental Cleanup Issues: Restoration Program Manager
  Phone: (703) 697-5372
  E-mail: marshajr@acq.osd.mil
- ***Internet*** Web sites with information on environmental cleanup programs managed by the Armed Forces:
  - Army:
    - Army Environmental Center: *aec-www.apgea.army.mil:8080/*
    - Army Corps of Engineers: *www.mrd.usace.army.mil/*
  - Navy: *enviro.navy.mil*
  - Air Force: *www.af.mil/environment*
  - Defense Logistics Agency: *www.caae.hq.dla.mil*

# Department of Energy

## Description

The Department of Energy (DOE) is a cabinet-level federal agency with headquarters in Washington, D.C. DOE's mission is to foster a secure and reliable energy system that is environmentally and economically sustainable, be a responsible steward of the nation's nuclear weapons, clean up DOE facilities, and support continued U.S. leadership in science and technology. DOE is involved in:

- Energy Resources: To assure adequate supplies of clean energy, reduce U.S. vulnerability to supply disruptions, encourage efficiency, advance alternative and renewable energy technologies, and increase energy choices for all consumers.
- National Security: To support and maintain a safe, secure, and enduring stockpile without nuclear testing, safely dismantle and dispose of excess nuclear weapons, provide technical leadership for national and global nonproliferation and nuclear safety activities, and develop and support nuclear reactor plants for naval propulsion.
- Environmental Quality: To reduce the environmental, safety, and health risks and threats from DOE facilities and materials; safely and permanently dispose of civilian spent nuclear fuel and defense-related radioactive waste; and develop technologies and institutions required for solving domestic and international environmental problems.
- Science and Technology: To use the unique resources of DOE's laboratories and the country's universities to maintain leadership in basic research and advance scientific knowledge, focus applied research and technology development, contribute to the nation's science and mathematics education, and deliver relevant scientific and technical information.

## Using the Resource

While DOE acts as the lead agency for its own facilities (or sites) under CERCLA, EPA and authorized states provide oversight and concurrence. As owner of a site, DOE is responsible for site investigations (Executive Order 12580). EPA is responsible for developing the Hazard Ranking System (HRS) score, and if necessary, National Priorities List (NPL) listing. As a federal natural resource trustee under CERCLA, DOE can conduct natural resource damages assessments—the process by which resource management agencies determine and collect restoration funds when hazardous material spills or hazardous waste sites harm natural resources.

DOE should be contacted when:

- Human exposure to hazardous or radioactive substances is known or suspected to have occurred at a current or former DOE facility, or any other facility where nuclear materials are present; or
- A member of the community requests information on the environmental activities of DOE.

The Office of Environment, Safety and Health (EH) is DOE's advocate for excellence in programs to protect the environment and the health and safety of workers and the public at DOE facilities. EH's role as a Department-wide resource involves the participation of a wide range of stakeholders.

**Last Updated:**
September 2000

# Department of Energy

DOE created the Office of Environmental Management (EM) to consolidate DOE's environmental management activities. EM is responsible for environmental restoration, waste management, technology development, and facility transition and management. The program is responsible for the Department of Energy's public outreach activities, which with diminishing national security concerns have increased significantly. Each DOE site includes public participation where EM:

- Provides stakeholders with information. Information centers and reading rooms at each site contain fact sheets, reports, and site-specific history materials;
- Maintains mailing lists to distribute newsletters and other information;
- Representatives give presentations ending with a question and answer period to community groups;
- Give stakeholders guided site tours for a first hand view of the site; and
- Sponsors educational programs for all ages, including special topic workshops for adults and science units for schools.

## Outside Sources of Information

See Internet, Tab 10

For general information, contact DOE headquarters or access DOE's ***Internet*** Web site at *www.doe.gov*. For information about environmental management activities, access EM's Web site *www.em.doe.gov*. For information about the EH program, access *tis-hq.eh.doe.gov*.

### Headquarters

Office of Environmental Management
U.S. Department of Energy, Headquarters
Forrestal Building
1000 Independence Avenue, SW
Washington, DC 20585

(800) 736-3282

# Department of the Interior

## Description

The Department of the Interior (DOI) is a cabinet-level federal agency. DOI's mission is to preserve and protect the nation's most precious natural and cultural resources and serve as steward of its trust responsibilities to American Indians and Alaska Natives. As the nation's principal conservation agency, DOI has an obligation to manage resources for the benefit of the American people and preserve the natural heritage of the country. DOI has jurisdiction over nearly 450 million acres of federal lands, about 3 billion acres of the Outer Continental Shelf, and more than 57,000 buildings. DOI encompasses eight bureaus:

- Bureau of Land Management: To sustain the health, diversity, and productivity of public lands for the use and enjoyment of present and future generations.
- Minerals Management Service: To manage the mineral resources on the outer continental shelf in an environmentally sound and safe manner.
- Office of Surface Mining Reclamation and Enforcement: To carry out the requirements of the Surface Mining Control and Reclamation Act in cooperation with states and tribes.
- Bureau of Reclamation: To manage and protect water and related resources in an environmentally and economically sound manner.
- U.S. Geological Survey: To provide the nation with reliable, impartial information to describe and understand the earth.
- U.S. Fish and Wildlife Service: To conserve, protect and enhance fish and wildlife and their habitats for the continuing benefit of the American people.
- National Park Service: The National Park Service preserves unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.
- Bureau of Indian Affairs: To enhance the quality of life and promote economic opportunity in balance with meeting the responsibility to protect and improve the trust resources of American Indians, Indian Tribes, and Alaska Natives.

DOI is committed to:

- Restoring and maintaining the health of federally managed lands, waters, and resources;
- Preserving the nation's natural and cultural heritage for future generations;
- Providing recreational opportunities for the public to enjoy natural and cultural resources;
- Providing for appropriate commercial use and development of federally managed natural resources in an environmentally sound manner;
- Protecting diverse plant and animal species and habitat critical to their survival;
- Working to transfer federal program operations to tribal governments through American Indian self-determination and self-governance agreements;
- Protecting and conserving the trust resources of American Indian and Alaska Native tribes and working with these tribes to enhance education, economic opportunities, and quality of life for their members;

**Last Updated:**
September 2000

# Department of the Interior

- Advancing scientific research to improve understanding of natural systems and human impact on natural processes;
- Providing useful scientific information for sound resource decision making; and
- Applying laws and regulations fairly and effectively, placing priority on compliance and enforcement, prevention, and problem solving.

## Using the Resource

The Office of Environmental Policy and Compliance (OEPC) oversees DOI's programs in natural resources management and environmental compliance; the following three divisions comprise that Office:

- Natural Resources Management Team: Land and marine resources, transportation, urban and water projects, energy facilities, and mineral resources;
- Natural Resources Trust and Response Team: Natural resource damage assessment, damage assessment regulations, oil spills, hazardous materials releases, preliminary natural resource surveys, trust resources, and federal facility pollution abatement; and
- Solid and Hazardous Materials Management Team: Departmental compliance with Superfund and the Resource Conservation and Recovery Act, prioritizing, tracking, and reporting on hazardous materials sites, site cleanup recommendations, remedial action technical assistance, solid waste and resource recovery, federal facility pollution abatement, land acquisition surveys, and pollution prevention programs.

DOI's education and outreach programs are coordinated by the DOI Education Committee. Programs are divided into four categories: natural science, social and cultural science, diversity, and human resources. Materials may be obtained at *www.doi.gov/doi_ems.html.* Services are provided through OEPC's three divisions.

DOI is a federal natural resource trustee under CERCLA. As such, DOI can conduct natural resource damages assessments—the process by which resource management agencies determine and collect restoration funds when hazardous material spills or hazardous waste sites harm natural resources.

DOI should be contacted when:

- A population is known or suspected of having been exposed to hazardous substances on a DOI facility or on DOI managed land;
- A member of the community requests information on the activities of DOI; or
- A member of the community requests information on National Parks or other DOI lands.

## Outside Sources of Information

See Internet, Tab 10

For general information, contact headquarters or access DOI's ***Internet*** Web site at *www.doi.gov.* For information about environmental activities, access OEPC's Web site at *www.doi.gov/oepc/oepcinfo.html.*

- **U.S. Department of the Interior**
  Headquarters (202) 208-3100
  1849 C Street, NW
  Washington, DC 20240

# Department of Justice

## Description

The Department of Justice (DOJ) serves as counsel for U.S. citizens and represents them in enforcing the law in the public interest. DOJ objectives are to enforce federal laws, defend Federal government interests, and ensure consistent application of federal laws. The Department's Environment and Natural Resources Division (ENRD) has responsibility for litigation over most environmental concerns. ENRD is organized in nine sections:

- The Environmental Enforcement Section handles civil enforcement cases for government agencies, particularly for EPA, to control and cleanup pollution and hazardous wastes.
- The Environmental Crimes Section prosecutes individuals and organizations whose actions transgress the interests and values embodied in federal environmental laws.
- The Environmental Defense Section defends the government when lawsuits challenge the administration of federal environmental laws.
- The Wildlife and Marine Resources Section tries cases under federal wildlife laws, such as the Endangered Species Act and the Migratory Bird Treaty Act.
- The General Litigation Section ensures compliance with federal land management laws such as the Federal Land Policy Management Act.
- The Indian Resources Section represents the federal government in its capacity as trustee for individual Indians and Native American Tribes.
- The Land Acquisition Section is responsible for acquiring land by direct purchase and condemnation proceedings for use by the federal government.
- The Policy, Legislation, and Special Litigation Section advises the Assistant Attorney General of the ENRD, coordinates and directs the ENRD's legislative program, appears before congressional committees, responds to citizen's requests, litigates amicus cases, and appears before the media.
- The Appellate Section is responsible for handling all cases on appeal after being tried by other branches of the ENRD in lower courts.

## Using the Resource

DOJ provides services to both the public and private sectors, with specialized services covering federal, state, and local governments, tribal communities, and minority communities. DOJ works in conjunction with EPA in CERCLA enforcement and land acquisition.

DOJ should be contacted:

- At the request of a client agency to compel compliance with a federal law, to collect a civil penalty, or to punish a criminal act;
- When citizens are the victims of discrimination contrary to environmental justice policy or in violation of their civil rights;
- When alternative dispute resolution or mediation may be used to resolve conflicts regarding environmental matters; and
- When relocation is involved at Superfund sites and EPA needs to conduct a title search for each property that will be acquired (see Standards for Preparation of Title Evidence in Land Acquisitions by the United States, U.S. Department of Justice, 1970).

**Last Updated:**
September 2000

# Department of Justice

DOJ educational products and fact sheets:

- The Civil Rights Forum, published by the Civil Rights Division, discusses environmental justice and other civil rights issues.
- DOJ's Environmental Justice Guidance, and the Environmental Justice Strategy are available on DOJ's Web site.
- DOJ press releases are available through the agency's Web site;
- Many of the 94 regional Assistant U.S. Attorney's offices maintain Web sites. To obtain information about a specific case, users should review the press releases of the Assistant U.S. Attorney with authority over the specific district.

DOJ services:

- The Community Relations Service provides expertise in mediation and alternative dispute resolution to settle environmental justice concerns;
- The ENRD, Civil Rights Division, and U.S. Attorney's Offices work with client agencies to file environmental, civil rights, environmental justice, and criminal cases;
- DOJ provides counsel and assistance to state and local governments to coordinate with the federal government in compliance with federal laws and executive orders; and
- DOJ works with communities on enforcement actions.

## Outside Sources of Information

See Internet, Tab 10

Information may be obtained by contacting DOJ headquarters or state personnel, or by accessing the ***Internet*** Web site *www.usdoj.gov*.

- U.S. Department of Justice
  950 Pennsylvania Avenue, NW
  Washington, DC 20530-0001
- Policy, Legislation and Special Litigation Section (202) 514-1442
  Environment and Natural Resources Division
  PO Box 4390, Ben Franklin Station
  Department of Justice
  Washington, DC 20044-4390
- Community Relations Service (301) 492-5929
  Department of Justice
  Suite 330, 5550 Friendship Blvd.
  Chevy Chase, MD 20815
- Civil Rights Division (202) 514-2151
  Department of Justice
  PO Box 65808
  Washington, DC 20035-5808
- Executive Office for United States Attorneys (202) 514-1020
  Department of Justice
  950 Pennsylvania Avenue, NW, Room 1619
  Washington, DC 20530-0001

# FEMA

## Description

The Federal Emergency Management Association (FEMA) is an independent agency of the federal government. FEMA is responsible for building and supporting the nation's emergency management system. FEMA works in conjunction with other organizations in operating the emergency management system. Among these are the American Red Cross, state and local emergency management agencies, and 27 other federal agencies.

FEMA's primary objectives are:

- Prepare for emergencies and disasters;
- Respond to emergency disasters when they occur;
- Assist people and communities in recovering from emergency disasters;
- Mitigate the effects of emergency disasters;
- Reduce the risk of loss associated with emergency disasters; and
- Prevent disasters such as fires from occurring.

The extent of FEMA's activities is broad. FEMA:

- Advises people on building codes and flood plain management;
- Teaches people how to endure a disaster;
- Coordinates the federal response to a disaster;
- Supports state and local emergency readiness;
- Provides disaster assistance to the states, communities, businesses, and individuals;
- Trains emergency managers; and
- Supports the nation's fire service.

FEMA works not only with government but also with non-profit and private sector agencies. The following groups comprise the FEMA response team:

- Federal Response: FEMA works with many federal partners to provide emergency food and water, medical supplies and services, search and rescue operations, transportation assistance, and environmental assessment.
- State Emergency Management Departments: FEMA supports state emergency management in funding state planning and assisting state agencies in administering large-scale responses.
- National Emergency Management Organizations: FEMA supports the efforts of the National Emergency Management Association (NEMA), whose membership includes state emergency managers and the National Coordinating Council on Emergency Management (NCCEM), whose membership includes local emergency managers.
- Private Sector: FEMA encourages all sectors of society, from business and industry to volunteer organizations, to work together in disaster preparation, response, and recovery. FEMA assists in coordinating activities among a variety of players, including private contractors, hospitals, volunteer organizations, and area businesses.

**Last Updated:**
September 2000

# FEMA

## Using the Resource

FEMA should be contacted when:

- An emergency response to a natural or man-made disaster is necessary; or
- Industry, business, or the community is seeking advice on building codes and regulations.

Services are provided through the following programs:

- Federal Response Plan Partners: To coordinate the federal efforts, FEMA recommends and the President appoints a Federal Coordinating Officer (FCO) for each state affected by a disaster. The FCO and the state response team set up a Disaster Field Office (DFO) near the disaster scene. It is from there that the federal and state personnel work together to carry out response and recovery functions.
- Reimbursement For Emergency Actions at a Hazardous Substance Release Site: EPA provides reimbursement for local fire and emergency service actions undertaken at a site of an accidental release of hazardous materials. Responders must call the National Response Center within 24 hours of the response initiation at (800) 424-8802.
- Emergency Support Functions (ESF): FEMA is one of 12 resources provided by the federal government for response actions. EPA is the lead ESF federal agency supporting federal response to actual or potential releases of oil and hazardous materials. When state and local governments are unable to effectively support an emergency disaster, they make a request for federal aid through a Presidential disaster or emergency declaration. The following steps are followed in this event:

  1. Contact is made between the affected state and the FEMA regional office. This contact may take place prior to or immediately following the disaster.
  2. If it appears the situation is beyond state and local capacity, the state requests FEMA to conduct a Preliminary Damage Assessment (PDA). Participants in the PDA will include FEMA, state and local government representatives, and other federal agencies.
  3. Based on the PDA findings, the Governor submits a request to the President through the FEMA Regional Director for either a major disaster or an emergency declaration.
  4. The FEMA Regional Office submits a summary of the event and a recommendation based on the results of the PDA to FEMA headquarters along with the Governor's request.
  5. Upon receipt of these documents, headquarters senior staff convene to discuss the request and determine the recommendation to be made to the President.
  6. FEMA's recommendation is forwarded to the White House for review.
  7. The President declares a major disaster or an emergency.

## Outside Sources of Information

See Internet, Tab 10

Information may be obtained by contacting FEMA headquarters or by accessing the ***Internet*** Web site *www.fema.gov.*

- **Federal Emergency Management Agency**
  Headquarters
  500 C Street, SW
  Washington, DC 20472
  (202) 566-1600

# FEMA

FEMA has 10 regions, similar to EPA's 10 regions, and the FEMA regional headquarters cities are the same as (or near) the EPA regional headquarters. There are also State FEMA offices within each region. The address and phone number of each Regional FEMA office is listed below:

- **Region 1**
  JW McCormack Post Office and
  Courthouse Building
  Room 442
  Boston, MA 02109-4595
  (617) 223-9540

- **Region 2**
  26 Federal Plaza
  Room 1337
  New York, NY 10278-0002
  (202) 225-7209

- **Region 3**
  Liberty Square Building
  2nd Floor
  105 South Seventh Street
  Philadelphia, PA 19106-3316
  (215) 931-5512

- **Region 4**
  1371 Peachtree Street, N.E.
  Suite 735
  Atlanta, GA 30309-3108
  (404) 853-4400

- **Region 5**
  175 West Jackson Boulevard
  4th Floor
  Chicago, IL 60604-2698
  (312) 408-5548

- **Region 6**
  Federal Regional Center
  Room 206
  800 North Loop 288
  Denton, TX 76201-3698
  (817) 898-5127

- **Region 7**
  2323 Grand Boulevard
  Suite 900
  Kansas City, MO 64108-2670
  (816) 283-7002

- **Region 8**
  Denver Federal Center Building
  Room 710 A
  P.O. Box 25267
  Denver, CO 80225-0267
  (303) 235-4830

- **Region 9**
  Presidio of San Francisco
  Building 105
  San Francisco, CA 94129-1250
  (415) 923-7177

- **Region 10**
  Federal Regional Center
  130 228th Street, SW
  Bothell, WA 98021-9796
  (206) 487-4682

# FEMA

# HUD

## Description

The Department of Housing and Urban Development's (HUD) mission is "to help people create communities of opportunity." As such, HUD strives to empower communities and their residents, particularly the poor and disadvantaged, to develop viable urban communities, provide decent housing, and create a suitable living environment for all citizens.

HUD envisions seven broad purposes:

- Empower communities to meet local needs;
- Help communities and states establish a full continuum of housing and services designed to help homeless individuals and families achieve permanent housing and self-sufficiency;
- Increase availability of affordable housing in standard condition to families and individuals, particularly the nation's poor and disadvantaged;
- Reduce the isolation of low-income groups within a community or geographical area;
- Provide empowerment and self-sufficiency opportunities to support low-income individuals and families as they make the transition from dependency to work;
- Increase home ownership opportunities, especially in central cities, through a variety of tools, such as expanding access to mortgage credit; and
- Promote equal housing opportunities for those protected by law.

To address environmental justice issues in the context of urban environmental management and community development, HUD identified four additional priority areas:

- Create healthy, viable environments through Empowerment Zones and Enterprise Communities;
- Fight childhood lead-based paint poisoning;
- Revitalize central cities through brownfields redevelopment; and
- Improve fundamental living conditions in the "Colonias," impoverished rural areas along the U.S.-Mexico border that are characterized by poor housing, inadequate roads and drainage, and absent or substandard water and sewer facilities.

## Using the Resource

HUD should be contacted when:

- A population, especially children, is known or suspected to have been exposed to lead-based paint;
- A brownfields site is discovered or is being considered for development;
- A member of the community requests information on HUD's programs or housing or development issue; and
- Public housing is affected during a relocation at a Superfund site. HUD officials should be contacted to ensure that all appropriate housing authorities are integrated into the process, regulations are followed, and all potentially affected properties and persons are identified.

**Last Updated:**
September 2000

# HUD

HUD's Office of Community Planning and Development (CPD) has an Information Center that serves state and local agencies, nonprofit organizations, public interest groups, and others interested in housing and community development. The Center provides copies of program regulations, descriptions of model programs, case studies of affordable housing initiatives, publications on expanding affordable housing opportunities, funding information, training and conference announcements, and referrals to technical assistance providers.

- The Office of Lead Hazard Control:
  - Operates a grant program (the HUD Lead-Based Paint Hazard Control Program) for State and local governments to develop and implement cost effective methods for the inspection and reduction of lead-based paint hazards in private owner-occupied and rental housing for low and moderate income families.
  - Develops lead-based paint regulations, guidelines, and policies that 1) ensure that buyers and tenants of housing have information to protect their children from lead-based paint hazards, and 2) reduce lead-based paint hazards in federally assisted and federally owned housing.
  - Provides technical assistance to HUD Field Offices, program offices, housing authorities, nonprofit housing providers, local and state agencies, other federal agencies, housing developers, inspectors, real estate professionals, contractors and financiers, and public health authorities.
  - Conducts demonstrations, studies, and standards development, based on scientific research and consensus to create a level playing field that encourages honest fair competition and a vibrant lead hazard control market.
  - Maintains a community outreach program that disseminates information via print and broadcast media, conferences and exhibits, the Internet, and fact sheets and brochures.
- The Brownfields Hotline:
  - Informs the public about current HUD policy concerning brownfields, including Empowerment Zones and Enterprise Communities;
  - Provides links to local HUD state and area brownfields resources; and
  - Provides updates on publications and research materials, program regulations and guides, and technical assistance.

## Outside Sources of Information

See Internet, Tab 10

Information may be obtained by contacting the appropriate HUD headquarters office. For information about region-specific programs, contact the appropriate satellite office. More information is available by accessing the ***Internet*** Web site *www.hud.gov*.

Headquarters
U.S. Department of Housing and Urban Development
451 7th Street, SW
Washington, DC 20410

| | |
|---|---|
| Community Planning and Development | (202) 708-2087 |
| Congressional and Inter-Governmental Relations | (202) 708-0380 |

Brownfields Hotline
Community Connections
P.O. Box 7189
Gaithersburg, MD 20898-7189

(800) 998-9999
TDD: (800) 483-2209
Fax: (301) 519-5027

Office of Lead Hazard Control
Mailing address:
451 7th Street, SW, Room B-133
Washington, DC 20410
Office location:
490 L'Enfant Plaza East SW, Room 3202
Washington, DC 20024

(202) 755-1785
(202) 755-1000

**Local Offices**

HUD's local offices around the country are a good source of information about HUD's programs and local projects. Each state has at least one office. A complete listing of these offices is available on HUD's Web site at *www.hud.gov/local.html*. If you are confused about which local office to use, contact the office listed as the "State Office" on the Web site.

# HUD

# NOAA

## Description

The National Oceanic and Atmospheric Administration (NOAA) is a branch of the U.S. Department of Commerce. NOAA's mission is to describe and predict changes in the environment, and conserve and manage wisely the nation's coastal and marine resources.

NOAA consists of five offices:

- NOAA Fisheries: Responsible for managing and sustaining most living marine resources and their habitats in U.S. waters. The Fisheries Office researches the status of marine resources and provides advice on protecting these resources to ensure they remain healthy and available for future generations.
- National Environmental Satellite, Data, and Information Service: Administers an integrated program for the development and use of all operational civilian satellite-based environmental remote sensing systems and the national and international acquisition, processing, dissemination, and exchange of environmental data.
- National Weather Service: The primary source of weather forecast and warning information for the entire country. TV weathercasters and private meteorology companies prepare their forecasts using the basic forecast and weather observation data issued by the National Weather Service several times a day.
- Office of Oceanic and Atmospheric Research: Responsible for monitoring, helping develop, and implementing a wide variety of aquatic research in the oceans and the U.S. Great Lakes. The research primarily includes studies on aquatic nuisance species, ecology, habitat degradation and requirements, physical oceanography and limnology, mariculture, biotechnology and natural products chemistry, shoreline and tectonic processes, fisheries biology, environmental instrumentation, and fisheries and coastal economics.
- National Ocean Service: The primary civil agency within the federal government responsible for the health and safety of the nation's coastal and oceanic environment. The National Ocean Service provides a wide range of products and for the protection of life, property, and the environment. This agency also contains the Office of Ocean Resources, Conservation and Assessment, which oversees NOAA HAZMAT.

## Using the Resource

Relevant services are provided through the following programs:

- The Hazardous Materials Response and Assessment Division (NOAA HAZMAT): Scientists in this unit respond to oil spills and other hazardous materials incidents. NOAA HAZMAT also helps emergency planners prepare for potential accidents, creates software and other products to help people respond to hazardous materials accidents, and finds remedies for the environmental damage caused by hazardous waste sites in coastal areas. NOAA HAZMAT scientists work closely with federal On-Scene Coordinators to respond to about 100 accidental oil and chemical spills and investigate the consequences of releases from about 400 hazardous waste sites each year.
- Watershed Projects: NOAA HAZMAT researchers collect and organize information on sediment contamination and toxicity, sources of contaminants, natural resources, and potential habitat restoration projects. They have developed a database and mapping system for displaying these data. Work is underway on four pilot projects: Newark Bay, San Francisco Bay, Christina River, and Calcasieu Estuary.

**Last Updated:** September 2000

# NOAA

NOAA should be contacted when the federal government is called upon to respond to oil and hazardous materials spills in the coastal zone. A team of Scientific Support Coordinators leads the NOAA response, calling on scientists who provide oil and chemical trajectory estimates, chemical hazards analyses, and assessments of the risks to coastal animals and habitats and important human-use areas. As a federal natural resource trustee under CERCLA, NOAA can conduct natural resource damages assessments—the process by which resource management agencies determine and collect restoration funds when hazardous material spills or hazardous waste sites harm natural resources.

See Coast Guard, Tab 16

**To report an oil or chemical spill** in U.S. waters, call the ***U.S. Coast Guard*** National Response Center at (800) 424-8802.

## Outside Sources of Information

See Internet, Tab 10

Information may be obtained by contacting NOAA headquarters or by accessing the ***Internet*** web site at *www.noaa.gov.*

- **NOAA Office of Public and Constituent Affairs**

  U.S. Department of Commerce
  14th Street and Constitution Avenue, NW
  Washington, DC 20230
  (202) 482-6090

- **NOAA Hazardous Materials Response and Assessment Division**

  7600 Sand Point Way, NE
  Seattle, WA 98115
  *www-orca.nos.noaa.gov/projects/hazmat/*
  (206) 526-6317

- **NOAA's Correspondence Unit** provides information about the five offices within the agency. It maintains a broad range of publications and outreach materials including curriculum guidelines, career publications, brochures on NOAA programs and services, and instructional materials. Information can be obtained at (301) 713-1208.

# USGS

## Description

The United States Geological Survey (USGS), part of the Department of the Interior, is responsible for the development of policies relating to public land, geotechnical sciences, mapping, and mineral resources development. Headquartered in Reston, VA, the USGS provides credible and objective earth science information used to:

- Minimize loss of life and property from natural disasters;
- Manage water, biological, energy, and mineral resources;
- Enhance and protect the quality of life;
- Contribute to wise economic and physical development; and
- Monitor ground and surface water for quality and operate an extensive stream gauging and monitoring system throughout the country.

The USGS has four primary themes that enable it to effectively convey how earth science information contributes to public policy issues:

- Hazards: Hazards are unpreventable natural events that, by their nature, may expose communities to the risk of death or injury and damage of private property, infrastructure, agriculture, and developed land. USGS activities in the hazards area involve describing, documenting, and understanding natural hazards and their risks. Specific functions include long-term monitoring and forecasting, short-term prediction, real-time monitoring, and communicating with civil authorities and others during a crisis. USGS also performs post-crisis activities such as developing strategies to mitigate the impact of future incidents and preparing risk assessments for areas that are susceptible to natural hazards.
- Natural Resources: USGS activities in the natural resources theme area are primarily to inventory the occurrence and assess the quantity and quality of natural resources. Activities also include monitoring changes to natural resources, understanding the processes that form and affect them, and forecasting the changes that may be expected in the future.
- Environment: USGS activities in the environment theme area include studies of natural, physical, chemical, and biological processes, and the results of human actions. The goal is to provide the understanding and scientific information needed to recognize and mitigate adverse impacts and sustain the environment.
- Information Management: USGS information management activities include organizing, cataloging, archiving, maintaining, and disseminating earth and biological science data and information so that all potential users are aware of and can acquire the information.

## Using the Resource

USGS should be contacted when:

- You need hydrologic data or geospatial data (including maps);
- The site in your community is a mine and/or is on land managed by the Department of the Interior; and/or
- You need seismological data for the site.

**Last Updated:**
September 2000

# USGS

USGS services are provided through the following divisions:

- Biological Resources Division (BRD): The BRD's mission is to work with others to provide the scientific understanding and technologies needed to support the sound management and conservation of our biological resources.
- Geologic Division: The chief function of the geologic division is to carry out geologic and mineral resource surveys and mapping for the Department of the Interior.
- National Mapping Division: The mission of the USGS National Mapping Division is to meet the nation's need for basic geospatial data, ensuring access to and advancing the application of these data and other related earth science information for users worldwide.
- Water Resources Division: The USGS has the principal responsibility within the federal government to provide hydrologic information to achieve the best use and management of the nation's water resources.

Educational products and fact sheets:

- The USGS provides a variety of information designed to summarize research, investigations, and other activities conducted by the agency. Examples of fact sheets include *Mississippi River: Assessment of Water Quality; Mercury Contamination of Aquatic Ecosystems;* and *Ecosystem Trends and Response: Chesapeake Bay.* This information is available on-line. See *water.usgs.gov/public/wid/indexlist.html.*
- Formal reports, including bulletins, professional papers, circulars, water-supply papers, and thematic maps, are available for purchase on-line. To view the searchable list of titles, see *dr.cr.usgs.gov/pubs/list.htm.*
- The USGS's National Water Information Center disseminates water resources information to all levels of government, academia, the private sector, and general public. Requests for water information can be made using a toll free request line at (800) 426-9000.
- The Earth Science Information Center (ESIC) offers nationwide information and sales service for USGS map products and earth science publications. It provides information about geologic, hydrologic, topographic, and land use ***Maps***, books, and reports; ***Aerial***, satellite, and radar images and related products; earth science and map data in digital format and related applications software; and geodetic data. The toll free number to access this information is (800) USA-MAPS.

See Maps and Aerial Photographs, Tab 24

## Outside Sources of Information

See Internet, Tab 10

Information may be obtained by contacting USGS headquarters or by accessing the ***Internet*** Web site *www.usgs.gov.*

- **USGS National Center (Eastern Region Office and Headquarters)**
  12201 Sunrise Valley Drive
  Reston, VA 20192
  (703) 648-4000

# Focus Groups

## Description

Focus groups are facilitated discussions about the site and the community by small groups of stakeholders. A focus group usually consists of three separate group sessions of seven to 12 individuals. Each group is somewhat homogenous (*e.g.*, one group may contain residents living near the site with children at home). Although appearing informal, focus group discussions are structured around a series of questions carefully designed to help people talk freely. Focus groups are useful to understand stakeholders' opinions on site activities, why stakeholders feel as they do, and stakeholders' needs and expectations. By holding separate focus group sessions with different groups, you can find out exactly how each group feels, and why. This helps you address group concerns and find common ground to unify the community.

## Required Activity?

No.

## Making it Work

### When to use

Focus groups are useful throughout the Superfund process to learn about citizen knowledge and expectations. Focus groups also help you learn *why* residents feel as they do. By understanding where opinions and beliefs come from, you can more effectively address concerns and avoid problems. Focus groups foster communication better than large public meetings where individual discussion is not practical. Focus groups may provide feedback to improve outreach tools. If you sense that a particular group of stakeholders is unhappy with a site activity, a focus group is an excellent way to begin a meaningful dialogue without exposing the entire community to issues that are pertinent to only a small group.

### How to use

As with any communications tool, refer to your ***Communication Strategy*** first. Then, identify focus group participants and invite them individually to participate. Invite participants who will contribute to the process, who may have something thoughtful or thought provoking to say, who won't be intimidated, and who won't argue for argument's sake. Have a list of 15-20 people to allow for those who fail to attend. See the list at the end of the tab for ideas on appropriate homogenous groupings for small group sessions.

See Communication Strategies, Tab 3

You do not have to rent a fancy facility with two-way mirrors. However, the facility should comfortably accommodate up to 13 people (the facilitator plus 12 participants) around one table. There should also be room for an additional desk and chair for the assistant moderator, and several additional chairs to accommodate observers, such as yourself. The chairs should be comfortable. The facility must meet the requirements of the Americans with Disabilities Act (ADA). For requirements, visit the Center for Independence (CFI) ***Internet*** site: *www.gj.net/~cfi/index.htm*. The site includes weekly updates and information about making your public space accessible. For a free copy of the ADA Guide for Small Businesses, published by the U.S. Department of Justice, call CFI at (970) 241-0315.

See Internet, Tab 10

Finding a time and location that satisfies everyone is impossible, so select a place that is centrally located and convenient and a date and time that is convenient for you, your moderator, and the majority of participants. Focus group meetings usually last about two hours. EPA will not pay for food or beverages, either directly or indirectly through its contractors. However, refreshments can be purchased by a sponsor.

**Last Updated**: September 2002

# Focus Groups

Meet with your moderator to thoroughly choreograph the session. Know what kinds of information you want and help the moderator develop questions to elicit that information. If you and the RPM plan to attend the sessions, be detached observers, not participants; otherwise, your involvement could affect participants' reactions. Have the moderator tape record the entire session, and announce the recording in the scripted introduction. After the focus group is over, meet with the moderator and assistant moderator to review the results. Think about how to use the information you get, either by improving a specific outreach tool or designing a CI activity to address concerns raised during the focus group. Respond to any information requests from participants. Brief the site team on the results.

## Tips

- Use a trained, objective, third-party facilitator.
- Make sure your facilitator understands the objectives.
- Work with the facilitator to script the introduction and questions.
- Inform everyone that the purpose is not to reach consensus, but to gather information.
- Ask participants to complete a brief evaluation form before they leave.
- If you or the RPM attend, restrict your role to *non-reactive* observation.

## Related Tools/Resources in the Toolkit

- Informal Activities, Tab 20

## Attached Items Within this Tool

- Attachment 1: Focus Group Check List
- Attachment 2: List of Possible Groupings
- Attachment 3: Sample Introduction
- Attachment 4: Sample Questions

# Attachment 1: Focus Group Check List

Site: _____

## FOCUS GROUP PREPARATION

___ Meeting date & time:_____
___ Meeting location: _____
Rental rate: _____
___ Seating capacity:_____
___ Directions distributed:_____
Staff or contractors name:_____
___ Translator needed:
Yes ___ No ___
Name:_____
Contacted/confirmed: ____
Rate: _____
___ Site team members notified:
___ RPM:_____
___ Tox: _____
___ Hydro: _____
___ State:_____
___ Local officials: _____
___ Others: _____
___ Prepare meeting evaluation forms

## INVITATIONS

___ Invite all participants (phone, mail, or both) at least 2 weeks in advance
___ Record responses
___ Verify participants attendance 2 days before meeting
___ Send materials to information repositories

## EQUIPMENT

___ Cassette recorder/tapes/batteries
___ Microphones (stationary & remote)
___ Video camera/tape
___ 3-Prong electric adaptor (several)

## ROOM ARRANGEMENTS

___ Room layout _____
___ Room setup
Who does it? You ___ Them____
___ Coffee/tea/soda/snacks setup
Who donates it? _____
___ Point of contact for facility arrangements
Name: _____
Phone #:_____
___# of people expected: _____
___ Someone to record session:
Yes ___ No___
___ Time available _____
___ Set up time:_____
___ Must vacate by time: _____
___ Security (meet prior to & day of)
___ Janitorial services
___ Restrooms open
___ Ventilation
___ First aid supplies
___ Return room to original condition
Who does it? You___ Them ___
___ Telephone access in case of emergency

## BASIC SUPPLIES

___ Name plates/name Tags
___ Directional signs
___ Evaluation form
___ Copies of most recent fact sheets
___ 3" x 5" index cards
___ Pens/pencils
___ Markers
___ Easel/flip chart
___ Poster paper
___ Pad of blank paper
___ Masking tape
___ Scissors
___ Business cards
___ Plastic drinking cups ~ pitcher
___ 1 yard of strong cord

## MEETING FOLLOW-UP

___ Return equipment
___ Debriefing among meeting participants
___ Respond to requests for information
___ Prepare/distribute meeting summary
___ Prepare meeting evaluation
___ Prepare and distribute recommendations for future sessions
___ Add meeting attendees to mailing list
___ Send names & phone #s to GPRA contractor

## Attachment 2: List of Possible Groupings

- Local officials
- Residents living adjacent to the site
- Residents living within known paths of migration
- Residents within "X" miles of the site
- Residents as above with children at home
- Residents as above with elderly at home
- Local health care providers
- Leaders of local civic/service clubs
- Members of local environmental groups
- Members of citizens' groups organized in response to the site
- Local business people
- Members of the local Chamber of Commerce
- Local clergy
- Local media

Although focus groups usually comprise three separate smaller group sessions, you are not limited to just three.

## Attachment 3: Sample Introduction

Hi, welcome to our session tonight. On behalf of EPA, I want to thank you for taking time out of your busy day to take part in our discussion about the **name of site** here in your community. My name is ***; my assistant tonight is ***. We work for a company called ***, which has been hired by EPA to do some research into communities affected by hazardous waste sites, like yours, and advise EPA about how to work with your community in reaching decisions that will lead to a good cleanup.

EPA believes that a successful cleanup can only happen if informed citizens are involved in the process. They have a program called community involvement that is dedicated to working with local residents throughout the cleanup process, and they will use the information we provide, through sessions like this, as well as through written questionnaires and telephone interviews, to make that process meaningful and effective.

You are one of two groups we'll be meeting with this week. These sessions are called focus groups because the discussion and the participants are highly focused. Our discussion will focus on EPA's communications with you about the site, and their community outreach efforts, *not* on technical or site-specific issues. You were invited because you participated in our community interviews and have expressed a serious interest in this site.

The other group is made up of local officials and other community leaders. EPA wants to know what's important to you, what you need from EPA, and what you expect from them (in terms of involvement and communications). EPA needs to know this so that they can prepare a community involvement plan that meets those needs and expectations.

We have several questions that we hope will stimulate discussion among you. However, we are *not* trying to change anyone's mind or convince anyone of anything. We are not trying to solve any problems, make any decisions, or forge any consensus. We want to hear your ideas and understand your feelings about EPA's outreach work in your community. We want to know if what EPA is doing is working for you. There are no right or wrong answers. There are differing points of view, and each one is just as important and valid as the next. That said, let me emphasize that the only stupid idea is the one that *isn't* shared.

Before we begin, let me suggest a couple of things that should make the discussion more productive. First, I need to point out the microphone that's on the table, and tell you that we are audio taping this; we must provide a report to EPA after we return home, and a clear tape recording is the only way that we can be sure to accurately capture the points that you make. ***Let me assure you that no names will appear in the report that summarizes this meeting***; so, if you feel more comfortable not using names as you address each other, that is fine. The microphone is pretty sensitive, but it would be helpful if you would speak up, even if you're responding to the person right next to you. You don't need to raise your hand to talk, but it would be more helpful and considerate if only one person speaks at a time. And please keep in mind that we're interested in negative comments as well as positive ones; we want to hear what you *really* think.

My job tonight is to be your guide through this session. I'll ask questions, and listen; I'll keep things moving and on track; but I won't participate in the conversation, so please feel free to talk with one another. I want to emphasize that neither *** nor I work for EPA; we cannot answer your questions about the site, the cleanup, where they are in the process, or anything of a technical nature.

Let's begin by finding out a little more about each other. We'll start over here to my left and go around the table. Tell us your name, what prompted your interest in the site, and how you first learned about the site.

## Attachment 4: Sample Questions

**For All Sites**

1. How would you describe EPA's efforts to communicate with your community?

   Do they seem to be really interested in providing you with information?

   Do they seem to be really interested in hearing what you have to say?

   Do they seem to be trying to provide opportunities for you to become actively involved?

   Do they seem to want you to be involved?

   Is the information you've received from EPA easy to understand and needed?
2. What stands out in your mind as the most successful thing EPA has done in working with your community so far? What made it so successful?
3. What was their biggest failure? What made it such a failure?

   Hand out the report card.
4. PLEASE — JUST SET THIS IN FRONT OF YOU; DO NOT OPEN IT OR TURN IT OVER UNTIL I TELL YOU TO. You're going to use this to give EPA a report card on how they're doing in your community; but this is a little different from most report cards. On most of them, somebody in authority tells you what's important, and then tells you how you're doing relative to some scale they developed. On this one, *you* get to tell EPA what's important to *you*, and then you get to tell them how they're doing. But we found that this works best if we give you a reference point to start from, so we'll start with things that EPA thinks they should do in their outreach and communications if they are to be successful. Here's a list of things that EPA uses to judge its success in community involvement. In the next column, grade EPA on how well you think they're doing. A = exceptional; B = exceeds your expectations; C = meeting your expectations; D = less than you expect, F = failing.
5. In the third column, I want you to tell me whether you agree that each item is a measure of success in your eyes. If you agree that it is, put an Y; if you don't agree, put a N.
6. Now, open the sheet to the full page; you'll see a blank chart. In the column to the far left, write down any other things that you think you would expect from EPA and that would figure into your judgement of their communications as successful or not.
7. Grade them on how they're doing. If they aren't doing it at all, then they're failing.
8. Now, in the last column, rank all of the factors on both tables in terms of importance. What's MOST important to you, next, and so on.
9. Let's talk for a few minutes about this.

   What do you think about EPA's list of measures of success?

   What did you add to the list?

   How did you rank them?

**For New Sites**

10. Take a minute to think about what concerns you most about this site; write down the three issues or concerns about this site that weigh the heaviest on your mind.

    ***Pause a few minutes to let them think and write.***

OK, let's go around the table and share what you've written. Let's start on the right this time.

***Have the assistant record responses on the flip chart.***

11. All things considered, of these things, which is *the* most important to you? Write it down.

    ***Pause a minute or two.***

    Let's go around the table and see what you think. Let's start over there in the middle.

    ***Assistant puts check marks in front of each of the issues selected to tally score.***

12. Assuming that this group is a fair representation of the community, these are the top three concerns in the community. What would you expect EPA to do to help you and your neighbors deal with them?

OK, we're just about finished. Our discussion tonight was about EPA's attempts to keep your community informed about and involved in what is happening at this site. I think we had some good discussion and, before we close it up, I'd like to make sure that we captured the essence of it accurately. ***, would you please give us a quick summary of what you heard tonight?

Thanks, ***. ***(To the group)*** Have we missed anything? ***(Pause)*** Is there anything that stands out in your mind?

Thank you very much for your help. We'll provide a report of this session to the Community Involvement Coordinator (or CIC), to EPA Headquarters, to the EPA Regional Office, and to each of you. Thank you.

# Frequently Asked Questions/Referrals

## Description

*Why are there people running around in moon suits near my home? What do you mean "contamination?" What kind? Will it affect my health or the health of my family? Who is responsible for this? Where can I get more information? How long will the cleanup process take?*

All of these questions and many more may be asked of you. Being prepared to respond quickly to questions about a Superfund site builds confidence and respect in you and EPA and prevents time-consuming problems later.

## Using the Resource

Taking time to think about what you would want to know if you lived near a Superfund site can help you frame the questions you need to prepare to answer for a specific community. You also may want to talk to a resident or friend who is in touch with the community to determine any volatile situations, reoccurring problems, and other "hot issues." You should conduct a general community or audience analysis, including the general level of education, cultural diversity, and population size.

## Tips

- Anticipate the scope and range of questions you're likely to receive, and have answers prepared;
- If you do not know the answer to a particular question, try to direct the person to someone who does know, or find the answer yourself;
- Keep a list of contact persons who could assist you; and
- Recognize that what may seem like an insignificant question to you could be very important to the community.

## Related Tools/Resources in the Toolkit

- Community Profile, Tab 8
- Presentations, Tab 29
- Public Meetings, Tab 32
- Resource Book, Tab 35
- Workshops, Tab 46

## Attached Items Within This Toolkit

- Attachment 1: Frequently Asked Questions about the Superfund Program
- Attachment 2: Referral Matrix—This matrix lists typical community concerns that are not under Superfund's authority and indicate the appropriate office or agency to contact.
- Attachment 3: Dos and Don'ts for Question and Answer Sessions—Helpful hints for answering questions during meetings.

# Attachment 1: Frequently Asked Questions About the Superfund Program

## GENERAL SUPERFUND QUESTIONS

### What is a Superfund site and where are they located?

A Superfund site is an area where releases or potential releases of hazardous substances has been reported. The Superfund program identifies and manages these sites within the confines of limited federal funding and human resources. Although slightly more Superfund sites are found in rural/suburban areas than in urban areas, they are found in all types of settings though only a few sites are truly remote from homes or farms.

### What is typically found at these sites?

Because hazardous waste sites are extremely diverse, there is no "typical" site. Many are municipal or industrial landfills. Others are manufacturing plants where operators improperly disposed of wastes. Some are large federal facilities dotted with "hot spots" of contamination from various high-tech or military activities. The chief contributors of the hazardous wastes are in the manufacturing sector.

### What is the difference between solid waste and hazardous waste?

Hazardous Waste includes by-products of society that can pose a substantial or potential hazard to human health or the environment when improperly managed. Hazardous waste possesses at least one of four characteristics (ignitability, corrosivity, reactivity, or toxicity), or appears on special EPA lists.

Solid Waste includes non-liquid, non-soluble materials ranging from municipal garbage to industrial wastes that contain complex and sometimes hazardous substances. Solid wastes also include sewage, sludge, agricultural refuse, demolition wastes, and mining residues. Technically, the solid waste definition also encompasses liquids and gases in containers.

### What is the difference between CERCLIS, Superfund, and NPL sites?

The Comprehensive Environmental Response Compensation and Liability Act Inventory System (CERCLIS)—now called WasteLAN—tracks any hazardous waste site that has been assessed by EPA. Hazardous waste at Superfund sites has been released or poses a threat of being released. Sites determined to be the most threatening to human health and the environment are placed on the National Priorities List (NPL) through a formal rule-making process. Once on the NPL, EPA conducts long-term cleanup actions with the goal of achieving a permanent remedy.

### What is a PRP?

A Potentially Responsible Party (PRP) is an individual or entity, including past or present property owners, operators, transporters, or generators, any of whom *may* be liable for contamination at a site.

## SUPERFUND PROCESS

### How are Superfund sites discovered?

Hazardous waste sites can be discovered by anyone, but usually local and state agencies, businesses, the U.S. EPA, and the U.S. Coast Guard are among the first to discover one. Anyone can report a potential hazardous waste site problem or emergency to the National Response Center Hotline at (800) 424-8802 or to appropriate state and local authorities.

### What happens when there is an emergency?

Superfund personnel are on call to respond at a moment's notice to chemical emergencies, accidents, or releases. Superfund's number one priority is to protect people and their environment in communities near sites. In an emergency

situation, your community will be kept informed of the steps taken to ensure your safety. After the emergency is solved, EPA further evaluates the site and determines whether additional action is necessary.

### What happens to a site that is not an emergency?

EPA tests the soil, water, and air to determine the type and amount of hazardous substances left at the site, how serious the risks may be to human health and the environment, and what type of action, if any, is required. Parties responsible for the contamination at the site may conduct these assessments under close EPA supervision. Their involvement in the study and cleanup process is critical in order to make best use of Superfund resources.

### Who is involved in the cleanup process?

Superfund cleanups are very complex and require many experts in science, engineering, public health, management, law, community involvement, and numerous other fields. The goal of the process is to protect the community and environment from exposure to hazardous substances. As a community member, your involvement is very important, and you have the right to be involved in decisions and comment on the work being done.

### How do sites get on the NPL?

EPA has developed a scoring system called the Hazard Ranking System (HRS) to evaluate the dangers posed by hazardous waste sites. EPA uses the information collected during the assessment of a site to develop a HRS score based on the danger the site may pose to public health and the environment and other variables. Sites that score high on the Hazard Ranking System are eligible for the National Priorities List (NPL). Also, a site may be proposed for the NPL if the Agency for Toxic Substances and Disease Registry (ATSDR) issues a health advisory for the site or if the state chooses the site as a top priority. If a site does not score high enough to be designated a NPL site but is still considered a threat, it may be cleaned up by PRPs or state and local cleanup teams.

### What is a ROD?

A Record of Decision (ROD) is the document that describes the selected remedy and the basis for selecting the remedy. The ROD is produced for each National Priorities List site when the remedial investigation/feasibility study (RI/FS) is completed. The ROD certifies that the remedy selection process has followed the requirements of CERCLA and the National Contingency Plan (NCP), and it describes the technical components of the remedy. The ROD also provides the public with a consolidated source of information about the site.

### What happens during a long-term cleanup?

Under the remedial program, EPA takes long-term actions to stop or substantially reduce releases or threats of release of hazardous substances that are serious but not immediately life threatening. Removal actions, which are short-term, immediate actions intended to stabilize a hazardous incident or remove contaminants from a site that pose a threat, may be taken at any time in the remedial process. Also, throughout the remedial program, EPA provides opportunities for the public to be informed of and involved in decisions related to the site.

### What are the major steps of the Superfund process?

The Superfund process begins with a preliminary assessment/site inspection (PA/SI). Usually this is conducted by the state to determine whether the site poses a significant enough potential hazard to warrant further study. The site is ranked using the Hazard Ranking System (HRS), a numerical ranking system used to identify the site's potential hazard to public health and the environment. Sites assigned an HRS score of 28.5 or above are added to the National Priorities List (NPL).

A remedial investigation (RI) is conducted to assess the extent and nature of the contamination and the potential risks. A feasibility study (FS) is prepared to examine and evaluate various remedial (cleanup) alternatives. The preparation of the RI and FS often overlaps and is referred to as the RI/FS. EPA then releases a Proposed Plan, which describes all cleanup alternatives and EPA's preference, for public comment. After reviewing all public comments, EPA selects a remedial plan and outlines the choice in a document called the Record of Decision (ROD).

Remedial design (RD) begins after the ROD is final and includes engineering plans and specifications for the selected cleanup alternative. Then the actual site work, or remedial action (RA) can begin. After RD/RA activities have been

completed, a site is monitored to ensure safety and effectiveness of the response. Certain measures require ongoing operation or periodic maintenance to remain effective. If there are indications that a problem or problems have arisen, immediate action is taken to make the site safe again and allow for continued cleanup activities.

### Why does the cleanup process take so long for some sites?

Early action can correct many hazardous waste problems and eliminate most threats to human health and the environment. However, some types of contamination problems require long-term action. These include, for instance, restoring groundwater quality and protecting wetlands, estuaries, and other ecological resources. Often contamination problems are caused by years of improper pollution control and may take years, even decades, to clean up.

### How many sites have had all cleanup construction completed?

As of September 1997, over 86% of the sites (over 1,300) on the Superfund National Priorities List (NPL) were undergoing cleanup construction or were completed. All cleanup construction was completed at 498 Superfund sites, representing well over 30% of the sites on the NPL.

### Who pays for these cleanups?

Superfund cleanup is paid by the parties responsible for contamination or by the Superfund Trust Fund. Under the Superfund law, EPA is able to make those companies and individuals, responsible for contamination at a Superfund site, perform and pay for the cleanup work at the site. EPA negotiates with the responsible parties to induce them to pay for the planning and cleanup work, which is supervised by EPA. EPA can use Superfund Trust Fund money to pay for cleanup costs and then attempt to get the money back from the responsible parties through legal action.

### What is the difference between remedial and removal actions?

A removal action is an immediate response to protect people from threats posed by hazardous waste sites. Remedial actions are long-term cleanups designed to prevent or minimize the release of hazardous substances and reduce the risks to public health and the environment.

### How can I get involved in the cleanup process?

To find out how you can get involved in the process contact your local or Regional Community Involvement Coordinator (CIC) or Community Advisory Group. CICs are responsible for: (1) providing the public with the opportunity to participate in technical decisions; (2) informing the public of planned or ongoing actions; and (3) identifying and resolving conflicts. Community Advisory Groups seek out community representatives with diverse interests and facilitate their involvement in the Superfund process. If there is no Community Advisory Group in your area, contact your CIC to inquire about how to establish one.

## SITE-SPECIFIC INFORMATION

### How do I find information on this particular site?

An information repository containing current information, technical reports, and reference documents regarding a Superfund site, is usually located near the site in a public building, such as a public school, city hall, or library, for the convenience of local residents.

### How can I find site documents, such as permits and notices?

Several sources of Superfund documents and document information exist. The Superfund Document Center, Superfund Docket, National Technical Information Service (NTIS), and Public Information Center (PIC) are among them. Each resource plays a different role in the distribution of Superfund documents and information. Several of these documents are included in the information repository near the site.

### What are my options for gathering information?

Community members may check their local library, contact their state and federal representative or EPA regional office, or browse Superfund's home page on the Internet at *www.epa.gov/superfund/.*

### Is all the information on a site accessible to the public?

Yes, all information concerning Superfund sites is legally accessible to the public. Copies of EPA site files can be obtained by submitting a Freedom of Information Act (FOIA) request. EPA headquarters has a FOIA office (below) and EPA's Regions have Internet home pages for FOIA information and requests. See the Regional home pages for links to the Freedom of Information home pages.

### How can I find out about remedies being used to clean up contamination at a site?

You can locate the Record of Decision (ROD) for your site using this Superfund Web site: *www.epa.gov/superfund/oerr/siteinfo/index.htm*. The abstract from these documents provides clear, concise information on all suggested remedies. Fact sheets are produced about your site and about remediation methods similar to those in use at your site. A Superfund automated phone system is available for you to request reports and brochures or pose questions at (703) 413-0223.

### What is my state doing to aid in the cleanup of this site?

Through recent Superfund administrative reforms, EPA is attempting to enhance the role of the states in the cleanup process. EPA is developing a deferral program to encourage qualified states and Native American tribes to address sites currently in the queue to be considered for inclusion on the National Priorities List using their own laws. To find out about your state's participation in the program, you may contact your state's environmental division or hazardous waste office usually located at the state capital. This portion of your state government works closely with EPA on Superfund issues.

### What is a Community Advisory Group, what do they do, and is there one set up for this site?

An excellent way for communities to participate in site cleanup decisions is to form a Community Advisory Group (CAG), which typically consists of community representatives with diverse interests. Its purpose is to provide a public forum for community members to present and discuss their needs and concerns related to the Superfund decision making process. To determine whether or not a CAG is in place for a particular Superfund site, contact the EPA Regional Office of Community Involvement.

### What is a Technical Assistance Grant? How do I get one?

The Technical Assistance Grant (TAG) program awards grants of up to $50,000 for qualified citizens' groups to hire independent technical advisors and communicate technical comments to community members. The technical advisors assist the community in understanding and commenting on the technical issues associated with cleanup decisions. Your community may be eligible for a TAG if it is affected by a Superfund site that is listed or proposed for listing on the National Priorities List. More information about Technical Assistance Grants is available from your Regional EPA Community Involvement Coordinator.

### Will the health and ecological effects of this site be long term, even after the cleanup process is completed?

Regardless of how long it takes to complete Superfund site cleanup, a site cannot be closed officially until all threats to human health and the environment are removed. This means that cleanup may be completed on one or more sectors of a site, but if cleanup is continuing elsewhere at the site, the site cannot be closed. Even after a site is closed, monitoring is performed on a regular schedule for many years to ensure the safety of those in neighboring communities.

## Attachment 2: Referral Matrix

The following matrix provides you with general topics and offices to which you may refer community members who have questions that may not fall directly under the realm of Superfund. Office titles may vary slightly from region to region.

| TOPICS | REFERRAL |
|---|---|
| • Treatment storage disposal violations of currently operating facilities | U.S EPA, Resource Conservation and Recovery Act (RCRA) Office, Division of Enforcement |
| • Pending landfill locations<br>• Status of pending landfill permits | U.S. EPA, RCRA Office, Division of Permits |
| • Incinerators | U.S. EPA, RCRA Office |
| • Health Assessments, including those on lead-based paint, radon, and asbestos. *(Superfund performs risk assessments in relation to human health and the environment, while ATSDR performs health assessments.)* | Agency for Toxic Substances & Disease Registry (ATSDR) |
| • Health Assessments concerning "cancer clusters" | ATSDR |
| • How individual property values are affected by environmental conditions<br>• Information about property values in a prospective purchasing area<br>• Disclosure laws concerning property values | Local resources, such as real estate agents, appraisers/assessors, local taxing authorities/planning commissions, and banks/lending institution officials |
| • Anything dealing with drinking water and water for domestic uses (*e.g.* wells, water treatment, waste water facilities) | U.S. EPA, Office of Water Management; Safe Drinking Water Hotline (1-800-426-4791) |
| • Chemicals leaching into the water supply, including phosphates and nitrates, and heavy metals, such as lead, magnesium, and iron | U.S. EPA, Office of Water Management |
| • Air quality concerns, including stationary sources in cities | U.S. EPA, Office of Air Quality |
| • Emissions from cars or large transport services (such as trains, buses, air planes, or tractor trailers) | State or local Departments of Transportation |
| • Pesticide applications | U.S. EPA, Office of Prevention, Pesticides, and Toxic Substances (OPPTS) |
| • Counties who produce or use services that generate hazardous waste | U.S. EPA, Oil Pollution Prevention & Response Program |
| • Spills or dumps into water resources (including rivers, streams, ponds, or lakes)<br>• Runoff from local farms | Local or county Health Departments; Fish and Wildlife Service |
| • Concerns about the health of fish in the area (*e.g.*, are they edible?)<br>• Fish kills | Fish and Wildlife Service; State or local public Health Department |

## Attachment 3: Dos and Don'ts for Question and Answer Sessions

The following suggested "dos and don'ts" can help you better serve your community.

### Prior to Meeting with the Community

| | |
|---|---|
| ◉ **DO** perform an audience analysis to learn about its size, education level, primary language, etc. | ◉ **DON'T** ignore the demographics of your audience. |
| ◉ **DO** obtain accurate information and be completely honest. | ◉ **DON'T** try to fool community members. |
| ◉ **DO** decide on key points you want to make and double check that you have the appropriate information. | ◉ **DON'T** believe you know it all. |
| ◉ **DO** create handouts if necessary, including important statistics, an information contact, graphs, pictures, site maps, and text that is easy to understand. | ◉ **DON'T** come to a meeting unprepared. |

### During the Question and Answer Session

| | |
|---|---|
| ◉ **DO** be honest and accurate. Your credibility depends on it. | ◉ **DON'T** lie. |
| ◉ **DO** stick to your key points. | ◉ **DON'T** improvise. |
| ◉ **DO** lead. Take charge, but don't overpower. | ◉ **DON'T** react passively, but DON'T be overly aggressive or rude either. |
| ◉ **DO** raise your key messages. | ◉ **DON'T** dwell on negative allegations. |
| ◉ **DO** offer to find out information you don't have if a question is raise about it. | ◉ **DON'T** guess, because if you are wrong, your credibility, as well as EPA's, will be lost. |
| ◉ **DO** explain the subject. | ◉ **DON'T** discuss hypothetical questions. |
| ◉ **DO** stress the facts. | ◉ **DON'T** assume that the facts speak for themselves. |
| ◉ **DO** explain the context. | ◉ **DON'T** use jargon. |
| ◉ **DO** give a reason if you can't talk about the subject. | ◉ **DON'T** dismiss a question with "No comment." |
| ◉ **DO** state your points emphatically. | ◉ **DON'T** stress any individual errors or negligence. |
| ◉ **DO** emphasize what is being done to correct the problem. | ◉ **DON'T** withhold information or fail to acknowledge the facts. |
| ◉ **DO** state your conclusions first, to get your main points across, then back them up with facts. | ◉ **DON'T** let your message get lost in details. |
| ◉ **DO** try to be as open with the community as possible. | ◉ **DON'T** hesitate or refuse to give proprietary information. |

## After the Question and Answer Session

- **DO** volunteer to get additional information community members request.
- **DO** volunteer to be available if a community member wants to go over something with you.
- **DO** provide methods for community members to reach a representative with future requests or inquiries.
- **DON'T** give one individual exclusive information.
- **DON'T** refuse to talk any further with members of the community.
- **DON'T** avoid or ignore community members' requests, or deny community members the means to find any and all public information— this is one of your primary responsibilities.

# Hot Sites Template

## Description

The template, or matrix, provides a visual reference you can use to plan your site-specific communications work. It is designed to help you assess the likelihood that a site will become contentious, or "hot." Understanding the potential of a site to become controversial gives you an advantage in preventing serious issues before they arise and in saving time and resources.

## Using the Resource

The template helps you:

- Classify site communities by their potential to become contentious, or hot;
- Identify the appropriate level of effort to mitigate that potential;
- Allocate limited time and resources across your sites according to their potential for becoming hot;
- Identify specific communication needs;
- Develop a communications strategy specific to each site community;
- Set realistic goals and measures of progress; and
- Assess which influencing factors are present and which sites demand the most attention.

Although some sites will become contentious regardless of what you do, this is not a reason to avoid analyzing your communities and planning accordingly. Rather, it emphasizes the importance of such efforts. If you recognize the potential for problems at the site, plan accordingly, and implement appropriately, you can be reasonably confident that you are prepared to deal with the site.

### When to Use

The hot sites template is useful at any time, even if a site has already gone hot. While it is too late to avoid problems at a site that already has done hot, you still have to deal with them. The best way to address existing problems is to figure out why they occurred and focus on correcting the underlying causes. The hot sites template is an excellent tool for identifying the factors that led to problems and where future communication efforts will provide the biggest payoff in terms of lessening controversy.

The hot sites template is most effective if it is applied very early in the Superfund process. To get the most out of the information gathered from preliminary interviews that the SAM (Site Assessment Manager) and, possibly, the RPM (Remedial Program Manager) did with community members. This information can be helpful in identifying the factors that could affect the community's relationship with EPA. Your research will provide additional information that will help make the template more effective. Refer to your ***Community Interviews*** and do some research into local news coverage of the site including editorials and letters to the editors, and assess their tone (positive or negative) toward EPA's involvement at the site.

See Community Interviews, Tab 5

If the hot sites template is not applied during the PA/SI (Preliminary Assessment / Site Investigation) stage, or if sufficient information is not available, use the template after the ***Community Interviews*** are held.

**Last Updated:**
September 2002

# Hot Sites Template

## How to Use

You can use the sample template at the end of this tool to classify and rank your sites according to their communications risk. Write your site names across the top of the matrix in the boxes provided. Down the left side, you will see a list of factors, or site attributes, that are often present at Superfund sites. A **Glossary of Site Attributes** appears at the end of this tab. Refer to it to gain a better understanding of each attribute and to refine the definition to meet your needs.

The attributes are listed in descending order, with those most likely to contribute to contentiousness at the top. Evaluating one site at a time, place a check mark next to any factor that you know or believe to apply to your site. Generally, the more factors checked, the greater the possibility the site will become hot. However, be aware that a single factor, such as incineration or political interest, can by itself make a site enormously challenging. This is a qualitative as well as a quantitative tool.

Completing the template provides a visual guide for developing and targeting communications efforts. Your communication plan should target efforts towards alleviating those attributes that could most easily cause a community to become contentious.

After completing the attributes for each site, rank sites according to how much attention they need. To help with this, the attributes divided into three groupings, according to the combinations of factors most likely to make a site contentious. The grouping at the top contains the most dangerous combination of factors, and the danger lessens as you go down the list. The EPA Region that developed the template chose to use four levels, with level 4 presenting the greatest risk. The breakdown of the guidelines is found at the end of this tab under **Suggested Guidelines for Ranking Sites.** However, since sites are not static, you may find it useful to redo the checklist from time to time (at least once a year) to see if site circumstances have changed. Then, with this new information, you can consider revising your strategy or level of attention for each site.

### RANKINGS OR CLASSIFICATIONS

For the CIC (Community Involvement Coordinator): you can use your site rankings to direct resources towards those sites most likely to become hot, and to structure your time and assure that you are handling differing sites appropriately and effectively. You will find a sample **LOE (Level of Effort) Guide**, based on the rankings, at the end of this tab. The following offers a very basic example:

- A Level 1 site presents an "acceptable risk" for minimal communications. You may be able to "babysit" these sites with minimum effort.
- A Level 2 site is slightly more demanding but still does not pose much risk of contention. It should receive a bit more attention to ensure it stays non-threatening.
- A Level 3 site is potentially volatile and merits close watching to keep it from becoming contentious; it might merit some activity on a regular basis.
- A Level 4 site is contentious or has all the makings of becoming so; it will require the most attention and greatest level of effort, perhaps one form of community communications a month.

# Hot Sites Template

Once the sites are ranked, use the information to help develop your communications strategy for each site. This should be part of, or an addendum to, your ***Community Involvement Plan***. While developing your strategy, explain your plan to the RPM and get the RPM's "buy in." In most cases, the RPM will be receptive to your ideas.

See Community Involvement Plans, Tab 7

For the CI (Community Involvement) Manager: To reap the biggest rewards from the template, work it with the entire team of CICs in your Region. You get the added benefit of having all of the Region's sites ranked. With this additional information, the CI Manager can use the rankings to help balance the workload among CICs. In the Region that developed the template, the CI Manager used the template to ensure that the workload was distributed appropriately among the staff. The template is also useful for assigning workload to new CICs and recognizing professional growth. For example, the new CIC might receive only levels 1 and 2, while the senior CIC might receive a load consisting only of Level 3 and 4 sites.

## Tips

- Adapt the tool to make it work best for you. Brainstorm with other CICs in your Region to identify communication risk factors and ranking criteria.
- The template is most useful during the beginning stages of work at a site. However, site classification is useful at any time. Review your site rankings at least annually. Consider whether the plans you have developed for communicating at each site level work, and adjust your site rankings and plans accordingly.
- Use the template as part of an overall management strategy.
- Use the site ranking to establish guidelines for communication.
- Remember, there is no way of knowing whether your efforts prevented a situation, and there is no way of knowing whether a situation could have been prevented.

## Related Tools/Resources in the Toolkit

- Community Interviews, Tab 5
- Community Involvement Plan, Tab 7
- Informal Activities, Tab 20

## Attached Items Within This Resource

- Attachment 1: Blank Template
- Attachment 2: Glossary of Site Attributes
- Attachment 3: Suggested Guidelines for Ranking Sites
- Attachment 4: Suggested Level of Effort for Site Rankings

# Attachment 1: Blank Template

Site factors are listed in descending order and grouped into three categories according to importance. Insert your site names across the top and use this template as it appears, or use it as a guide to develop your own. An electronic version is included on the disk. Technical factors appear in boldface type.

| **Attribute/Site** | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Politics | | | | | | | | | | | | | |
| Hostile PRP | | | | | | | | | | | | | |
| Media | | | | | | | | | | | | | |
| Location | | | | | | | | | | | | | |
| Demographics | | | | | | | | | | | | | |
| Staff Turnover | | | | | | | | | | | | | |
| **Slow Action** | | | | | | | | | | | | | |
| Economics | | | | | | | | | | | | | |
| **Site Security** | | | | | | | | | | | | | |
| State History | | | | | | | | | | | | | |
| **Land Use** | | | | | | | | | | | | | |
| **Contaminants** | | | | | | | | | | | | | |
| **Inconsistent EPA Policy** | | | | | | | | | | | | | |
| Activist PR | | | | | | | | | | | | | |
| Community Perception | | | | | | | | | | | | | |
| Local Agenda | | | | | | | | | | | | | |
| **Complexity** | | | | | | | | | | | | | |
| Poor EPA Communication | | | | | | | | | | | | | |
| Local Government Initiative | | | | | | | | | | | | | |

# Attachment 2: Glossary of Site Attributes

**Note:** The following are provided to help you understand the criteria assigned to the various site attributes or characteristics. The criteria are not mutually exclusive and may overlap. They are provided as a guide only; you should develop your own interpretations as well as the manner in which you will apply them before proceeding.

**ACTIVIST PR:** Public relations activities undertaken by local, regional, or national activist groups. As used here, it is assumed to be negative: the more of this you have, the more contentious the site will be. If there is negative activist PR directed at your site, mark this characteristic on the template.

**COMMUNITY PERCEPTION:** The view the community has of the site, of Superfund, and of EPA. Also consider the community's perceptions on environmental justice as applied to them. If you are aware of negative community perceptions, mark this characteristic on the template.

**CONTAMINANTS:** Some contaminants, such as dioxin, are more emotionally charged than others and, therefore, have an alarming effect on residents. Some chemicals may be commonly accepted, but can be more harmful than the more well known chemicals, which means that you may encounter problems getting people to understand why EPA is working in their community. If emotionally charged contaminants are present, or if you sense a consensus of community concern over the contaminants, mark this characteristic.

**DEMOGRAPHICS:** Concentrations of young children or elderly near a site generally mean higher levels of concern. Higher education levels tend to bring higher levels of public interest, involvement, and even political pressure. The predominance of home owners or renters typically brings different interests and concerns. Now that environmental equity has become a national issue, the population's racial and socioeconomic makeup and location (urban, suburban, rural) will have an impact on Superfund involvement at sites. If any of these demographic factors that generally lead to high concern or interest at a site are present, mark this characteristic. Also mark this characteristic if some unique aspect of the population surrounding your site exists and you suspect it will lead to high interest.

**ECONOMICS:** Does Superfund threaten the well being of a major employer or the community's tax base? Is there someone or some entity who wants to develop this site and who views Superfund as an obstacle? Does the community see the Superfund designation as an opportunity for a windfall if they can force EPA to buy them out? Are property values a major concern (they usually are)? Is the viability of the community's business district a consideration? If questions like these are an issue, mark this characteristic.

**HOSTILE PRP (Potentially Responsible Party):** Some PRPs will step up to the plate, accept responsibility, and work with EPA. More often, however, the PRPs will fight EPA, even while presenting a facade of being cooperative. Most will mount some level of public relations activities against what EPA is trying to do—usually with information that is skewed or inaccurate. Some PRPs may become very aggressive, to the point that you cannot match their resources or level of effort. Some may attempt to threaten the community with layoffs or shut down; some may harass employees or even concerned citizens who cooperate with EPA. If such is the case in your community, mark this characteristic on the template.

**INCONSISTENT EPA POLICY:** This tends to become more obvious as the process evolves. It refers to EPA's inconsistency on its decisions, actions, staffing, and so forth. It can be one of those things that will turn a neutral or positive community into a negative one. If this is an issue, mark this characteristic on the template.

**LAND USE:** Future use of the site is generally a major concern within the community, and if EPA has not taken this into account in its planning, land use can become a major contributor to contention. Mark this on the template if land use is an issue at your site.

**LOCAL AGENDA:** Various elements within the community may have their own designs on the site. They may have ideas of how they can further their causes, which may or may not relate directly to the site, by becoming actively involved. Private citizens often see the site as a way to gain power within the community. It is possible to have multiple agendas at work at the same time, even multiple agendas working at odds to each other. If local agendas are apparent at your site, mark this characteristic on the template.

**LOCAL GOVERNMENT INITIATIVE:** Local governments may have their own designs on the site that might conflict with EPA's objectives. This may or may not be the same as a local agenda, but it is certainly different from politics. If this is the case, mark this characteristic on the template.

**LOCATION:** The size of the "affected community" directly impacts the level of community involvement efforts. For example, when a large population is at risk, the task of keeping everyone informed is greater (increased fact sheet mailings, more inquiries, larger and more frequent meetings). Proximity to schools, play grounds, hospitals, nursing homes, or churches increase the potential for contention or, at least, citizen involvement. Consider whether site location may lead to greater involvement or concern over the site, and if so, mark this on the template.

**MEDIA:** The level of media interest has a direct impact on how hot a site may become. Not all reporters are as objective as we would like to believe. At most hot sites, media attention is very high, demanding increased media relations by the CIC. This level of attention does not necessarily mean interest from a lot of media outlets; it could mean a lot of interest from just one major outlet, such as a very popular and trusted local newspaper. Couple this with a negative bias from the beat reporter, and you have the makings for a contentious site. If the level of media interest in your site is high or coverage seems negative, mark this on the template.

**POLITICS:** Local and state politicians often see Superfund sites as their ride to bigger and better things. The interest and involvement of local, state and/or federal officials impacts EPA's progress at sites. Intense political interest will inevitably create a hot site, and should be marked on the template.

**POOR EPA COMMUNICATION:** Nothing can transform a neutral or positive community into a contentious one faster than this. Citizens want and have a right to know what a government agency is doing in their community, why they are doing it, and what it will mean to them and to their quality of life. EPA sometimes makes the mistake of assuming that they do not care, that they will not understand, that it is "just business as usual," that it is not an issue, or should not be an issue, all of which leads to controversy, lack of trust, and contention. Unfortunately, this is something that evolves over time. However, you can look at what was done during discovery, site assessment, and the initial stages of the RI (Remedial Investigation) to get a good idea of what confronts you. If EPA has not actively communicated with local residents, mark this characteristic on the template.

**SITE SECURITY:** This is almost always a concern. Is it easy for people, especially kids, to get onto the site? This often ties in with perception—if the residents perceive that they are at risk from any level of exposure, ease of access becomes an issue regardless of whether they are actually at risk. Until some form of security is installed, such as a locked fence around the site, this will be a bone of contention, and should be marked on the template.

**SLOW ACTION:** A recurring issue at many sites is the long time it takes EPA to clean up a site. The public's perception of "wasted time" can impact EPA's actions at sites. Again, this is not always evident up front, unless there has been PRP propaganda, activist PR, or other factors at work. If slow action is a problem or is perceived to be a problem by local residents, mark this characteristic on the template.

**STAFF TURNOVER:** Many residents complain that EPA turns over staff too often and that they end up having to train the new people. It is not unusual to find citizens with more site knowledge than team members. Be alert for this as the site moves through the pipeline. If there has been a great deal of turnover at your site, mark this characteristic on the template.

**STATE HISTORY:** If your initial research reveals state activities that were ineffective, or that residents disapproved of, you may suffer a transfer of that sentiment and find yourself with a contentious, or at least distrusting, community before you even get started. If this is the case, mark this characteristic.

**TECHNICAL COMPLEXITY:** The more technically complex a site, the more CI efforts are needed. For example, sites having multiple operable units are more difficult for citizens to understand, take longer to complete, and require more overall communications. If your site is technically complex, mark this characteristic on the template.

## Attachment 3: Suggested Guidelines for Ranking Sites

The following are provided as a guide; you are encouraged to develop your own strategy for ranking sites.

Sites are ranked according to how many and which factors are present at each site:

- Level 4 = 4 hits from the top category; or 3 hits from the top category + 1 or more from the middle category
- Level 3 = 0 hits from the top category and 4 or more hits from the middle category; or 2 hits from the top category and 3 or more from the middle category
- Level 2 = 0 hits in the top category, 2 or fewer hits from the middle category, and 0 to 5 hits from the bottom category
- Level 1 = Any combination of hits from the bottom category alone

## Attachment 4: Suggested Level of Effort for Site Rankings

Level 4: some form of interaction monthly

Level 3: some form of interaction quarterly

Level 2: some form of interaction semiannually

Level 1: some form of interaction annually

Interactions include but are not limited to:

- Fact sheets
- Public meetings
- Public availabilities/poster sessions
- Workshops
- Phone calls
- Informal visits
- Conference calls

# Informal Activities

## Description

Informal Activities are unstructured visits into the community to give people a chance to get to know you and to discuss the site in a relaxed atmosphere. Informal Activities can include visits to a resident's home; a table at a local festival; getting your haircut in the local salon; or going door to door in a neighborhood close to the site. Such activities show community members that you care about them and their concerns.

These activities are comfortable forums to address the specific concerns of particular groups. Many people are more comfortable in informal settings and may be more likely to communicate honestly how they feel about site issues. Informal meetings with small groups of people, especially when held in someone's home, can help foster an honest dialogue that may be lost in a forum such as a public meeting. Informal meetings are a great way to observe and understand cultural behaviors within the community and are strongly recommended in the ***Cross-Cultural Communication*** tool.

See Cross-Cultural Communication, Tab 12

Informal community visits have five main purposes:

- To inform local residents about a site;
- To inform you about the cultural behaviors of the affected community;
- To involve community members in the process;
- To provide access to EPA personnel; and
- To provide you with feedback about site activities and community opinion.

## Required Activity?

No.

## Making it Work

### When to use

Informal activities are useful at anytime during the process. They are especially helpful for the Level 3 and 4 sites identified with the ***Hot Sites Template***, as they can fulfill a requirement for a community interaction without placing an undue burden on time or resources.

See Hot Sites Template, Tab 19

They are also useful if different factions within the community have different opinions about an issue. Public meetings, where competing groups are present, can easily deteriorate into counterproductive battles over whose opinion is correct. Holding informal chats with small groups can elucidate each group's position without arguments.

You can use informal activities whenever there is an aspect of site work that may only be relevant to a portion of the site community. This allows you to spend more time directly speaking to affected community members without alarming those who are not affected. For example, if there is a small number of residences whose water must be tested, or whose property may be disrupted by work at the site, consider asking one of them to invite the others into their home for a meeting of affected individuals.

It is equally important that communities are not left hanging after the initial flurry of site activity. Periodic visits or small group sessions demonstrate continued access to site informa-

# Informal Activities

tion and EPA personnel. It is difficult to foster a sense of community involvement and ownership once a site has progressed and local residents may already feel alienated. Continued involvement from the beginning is the key.

### How to Use

Regardless of the session's informality, always have a message in mind for the audience. Be prepared to discuss all aspects of the issues at hand when you hold a small group meeting. If the issue is a technical one, consider bringing the RPM. Let residents know if there are other information sources or contacts who can help them. Be clear about what EPA can and cannot do; make no promises that you cannot keep. Know people's issues and be prepared to discuss them, regardless of whether you bring them up.

Take an afternoon to walk the streets of the town; get a feel for what's going on. Have lunch in the local diner or get your hair done in a local shop; you'll pick up a wealth of insight into local opinions. If there is a resident who is especially interested in the site, ask him or her to host a small meeting for neighbors, either to present your information, or to answer questions. Stop by to visit this person occasionally.

CICs have been known to play on community softball teams, have lunch regularly at the local diner, visit key opinion leaders to keep them up to date, and visit key local officials. There are so many things that a creative person can do, but you must think of things outside the realm of formal, structured activities. Remember to conduct yourself in a professional manner at all times.

## Examples

The residents of one affected community were angry with EPA. The CIC asked key residents to invite their neighbors and friends for an informal session with himself, the toxicologist, and the hydro-geologist. He also invited the strongest opponent to attend each session so that critics could be ensured that the Agency was dispensing consistent and correct information. The CIC held up to three sessions per week over several weeks, and received positive feedback; these sessions helped the community to trust EPA.

## Tips

- Pay attention to names that keep cropping up in residents' conversations — these people are the opinion leaders within the community. Get to know these people; stop by every so often "just to talk," and to let them know the latest. They are also an excellent source of information about site-related issues that may be festering in the community. By establishing good relationships with opinion leaders, you can make your job of staying in touch with the community easier.
- Do not build your program solely on formal or planned community visits. Informal channels of communication are important because they give you a connection with the community and a better sense of the community.
- Use small group sessions to keep in touch with the community, not just to put out fires. Don't wait until there is trouble to meet with a particular group. Hold small group meetings frequently to develop relationships and stay abreast of developing issues.
- Be creative. The examples discussed here are by no means an exhaustive list of the types of informal community visits/small group sessions that you can do. Think about each of your sites individually and plan activities that would be helpful in each community.

# Informal Activities

## Related Tools/Resources in the Toolkit

- Cross-Cultural Communication, Tab 12
- Focus Groups, Tab 17
- Hot Sites Template, Tab 19
- On-Site Activities, Tab 26
- Presentations, Tab 29
- Public Availabilities/Poster Sessions, Tab 30
- Public Meetings, Tab 32
- Special Events, Tab 38

# Informal Activities

# Information Repository

## Description

An information repository is a record storage area at or near a Superfund site that contains all correspondence, reports, and documents pertaining to the site, as well as general Superfund program information. At an information repository, people can research the site and the law pertaining to the cleanup, learn how to participate in the cleanup process, and copy any information found at the repository.

## Required Activity?

Yes. The NCP at 40 CFR § 300.415(n)(3)(iii) and 40 CFR § 300.430(c)(2)(iii) requires the lead agency to "[e]stablish at least one local information repository at or near the location of the response action."

## Making it Work

### When to Use

The information repository should be established early in the response action and be well publicized. At least one repository must be established at or near a remedial site before the Remedial Investigation/Feasibility Study (RI/FS) begins. Also, for removals where on-site action is expected to exceed 120 days, EPA shall, before the end of those 120 days, establish an information repository at or near the site. For removal actions with a planning period of at least six months, the Agency must follow the same procedures outlined above and make the information repository and the administrative record available no later than the date of the signing of the Engineering Evaluation/Cost Analysis (EE/CA) approval memorandum. The Agency must inform the public of the establishment of the information repository. The availability of the administrative record must be announced through the publication of a ***Public Notice*** in a local newspaper of general circulation.

See Public Notices, Tab 33

### How to Use

The two most significant issues are determining the location(s) and choosing the materials for the information repository. The number of repositories established depends on the distance of the site to surrounding communities. Specific locations are often determined during ***Community Interviews***. The repository should be easily accessible by the public. Some common locations are public libraries, city halls, and public health offices where public access is convenient and photocopying equipment is available. Alternative locations include fire stations or religious buildings. The repository should be accessible during normal business hours. The facility must meet the requirements of the Americans with Disabilities Act (ADA). Visit the Center for Independence (CFI) ***Internet*** site: *www.gj.net/~cfi/index.htm*. The site includes weekly updates and information about making your public space accessible. For a free copy of the ADA Guide for Small Businesses, call CFI at (970) 241-0315.

See Community Interviews, Tab 5

See Internet, Tab 10

The CIC makes arrangements for the location of the information repository by contacting the likely facility and negotiating with the facility's point of contact. If a copy machine is not available, it is possible to purchase one with site funds. Repository contents should be organized, indexed, and situated in a spacious area. CIC planning of the arrangement of the documents in advance is advised. Multiple copies should be made to compensate for misplaced documents. Repository contents should be updated regularly with recent information.

The CIC does not physically place documents into the repository. This is usually the responsibility of a contractor or Regional Documents Manager. The repository should be maintained

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by a custodian. Pertinent materials are typically mailed to the repository location with instructions on indexing and placement. Documents relating to the Administrative Record are sent to the information repository by a Regional Records Department. The repository custodian should create and revise an index when each new document is added to the repository. The CIC should notify the custodian of the repository of these responsibilities when soliciting the facility's cooperation.

The CIC is responsible for visiting the repository regularly to ensure that all necessary materials are easily accessible and that documents in the repository clearly indicate how individuals can comment on them. One method is to place a cover note on documents indicating who is to receive comments and by when. Moreover, the CIC must publicize the repository's location and hours of operation by notifying local government officials, citizen groups, and the ***Media***. The CIC may also inform the public by printing articles in community and church newsletters.

See Media, Tab 25

*Electronic* versions of the information repository are in the developmental phase. When operational, they will be located with traditional repositories at standard repository sites. Information will be accessible on personal computers via CD-ROM, diskettes, and the ***Internet***. The CIC should cooperate with the Regional Documents Manager in determining electronic repository options.

See Internet, Tab 10

The CIC should recommend to the Remedial Project Manager that the repository be indexed in a simple and convenient manner. The following is a sample information repository index:

- CERCLA, and RCRA;
- NCP;
- Hazard Ranking System (HRS), a scoring system used by EPA to determine the relative threat of a hazardous release;
- Community Involvement Plan;
- Technical Assistance Grant application information;
- Remedial Investigation/Feasibility Study work plan (RI/FS);
- Remedial Investigation report;
- Draft and Final Feasibility Study Reports;
- Proposed Plan;
- Responsiveness Summary, comprised of the lead agency's written response to significant comments;
- Signed Record of Decision (ROD), the actual remedy selected to clean up the site;
- Administrative order on consent or consent decree;
- Remedial design work plan;
- Cooperative agreement, if a state-lead site;
- Documentation of site sampling results;
- Published studies;
- Technical or scientific data;
- Common contaminants information;
- Brochures, fact sheets, and other information about the Superfund program and the specific site;

- Press releases, newspaper articles, and other publicity materials that pertain to the site;
- Maps of the site;
- Notices of availability, meetings, and public comment periods from local newspapers; and
- Summaries of public meetings.

Ensure materials are in the repository before the public is advised to access them.

## Related Tools/Resources in the Toolkit

- Public Comment Periods, Tab 31
- Community Involvement Plans, Tab 7
- Fact Sheets, Tab 15
- Media, Tab 25
- Public Meetings, Tab 32
- Technical Assistance for Communities, Tab 41

# Information Repository

# Local Resources

## Description

Local resources are any information sources on a Superfund site that are available to you or citizens in the community. Tapping into established local resources can help you:

- Spread information throughout an entire community;
- Enhance your credibility;
- Gain access to certain groups or meetings normally closed to you; and
- Keep apprised of changing or developing situations within the community.

## Using the Resource

### When to Use

Local resources should be used throughout the entire Superfund process to inform and involve local citizens. Generally, the earlier in the process they are used, the better.

### How to Use

- The attachment at the end of this tab has a list of various local resources and some "starter" ideas on how to use them. This list is far from inclusive; it is intended to help jump start your creative thinking. As you think of other resources, or other uses, please tell CIOC so that others may benefit from your experience. Perhaps the best advise is to tailor your use of local resources to each specific community. For instance:
- If there is a local morning radio personality who is particularly popular, try to enlist that person's help in announcing regular updates about the site;
- Consider setting up a phone chain headed by the leader(s) of the local civic or service club(s) to provide regular updates to key people in the community;
- Ask the local newspaper or cable TV station to run monthly updates about the site;
- Urge local religious organizations to set up a table with information or posters about the site during social hours held before or after services, or at local events such as an annual strawberry festival; and
- Take advantage of local colleges and universities.

#### Colleges and Universities

Local colleges and universities are frequently overlooked, but are potentially powerful resources. They can provide an element of third party objectivity that may be difficult to find elsewhere. They can provide information directly to the community and offer student support and facility access, such as specialized libraries for residents to study site contamination and technologies.

*Using them directly, for your own use . . .*

Subject Matter Experts: Virtually all universities have departments devoted to the hard sciences, including chemistry and biology. Furthermore, many now have departments devoted to environmental sciences, with some having centers specializing in such areas as risk communication. For example, the University of Pennsylvania in Region 3 and Rutgers University in Region 2 have such centers, and EPA has tapped the risk communications expertise of Peter

# Local Resources

Sandman from Rutgers on numerous occasions. Faculty members and graduate students may be especially interested in working with local communities and could serve as third party subject matter experts. You may find them willing to:

- Speak to communities about the situation in their community;
- Accompany you or the RPM on community visits;
- Make a presentation at a ***Public Meeting***, ***Informal Activities***, or ***Workshop;***
- Be available to answer questions from residents; or
- Meet with local residents, without EPA personnel present, to avoid the impression of conflict of interest.

See Public Meetings, Tab 32; Informal Activities, Tab 20; Workshops, Tab 46

Data Review and Analysis: Local university professors may play a larger role at a site by taking on some type of continuing project. You may be able to come up with a site-related project that provides a professor with data for research and citizens with helpful information. Safety may preclude students from monitoring directly site conditions, but you could offer to provide faculty with EPA's data to analyze and report back to local residents. Graduate students, particularly those in doctoral programs, are excellent sources of expertise as well. A graduate student who works under the supervision of a local professor can be very valuable in lending credibility to site information for community members.

If data analysis and interpretation are not feasible at a site, or have already been concluded, local university classes may undertake projects to investigate different solutions to the site problems and present the information to local residents. Also, if EPA has set up some type of monitoring system at the site to assure local communities that the contaminants at the site are under control, local college classes could monitor such data and provide updates to the community.

Research Opportunities: Professors may be interested in community-outreach or risk perception studies. For example, a professor may be interested in testing a particular tool or approach for risk communication in the site community.

Monitoring the Site: Local university personnel also can be extremely valuable after cleanup has been concluded, particularly if a monitoring system is part of the cleanup plan. A local professor can be enlisted to have a new class each year monitor data at the site after cleanup. This may help assure local residents that an objective party is watching over the site.

Additional Services: Universities can also help meet your non-technical needs. For instance, universities may provide meeting facilities, facilitators, and mediators; lead dispute resolution sessions; and provide translation services. All of these areas offer potential research prospects for professors and practical experience for graduate students. To learn about these opportunities, contact management, communication, or foreign language departments.

See Technical Assistance for Communities, Tab 41

***Technical Outreach and Services for Communities (TOSC)***: EPA has established five TOSC centers on university campuses throughout the country to provide technical support to local communities. TOSC centers are funded by EPA for the sole purpose of providing technical assistance directly to communities. While you could help a community access this service, TOSC centers are independent of EPA influence and work directly with the local residents. Their services and specialties are varied. Refer to the TOSC tab elsewhere in this Toolkit, or contact CIOC for information about the center that supports your Region.

*Using them indirectly for community members . . .*

Reference facilities: Virtually all colleges and universities have good library facilities; many also have smaller, more specialized resources such as an engineering library that can serve as an excellent source of technical information. You need to call the local university and inquire as to the types of information resources they have available. Although most universities allow area residents to use their libraries, you should not assume that this is automatically true. Check with the head librarian to confirm their policy before promoting the library to the community. Such a courtesy will go a long way in gaining additional support from the library staff. It also will allow you to explain your purpose to the reference librarian, who, in turn, can alert the library staff and possibly develop a list of specific resources for community members to read. Reference librarians at the university level are, themselves, excellent sources of information.

## Tips

- An effective way to use local resources is to know how information travels within a given community.
- Remember the "What's in it for me?" principle. Human nature is such that you will find it easier to enlist support if you can present an intrinsic reason for the professor or any other local resource to help.
- When approaching the academic community, be aware that professors are highly protective of their academic freedom. They will not be your mouthpiece or view themselves as working for EPA. As such, the chances are great that they will say something that, although accurate or true, you or the team may wish they had left unsaid. There is also the risk that a professor may have his or her own agenda.

## Related Tools/Resources in the Toolkit

- Media, Tab 25
- Informal Activities, Tab 20

## Attached Items Within This Resource

- Attachment 1: Some Local Resources and Possible Uses
- Attachment 2: Some Places to Start When Approaching the Academic Community

# Attachment 1: Local Resources and Possible Uses

- Local radio personalities or talk show hosts
  - Provide regular site updates
  - Advertise site events such as workshops or meetings
- Local civic or service clubs
  - Organize phone chains
  - Distribute site information, such as fact sheets at meetings
  - Provide forums for speaking
  - Help organize site events, such as providing refreshments at workshops or demonstrations
- Local newspapers or cable TV stations
  - Provide regular site updates
  - Advertise site events
- Local religious organizations
  - Distribute site information during social hours at weekly services
  - Host workshop or fair with information booths about site;
  - Provide access to local celebrations or special events held in the community, such as annual strawberry festival
- Local chambers of commerce
  - Provide calendar of and access to special events and community celebrations, such as a fall arts and crafts festival
  - Provide access to community leaders
- Colleges and universities
  - Provide technical information
  - Provide citizen access to research facilities, including campus libraries that contain site related information;
  - Provide access to professor and classes that may be willing to take on projects such as site data analysis

## Attachment 2: Places to Start When Working with a College

- Schools of communication
- Risk communication departments within business schools or schools of communication
- Environmental management schools or departments
- Engineering schools or departments
- Risk management research centers
- Public policy schools or departments
- Technical libraries
- Reference librarians

# Mailing List

## Description

A mailing list is a tool that contains contact information regarding interested parties. It is usually in an electronic format, such as a database, and sorted in "fields" by last name, title, organization, city, state, region, or special interest. An organized and updated mailing list that encompasses the entire community can play an important role in the ***Community Involvement Plan***.

See Community Involvement Plans, Tab 7

## Required Activity?

No.

## Making it Work

### When to Use

The mailing list of interested parties should be developed at the beginning of community involvement for a site. The more quickly names and addresses can be combined into a formal list, the easier it will be when a mass mailing is required. This tool is most effective when it is:

- Organized in an electronic format that allows sorting on any field;
- Based on current, verified, and standardized information;
- Easily updated;
- Expandable; and
- Able to produce mailing labels with ease.

### How to Use

You can create a new mailing list, but it may be possible to obtain a mailing list from a local public interest group or combine lists from several public interest groups or governmental units. Resources for creating a mailing list and producing a mass mailing include private sector printing/copying services and business centers operated by the U.S. Postal Service.

There are numerous vendors from which a Region can purchase mailing lists; however, they vary greatly in both the quality and cost. A U.S. Post Office Business Center can provide a list of quality vendors (see below for more information on Post Office Business Centers). In general, CICs should look for vendors that:

- Update their databases quarterly (at least);
- Can provide a quality list quickly;
- Can narrow the list to the exact geographic areas desired by the CIC;
- Can provide electronic (e-mail or CD-ROMs) or label versions of the list;
- Can provide updates electronically (e.g. download them from an website); and
- Put their lists through the U.S. Postal Service's National Change of Address (NCOA) file (helps keep the list clean).

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# Mailing List

CICs may also want to inquire if the vendor provides lists that use the ZIP+4 Zip Codes (e.g. 00000+1234), and delivery point barcode information (the barcode at the bottom of the envelope). The cost of the lists vary, but in general, companies charge per person. For example, a company may charge $0.15 per person for a list with 2001 - 5000 people ($300.15 - $750.00) and $0.10 per person for a list with 5001 - 25,000 people ($500.10 - $2,500.00).

This approach is useful if a Region does not have the time, personnel, or expertise to develop their own mailing list, since a good vendor can provide a list quickly and in the format preferred by the Region. A purchased mailing list will provide all of the necessary postal information to help ensure that it is mailed quickly and to the correct person. The vendor may provide the mailing list in either electronic form or in hard-copy labels.

There are some drawbacks to going outside for mailing services. The Regions are responsible for ensuring that they receive updates/corrections to the mailing list from the vendor or from returned mail, and a high rate of returned mail can be expected if the vendor does not frequently update the lists.

A CIC can create his/her own mail lists using the Internet and a word processing software program (e.g. WordPerfect). By using various mapping websites (or a computer program like LandView), a CIC can narrow a search for names and addresses to specific streets surrounding the site. The cost is the time of either a CIC or a support staff person, and website information that is not updated frequently can be out-of-date. There is usually a high return rate the first time a mailing is done; however, the CIC can easily replace the old address with a new one on the returned card. The CIC could also put "John Doe" or "Current Resident" on the card when mailing it out to lower returns.

The U.S. Post Office's Address List Management System (ALMS) may be a good option. ALMS is a mailing list management program comprised of the three components: a software module used to access the USPS Address File database; an interface that allows users to create personal files; and a USPS Barcode module. The ALMS software module used to access the USPS Address File database contains addresses, phone numbers, finance numbers, and other information for all postal facilities. It is available for use independent of the ALMS software program. A personal file allows ALMS system users to focus on specific areas of the country (e.g. a specific Superfund site). For more information, Regions should contact the National Customer Support Center at 1-800-238-3150.

Saturation mailing allows CICs to send a mailing to every resident on a carrier's route without using a complete mailing address. Using a mapping program, a CIC must identify the boundaries of the mailing audience by street names. The CIC must then find the ZIP codes for those areas in order to ultimately identify the carrier routes. Once a CIC has identified the carrier routes he/she needs to send a mailing, it is necessary to work with the local post office to find the necessary route code and the descriptive prefix (e.g. carrier route, highway contract route, rural route). A CIC also needs the last two digits of a five digit ZIP Code. These three items compose the "identifier" for the mailing labels. The major cost of this method is the time needed for a staff person to arrange the logistics.

Post Office Business Centers can be found in every state and offer free one-on-one consultation on every aspect of a mailing. It is strongly advised that a CIC work with his/her mail room when designing a bulk mailing to create the best mailing pieces and to ensure that any specific EPA requirements are met. CICs should always check with the Regional mail room or the post office to ensure they have the correct postage. CICs also should inquire if they need a bulk-mailing permit to help reduce mailing costs.

# Mailing List

If a CIC mails a piece that has a reply card (called a Business Reply Mail or BRM) for the citizen, he/she must take a sample of it to the local Post Office for approval. BRMs allow CICs to receive First-Class Mail back from citizens with the postage being charged to EPA. EPA will only have to pay for the cards that are returned. CICs must apply for a BRM permit for distributing business reply cards, envelopes or labels and there is an annual fee of $300.00.

The Post Office will layout the BRM post card with the permit number, the barcodes, horizontal bars, etc., but the CIC must ensure that the post cards are addressed correctly with the complete address. Each Region must set up their own account with the post office.

## Tips

- Contact companies that specialize in renting or selling lists of names and addresses of people grouped by specific characteristics.
- Investigate the possibility of getting free mailing lists from the U.S. Postal Service, the IRS, or local organizations, such as the Chamber of Commerce.
- Keep the list updated.
- Identify the group or groups of people that you want to reach. Think about distinguishing characteristics such as zip code, school district, profession, and group memberships.
- Ask the U.S. Postal Service business center for private mail list service companies.
- Consider adding fields to your list to track the date the mailing was sent, the date a response was received, and the method of response (*e.g.*, mail, E-mail, telephone, fax).

## Related Tools/Resources in the Toolkit

- Community Involvement Plan, Tab 7
- Community Visioning Process, Tab 9
- Exhibits, Tab 13
- Electronic Mail, Tab 10
- Informal Activities, Tab 20
- LandView, Tab 10
- Media, Tab 25
- Public Meetings, Tab 32
- Special Events, Tab 38

# Mailing List

# Maps and Aerial Photographs

## Description

Maps and aerial photographs are visual aids that help people understand the complexities of contamination and operable units at ***Public Meetings*** and ***Public Availabilities/Poster Sessions***. It is easier to communicate complex issues effectively with the benefit of these visual aids.

See Public Meetings, Tab 32; Public Availabilities/Poster Sessions, Tab 30

## Required Activity?

No.

## Making it Work

### When to Use

Maps and aerial photographs can be used to:

- Help explain where a response action or operable unit will be occurring relative to the site;
- Indicate where residences, schools, playgrounds, and hospitals are located;
- Show how many citizens may be at risk;
- Display current contamination and predict paths of migration;
- Illustrate environmental receptors and natural resource damages;
- Show groundwater and surface water contamination relative to the area's watershed;
- Plan where to conduct interviews or determine whom to include on a ***Mailing List;***
- Help predict community concern about a site before the interviews by locating nearby schools, residences, bodies of water, farmland, etc.;
- Enhance your own understanding of a citizen's relation to the site during interviews;
- Illustrate Section 2 of the ***Community Involvement Plan*** ("Capsule Site Description"); and
- Guide citizens to the areas to visit and the areas to avoid during a site tour.

See Mailing List, Tab 23

See Community Involvement Plans, Tab 7

### How to Use

Decide which type of map and scale would be most appropriate for each activity. Consult the site Remedial Project Manager (RPM) or On Scene Coordinator (OSC) for all site information. He or she has the most complete and up-to-date maps and aerial photographs available. If you need more information, consult the ***Internet*** (see below). Other good sources for spatial information include Site Assessment Managers and the Region's Geographic Information System (GIS) office.

See Internet, Tab 10

## Tips

- Use the right type and scale of map for the job. For presentations, ensure that the map is large enough to be read by people in the back of the room.
- Label all areas (*e.g.,* operable units, buildings, plume, or debris) that you will be referring to during your presentation. Include clearly labeled off-site reference points.

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- Try to use overlays. For example, the base map could be of the community and the site. When referring to nearby natural resources, you could use an overlay that shows wetlands, watersheds, and sensitive habitats around the site.

## Related Tools/Resources in the Toolkit

- Community Interviews, Tab 5
- Community Involvement Plans, Tab 7
- Informal Activities, Tab 20
- Exhibits, Tab 13
- Internet, Tab 10
- Mailing List, Tab 23

## Outside Sources of Information

Through the ***Internet***, visit the *Maps on Demand (MOD)* home page (*www.epa.gov/enviro/html/mod/mod.html*); it lists World Wide Web-based mapping applications that generate maps displaying environmental information for the entire United States. There are three different applications:

- The *SiteInfo* application creates informative reports and map displays of EPA management concerns, regulated sources, human health, and ecosystem information for areas surrounding any given location in the entire United States. *SiteInfo* was developed in EPA Region 10. All you need to do is provide a latitude/longitude coordinate within the 48 contiguous United States (*www.epa.gov/r10earth/r10gis/aboutsite.html*).
- The *BasinInfo* application allows users to map watersheds and select criteria (*e.g.*, program system, demographic information) to be displayed on the map. Information about EPA-regulated facilities within this hydrogeologic unit will be provided in a text report. *BasinInfo* also was developed in EPA Region 10 (*www.epa.gov/r10earth/r10gis/basininfo.html*).
- The *Facility Density Mapper* application allows users to map and assess the concentration of EPA-regulated facilities in a given area. Facilities are identified by a valid Facility Indexing System (FINDS) identification number assigned by EPA. This tool is valuable to users interested in targeting areas of high facility concentration (*www.epa.gov/envirofw/html/mod/fdm/index.html*).

See LandView, Tab 10

Another ***Internet*** resource, ***LandView III***, was developed by EPA and the U.S. Census Bureau. Maps generated using this program display EPA-regulated sites, demographic and economic information from the 1990 census, and key geographic features of the United States. ***LandView III*** is able to create a map showing major/minor roads along with census tract boundaries for every county or county equivalent in the United States. In addition to the mapping function, the program will locate a given street on a map, thus showing the appropriate census tract number. This product effectively replaces the paper census tract maps that are plotted on demand. Each Region should have at least one copy of ***LandView III***. User training is available through CIOC. Additionally, the Census Bureau has a demo version of this product that can be downloaded from URL: *www.census.gov/ftp/pub/geo/www/tiger*.

If you need ***LandView*** data for only a single county or county equivalent, RTK Net, a non-profit group Web site, provides the public with the capability of downloading the ***LandView III*** software and files at URL: *www.rtk.net/www/rtknet/webpagedatabas3.html#MAPPING*.

# Media

## Description

The news media is a tool for reaching a large audience quickly. However, unless you are submitting an advertisement or public service announcement, only the news media decides what it will cover and how. You can influence the news media's decisions by improving your relationship with it. Use carefully defined messages, and repeat those messages over and over to the news media.

## Required Activity?

No.

## Making it Work

### When to Use

Go to your target audiences (*e.g.,* affected residents and local officials) first, deliver your message directly to them, and then use the media to reinforce it and distribute it further. Most people would rather receive a disturbing message (*e.g.,* their property or community might be contaminated) from someone telling them about it personally rather than from reading about it in the newspaper. The one caveat to this is in the event of an emergency, such as a release or other situation that could affect residents and from which they need to protect themselves. In such situations, it is imperative that you reach the news media immediately and enlist their help in alerting the community. The side benefit from this is that, in doing so, you become the source of record for information about the situation and the media will tend to come to you first for updates and interpretations.

When working with the news media, always be aware of your regional structure. Agency policy dictates that CICs must coordinate with their regional Public Affairs/Press Office before making a news announcement.

You will work with the news media under two circumstances:

- **When you want the news media.** When you have something you want the media to disseminate to the public for you; and
- **When the news media wants you.** There may be a crisis, or someone is covering a story that directly or indirectly relates to your site.

The news release you issue when you want the media to put something out for you is, technically, a publicity release and not news. Although you may think that what you are announcing is news, keep in mind that " news," by definition, is something that is different, dangerous, unexpected, or controversial. Although a local Superfund site is typically considered news, the information needs to be immediate in nature. It generally is not news if it happened days ago, or will happen sometime in the future.

It is appropriate to use the news media to publicize a site-related decision, an upcoming meeting, changes in schedule, or changes in activities or expectations. However, get the message to your primary audience first. In addition to the publicity, expect the media to cover it in the hopes of developing news (*i.e.,* the public reaction, the controversy, or the conspiracy). In such cases, your release to the media should be timely, not days before or after the decision.

# Media

### How to Use

News is rarely objective. Do not tell a newsperson that they must provide equal time for opposing views, or that they must be fair or objective. Accept the fact that news is what the editor says it is, and work on presenting your angle in a way that fulfills the editor's definition. This involves understanding how each medium gathers news, how they present it, and how their needs are different. Try to customize news releases for each medium. Remember, however, that you will get different results from essentially the same news release. See the attachment, "Guidelines for Working with the Media," at the end of this tab.

Whenever you work with the media, especially when you are a resource for a news story, you must be aware of their deadlines. If you do not meet their deadlines, they will find someone else who will, and they may remember your tardiness when you want them.

Use a combination of the following three approaches to media coverage:

- **Paid Media** — in which you purchase space or time from a media outlet. This is advertising, and it is the only way to guarantee total control of your message. It should be noted, however, that EPA cannot purchase advertisements, with the exception of paid public notices;
- **Unpaid News Media** — in which the news media has chosen to cover your news as a story with you as a resource. While you will have no control over which of your quotes are used in the end product, by anticipating the hard questions and repeating your carefully designed messages, you can greatly increase the chances that your message will be the quote that is chosen; and
- **Public Service Announcements (PSAs)** — in which a message that is intended solely to inform or educate the public is carried for free or for a discounted price by television, radio, or print media. PSAs differ from regular commercials in that they are not intended to generate profit for a particular product or organization.

Your two main tools for working with the news media will be your news release and your media log. Both are discussed separately at the end of this tab.

You will be most effective if you are an accessible source of reliable, verifiable information, regardless of whether the news is good or bad. Be available when reporters need you. Try to connect with them. Do not be evasive. Do not be afraid of working with the news media. They are rarely out to "get" you or anyone else without provocation. However, do not let your guard down. Remember that a good reporter will not give you preferential treatment, there is no such thing as a "dead microphone," and a reporter is never off duty. Don't make off the record comments.

If you have antagonized an editor or reporter, your opportunities for good news coverage will be compromised exponentially. Dealing candidly with bad news when it first surfaces can drastically minimize the coverage it receives. If you deny it or refuse to comment, that can become the story, and may continue to be a story for years.

## Tips

- Identify the intended audience first when preparing a news release or PSA. The message should be tailored to address the audience's concerns.
- Unless there is an emergency situation involving a site-related release, do not use the news media until you have gone directly to your primary audience first.

- Never say "no comment;" rather, explain why you can't (not won't) comment and include the policy behind why you can't. For example, say: "Anything I say right now would be pure speculation, and it is EPA policy not to speculate on such matters."
- When answering questions about enforcement issues, it is best to say something like: "It is EPA policy not to talk about any current or future enforcement issues." Be consistent with this response, regardless of the actual answer, because a series of negative responses interrupted by an "I can't comment" response sounds like a "yes."
- Never offer or promise an exclusive for a newsworthy event. If you offer something to the media, it must go to all interested outlets, not just one. If an outlet comes to you with a story line or an inquiry, you do not have to (and you should not) offer the same story to everyone else. Do not promise that you will not respond to similar inquiries from others.
- Meet with the environmental reporter for each media outlet.
- Most media outlets have a "community bulletin board" that lists community events; use it.
- Have something available for a "slow news day." Editors frequently need filler material, and if you can provide a non-time-sensitive story, you will help them and yourself.
- Always have positive messages, not long explanations, ready (see message template).

## Related Tools/Resources in the Toolkit

- Responsiveness Summaries, Tab 36
- Information Repository, Tab 21
- Public Comment Periods, Tab 31
- Technical Assistance Grants, Tab 41
- Public Meetings, Tab 32
- Public Notices, Tab 33

## Attached Items Within this Tool

- Attachment 1: Guidelines for Working with the Media
- Attachment 2: How to Choose a Medium
- Attachment 3: Guidelines for Picking a Media Event
- Attachment 4: How to Reach the Media
- Attachment 5: Preparing a Public Service Announcement
- Attachment 6: How to Prepare a News Release
- Attachment 7: Sample News Release
- Attachment 8: Other Media Tools
- Attachment 9: Media Log
- Attachment 10: Message Template

# Attachment 1: Guidelines for Working with the Media

**Before the media call:**

- "Off the record" is interpreted differently by reporters. Some say it means that what you say is not to be used; others say it will not be attributed to you. Do not risk it.
- "For background" means that the information is provided to give the reporter insight; it may appear in a story, and may or may not be attributed.
- With bad news, the sooner you get your story to the press, the more credible your spin will be.
- If you do not talk to the media, someone else will, and you probably will not like it.
- Plan your key messages in advance. Have both generic and issue specific messages.
- Have three sound bites ready at all times to give to reporters.
- If reporters call you for a filler story, accommodate them. It will pay dividends later.

**After the media call:**

- Use the message template to prepare your messages.
- Plan "cutoffs" that will enable you to segue to other subjects and messages.
- Anticipate tough questions and transition to make the point you want to make.
- Meet deadlines.

**After the media interview:**

- Make notes on every media encounter, and enter notes into your media log.
- Arrange to receive a copy of the story for your record.
- Do a follow-up or an introduction with reporters, give them your business card, and list other topics for which you can be a resource.

## INTERVIEW GUIDELINES

**Do...**

- Have your messages ready. Use them as often as you can; a few notes are acceptable.
- Bridge the conversation to where you want it to be; use your cutoffs to segue.
- Turn a negative into a positive by acknowledging the negative, but not repeating it; then switch to the positive.
- Correct any part of the question that is inaccurate. Do not repeat the wrong information; just make the correction first and then answer the correct question.
- Put phrases in front of your messages like "the most important thing, the key is, the bottom line is" and follow with your messages.
- If you need time to think, pause, say the reporter's name, restate the question, then answer.
- If you do not know the answer, say so, get the reporter's deadline and get back to them.
- If given a multiple part question, answer the best, most important, or easiest one. When finished, ask them to repeat the others.
- Pause to correct yourself if necessary.
- Take your time; they can stop the camera or edit out dead air.

- Carefully examine any documentation shown to you by the media, but not on camera.
- Make eye contact with the reporter, not the camera.
- Project positive nonverbal behaviors and watch your body language. Keep your head up and hands out of pockets.
- Look directly into the television camera when talking; imagine making eye contact with a fictional person behind the camera lens.
- Once you've given your answer, close your mouth!

**Don't...**

- Let down your guard; there is no such thing as a dead microphone.
- Use threatening, non-verbal behaviors: *e.g.,* make a fist or point at the reporter.
- Shift your eyes back and forth between different cameras and/or reporters. You will look shifty-eyed and dishonest on television.
- Sway from side to side or rock back and forth.
- Wear sunglasses while being interviewed on camera; this goes for eyeglasses that tint darker in the sunlight too, it looks as if you are hiding something.
- Lead yourself into an area of questioning that you do not want to answer.
- Be misled by a reporter's friendly manner. It may change instantly.

**aware of...**

- Hypothetical answers; explain that you refuse to speculate and want to be factual.
- Forced choice questions. Use your own words.
- Needling questions. "Oh, come on...?" Stick to your messages.
- Ambiguous questions. Ask the reporter to clarify, then answer.
- Putting words into your mouth. Do not argue, just answer with your messages.
- Baiting for accusations. "What do you really think about...?"

**Never...**

- Lie.
- Get defensive, or lose your cool. If you do, you will be the focus of the story.
- Accept facts or figures from a reporter, unless you know they are correct.
- Say "no comment" if you cannot comment. Instead, try to explain it in terms of EPA policy.
- Speak on behalf of yourself.
- Speculate.

# Attachment 2: How to Choose a Medium

### Television

- Most Americans get their news from TV. Normally, a TV news story runs for 10 to 30 seconds, although an investigative report may be longer.
- TV is powerful because it combines visual and audio media.
  - Consider what makes a visually appealing background for a story? If the content is very in-depth, consider print.
  - Consider how can you convey your message in a very short, powerful statement and repeat it over and over; long-winded explanations will be edited.
- Consider offering a site tour to local news crews. Show site workers in protective gear.
- Many local stations have community-oriented programs that spotlight local concerns. Consider offering the Site Team to appear on such a program; perhaps even consider being a regular to provide viewers with updates.
- Consider offering a local talent, or one of your local resources, a regular show in which they can host and on which you appear to provide updates or talk live (not an exclusive).

### Radio

- Radio is an audio medium, so you must think about what sounds good. Use descriptive words, active voice, short sentences, and memorable messages.
- If content includes a long explanation with many numbers, consider print.
- Radio is usually willing to air prerecorded Public Service Announcements.
- Other than an all-news station, radio tends to use what is called the "rip and read" method of news coverage (ripping the news release from the fax and reading it directly on air).
- Consider community service shows.
- Consider call-in talk shows.
- Consider local college radio stations or high school radio programming and newspapers.
- Purchase radio time during the morning and evening rush hours.

### Print

- The print media offer a more in-depth look at events.
- In addition to newspapers and magazines, there are several other forms of print media that can be used to get your message across, including church bulletins, neighborhood newsletters, and local weeklies.
- The print media will take the time to research and develop a story.
- You can write a feature story for the outlet to consider. A small paper may print it verbatim.
- Pitch a story idea to an editor or reporter and offer to help them flesh it out.
- Submit letters to the editor and opinion pieces. Different papers call them by different names, be sure to have the name right before you send them in.
- Avoid the temptation to focus exclusively on the major publications. Local weeklies and "shopper guides" are often more widely read than the majors.
- Submit information to bilingual local weekly newspapers. These are very popular in some communities and very accessible. Check restaurants, food stores, pharmacies, etc.
- Consider preparing features for trade publications or newsletters (industry, community).

# Attachment 3: Guidelines for Picking a Media Event

Visuals and the nonverbal message are key in conveying your message to the public. If you want the public to see an open, communicative, friendly EPA, then hold an open house type of event. If you want to increase your credibility, host a poster session with experiments that reporters can do themselves. If you are defending the schedule for releasing sampling results, show some simple examples of quality assurance (be sure to include some video or pictures of busy people in laboratories). People will accept a longer waiting period if they know why, up front.

There are three types of media events. Each event can be tailored to be more or less formal, depending on your community's needs. The basic media events are:

1. Media availability
2. Media site visit
3. Press conferences

### Media Availability

A media availability can be as simple as sending a press release to the media announcing that you (and whoever else you choose) will be available for questions at a certain place and time.

- **Location** - A media availability may be held at the site but not *on* the site. You may choose the entrance by the sign, in front of the fence, the observation deck, or a nearby conference room. You may ask a media outlet to host the event for you. You could have refreshments and bill the event as an open house for the media. EPA will not pay for food or beverages, either directly or indirectly, through its contractors. However, refreshments can be paid for by a sponsor.
- **Arrangement** - Decide if you want all the media together, press conference style, or if you want to stagger them for a more personal touch. If you want to put a reporter into a protective suit to allow them into a contaminated area, you will get more coverage of the event from that media outlet. If the protective suits are a big issue with the site, think carefully about this first. Consider having site team members available for interviews; this can be done as a panel session, a poster session for the media or the site team member with you at the fence.

### Media Site Visit

The media site visit may be simple or fancy, like the media availability, depending upon your desired response. The benefit of a media site visit is visuals. The visuals may be shot through the fence to show work in progress. A site visit may or may not include a tour of the site, especially if you have an exclusion or safe zone. You might consider a walking tour using this safe space but from which the media representative can get good visuals of people working in protective equipment while others are nearby (preferably in the same frame) in more normal work clothes. There are three key things to consider when deciding:

- Will it be a simple site visit without going on site, or a tour?
- Will it be a group tour with all the media going together, or will it be a staggered tour with smaller groups?
- Are there safe areas so that you can take them on site; and what parts of the site are off limits to the media? Announce the rules and stick to them.

### Press Conference

Use a press conference to make a major announcement to the public. The press conference is formal and time intensive to plan. Consider if another method of media outreach will serve your purposes. If you are the focal point of a controversial issue, remember that, in a press conference, reporters will feed off each other's questions. Answer these questions before deciding if you will hold a press conference:

- Is your message really a major announcement?
- Does your message warrant the formality of the press conference?
- Is the media market large enough to sustain a formal press conference?
- Will the media market respond well to the formality of a press conference?

### Handouts for the media

For any of the above events, you will want to provide information in a format that they can take away with them. The "press kit" is the traditional hand out for the media. A press kit provides information on the current announcement or activity, as well as a complete background for any reporter who might be new to the site. Hand them out as you greet the reporters, or place them on the chairs or tables before people arrive. If you maintain a current press kit as the site work progresses, you will find that you have all the needed information right at your finger tips, and it is much easier to simply give background information to the media and let them read it, than it is to keep explaining the same things over again. This is especially good for reporters who arrive late to an event. Choose one or more of the items listed below:

- A biographical sketch of each team member's qualifications
- A fact sheet on each contaminant found at the site
- A glossary of EPA terms
- An explanation of the Road to Superfund Cleanup
- History of the site and PRPs
- A site map, including closed off areas
- A possible remedial treatment fact sheet if appropriate
- A calendar of upcoming events
- Latest copy of the fact sheet sent out to the citizens
- Points of contact and where to find more information, such as the information repository and the EPA Web page

# Attachment 4: How to Reach the Media

### Telephone Call to Environmental Reporter

- This establishes a relationship and may save you the trouble of writing a news release.

### News Release

- This is the most common access tool for reaching the media. No longer a "press release," the preferred term is now "news release."
- Follow standard journalistic style (see "How to Prepare a News Release" at the end of this tab.) Obtain PM/OSC approval; however, remind them that news releases must meet the expectations of the media to have credibility in that community.
- Distribute the news release.
  - AP Wire Service and PR News Wire — These services enable you to reach the widest number of outlets quickly, provided your outlets of concern are affiliated. When using this method, keep in mind that only the person at the wire service office will see your masthead; the media outlets will simply see printed news copy virtually indistinguishable from any other.
  - FAX — This is preferable because "EPA" will be obvious to the recipients. It is best to use broadcast fax capabilities, which provide virtually simultaneous distribution. Without broadcast fax capabilities, someone will get the story first, and someone else will get it last.
  - E-mail — Many larger media outlets now accept news releases via e-mail. This ensures simultaneous delivery to a large distribution list. It does *not*, however, relieve you of any of the demands or expectations of good journalistic style.
  - Internet — Posting your news releases on your region's Web site, preferably by site name, allows citizens to see what EPA has said without the media's editing.

### Media Advisory

- Similar to a news release but used to advise the media of an upcoming event.

### News Conference

- Gets the same message to all outlets at the same time.
- Requires something powerful to announce, or no one will come for the next one.

### Media Availability

- Similar to the public availability but for the media.
- Best if held at the site so they can get good visuals.
- Preferred to the news conference because the media gets to talk with you one-on-one.
- Great for the afternoon before a public meeting.

# Attachment 5: Preparing a Public Service Announcement (PSA)

### Part of a Communications Strategy

- PSAs are most effective when developed within the context of a broader communications strategy. When crafting a PSA, make it consistent with the overall message being conveyed in the communications strategy.

### The Message

- Each PSA's message should be simple and should never address multiple issues. Keep the audience focused on a single topic.
- PSAs do not need to be creative. Clarity and focus should be the guiding attributes.

### Getting Airtime

- Adopt a diplomatic and intelligent approach when attempting to get a radio or television station to play your PSA.
- Your regional Public Affairs Office should always be involved in the PSA effort.

# Attachment 6: How to Prepare a News Release

### Format of a News Release

- Double spaced throughout.
- Wide margins so the editor can make notes.
- Refer to the Elements of a News Release below to ensure a professional appearance.
- The lead paragraph is key and must contain who, what, when, where, how, and why.
- Do not write chronologically. Use the inverted pyramid style: write from the most important point to the least important, from the broad to the more precise. Editors edit from the bottom.
- Be brief.
- Submit your draft release to the Public Affairs/Press Office for editing, and do not agonize over "word-smithing," especially in the headline you offer; they will use their own.
- Use quotes and attribute them to senior management, the RPM, or other respected sources.
- The goal of the news release is to entice the editor enough to cover the story.
- See sample news release below:

### Elements of a News release

Letterhead

Date of release

Release Guidance — Contact: name

(*i.e.*, "for immediate release" or "embargoed until ...") — Office Phone

Pager

Suggested Headline

(Date Line) Lead paragraph (double spaced)

body (double spaced)

(more)

in parens, centered if appropriate

---

Slug Line

body

—30—

(journalese for END, or just END)

# Attachment 7: Sample News release

(A town, March 1) - The area south of Magnolia Street between Central Avenue and East River is closed due to the chlorine spill located at the University Club swimming pool. Metro Fire Department is asking the public to stay away from the University Club area until further notice. Ten people were in the University Club swimming pool at the time of the spill. They were all transported to Memorial Hospital. "All 10 patients are in stable condition" said EMS Chief Bob Savone.

Fire Department Officials have additionally closed streets on the southern perimeter to Orange Street due to the slight southeastern breeze which is dispersing the cloud of chlorine to the south. "At 3:00 p.m. today the spill was contained and all people within the affected area were evacuated," said Public Information Officer Bill Sharpe. At this time Fire Department Officials are continuing to investigate causes of the spill.

EPA's On Scene Coordinator Ted Stedwell explained that chlorine is a gas that can cause a burning sensation in both the eyes and the lungs of humans and animals. In extreme cases, it can cause nausea. He says that the best safety precaution people in the affected area can take is to remain indoors with windows closed until at least 5:00 p.m. The chlorine cloud will have dissipated to a level that is not harmful to humans or animals by that time, he says. Stedwell also says that it is safe to have the air conditioner turned on in the home.

# Attachment 8: Other Media Tools

- Site tours.
- Video news releases.
- Opinion pieces. This is a viable method for the Regional Administrator or other senior manager to present an opinion and explanation with a decreased risk of editing
- Display ads or legal and public notices. Current guidance only states that display ads "should be used in lieu of legal notices."
- Editorial Boards.
- Clipping Services. These are expensive and your clips are generally three weeks old or more by the time you receive them. Consider using a local resident to send you clips weekly.
- Content analysis. News clips by themselves are meaningless; content analysis will give you insight into what is going on. If you can't afford hiring a firm to do this (it is expensive), consider using local college students and have them look for:
  - Origin of the piece—was it the result of your news release, the PRP's, or the reporter's own initiative.
  - Is it positive, neutral, or negative toward EPA.
  - Who is quoted first, an EPA source or someone else.
  - Is there any new information coming out that you did not have.
  - What type is it—news article, feature, editorial, letter to the editor, or op-ed.
  - Is it accurate.
  - Changes in the nature of coverage—is it going from positive or neutral to negative.
- Media contact software. There are several available, all of which are expensive, but provide a wealth of help.
- Media Log — this is absolutely an essential documentation. It is your paper trail of media contacts; it is your record of what was said by whom to whom in response to what questions. In essence, it is what is known in the trade as your "alibi copy" if something goes wrong with the story. It can be electronic or paper; most CICs seem to prefer paper. It can also be in journal style, but that is cumbersome unless you are on a remote site, such as an emergency response. What seems to work well is a separate sheet of paper for each contact, pre-printed as in the sample that follows (there is also an electronic version). Make the paper a bold, distinctive color, so it is immediately obvious as a media log, and it can be referred to as "the pink sheet." Provide them to the supervisor at the end of each day for review.

# Attachment 9: Media Log

Site Name_____

Received By_____Date Received_____ Time Received_____

Deadline_____

Reporter's Name_____Organization_____

Name_____

Reporter's Numbers: Phone_____FAX_____Pager_____

E-Mail_____Other_____

Subject of Story_____

Angle_____

Questions:

## Action Taken

1. Response(s) given

2. Coordinated with: _____

3. Response given by: _____

4. Date of Response: _____ Time of Response: _____

Clips? _____ # ____ From:_____
Positive/Negative ____ Accurate?_____ Agency Source Attributed First? ____
Agency Source Attributed Last? ____ Agency Source Attributed Strongest ____
Other sources:_____

# Attachment 10: Message Template

A good message is a brief phrase that is memorable, conjures up an image and gets your point across. The ideal message is usually not more than five to 10 seconds long, but may be as short as three seconds.

Remember that the media, not you, decide which part of the interview they will use. You can increase your chances of having your voice deliver your message in your words by translating that message into good quotes. The more succinct and pointed your statements, the better the chances of having them used on the air or in print. The more rambling, open ended your statements, the better the chances of having a reporter or anchor give their interpretation of what they think you said.

The bottom line is - if you want to get your point across, tell the media your message.

You can expect some iteration of the following topics at almost every site:

- Safety/risk
- Health effects regarding the site (short- and long-term effects)
- Nature of the contaminants
- What does this mean to the community
- What is next

This template will assist you in transforming your message and main points into brief, concise, usable statements. The best thing about good messages is that they are reusable. Keep your evergreen messages handy, and recycle them. The following examples are a few proven messages to help you start your collection.

## Examples

1. We've eliminated the immediate dangers.
2. Occasional, casual contact with the site is not harmful.
3. The real danger is regular contact over many years, such as a young child playing on the site every day.
4. It's the build up of exposure over time that presents the risk.
5. The accumulated exposure is the real danger, that's why we're here, that's what we must now eliminate.
6. The accumulated exposure is why our people wear protective clothing — they work with it every day.

## Directions/Examples

**Step One. Identify the message that you want to convey to the public.**

The site is safe over the short term, but continued exposure over many years can be harmful

**Step Two. Identify the main points of your message (No more than three at a time).**

1. Presently safe
2. EPA and contractors are now working to make it permanently safe
3. EPA's team has the experience and skill

**Step Three. List descriptive words to reinforce your message. Use a Thesaurus if you need a quick start.**

1. Site: Protected, secure, stable, safe, not harmful
2. Agency/Site Team: Conscientious, experienced, highly qualified, exemplary, first rate, top notch, commendable, dependable, reputable, true blue, straight-shooting, above board, on the level, truthful, reliable.

**Step Four. Combine the main points with the descriptive words to make your message.**

1. EPA's first concern is always the safety and health of people.
2. We have eliminated all risk of immediate danger; now we're working to eliminate the long-term threat.
3. Casual contact with the site will not be harmful.
4. We have a top notch team working on this site. They've worked together for several years, and combined, we have over __ years of experience with this kind of situation.

## The Template

**Step One. Identify the message that you wish to convey to the public.**

_____

_____

**Step Two. Identify the main points of your message (No more than three at a time).**

1. _____
2. _____
3. _____

**Step Three. List descriptive words to reinforce your message. Use a Thesaurus, if necessary.**

1. _____

   _____

2. _____

   _____

3. _____

   _____

**Step Four. Combine the main points with the descriptive words to make your message.**

1. _____
2. _____
3. _____

# On-Site Activities

## Description

On-site activities, such as site tours and observation decks, help people to understand the site.

## Required Activity?

No.

## Making it Work

### When to Use

On-site activities can be used at any point in the Superfund process to educate area residents or highlight progress at a site. For example, you may wish to hold an on-site activity when a particular phase of work gets underway. Use celebrations or ***Special Events*** to involve your public, but be aware of safety precautions. People often understand technical information much more easily when they can visualize it, and familiarity with the unknown is one of the best ways to allay fears.

See Special Events, Tab 38

### How to Use

Anxiety and frustration over the Superfund program often result because people feel intimidated by the technical nature of site activities and do not see progress being made at Superfund sites. On-site activities help you to explain site activities and demonstrate progress. On-site activities should not mean a lot of extra work for you or other members of the site team. If an observation deck is built at the site, incorporate an afternoon into one of your planned community visits to be available on the deck to meet with local residents; you might even make a ***Special Event*** out of the grand opening for the deck. Coordinate with the RPM in such activities so that community members can have direct contact with him/her and to help explain what is happening at the site. Invite the local ***Media*** to tour the site with you. Set up an on-site information center if the site is centrally located in the community. During site tours, hand out written materials such as fact sheets to summarize the aspect of site activity you are highlighting. Site tours can also include a walking tour through the exclusion zones, and a perimeter tour to show security and monitoring devices. Try to include activities for children.

See Media, Tab 25

## Example

One CIC and RPM provided a site update presentation to a county's Grand Jury panel. Although the presentation originally only included graphics, maps, and slides of the former mine site, most of the audience stated an interest in seeing the site first hand. Two weeks later, the RPM and CIC led a site tour of 25 people. The tour included a visit to the Elem Indian Colony, adjacent to the site, where EPA was completing removal of contaminated soil. Background information was provided, such as a chronology of EPA activities and fact sheets. Both local newspapers published positive articles about the cleanup.

## Tips

- Do not make extra work for the site team. You do not have to come up with new demands for them; just plan activities on-site that you would normally hold off-site.
- Be creative. Design on-site activities that specifically address community concerns.
- Involve the media. Take advantage of on-site activities to highlight site successes.

**Last Updated:** September 2002

# On-Site Activities

- Be sure you know what you want to accomplish. Avoid creating an on-site activity just because it would be "cool."
- Involve the community. Ask the community for suggestions.

## Related Tools/Resources in the Toolkit

- Communication Strategies, Tab 3
- Informal Activities, Tab 20
- Media, Tab 25
- Public Availabilities/Poster Sessions, Tab 30
- Special Events, Tab 38
- Videos, Tab 45

## Attached Items Within this Tool

- Attachment 1: Ideas on How to Involve the Affected Residents
- Attachment 2: On-Site Activity Planning Checklist

# Attachment 1: Ideas on How to Involve the Affected Residents

- During your community visits, ask the residents what they would like to see on site.
- When the observation deck is constructed, invite residents to the Grand Opening.
- Inform local realtors and civic groups that one day a month the observation deck will be open to new residents in the community, guided by the CIC.
- Inform local schools that you are available to them for student field trips to the site.
- If the site is stable, hold a poster session/public availability at the site.
- If a particular landmark associated with the site is being torn down, invite members of the community to participate in this on-site event. Be sensitive to historical value, however. Fanfare over the destruction of a landmark could be a difficult symbol for some people.
- Invite members of the community to an on-site activity which will highlight progress.
- If security is a major concern of the residents, invite them to an open house to show residents plans for securing the site and how they will be carried out.
- If appropriate, set up an on-site information center, and inform residents of the opening.
- If you are giving site tours, invite the residents to show them how the contaminants will be removed from the site and properly disposed of according to environmental regulations.
- Invite the residents to any on-site activity that would mark major milestones, or completions, such as the "Changing of the Signs" ceremony.

# Attachment 2: On-Site Activity Planning Checklist

To plan an on-site activity, follow these simple steps:

___ Identify the message you wish to convey and why you are holding the event.

___ Identify the "hook" — what is it that will motivate people to attend?

___ Identify your target audience (local residents, media, local officials).

___ Check with the Site Team to make sure there are no safety concerns you must consider, that the Team agrees the activity is appropriate given conditions at the site, where on the site it is possible to hold your activity.

___ Pick a date and time — making sure to consider the community calendar to avoid competing with a local event, such as a summer craft fair, fall festival, or popular vacation time in the community.

___ Make arrangements for other speakers (*e.g.*, the RPM, a local college engineering or science professor) and advertisements for the event.

___ Prepare any educational or media packets that you will have available at the event.

___ Mail information out to community members, if appropriate, such as a fact sheet describing the phase of work you will be highlighting at the site.

___ Publicize, publicize, publicize; one mailing will not be enough. Consider door hangers, public service announcements, announcements at local civic clubs and church bulletins.

___ Verify all arrangements with speakers and workers who will be assisting at the event.

___ Host the event.

___ Hold a "Lessons Learned" meeting.

# Other EPA Programs

## Description

Other EPA programs that are most likely to impact Superfund site activities are RCRA, Air, Water, Pesticides, and Toxic Substances. Each of these programs pursues its own mission under separate statutes, and any or all of them may be at work in the area affected by your site. Consulting the other programs when planning Superfund site actions helps avoid potential conflicts with the jurisdictions and regulations of these other programs.

For example, one CIC discovered that five of her sites, all in close proximity, had groundwater problems impacting the same aquifer. By discussing her finding with the RPM and involving EPA's Water program staff in the decisions regarding the remedies for this aquifer, several problems were avoided. At a site where the groundwater was the primary source of drinking water for local population, the RPM called the Water program and discovered that the Water program was working with the community on a well-head protection program that had implications on the remedy selection for the Superfund site. At another site, the Air program issued a decision on a facility adjacent to but unrelated to the Superfund site. That decision had a major impact on the remedy proposed for the Superfund site and resulted in numerous calls to the CIC from local residents.

Typically, the community involvement requirements of other EPA programs are not as extensive as those under the Superfund program. Consequently, the CIC may be called upon to be the public's point-of-contact for all EPA programs related to a site and provide multi-program community involvement support as EPA moves further into multimedia site management.

## Using the Resource

### When to Use

Superfund site staff should consult with other program offices on nearly every site, and always when there is a situation that could potentially involve other EPA programs. For instance, RCRA program staff should be consulted for sites that are former RCRA facilities and sites that are adjacent to a RCRA permitted facility. If the contaminated waste is to be incinerated on site, or if Superfund waste is to be transported and incinerated off site, Superfund staff must consult with RCRA as well as Air program staff.

EPA staff in other program offices can help CICs gather information for the public. For example, outreach staff in EPA's Office of Air and Radiation can help CICs contact experts on radiation, radon, and air contamination. Pesticide program staff will be able to give CICs up-to-date information on the health and environmental effects of any pesticide, herbicide, rodenticide, or insecticide. The Water program can provide health and other information on water contaminants and standards.

### How to Use

One of the best protections against conflicts with other EPA programs is to conduct a regional assessment that identifies all federal and state projects in a region, the nature of those projects, and their impacts. Knowing as much as possible about the area near your site can help identify potential conflicts with other programs before they arise.

## Tips

- Learn about the region and other sites in the area; and
- Learn about the scope and responsibilities of the other program offices.

**Last Updated:**
September 2000

# Other EPA Programs

# Office of Air and Radiation

## Description

EPA's Office of Air and Radiation (OAR) addresses issues that affect the quality of the nation's air. OAR develops national programs, technical policies, and regulations for air pollution control. Areas of concern to OAR include indoor and outdoor air quality, stationary and mobile sources of air pollution, radon, acid rain, stratospheric ozone depletion, and pollution prevention.

OAR is comprised of six offices. The Office of Policy Analysis and Review and the Office of Program Management Operations are responsible for policy development and office management. The remaining four offices, Office of Air Quality Planning and Standards, Office of Atmospheric Programs, Office of Mobile Sources, and Office of Radiation and Indoor Air, are responsible for program implementation.

The 1990 Clean Air Act gave EPA authority to list and regulate 189 hazardous air pollutants based on their potential health or environmental hazard. Many of these contaminants, such as volatile organic compounds and lead, are commonly found at Superfund sites.

## Using the Resource

Activities at Superfund sites could release materials into the air that are monitored and regulated by OAR. In fact, waste treatment and disposal, hazardous waste incineration, and site remediation are identified as sources of hazardous air toxics that can create air quality problems. Cleanups of radiation contamination, conducted by OAR, are similar to Superfund remediation actions and involve similar community concerns. Instances in which OAR and Superfund may benefit from coordinating community involvement services are:

- Cleanup of radiation at a mixed waste facility, private site, Nuclear Regulatory Commission regulated power plant, or a site overseen by the ***Department of Defense, Department of Energy, or Department of the Interior***;
- A Superfund site, such as a co-disposal site, that requires air monitoring during remediation;
- Cleanup at a uranium mill tailings pile site; and
- A situation involving radionuclides where OAR is providing oversight.

See Federal Agencies, Tab 16

The Education and Outreach Group (EOG) in the Office of Air Quality Planning and Standards was created in 1994 to provide technical air pollution training, promote environmental education, and develop outreach activities to communicate with a variety of air quality specialists and the public on the Federal Clean Air Act program. The activities EOG usually conduct include:

- Issuing announcements and publications for both general and scientific audiences on air quality;
- Maintaining a Web page on the ***Internet*** with links to other resources for use by the general public and air specialists;
- Creating brochures, ***Fact Sheets*** and ***Videos*** on air quality issues;
- Responding to requests for information; and
- Training for state and local air agency professionals and teachers via self-instruction, satellite broadcasts, or classroom.

See Internet, Tab 10; Fact Sheets, Tab 15; Videos, Tab 45

**Last Updated**: September 2000

# Office of Air and Radiation

Why coordinate with OAR? Since OAR and Superfund cleanup activities share similar community issues and concerns, CICs and OAR can benefit from sharing techniques and strategies for communicating with the public. Also, OAR outreach personnel in the EOG have connections to specialists in air and radiation issues that can help explain technical concepts. The CIC also can open lines of communication between OAR and Superfund when issues arise over differences in standards, methods, and regulations regarding air and radiation.

## Tips

See Communication Strategy, Tab 3

See Risk Communication, Tab 37

See Public Meetings, Tab 32

- Tap OAR technical experts and OAR outreach personnel to gather information related to air and radiation and to share ideas and ***Strategies*** that broaden your knowledge of alternatives and options for communication with the public;
- Air contamination can put people at ***Risk*** over a wide geographic area, so communication strategies may have to be adjusted to account for the larger impacted area;
- Collaborate with OAR in a Joint Information Center during a large response action; and
- Consider using an OAR expert on air or radiation contamination to help lead a discussion and answer questions at ***Public Meetings***.

## Related Tools/Resources in the Toolkit

- Communication Strategies, Tab 3
- Fact Sheets, Tab 15
- Internet, Tab 10
- Federal Agencies, Tab 16
- Public Meetings, Tab 32
- Risk Communication, Tab 37
- Toxic Substances Control Act, Tab 27
- Videos, Tabs 45

Outside Sources of Information

- Office of Air and Radiation Home Page at *www.epa.gov/oar/*. This home page links to numerous resources of use to the general public, including a list of publications, such as *Evaluating Exposures to Toxic Air Pollutants: A Citizen's Guide* and *The Plain English Guide To The Clean Air Act.*
- OAR's "Resources" Page at *www.epa.gov/oar/oarrsrc.html*. This page contains links to other air-related Web pages. The following is a brief list of resources available through this page:
  - The Education and Outreach Group provides a list of outreach activities designed to educate and inform the public about relevant air topics.
  - The Air and Radiation Docket and Information Center (The Docket) has information on Air and Radiation rules and proposed rules. It has the text of rules, *Federal Register* Notices, supporting documentation, and public comments.
  - Smart Travel Resource Center is a clearinghouse of information on transportation and air quality for public education and information campaigns around the country.

# Office of Pesticide Programs

## Description

EPA's Office of Pesticide Programs (OPP) is responsible for safeguarding the health of the American public and the environment from potential risks of pesticides, and for promoting safer means of pest control. OPP must ensure that pesticides are regulated fairly while simultaneously helping to ensure that effective measures for controlling pests are available.

Pesticides differ from other classes of chemicals that EPA regulates. They are applied intentionally in the environment; are used in a diverse array of household, agricultural, and industrial products; and are found in nearly every home and business in the United States. Although improper use can pose health risks, pesticides provide pest control benefits that improve public health and aid in production of the food supply. EPA has developed an array of programs to evaluate and reduce pesticide risks and promote safe pesticide use. States and tribes as well as many public and private organizations are vital partners in this effort.

## Using the Resource

### When to Use

Because of the ***Risks***, pesticides at some Superfund sites require cleanup. Instances in which OPP may need your community involvement assistance are when pesticides spill during production or transport, are stored improperly, or are misused and require cleanup by trained professionals.

See Risk Communication, Tab 37

OPP and the Regions widely distribute information to public audiences and the regulated community, but OPP has no national requirement concerning community involvement. As a result, the Regions usually develop their own ***Communication Strategies*** for addressing public concerns about pesticide contaminated sites. OPP and the Regions:

See Communication Strategy, Tab 3; Telephone, Tab 42; Internet, Tab 10; Public Meetings, Tab 32

- Issue announcements and publications for both general and scientific audiences;
- Provide information by ***Telephone*** and electronic network;
- Maintain ***Internet*** Web pages with information and links to other resources for the public;
- Respond to written requests for information;
- Maintain a public docket for walk-in visitors;
- Hold ***Public Meetings***; and
- Present speeches and Congressional testimony.

It is a good idea to coordinate with OPP, because OPP personnel can focus on the long-term implications of illegal pesticide use and teach affected citizens how to prevent similar occurrences in the future.

## Tips

- Pesticide contamination may encompass more than one site and several communities.
- Residential relocation is more likely than with most chemicals due to pesticide misuse in the home.

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# Office of Pesticide Programs

## Related Tools/Resources in the Tookit

- Communications Strategies, Tab 3
- Federal Agencies, Tab 16
- Internet, Tab 10
- Public Meetings, Tab 32
- Residential Relocations, Tab 34
- Risk Communication, Tab 37
- Telephone, Tab 42

## Outside Sources of Information

- OPP maintains a "Concerned Citizens" ***Internet*** page: *www.epa.gov/pesticides/consumer.htm* with links to numerous pesticide resources, such as the "Citizens Guide to Pest Control and Pesticide Safety," "Pesticides and Child Safety," and "Pesticides in Drinking Water Wells," for the public.
- OPP has an "Information Resources" ***Internet*** page: *www.epa.gov/pesticides/info.htm* with links to other pesticide related Web pages. The following resources can be accessed through this page:
  - A list of libraries in the EPA National Library Network that specialize in Pesticide information.
  - The National Pesticide Telecommunications Network (NPTN) provides objective, science-based information about a variety of pesticide-related subjects, including pesticide products, recognition and management of pesticide poisonings, toxicology, and environmental chemistry. NPTN can be contacted at (800) 858-7378 or by E-mail at *nptn@ace.orst.edu*.
  - In The News focuses on pesticide issues in Press Releases, contains questions and answers on pesticide information, offers supporting documents for recent OPP decisions, and highlights new information products.
- Office of Pesticide Programs (703) 305-7090
  - Antimicrobial Division (703) 308-6411
  - Biopesticides and Pollution Prevention Division (703) 308-8712
  - Environmental Fate and Effects Division (703) 305-7695
  - Field and External Affairs Division (703) 305-7102
  - Health Effects Division (703) 305-7351
  - Information Resources and Services Division (703) 305-5440

## Description

The Resource Conservation and Recovery Act (RCRA) is an important environmental statute that drives some decisions at Superfund sites. The following description of the RCRA program is provided for CICs to inform community members involved in Superfund decision making on RCRA. Additional sources of information and contacts are provided for affected communities to conduct further research on the RCRA program.

In 1965, Congress enacted the Solid Waste Disposal Act, which provided the first federal statutory provisions designed to improve solid waste disposal practices. The Act was amended in 1970 by the Resource Recovery Act, and amended again in 1976 by RCRA. The RCRA amendments restructured nation's waste management practices by adding provisions for proper hazardous waste management. Congress continued to amend the statute after 1976. The most significant change to the RCRA statute occurred in 1984 with the passage of the Hazardous and Solid Waste Amendments (HSWA), which again expanded the scope and requirements of the law.

Congress intended that RCRA achieve three primary goals: (1) protection of human health and the environment; (2) reduction of waste and conservation of energy and natural resources; and (3) reduction or elimination of hazardous waste generation as expeditiously as possible. The Act is divided into 10 subtitles (A through J) that provide EPA with the framework and authority to achieve the RCRA goals. Subtitles C, D, I, and J establish the framework for four environmental programs: hazardous waste management; solid waste management; underground storage tanks; and medical waste, respectively.

RCRA Subtitle C establishes a system for controlling hazardous waste from generation to final disposal. It is the subtitle most directly related to Superfund cleanups. Though RCRA does create a framework for the proper management of hazardous and nonhazardous solid waste, it does not address hazardous waste contamination resulting from spills or illegal dumping that require emergency or remedial response. These problems are addressed by the Superfund program. Superfund also reaches back in time to address problems encountered at inactive or abandoned sites that were contaminated prior to passage of RCRA.

RCRA authorizes limited cleanup authority under the RCRA corrective action program. RCRA corrective action is typically conducted when a site's problems are not complex and the responsible party is willing and financially solvent. EPA has maintained a policy of undertaking Superfund cleanups at sites that cannot or will not be adequately addressed by another remediation authority, mainly RCRA.

## Using the Resource

### When to Use

All materials classified as hazardous waste by RCRA are also designated as Superfund hazardous substances and as such must be handled in accordance with both Superfund and RCRA regulations. The transport and handling of RCRA hazardous waste from Superfund sites is covered by RCRA authority. Therefore, any remedy that includes off-site treatment will involve RCRA regulations governing the transport to and treatment of waste at an approved facility. Because the regulations under RCRA are complex, EPA has issued numerous guidance documents intended to facilitate the interaction between CERCLA and RCRA. A few are listed below.

## Outside Sources of Information

**Resource Conservation and Recovery Act Hotline**
Established to respond to inquiries from affected communities and public concerning RCRA waste management and disposal regulations.

RCRA Hotline (800) 424-9346
RCRA Hotline (703) 412-9810 (Washington, DC, Metropolitan calling area)

**RCRA Docket Information Center**
Provides copies of documents, regulations, and fact sheets relevant to the RCRA program:

U.S. EPA
RCRA Docket Information Center
Office of Solid Waste (RIC) (OS-305)
401 M Street SW
Room M-2427
Washington, DC 20460

**RCRA Electronic Mailing List (Listserver)**
EPA maintains several free electronic mailing lists, including distribution lists for copies of the *Federal Register*, press releases, and the RCRA Hotline Monthly Hotline Report questions and answers. Subscribers to these lists receive electronically mailed copies of the documents as they are published.

To subscribe to an electronic mailing list:

- Send E-mail requests to the following address: *listserver@unixmail.rtpnc.epa.gov*
- Label the subject line of the E-mail SUBSCRIBE TO LISTSERVERS. The text of the E-mail should read SUBSCRIBE <list name> <first name> <last name> (e.g., SUBSCRIBE EPA-WASTE JOHN SMITH).

Examples of current mailing lists relevant to RCRA information:

- EPA-PRESS: EPA press releases;
- EPA-TRI: Community Right-to-Know Toxic Release Inventory Federal Registers;
- EPA-WASTE: All Hazardous and Solid Waste Federal Registers;
- BROWNFIELDS: Conveys key information, events, and activities on brownfields;
- HOTLINE_OSWER: RCRA, Superfund and EPCRA Hotline Report and Updates; and

**EPA Policy and Guidance on RCRA-CERCLA Coordination and Deferral**

- 54 *Federal Register* 41000, esp. 41006-41009 (October 4, 1989), RCRA Deferral Policy;
- 54 *Federal Register* 10520 (March 13, 1989), National Priorities List for Uncontrolled Hazardous Waste Sites Listing Policy for Federal Facilities;
- 55 *Federal Register* 30798, esp. 30852-30853 (July 27, 1990), Proposed Rule for Corrective Action for Solid Waste Management Units at Hazardous Waste Management Facilities.

Further guidance and rule documents can be located on-line through the Office of Solid Waste and Emergency Response's ***Internet*** site: *www.epa.gov/epaoswer/.*

# TSCA

## Description

Congress enacted TSCA in 1976 to test, regulate, and screen all chemicals produced or imported into the United States. Many thousands of chemicals and associated compounds are developed each year with unknown toxic or dangerous characteristics. Any chemical that poses health and environmental hazards is tracked and reported under TSCA.

## Using the Resource

TSCA plays a role at Superfund sites. For instance, TSCA produces ***Risk*** information about chemicals that CICs can use and communicate to communities, and TSCA requires that workers at Superfund sites receive training and accreditation to properly handle and dispose of chemicals.

See Risk Communication, Tab 37

### Existing and New Chemicals

TSCA gives EPA the authority and responsibility to protect human health and the environment from unreasonable ***Risks*** arising from the manufacture, distribution, use, or disposal of existing and new chemicals. For existing chemical substances, TSCA requires EPA to obtain information from chemical manufacturers and develop a list of chemical substances. EPA has compiled this information and created a list called the TSCA Inventory. Manufacturers and processors of certain chemicals listed on the TSCA Inventory are subject to detailed reporting requirements concerning the physical properties of the substance, its use, and worker exposure information. TSCA further authorizes EPA to screen chemical substances and limit or prohibit their manufacture and processing if they present an unreasonable ***Risk*** of injury. EPA also supports the abatement of asbestos in schools and is working to reduce dangers associated with lead-based paint.

For any new chemical substance, manufacturers and processors must submit a pre-manufacture notice (PMN) to EPA 90 days prior to manufacturing or processing the substance. The PMN contains detailed information concerning chemical properties, proposed use, and existing knowledge of the chemical's environmental and health effects. EPA uses this information to accept, limit, or prohibit the use of the substance. After the PMN review is completed, the substance is added to the TSCA Inventory and is subject to all TSCA rules. Since TSCA was enactment, EPA has screened more than 70,000 new toxic chemicals before they were introduced into commerce. Over 500 individual chemicals are subject to specific EPA administrative orders requiring workplace or manufacturing controls to protect human health and the environment. TSCA contains special provisions governing the labeling, inspection, storage, and disposal of polychlorinated biphenyls (PCBs), a common chemical found at Superfund sites.

### Enforcement

EPA has the authority to implement and enforce TSCA throughout the United States. This allows EPA to take legal action to seize any chemical substance manufactured, processed, or distributed in violation of TSCA. Civil or criminal penalties of up to $25,000 for each day of violation, and imprisonment up to one year are possible. States are permitted to establish programs that complement, but not reduce, EPA's authority.

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# TSCA

## Tips

- TSCA helps prevent the creation of new Superfund sites and ensures safe working conditions for environmental cleanup personnel at Superfund sites, which in turn helps to protect nearby communities;
- Legislation requires that those involved in pollution management and protection are accredited and properly trained; and
- When community members ask about how toxic chemicals are controlled, CICs may use TSCA information to explain EPA's programs to screen and track new and existing chemicals.

## Related Tools/Resources in the Toolkit

- Risk Communication, Tab 37

## Outside Sources of Information

For more information about TSCA and its related amendments, contact the TSCA Hotline at:

TSCA Assistance Information Service
EPA Mail Code 7408
401 M Street, SW
Washington, DC 20460
Telephone: (202) 554-1404
Fax: (202) 554-5603
TDD: (202) 554-0551
E-mail: tsca-hotline@epamail.epa.gov
*www.epa.gov/oppintr/cbep/actlocal/hotline/htm*

The TSCA Hotline is staffed from 8:30 am - 5:00 pm, Eastern Standard Time, Monday through Friday, except federal holidays. Staff can answer technical questions and provide printed information about activities related to TSCA. The documents, which are distributed free of charge, include *Federal Register* notices, reports, brochures, and booklets.

- To view TSCA full text, visit this Web site: *www.law.cornell.edu/uscode/15/ch53.html*

# EPA's Water Program

## Description

The Office of Water (OW) is responsible for EPA's water quality activities. This includes the development and implementation of national programs, technical policies, and regulations for drinking water, water quality, groundwater, pollution source standards, and protection of wetlands, marine, and estuarine areas.

The Office of Water is responsible for implementing the Clean Water Act (CWA) and Safe Drinking Water Act (SDWA), and portions of the Resource Conservation and Recovery Act (RCRA), the Oil Pollution Act (OPA), and several other statutes.

The Office of Water operates from five headquarters offices and 10 regional offices. The headquarters offices are:

- Office of Wetlands, Oceans and Watersheds (OWOW) acts as the developer of national wetlands standards and policies. OWOW works with state, local, and other partners to ensure that national standards and programs are applied, nonpoint source pollution is abated, wetlands and coastal areas are restored and protected, and leadership in surface water monitoring and water quality assessment is provided.
- Office of Science and Technology (OST) is responsible for developing risk assessment methods and for providing risk assessment support for the Office of Water. It is also responsible for developing sound, scientifically defensible standards, criteria, advisories, guidelines, and limitations under the CWA and the SDWA.
- Office of Wastewater Management (OWM) is responsible for protecting the waters of the United States by ensuring that they are clean enough for designated human uses such as drinking, swimming, and boating, and are adequate habitats for fish, shellfish, and wildlife. OWM promotes compliance with the CWA through the National Pollutant Discharge Elimination System (NPDES) permit program, provides oversight of the industrial pretreatment and storm water programs, manages the sludge (biosolids) permitting program, and administers the State Revolving Loan Funds and CWA grants.
- Office of Groundwater and Drinking Water (OGWDW) protects public health by ensuring safe drinking water and protecting groundwater sources. OGWDW implements the SDWA by developing and implementing regulations for drinking water contaminants and promoting public awareness of safe drinking water issues.
- American Indian Environmental Office (AIEO) provides support to tribal groups developing and implementing their own environmental programs. AEIO provides multi-media program grants to Tribes, negotiates EPA/tribal environmental agreements that identify tribal priorities for building environmental programs, and helps improve EPA/tribal communication.

The Office of Water's objective is to maintain the chemical, physical, and biological integrity of the nation's waters. Its goals are to eliminate the discharge of pollutants in U.S. waters and to achieve levels of water quality that protect and propagate fish, shellfish, and other wildlife as well as provide for recreation in the water. The Office of Water strives to:

- Provide an adequate supply of clean water;
- Improve and protect water quality;
- Collaborate with states, local governments, and tribes to build their water protection programs;

- Provide nationwide baseline controls, standards, and guidelines; and
- Improve the science, methods, models, and other tools to identify, assess, and quantify the risks associated with exposure to environmental contaminants.

## Using the Resource

Contact the Office of Water when:

- Contaminants from a Superfund site impact or potentially impact surface water, groundwater, or drinking water intakes, and the need exists to obtain clarification of requirements under federal laws.
- The CWA, SDWA, or other water quality statutes provide the ARARs for the cleanup.

## Outside Sources of Information

- U.S. EPA, Water Resource Center
  E-mail: *waterpubs@epamail.epa.gov*
- Wetlands Hotline (800) 832-7828
  E-mail: *wetlands-hotline@epamail.epa.gov*
- Safe Drinking Water Hotline
  (800) 426-4791

# Partnering

## Description

Communities that have Superfund sites often have established support networks to share information and pool resources. Forging partnerships with existing community-based organizations is an excellent way for CICs to tap into local resources and engage community participation early. Also, partnerships may be able to rouse additional support to solve problems, such as job placement, that go beyond the purview of Superfund.

## What You Need to Know

### When to Use

Form partnerships when you are in need of additional resources or need help bolstering community involvement. Forming teams is an excellent way to help share resources and overcome common obstacles.

Opportunities for partnering exist when more than one community-based organization exists in an area; or when your site involves ***other EPA or Federal Agencies*** [*e.g.*, ***Resource Conservation and Recovery Act*** (RCRA) or DOE].

See Other EPA Programs, Tab 27; Federal Agencies, Tab 16

A word of caution is in order: a partnership may cause a conflict of interest. If you have questions regarding a potential conflict of interest, it may be helpful to contact the designated Agency Ethics Official in the Office of General Counsel at EPA Headquarters.

### How to Use

Identify contacts for other federal, state, and local programs in the community and work with them to share educational resources. You might even bring to a community meeting a representative from another program to explain that program's activities.

Some examples of other community-based programs and organizations that might be implementing related activities in a Superfund community are included in this section as separate subsections:

- Community-Based Environmental Protection (CBEP)
- National Organization of City and County Officials (NACCHO)
- Step-Up
- Superfund Job Training Initiative (SuperJTI)
- Weed and Seed

## Tips

- Brainstorm ways to team up with other community-based programs;
- Plan community involvement activities with relevant activities in other programs;
- Speak regularly with contacts in other programs to avoid duplication of effort and the release of contradictory information;
- Educate your community about resources other programs provide and who to contact; and
- Identify partners with the financial means to ensure long-term viability of important community programs related to Superfund.

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# Partnering

## Related Tools/Resources in the Toolkit

- Local Resources, Tab 22
- Community Groups, Tab 4
- Community Profile, Tab 8
- Brownfields, Tab 1
- Federal Agencies, Tab 16
- Frequently Asked Questions/Referrals, Tab 18
- Other EPA Programs, Tab 27

## Outside Sources of Information

- Partnering Opportunities at Superfund Sites—This program matches U.S cities with related environmental programs or initiatives in those cites. The attachment briefly describes each of the initiatives or programs, and how to use their services *(under development pending finalization of the program)*.

# Community-Based Environmental Protection

## Description

Because community members are a vital resource for ensuring the long-term protection of local ecosystems and habitats, EPA established an innovative approach called Community Based Environmental Protection (CBEP) to tap that resource. The purpose of CBEP is to give community members a voice in the remedy decisions to ensure the protection of local ecological resources. The CIC can use CBEP to increase community involvement in cleanup decisions.

## Using the Resource

### When to Use

Use CBEP when your community is concerned about protecting a local natural resource, or to enhance the community's involvement in decisions affecting the long-term use of the site.

It is most effective to use CBEP when:

- An important local natural resource is threatened by site contamination;
- Your community wants to establish specific cleanup goals and priorities for a local resource; and
- You want to develop better ties with an affected community and strengthen their ability to make a difference in cleanup efforts.

Do not use CBEP when local ecological risks are already driving the cleanup.

## Examples

**Example 1: Clear Creek, CO**—A partnership formed between local community organizations, private citizens, industry, and several government agencies to protect the 600 square-mile Clear Creek Watershed. Actions taken to restore the river included Superfund and voluntary cleanups, wetlands planning, mapping of endangered species, land use plans, water quality projects, and an emergency phone tree to inform water users of spills in the creek.

**Example 2: St. Louis, MO, and East St. Louis, IL**—In an effort to enhance communication and coordination among the many agencies involved in environmental issues in the St. Louis Metropolitan area, EPA formed a partnership among EPA's multi-media teams. This partnership successfully recruited an on-site liaison in response to community requests for more regular EPA contact. The partnership is promoting creative solutions to environmental problems, such as hazardous and radioactive sites, poor air quality, wetland and riparian management issues, and water quality issues.

**Example 3: Henryetta, OK**—A partnership with city and State agencies and a citizens' advisory group was formed to address redevelopment of an abandoned mining and smelter site owned by the city; solid waste collection and recycling issues; and drinking water and wastewater delivery systems.

## Tips

- Learn about CBEP experiences in your Region;
- CBEP is one of several ways to involve community members in the remedy selection process;

- Identify ecological resources in your community that hold specific interest to stakeholders; and
- Develop a list of people or organizations who are involved with the protection of those resources.

## Related Tools/Resources in the Toolkit

- Community Groups, Tab 4
- Community Profile, Tab 8
- Frequently Asked Questions/Referrals, Tab 18
- Local Resources, Tab 22
- Other EPA Programs, Tab 27

## Outside Sources of Information

- Community Based Environmental Protection Home Page: *www.epa.gov/ecocommunity/.* This site includes a wide variety of publications and background information on CBEP
- *Community-Based Environmental Protection: A Resource Book for Protecting Ecosystems and Communities.* September 1997. U.S. Environmental Protection Agency, Office of Policy, Planning, and Efforts. 146 pp. EPA 230-R-96-003

# NACCHO

## Description

The National Association of County and City Health Officials, or *NACCHO*, is a nonprofit membership organization serving all of the nearly 3,000 local health departments nationwide. NACCHO provides assistance and resources for local health departments in communities affected by Superfund sites.

Since its beginnings in 1994, NACCHO and the Agency for Toxic Substances and Disease Registry (***ATSDR***) together have assisted local health departments near Superfund sites. The cooperative agreement between NACCHO and ATSDR provides selected communities with a grant to conduct an environmental health education needs assessments, and all communities technical assistance and health education information.

See Federal Agencies; Tab 16

The overall goal of the NACCHO and ATSDR agreement is to build the capacity of local health departments to provide community environmental health education and to assist community members in decisions regarding hazardous waste sites. To reach this goal, NACCHO has:

- Enhanced the capability of local health departments to take a leadership role in their communities;
- Tested novel approaches and strategies for involving communities and engaging them in decisionmaking processes at hazardous waste sites; and
- Evaluated NACCHO's methods and support to ensure success of the program.

NACCHO developed a community environmental health education needs assessment tool, identified and trained local health officials located near selected hazardous waste sites to pilot test the tool, and established a peer network to aid local health departments in the needs assessment process. When a community is selected by a needs assessment, local health departments are trained under the tutelage of a peer advisor. Peer advisors provide consultation to local health departments on issues, such as identifying community concerns and community opportunities, undertaking an educational needs assessment, working with locally elected officials, enhancing interagency coordination and communication, and securing additional resources and training.

## Using the Resource

As a CIC, you should be aware of the information NACCHO provides to a community to avoid duplication of effort and conflict with EPA information. NACCHO can offer two types of ***Technical Assistance for Communities***. Through a grant process, NACCHO can provide detailed assistance through the community environmental health education needs assessment tool. This assistance enhances a local health department's capacity to prepare community profiles of sites, collaborate with the community to assess their environmental health educational needs, and develop an action plan to address those needs. The second type of assistance involves technical assistance (by telephone) and distribution of resource materials, such as the needs assessment tool and NACCHO publications.

See Technical Assistance for Communities, Tab 41

### When to Use

Leveraging NACCHO as a resource is most appropriate when the need to involve local health officials arises, generally early in the Superfund process.

Seeking NACCHO's assistance may be least effective for sites that have a Technical Assistance Grant (TAG) and, therefore, may not need NACCHO's community environmental

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# NACCHO

health educational needs assessment. However, TAG recipients are not precluded from seeking NACCHO assistance.

### How to Use

CICs may refer communities and local health departments to NACCHO, particularly if they are struggling to obtain health education information related to a contaminated site. NACCHO makes available each year three new grants of $6,000 each for local health departments to undertake the community environmental health educational needs assessment. NACCHO issues a request for proposal for these grants, and a panel selects winners based on specific criteria. Local health departments that do not receive a grant can still access NACCHO's technical assistance (through phone consultations) and obtain resources, such as the needs assessment tool, NACCHO publications, and other publications as requested.

Local health departments seeking a NACCHO grant should contact the Project Manager, Environmental Health Division of NACCHO. Citizens groups interested in receiving general information about NACCHO and NACCHO documents should call NACCHO at (202) 783-5550.

## Related Tools/Resources in the Toolkit

- Technical Assistance for Communities, Related Tool, Tab 41
- ATSDR, Related Resource, Tab 16

## Outside Sources of Information

National Association of County and City Health Officials (NACCHO)
440 First Street, NW, Suite 500
Washington, DC 20077-0338
(202) 783-5550

- Documents/information available from NACCHO:
  - *Don't Hazard A Guess: Addressing Community Health Concerns at Hazardous Waste Sites*
  - *Partnerships for Environmental Health Education: Performing a Community Needs Assessment at Hazardous Waste Sites*
  - *Improving Community Collaboration: A Self-Assessment Guide for Local Health Departments*
  - NACCHO's Internet Web site: *www.naccho.org.*

See Internet, Tab 10

# Step-Up

## Description

The National Association of Housing and Redevelopment Officials (NAHRO) Step-Up program was created under the auspices of the U.S. Department of Housing and Urban Development (***HUD***). The program trains disadvantaged community members for a mainstream employment market and complies with Department of Labor (DOL) training standards. Each Step-Up program across the country must include the same relevant safety requirements and measures and the same number of classroom and on-the-job hours for each occupation, and delineate wages to be paid. Prospective employers can count on these three elements when inquiring about hiring Step-Up participants.

See Federal Agencies, Tab 16

Step-Up programs are offered in communities that have a low economic standing and need increased work opportunities. Often these communities are in inner-city areas or small towns abandoned by major employers.

The program ultimately creates an identifiable employment base of people with practical work experience. Participating community members (called "apprentices") are offered several educational services and classroom training while they work and learn practical skills through on-the-job training. Many of these individuals have not had any formal training in a trade. This makes the Step-Up program an important vehicle to revitalize the community. Apprentices not only learn a trade, but also they receive regular pay and gain practical work experience.

The Step-Up program offers training in a wide range of occupations:

- Bricklayer (Construction);
- Carpenter (Maintenance);
- Child Care Development Specialist;
- Dry Wall Applicator;
- Electrical Appliance Repairer;
- Electrician (Maintenance);
- Exterminator (Termite);
- Floor Layer;
- Furnace Installer and Repairer;
- Lead-Based Paint/Hazardous Materials Removal;
- Housekeeper;
- Inspector (Building);
- Maintenance Repairer (Building);
- Painter (Construction);
- Plasterer;
- Plumber;
- Roofer;
- Welder-Fitter;

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- Health Care; and
- Office/Computer Technology.

## USING THE RESOURCE

An established Step-Up program can provide you with information about local community groups, organizations, and businesses around your site, and can help support your outreach efforts. For instance, Step-Up participants might be a critical audience when communicating site activities, and they could become allies of yours in the community if they are directly participating in hazardous waste cleanup. Superfund staff can refer job inquiries from local businesses, including contractors working at the Superfund site, to the Step-Up program. Also, an established Step-Up program can be an excellent information resource for a community that would like to start a program of its own.

## Tips

Establish connections between your community outreach program and a Step-Up program in your area;

- Keep a list of Step-Up program contact persons who could assist you and the community;
- A Step-Up program can help your community get involved in site cleanup; and
- Assess the Web site *www.hud.gov/olr/olr_abot.html* for more information on Step-Up.

## RELATED TOOLS/RESOURCES IN THE TOOLKIT

- Community Profile, Tab 8
- Cross-Cultural Communications, Tab 12
- Brownfields, Tab 1

# Superfund Jobs Training Initiative

## Description

EPA's Superfund Jobs Training Initiative (SuperJTI) provides job training for residents living near Superfund sites, particularly residents in disadvantaged communities. EPA has partnered with the National Institute of Environmental Health Sciences (NIEHS) to provide pre-employment training and classroom instruction. Residents who take part in SuperJTI gain career skills and participate in the environmental remediation activities in the neighborhood. SuperJTI is a valuable program that enhances community involvement, benefits the local economy, and should be a part of the ***Community Involvement Plan*** for certain disadvantaged communities. SuperJTI helps residents who could benefit from learning career job skills and provides an employment base for Superfund site cleanup contractors.

See Community Involvement Plans, Tab 7

## Using the Resource

For more information on participating in this program, consult the attached EPA fact sheet "The Superfund Jobs Training Initiative (SuperJTI)," which provides in-depth information on the program, its benefits, and the levels and types of training it offers, or contact the Community Involvement and Outreach Center (CIOC) at (703) 603-8835.

**Last Updated**:
September 2002

# Superfund Jobs Training Initiative

# Weed and Seed

## Description

The Department of Justice's Weed and Seed program is designed to ameliorate drug abuse, violent crime, and gang activity in limited geographical areas, some as small as a ten-city block area. The Weed and Seed program assesses the most imperative needs of the community and provides a solid structure to implement programs that focus on:

- Law enforcement;
- Community policing;
- Crime prevention/intervention/treatment; and
- Neighborhood restoration.

To receive Weed and Seed funding, applicants must conduct a detailed resource assessment, which includes information on:

- Schools and libraries;
- Recreation centers;
- Human services;
- Shelters;
- Churches;
- Transportation;
- Special programs;
- Hospitals or health clinics;
- Parks;
- Police stations;
- Social service agencies;
- Drug treatment facilities or programs;
- Businesses; and
- Neighborhood associations.

## Using the Resource

Weed and Seed's community information and outreach efforts can help you characterize a community and its needs when you are preparing a ***Communications Strategy***. Some Weed and Seed activities may be implemented in conjunction with Superfund outreach efforts where the Weed and Seed community encompasses a Superfund site community. If you are encountering law enforcement problems at your site, the Weed and Seed program might be able to assist you in finding ways to prevent crime.

See Communication Strategies, Tab 3

A Steering Committee, comprised of community members with diverse experiences, leads and implements the program. Considering the variety of interests of its members, the Steering Committee can be an excellent resource for you to better understand your community's concerns, especially local policies and procedures. Even if a Weed and Seed program does not

**Last Updated**: September 2002

# Weed and Seed

encompass your site community, you may find that members of the Weed and Seed program can give you useful information on where and how to obtain local information. You also may benefit from reviewing the needs assessment for the Weed and Seed area.

## Tips

- Establish connections between your community outreach program and a Weed and Seed program in your area;
- Keep a list of contact persons who could assist the community;
- Weed and Seed can be a ready source of demographic information; and
- Access this Web site for more information: *www.usdoj.weedseed.org*.

## Related Tools/Resources in the Toolkit

- Brownfields, Tab 1
- Communications Strategies, Tab 3
- Cross-Cultural Communications, Tab 12

# Presentations

## Description

A presentation is an organized oral communication to an audience. Presentations can be enhanced with visual aids and question-answer sessions. Use this tool to make a formal announcement or to keep the community up-to-date about site activities or milestones. Presentations also can be used to prepare the community prior to significant events or decisions.

## Required Activity?

No.

## Making it Work

### When to Use

The timing of your presentation is critical. For example, holding a briefing for the ***Media*** and community leaders prior to a controversial decision is far more effective than having one after the fact. Presentations are most effective when they are planned around major events or decision points and are supported with visual aids.

See Media, Tab 25

### How to Use

Schedule presentations at a convenient time and place. Present only two or three key messages, and anticipate problems. The following sections walk you through preparing and delivering presentations and following up afterwards.

#### Choosing a Format

Presentations can take a variety of formats. For example:

- Stand-up speech at a podium;
- Presentation at a technical meeting;
- Informal session; or
- Panel discussion.

#### Preparing

Once you've researched material for the presentation:

- Choose the best speaker(s). Some people are uncomfortable with speaking in front of large groups of people. Put your best public speaker behind the podium and rely on others to answer questions or provide support;
- Think about using visual aids (*e.g.,* charts, graphs, ***Exhibits***, enlarged photographs);
- Anticipate and plan for questions that may be asked;
- Rehearse! Once you have thought through the purpose of the presentation and identified the key messages and audience, the best thing to do is rehearse. Some people even simulate the setting by having their peers pretend to be the audience;
- Promote your event with flyers, ads, and articles;
- Personalize the event (*e.g.*, greet people at the door; hand out an agenda listing speakers, format, time, and topics; hand out name tags; provide business cards; set up a question box; put out a sign-in sheet); and

See Exhibits, Tab13

**Last Updated**: September 2002

# PRESENTATIONS

- Before the presentation, ask if there are any topics that the audience wants covered, write them on a board, and address them.

#### DELIVERING THE PRESENTATION

No matter which presentation technique you choose, several rules of thumb apply:

- Keep the presentation brief, as in 20 minutes for delivery and five minutes for questions;
- Consider the golden rule for presentations: Tell them what you are going to tell them, tell them, and then tell them what you told them;
- Establish a positive, knowledgeable tone. Avoid sounding defensive or condescending;
- Emphasize only the key messages (limit: three messages per presentation);
- Use hand-outs, slides, overhead transparencies, posters, maps, and photographs;

See Frequently Asked Questions, Tab 18

- Anticipate ***Frequently Asked Questions*** or other likely questions; limit time per question and ask someone from the audience to be the timekeeper; and
- Be honest if you don't know the answer to a question; take notes and follow up later.

#### FOLLOWING UP

- Ask the audience if this method is a good way to communicate with them. Ask for suggestions. Ask people to fill out an evaluation card. Evaluate the type of information, delivery, speakers, and venue. Include a question about how they heard about the event.

See Mailing List, Tab 23

- Use the sign-in sheet. This information could be used to create or add to a ***Mailing List.*** You could also send out the responses to questions you were not able to answer. Also, remember that since the meeting is public, the Office of General Council has determined that sign-in sheets are not proprietary and must be released if they are requested.
- Stay until people have left. To do this, bring people to help you pack up to leave so that you can spend time after the meeting mingling with people and answering questions.
- Respond to unanswered questions as soon as possible.
- Record your own notes about your impressions of the presentation.
- Hold a de-briefing with the entire presentation team as soon as possible to review the session and make improvements. Prepare a "lessons learned" summary.

## EXAMPLES

### EXAMPLE 1: BOOKSTORE TALKS

One CIC scheduled regular talks at a bookstore, similar to those given by visiting authors. The presenter spoke about very specific site-related topics and kept the speech to about half an hour. The first ten minutes, as always, were devoted to giving a quick summary of events that had occurred at the site, the next 15 minutes covered the topic, and the last five minutes summarized the main points. After the presentation, the presenter fielded questions.

### Example 2: School Play

One region that needed to distribute bottled water to residents around a site recognized the critical importance of explaining why bottled water should be used and how to avoid using tap water. The CIC coordinated with a sixth grade teacher, and gave a presentation to school children. The students put on a play that was a hit in the community.

## Tips

- Consider joining your local chapter of Toastmasters to refine your speaking style.
- Diffuse hostile questions by expressing genuine empathy before providing an answer.
- Always follow up with people whose questions you could not answer.
- Provide copies of presentation materials to the media, including speeches.
- Repeat questions to ensure that the entire audience hears them.
- Keep answers short and direct.

## Related Tools/Resources in the Toolkit

- Exhibits, Tab 13
- Fact Sheets, Tab 15
- Frequently Asked Questions/Referrals, Tab 18
- Mailing List, Tab 23
- Media, Tab 25
- Public Meetings, Tab 32
- Risk Communication, Tab 37
- Videos, Tabs 45

## Attached Items Within this Tool

- Attachment 1: Audience/Facility Checklist—Reminders for selecting and preparing a facility and scoping your audience
- Attachment 2: Public Speaking Hints—Tips for improving your voice, speech, and non-verbal behavior
- Attachment 3: Handling Audience Questions—How to respond to difficult questions
- Attachment 4: Presentation Techniques — Pros and cons for using techniques such as speeches, roundtable discussion, overheads, and panels
- Attachment 5: Visual Aids—How to best use visual aids in presentations
- Attachment 6: Sign-In Sheet

# Attachment 1: Audience/Facility Checklist

## The Audience

- Know the size of your audience. Choose a presentation format appropriate for the size of the group and type of meeting (*e.g.*, seminar, roundtable, panel discussion, or speaker).
- Pick a facility that suits your presentation style and accommodates audience size.
- Decide on content appropriate for your audience. Are the attendees going to expect technical, financial, or more general information?
- Analyze your audience to determine what type of information suits their interests. Are they teachers, salespeople, community groups, CEOs?
- Determine what level of understanding your audience already has for the subject.
- Ensure your presentation is useful by identifying the value you are adding. What reason do they have for coming to your presentation? What will the audience get from you?
- Identify and address the problems members of your audience may be facing. Is anyone angry, dissatisfied, relocated, or otherwise more effected by the release than others?
- Learn the thinking styles of your audience. Will you need to support your main points with lots of anecdotes and statistics?

## Facility/Logistics

- Visit the facility, if possible. Is it appropriate for your needs?
- Identify the individual to contact if the lights, audio, or temperature need adjustment.
- Know the names and phone numbers of emergency contacts in the area.
- Check restrooms for accessibility.
- Check parking space to accommodate the attendees.
- Send participants directions to the facility, if necessary.
- Schedule the presentation for a time when most people can attend.
- Ask if anyone needs to take a break.

## Last Minute Reminders

- Pack the presentation materials the night before you are to deliver it.
- Bring two sets of notes and overheads in case one set is lost or unusable.
- Bring extra light bulbs if you are using equipment that requires them.
- Bring enough business cards to hand out at the end of the session.
- Bring general informational handouts.
- Bring extra copies of the agenda.
- Bring colored markers.

- Bring a converter plug.
- Bring a pointer.
- Bring a note pad to write down questions or remind yourself to clarify an issue during the question and answer period.
- Bring blank transparencies in case you need to add anything at the last minute.
- Think of everything that could go wrong, and prepare.

# Attachment 2: Public Speaking Hints

Practice makes perfect. Improve your speaking by focusing on the following aspects of voice, speech, and non-verbal behavior:

## VOICE

The way your voice sounds depends on factors ranging from how loud and fast you speak to the way you pronounce words.

- **Turn Up the Volume:** Speaking too softly causes your audience to strain to hear you; speaking too loudly can be distracting. Speak loud enough so that all of the people in the room can hear you. Ask someone to assist you before your audience arrives to test how loud you need to speak to reach the back of the room. Ask your audience if they can hear you.
- **Control Your Speed:** For most situations your rate of speech should fall between 120 and 150 wpm. Many people often speak faster or slower than they should because they feel nervous. If you speak too slowly, the speech may seem boring; too quickly and the speech may be difficult to follow. To check your rate of speech, count the number of words in a section of your speech. Then, keeping an eye on a second hand, deliver that section. Practice your speech with someone who has not heard it and ask them to check your rate.
- **Use Vocal Variety:** Vary your voice to make your speech more interesting. Use inflection where appropriate, such as on your key points.
- **Check Your Dialect:** Generally, people feel most comfortable listening to someone who speaks with a similar accent to their own or has a neutral accent. If you have a strong accent, the audience may not understand you. Therefore, talk slowly and periodically check with the audience. You might want to start with, "I know my Georgia accent is thick, so stop me if you can't understand my twang."
- **Pause:** Using pauses at the right times in your speech helps the audience. Combined with vocal variety, they are the commas, periods, and exclamation marks of the speaking world.
- **Watch How You Say It:** *Where* you place emphasis in a sentence changes the meaning of the message. For example, repeat the following statement several times varying the emphasis each time, and listen to the connotations:

  "Your property values are not decreasing."

## SPEECH

Speak in a manner that is comfortable, and be confident and knowledgeable of the topic.

- **Get the Message Across:** The information may be new and overwhelming to the audience. So, convey your message concisely. Simplify complex subjects by using familiar terms and concrete language. Avoid extra words and overused words, such as "very," "just," or "like."

  Before: Due to the contaminated rainwater run off, and the subsequent influx of phosphates and nitrates into local aquifers, we are in the process of installing a water purification facility. Therefore, community members should purchase purified water or establish a method of water purification within their residence.

  After: You should drink filtered or bottled water until the treatment pumps are installed.

  **Repeat Key Points:** Repetition helps the audience remember your message. Review your key points at the start. Reiterate them throughout. Summarize them at the conclusion.

**Speak Naturally:** Relax and be yourself. Jot down key words and phrases you want to convey instead of reading an entire speech verbatim. Only read directly from notes to ensure that you repeat quotes and statistics accurately. Speaking extemporaneously from note cards allows you to move around more and frees your hands so that you can gesture effectively. This conveys that you are comfortable with the audience and the topic.

**Use Your Imagination:** People perceive and learn differently. If you are talking about a concept that is difficult to understand, provide examples to illustrate and clarify your topic. Perhaps use a metaphor, or other type of imagery, in place of technical jargon. For example, you could compare the structure of a landfill cap to the layers of an onion. Reframing an idea helps you reach as many people as possible.

## NON-VERBAL

Actions can speak louder than words. Effective non-verbal behavior makes your audience feel comfortable, helps emphasize main points, and reinforces ideas.

**Talk With Your Hands:** Do not stand with your hands in your pockets. Do not hold the podium in a "death grip." Do not keep your arms crossed. These behaviors can give bad impressions. Making occasional hand gestures gives you a more relaxed appearance, emphasizes main points, personalizes your presentation, and conveys confidence.

**Stay on Your Toes:** Occasionally move away from the podium. Constantly standing behind a podium can create boundaries and encourage confrontation.

**Maintain Eye Contact:** Good eye contact with the audience keeps them engaged. One technique suggests picking three people around the room and shifting your gaze to each throughout your presentation. This gives the appearance that you are addressing everyone in the room, while helping you keep your concentration. Look at the people in the back of the room as well.

**Make a Lasting First Impression:** A well-groomed appearance portrays a professional demeanor. Try to dress appropriately for the occasion. When in doubt, it is better to overdress than underdress. Also, check your appearance in a mirror right before you speak.

# Attachment 3: Handling Audience Questions

Your audience will evaluate you most critically during question and answer periods. Your credibility may depend on how you interact with the audience. You will be evaluated on how well you think on your feet, accommodate complex questions, and know the subject.

## Question and Answer Basics

When it comes time to answer questions from the audience, follow these four important steps: Listen, Explore, Answer, Check. **Listen** to what the questioner is asking you. **Explore** for more information or clarification if the question is long or has many parts. **Answer** the question by being straightforward and to the point. **Check** to see if the questioner is satisfied with your answer.

Other ways to ensure that you are on course when answering questions include:

- Repeat the question. Is there a hidden meaning in what is being asked? What type of question has been posed? Is it open ended, to the point, or closed?
- If a question is vague or wandering, restate what you believe the question to be.
- Maintain eye contact with the questioner. Take a few breaths before speaking to give yourself enough time to form a concise answer.
- Avoid lengthy discussions with one individual. If necessary, offer to meet with them at the end of the question period, or have them give you a call at a convenient time.
- If you do not know the answer to a question, say so. Then provide a contact who may know the answer, offer to look into it and get back to them (and follow up), or ask the audience for their suggestions. If you redirect the person with the question to someone else, follow up to see if they were helped.

## Questions During the Presentation

Hopefully you have asked the audience to reserve questions until the end of your presentation. Some speakers request that the audience only interrupt to seek clarification on something that was not understandable. If there is a question posed during the presentation, however, you can do a few things. First, if answering it will quickly clarify a point, answer it immediately. Or you could give a quick answer and explain that you will elaborate during the question and answer period. You also could tell them you are planning to cover that information later, and refer to the agenda and show them where you will be covering it. Finally, you could build places into your speech where you pause and ask if there are any questions about the information just presented.

When the presentation is finished, review what happened. Were there a lot of questions asked during the presentation? If so, maybe there was a section that was not fully explained or a topic that needs more detail.

## Calming Strategies

- Acknowledge the questioner's intelligence ("That's a perceptive question").
- Rephrase the question in neutral terms to diffuse any hostility. You do not want to make the questioner look bad and you do not want to become defensive.
- If there is a rambling or very long question, try to pick a point you can expand on, and then get back to your original agenda.
- Turn the projector back on to bring attention back to your agenda.
- Change a slide to indicate you are moving on.
- Refer to the next page of a handout.

- Remind the audience of the agenda and where you are heading.

### Tough Question Strategies

When handling a difficult question, you should try to identify the questioner's underlying objective or theme. The following examples are types of difficult questions and possible techniques to answer them effectively.

1. The **"set up."** A long preamble precedes a question and is sometimes loaded with misinformation.

   *Example:* "Considering the low regard that residents have for the EPA, how do you, as part of the EPA, expect people to believe that you are not selling out to the PRP?"

   *Solution:* Do not nod your head when the question is being asked because it may be viewed as agreeing with what is being said. Wait until the question is finished, then go back and break down the preface: "Yes, it may be true that some people are suspicious of EPA's negotiations with private companies, but in fact EPA is requiring the PRP to clean up the site." You also may want to concede that there may be cause for people to question, but that they should look carefully at what you are doing now.

2. The **"either/or situation."** The questioner poses two unacceptable alternatives.

   *Example:* "Either you are misinformed, or you are protecting someone," or "Were those irresponsible statements due to incorrect information or were they part of a deliberate attempt to mislead the public?"

   *Solution:* You can answer the question directly: "Neither. The real issue here is . . ." and move on the points you want to make. Or you can just ignore the trap and respond the way you want.

3. **Irrelevancy.** In this situation you are called upon to answer a question in an area unrelated to your area of expertise. As a result, you may be quoted out of context.

   *Example:* "Ms. Jones, as the RPM for the XYZ Landfill, do you think EPA should reconsider its position on dioxin?"

   *Solution:* Reply that it is not your area of expertise, then launch into information regarding EPA's actions at the XYZ Landfill. Direct them to the expert.

4. **The empty chair solution.** In this situation, the interviewer quotes an opponent or person with a different point of view who has criticized your view but is not present.

   *Example:* "Dr. Ralph Smith has said that this facility is a serious health hazard," or, "Congressman X says EPA's handling of the cleanup has been inadequate."

   *Solution:* You can say, "I have not heard those remarks," or "I believe the facts will show ..." Do NOT attack an opponent who is not present. Be willing to review the information and then comment on it.

5. **The broadside attack.** The questioner attacks you directly.

   *Example:* "You are deliberately withholding information, aren't you?"

   *Solution:* Deny it immediately, if it is not true, or be candid if there is some truth in it. "We only withhold information that we consider confidential and which may adversely affect the drafting of a permit for a facility." Point out the ways you are disseminating information, such as through meetings, fact sheets, and public availabilities.

6. **The hypothetical situation.** This technique involves the "what if" question.

   *Example:* "What if contamination is discovered in the groundwater below the facility? Will the community be provided with alternative supplies of drinking water?"

   *Solution:* Point out that "we cannot speculate on what we might do until all the facts are in." However, you also should note what you are doing to ensure that you are gathering all necessary information.

7. **Inconsistency.** You may be asked about opinions or policies that have changed over time.

   *Example:* "When the investigation of the site first began, EPA said the problem would be taken care of in less than one year. It has been three years and nothing has been done."

   *Solution:* Explain the reasons for the change, whether it was due to a change in policy or circumstance. For example, "When we first made that statement we were not aware of the extent of the contamination. As a result, it took us longer to study the site than expected. Our intentions have always been to keep the community well informed. We plan to complete our studies by this summer at which time we will release the information to the public."

8. **"No comment."** This is not the same as "I don't know." It can be stated a number of ways. If you do not know the answer to a question, state that you do not know the answer.

   *Example:* "We have heard that ABC Industries, a large employer in the area, may have its site placed on the National Priorities List."

   *Solution:* If the answer is "no comment," it can be done smoothly: "EPA has not yet made a decision about the extent and severity of the contamination that exists. We will be sure to inform you as soon as we have reached a decision."

# Attachment 4: Presentation Techniques

| Type of Presentation | Pros | Cons | Example |
|---|---|---|---|
| **Individual Speech** Information is presented live by one person. | • Speaker can respond to questions.<br>• If flexible and expert, speaker can tailor presentation to audience's attitude or informational needs. | • An ineffective or poorly prepared speaker can damage credibility. | Speech and Q&A session for the public regarding modifications to a proposed remedy. |
| **RoundTable Discussion** People representing different viewpoints discuss topic(s), aided by a facilitator. | • Could take the form of a "brainstorming" session.<br>• Speakers offer different perspectives on the issues.<br>• Participants may be able to resolve conflicts. | • Debate may not be appropriate for all situations.<br>• A powerful speaker can sway the outcome.<br>• If not controlled, the insider participants may lapse into jargon, leaving audience out.<br>• Opportunities for audience input are limited. | To present different proposals for future use of a Superfund site. |
| **Panel Discussion** People with special expertise (*i.e.*, toxicology, public health, regulatory) speak about a topic and then field questions from audience; also called a "Town Meeting." | • Information presented from experts in various fields.<br>• Encourages audience interaction.<br>• Can be used as a diagnostic tool to deter mine and address your audience's greatest concerns. | • Mixed messages may be sent from panel participants.<br>• Technical speakers often use arcane jargon or "talk over audience's heads."<br>• Discussion can easily stray from the topic at hand. | To air ramifications of different cleanup options or discuss on-site risks. |

| Type of Presentation | Pros | Cons | Example |
|---|---|---|---|
| **Video Presentation**<br>A pre-recorded segment is shown explaining a particular topic. | • Audience can see things at distant locations.<br>• Videos can be widely distributed.<br>• Videos are excellent for showing site progress.<br>• Visual approach is very appealing. | • May seem impersonal.<br>• Requires audio/visual equipment.<br>• Equipment may not be able to serve a large audience.<br>• Video production can be expensive. | Good for "topical" discussions such as the Superfund pipeline, presumptive remedies at particular site types, how to get a Technical Assistance Grant (TAG), etc. |
| **Informal Session**<br>An individual addresses a group in a relaxed environment. | • Personal and flexible.<br>• If audience is comfortable, members can provide immediate feedback. | • Can accommodate only a small group.<br>• Falls flat if facilitator is not well prepared. | This approach is perfect for discussing information with a Community Advisory Group. |

# Attachment 5: Visual Aids

Visual aids help to state facts clearly, emphasize a point, and capture the audience's attention. The most important aspect of using visual aids is to KEEP IT SIMPLE. While it is tempting to dazzle your listeners, the *content* of your presentation is the key. Visual aids should supplement your speech, not distract attention. Types of visuals include flip charts, wipe boards, videos, computer shows, 35mm slides, overheads, and handouts. While each of these have unique qualities that make them appropriate for specific situations, they all must follow similar rules to remain effective.

### Convey one message per visual.

Visuals should emphasize the points you are making while you are speaking. One main idea per visual will focus your audience, keep the presentation on the track you choose, and reinforce the idea that you think is important. Short phrases that are simple and direct are more effective than long, complicated sentences. Use action headings and phrases to grab attention. For example, if you are preparing a slide on the number of Superfund sites that have begun cleanup construction in fiscal year 1997, your header could read, "Superfund Cleanup Construction rose dramatically in FY 97" rather than "Superfund Cleanup Construction begun in FY 97." There is more excitement and punch to the first header, and it conveys more information.

### Make all visuals readable.

Nothing is more distracting in a presentation than the speaker putting up a slide and saying "I know you all probably cannot read this, but . . ." If your audience cannot read your slides, then there is no sense in showing them. One way to be sure your audience will be able to read your visuals is to follow the 8H rule. This states that if you can read an image from eight times its height in distance, most likely your audience also will be able to read it. For example, if you are using a flip chart with two inch lettering, and you can read it while standing 16 feet away, it should be fine. If you can read a one inch slide from eight inches away, it should be readable for your audience. If there is any doubt, before your presentation have someone stand at various distances from the visuals and tell you what they can and cannot read.

Follow the guidelines below when considering what type point size to use for three different types of visuals:

| | Title | Subtitle | Text |
|---|---|---|---|
| **Transparency** | 30-36 point | 24 point | 18 point |
| **Slide** | 24 point | 18 point | 14 point |
| **Flipchart** | 3 inches | 2-2 ½ inches | 1 ½ inches |

### Use a maximum of two fonts per visual.

A single font is ideal for clarity and continuity. Some speakers use one font for text and another for headers. For additional flexibility or emphasis, you can use italics, bold, and underlining. Words typed in all capital letters are difficult to read because the letters are the same shape and the eye cannot easily distinguish them.

### Limit line length.

Ideally there should be no more than six words per line and six lines per visual. You should also limit each line to 40 characters.

**Use four colors maximum per visual.**

Colors grab the attention of the audience, and enhance retention and recall. However, do not go overboard; fewer than four colors is best. Use a single background color for continuity, or at least keep the colors in the same color family. You can change colors to emphasize points or words. Try to select the appropriate color to match the idea you are conveying. Warm colors like red, yellow, and orange convey excitement and conviction, whereas cool colors such as blue, green, and purple convey calmness and objectivity. However, red is usually synonymous with caution, problems, or retreat. Slides should have dark backgrounds with light text, while overheads should have light backgrounds with dark text.

## Attachment 6: Sign-In Sheet

| | |
|---|---|
| Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address | Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address |
| Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address | Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address |
| Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address | Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address |
| Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address | Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address |
| Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address | Name<br>Organization<br>Phone<br>Fax<br>E-mail<br>Address |

# Public Availabilities/Poster Sessions

## Description

See Public Meetings, Tab 32

Poster sessions and public availabilities are less structured alternatives to ***Public Meetings***. These informal forums are preferred in situations where ***Public Meetings*** are not required. Poster sessions are a refinement of public availabilities in that "posters" are prominently displayed by an expert who is at that location to discuss the topic specified in the poster.

Poster sessions/public availabilities serve many purposes:

- They are an opportunity for getting feedback and for uncovering issues about the site that are not fully understood by the community;
- They present a great deal of detailed information on multiple topics in a short time period;
- They break down complex concepts into understandable terms;
- They allow the site team to clarify any previous misunderstandings;
- They allow individual community members to easily locate and inquire about the issues that most concern them without having to attend an entire ***Public Meeting***;
- They afford the opportunity for less outspoken citizens to be heard individually;
- They allow residents to speak freely with EPA personnel on a one-on-one basis;
- They help citizens speak with you and get to know you and other members of the site team as caring, listening people who are willing to talk about their concerns; and
- They focus on the material at hand, not on emotions, and minimize grandstanding.

## Required Activity?

No.

## Making it Work

### When to Use

Use public availabilities/poster sessions when you have a great deal of compartmentalized information to present in detail. They also are good for covering special topics that are generating, or are likely to generate, concern among residents. For example, if local drinking water is affected by the site, have information available on how and why local water is affected, what types of actions EPA is considering, or taking, and how residents can help protect themselves.

This tool is useful for periodic updates and continued contact with the community. This shows that the site team will provide site information throughout the process, not just when required by law.

When preparing for the Proposed Plan ***Public Meeting***, it is advantageous to have a poster session/public availability shortly after the plan is released and before the ***Public Meeting***. The site team can use the citizens' questions to develop the Proposed Plan ***Public Meeting*** agenda. You may circumvent a potentially heated situation at the ***Public Meeting*** by knowing and understanding the community's concerns and questions before the Proposed Plan ***Public Meeting*** is held. You can have a court recorder to take citizen comments.

# Public Availabilities/Poster Sessions

Public availability/poster sessions are commonly used in the early stages of the Remedial Investigation and Feasibility Study (RI/FS) process. This puts people at ease by answering any questions they have about what will be done at the site, what contaminants have been found, and what steps EPA is taking to protect safety. This also allows the community a chance to develop confidence in EPA's decisions about the site's cleanup activities.

It is wise to schedule a public availability/poster session before deletion of a site from the NPL. This final session would be for the public's benefit. It would bring closure for the residents and provide the last opportunity for citizens to question what EPA has accomplished for them. The residents can be assured that all the necessary cleanup activities have been completed, and that EPA cared enough to clarify any final questions.

Generally speaking, all poster sessions/public availabilities should be held during hours that are convenient for community members. Generally, these events work best when you provide access during both day and evening hours, such as between 2:00 PM and 5:00 PM and then again between 7:00 PM and 9:00 PM. Depending on your community, Saturday afternoons may be a good alternative.

Do not use this tool to make a major or controversial announcement. It is usually hard for residents to appreciate any answers from the site team when they feel that a bad news "bomb" was just dropped on them. In this case, the event may deteriorate into a verbal attack against you.

Ensure that the site team is in complete agreement about what information will be distributed. Everyone on the team must know EPA's direction. They must have the same information, the same explanations, and be in agreement about what they will say and use.

Ensure that the site team or regional management is ready to accept and seriously consider community concerns. Offering residents the opportunity to express their concerns and comments implies that EPA will take what they say into consideration.

Avoid scheduling public availabilities and poster sessions at certain times of the year. Residents are less likely to attend site activities held on major national holidays, such as Martin Luther King Day, Memorial Day, 4th of July, Labor Day, Election Day, President's Day, and any other three day holiday weekends; between Thanksgiving and New Year's Day, especially Thanksgiving week and Christmas week; Easter Week, Passover, and other major religious holidays; and any extended school breaks, where parents may take a vacation with their children. Avoid the week of April 15. Do not compete with local special events. Many communities have traditional events or festivals during which they are not interested in other activities. Whatever you do, however, do not compete with them. Know when important weekly community events are and schedule around them. Also, consider vacation periods, such as the yearly period when the largest employer traditionally closes shop.

Do not use this tool as the first communication effort. Poster sessions/public availabilities may not be the best tool to initially inform the community about any topic regarding the site. These forums are generally used for answering questions regarding information that has already been disseminated.

## How to Use

To design an effective Poster Session/Public Availability, there are four planning stages:

- Set-up;
- Content and format;

# Public Availabilities/Poster Sessions

- Response to questions; and
- Follow-up.

You will find several attachments at the end of this tab, including an overall planning checklist, to help you through each of these stages; but here are some basic guides. First, know why you are holding the session and what your message is. Decide: Poster Session or an Availability? Decide time and place.

The facility must meet the requirements of the Americans with Disabilities Act (ADA). For requirements, visit the Center for Independence (CFI) ***Internet*** site: *www.gj.net/~cfi/index.html*. The site includes weekly updates and information about making your public space accessible: For a free copy of the ADA Guide for Small Businesses, published by the U.S. Department of Justice, call CFI at (970) 241-0315. Provide ample notice. Decide on topics to cover. Schedule a knowledgeable expert to discuss each topic. Ensure the experts are prepared. Hold a dress rehearsal. On the day of the event, arrive early to greet the citizens. Ensure that questions are answered on a one-on-one basis. Meet with the team to discuss lessons learned. Keep a list of, and follow through on your promises.

See Internet, Tab 10

## Tips

- Do not provide inconsistent information to the public.
- Clearly label topics on posters.
- Listen; if you hear the same comments, you might need additional outreach.
- Take every opportunity to make your points. The one thing most people care about is their safety. Practically every conversation will afford the opportunity to address that point.
- Include children as a target audience.
- Do not confine your locations to meeting rooms; consider an area on the site.
- Be sensitive to attempts, whether conscious or otherwise, to monopolize a site team member's time, leaving other citizens impatient for their turn.
- Take advantage of any local call-in radio shows.

## Related Tools/Resources in the Toolkit

- Public Meetings, Tab 32
- Local Resources, Tab 22
- Frequently Asked Questions/Referrals, Tab 18
- Exhibits, Tab 13
- Informal Activities, Tab 20
- Presentations, Tab 29

# Public Availabilities/Poster Sessions

## Attached Items Within this Tool

- Attachment 1: Variations on a Theme
- Attachment 2: Poster Session/Public Availability Planning
- Attachment 3: Poster Session/Public Availability Checklist

## Attachment 1: Variations On A Theme

- Do something for the children:
  - Hold a poster contest for kids at the event, or for a single school.
  - Include a topic just for kids, like a kids corner.
  - Have an entire event for children, or for a specific school, and hold the event at the school.
- Consider having stamps at each topic area, and a card for citizens to have stamped for each topic area attended. You can have a drawing to win a prize for those who received all available stamps (this also helps you update your mailing list).
- Try to have some "hands on" demonstrations that citizens can do themselves.
- Have a video showing work at the site. Include pictures of workers in protective gear and a few near-by workers in regular clothes.
- Approach an appropriate store or mall to sponsor a small Poster Session/Public Availability or, at least, to allow you to set up a table in a conspicuous spot.
- If the community is having an annual event that is "fair-like" in concept, ask if you may have a booth or table. This allows you to accomplish your goal with only a minimum of work. Check the community calendars of the hospitals, police departments, fire departments, and civic and service clubs for upcoming community events. This gives you the opportunity to participate in the event, attend the event or, at the very least, avoid schedule conflicts.

# Attachment 2: Poster Session/Public Availability Planning

## Planning - Event Content and Format

- Use the Checklist at the end of this tab to ensure that you have done everything possible to make the event go smoothly.
- Know why you are holding the session and what message you wish to convey. Decide if a Poster Session or a Public Availability will accomplish your purpose.
- Check with your community contacts to determine the best time for your activity.
- Check your Community Involvement Plan for preferred locations.
- Give at least two weeks notice, preferably three. Do not rely solely on the obvious ad in the local paper or fact sheet to inform community members. Do something more to grab their attention, such as placing door hangers at their homes (do not use mail boxes for anything other than mail), or handing out flyers in the local supermarket and schools. Use community bulletin boards on radio and TV stations.
- Clearly identify what topics will be covered and who will discuss each topic. The key to holding a successful Poster Session/Public Availability is to have individuals available who can speak knowledgeably about each topic to be covered. If you try to have one person cover too many topics, or do not have someone available who can address questions and concerns about a certain aspect of site activities, it will frustrate or anger those who attend the session. If the session is to have a limited scope, be sure to include that information in your announcements.
- Prepare a list of most-likely questions on each topic covered in the poster session. Take some time to review the last few activities and announcements you issued. Check recent issues of local papers for letters to the editor or editorials that could give insight into community concerns or issues. Help the team prepare appropriate answers.
- Conduct a rehearsal or dry run to make sure all site team members are responding to the potential questions in a uniform manner. Have someone play the role of your average citizen and ask the questions. They should make sure their question is answered directly, and that the team member is not going off on a tangent about another point. You also should listen to ensure that all answers are stated in plain English.

## Planning - Event Logistics

- Arrive before the citizens, so you can welcome them. Allow yourself enough lead time in case you need to rearrange the room or take care of other last minute situations that invariably arise. Have two sign-in sheets at the door; one sheet that the guests will initial for an attendance count, and another list for them to complete if they wish to be put on a confidential mailing list for information about the site. Depending on which method that you choose, you should either give name tags to the representatives, or have nameplates on the tables to identify the team members and their function.
- Design the room lay out to best suit your needs. Take time to think about the best way to line up the team members, in order to make a logical progression through the topics covered as guests move through the room. You could:
- Have the team members seated at tables, with a poster designating the topic covered by each team member hanging on the wall behind that member, and two or three chairs in front of each table for residents to sit in while talking;
- Have the team seated all at one table in a logical order, with posters (tent signs on the table) clearly indicating which topic each team member will discuss;
- Have the team members addressing different topics standing in different areas of the room, again with topic areas clearly marked for anyone who approaches;

- Be the guide or greeter who directs the citizens to the appropriate team member located throughout the room;
- Place a flip chart at the entrance of the room that can be used as a guide. It should identify team members present, their specialty, and where they can be found. Consider having a stack of maps identifying the location of the topics throughout the room. Place them at the entrance, or by the sign in sheets. Be sure to give a few to all team members.
- Familiarize yourself with the facility. Know the locations of lighting system/switches, water fountains, rest rooms, telephones and controls for the sound and ventilation systems, and locate all exits.
- Use effective visual aids. If you are presenting complex technical information, such as different components of a cleanup plan, take advantage of diagrams and maps to help explain what will be done, when, and where. Remember, people usually understand technical information more easily if they can see it, rather than hear or read about it.
- Enlist someone to record important comments, concerns, and suggestions for each topic area covered. This is optional, but it could supply extremely useful information for the EPA. It would also show the community that you care and are seriously interested in their thoughts. At least give every team member a pen and some paper for their use.
- Be open and responsive to all questions posed to you. Answer those nontechnical questions that you can, but remember to refer technical questions to the appropriate site team expert. If no one present has the proper answer to a question, record the person's name, address, phone number, and question and promise to get back to them with an answer; then be sure that you do.
- Have literature or fact sheets available, either at the entrance or with the individual site team members. This serves three purposes: First, it will help the community to better understand the latest happenings, enabling them to ask questions about what they do not already know or comprehend. Second, it gives people something to read if they need to wait to speak to the site team member. And third, it gives people written information to take with them for reinforcement purposes. This is especially helpful if a perception of distrust is brewing.
- Have data and facts to back up your answers. Each site team member should gather information and facts pertaining to their area of expertise so that they can physically present findings/results to the citizens to support their verbal answers.
- Maintain the one-on-one format. Make every effort to answer the questions on an individual basis so that citizens feel the "personal touch" of this activity. If you are the greeter or guide at the door, take a few minutes to explain the concept to the people as you welcome them.
- Above all else, smile, be friendly, appear open, and have empathy for your guests. One goal of this activity is to foster trust and confidence between the community and EPA; nothing goes further than a genuine smile and a truly interested ear!!!

## Planning - The Questions

Go over this basic information with each individual handling a topic area.

- Repeat or rephrase the question before answering. Often, we think we hear and comprehend a question, but it is very possible that you have misinterpreted the question. Restating the question in your own words gives you time to formulate a response while ensuring that you are responding to the right question. It is acceptable to pause and think before responding, it shows that you care about the question and your reply.
- ATQ — Answer the question that was asked at the most basic level; avoid the temptation to go off onto tangents, no matter how relevant they seem to you. Let the citizen set the direction of the session and move you into more technical areas. A too detailed answer may confuse or intimidate the person. However, always be alert for opportunities to make key points on which the site team agreed.
- Remember that every question is a valuable one. Citizens are coming to you for information. Make them feel that their questions are important. Answer them with respect and in terms they can understand. Be prepared to answer the same question several times.

- Be aware of the terminology you use when answering questions; if you have to, constantly remind yourself and the rest of the team members to answer in plain English and simple terms. Of course, use your judgement; if you are dealing with someone who seems to have a firm technical grip on the situation, speak with them on an appropriate level to avoid appearing condescending.
- Never answer in a defensive manner, become argumentative, or enter into a debate. No matter how hostile or agitated a citizen may be or become, always maintain your composure. Answer questions calmly and kindly, then move on to the next person.
- Try to avoid giving an opinion; stick with the facts, do not make editorial statements. Your opinion will be construed as being EPA's position. If they ask for your personal opinion, stick with the party line that EPA has established for that topic.
- Listen - every question is an opportunity for you to gain a greater understanding of your site community. You can uncover the community's concerns, needs, suggestions, desires, and even things to be wary of in the future regarding your site.

## The Follow up

- Soon after the session, team members should gather to analyze their effectiveness. The team can discuss what they felt was particularly effective, what could be improved upon, and discuss suggestions obtained from community members at the session.
- Follow up on any promises made to citizens. Send out all information that you promised, and compose a new mailing list including any additional community members who indicated this desire.

# Attachment 3: Poster Session/Public Availability Checklist

*Site:*_____

### *MEETING PREPARATION*

___ Meeting Date & Time
___ Meeting Location
Rental Rate _____
___ Seating Capacity _____
Name _____
Phone # _____
___ # of People Expected
___ Someone to Record Comments (record for each topic covered)
Yes ___ No___
Staff or Contractors Name _____
___ Translator Needed
Yes ___ No___
Name _____
Contacted/Confirmed ___
Rate _____
___ Panel Members Who Will Participate
___ Directions Distributed
___ Basic Info. for the Event Given to Facility
___ Point of Contact for Facility Arrangements
___ RPM
___ Tox
___ Hydro
___ State
___ Local Officials
___ Others
_ Prepare Meeting Evaluation Forms
_ Prepare Visual Presentation Materials
_ Set Dry Run Date and Location
Date _____ Time _____
Location _____
___ Conduct Dry Run
___ Establish Ground Rules
___ Last Minute Review and Pep Talk for the Team

### *ANNOUNCEMENT*

___ Call All Key Community Contacts
___ Print Set of Mailing Labels
___ Prepare and Distribute Fact Sheet
___ Prepare Press Release
Release Date: _____
___ Send Materials to Information Repositories

### *AUDIO- VISUAL EQUIPMENT*

___ Slide Presentation/Projector
___ Overhead Transparencies/Projector
___ Videotape Presentation/Television Set
___ Film Presentation/Projector Decor
___ Projection Screen
___ Microphones (stationary &/or remote)
___ Cassette Recorder/Tapes/Batteries
___ Press Hookup (for radio & TV mics)
___ 35mm Camera/Flash/Film
___ Video Camera/Tape
___ Extension Cord
___ 3-Prong Electric Adaptor (several)
___ Pointer for Projection Screen
___ Extra Bulb for Projectors

### *ROOM ARRANGEMENTS*

___ Room Layout _____
___ Meets ADA standards
___ Room Setup
___ Tables ___ Chairs Is There a Cost?___
Who Does it? You ___ Them___
___ Time Available _____
___ Set-Up Time _____
___ Must Vacate by Time _____
___ Security (meet prior to & day of)
___ Janitorial Services
___ Restrooms Open
___ Ventilation
___ First Aid Supplies
___ Return Room to Original Condition
Who Does it? You___ Them ___
___Telephone Access in Case of Emergency

### *BASIC SUPPLIES*

___ Name Plates/Name Tags
___ Directional Signs
___ Evaluation Form
___ Copies of Most Recent Fact Sheets (and other handouts)
___ 3" x 5" Index Cards
___ Pens/Pencils
___ Markers
___ Easel/Flip chart
___ Poster Paper
___ Pad of Blank Paper (for each site team member, and extras)
___ Masking Tape
___ Scissors
___ Business Cards
___ Plastic Drinking Cups ~ Pitcher
___ One Yard of Strong Cord
___ Stapler

### *MEETING FOLLOW-UP*

___ Return Equipment
___ Debriefing Among Meeting Participants
___ Respond to Requests for Information
___ Prepare/Distribute Meeting Summary
___ Prepare Meeting Evaluation
___ Prepare and Distribute Recommendations for Future Sessions
___ Add Meeting Attendees to Mailing List
___ Send Names & Phone #s to GPRA Contractor

# Public Comment Periods

## Description

The public comment period is the time during which EPA accepts comments from the public on proposed actions and decisions. Required by the Administrative Procedure Act, CERCLA, and other environmental laws, public comment periods enable citizens to participate in the administrative decision making process.

## Required Activity?

Yes. The list below provides the requirements for public comment periods, sorted by actions:

### Remedial Actions

- Additions to the NPL:
  - The NCP, at 40 CFR § 300.425(d)(5)(i), requires that "[t]o ensure public involvement during a proposal to add a release to the NPL, EPA shall [p]ublish the proposed rule in the *Federal Register* and solicit comments through a public comment period..."
- For the Proposed Plan:
  - CERCLA § 117(a)(2) requires that the Agency provide a "reasonable opportunity for submission of written and oral comments and an opportunity for a public meeting at or near the facility."
  - The NCP, at 40 CFR § 300.430(f)(3)(c), specifies that the Agency must "[p]rovide a reasonable opportunity, not less than 30 calendar days, for submission of written and oral comments on the proposed plan and the supporting analysis and information located in the ***information repository***, including the RI/FS. Upon timely request, the lead agency will extend the comment period by a minimum of 30 additional days..."

See Information Respository, Tab 21

- For Consent Decrees and Enforcement Agreements:
  - The NCP, at 40 CFR § 300.430(c)(5)(i), requires that "[l]ead agencies entering into an enforcement agreement with *de mimimis* parties... must allow an opportunity for comment and consideration of comments..."
  - CERCLA § 122(d) requires a public comment period for all consent decrees, regardless of nature or purpose.
  - 28 CFR 50.7 requires that a notice of any consent decree appear in the *Federal Register* 30 days prior to filing it in court, during which the agency must accept comments from the public to be reviewed by the Department of Justice.
- For Other Settlements:
  - CERCLA § 122(i)(2) requires that settlements be posted in the *Federal Register* at least 30 days prior to becoming final and that the agency open a comment period.
- For a Revised Proposed Plan:
  - The NCP, at 40 CFR § 300.430(f)(3)(ii)(B), requires an "additional public comment period on a revised proposed plan, when the lead agency determines the change could not have been reasonably anticipated by the public based on the information available in the proposed plan or the supporting analysis and information in the administrative record."
- For deletion of a site from the NPL:
  - The NCP, at 40 CFR § 300.425(e)(4)(i), requires the Agency to "[p]ublish a notice of intent to delete in the *FEDERAL REGISTER* and solicit comment through a public comment period of a minimum of 30 calendar days..."

**Last Updated**: September 2002

# Public Comment Periods

### Removal Actions

- Actions with planning periods less than six months:
  - The NCP, at 40 CFR § 300.415(n)(2)(ii), requires a "public comment period, as appropriate, of not less than 30 days from the time the administrative record file is made available for public inspection."
- Actions with planning periods greater than six months:
  - The NCP, at 40 CFR § 300.415(n)(4)(iii), requires not less than 30 calendar days, for submission of written and oral comments after completion of the EE/CA pursuant to § 300.820(a) upon timely request.

## Making it Work

### When to Use

See Community Involvement Plans, Tab 7

Public comment periods are required by law at specific times. These times vary with the action that an administrative agency is taking. The times when the CIC must use a public comment period are listed above under "Required Activity?" However, the NCP, at 40 CFR § 300.430(c)(2)(ii)(A), states that the ***Community Involvement Plan*** should "ensure the public appropriate opportunities for involvement in a wide variety of site-related decisions, including site analysis and characterization, alternatives analysis, and selection of remedy...". Thus, additional comment periods can be built into the ***Community Involvement Plan***. See the attachments at the end of this Tab for a list of suggestions when inputs from the affected residents might be helpful. Additional public comment periods must be coordinated with the RPM or OSC.

### How to Use

See Public Notices, Tab 33; Fact Sheets, Tab 15

The key to effectively using public comment periods as a tool for community involvement is to make sure that community members know when comments will be accepted, for how long they will be accepted, and how to submit them.

For formal comment periods, you can use ***Public Notices*** and ***Fact Sheets*** to inform the public of when and how to direct comments to EPA. If you use ***Public Notices***, make sure you have such notices printed in a paper that residents actually read. In some cases, it is best to put a small legal notice in some newspapers and buy a display ad in other, more popular local publications. For *ad hoc* comment periods, use the appropriate communications tools for the community.

Once you have notified the local community of a formal or informal comment period, develop an organized system to receive, catalogue, and respond to comments. Do what works best for you to assure that no comments fall through the cracks. Although public comment periods have an end date after which the period is closed, it is EPA policy to receive public comments after the close of the comment period. In fact, it is EPA policy to receive comments from the public throughout the remedial process.

## Tips

- Avoid sending the message that a decision has already been reached; this is how the majority of citizens view EPA's Proposed Plan.

- In your response, tell the citizen how the site team interpreted the comment and the decision about the comment (if appropriate, *i.e.,* whether the comment was useable as submitted, useable with some modifications [explain], or not useable).
- Do not use comment periods if you have no intention of considering comments received. This will only breed frustration and resentment among community members.
- Set up an easy system for documenting and responding to comments that works best for you.

## Related Tools/Resources in the Toolkit

- Community Involvement Plans, Tab 7
- Responsiveness Summary, Tab 36

## Attached Items Within this Tool

- Attachment 1: Good Times for Comment Periods
- Attachment 2: The Public Comment Period

# Attachment 1: Good Times for Comment Periods

- When identifying PRPs—announce the PRP list and solicit comments; this must be coordinated with and approved by the EPA enforcement attorney in charge of your site.
- When identifying the contaminants—announce what you know and solicit comments.
- When writing the Community Involvement Plan—release the draft and solicit comments.
- When analyzing test results—announce results, initial interpretation, and solicit comments.
- Before moving onto the Feasibility Study—announce the end of the Remedial Investigation (RI), including the various options being considered for remediating the site as a result of the RI, and solicit comments.
- Before finishing the Proposed Plan—announce the leading alternative, with modifications resulting from citizen input, and solicit further comments.
- When the design process reaches 75% completion—share the progress with the residents (some Regions require a public meeting at this point) and solicit comments.
- Before beginning the planning for actual implementation or construction—announce how you are considering to implement the remedy and solicit comments.

## Attachment 2: The Public Comment Period

Although citizen involvement is encouraged throughout the Superfund process, the public comment period is a formal invitation for citizens to participate in site decisions. A public comment period is required by law on the Proposed Plan for a Superfund site and is announced in the newspaper. Citizens have 30 days, or more as specified in the announcement, to provide comments to EPA in writing. In addition, comments may be given verbally to EPA at the public meeting, also required by law for the Proposed Plan. Written comments must be post marked by the closing date announced in the ad.

EPA often schedules other comment periods, not required by law, to enhance community participation in site decisions. These comment periods are usually only two weeks and are announced informally to people who have shown an interest in the site. For instance, these people may include the Technical Assistance Group or Citizen Advisory Group, citizens on various site mailing lists, and others who have signed in at public meetings or have provided comments to EPA previously. In addition, most EPA Regions accept comments from citizens at any time.

The most useful comments EPA receives are those that explain why a proposed action is good or unacceptable. If commenters feel important points are missing from a proposed decision or the conclusion is based on wrong assumptions or incorrect scientific data, they need to point this out to EPA and describe exactly what is wrong and why. If possible, commenters should describe alternative information or actions.

# Public Meetings

## Description

The public meeting is a public forum that is fairly structured and formal in nature, and open to the general public, including PRPs, unaffected citizens, and activists. It usually features a presentation by the CIC, the RPM, and other members of the site team, as well as an opportunity for interaction with them.

EPA relies heavily upon public meetings as a communication tool. The purpose of the public meeting is to present information to the audience, and to receive information back from them.

**Generally speaking, it is an ideal setting to:**

- Deliver the same information at the same time to a large group;
- Enable community members to voice their concerns; and
- Foster interaction between the site team and the community.

**Unfortunately, it also provides the ideal setting for:**

- Information to be misunderstood or misheard;
- Exploitation of the forum for grandstanding and ulterior agendas; and
- Development of adversarial relationships.

## Required Activity?

Yes, as follows:

- Proposed Plan—SARA 113 and 117(a)(2); and the NCP at 40 CFR § 300.430(f)(3)(i)(D) require "[t]he lead agency, after preparation of the proposed plan and review by the support agency, shall...[p]rovide the opportunity for a public meeting to be held during the public comment period at or near the site at issue..." They also require the agency to take a "transcript of the public meeting" and "make such transcript available to the public."
- Post ROD Significant Changes—the NCP at 40 CFR § 300.435(c)(2)(ii)(D) requires that the lead agency "shall [p]rovide the opportunity for a public meeting to be held during the public comment period" that ensues when the ROD is proposed to be amended.
- Completion of the Remedial Design—the NCP at 40 CFR § 300.435(c)(3) requires the lead agency to "[p]rovide, as appropriate, a public briefing prior to the initiation of the remedial action."

## Making it Work

### When to Use

The required meetings are noted above and discussed in more detail in Chapter 3 of the Community Involvement Handbook. Other than the required meetings, you can use the public meeting to announce the beginning or end of an activity or phase, accomplishment of major milestones, and results of a study (after notifying affected individuals). Consider holding public meetings before the remedial investigation field work begins (as is the policy of some Regions), or at the 75 percent stage of the remedial design.

Such meetings allow the citizens to get their questions answered. However, remember that they also provide more opportunities to have others set the agenda once the meeting has

started. Think about how availabilities, and special events might work to your advantage.

Regarding the actual scheduling of meetings, hold them at times that are convenient for the public. Typically, they should be on a weeknight (Monday - Thursday), generally not beginning before 7:00 pm or after 7:30 pm, and lasting not longer than two hours. Saturday afternoons may be a viable alternative.

The public meeting may not be the best tool for all occasions. The negatives associated with the dynamics of the public meeting can be considerable. They are not the recommended forum, other than in the required situations noted above, unless other options are less effective.

- **Do not use public meetings:**
  - For general information purposes without a major announcement;
  - Just because you feel it is time to have a presence in the community;
  - As the first or primary means of communication with a community; or
  - To announce for the first time bad or controversial news.
- **At specific times of the year:**
  - Avoid holidays and other vacations;
  - Do not attempt to compete with local special events; and
  - Avoid the week of April 15.

The public meeting should be held in a location that is convenient and easily accessible to your target audience, including any disabled residents. The facility must meet the requirements of the Americans with Disabilities Act (ADA). For requirements, visit the Center for Independence (CFI) ***Internet*** site: *www.gj.net/~cfi/index.htm*. The site includes weekly updates and information about making your public space accessible: For a free copy of the ADA Guide for Small Businesses, published by the U.S. Department of Justice, call CFI at (970) 241-0315. The location needs to be able to accommodate the anticipated crowd; handle any lighting, ventilation and electrical burdens you may place on it; and have adequate, convenient, well-lighted parking. In most cases, your ***Community Involvement Plan*** should have identified at least one primary location.

See Internet, Tab 10

See Community Involvement Plans, Tab 7

## How to Use

There is no substitute for good planning; any lack of it will be readily apparent. Several attachments at the end of this tab, including an overall planning checklist, can help you.

Your job in the planning process is to help the RPM and other site team members. You must help them plan the messages, presentations, and visual aides. Help them anticipate questions, and plan the answers. It is up to you to help them to think like a citizen, not like an expert in hazardous waste. More than one site team has been caught off guard at a meeting by something that they thought was so routine as to not be an issue.

It may be the RPM's idea to have a public meeting. Your challenge is to help them decide whether the intended purpose calls for a public meeting or an ***Availability*** or a workshop.

See Public Availability, Tab 30

If the decision is to go ahead with a public meeting, and it is not the first such meeting for this site, consider having a pre-meeting for new people, rather than making everyone sit through the site history every meeting. Spend half an hour to an hour, before the real meeting starts, to give new people all of the background information. Then, when the real meeting starts, you

can spend just a few minutes to set the stage for everyone and launch into the stated purpose of the meeting. For an established site, you will lose the audience fast if you spend time rehashing everything that has ever been said or done about the site.

Be there early, preferably with the site team, and greet the people as they arrive. Resist the temptation to retreat to a cluster of EPA people. Mingle with the residents, make them feel comfortable, and small talk with them while you are waiting to start the meeting.

Start the meeting on time.

## Tips

- **Remember: two-way communication.** Resist the temptation to think of the public meeting merely as an expedient way to get information out to as many people as possible. Expect questions, statements, posturing, grandstanding, antagonism, support, anger, frustration — the whole spectrum of emotion.
- **Prepare a meeting kit.** Something like a catalog case pre-packed with items that invariably are needed at every meeting and, quite often, forgotten in the haste to leave on time. Use the check list at the end of this tab to build your own.
- **Insist on a dry run** with every participant practicing their role.
- **Approach a dry run, and the lessons learned session, candidly.** No one will benefit from a meeting of the mutual admiration society.

## Related Tools/Resources in the Toolkit

- Public Availabilities/Poster Sessions, Tab 30
- Informal Activities, Tab 20
- Community Involvement Plans, Tab 7
- Community Interviews, Tab 5

## Attached Items Within this Tool

- Attachment 1: Public Meeting Check List
- Attachment 2: Preparation
- Attachment 3: Execution — the Room
- Attachment 4: Execution — the Meeting
- Attachment 5: The Follow Up
- Attachment 6: Community Involvement Coordinator Meeting Kit

# Attachment 1: Public Meeting Check List

Site: _____

## MEETING PREPARATION

___ Meeting date & time:_____
___ Meeting location: _____
Name: _____
Phone #:_____
Rental Rate: _____
Seating Capacity: _____
___ Directions distributed:_____
___ Point of contact for facility arrangements
___ # of people expected: _____
___ Court reporter needed
Yes ___ No___
Name: _____
Contacted/confirmed: ____
Rate: _____
___ Translator needed
Yes ___ No ___
Name: _____
Contacted/confirmed: ____
Rate: _____
___ Panel members notified
___ RPM: _____
___ Tox: _____
___ Hydro: _____
___ State: _____
___ Local Officials: _____
___ Others: _____
___ Prepare agenda
___ Prepare meeting evaluation forms
___ Prepare oral presentations
___ Identify Moderator/Facilitator:
___ Prepare Visual Presentation materials
___ Set dry run date and location
Date: _____ Time: _____
Location: _____
___ Conduct dry run
___ Establish ground rules
___ Last minute review and pep talk for the team

ANNOUNCEMENT
___ Call all key community contacts
___ Print set of mailing labels
___ Prepare and distribute fact sheet
___ Prepare press release
Release date: _____
___ Sends materials to information repositories
___ Prepare public notice
Run date: (2-3 weeks prior):_____
Deadline: _____
Cost: _____
Purchase request prepared: _____
Copy sent to newspaper, Date: _____

## AUDIO-VISUAL EQUIPMENT

___ Slide presentation/projector
___ Overhead transparencies/projector
___ Video tape presentation/television Set
___ Film presentation/projector
___ Projection screen
___ Microphones (stationary &/or remote)
___ Cassette recorder/tapes/batteries
___ 35mm camera/flash/film
___ Video camera/tape
___ Extension cord
___ 3-prong electric adaptor (several)
___ Pointer for projection screen
___ Extra bulb for projectors
___ Power strip

## ROOM ARRANGEMENTS

___ Room layout _____
___ ADA standards met?
___ Room setup
Who does it? You ___ Them____
___ Time available: _____
___ Set up time:_____
___ Must vacate by time: _____
___ Security (meet prior to & day of)
___ Janitorial services
___ Restrooms open
___ Ventilation
___ First aid supplies
___ Return room to original condition
___ Who does it? You___ Them ___
___ Lecterns
___ Table w/mic for handicapped
___ Telephone access in case of emergency
___ Press table

## BASIC SUPPLIES

___ Name plates/name tags
___ Directional signs
___ Copies of agenda/evaluation form
___ Copies of most recent fact sheets
___ 3" x 5" index cards
___ Pens/pencils
___ Markers
___ Easel/flip chart
___ Poster paper
___ Pad of blank paper
___ Chalk/eraser
___ Sign-in sheets
___ Masking Tape
___ Scissors
___ Business cards
___ Duct tape
___ Plastic drinking cups and pitcher
___ 1 yard of strong cord

## MEETING FOLLOW-UP

___ Return equipment
___ Debriefing among meeting participants
___ Respond to requests for information
___ Distribute transcripts/meeting minutes
___ Send thank you letters
___ Prepare meeting evaluation
___ Distribute recommendations
___ Add meeting attendees to mailing list
___ Send names & phone #s to GPRA contractor

## Attachment 2: Preparation

- **Use the Check List in attachment 1 to ensure that you have thought of and done everything possible to assure that the meeting goes smoothly.**
- **Establish the purpose.** Know why you are having this meeting. Clearly articulate your purpose and evaluate whether a public meeting is the best forum to achieve that purpose.
- **Plan your messages.** This will require coordination with the RPM and the Site Team. Remember, the average audience does not absorb or comprehend more than three primary messages in one session. Make sure the messages are consistent with your stated purpose.
- **Decide on a date.**
- **Plan the presentations.** Each formal presentation should be *no more than* 15 minutes, and ideally, the total of all the presentations should be 30 minutes or less.
  - The best presentation is brief, focused, and easy to follow and understand.
  - The objective is to present only enough information necessary for the audience to understand the essence of the message, leaving the details for follow up questions.
  - Avoid too much detail. That only serves to confuse, not help or impress.
- **Prepare an agenda.**
  - Identify roles for each key player.
  - The CIC is usually the moderator — opens the meeting, states the purpose of the meeting, establishes the ground rules, provides a very brief update to let people know how you got to this point, keeps things moving, and facilitates the Q&A session.
  - The RPM typically makes the technical presentation. However, this is not "law;" if the RPM is uncomfortable as a public speaker, or just does not come across well, it is appropriate for you to make the primary presentation and use the RPM as the technical expert resource.
  - Let the community participate in planning the meeting.
- **Reserve a meeting room.** Above all else, be sure that it meets ADA requirements. Beyond that, be sure that it is convenient for your target audience; large enough for the anticipated crowd; is reasonably comfortable; and has adequate lighting, ventilation, sound, and rest room facilities. Also, provide adequate parking (preferably free) and ensure the surrounding outside area is well lit.
- **Give at least two weeks' advance notice, preferably three.** A relatively large display ad in the local paper and a notice the fact sheet may be inadequate to stimulate attendance. Do something more to grab the public's attention, like door hangers or a mailing to the entire affected community (as opposed to just the mailing list) cordially inviting them to attend. Also, consider using community bulletin board shows on many local radio and TV stations.
- **Conduct at least one dry run** so that all participants, including yourself, can practice their presentations in front of a mock audience and become comfortable with the format and material. Listen for things that do not make sense or are difficult to understand. Pay close attention to heavy reliance on technical jargon or acronyms, or issues that are unrelated or inappropriate. Look for things in visual aids that make them hard to read or understand. Ask questions that you would logically expect from the audience. Raise issues that are or could be important to the audience, but which are improperly or inadequately addressed in the presentations. Conduct a brutally honest, but professional critique of the presentations after the dry run; stand firm on important points.
- **Arrange to document the meeting.** For the Proposed Plan Public Meeting, and other formal meetings or hearings, you will need to hire a court recorder to take a verbatim transcript and provide a notarized copy for the records. For less formal meetings you can use flip charts, or tape recorders, or have someone simply take notes in the back of the room (this is a perfect role for your contractor).

- **Notify the *media*, either via a news release or media advisory.** Do not assume that they paid attention to the public notice. Use them to get your message out and get people to attend. Consider a media availability event at the site early in the afternoon before the meeting. This will provide the media with visuals and an opportunity to talk to you and the RPM. The media will probably air the availability event on the early evening news, which will likely increase attendance at the evening meeting. It also can help minimize the tendency for the media to control the meeting, since they will already have their questions answered, and it will give you insight into issues that you or the RPM might not have considered in preparing for the meeting.

## Attachment 3: Execution — the Room

- **Arrive well before the meeting.** If it is an evening meeting, get there mid afternoon; if it is an afternoon session, get there in the morning. Go prepared to work; you may want to move tables, chairs, etc.
- **Position the team with an exit behind you.** This is always good advice. However, if you are expecting a contentious, rowdy, or even violent crowd, it is imperative, even if you have to rearrange the room in an odd manner. If you cannot, have your boss, note taker, or someone reliable at the rear of the room, either with a cell phone or where they can reach a phone.
- **Arrange the room with thought.** Arrange the room with an emphasis on sending positive messages like openness and cooperation, rather than negative ones like closed mindedness.
- **Work from floor level.** Even if there is a stage or platform present, do NOT use it. It puts you "above" the audience and the message is immediately negative.
- **Presenters only up front.** There is strength in numbers, and the natural tendency is to have every team member "at the table," such as the RPM's boss and your boss — *Resist it.* There is nothing more disconcerting to the public than to be overwhelmed by a sea of government people. The RPM's supervisor, your supervisor, the hydrogeologist, the toxicologist, the State representatives, the contractors, the PRPs are resources and should be in the first row where they can be easily called upon to help clarify points or add further explanation.
- **If the team will be seated at a table.** Place it in front of the audience, but somewhat off to the side and angled toward them. Avoid the natural tendency to put it across the room between the Team and the audience; this appears to be a barrier and immediately sends a subconscious "us against them" message to the audience. Then plan to talk from the center, not from behind the table.
- **If the team will not be seated at a table.** Seat the presenters in front of the audience, and arrange the audience in a semicircle in front of you. Put your resource people to the side. This may be threatening, or at least uncomfortable, but it works well to break down barriers.
- **Have a lectern in the center.** This gives the speaker something to hold onto, as well as a place to put papers.
- **If you are using overhead transparencies.** Double check that the projector is focused and that all seats have a clear view.
- **Provide directions to the room.** Make sure you post conspicuous signs with arrows directing people from the parking areas to the room.
- **Have a sign-in table near the door.**
- **Have a small table with one chair** for the court recorder/note taker. Be sure to place it near an electrical outlet.
- **Last-minute location issues.** Make sure there are enough seats for the expected size of the group, and make sure they are spaced comfortably. Check the sound and ventilation systems to ensure that they work and that you know how to control them. Reconnoiter the rest of the facility to locate light switches, water fountains, rest rooms and emergency exits.

## Attachment 4: Execution — the Meeting

- **Greet your audience.** As they arrive, mingle with the guests, make them feel welcome, and put them at ease. Have a greeter at the door (your contractor can do this) to explain the sign-in sheets and ask people to sign in. Do not stand in an isolated cluster of EPA people; this only fosters an "us vs. them" attitude. Make note of any local or state elected officials arriving so that you can introduce them during your other introductions.
- ***NOTE:*** *EPA's Office of General Counsel has determined that sign-in sheets must be released under FOIA. Do not tell your attendees that it is just for your mailing list and will remain confidential. Instead, tell them the sign-in sheet tells EPA how many people attended. If they are concerned about confidentiality, ask them to use their initials. To build a confidential mailing list, you must have a separate sheet, specifically identified for that purpose.*
- **Distribute the agenda as people enter.** During your opening, establish expectations regarding what citizens want from the meeting, what they can expect from the meeting. If you prefer not to hand out individual copies of the agenda, post the agenda where everyone can see it.
- **Make sure that you and your team are trained in dealing with the media.**
  - Be prepared for media attendance, especially if the site is contentious.
  - Be prepared for them to arrive at anytime before or during the meeting.
  - Be prepared for them to want to talk to residents during the meeting.
  - Be prepared for them to leave at any time during the meeting.
  - Try to have a location set aside that works for them as well as you.
  - If possible, introduce the media to the key players and assist them with their interviews in any way appropriate.
- **Start on Time.** This shows respect for the audience. One CIC tells of citizens referring to "EPA time," certain that EPA does not care because they never start things on time, and rarely even show up on time. He refers to one meeting where the team was still at the dinner table, several miles from the meeting location, when the meeting was scheduled to start.
- **Make necessary introductions.** Introduce yourself, other presenters, other resource people, and state and local elected officials who might be present.
- **Set the stage.** Briefly review the purpose of the meeting, provide a very brief update on what brought you to this point, set the ground rules for questions and comments, then introduce the next presenter.
- **Be honest about what they can expect from EPA.** There are many misinterpretations about what EPA can and will do; these often lead to frustration and disillusionment.
- **Remember that you are the government.** Answers like "it's not my job" or "that's not our area of responsibility" never sit well with taxpayers. Remember that you and the other team members are "public servants." Try to be responsive to all issues raised, even if it means having to find another government agency to refer them to. If you have to say "I don't know," make sure you add "but I'll find the answer and get back to you by ... ." Then make sure that you have your assistant get with the person to record the name, phone number, and question so that you *can* get back to them. If you commit to getting back to someone, be sure to do it in a timely fashion.
- **Be flexible.** If the situation warrants it, change your format, agenda and/or approach as appropriate and agreeable with the audience. This might be "your" meeting, but it is for the public. Structure the meeting to convey the information that they need.

### Questions/Comments

- **Establish ground rules before you open the floor to questions and comments.** These can vary from meeting to meeting, depending on the physical arrangements, and might include such things as raising your hand to

be recognized; one person at a time; one question per person at a time; or form a line at the microphone in the center aisle.

- **Rephrase the questions before answering.** This benefits the entire audience, ensures that the question is understood by the team, and gives the responding team member a few extra moments to formulate an answer.
- **Listen, listen, listen!!** Listen to what is being asked and answer *that* question. Do not answer the question that you want to answer, wish had been asked, or thought had been asked. Do not finish anyone's question or statement.
- **Remember your role as team communicator.** Be alert for a team member resorting to technical jargon in an attempt to answer a question, situations in which the answer does not seem to be working, and situations in which the team member does not seem to understand the question. In such situations, it is appropriate and helpful for you to step in as the team communicator and try to rephrase either the answer or the question. Be sure to be "politically correct" when doing this, but it is an important role that you can fill.
- **Do not "feed the microphone."** Resist the temptation to expound on your answer or the issue. By giving a more detailed answer than is needed, the answer can get lost, the person can get confused, and people waiting to ask questions can get frustrated. If they want to know more or desire greater detail, they will ask.
- **Do not make value judgements about any comments or questions.** Adding comments like "that's a good question" can make those who did not get such a response feel inadequate or stupid, and can often deter further questions. All questions are good ones; there are no stupid questions, so answer all questions without editorializing.
- **Remember the difference between a question and a comment.** Questions require answers; comments do not. Avoid at all costs the urge to explain your position or defend a decision in response to a comment. This is good advice at any public meeting, but it is critical advice for any meeting during the comment period. A simple "thank you," and perhaps something like "we have recorded your comment and will be sure to consider it," is an acceptable, safe response to a comment.
- **Do not be defensive.** It only deteriorates a hostile situation.
- **Do not distance yourself from EPA decisions and positions and do not defend EPA.** Simply explain the position or decision and the rationale behind it without editorial opinion. Refrain from making comments like, "I didn't make that decision."
- **Remember that you are there to get information as well as disseminate it.** You are receiving input, accept it without over-committing. Make sure you understand and communicate the Agency's intentions relative to public comment (this is clearer in instances where a public comment period is required, but is equally important in other instances as well). Do not ask for input that the Agency is not committed to considering.

## Attachment 5: The Follow up

- **Have some form of "lessons learned" meeting.** Include the entire team as soon as possible after the meeting. This is important, and needs to be more than just a reassurance of each other's good work. It needs to be a critical review of what went well, what did not go well, why it did or did not, and what can be done to make it better next time.
- **Make sure to follow up on commitments made at the meeting.** If you agreed to get more information, send out materials, or call someone back—Do it!
- **Consider writing a summary response to comments.** If you or the team committed to consider comments, write a summary response to comments and send it to every attendee for whom you have an address and those on the mailing list. You could consider publishing it in the local paper as well. The summary should also state how EPA will proceed.

# Attachment 6: Community Involvement Coordinator Meeting Kit

Minimum Contents:

3" x 5" Index cards
Poster paper
Several pads of blank paper
Blank transparencies
Pad of flip chart paper
Business cards
Collapsible pointer
Laser pointer
Multiple outlet power strip
3-prong electrical adapter (at least 1)
50 foot extension cord
Portable easel
Collapsible wheeled cart to carry everything
Pens and pencils
Flip chart markers
Transparency markers
Chalk and eraser
One yard of strong cord
Stapler and staples
Paper clips
Clothes pins (spring type)
Push pins
Masking tape
Duct tape
Scissors

# SITE DELETION LIST

## STEPS TO DELETE A SUPERFUND SITE

(as of 09/99)

**Prerequisite:** - All performance standards specified in all of the Site's remedies must have been achieved, including any long-term remedial action goals (e.g. pump and treat cleanup goals). Final Closeout Report has been completed and Construction Completion Bean has been counted. Typically, at least one five-year review has been completed, unless there is a compelling rationale to delete earlier (e.g. specified in a CD, or redevelopment potential).

**Procedure:**

STEPS:

✓1- Draft the Notice of Intent to Delete (NOID) following the appropriate guidance and, typically, using the last successful deletion package as a model.

✓2- Send the draft to the staff attorney, the state and HQ for review and concurrance. The NOID is a summary of the Site's remediation history mixed with boilerplate language, and you may want to remind the attorney that everything used to support and develop the package has already been released. The Site may not be deleted unless the state concurs with the intent to delete.

Most recently (09/96), the HQ contact for Deletion is in OERR:

Rafael Gonzalez (703) 603-8892
US EPA Headquarters
Mail Code 5204G
401 "M" Street
Washington DC 20460

(703) 603-8788
TRACY HOPKINS
US EPA HEADQUARTERS - MAIL CODE 5204G
RAFAEL RIOS BLDG
1200 PENNSYLVANIA AVE
WASHINGTON, D.C. 20460

✓3- While the Draft NOID is being reviewed, the Deletion Docket should be compiled. The Docket should contain the information used to support the EPA's decision to propose deletion of the Site. Copies of this Docket are to be placed in the Hazardous Waste Technical Information Center at Region 3, and in the local Site Repository. The locations and phone numbers of the repositories of the Docket are announced in the NOID.

→ LIBRARY REGION III

✓4- When concurrence is obtained and any revisions are made, the final NOID package can be prepared and transmitted for the RA's signature.

→5- A press release announcing the intent to delete must be prepared, as well as a paid advertisement for the media local to the Site. These releases will briefly describe the Site and EPA's rationale for deletion. These releases will also announce the dates of the required 30-day comment period on the proposed deletion.

6- Arrangements must be made to have the NOID published in the Federal Register (See Attachment 1). The date of publication signifies the start of the SCAP deletion event, as well as the start of the public comment period. Therefore, the date of publication must be known

and included in ~~for~~ the news releases.

7 - The signed original must be sent to the Federal Register archives for the Notice to be published, therefore it is wise to have two original signature pages in the "rare" instance that one gets lost. In the cover memo for this package, spell out the name of the actual signature on the Notice, if someone else signed "for" the RA.

└ LINE THROUGH INTENDED SIGNEE NAME, PRINT ACTUAL SIGNEE'S NAME AND TITLE

9 - If significant comments are received, a responsiveness summary must be prepared and placed in the Deletion Dockets in the site repositories. Also, if significant comments are received, send the draft NOD to HQ for review.

10 - After the comment period, and the drafting of the Responsiveness Summary if necessary, the Notice of Deletion (NOD) is drafted, prepared and packaged for the RA's signature. Follow the procedures in Attachment 1 to publish the NOD in the Federal Register. Add the NOD and responsiveness summary to the Deletion Docket.

8 + 11 N.B. When the NOID is published, send a copy of the final to the HQ contact. Send a copy of the final NOD to the contact as well.

If there are any questions on the above procedure, relatively clear information is available in the green "CARE" package sent by headquarters in May 1993, and updated in the guidance: Close Out Procedures for National Priority List Sites, Interim Final, EPA/540/R-95/062, OSWER Directive 9320.2-09, August 1995.

(Many thanks to the foremost pioneer in the field of Deletion - Stephanie Dehnhard - who did all the original legwork, arranged the current in-house dockets location and without whose assistance this "recipe" would not have been possible. Deanna Moultrie has also contributed by supplying the 1999 revisions to the original 1996 worktup - many thanks. I would also like to thank the Members of the Academy and, my boss, the President of the United States for all their support.)

## ATTACHMENT 1

### Publishing in the Federal Register
(as of 01/01/01)

While preparing the document, call Vickie Reed at HQ (202) 564-6562 to make sure she is still the Federal Register Designee. Her FAX # was (202) 564-7322, check if it still is.

The document must be double-spaced and single-sided; the pages must include numbering. Before the document is signed, FAX a copy to Vickie so that she can inspect the format. Based on her comments, or lack thereof, prepare the final for concurrence and signature.

Get and fill out a Federal Register Typesetting Request (see attached example); include the eligibility for discount for including a diskette. Estimate the cost as follows:

two typed page = 1 column,

[ $148.00 per column X # of columns ] - (20% for discount) = estimated cost.

HAVE APRIL TYPE IN THE INFORMATION ON THE FOLLOWING FORM MARKED WITH #'s. ~~This request form has to be okayed by Linda Baric, 10th floor, ext. 5177, to ensure that funding is available. The Account #'s are supplied by~~ Robin Faux. ~~The form is brought to Linda, she forwards it to Robin who returns it to the RPM.~~ WILL THEN FILL IN THE ACCOUNT # INFORMATION, + GET LINDA BARIC TO SIGN THE FORM

Send the package with the original, signed document, along with ~~three~~ four (4) copies, and the document on a diskette, either WordPerfect 6.0. Include the FR Typesetting Request to complete the package, and send via pouch mail to Vickie Reed. The original document goes to the FR Archives.

A COVER MEMO

- COVER MEMO
- FR TYPE SETTING REQ.
- ORIGINAL
- 4 COPIES
- DISK

Vickie Reed, Federal Register Liaison Officer
1200 Pennsylvania Avenue, NW
Room 3512, Mail Code: 1806A
Washington, DC 20460

(address as of 01/01/2001)

Approximately four (4) days from when Vickie receives the package, the document will be published. For the NOID or other document where you need to know the publication date beforehand, request a telephone notification of when the document will be published, so you can finish and coordinate the news releases. If the date given does not work out with the news releases, call Vickie and arrange a new date.

PACKAGE - COVER MEMO
/ - ORIGINAL SIGNED DOCUMENT
/ - 4 COPIES
/ - DISK WITH DOCUMENT
/ - TYPESETTING REQUEST

EPA

United States
Environmental Protection Agency
Washington, DC 20460

# FEDERAL REGISTER TYPESETTING REQUEST

Requestor: Complete items 1, 2, 7, 8, 9, 10, 11, 12 and 13. Retain copy number 7 and submit the balance with manuscript copy to the HQ Federal Register Office.
HQ Federal Register Office: Complete items 3, 4, 5 and 6. Retain copy number 6 and submit balance to HQ Printing Management.

1. TITLE
* Notice of Intent to Delete the Ambler Asbestos Site from the National Priorities List.

| 2. SUBMITTING ACTIVITY | 3. ASSIGNED FRL NUMBER (Include date & numeric characters for identification) |
|---|---|
| * EPA - Region III | |
| **4. OPEN REGULATION NUMBER** | **5. BILLING CODE** |
| | 6560-50-P |
| **6. FORWARDED TO GSA, NARS - SIGNATURE** | **DATE** |
| | |
| **7. NUMBER OF MANUSCRIPT PAGES** | **8. ESTIMATED NUMBER OF COLUMNS** | **9. ESTIMATED COST** |
| * 10 | * 5 | *$500.00 |
| **10. SIGNATURE (of REQUESTING OFFICER)** | **11. SIGNATURE (of FEDERAL REGISTER DESIGNER)** |
| *James Feeney James F. Feeney | *Vickie Reed |
| **(a) DATE** | **(b) TELEPHONE NUMBER** | **(a) DATE** | **(b) TELEPHONE NUMBER** |
| | (215) 566-3190 * | | (202) 260-7204 * |
| **12. FUNDS ARE AVAILABLE** | | | |
| ~~Rosemarie Young~~ LINDA BAHLE | R Young | 814-5177 |
| NAME OF FUNDS CERTIFYING OFFICER | SIGNATURE OF FUNDS CERTIFYING OFFICER | (215) ~~566-3190~~ |
| | | PHONE NUMBER OF FUNDS CERTIFYING OFFICER |

This document was submitted with a disk and is eligible for the 20% typesetting discount.

## 13. Financial and Accounting Data

| Line | DCN (Max 8) | Budget/FYs (Max 4) | Appropriation Code (Max 8) | Budget Org/Code (Max 7) | Program Element (Max 9) | Object Class (Max 4) | SFO |
|---|---|---|---|---|---|---|---|
| 1 | WD0170 | 96 | T | 03W | TFA | 2413 | 03 |
| 2 | | | | | | | (Max 2) |
| 3 | | | | | | | |

| Line | Amount (Dollars) | (Cents) | Site/Project (Max 8) | Cost Org/Code (Max 7) |
|---|---|---|---|---|
| 1 | 500 | 00 | 031WBM00 | |
| 2 | | | | |
| 3 | | | | |

# DELETION DOCKET

for

Ambler Asbestos Superfund Site
Ambler, Pennsylvania

This docket contains the Final Closeout Report for the Ambler Asbestos Site. The Final Closeout Report is the summary of the response work that led to the determination that construction of all necessary remedies was complete and that the Site needed no further response action except for operation and maintenance of the constructed remedies.

Also included is the Pennsylvania Department of Environmental Protection's letter of concurrence on the deletion of this Site.

Comprehensive information that supported the selection of the remedies implemented at this Site is available in the Administrative Record. Copies of the index to the Administrative Record is included in this Docket, and the full Administrative Record is available at the information repositories at the following locations:

- Wissahickon Valley Public Library
  Ambler Branch
  209 Race Street
  Ambler, PA 19002
  (215) 646-1072

- U.S. EPA Region III
  841 Chestnut Street
  Philadelphia, PA 19107
  (215) 566-3157

Deletion Docket for Ambler Asbestos Superfund Site

INDEX

**TAB 1.** Final Site Close Out Report, Ambler Asbestos Superfund Site, August 30, 1993.

**TAB 2.** Letter to James J. Feeney, U.S. EPA, from Mr. Bruce Beitler, Environmental Cleanup Program Manager, Southeast Regional Office, Pennsylvania Department of Environmental Protection, February 2, 1996, re: Concurrence on Notice of Intent to Delete.

TAB 3. Index of Documents, Administrative Record File, Ambler Asbestos

**Matthew Mellon**
07/08/02 12:24 PM

To: Hilary Thornton/R3/USEPA/US@EPA
cc:
Subject: Re: Question Re: Fed. Register

Hi Hilary,

Here's some more info on the streamlined deletions. I'll pull copies of all of this for you for the last deletion I did. (Dixie Caverns.)

--Matt

[Referring to the simultaneously published NOID/NOD:]

1. these doc's get finished and reviewed by another RPM / Section Chief
2. these then go to ORC for review, and to the State w/ a request for a concurrence letter (MUST GET BEFORE signature of RA can happen)
3. might send a copy to HQ for review while ORC is reviewing (Tracy Hopkins at HQ)
4. incorporate ORC/HQ comments and then send up concurrence chain for signature:
   RPM, ORC Attorney, Section Chief (PJL), Division Director (Abe), RA (Don).
5. once signed, get it to HQ *fast* for formatting and transfer to the FR que for publication (**VICKIE REED**)
6. HAVE PUBLIC AD READY for placement already, and once HQ calls and says "it'll run in the FR tomorrow", PLACE THE AD (CIC must have all paperwork ready).
7. Fedex priority overnight (and call to let them know it is coming) your deletion docket (deletion plus any supporting papers) to the local repository if it hasn't already been shipped; also make sure there is a copy downstairs in the deletion docket (Dawn Shellenberger).
8. the ad runs announcing that today (or tomorrow as the case may be) in the Federal Register EPA opens a comment period lasting 30 days.... If the ad doesn't run NO LATER THAN the 1st day of the comment period, then it all doesn't count and you have to do it again, only with even more work (by first publishing a withdrawal....).
9. if no "significant adverse" comments are recieved during the 30 day comment period, then the deletion becomes effective 30 days later (60 days from the date of publication) -- will that still be in FY 2002? Sept. 30 effective date means NLT July 30 publication date (ad and FR must run on the same day).
10. that's it. 60 days later, update CERCLIS to reflect that the Site has been deleted, and submit a salient (again).

And, cost for the FR:

[a message from Humberto last summer:]
Here are some general FR publishing procedures that I obtained from Kristine Matzko. Note, that I've modified her original procedures to reflect the current staff and positions/functions throughout the process. Also, the cost equation is current per HQ's Ms. Leona Proctor, (202) 564-6563. I hope this helps. Humberto

7/23/01 (Mon.) @ 3:16 P

ProceduresWHQ 7230 1M

Hilary Thornton

**Hilary Thornton**
07/05/02 03:58 PM

To: Matthew Mellon/R3/USEPA/US@EPA, Bonnie Gross/R3/USEPA/US@EPA, Kate Lose/R3/USEPA/US@EPA
cc:
Subject: Question Re: Fed. Register

ATTACHMENT 1

Publishing In The Federal Register

a/o July 23, 2001 (Mon.)

While preparing the document, call Ms. Vickie Reed, at HQ (202) 564-6562, to make sure she is still the Federal Register Designee. Her FAX # is, (202) 564-7322.

The document must be double-spaced and single-sided; the pages must include numbering and a one-inch left-side and right-side margins. Before the document is signed, FAX a copy to Vickie so that she can inspect the format. Based on her comments, or lack thereof, prepare the final for concurrence and signature.

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Send a package with the original, signed document, along with four (4) copies, and the document on a diskette in WordPerfect 9.0. Include the FR Typesetting Request to complete the package, and send via pouch mail to Vickie Reed. The original document goes to the FR Archives.

Send the original with four (4) copies of it in addition to the electronic copies of the NOID and ~~the NOD to~~ (8) Copies of the Direct Final Notice of Deletion (NOD)

Ms. Vickie Reed
U.S. Environmental Protection Agency - (Mail Code 1806A)
Room #3512
1200 Pennsylvania Avenue, N.W.
Washington, D.C. 20460

Approximately four (4) days from when Vickie receives the package, the document will be published. For the NOID or other document where you need to know the publication date beforehand, request a telephone notification of when the document will be published so you can finish and coordinate the news release. If the date given does not work out with the news release, call Vickie and arrange a new date.

# Public Notices

## Description

Public notices are advertisements published in local newspapers, broadcast on local radio, or sent as mailings to announce public comment periods for EPA decisions and major project milestones. The public notice is one of the methods that EPA uses to solicit community participation. The goal of publishing a public notice is to communicate an important announcement to as many people as possible in the affected community.

## Required Activity?

Yes. The NCP, at 40 CFR § 300.415(n)(1-4) requires public notices for various different types of removal actions. At 40 CFR § 300.425(d)(5) and § 300.425(e)(4), the NCP requires public notices when sites are proposed to be placed on, or deleted from the NPL. During the various stages of the Remedial Investigation and the Feasibility Study leading up to the signing of the ROD, the NCP requires public notices in the following sections: 40 CFR § 300.430(c)(5); § 300.430(f)(3)(i)(A); § 300.430(f)(3)(ii)(B); and § 300.430(f)(6). During Remedial Design and Remedial Action, the NCP requires public notices at 40 CFR § 300.435(c)(2)(i) and § 300.435(c)(2)(ii)(G). (See below).

## Making it Work

### When to Use

EPA **must** publish a notice when:

- A site is proposed to be added or deleted from the NPL;
- The Engineering Evaluation/Cost Analysis becomes available for public comment;
- The administrative record file and ***Information Repository*** become available;
- The Remedial Investigation/Feasibility Study (RI/FS) and Proposed Plan become available;
- A public comment period is held on the RI/FS and Proposed Plan;
- The remedial alternative has been selected and the ROD signed;
- An enforcement agreement is embodied in a settlement or consent decree; and
- A remedial design, action, or settlement is proposed that differs significantly from the previous design, action, or settlement already proposed and commented upon by the public.

See Information Repository, Tab 21

In addition to meeting the specific legal and regulatory requirements for publishing public notices, a public notice can be used to announce:

- The beginning of the RI;
- Emergency response actions;
- The beginning of an operable unit;
- The availability of ***Fact Sheets***; and
- Scheduling of ***Public Comment Periods*** and ***Public Meetings***.

See Fact Sheets, Tab 15; Public Comment Periods, Tab 31; Public Meetings, Tab 32

**Last Updated:** September 2002

# Public Notices

## How to Use

Public notices should not be used to provide updates on site progress or to inform or educate the public about specific site activities.

Public notices are only effective if they reach the intended audience. This requires that they present a simple, clear message in a conspicuous place. If a well written public notice is hidden in the classified section, it will not be reach many people. To prepare and publish a public notice that gets noticed, follow the steps described below:

- **Identify the community to reach.** Define the size and character of the community you are trying to reach before deciding how to communicate your message;
- **Identify best ways to reach community.** Identify the methods to reach your target audience by asking people how they usually get information. Include questions on media consumption habits in your initial ***Community Interviews***. Consult local leaders for suggestions about the most effective publications in which to place public notices. Sometimes, a display ad in a local community newspaper or a mailing may be more appropriate than a notice in the legal section of the paper;

See Community Interviews, Tab 5

- **Choose appropriate media outlets.** While the law requires public notices be published in a major newspaper, large city newspapers may not appeal to segments of the population. Small communities or neighborhoods may have their own newspapers that are more widely read. Foreign-language radio can be a particularly effective method for reaching non-English-speaking communities. Choose the outlets that are most widely consulted by members of your intended audience. Remember that notices also can be published in church bulletins, community and homeowner association newsletters, and weekly newspapers and shopping guides. They can be placed in grocery stores, libraries, and other frequently visited locations in the community. In some cases, a mailing to everyone on the site mailing list can be the most effective way to notify people of an event;
- **Provide ample notice.** Provide at least a one-week notice to ensure the greatest level of participation. Try to run advertisements more than once—*e.g.*, 10 to 14 days before, one week before, and one day before the event being announced. Two weeks notice is recommended for Public Comment Periods;
- **Meet publication or broadcast schedules.** Many local or community newspapers are published on a weekly or bi-weekly basis, so you will have to plan ahead to coordinate the publication of the notice with the event. Local radio stations, may run free public service announcements if they are submitted in advance;
- **Announce dates, times, and locations clearly.** Make sure these essential facts are prominently displayed in your notice; and
- **Provide name, address, and telephone number of contact person.** For notices that announce the beginning of a RI/FS, include the location of the ***Information Repository***. A clip-out coupon may be added for people to send their names and addresses to EPA to be placed on the ***Mailing List***.

See Mailing List, Tab 23

The EPA fact sheet *Publishing Effective Public Notices* is available at: www.epa.gov/superfund/action/guidance/remedy/pdf/93-7808fs-s.pdf

# Public Notices

## Tips

- Identify and understand the target audience for the public notice.
- Determine the best method for reaching the target audience.
- Ask how people receive their information.
- Consult local leaders.
- Select the most appropriate media outlets:
  - Printed notice (newspaper, community bulletins, flyers). Use the WordPerfect 8 templates of public notices included with this section. These templates include attractive graphics and are designed to permit you to modify the text to fit your site-specific needs;
  - Radio;
  - Television;
  - Mail; or
  - Posted flyers or posters.
- Prepare the notice:
  - Use a simple message stated in easily understood language;
  - Make it attention-getting by using an attractive design;
  - Place it in well-read sections of newspapers (*e.g.*, sports, comics);
  - Broadcast (radio or television) it at appropriate times of the day;
  - Prominently display dates, times, and locations of events;
  - Include contact names, addresses, and telephone numbers; and
  - Translate it if necessary.
- Plan ahead for publication or broadcast schedules.

## Related Tools/Resources in the Toolkit

- Fact Sheets, Tab 15
- Information Repository, Tab 21
- Mailing List, Tab 23
- Media, Tab 25
- Presentations, Tab 29
- Public Comment Periods, Tab 31
- Public Meetings, Tab 32
- Translation Services, Tab 43

# Public Notices

# Residential Relocations

## Description

Individuals and families are relocated from their homes when their health is threatened or residences must be razed for remedial action to be effective. The purpose of a temporary or permanent relocation of residents is to protect human health or the environment.

## Required Activity?

Yes or no, depending on the situation. Most sites do not require that residents be moved from their homes. However, when EPA determines that a relocation is necessary, that relocation must then be carried out in a timely fashion, and in accordance with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (42 USC § 4601 *et. seq.*).

Information on EPA policy regarding temporary and permanent residential relocation, and tools for implementation, can be found at www.epa.gov/superfund/tools/topics/relocation/. Guidance on temporary relocation as part of the remedy at a Superfund site can be found at www.epa.gov/superfund/tools/topics/relocation/tempreloc.pdf. The interim policy on permanent relocation can be found at www.epa.gov/superfund/tools/topics/relocation/intpol.pdf.

See Internet, Tab 10

## Making it Work

### When to Use

Community involvement must be done expeditiously and early in the relocation process. EPA cannot wait until the decision to relocate has been made to involve the community. By that time, citizens may have involved the media (sometimes by placing negative ads in newspapers) or contacted private attorneys on their behalf. A CIC who begins the process at this point would have an uphill battle in completing the relocation. Instead, remember that community involvement during residential relocations are most effective when:

- CICs are involved early in the process;
- EPA's role is defined in a ***Community Involvement Plan*** before going to the community;
- Communication among agencies is discussed before going to the community to avoid inconsistencies in information; and
- The CIC establishes a bond with the community early in the process.

See Community Involvement Plans, Tab 7

The CIC works directly with the affected residents first, and then involves the media. Affected residents should never hear news affecting them from the media first, unless it is an actual emergency in progress. In addition, caution should be used when involving local officials; they should be informed at the same time you are informing residents. Informing officials first might result in leaks to the media; informing officials afterward may result in irate calls from the informed public to the official, for which the official would be ill prepared.

### How to Use

Here are a few situations to avoid:

- Different agencies hand out conflicting information at the beginning of the process
- Residents are *informed* instead of *involved* at early stages
- The CIC only has contact with residents during public meetings

**Last Updated:** September 2002

# Residential Relocations

- EPA begins talking to residents after the relocation has been decided; or
- An undefined EPA role breeds confusion and resentment from residents

See Spokesperson, Tab 39

EPA is currently developing policy on how to conduct relocations. The absence of a policy suggests that the CIC use caution when covering new ground. As the CIC, your primary role is to be the EPA ***Spokesperson*** to the affected community on Superfund matters. As such, you are to be honest, straightforward, and non-confrontational. This role involves the skillful facilitation of the flow of information in matters of public concern. Your secondary role is to serve as an advisor to the Remedial Project Manager (RPM) or other site team members to ensure they are aware of the human element involved in their actions. For instance, you may have to tactfully remind site team members that a home is more than a building or an investment: it is the family's life in a capsule.

Because razing houses and condemning property are highly emotional topics, the CIC must use extreme caution and excellent judgement when addressing such topics. Residential relocations can be the most challenging aspect of community involvement at a site. To help you meet this challenge, some general principles are listed below:

See Informal Activities, Tab 20

**Humanize the Process:** No matter how many meetings you hold, no matter how many fact sheets you hand out, the community simply will not trust you unless you get to know them. Residents who are scared are more likely to contact a lawyer than to read an EPA fact sheet. ***Informal Activities*** allow you to establish a rapport with residents so that they are comfortable with EPA's involvement. It is essential that you spend time with the community to understand their concerns. In this way, you can negotiate with empowered people and thus avoid negotiations with lawyers.

See Risk Communication, Tab 37

**Talk About Risk:** It is important to make sure that the residents understand one issue in particular: *risk*. Most problems with residents occur when a confused populace think that their lives are threatened by invisible toxins in the air, the earth, and in their homes. ***Risk Communication*** allows you to relay information in a non-technical manner.

**Create a Solid Organization:** It is important to become respected by the community, and a large part of that is accomplished through good organization. Internally, you must coordinate efforts with the RPM or other EPA officials to ensure that conflicting information is not distributed. In addition, you should keep in close contact with other agencies at the site (*e.g.*, ATSDR) to ensure that no misunderstandings occur. Typically, the other agency most likely to be involved is the US Army Corps of Engineers (COE), and coordination with COE is often paramount to success.

See Information Repository, Tab 21

**Create a Relocation Section in the *Information Repository*:** A central repository for information regarding relocation needs to be established. This section should be sized appropriately relative to the scope of the relocation effort (*i.e.*, a larger center may be required if many families are involved). This relocation section should provide information on residents' rights during a relocation, fact sheets, and booklets on the site, information on chemicals at the site, and other necessary materials residents can use. Ensure that the site is centrally located and well-advertised. In addition to a repository, you can try using electronic mediums like a bulletin board or World Wide Web site to provide information. A hotline or counseling services might be other options.

**Use the Tools Available:** Several EPA Regions have already developed tools to help community members understand the Superfund and Relocation processes. Furthermore, communities may already be well-organized, which can provide an easy way to reach out to the whole

community. If there is a ***Community Advisory Group*** (CAG) at the site, coordinate relocation outreach activities with that group. CAG members can be trained through workshops to understand the complexities involved with a relocation.

See Community Advisory Groups, Tab 4

**Interact with Community Groups:** Other community groups may have already begun to organize for a fight with EPA on the relocation. Meet with these groups *before* conflicts arise and provide any information they need to know. The CIC should remain the point of contact for residents throughout the entire resolution. It is important that this person establish a personal relationship with the community, thereby providing a contact for residents to call.

## Tips

- Start early
  - The earlier you begin, the more likely you can avoid conflicts.
- Be consistent
  - Providing conflicting information to residents will breed mistrust. Review any information that is going out to ensure that it will not contradict any of the previous information that was given out (if possible). A good relationship with other agencies can ensure cooperation and avoid the government giving residents differing facts.
- Get to know the community
  - Establishing a personal relationship with residents is crucial. It is up to you to find out exactly what residents want. Informational newsletters and fact sheets can only do so much.
- Communicate effectively
  - Residents need to understand the risks involved and what rights they have in the relocation. Employ good ***Risk Communication*** techniques to not only tell the community about actions that are taking place, but to get their opinions to incorporate them into the decision making process. Public meetings that involve the community in creating the site's relocation plan will empower the residents to work with EPA for a successful relocation.
  - It is important to try and meet with every affected resident, in person, to explain the situation and the options. One approach could involve holding small group meetings with the affected residents. These workgroups could work more closely with the CIC and the RPM.
- Leave nothing to chance
  - Make sure that you distribute a written guide covering everything relocation arrangements. This should be written in clear and concise language. It should be reviewed paragraph by paragraph with the affected residents to make sure that they understand it, and it should be signed by the residents. If the CIC is not directly involved in negotiations, forward these suggestions to the EPA personnel involved.
  - For example, be very clear and precise that the resident is responsible for making mortgage or rent payments on their old house while they are relocated; that EPA will make the payments at the new dwelling; that EPA is responsible for security at the old dwelling; and that EPA is responsible for the condition of the new dwelling.
- Designate a ***Spokesperson***
  - Select one CIC (or RPM in some cases) to be the point of contact through the entire resolution. This person should visit the community and understand their concerns.

- Related to this effort, designate a community liaison with the city. The local government might have a better means of communicating with citizens than a Federal agency.
- Designate a ***Media*** coordinator. The media can be an ally or enemy in the relocation process. If all information sent to the media is consistent and correct, you are more likely to have a better relationship with the press.

See Media, Tab 25

See Translation Services, Tab 43

- Try to know the language spoken by the affected community. ***Translation Services*** may be employed to ensure all outreach materials and correspondence are in the language that a resident can best understand. Use non-technical language.
- Address property maintenance issues. The site should be well protected to alleviate residents' concerns especially for a temporary relocation.
- Address environmental justice concerns. At many sites with a large population of minority citizens, social justice may be an issue. These issues must be addressed at meetings, and all interested parties should be able to voice their concerns.
- Present the community with a range of options. Rather than listing only one recommended option, empower the residents by listing multiple alternatives for the relocation process.
- Finally, the CIC should be prepared to explain to those families not being relocated, but who live near someone who is being relocated, why they are not at risk.

## Related Tools/Resources in the Toolkit

Public Availabilities/Poster Sessions, Tab 30

Community Advisory Groups, Tab 4

Community Involvement Plans, Tab 7

Informal Activities, Tab 20

Exhibits, Tab 13

Information Repository, Tab 21

Internet, Tab 10

Media, Tab 25

Public Meetings, Tab 32

Risk Communication, Tab 37

Spokesperson, Tab 39

Translation Services, Tab 43

Workshops, Tab 46

# Resource Book

## Description

A Resource Book is a notebook that presents general Superfund and site-specific information for citizens, ***Media*** representatives, and new team members. A Resource Book is a collection of a broad range of introductory materials about the site. A Resource Book also provides a concise summary of site activities to date.

See Media, Tab 25

## Required Activity?

No.

## Making it Work

### When to Use

A Resource Book can be used to help educate site leaders, citizens, or the media about the overall Superfund process and site activities. It is useful at ***Public Availabilities/Poster Sessions*** and site briefings. A Resource Book is a great way to archive information about progress at a Superfund site.

See Public Availabilities Tab 30

A resource book is most effective when it is:

- Updated regularly;
- Kept brief;
- Organized by tabs;
- Available at the user's leisure;
- User-friendly;
- Used as a community document; and
- Combined with other resources (*e.g.*, local library resources, EPA information hotlines and clearinghouses, ***Internet***).

See Internet, Tab 10

### How to Use

When constructing a Resource Book, condense and summarize information as much as possible. The list below can help:

#### Before You Begin

- Consult community representatives to gather information about the site; and
- Observe publication restrictions.

#### Format

- Use tabbed sections to enable easy access to information;
- Plan how the information will be organized (*e.g.*, tabbed sections chronologically with the most recent information first);
- Use an annotated table of contents that describes the information in the tabs;
- Use a three-ring binder for easy addition or removal of documents; and
- Make a schedule for updating information regularly.

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# Resource Book

### Content

Dividing the notebook into several tabbed sections will improve readability. Contents might include:

- Generic information about the Superfund program (*e.g.*, history, pipeline steps, glossary);
- Pipeline steps, from preliminary assessments through operation and maintenance, including community involvement opportunities throughout the Superfund pipeline;
- Site-specific information, such as abstracts from key technical documents like the Record of Decision (ROD), Preliminary Assessment/Site Inspection (PA/SI), or brief ***Fact Sheets*** summarizing this information;
- Community involvement information, such as scheduled events for community participation and locally-issued site information; and
- Timeline of past/planned site activities.

See Fact Sheets, Tab 15

Eliminate enforcement-sensitive information, and use non-technical language whenever possible. Provide a date and citation for each resource. Get all information reviewed internally by EPA management. Divide information into separate volumes if the book becomes too large.

### Who to Contact

Include in your Resource Book a comprehensive list of the contact information for people directly involved with the site, including the Remedial Project Manager (RPM), community leaders, Potentially Responsible Parties (PRPs), and other federal, state, and local agency officials.

## Examples

### Example 1: Information Repository

One region makes a regular practice of putting a Resource Book at their site information repositories. For most citizens living near a Superfund site, the mounds of paper that make up the ***Repository*** can be quite overwhelming. The region finds that the Resource Book helps the community members get a better understanding of the Superfund process and provides the site-specific information citizens want.

See Information Repository, Tab 21

### Example 2: Outreach and Briefings

Another region uses a Resource Book to help them address the questions and issues that arise at their contentious sites. They bring copies with them to ***Availability*** sessions, use it to brief their regional administrator, and provide copies of Resource Books at ***Media*** events in addition to topic-specific press information.

## Tips

- Create abstracts/summaries of key documents to reduce notebook size.
- Include ***Fact Sheets*** on common chemicals found and technologies used at sites.
- Develop an annotated table of contents.
- Provide a date and citation for each resource.

- Include local information developed about the site, including stories on community participation to date. Existing local information often provides the most approachable and understandable introductory resources for someone new to a site; it is also the most contextual.
- Design a cover for the Resource Book that is tailored to the community; for example, a local landmark.

## Related Tools/Resources in the Toolkit

- Communications Strategies, Tab 3
- Community Groups, Tab 4
- Community Profile, Tab 8
- Exhibits, Tab 13
- Fact Sheets, Tab 15
- Frequently Asked Questions/Referrals, Tab 18
- Information Repository, Tab 21
- Internet, Tab 10
- Media, Tab 25
- Presentations, Tab 29
- Translation Services, Tab 43

## Attached Items Within this Tool

- Attachment 1: Examples of General Superfund Information That Might be Included in a Resource Book
- Attachment 2: Suggested Tabs for Organizing Your Resource Book

# Attachment 1: Examples of General Superfund Information That Might be Included in a Resource Book

- Your Community Resource Book: Purpose and Introduction
- Superfund: A Brief History
- Pipeline diagram
- Roadmap to community involvement
- One-page site summary outline (to be completed by CIC)
- ***Frequently Asked Questions*** about the Superfund Program
- Glossary of terms, including acronyms
- Technology fact sheets
- List of federal resources and contacts (state and local resources, to be assembled by CIC)

## Attachment 2: Suggested Tabs for Organizing Your Resource Book

- Introduction and Purpose
- Superfund History and Process
- Local Information (community-driven materials, including newsletters, news releases about the site)
- Site-Specific Summary Information
- Community Involvement: What You Can Do
- Additional Information Resources (including state and local resources and contacts)

# Responsiveness Summaries

## Description

EPA prepares responsiveness summaries to comments, criticisms, and new data received primarily during ***Public Comment Periods***, which typically occur when the site is proposed to the National Priorities List (NPL), the remedial plan is proposed for the Record of Decision (ROD), and the notice of intent to delete the site from the NPL is issued. The comments include oral or written citizen input submitted at public meetings, public hearings, or during public comment periods, as well as major issues and concerns raised during the various phases of the program.

See Public Comment Periods, Tab 31

Responsiveness summaries provide a comprehensive response to all major comments and concerns raised by the community, including PRPs. They briefly summarize major community concerns and document EPA's response to the comments. Responsiveness summaries are intended to be concise and complete reports that the public can understand.

Responsiveness summaries are used by EPA and the public. For instance, EPA decision makers use information about community preferences on remedial alternatives and general concerns about the site before issuing a ROD. Members of the public may use the document to determine how their comments were considered during the decision making process.

## Required Activity

At the conclusion of the 30-day public comment period on the Proposed Plan, NCP at 40 CFR § 300.430(f)(3)(F) requires that EPA "[p]repare a written summary of significant comments, criticisms, and new relevant information submitted during the public comment period and the lead agency response to each issue. This responsiveness summary shall be made available with the record of decision." This summary accompanies the ROD and is made available as a stand-alone document for public distribution. If a Proposed Plan does not generate any public comments, a responsiveness summary need not be provided. EPA makes responsiveness summaries available to the public through the ***Information Repository***.

See Information Repository, Tab 21

As discussed in the ROD guidance and OSWER Directive "Superfund Responsiveness Summaries," responsiveness summaries contain four sections: overview; background on community involvement; summary of comments received and agency responses (topics of comments); and remedial design/remedial action concerns.

## Making it Work

### When to Use

Although one responsiveness summary is usually prepared before each ROD is completed, the RPM and CIC can decide to prepare one responsiveness summary for two or more operable units if, for instance, the RODs are completed near the same time.

Although EPA has no obligation to respond to comments received before or after official ***Public Comment Periods*** on the RI/FS and Proposed Plan, EPA encourages consideration of all significant comments, regardless of when they are received. Comments may be grouped into general topical areas to simplify EPA's response.

### How to Use

Typically, community relations staff has the responsibility of coordinating the development of a responsiveness summary. EPA's technical and legal staff may be needed to respond to some

# Responsiveness Summaries

comments, and a technical support contractor may be obtained through the Superfund Comprehensive Accomplishments Plan (SCAP) to assist in the effort.

The responsiveness summary should not be viewed as a substitute for other community relations techniques and should not be a point-by-point recitation of each comment. Refer to Chapter 5 of the Community Involvement Handbook for further information.

See Fact Sheets, Tab 15

Some Regions write ***Fact Sheets*** on specific issues raised by the community. The CIC generally provides information for the ***Fact Sheet*** and works with the RPM to prepare it. ***Fact Sheets*** are distributed to community groups.

A responsiveness summary is most effective when all comments are clear and understandable, and the summary is written for the public to understand. The national average reading level is considered to be at an eighth grade level. A responsive summary that resembles a technical treatise is of minimal use to the public or EPA.

## Tips

- Maintain good records of all comments.
- Address all significant comments.
- Use ***Fact Sheets*** and other methods to distribute information on community concerns and EPA's responses to the public.
- Apply the "Keep It Simple" approach in writing. Lay persons must be able to understand all technical information.

## Related Tools/Resource in the Toolkit

- Community Involvement Plans, See Tab 7
- Fact Sheets, See Tab 15
- Information Repository, See Tab 21
- Mailing List, See Tab 23
- Public Comment Periods, See Tab 31

# Risk Communication

## Description

Risk communication is the process of informing people about the hazards of a Superfund site. The purpose of risk communication is to help residents of affected communities to: understand risk assessment and risk management; form scientifically valid perceptions of the likely hazards; and participate in making decisions about how risk should be managed.

The process of informing people about site hazards is a two-way conversation in which the site team informs and is informed by affected community members. This means that the site team must listen to community fears and identify knowledge gaps and desired cleanup strategies. This tool contains techniques for effectively communicating risk to the public.

## Required Activity?

No. Although the specific communication techniques contained in this tool are merely suggested, the general process of risk communication can be construed as implied by the NCP. For removal actions, the NCP [at 40 CFR § 300.415(n)(1)] requires that a spokesperson be designated by the lead agency to inform the community of actions taken, respond to inquiries, and provide information concerning the release. For remedial actions, the NCP [at 40 CFR § 300.430(c)(2)(C)] requires that the lead agency provide appropriate opportunities for the community to learn about the site.

## Making it Work

### When to Use

Risk communication is an ongoing dialogue, the timing of which varies with the situation and should be coordinated with the On-Scene Coordinator (OSC) or Remedial Program Manager (RPM). While CICs do not have total responsibility for risk communication, CICs should be involved in risk communication during all phases of site cleanup. For instance, they could be involved at the site assessment stage asking residents to allow EPA to test their water; at the remedy selection stage helping people understand the technical aspects of the cleanup options; or at construction completion speaking about the future of the site and how the community can return it to productive use. All of these instances require skilled risk communication and a sincere willingness to involve the affected community with decision making about the site.

### How to Use

EPA policy encourages maximum community involvement in risk communication because people are entitled to make decisions about issues that directly affect them. Furthermore, experience has shown that greater community involvement leads to greater understanding of the real level of hazard at the site, and greater input from citizens in EPA decision making. The resulting cooperation among all stakeholders increases the credibility of the entire endeavor.

**Analyze the audience.** One of the most critical components of risk communication is analyzing the audience and the situation. This analysis helps you to understand: (1) what people want to know; (2) what needs to be delivered to ensure they understand and participate; (3) what the best tools are with which to communicate; and (4) what can realistically be done within the constraints of the situations.

**Earn trust and establish credibility.** Trust and credibility are difficult to obtain and precious to keep. Once lost, they are extremely difficult to regain. For these reasons, the CIC must work carefully and with great sensitivity to win the community's confidence. A credible person

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# Risk Communication

**Seven Cardinal Rules of Risk Communication**

1. **Accept and involve the public as a legitimate partner.** The goal is to produce an informed public, not to defuse public concerns.
2. **Plan carefully and evaluate your efforts.** Different goals, audiences, and media require different actions. Analyze the audience; learn what works for each situation.
3. **Listen to the public's specific concerns.** People often care as much about credibility, competence, and empathy as they do about risk levels, statistics, and details.
4. **Be honest, frank, and open.** Trust and credibility are difficult to obtain; once lost they are almost impossible to regain.
5. **Coordinate and collaborate with other credible sources.** Conflicts among organizations makes communication with the public more difficult.
6. **Meet the needs of the *Media*.** The *Media* are usually more interested in simplicity than complexity, danger than safety. Make sure they have what they need to portray the situation fairly.
7. **Speak clearly and with compassion.** Never let your efforts prevent acknowledgment of the tragedy of an illness, injury, or death.

See Media, Tab 25

is accurate, keeps promises, and makes sure others do the same. To build such a reputation, the CIC must first listen.

Second, the CIC must react honestly. Where they exist, admit to mistakes and past problems. Let people know EPA is trying to do better with community involvement, and acknowledge how difficult it is for experts to remember that other people need more background information.

Third, the CIC must be patient and compassionate. The CIC needs to imagine the anxiety and trepidation he/she might feel under a similar unknown threat. Impatience can be moderated by remembering that every new audience is hearing this information for the first time, and that many people must hear it more than once.

Fourth, the CIC must consider appearance and dress. CICs should project a neat and professional appearance, while remaining approachable and somewhat similar to the audience.

Fifth, the CIC must get rid of barriers like the podium and the microphone, go into the crowd, and shake hands. It may be helpful to rehearse with a video camera to keep body language and mannerisms positive.

Sixth, the CIC must help colleagues communicate. The CIC should translate over-technical terminology for audiences.

Some examples of how the CIC can earn trust and credibility are: (1) return telephone calls or e-mails within 24 hours (if an answer to the question is not ready, explain what is being done to investigate and when an answer will be ready); (2) at meetings, let the audience know that they are being understood (Repeat questions after they are asked to clarify the intent. Make a list of action items to follow up on as a result of the meeting, as well as any questions that still need to be answered.); (3) explain how information was obtained and

where the community can go for a "second opinion," or to find out more information on their own.

**Identify previous community involvement activities.** A myriad of scenarios can exist as a result of previous community involvement and risk communication efforts at a site. Evaluating this factor is even more pertinent if the CIC is not entering the process at the outset. If this is the case, it will be necessary to determine not only the level of trust and credibility, good or bad, that others had established with the community, but also the types of activity and involvement that have occurred. The following questions will help the CIC collect initial background information that will help shape the risk message(s):

- **Who are allies?** No matter where the site is in the cleanup process, the CIC should first review the ***Community Involvement Plan*** and then meet with the RPM/OSC and people from other government agencies to discuss events that occurred up until the time of the CIC's involvement, the current situation, and roles and responsibilities. If a meeting is not feasible, the CIC should speak to everyone individually.

See Community Involvement Plans Tab 7

- **Who are the audiences?** Identify those around or near the site with whom no risk communication has yet occurred. Identify what they want to know, how they view the risks from the site, and what has been the level of local involvement.
- **What is the current situation?** After establishing what has been communicated to whom, assess the results and how the public's perceptions have been affected. What were the communities' responses to any communication efforts that took place? How did the media report on the situation? Did any organized citizen groups form? Then, using the information collected, classify the situation. Has there been good communication but a hostile audience, no communication and an apathetic audience, good communication and an interactive audience?

**Incorporate risk communication into your *Communication Strategy.*** A large part of developing a successful risk communication strategy involves setting realistic goals and measures of success. Risk communication goals will be influenced by those activities that are

See Communication Strategies, Tab 3

**Potential Risk Communication Limitations**

*Regulatory requirements*—Comply, at a minimum, with CERCLA public participation requirements for Superfund sites. Other laws such as the National Environmental Policy Act (NEPA) may apply as well. (See pipeline timeline foldout at end of Handbook for required and recommended activities.)

*Organizational requirements*—These requirements can apply, for example, to the amount or type of data available to the public, especially if it relates to legal actions or proprietary information. Be careful not to release or promise to release information that is restricted.

*Audience requirements*—Sometimes certain audience characteristics may limit the manner chosen to communicate. For example, techniques for communicating with a transient population would differ from those used with a stable one.

mandated by applicable laws and regulations, and those that are unique to the specific situation. Be honest with people about the constraints the team faces, and they will be more willing

to accept those limitations. Promise no more than can be delivered. The box below provides examples of such constraints.

Keep the strategy simple; it should be a guide. Develop an overarching risk communication goal (*i.e.*, "achieve consensus on the remedy"), and then work to select the pipeline-specific interim messages that must be delivered to achieve that goal (*e.g.*, gaining permission to sample drinking water, distributing information on the health effects of the contaminants). Remember that the strategy should not remain static. It will evolve as the site progresses and should be revisited often and modified as necessary.

The first step is to determine the risk message. A risk message should contain no more than three to five points. If the message cannot be articulated that succinctly, then the message should be broken down into an overall message with several interim messages.

The next step is to determine how to deliver the message(s) to meet the goals. A basic template for developing the overall strategy is to follow the questions outlined in the Rutger's University Center for Environmental Communication document, "Ten Questions Environmental Managers Should Ask." The ten questions are summarized below:

1. Why are we communicating?
2. Who are our target audiences?
3. What do our audiences want to know?
4. What do we want to get across?
5. How will we communicate?
6. How will we listen?
7. How will we respond?
8. Who will carry out the plans? When?
9. What problems or barriers have we planned for?
10. Have we succeeded?

**Explain the Superfund risk assessment process.** The areas of risk science and management can help build a context for the community's understanding of Superfund risks. The Superfund risk assessment estimates the "baseline risks" to human health and the environment present at a site. Let the community know that the risk assessment is tailored. Because each site varies according to the particular contaminants present, each risk assessment is conducted on a site-by-site basis, and estimates the current and possible future risks or hazards if no action were taken at the site.

Put risk in perspective by presenting adequate background when explaining risk numbers. Here are some important considerations:

- **When explaining numbers derived from a risk assessment, explain the risk assessment process before presenting the numbers.** Consider holding a risk assessment workshop to explain the process before the risk assessment is started.
- **Explain and, if possible, show in clear and simple graphics the routes of exposure.** Frequently, the issue is not whether a dangerous substance exists in relatively high quantities, but whether routes of exposure put people at risk.

- **Put the data in perspective.** Avoid the tendency to see risks as "safe" or "dangerous." Instead, explain risk numbers in ranges: 1-10 ppb as "low risk," for example. Show the relationship to similar data and provide a context for reference, such as the regulatory action level and the levels found in other communities. People whose minds are not already made up are very much influenced by how the data are presented.
- **Explain EPA's protective approach to risk assessment and standard setting.** People are often not aware of the extent to which buffers are built into the risk assessments to ensure that they err on the side of caution. The Reasonable Maximum Exposure (RME) as the highest exposure that is reasonably expected to occur at a site needs to be explained to demonstrate the "conservative" nature of the assessment. This technique also helps ensure that the most sensitive, vulnerable individuals in society—children, pregnant and nursing women, immune compromised individuals, and the elderly—are protected.

An important aspect of communicating risk is acknowledging and explaining the inherent uncertainties associated with assessing actual site risks. Failure to do this may result in a loss of credibility with stakeholders.

Five steps are involved in defining or identifying audiences for hazardous waste risk messages:

1. Identify the most contentious or vocal concerns and profile the audiences involved with them;
2. Identify and profile other interested audiences;
3. Discover the informational needs of these audiences;
4. Find key risk communication partners; and
5. Customize messages to audiences.

For most of the concerned public, the personal nature of risk issues and the inherent uncertainty associated with estimating risk can provoke considerable anxiety. Well-managed communication and presentation efforts will help ensure that risk messages are successfully formulated, communicated, and received, and that they result in meaningful actions.

You can best deliver the risk message by selecting appropriate communication tools, addressing communication barriers, and managing difficult situations. See Chapter 10 for a thorough discussion of selecting appropriate communication tools, addressing communication barriers and managing difficult situations.

This section of the Tool presents a discussion of three roles you will play to ensure quality risk communication and community involvement.

### Site Team Coordinator

As Site Team Coordinator for risk communications you should work closely with all site and off-site staff to determine and present a unified Agency message about the risks to the community. Coordinating your risk communication efforts with the RPM and OSC will ensure you have the latest information about site activities and any related risk information. It also will enable you to choose those appropriate times when you can arrange for the RPM or OSC to communicate directly with citizens and when you can facilitate personal contact between a community member and someone on the site team.

# Risk Communication

### Risk Translator

In your risk communication efforts, you also will serve in the role of Risk Translator. This role takes you off the site and into the neighborhoods and living rooms of your communities. Two qualities make you the ideal translator: you know about the risks presented by a site; and you are adept at "speaking the language" of risk. By explaining, sharing, conveying, and providing risk data, literature, sites activities, and other risk information, you will find yourself "translating" the technical information into understandable concepts for the public. As a translator, you also will need to take care to maintain the original meaning of the risks, so as not to simplify or downplay them. And you will assist the community in comparing risks and understanding uncertainty. If successful, your efforts will make you an ideal intermediary between the site staff and the community. Because you understand both the "hazard" learned as Site Team Coordinator and the "outrage" from your experiences as Community Involvement Liaison (described below), you will be able to help the community appropriately calibrate their level of outrage, which is the ultimate goal of risk communication.

### Community Involvement Liaison

Your role as Community Involvement Liaison will involve you most directly in the community. You will balance your role as Site Team Coordinator (bringing information to the public) by obtaining feedback from the community and providing it to the site team. This role requires that you revisit all of the tools and resources at your disposal to serve the risk communication needs of each community. As liaison, you will meet with citizens individually whenever possible. You also will want to work with the ***Community Advisory Groups*** at your sites to ensure the inclusion and involvement of your most active community players and to help them find the resources they need to help you communicate risk in the community; these resources might include risk literature, site updates, and advice on applying for ***Technical Assistance Grants*** to hire risk specialists and consultants.

See Community Advisory Groups, Tab 4 ; Technical Assistance for Communities, Tab 41

## Tips

- Plan all risk communication carefully by integrating the risk assessment and management activities with other community involvement activities.
- Coordinate your efforts with those of other site members, including the RPM and OSC.
- Make use of outside experts when appropriate, but continue to serve as the lead contact point for the communication of technical risk information.
- Remember that no other CIC arena is more important than seeing that citizens' fears, questions, and concerns are managed on their terms, not yours.
- Track your progress and evaluate your risk communication strengths and areas for improvement.

## Related Tools/Resources in the Toolkit

- Communications Strategies, Tab 3
- Community Groups, Tab 4
- Community Interviews, Tab 5
- Community Involvement Plans, Tab 7
- Community Profiling, Tab 8

# Risk Communication

- Community Visioning Process, Tab 9
- Electronic Mail, Tab 10
- Cross-Cultural Communications, Tab 12
- Exhibits, Tab 13
- Facilitation/Conflict Resolution, Tab 14
- Fact Sheets, Tab 15
- Focus Groups, Tab 17
- Frequently Asked Questions/Referrals, Tab 18
- Hot Sites Template, Tab 19
- Information Repository, Tab 21
- Internet, Tab 10
- LandView, Tab 10
- Maps and Aerial Photographs, Tab 24
- Media, Tab 25
- On-Site Activities, Tab 26
- Presentations, Tab 29
- Public Availability/Poster Sessions, Tab 30
- Public Meetings, Tab 32
- Public Notices, Tab 33
- Resource Book, Tab 35
- Responsiveness Summaries, Tab 36
- Special Events, Tab 38
- Spokesperson, Tab 39
- Technical Assistance for Communities, Tab 41
- Telephone, Tab 42
- Translation Services, Tab 43
- Videos, Tab 45
- Workshops, Tab 46

# Risk Communication

## Attached Items Within this Tool

- Attachment 1: Internet Resources for CICs
- Attachment 2: Internet Resources Available to the Public
- Attachment 3: Useful Terms and Definitions for Explaining Risk

## Outside Sources of Information

- *Risk Assessment Evaluating the Effects of Toxic Substances. Hazardous Substance Research Centers.* Environmental Science and Technology Briefs for Citizens. Issue 01-97.

# Attachment 1: Internet Resources for CICs

**Risk Communication**

www.riskworld.com/nreports/1996/risk_rpt/html/nr6aa038.htm

**Risk Communication Bibliography**

excellent.com.utk.edu/~mmmiller/bib.html

**Workshop Proceedings on Risk Communication**

web.health.gov/environment/Casestudies/csapp3.htm

**Case Study in Health Risk Communication**

www.fplc.edu/risk/vol5/winter/trauth.htm

**A Primer on Health Risk Communication Principles and Practices**

www.atsdr1.atsdr.cdc.gov:8080/HEC/primer.html

**EPA's Comparative Risk Project**

www.epa.gov/opperspd/pdffiles/paq5_6.pdf

**Risk Communication: Notes from a class by Dr. Peter Sandman**

www.owt.com/users/snowtao/risk.html

# Attachment 2: Internet Resources Available to the Public

### EPA Superfund Information

www.epa.gov/superfund

### Risk Assessment for Toxic Air Pollutants: A Citizen's Guide

www.epa.gov/oar/oaqps/air_risc/3_90_024.html

### Integrated Risk Information System

www.epa.gov/iris/

### Community Risk Assessment Tools

www.epa.gov/nceawww1/communit.htm

### Risk Assessment as a Major Tool for EPA Policy Decisions

www.riskworld.com/Profsoci/sra/newsltrs/2ndqu95/ps5ae217.htm

### Guidelines for Exposure Assessment

www.epa.gov/ncea/exposure.htm

www.epa.gov/nceawww1/exposure.htm

### A Citizen's Guide to EPA's Superfund Program

www.epa.gov/reg3hwmd/super/sfguide.htm

# Attachment 3: Useful Terms and Definitions for Explaining Risk

The glossary is intended to assist readers in understanding terms used by the U.S. Environmental Protection Agency. The definitions are not all-encompassing and should not be construed as official EPA definitions.

**Acute exposure:** Exposure to one dose or multiple doses within a short time - 24 hours to a few days.

**Acute Toxicity:** A term used to describe immediate toxicity. Its former use was associated with toxic effects that were severe (e.g., mortality) in contrast to the term "subacute toxicity" which was associated with toxic effects that were less severe.

**Adverse Health Effect:** Any change resulting in anatomical, functional, or psychological impairment that may affect the performance of the whole organism.

**Aquifer:** An underground geological formation, or group of formations, containing usable amounts of groundwater that can supply wells and springs.

**Asbestosis:** Scarring of the lung from inhaling airborne asbestos fibers. This disease is often fatal.

**Bioaccumulate:** To build up a large amount of a substance in the body by ingesting small amounts over an extended period of time.

**Carcinogen:** Any substance that can cause or promote cancer.

**Carcinogenesis:** The origin or production of cancer (very likely a series of steps). The carcinogenic event so modifies the genome and/or other molecular control mechanisms in the target cell that they can give rise to a population of altered cells.

**Chronic Exposure:** Multiple exposures occurring over an extended period of time, or a significant fraction of the animal's or individual's lifetime.

**Chronic Toxicity:** A term used to describe delayed toxicity. However, the term "chronic toxicity" also refers to effects that persist over a long time, whether or not they occur immediately or are delayed.

**Congenital:** A condition existing from birth. Congenital conditions are acquired during development in the womb. They are not inherited from the parents.

**Cohort Study:** An epidemiologic (human) study that observes subjects in different exposed groups and compares the incidence of symptoms. Although ordinarily prospective in nature, such a study is sometimes carried out retrospectively, using historical data.

**Cumulative Risk Assessment:** A process that involves the consideration of the aggregate ecologic or health risk to a target organism caused by the accumulation of risk from multiple stressors (any physical, chemical, or biological entity that can induce an adverse response) and multiple pathways of exposure.

**Developmental Toxicity:** Adverse effects on the developing organism (including death, structural abnormality, altered growth, or functional deficiency) resulting from exposure prior to conception (in either parent), during prenatal development, or postnatally up to the time of sexual maturation.

**Dose:** Administered dose is the mass of a substance given to an organism and in contact with an exchange boundary (e.g., gastrointestinal tract) per unit body weight, per unit time (e.g., mg/kg-day). Absorbed dose is the amount of a substance penetrating the exchange boundaries of an organism after contact.

**Dose Response:** How a biological organism's response to a toxic substance quantitatively shifts as its overall exposure to the substance changes (e.g., a small dose of carbon monoxide may cause drowsiness; a large dose can be fatal).

**DNA** (deoxyribonucleic acid)**:** The carrier of genetic information in cells.

**Ecology:** The relationship of living things to one another and their environment, or the study of such relationships.

**Endocrine Disruptors:** Exogenous (outside the body) chemical agents that interfere with the production, release, transport, metabolism, binding, or elimination of the natural hormones in the body, which are responsible for the maintenance of homeostasis and regulation of developmental processes.

**Enteric:** Relating to the intestines, alimentary.

**Exposure:** Contact of an organism with a chemical or physical agent. Exposure is quantified as the amount of the agent available at the exchange boundaries of the organism (e.g., gut, skin, lungs) and available absorption.

**Exposure Assessment:** The determination or estimation (qualitative or quantitative) of the magnitude, frequency, duration, and route of exposure.

**Ground Water:** Water that moves slowly underground in an aquifer.

**Hazardous Waste:** Waste defined by the Resource Conservation and Recovery Act (RCA) as those that may cause, or significantly contribute to illness or death, or that may substantially threaten human health or the environment when not properly controlled.

**Health Advisory:** An estimate of acceptable drinking water exposure to a chemical substance based on health effects information. A Health Advisory is not a legally enforceable standard, but serves as technical guidance to assist federal, state, and local officials.

**Incidence:** The number of cases of a disease or occurrence of an effect within a specified period of time.

**Integrated Pest Management (IPM):** A mixture of chemical and other non-pesticide methods to control pests.

**Malignant:** Tending to become progressively worse and to result in death if not treated; having the properties of anaplasia, invasiveness, and metastasis.

**Maximum Contaminant Level (MCL):** Maximum permissible level of a contaminant delivered to any user of a public drinking water system. An MCL is an enforceable federal regulation.

**Metastasis:** The transfer of disease from one organ or part to another one not directly connected with it.

**Mitigation:** Measures taken to reduce adverse impacts on the environment.

**Morbidity:** Sickness.

**Mortality:** Death.

**Particulate Matter:** Airborne materials that can, depending on their size and composition, lodge in various areas of the respiratory tract.

**Pathogens:** Microorganisms that can cause disease in other organisms or in humans, animals, and plants (e.g., bacteria, viruses, or parasites) found in sewage, in runoff from farms or rural areas populated with domestic and wild animals, and in water used for swimming. Fish and shellfish contaminated by pathogens, or the contaminated water itself, can cause serious illness.

**Restoration:** Measures taken to return a site to pre-violation conditions.

**Risk:** A measure of the probability that damage to life, health, property, and/or the environment will occur as a result of a given hazard.

**Risk Assessment:** The determination of the kind and degree of hazard posed by a specific pollutant, and the present or potential health risk that exists due to that agent. Major steps may include:

- Hazard Identification: **Determines whether exposure to a substance can cause cancer, birth defects, or other adverse health effects.**
- Dose Response Assessment: **Determines the possible severity of adverse health effects at different levels of exposure.**
- Exposure Assessment: **Estimates the amount of contact individuals within a population—including potentially sensitive groups, such as children—could have with the substance.**
- Risk Characterization: **Combines the information in the first three steps to determine the level of potential risk to humans and the environment.**

**Risk Management:** The process of evaluating and selecting alternative regulatory and non-regulatory responses to risk. The selection process necessarily requires the consideration of legal, economic, and behavioral factors.

**Smelter:** A facility that melts or fuses ore, often with an accompanying chemical change, to separate its metal content. Emissions cause pollution. "Smelting" is the process involved.

**Solvent:** A liquid capable of dissolving a material and holding it in solution. For example, paint remover is a paint solvent.

**Superfund:** Federal authority, established by the Comprehensive Environmental Response, Compensation, and Liability Act of 1980 (CERCLA) as amended by the Superfund Amendments and Reauthorization Act (SARA) of 1986, to respond directly to releases or threatened releases of hazardous substances that may endanger health or the environment.

**Surface Water:** Water at the surface of the earth, including lakes, rivers, ponds, and streams. It is the source of much ground water through the larger hydrologic cycle as water moves from the surface to aquifers below ground.

**Toxic:** Poisonous

**Toxicology:** The study of the adverse effects of chemicals in living organisms.

**Volatile:** Any substance that evaporates readily.

# Special Events

## Description

Special events are activities near the site that celebrate the accomplishment of key milestones in the cleanup process. Special events educate people about site activities while highlighting the progress made at the site. Moreover, Special Events can add a sense of closure for the community and site team members. Special events are an excellent way to involve community members in a positive activity surrounding the site.

## Required Activity?

No.

## Making it Work

### When to Use

The timing of special events can coincide with the completion or beginning of key milestones. Be creative in determining when such an event might be appropriate, such as when a particular eyesore at the site is demolished.

### How to Use

EPA will not pay for food or beverages, either directly or indirectly through its contractors. However, refreshments can be paid for by a sponsor. Consider approaching the Potentially Responsible Party (PRP) to sponsor the event. Be sure to get community members involved to make it more their event than yours. For example, you may form a panel of community members to handle refreshments or games. Local businesses may donate supplies, services, food, or printing.

Contact the ***Media***. Besides providing publicity, they may co-sponsor the event. Think about the pictures, graphics, and message that you can give the media to highlight your event. If you are planning a large special event, consider inviting a local news anchorperson to be Master of Ceremonies. Promote the event well in advance.

See Media, Tab 25

## Examples

### Example 1: Major Milestone

One CIC organized a celebration around the demolition of four smokestacks on a Superfund site. The stacks had been somewhat of an eyesore in the community. The media was involved, as well as the regional administrator and a local congressman. Local residents printed programs for the demolition and organized a fair with a helicopter ride. The CIC distributed a ***Fact Sheet*** and media package about the stack demolition.

See Fact Sheets, Tab 15

### Example 2: Completion

Another CIC held a ceremony when work at a site was completed. The occasion was the completion of on-site revegetation to create a bird sanctuary. Since the site appeared to be nothing more than a grassy field, the celebration focused on the actual removal of EPA's Superfund sign and the unveiling of a new sign proclaiming the site to be a wildlife refuge.

**Last Updated**: September 2002

# Special Events

### Example 3: Education

Another CIC had a site where lead was a major threat to children. The site team borrowed a program called "Get the Lead Out" from the State of New Jersey and held a special event at the local firehouse to educate kids and their families on the dangers of lead. Parents of the children who attended provided refreshments. There was a coloring contest for the children (children received pages from the coloring book that accompanies the Superfund slide show, and they brought the colored pages to the event for judging). At the event, lots of prizes were provided for the winners, the local newspaper agreed to publish the winning entries, and the firehouse was decorated with all the children's art work. The Superfund slide show for kids was shown at the event, and narrated in terms they could understand. The site Remedial Project Manager (RPM) also attended and described his job in simple terms. He also brought two protective suits with masks, respirators, and gloves and explained their uses. Children took turns putting on the gear and explaining what it did, and EPA took Polaroid pictures for them to keep.

## Tips

- Tailor celebrations or special events to a given community's interests or concerns.
- Involve local residents.
- Involve the media.

## Related Tools/Resource in the Toolkit

- Media, Tab 25
- Fact Sheets, Tab 15

## Attached Items Within this Tool

- Attachment 1: Some Occasions for Special Events
- Attachment 2: Special Event Planning Checklist

## Attachment 1: Some Occasions for Special Events

Major Milestones:

- On-site demolitions (*e.g.*, smokestack demolition).
- Transition to the next phase.
- Recognize community, PRP involvement.
- Downgrading of on-site personnel protective gear.

Special topic educational campaigns (*e.g.*, lead and children).

Construction completion (*e.g.*, "changing of the signs" ceremony).

## Attachment 2: Special Event Planning Checklist

To plan a celebration or special event, follow these simple steps:

___ Identify the message you wish to convey.

___ Identify the "hook"—what is it that will motivate people to participate?

___ Identify your target audience.

___ Brainstorm with the RPM, other CICs, and local residents about what type of event would be best.

___ Identify the best location for the event.

___ Pick a date and time—make sure to consider the community calendar so that your celebration does not compete with a local event, such as a summer craft fair or fall festival, or a popular vacation time in the community.

___ Make arrangements for speakers, food, and games; residents can help here—involve them in the planning.

___ Prepare media packages to distribute at the event.

___ Mail information to community members.

___ Publicize the event. One mailing may not be enough. Consider door hangers, public service announcements, announcements at local civic clubs, church bulletins, and school flyers. Consider using invitations.

___ Verify all arrangements with speakers, vendors, and workers.

___ Fax a press release to all media contacts. On the day of the event, follow up with a phone call.

___ Arrive early and brief all participants before the start of the event.

___ Go through this checklist.

___ Hold a "Lessons Learned" meeting.

# Spokesperson

## Description

The spokesperson is responsible for addressing citizen concerns, answering their questions, and responding to inquiries from the ***Media*** about a Superfund site. The spokesperson is usually the CIC. The spokesperson is usually not the Remedial Project Manager (RPM) or On-Scene Coordinator (OSC).

See Media, Tab 25

## Required Activity?

Yes. The NCP, at 40 CFR § 300.415(n)(1), requires EPA to designate a spokesperson to inform the community of actions taken, respond to inquiries, and provide information concerning the release.

## Making it Work

A spokesperson is knowledgeable about the site and current site actions, willing to explain cleanup policies and procedures, in-tune with community concerns, and accessible to the public.

The spokesperson has the opportunity to establish a strong foundation with the public, usually before any other representative of EPA. However, when an issue arises that requires more specialized information, the spokesperson should direct the audience to the most appropriate contact.

When a spokesperson is assigned, it is important that the spokesperson:

- *Send out a news release.* Announce who the contact person will be through local newspapers, radio and television stations. This will give the public a direct link to the events of the cleanup before they get underway;
- *Inform all Agency staff members.* For those involved with the cleanup, inform them of the spokesperson for that site in case they are approached by someone looking for information pertaining to that site; and
- *Keep a log book.* Record all of citizen requests and how each was handled to ensure that incoming requests are not forgotten.

## Examples

### Example 1: Putting a Consistent Face Forward

At one site, a barrage of inquiries started pouring in from local newspapers, radio, and TV stations. However, stakeholders did not know who the spokesperson for the site was, and so the media tried everyone they could think of to get information. As a result, information given to the media was inconsistent. If the CIC had made it known from the beginning that he or she was the spokesperson, activities at the site would have been better communicated.

### Example 2: The Right Resources

A parent was concerned about the removal process at a site near a park where children played. This parent wanted to know exactly what was to be done and if the children were in any danger of being exposed to hazardous materials. The CIC was contacted and answered the questions as accurately as possible. The CIC referred the parent to the RPM and gave the parent a list of other contacts.

**Last Updated:** September 2002

# Spokesperson

See Frequently Asked Questions/ Referrals, Tab 18

## Tips

- *Be personable.* Many ***Frequently Asked Questions*** will be raised, and each time you answer, remember to be as respectful as the first time you responded.
- *Have a second in command.* If you know that your availability to the public is limited, have a second or even third contact person to help field questions regarding the site.

## Related Tools/Resource in the Toolkit

- Frequently Asked Questions, Tab 18
- Media, Tab 25

## Outside Sources of Information


- Covello, Vincent; Donovan, Erin; and Slavick, John, eds. "Dos and Don'ts for Spokespersons." *Risk Communication Student Manual.* Washington, DC: Chemical Manufacturers Association, 1989.

# Superfund Regional Ombudsman

## Description

An Ombudsman is a government official charged with investigating citizens' complaints and assisting in achieving fair settlements. Each Regional office has an Ombudsman.

Regional Superfund Ombudsmen can independently investigate citizen's concerns and facilitate a resolution to those concerns. Regional Ombudsmen normally help citizens work through the Superfund decision making process and mediate discussions between citizens and Superfund site staff to solve problems associated with site decisions. Ombudsmen also help resolve internal conflicts that may arise among members of the site team. Success depends on the ombudsman's ability to persuade the parties involved to accept the solutions the parties mutually develop. Ombudsmen do not have the authority to make or change decisions made by Superfund staff.

## Using the Resource

### When to Use

The Superfund Regional Ombudsman is a direct point-of-contact for citizens who have talked with Superfund site staff about a problem and are dissatisfied with the solution or treatment received. Although citizens may contact the Ombudsman before discussing their concerns with Superfund staff, the Ombudsman will advise citizens to talk with Superfund site staff. The Ombudsman does not normally answer general Superfund or site-specific questions.

Regional Superfund site staff can request assistance from the Superfund Regional Ombudsman to facilitate or mediate meetings between citizens and sites staff. However, the community has a right to arrange for a neutral third-party facilitator/mediator to perform this function.

### How to Use

For more information, contact your Regional Superfund Ombudsman or the Hazardous Waste Ombudsman.

## Tips

- The Ombudsman can play a positive role in helping citizens through the Superfund decision making process and moving the cleanup process forward;
- Ombudsmen cannot change site decisions.
- Inform your communities about the Superfund Regional Ombudsman program;
- Consider involving the Superfund Regional Ombudsman at contentious sites or when potential conflicts become apparent; and
- Consider using third-party facilitators/mediators if the situation does not warrant the involvement of the Ombudsman.

## Related Tools/Resources in the Toolkit

- Community Visioning Process, Tab 9
- Facilitation/Conflict Resolution, Tab 14
- Partnering, Tab 28

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# Superfund Regional Ombudsman

# Technical Assistance For Communities

## Description

EPA provides technical assistance for communities to help citizens understand and comment about site-related information. By law EPA must inform communities about Technical Assistance Grants (TAGs) and assist them in applying for these grants. EPA also informs citizens about obtaining assistance through other programs, such as the university-based Technical Outreach Services for Communities (TOSC) program and the Department-of-Defense-based Technical Assistance for Public Participation (TAPP) program. This tool provides information about each of these programs. The purpose of informing communities about the availability of independent technical assistance programs is to help communities understand and participate in decisions affecting hazardous waste cleanup.

## Making it Work

Because each community is unique, you must determine (through ***Community Interviews***) the best method of informing the community of the availability of technical assistance and the difference between TAGs, TOSC, and TAPP.

See Community Interviews, Tab 5

## Tips

- Consult with your community to determine what type of technical assistance would be most helpful and the best way to inform the community of its availability. In some communities basic outreach may suffice, while others may need workshops and technical training. Some communities may demand independent technical assistance programs.
- Advise communities about the TAG program and determine if the community is interested. If so, contact the Regional TAG Coordinator, as necessary.
- If the community is not interested, determine why. Some communities may need technical assistance, but do not want to bother with obtaining a TAG. In such cases, other options may be available, such as TOSC or local experts.
- Suggest a technical assistance program tailored to each community. Obviously, each community is different and requires different levels of education and assistance. Let the community decide what it wants and help them to obtain it.

## Related Tools/Resources in the Toolkit

- Community Groups, Tab 4
- Workshops, Tab 46
- Local Resources, Tab 22

**Last Updated**: September 2002

# Technical Assistance For Communities

# Technical Assistance Grants (TAGs)

## Description

Grants of up to $50,000 are available to qualified groups of individuals that are affected by sites listed on, or proposed for listing on the National Priorities List (NPL). Additional funding is available for sites meeting certain criteria. TAGs can be used for hiring a technical advisor/ grant administrator, attending approved training, and obtaining relevant supplies and equipment. A technical advisor is an independent expert who can explain technical information and help articulate the community's concerns. This advisor can participate in approved training, site visits, meetings, and hearings, and interpret technical documents. Since the program began on March 24, 1988, 200 TAG awards have been issued by EPA, totaling more than $12,800,000.

## Required Activity?

Yes. The NCP, at 40 CFR § 300.430(c)(2)(iv), requires "informing the community of the availability of technical assistance grants."

## Making it Work

### When to Use

TAGs are available at any time during the site cleanup process, but are usually most effective during the Remedial Investigation/Feasibility Study or "pre-ROD stage." This is when most decisions about the response to site contamination are made and when a technical advisor is most useful. TAGs may address multiple Operable Unit (OU) or multiple RODs.

When to use this tool will depend, in part, upon whether the affected community meets the relevant criteria for a TAG award. The CIC is required to inform communities that technical assistance grants are available to any qualified group of individuals affected by a release or threatened release at a NPL site where a response action is underway. Individuals who are "affected" by a release are those who can demonstrate potential effects from the release, such as health or economic injury. The basic provisions of the TAG Program include a $50,000 grant to hire technical advisors to help the community understand site-related technical information. Only one TAG is awarded per NPL site. Additional funding may be available for unusually large or complex sites. At the time of the award, a recipient group must either be incorporated as a nonprofit organization, or demonstrate that it has taken all necessary and appropriate actions to do so. Recipients must show proof of incorporation no later than the time of the first request for reimbursement for costs incurred.

The recipient group must contribute 20% of the total project costs to be supported by TAG funds. This requirement can be met with cash or in-kind contributions. Administrative costs, such as record keeping and accounting activities, may comprise only 20% of the total TAG budget (including the matching share).

A TAG is most effective when the TAG group (recipient) sees itself as a partner in the remedial process and works with EPA and the broader community. The TAG group is responsible for managing the grant, selecting the technical advisor, informing the community, responding to EPA requests for comment on technical documents, and maintaining fiscal responsibility. Groups with members who are experienced in grant management or who hire a grant administrator are most likely to excel, although such expertise is not required to succeed. Success also depends on establishing good relationships with the Remedial Project Manager (RPM), CIC, Potentially Responsible Party (PRP), and other stakeholders. The group must be able to represent the community and be in a position to help meet their technical assistance needs.

# Technical Assistance Grants (TAGs)

TAGs awarded to groups with a specific agenda (unrelated to site cleanup), or groups that do not represent a consensus of community opinion are less likely to succeed. Sites in which the PRP or RPM have not been forthcoming in providing answers to citizens' questions or who are condescending to community members can lessen the likelihood of an effective TAG. TAGs are least effective when the TAG's information outreach plan (or scope of work element) is poor or the outreach effort is poorly executed.

The Superfund program is in the process of revising the TAG rule to eliminate some of the requirements that restrict access or unnecessarily burden citizens' groups who would like to effectively participate in Superfund decisions. Several restrictions exist on who may apply and when. First, the site must be proposed or listed on the NPL, and EPA's response action must have begun. Second, members of groups eligible to receive a TAG must reside near the site and their health, economic well being, or enjoyment of the environment must be directly threatened. Third, a TAG group must be a nonprofit and incorporated, or working toward incorporation.

**Ineligible groups:**

Groups not eligible for TAG awards include potentially responsible parties (PRPs: people or companies potentially responsible for or contributing to contamination at the site), academic institutions, political subdivisions, or a group established or sustained by governmental entities or PRPs.

**Ineligible activities:**

TAG funds may not be used to develop new information, such as conducting independent testing and monitoring activities at a site. Also TAG funds are not available for use in underwriting legal actions, including the preparation of court testimony and hiring of expert witnesses. Any activities or expenditures for recipient group members' travel may not be reimbursed. TAG funds may not be used for political activity, lobbying, or for epidemiological or health studies, such as blood or urine testing.

## How to Use

See Public Meetings, Tab 32; Public Notices, Tab 33

First, you must inform the community of the availability of the TAG. This is generally accomplished by discussing the TAG program at ***Public Meetings*** and distributing brochures or flyers about the program. ***Public Meetings*** should include the TAG program on the agenda. Also use a ***Public Notice*** in a local newspaper to advertise the availability of the TAG. When an interested group submits a Letter of Intent (LOI) or a completed TAG application to its EPA Regional Office, EPA must provide formal ***Public Notice*** (including mailings and meetings) to other interested parties that an application has been received and will soon be under review. This gives other potential applicants 30 days to contact the original applicant to form a coalition and submit a single application. Because only one TAG may be awarded for a site, EPA encourages groups to consolidate in order to provide technical assistance to the most widely representative group of community members. If groups are unsuccessful in forming a coalition, each has an additional 30 days to prepare its own application. In this case, competing TAG applications will be evaluated, and only one selected to receive funding.

Unless the CIC is the project officer, TAGs are overseen by a TAG Coordinator in each region. TAG Coordinators determine whether the group meets specific administrative and management requirements. TAG Coordinators assist groups in coalition building and application completion.

# Technical Assistance Grants (TAGs)

The completed TAG application must include a budget estimate, project narrative and schedule, and a statement of work for the Technical Advisor (TA). TAG Coordinators can provide application forms in electronic format, sample project narratives, and a sample TA statement of work. The TAG review and evaluation panel generally includes the TAG Coordinator, RPM, CIC, and other site team members. After the award, EPA reviews TA contracts to ensure compliance with applicable requirements, but has no role in the TAG recipient's selection of a TA.

Applicant groups should consult four *Superfund TAG Handbooks* for detailed instructions on how such information should be presented:

- *Applying for Your Grant*
- *The Application Forms with Instructions*
- *Procurement—Using TAG Funds*
- *Managing Your Grant*

TAG recipients must submit quarterly progress reports to EPA, an annual financial status report, and a final report that describes TAG project activities over the entire period of the grant. There are additional certification and record keeping requirements.

## Tips

- Promote TAGs. In a recent survey of TAG recipients, 91% said the TAG program allowed them to feel "much more informed and involved," and 83% reported the community benefited a great deal from their TAG involvement.
- Work with your TAG Coordinator when identifying communities interested in TAGs.
- Be innovative about broadcasting TAG availability.

## Related Tools/Resources in the Toolkit

- Community Groups, Tab 4

## Outside Sources of Information

- 40 CFR Parts 30, 33, and 35
- Superfund Program TAG Page: www.epa.gov/superfund/tools/tag/index.htm

# Technical Assistance Grants (TAGs)

# Technical Assistance for Communities (TOSC)

## Description

Technical Outreach Services for Communities (TOSC) is a university-based outreach program that provides technical assistance to communities affected by hazardous substances that do not fit the profile of the Technical Assistance Grant (TAG) program. The mission of the TOSC program is to give communities an independent understanding of hazardous substance contamination issues so they may participate effectively in decision making.

TOSC services are provided through cooperative agreements with a national network of university staff and students coordinated by the five Hazardous Substance Research Centers (HSRCs). Each HSRC serves one, two, or three EPA Regional Office(s). Technical assistance under TOSC is similar to the extension service models employed by universities for many years. Technical assistance under TOSC usually takes the form of education and other types of outreach.

## Required Activity?

No.

## Making it Work

### When to Use

TOSC services are available to communities with concerns about local hazardous substance contamination. The five regional TOSC centers provide a broad range of technical assistance to a wide variety of communities. However, TOSC is not available to all communities, and delivery of services is discretionary on the part of the HSRC. While all communities in need of hazardous-substance-related technical assistance are encouraged to contact their regional TOSC center, the TOSC program is designed to respond to particular local needs.

The TOSC Threshold Selection Criteria are listed below:

- The problem must relate to hazardous or toxic contamination or pollution; and
- The site must be nominated for TOSC assistance by EPA, state or local government, citizen group or third party.
- More likely to be selected if:
  - Environmental justice concerns are present
  - Human health protection concerns are present
  - Identifiable citizen/community group(s) are established (*e.g.,* CAGs, neighborhood associations)
  - Multiple sources of requests for TOSC assistance occur
  - A meaningful role for educational efforts exists
  - The request occurs early in the decision making process
- Less likely to be selected if:
  - TAG, Technical Assistance for Public Participation (TAPP), or other technical assistance is available to the community

- Minimal community interest exists
- Community poorly organized;
- A single request for support is submitted;
- Extreme polarization exists in the community;
- TOSC cannot address community needs (*e.g.*, the needs are for legal assistance); or
- The request occurs too late in the process to offer meaningful assistance.

### How to Use

Each HSRC may be contacted directly to request TOSC services. While the simplest way to obtain TOSC services is for a community to contact a regional TOSC center directly, most communities are unaware of the program. CICs are often key players in the TOSC process by providing referrals. Based on the threshold selection criteria, the CIC should refer a qualified community to the appropriate TOSC center. Because TOSC resources are limited, TOSC centers place a premium on such referrals. Interaction with the EPA Regional Office is seen as an indication of a community's interest and commitment to participating in decision making.

Typical recipients of TOSC assistance work in partnership with their TOSC center to design an approach and strategy for the provision of technical services, including feedback and evaluation. As providers of scientific information, the universities that provide TOSC services will not assume the role of advocate or provide scientific conclusions based on opinion.

## Examples

### Example 1: Rocky Mountain Arsenal

At the Rocky Mountain Arsenal site in Colorado, the Great Plains/Rocky Mountain HSRC set up a toll-free line to answer technical questions and prepared a resource guide for the community. The guide covered the history of the site, the regulatory and risk assessment processes, and cleanup alternatives. The HSRC also conducted two on-site technical workshops for local advisory boards on: 1) the fundamentals of science, engineering, and project management as they relate to the site; and 2) dioxin contamination.

### Example 2: Housatonic River

At the Housatonic River site in Massachusetts, the Northeast HSRC organized a student team project that ranked the risks and impacts of alternative remediation approaches, reviewed and interpreted documents and records from the site for the local community, conducted meetings to provide overviews of alternative approaches, and developed a computer model to help the community understand site contamination and the impact of dredged material.

### Example 3: Pueblo Tribes

The South/Southwest HSRC worked with the Pueblo Office of Environmental Protection to produce a pesticide manual, conduct a pesticide training workshop, provide local community relations staff training and assistance, and brief various Pueblo tribes on cleanup and education services and options.

## Tips

In 1997, an independent workgroup was formed to evaluate the TOSC pilot program and make recommendations to steer the program as it moved beyond the pilot stage. The workgroup

consisted of representatives from EPA headquarters and regions, HSRCs, and community groups that had received TOSC assistance. Among the recommendations were the following tips for maintaining effective relations between CICs and the TOSC program:

- EPA Regional community involvement staff can promote the TOSC program by:
  - Providing contact between communities and TOSC Center coordinators
  - Identifying a TOSC point-of-contact for each EPA Regional community involvement program to provide information regarding communities needing technical assistance
  - Coordinating EPA activities at communities of common interest with the regional TOSC coordinators
  - Disseminating information obtained from the TOSC coordinators to all interested parties in the EPA Regional community involvement program
  - Providing the TOSC Center coordinators with copies of community outreach plans for communities of common interest and/or other site specific projects
  - Providing the TOSC Center coordinators with names and telephone numbers of all EPA personnel working at communities of common interest
  - Inviting TOSC personnel to in-house training activities
  - Providing assistance to the TOSC personnel upon request on specific problems; and
  - Informing the TOSC Center coordinators about other on-going activities and communities being served by the EPA Regional community involvement programs
- TOSC programs can assist EPA Regional community involvement staff by:
  - Providing the EPA Regional community involvement programs with a list of criteria for selecting communities, the type of communities of preference, and the limit to the number of communities to be served
  - Providing technical assistance to as many communities as possible that are proposed by EPA, states, local governments, or the communities themselves
  - Providing EPA with a copy of the initial community assessments, describing the community needs and history and the present and desired involvement of the community in the remediation effort
  - Providing EPA with a copy of the working agreement between TOSC and the community to be served, as appropriate
  - Disseminating information obtained from the EPA programs to all TOSC personnel
  - Informing EPA offices of all communities or geographic areas being served by the TOSC program
  - Providing names and telephone numbers of all TOSC personnel to the EPA Regional contact; and
  - Informing EPA offices of activities at communities of common interest
- TOSC and EPA representatives should develop and maintain continuous and on-going communication between the TOSC programs and the EPA Regional community involvement programs. TOSC coordinators should be regularly invited by Regional CICs to describe their on-going programs to community involvement staff.

# Technical Assistance for Communities (TOSC)

# TAPP

## Description

To improve public understanding of military environmental activities, the Department of Defense (DoD) has promulgated a Final Rule on Technical Assistance for Public Participation (TAPP) in DoD Environmental Restoration Activities. The TAPP program allows local community members of Restoration Advisory Boards (RABs) and Technical Review Committees (TRCs) to obtain independent technical analyses on topics of local concern, such as the potential health implications of site conditions, site investigations, and remedial activities at an installation. DoD's final TAPP rule allows an installation to provide a maximum of $100,000 per year to small businesses to provide public participation assistance to members of RABs and TRCs.

Like EPA's Technical Assistance Grants, TAPP does not include activities such as litigation or underwriting legal actions, political activity, or health studies. RAB administrative support and broader community involvement functions will continue as normal if TAPP is provided to RAB/TRC community members.

## Required Activity?

No.

## Making it Work

### When to Use

Once a base commander approves TAPP funding, community members of RABs and TRCs can suggest which technical consultants they would like DoD to procure. The ultimate procurement decision is DoD's, however. RABs and TRCs apply for technical assistance to help contribute to the public's understanding of overall environmental conditions and activities as well as enhance the public's ability to participate in the decision making process. To be eligible for TAPP funding, a community must have an established RAB or TRC comprised of no less than three community members whose majority requests TAPP assistance.

### How to Use

The RAB or TRC must prepare and submit a formal TAPP application to the installation specifying the type of assistance required. Technical support under TAPP will be considered only if the Federal, State, and local agencies cannot provide the RAB and TRC with the needed assistance, or if it can be shown that such assistance will contribute to the efficiency of the restoration.

Requests for TAPP funding will be subject to an annual limit. In the event that TAPP requests exceed the limit, the installation will consider factors such as closure status, the installation's restoration program status, and alternate sources of assistance in determining funding.

## Tips

- While TAPP has been approved, at this time there is no mechanism to get TAPP funds from the installation to the public. Further guidance will be forthcoming regarding the distribution of funds for TAPP.
- For further information concerning TAPP, contact U.S. Army Corps of Engineers (USACE), Restoration Programs Division, Program Management Branch (410) 671-3240.

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# TAPP

## Related Tools/Resources in the Toolkit

- Community Groups, Tab 4

## Outside Sources of Information

- The final rule: 63 *Federal Register* 5255 (February 2, 1998).
- TAPP applications are available to RAB and TRC community members through the installation where the hazardous waste site is located.
- Installations are to contact the USACE, Restoration Programs Division, Program Management Branch, at (410) 671-3240, concerning TAPP applications.

# Telephone

## Description

Using the telephone for conference calls and for toll-free, site update hotlines can be an effective tool for promoting community involvement at a Superfund site.

## Required Activity?

No.

## Making it Work

### When to Use

This tool is useful throughout the entire remedial or removal process. When to use this tool depends on many site factors. Conference calls can be used anytime you need quick input from, or communication with, a large number of stakeholders. Conference calls should not just be reserved for internal EPA meetings. The use of hotlines for site updates also is useful throughout the entire Superfund process.

### How to Use

Ten steps to set up a pre-recorded update for site activities:

1. Check with the ***Communication Strategy*** to get the right message to the right audience;
2. Get an 800 or 888 number (with voice-mail-type capabilities) from the phone company;
3. Restrict access to the number to a certain area by working with the phone company to get the narrowest targeting possible for your situation;
4. Check with the citizens to determine how frequently they would like updates;
5. Determine the cost and procedure for updating your message;
6. Decide on what frequency you can support, then work with the residents to reach an acceptable compromise if necessary. Together, decide on a deadline for completing each update, and then commit to meeting that deadline;
7. Gain site team consensus on the contents of the message;
8. Record the update starting with the date and time of the update;
9. Promote the new service in the affected community. Consider printing an ad or flyers; and
10. Monitor the use of the hotline and use feedback to improve it.

See Communication Strategies, Tab 3

## Example

One CIC used the telephone to change a highly contentious site with years of controversy into an uncontested Record of Decision (ROD). The CIC held regular conference calls with EPA representatives, reporters, editors, local officials, and interested residents. Twelve lines were dedicated for each call, with a set telephone number reserved for all groups taking part in the call. The date and time of the call were announced in advance, with the slots filled on a first-come, first-serve basis. The calls started out as quarterly then, as work intensified, became

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monthly, bi-weekly, then weekly. The CIC also placed weekly updates on a toll-free hotline that citizens could call at their convenience. A fresh update would be in place by a set time each week. This not only informed affected residents, but helped head off questions and saved the CIC time each week tracking down and responding to individual messages.

## Tips

- Make pre-recorded messages clear, concise, and uncomplicated.
- Ensure the site team agrees with the information you provide.
- Ensure accurate information.
- Use community members who want to be involved.

## Related Tools/Resources in the Toolkit

- Community Groups, Tab 4
- Media, Tab 25
- TAGs, Tab 41

## Attached Items Within this Tool

- Attachment 1: Arranging for a Toll Free Number
- Attachment 2: Example Message
- Attachment 3: Appropriate Conference Call Participants

## Attachment 1: Arranging for a Toll-Free Number

To arrange for a toll-free number with pre-recorded site updates, make sure you have answers to the following questions, and then consult with your facilities management personnel responsible for telephone arrangements:

- How long will your recorded message be?
- How often and when will the message be updated (*e.g.*, every other Monday)?
- Who will be regularly updating the message (name and phone extension)?
- What volume of calls do you expect to come in to the 800 number?
- What geographic area will these calls most likely come from?
- How long will you need the 800 number?
- Who will pay for the number/how should the account be billed?

## Attachment 2: Example Message

***NOTE:*** *This is a fictional example; it is recognized that not everything on the list could occur within one week.*

This is _____ Superfund site update message number 10, for the week beginning Monday, February 2, 1998.

To recap last week, the EPA team accomplished:

- The installation of three monitoring wells;
- Sample collection from five residential wells;
- The installation of four air monitoring devices;
- A Poster Session for the New Town High School; and
- The expansion of the site's mailing list, by enlisting local civic groups to mail updates and fact sheets to their members.

This week's activities include:

- Testing of the three monitoring wells installed last week;
- Collection of core samples from the sledge pond area of the site;
- Completion of the site Observation Deck; we'll confirm this next week and announce the hours that it is available;
- A site tour is scheduled to begin at 1 pm on February 3, 1998;
- The latest Fact Sheet is scheduled to be mailed on February 4, 1998, to all parties on the site's mailing list; and
- The Fact Sheet can also be viewed at the Information Repository, at Howells Library, and on the Internet at ... .

The work hours on site will continue to be the same.

Next week's anticipated projects include:

- Sediment samples from the site;
- A Public Meeting to be held on February 11, 1998, to discuss the possibility of the following actions:
  - The installation of a vertical barrier around the contaminant source area and the northern portion of the groundwater plume;
  - The installation of a multi-layer cap over the area bounded by the vertical barrier;
  - The possible relocation of two residences; the construction and installation of the cap would require relocation of approximately two residences;
  - Continued monitoring of groundwater and surface water.

Thank you for your interest in the _____ Site. Call again next week for further updates.

## Attachment 3: Appropriate Conference Call Participants

- RPM
- CIC
- Other team members as appropriate
- Local officials
- TAG group leader or representative
- CAG leader or representative
- Interested media
- PRP representatives
- Other interested citizens

# Translation Services

## Description

Translation services convert written materials and oral presentations from English to other languages.

## Required Activity?

No.

## Making it Work

### When to Use

See Community Involvement Plans, Tab 7

Translation services can be used anytime you need them. While preparing the ***Community Involvement Plan***, determine if translation services will benefit the affected community. Because there will be some situations where only a small number of people may benefit from translated documents, work with CIOC to decide when this service may be cost prohibitive.

Based on a recent survey conducted by CIOC, timeliness and accuracy are the two most significant factors in using translated outreach materials. Establishing arrangements in advance will help you to address timeliness and accuracy issues. Advance planning for a translation project allows you to choose between the Department of State's service and local resources.

### How to Use

Generally, printed materials are the main subject of translation services. However, using local resources to provide oral or American Sign Language interpretations at community meetings or news briefings can be a powerful tool. Some Regions use contractors, community groups, and college students in language programs as resources. Using community groups or college students can help to further community involvement. Also, these resources can help when materials are required on short turn-around.

In addition to local resources, CIOC has established a centralized translation service through an inter-agency agreement with the Department of State's Office of Translation Services. By accurately completing the Translation Checklist submission form, the Department of State can return documents as follows:

| Document Length | Maximum Time Frame |
|---|---|
| 1 to 5 pages | One week |
| 6 to 15 pages | Two to three weeks |
| Over 15 pages | Need to discuss individually |

#### Locally

Resource information can be obtained while you are preparing your ***Community Involvement Plan***. Determine what local resources, such as community groups, religious institutions, or colleges are interested in helping.

#### Regionally

Three regions use contractors for translation services on an as-needed basis. Seven regions rely on in-house staff when available; two have used community groups to provide translations

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# Translation Services

for site-specific information. Contact the appropriate EPA regional procurement officer to find translation services used in the past.

**Nationally**

If local resources are not available, you can use the Department of State's translation services. Outreach materials can be translated relatively quickly through the Department of State's Office of Translation Services. The more time you have, the increased likelihood that the Department of State can meet your needs. When in doubt, call CIOC.

The Department of State's Office of Translation Services is highly experienced in producing accurate translations. Their accuracy is dependent on the description of the targeted community. Be thorough when completing the submission form so the Department of State can match up the dialect of the translation with that of the targeted community.

## Tips

- Superfund documents may be available in foreign languages:
  - *This is Superfund* and *Risk Assessment* are currently translated into Spanish.
  - Check with your CIOC contact for the names of any additional translated documents.
- Be creative with your available translation services. When appropriate, use them for site signs, maps, flyers, and public meeting notices.
- Get familiar with available local resources, such as:
  - Local community groups;
  - Colleges and universities; and
  - In-house resources.
- Plan ahead whenever possible:
  - Submit translation requests early; and
  - Talk with your headquarters contact to check on scheduling conflicts.
- Provide a formatted English version to expedite your turnaround time.
- Know what information you need, when you need it, and what you will do with it.
- Distinguish between various dialects of a given language. For instance, it is important to know if a Spanish speaking community is Puerto Rican, Mexican, or of another dialect.
- Consider the use of sign language interpreters or closed captioning when appropriate.
- Beware of software translating packages; they are context sensitive and may prove to be less accurate and reliable than professional translators.

See Internet, Tab 10

- ***Internet*** Resources: The American Translators Association provides a searchable professional services directory on their ***Internet*** site: *www.ncata.org/.*

## Related Tools/Resources in the Toolkit

- Community Involvement Plans, Tab 7
- Internet, Tab 10

# Treatment Technologies

## Description

Treatment technologies are chemical, biological, physical, or thermal processes that can clean up hazardous waste or contaminated materials. Treatment technologies can destroy contaminants in waste or change them to reduce the amount of contaminated material, or remove or immobilize the hazardous component of the waste.

EPA distinguishes between established and innovative technologies based mainly on differences in the cost and amount of performance data available for them. Established technologies are those that have been used at many different types of sites and the results have been fully documented. Examples of established technologies are incineration, solidification, and pump and treat. Innovative technologies are newer processes that have been used to treatment hazardous waste but still lack sufficient information about cost and performance to predict their effectiveness under a variety of site conditions. By 1990, 40% of the treatment technologies used at hazardous waste sites were innovative, and in just four years that figure rose to almost 60%. The most frequently used innovative technologies are: chemical dehalogenation; soil vapor extraction; air sparging; bioremediation; thermal desorption; soil washing; solvent extraction; and *in situ* soil flushing.

## Using the Resource

The following summaries briefly describe commonly used treatment technologies. For a more detailed information on a technology, consult one of the resources listed at the end of this section.

### Most Frequently Used Treatment Technologies

- **Activated Carbon Treatment**
  Activated carbon treatment is used to treat organic contaminants in waste streams by pumping the streams through a filter of carbon granules. After a certain length of time, all the surface area inside the pores of the granules is covered, and the filter is said to be saturated or spent. At this point, the carbon in the filter must be replaced or regenerated. This regeneration is usually accomplished by heating the carbon and passing an air stream through it. The heat loosens the organic molecules, and the air stream sweeps them away. The loose organic molecules are subsequently collected and treated or destroyed.

- **Capping**
  Capping is used to cover buried waste materials and prevent migration of contaminants in the waste. This migration can be caused by rainwater or surface water moving over or through the site, or by the wind. Caps are generally made of a combination of materials, such as synthetic fibers, heavy clays, and sometimes concrete.

- **Immobilization**
  Immobilization prevents chemicals, found in soil slurries and waste sludges, from spreading to the surrounding environment. This treatment process binds the chemicals into an immobile, insoluble mass that minimizes the surface area of the waste chemicals exposed to migration through leaching. Leaching is caused when water, either surface water or groundwater, moves through wastes (much as water percolates through coffee grounds) picking up contaminants and spreading them to uncontaminated areas.

- ***In Situ* Vitrification**
  *In Situ* vitrification (ISV) uses extremely high temperatures (ranging from 2,900°F to 3,600°F) to melt waste and soils or sludges into a glassy, solid mass that is resistant to

leaching. The solid mass is more durable than either granite or marble. ISV destroys organic (carbon-containing) pollutants and immobilizes and traps inorganic pollutants. It destroys organic pollutants by a process known as "pyrolysis," which chemically decomposes the substances through heat. Although ISV was developed initially to stabilize previously disposed radioactive wastes, it is also used to destroy or immobilize many organic and inorganic chemicals wastes, such as heavy metals, polychlorinated biphenyls (PCBs), process sludges, and plating wastes.

- **Incineration**
  Incineration destroys hazardous organic compounds, such as dioxins and PCBs, in soils, sludges, solids, and liquids. Incineration reduces toxic elements to basic elements, mainly hydrogen, carbon, chlorine, and nitrogen, at high temperatures (between 1,600°F and 2,500°F). The basic elements combine with oxygen to form stable non-toxic substances, such as water, carbon dioxide, and nitrogen oxides.

- **Pump and Treat**
  Pump and treat is the most common cleanup technology used to purify contaminated aquifers. Aquifers are natural, underground rock formations capable of storing large amounts of water. The pump-and-treat process usually involves recovering contaminated groundwater from the aquifer through recovery walls, treating the recovered water, discharging the treated water, and disposing of the contaminants.

- **Soil Vapor Extraction**
  Soil vapor extraction (SVE), a relatively simple process that physically separates contaminants from soil, is the most frequently used innovative treatment at Superfund sites. As the name suggests, SVE extracts contaminants from the soil in vapor form. Therefore, SVE systems are designed to remove contaminants that have a tendency to volatilize or evaporate easily. SVE removes volatile organic compounds (VOCs) and some semi-volatile organic compounds (SVOCs) from soil beneath the ground surface in the unsaturated zone—that part of the subsurface located above the water table. By applying a vacuum through a system of underground wells, contaminants are pulled to the surface as vapor or gas. In addition to the vacuum extraction wells, air injection wells can be installed to increase the air flow and improve the removal rate of the contaminant. An added benefit of introducing air into the soil is that it can stimulate bioremediation of some contaminants.

  SVE is sometimes called *in situ* volatilization, enhanced volatilization, *in situ* soil venting, forced soil venting, *in situ* air stripping, or soil vacuum extraction.

- **Air Sparging**
  Air sparging is used in conjunction with soil vapor extraction to remove contaminants in the saturated zone of the subsurface, which is the water-soaked soil that lies below the water table. Air sparging pumps air into the saturated zone to help flush (bubble) the contaminants up into the unsaturated zone where the SVE extraction wells can remove them. The soil in the saturated zone must be loose enough to allow the injected air to readily escape up into the unsaturated zone. Air sparging, therefore, works best at sites with coarse-grained soil, like sand and gravel.

- **Bioremediation**
  Bioremediation uses naturally occurring microorganisms (yeast, fungi, or bacteria) to break down, or degrade, organic contaminants into less toxic or nontoxic substances—mainly carbon dioxide and water. After the contaminants are degraded, the population of

microorganisms reduces because their food source is depleted. Dead microorganisms or small remaining microbial populations pose no contamination risk.

- **Soil Washing**
  Soil washing uses liquids (usually water, sometimes combined with chemical additives) and a mechanical device to scrub soils. Scrubbing removes hazardous contaminants and concentrates them into a smaller volume. Hazardous contaminants tend to bind, chemically and physically, to silt and clay. Silt and clay, in turn, bind to sand and gravel particles. The soil washing process separates the contaminated fine soil (silt and clay) from the uncontaminated coarse soil (sand and gravel). When completed, the smaller volume of soil, which contains the majority of the fine silt and clay particles, can be further treated by other methods (such as incineration or bioremediation) or disposed of according to State and Federal regulations. The larger, non-toxic volume of coarse soil can be used as backfill.

- **Chemical Dehalogenation**
  Chemical dehalogenation removes halogens (usually chlorine) from a chemical contaminant, rendering it less hazardous. Halogens are in a class of chemical elements that includes chlorine, bromine, iodine, and fluorine. The chemical dehalogenation process can be used on common halogenated contaminants, such as PCBs and dioxins, which are usually found in soil and oils.

- **Solvent Extraction**
  Solvent extraction uses a solvent (a fluid that can dissolve another substance) to separate or remove hazardous organic contaminants from sludges, sediments, or soil. (Sludge is a mud-like material produced from industrial or sewage waste, and sediment is fine-grained rock and mineral fragments that have settled to the bottom of a water body such as a river or lake.) Rather than destroy contaminants, solvent extraction concentrates them so they can be more easily recycled or destroyed by another technology.

- ***In Situ* Soil Flushing**
  *In situ* soil flushing is an innovative treatment technology that floods contaminated soils with a solution to move contaminants to an area where they can be removed. *In situ*, which means "in place," refers to treating the contaminated soil without it digging up. The specific contaminants in the soil at any particular site determine the type of flushing solution needed in the treatment process. The flushing solution is typically one of two types: water only; or water plus additives, such as acids (low pH), bases (high pH), or surfactants (like detergents).

- **Natural Attenuation**
  Natural attenuation uses natural processes to contain the spread of contamination from chemical spills and reduces the concentration and amount of pollutants at contaminated sites. Natural attenuation—also referred to as intrinsic remediation, bioattenuation, or intrinsic bioremediation—is an *in situ* treatment method. Environmental contaminants are left in place while natural attenuation works on them. Natural attenuation is often used as one part of a site cleanup that also includes the control or removal of the source of the contamination.

- **Phytoremediation**
  Phytoremediation is the use of plants and trees to clean up contaminated soil and water. Growing and sometimes harvesting plants on a contaminated site is an aesthetically pleasing, solar-energy driven, passive remediation technique. It that can be used in place of mechanical cleanup methods or in conjunction with these methods. Phytoremediation

can be used to clean up metals, pesticides, solvents, explosives, crude oil, polyaromatic hydrocarbons, and landfill leachates.

- **Treatment Walls**
  Treatment walls are structures installed underground to treat contaminated groundwater. Treatment walls, also called passive treatment walls or permeable barriers, are installed by constructing a giant trench across the flow path of contaminated groundwater and filling it with one of a variety of materials (reactive fillings) carefully selected for their ability to clean up contaminants of concern. As the contaminated groundwater passes through the treatment wall, the contaminants are either trapped or transformed into harmless substances by the wall.

- **Thermal Desorption**
  Thermal desorption is an innovative treatment technology that heats soils contaminated with hazardous wastes to temperatures of 200°F-1,000°F. The heat causes contaminants with low boiling points to vaporize (turn into gas) and, consequently, separate from the soil. (The other soil contaminants, if any, are treated by other methods.) The vaporized contaminants are collected and treated, typically by an air emissions treatment system. While thermal desorption physically separates contaminants from soil for later treatment, incineration destroys the contaminants.

## Outside Sources of Information

See Internet, Tab 10

- Information on cleanup technologies is available from EPA's Clean-Up Information (*CLU-IN*) ***Internet*** Web site: *www.clu-in.org*

- Contact the Technology Innovation Office to obtain information on treatment technologies:

  Address: Technology Innovation Office
  Office of Solid Waste and Emergency Response (5102G)
  U.S. EPA
  401 M Street, S.W.
  Washington, D.C. 20460

  Telephone: (703) 603-9909/9910

- Contact TIO or *CLU-IN* to obtain copies of the following documents on treatment technologies:

- *A Citizen's Guide to Activated Carbon Treatment*, EPA 542-F-01-020; Spanish EPA 542-F-01-020S
- *A Citizen's Guide to Air Stripping*, EPA 542-F-01-016; Spanish EPA 542-F-01-016S
- *A Citizen's Guide to Bioremediation*, EPA 542-F-01-001; Spanish EPA 542-F-01-001S
- *A Citizen's Guide to Capping*, EPA 542-F-01-022; Spanish EPA 542-F-01-022S
- *A Citizen's Guide to Chemical Dehalogenation*, EPA 542-F-01-010; Spanish EPA 542-F-01-010S
- *A Citizen's Guide to Chemical Oxidation*, EPA 542-F-01-013; Spanish EPA 542-F-01-013S
- *A Citizen's Guide to Fracturing*, EPA 542-F-01-015; Spanish EPA 542-F-01-015S
- *A Citizen's Guide to Incineration*, EPA 542-F-01-018; Spanish EPA 542-F-01-018S

# Treatment Technologies

- *A Citizen's Guide to In Situ Flushing*, EPA 542-F-01-011; Spanish EPA 542-F-01-011S
- *A Citizen's Guide to In Situ Thermal Treatment Methods* EPA 542-F-01-012; Spanish EPA 542-F-01-012S
- *A Citizen's Guide to Monitored Natural Attenuation*, EPA 542-F-01-004; Spanish EPA 542-F-01-004S
- *A Citizen's Guide to Permeable Reactive Barriers*, EPA 542-F-01-005; Spanish EPA 542-F-01-005S
- *A Citizen's Guide to Phytoremediation*, EPA 542-F-01-002; Spanish EPA 542-F-01-002S
- *A Citizen's Guide to Pump and Treat*, EPA 542-F-01-025; Spanish EPA 542-F-01-025S
- *A Citizen's Guide to Soil Excavation*, EPA 542-F-01-023; Spanish EPA 542-F-01-023S
- *A Citizen's Guide to Soil Vapor Extraction and Air Sparging*, EPA 542-F-01-006; Spanish 542-F-01-006S
- *A Citizen's Guide to Soil Washing*, EPA 542-F-01-008; Spanish EPA 542-F-01-008S
- *A Citizen's Guide to Solidification/Stabilization*, EPA 542-F-01-024; Spanish EPA 542-F-01-024S
- *A Citizen's Guide to Solvent Extraction*, EPA 542-F-01-009; Spanish EPA 542-F-01-009S
- *A Citizen's Guide to Thermal Desorption*, EPA 542-F-01-003; Spanish EPA 542-F-01-003S
- *A Citizen's Guide to Vitrification*, EPA 542-F-01-017; Spanish EPA 542-F-01-017S

# Treatment Technologies

# Videos

## Description

When you have only a few minutes to convey an important message, every second counts! You want your message to be effectively communicated and remembered. As a visual aid, video can significantly enhance your ***Presentation***. Video is an influential medium that boosts comprehension of a particular story, action, or message.

See Presentations, Tab 29

Videos can be used by CICs in several ways: as part of a ***Presentation***; to promote understanding among the community; to record site activities; and to share professional ideas informally with other CICs, while demonstrating products or ideas.

## Required Activity?

No.

## Making it Work

Americans love video—even home video is popular. Studies clearly indicate that people remember 50% more of what they see *and* hear than of what they simply hear. Why not capitalize on a formula that works? Video is extremely effective in situations in which you need to deliver a comprehensive, consistent message because it can deliver that message many times in exactly the same way. Videos also can limit the need to make tours of sites available to large numbers of people. While a video made professionally is impressive, informal "homemade" videos can be effective too, at a fraction of the cost. It is important to understand when to use each, and to always keep the financial and image aspects of each clearly in mind.

Videos have been shown to increase your audience's comprehension and retention of the message and boost the speed at which your audience understands the message. They also focus attention on important information.

### When to Use

Videos are most effective when you need an icebreaker (*e.g.*, before a site tour), site access is difficult or dangerous, difficult technical topics need to be explained, or a particular situation or experience visualized. Videos also are effective when they contain a sincere message from a person who cannot appear personally but needs to communicate with the community, and when you want to give the audience a general, consistent overview of some aspect of the Superfund process.

You also can use good videos to stand in for you, or to be shown at multiple events. Videos of successful ***Technical Assistance Grant (TAGs)*** groups and ***Community Advisory Groups*** can mobilize communities because they show ordinary people doing and learning extraordinary things. Such videos provide your audience with a "can-do" community image they may become inspired to emulate.

See Technical Assistance for Communities, Tab 41; Community Groups, Tab 4

A video is least effective when it has less to say than you do, or when it is more appropriate to establish credibility and respect by acting one-on-one with your audience and answering specific questions rather than relying on a visual aid. It also is less effective when you only have a short period of time to conduct your presentation and want to spend it directly with your audience, or when the room is not set up for a video presentation.

Do not use videos when the quality of the video is poor and hard to see, the videotaped material may give Superfund an unprofessional image, the video is too long or too complicated

# Videos

for the audience's level of understanding, or the room or the audience is too large for effective viewing or the lighting is bad.

Videos should be used to enhance a presentation, not replace it. Videos of no more than 15 to 20 minutes generally work best. Sustain credibility with your audience by making sure the video is relevant to your presentation and by responding to any issues or questions raised by the video.

## How to Use

### Existing Videos as Part of a Presentation

To best use video for enhancing your community presentation, you should know your audience's concerns and informational needs; decide whether an existing video will meet those concerns and needs, at least to a large extent; balance the video presentation with enough time for specifics and questions; and ensure that the room set up will be conducive to sharing a video (*e.g.*, will everyone in the audience be able to see the screen?). In addition, you need to determine if you have access to appropriate video equipment. Some questions that you should keep in mind are: will you need to provide your own VCR and television; and how many people will be in the audience, and will each member of the group be able to see the video?

If your audience is made up of 25 people or fewer, one television should be enough. However, if the group is in the hundreds, you should use a big screen or a projection device; otherwise, using a video is probably not the best visual aid.

Work with your fellow CICs to start a library of existing videos—each of you can contribute the titles of videos you have on hand, with capsule descriptions of each, running time, and other relevant information, such as ideas for use. Then share this information with each other. Determine what is already out there before you brainstorm a new production!

### Possible Topics

Creating a new video could involve a lot of expense. Start by researching what already exists. If you still feel there is a need for a video on your topic, try to script it so it will be useful in a variety of situations and usable by other CICs in your or other regions. Sample topics might include: Superfund, Risk, and You; The Superfund Pipeline; Opportunities for Community Decision Making; and Superfund Outreach—Getting Involved.

### Making Your Own Video

Do not try to make a documentary with a hand-held camera. It simply will not make the right impression. When you are "speaking for Superfund," you need to create an aura of technical expertise, and this is conveyed just as much by the medium as the message. We all are so accustomed to professionally-produced presentations that these are usually expected. "Home" video works well, though, in certain situations. These might include when you want to show residents' reactions, when the RPM wants to reassure the community about an imagined risk, or when you want to capture the proceedings at a focus group. Remember that home videos should be used only when the presenter is present to explain, much as in a slide presentation. It is also important to ensure that individuals who appear in the video have given their permission. You can get a pretty good outcome by setting a videocamera (or two or three) on tripods in good lighting. To get a feel for what kind of video is right in a particular situation, you need to shoot video. Practice is the key. Train a few volunteers to help in this endeavor. You will definitely be able to find people who want to do this—it is fun!

### Getting Outside Assistance

Working with a production house can also be a lot of fun—and affordable, if you do the groundwork yourself. You can write the script, create the slides, devise the situations, and coach the actors. The professionals will evaluate your script and make recommendations, then come in to shoot it. If you are well prepared, this can happen in just a day. It is a real pleasure to be part of the action when a good video team gets to work. You will have to pay to have the production company to edit the piece into shape, but if you know your material well, you will be able to make quick decisions that will save time and money in the long run. If you are organized, the video editor may even let you help with the final tweaking of your video.

Good scripting is paramount—ask for a consultation from someone who knows how to organize and write scripts. Amateurs often write for the eye, not the ear.

### Using "Experts" on Staff

There are many video "experts" within the organization who have countless years of experience working with video production or television, so use them as a resource (see "List of Attached Tools/Information")! When creating your own video, their technical knowledge and suggestions will be invaluable. Not only will these experts be helpful in brainstorming and laying the groundwork, you might also ask them to help make the video.

### Homemade Video as Technical Transfer

Share what you have learned as a CIC with your colleagues!

Shoot ***Exhibits*** you have built, ideas for outreach, interviews with people who have pulled great volunteer efforts together, etc. Then send your video to other CICs. Do not be shy! By sharing with other CICs, you will be able to build an institutional memory among your colleagues. Doing so will also give you the opportunity to polish your presentation skills and practice video techniques.

See Exhibits, Tab 13

One thing to keep in mind as you plan a video is that you don't always have to use live footage. Sometimes, computer simulations, done properly, do the job just as well as live action taken at the site. Computer-generated images can be revised when needed and can offer the viewer a better view than live footage of the site or technology in some situations (*e.g.*, an aerial shot or a Geographical Information System map).

## Examples

### Example 1: Soothing NIMBY

In one region, the CIC was dealing with a very frustrated, angry, and otherwise unhappy community near a Superfund site. Community members perceived the Agency as "invading" their territory, despite an abundance of information distributed to reassure them that the technologies used would not negatively affect the citizens.

The CIC organized a presentation that included a video that displayed the same technology being used at another site. It also showed how the community got involved in the cleanup process. After the presentation was over, the citizens had a new understanding of what was happening around them. They could see how other citizens like themselves were helping and even leading the effort, not just standing by while "others" came into their community and took over.

# Videos

### Example 2: Leading the Way

The community living near a Superfund site was dealing with the problem of lead and mercury. A concerned teacher asked the CIC if there was a way in which to educate local children about the dangers of poisoning in a way that was appropriate for their age groups.

A few weeks later, the CIC organized an exhibit in the auditorium of one of the schools and a variety of information was distributed concerning lead and mercury. Pamphlets were given to parents and school staff on what to do in case of emergencies involving either of the two deadly substances. For the children gathered in the auditorium, two short films were shown that dealt with the dangers of lead and mercury poisoning. Parents, children, and other community members asked questions relating to the movies. Afterwards, many adults stopped to thank the CIC who had organized the function, saying that the movies made the message about the poisonous substances more discernible to the children, as well as themselves! Most said it was a great way to show the students, parents, and teachers what mercury looked like in "real life," without the danger of having it present. Being able to visualize the effects of the poisoning also strengthened the message.

## Tips

- Videos deliver a comprehensive, consistent message. Use them to give a visual impression of a message, to "stand in" for you, or to share ideas with your colleagues.
- Consider your meeting venue (lighting, equipment, size of audience) when planning to use a video.
- Talk with other CICs to find out how they use videos in their community presentations.
- If you decide to make a video yourself, or you are considering working with a production house, **Do** your homework—determine the cost, the time needed, and other logistics before beginning production. Go see samples of their finished work.
- Carefully consider your audience and their needs before deciding to use a video.
- **Do not** use a video that may give Superfund an unprofessional image.
- If you make your own video, make sure that the topic area is general enough to be used in a variety of community presentations!

## Related Tools/Resources in the toolkit

- Community Groups, Tab 4
- Exhibits, Tab 13
- Presentations, Tab 29
- Public Meetings, Tab 32
- Technical Assistance for Communities, Tab 41

## Attached Items Within this Tool

- Attachment 1: How to Make a Video: Quick Reference Guide

# Attachment 1: How To Make a Video Quick Reference Guide

### Planning a Video

- Identify two or three main messages for the video script and outline information to support them.
- Describe major scenes that support the script.
- Identify a director, script writer and editor, graphic artist, video editor, researcher, and scout (to find scenes and potential actors). Consider involving stakeholders early in the development process.
- Select a narrator with a pleasant voice, and identify actors ("talent"), such as community members, colleagues, experts, or possibly professional actors. Obtain a signed agreement without contingencies from everyone who will appear in the video. A video production house (see "Resources" below) can help phrase an agreement.
- Interview several video production houses and compare costs and samples of their work. Ask to meet the key people you will be working with, and ask for references.
- Set in writing the division of labor between the production team and the video production house, and together set deadlines. If you prepare more than one division of labor, ask the production house for cost estimates for each of them.
- Plan a pilot test of the script and draft video on members of the target audience.

### Resources

- A video is usually a lot of work and expense, so budget time and money before signing agreements. If your production team does most of the writing and preliminary work, you can save money but not necessarily time.
- Supervise the production closely to stay on schedule and prevent cost overruns.

### Content Tips

- Because video productions are expensive, select an enduring topic that is general enough to appeal to a wide audience.
- Less is more: if your messages are succinct, direct, and graphic, the audience will retain them. Avoid long-winded explanations.
- Match the content to the overall "tone" of the video, such as conversational, formal, or technical, and avoid patronizing language. Try to think as your audience thinks.
- Include interviews with people the target audience can relate to. These may include interviews of citizens in other communities with similar environmental problems.

### Length

- As a rule, shorter is better. Videos of 15 minutes or less are more versatile than longer videos. In many cases, videos are used to supplement other presentations and question and answer sessions.

- When editing a video for length, ask yourself: (1) Is this portion essential to the video's key messages? (2) Will people remember this? (3) Could this kind of information be more effectively delivered by some other method?

**In This Guide, You Will Find Information On:**

- **Planning a Video**
- **Resources**
- **Content Tips**
- **The Shoot**
- **Creating Visuals, Slides, Graphics**
- **Editing and Sweetening**

### Style and Format

- The introductory sequence is especially important because it sets the tone for the video.

- Dividing the video into sections or phases generally improves viewer understanding of the material. It also provides logical places to stop the video for a few minutes to answer questions during the video.

- The best videos contain a lot of action. A static image or one face should not be on the screen for more than 15 seconds. Long expositions should be broken up with graphics, film clips, bullets, or other visual aides.

- Videos utilize the same organizational devices as written pieces, but instead of headers on a page, videos introduce transition slides or text printed over the video screen to emphasize key points. The video editor can offer a variety of stylistic choices for transitions (e.g., fades, wipes, shutters) and key points.

- Avoid dividing viewers' attention. For example, do not place moving text over a video portion that people need to watch closely. Balance motion with rest.

- It is a good idea to begin and end the video with riveting images that help reinforce the key messages. Sometimes it is effective to open and close with the same image.

- Choose consistent color schemes for graphical elements. For example, the transition slides should all look similar.

- Strive to produce a video that is credible, sharp, and accurate.

### Writing the Script

- Choose a scriptwriter with vision and talent. Scriptwriting is a special art.

- Scripts are written for the ear, not the eye. Sentences are typically short and clear because the viewer hears each statement only once.

- Production houses need very precise audio-video scripts, which are are usually written in two columns. The audio column describes the speech and sounds the audience will hear. The video column sets forth the sights, including the shoots and text slides, the audience will see.

## The Shoot

### Using Video Professionals

- Discuss all details of the shoot with the director and the production house in advance of the shoot, and plan the shoot in a place where noise and distractions can be controlled.

- Ensure that the production house shoots several takes of each segment at different angles and distances. During editing, the takes can be mixed to include, for instance, closeups and long shots that make the video interesting to watch. Ensure that the video crew leaves long "tails" of video tape before and after each take. These can be used to cover flaws with graphics or other transitions.

- Provide advice when needed to maintain the tone of the video. Help the production team watch and listen for glitches like unnatural facial expressions or awkward movements. Shoot again if you're in doubt because it is not cost-effective to reshoot at another time. Video editing can often erase stammers and other verbal glitches.

- Coach your talent, and encourage them with praise. They are often nervous and lack a realistic perspective on how well they are doing. Criticize politely by saying, for instance, "It might be more effective if you..." Most people tire quickly in front of a camera and need periodic breaks.

### Shooting Your Own Videotape

- When shooting indoors, rent or borrow lights because room lighting is not sufficient. Shoot in a secluded area, or post a "quiet" sign outside the room. Alert all staff to stay clear of the filming. Disable the public address system, and choose a day when no construction work is going on outside.

- Use a tripod—no hand-held cameras.

- Obtain persons to: videotape, listen for extraneous sounds, direct from the script, run errands, and hold cue cards.

**Don't Make These Common Mistakes**

- **Poor lighting**
- **Hand-held camera**
- **Poor organization, rambling or belaboring points**
- **Too long**
- **Jerky camera moves**
- **Not enough takes**
- **Poor sound**

- As with professional shoots, take a variety of shots, including head shots, medium-length shots, long shots, and leave plenty of tape before and after each take. When in doubt, reshoot.

- Keep a record of each take and where it exists on the tape. Annotate the record with, for instance, "stammer at end," "head shot," and "horn toots in background." Mark each tape clearly.

### Creating Visuals, Slides, Graphics

- Software for generating transition slides and photos of art, and "optical character readers" for generating text on video screens are available, or you can have the video production house do this.

- The production house will need all transition slides, art, and other graphics before it can edit the video.

### Final Editing

- After the production house or tape editor completes a draft video, it is time to craft the final product.

- Evaluate the video by analyzing whether the key messages you want viewers to remember are obvious and fully supported in a lively manner. A pilot test of the video on a sample target audience can be very helpful.

- Fortunately, video can be edited with computer tools now. Before this breakthrough, a video had to be shot pretty much in its natural order. Awkward transitions or graphics can be fixed, and music can be added. Some video experts insist that no music is more intrusive than music. If well done, music adds subliminal charm and attractiveness to the video.

# Workshops

## Description

Workshops are formal, participatory seminars used to explore a Superfund subject, develop or improve citizens' involvement skills, or carry out a defined site project. They can be developed as mini-courses on a discrete topic relevant to a community site. A technical expert can be invited to offer an inside perspective and to increase the effectiveness of the workshop.

Workshops are a very powerful tool for formally educating small groups of citizens on: 1) site-specific issues and activities; 2) participation opportunities (***Community Group*** startup, ***Public Comment Periods***); and 3) how to become contributing participants in the Superfund process. They are a great way to address issues that have been identified in the ***Community Involvement Plan***.

See Community Groups, Tab 4; Public Comment Periods, Tab 31; Community Involvement Plans, Tab 7

## Required Activity?

No.

## Making it Work

### When to Use

The educational, involvement, and empowerment values of workshops make them a key component of the community outreach and involvement process and your site ***Communication Strategy***. Workshops provide more than just "another meeting;" they offer knowledgeable, active citizens the chance to gain in-depth understanding of site activities, to communicate directly with the CIC and site experts about advanced remediation concepts and issues, and to develop community organization and participation skills that will improve community involvement for all parties. Workshops are unique from other tools because they provide small groups of citizens with an interactive environment from which to learn.

See Communication Strategies, Tab 3

A good workshop will involve citizen participation and provide an excellent forum for concrete planning of next steps—if not for outright action itself! Workshops are more focused than ***Open Houses*** or ***Public Meetings*** and more participatory than ***Media*** briefings and ***Presentations***. Workshops also enable CICs to identify and respond to citizen concerns and suggestions. Workshops are most effective:

See Public Availabilities/ Poster Sessions Tab 30; Public Meetings, Tab 32; Media, Tab 25; and Presentations, Tab 29

- When addressing specific issues identified in the ***Community Involvement Plan***;
- When citizens are involved in the development of the workshop agenda and materials;
- When they help citizens actively take "the next step";
- When they meet citizen needs for more detailed technical and procedural information by providing a participatory forum with the CIC and site experts;
- When they result in improved public participation skills;
- When conducted before formal public hearings or during ***Public Comment Periods***;
- When they employ other CIC tools such as ***Fact Sheets*** and ***Videos***; and
- When they supplement ***Public Meetings***, ***Media*** briefings, and ***Presentations***.

Do not use workshops for one-way transmittals of information from the CIC when they do not proceed from clearly defined objectives, or if participants are likely to leave without new skills or action items.

See Fact Sheets, Tab 15; Videos, Tab 45

**Last Updated**: September 2002

# Workshops

### How to Use

Conducting a workshop includes the following steps:

- Planning the workshop (identifying a purpose and objectives; establishing an appropriate time and place; identifying guest speakers or technical experts);
- Advertising the workshop (notices in local *media*, flyers, brochures);
- Compiling existing or developing new presentation materials and handouts for participants (*e.g.*, ***Fact Sheets***, process diagrams and time lines, maps and photos, lists of ***Frequently Asked Questions***);
- Conducting the workshop (curriculum choices, expert participation); and
- Receiving and responding to citizen feedback about the workshop (evaluation forms).

See Frequently Asked Questions/ Referrals, Tab 18

## Examples

### Example 1: Forming a Community Advisory Group

The formation of a Community Advisory Group spurred one region to conduct a workshop for community members on the principal site contaminants and the types of remedies that could be considered. The Remedial Project Manager (RPM) and CIC worked with the Community Advisory Group to develop the workshop agenda and materials. The workshop was successful because, prior to expending resources on feasibility analyses, it provided community involvement and allowed the region to screen out remedial alternatives that the community was unable to accept.

### Example 2: Community Decision Making

Another region decided to "take the bull by the horns" as soon as one site was listed on the NPL and educated the surrounding community on opportunities for community decision making. Prior to listing, there had been a lot of bad publicity about the "toxic soup" of chemicals on the site and many irate calls from citizens. The region held a series of workshops on the Superfund pipeline and opportunities for community decision making at a number of local schools and churches. The workshops helped turn the tide. Now, instead of "butting heads" on issues, many of these once irate community members have become active and productive participants in the site decision making process.

## Tips

- Get citizens to help you identify and develop the curriculum for a workshop.
- Consider any special needs your audience may have (*e.g.*, primary language other than English, disability access to the facility).
- Plan workshops to coincide with upcoming Superfund actions (*e.g.*, release of Proposed Plan).
- Enhance your presentation with slides or overhead transparencies, computer data shows, ***Exhibits***, posters, large ***Maps and Photographs***. People remember 50% more of what they see **and** hear than what they simply hear.
- Consider using existing ***Videos*** to introduce a message or technical concept that you will discuss in depth during the workshop or as a general overview that will acquaint people with the Superfund decision making process.

See Exhibits, Tab 13; Maps and Aerial Photographs, Tab 24

- Ensure that the facility can be set up in a manner that is conducive to the participatory nature of a workshop; for example, set up tables and chairs in a horseshoe rather than traditional classroom lecture style.

## Related Tools/Resources in the Toolkit

- Communication Strategies, Tab 3
- Community Groups, Tab 4
- Community Involvement Plans, Tab 7
- Exhibits, Tab 13
- Fact Sheets, Tab 15
- Frequently Asked Questions/Referrals, Tab 18
- Maps and Aerial Photographs, Tab 24
- Media, Tab 25
- Presentations, Tab 29
- Public Availabilities/Poster Sessions, Tab 30
- Public Comment Periods, Tab 31
- Public Meetings, Tab 32
- Videos, Tab 45

## Attached Items in this Tool

- Attachment 1: Potential Workshop Topics
- Attachment 2: Workshop Evaluation Form Template
- Attachment 3: Sample Agenda

# Attachment 1: Potential Workshop Topics

- Superfund Risk and You
- The Superfund Response Process
- Opportunities for Community Decision Making
- Superfund Outreach: Getting Involved
- What is a "Presumptive Remedy" and How Will it be Used in My Community?
- Site Assessment: What To Expect
- Cleaning Up Contaminated Soil
- Cleaning Up Contaminated Groundwater
- Mercury: Treat with Caution
- Community Advisory Groups: What's In it for Me?
- Common Chemicals Found at Superfund Sites
- TAGs: Helping Communities Understand Superfund Cleanup Efforts
- How to Recognize Symptoms of Methyl Parathion Exposure

# Attachment 2: Workshop Evaluation Form Template

Please evaluate the workshop by checking the appropriate box on the following form, and return the completed form before leaving the workshop. Thank you for participating.

**Content and Format**

| | 5 = Excellent | 4 = Good | 3 = Average | 2 = Below Average | 1 = Poor |
|---|---|---|---|---|---|
| Organization of Workshop | | | | | |
| Content of Material Covered | | | | | |
| Amount of Material Covered | | | | | |
| Visual Aids | | | | | |

**Presenters**

| | 5 = Excellent | 4 = Good | 3 = Average | 2 = Below Average | 1 = Poor |
|---|---|---|---|---|---|
| Delivery (pace, diction, projection) | | | | | |
| Ability to Invoke Class Participation | | | | | |
| Knowledge | | | | | |

## Overall Course

1. How could the content and/or format of this course be improved?

2. What were your expectations of the workshop? Were they met?

3. What aspects of the workshop did you find ***most*** effective?

4. What aspect of the workshop did you find ***least*** effective?

5. Do you have any other suggestions to improve the workshop content and/or presentation?

# Attachment 3: Sample Agenda

## Workshop Agenda - Creating Partners in Revitalization
## Saturday, April 19, 1997 • 8:00 am - 4:00 pm

**Workshop Facilitator:** **Doris Sanders.** Manager of the U.S. Environmental Protection Agency in Denver, specializing in cultural change in the workplace.

**Panel Moderator:** **Lawrence Jacobson.** Associate Director for Commercial Real Estate Finance (CREF)at the Mortgage Bankers Association of America in Washington, DC.

**Register and Continental Breakfast** **8:00-8:45**

**Welcome and Introductions** **8:45-9:00**

**Jack McGraw.** Acting Regional Administrator for the U.S. Environmental Protection Agency - Region 8.

**Keynote Address** **9:00-9:30**

**Theresa Donohue.** Manager, City of Denver, Department of Environmental Health.

**Educational Skit** **9:30-10:15**

Presented by the Denver Theatre Sports improvisational group, Denver's original competitive improvisational group performing Saturdays at 11 pm at the Theater at Jack's.

Redevelopment Tools: Prospective Purchaser Agreement, State Voluntary Cleanup Program, Comfort Letters, Plume Policy, Brownfields Pilots.

**Break** **10:15-10:30**

Beverages will be available.

**Panel 1** **10:30-11:15**

Community representatives (Clayton Neighborhood Association, Claudia Abernathy); developers (inner City Community Development Center, Leroy Smith); and government representatives (General Services Administration (GSA), John Robinson and Denver Urban Renewal Authority (DURA), Maurice Goodgaine) discuss the redevelopment processes, issues, and concerns surrounding a Denver property at 38th Avenue and York Street.

Audience feedback from Panel 1 - questions and comments.

**Participants fill out issue cards for the breakout sessions** **11:20-11:50**

**Break** **11:50-12:00**

**Agenda - Creating Partners in Revitalization**

**Lunch** **12:00 - 1:00**

Catered by the Home of Neighborly Services (Don Donell, 294-0188), a community-based organization that offers public catering and assists and benefits disadvantaged youth.

**Speakers:** **William Lamont, Jr.** Former Director of Planning and Community Development for Denver. Has worked on redeveloping a Brownfields property in Montana and collaborating with communities. Is currently working as a consultant for the City of Murray, Utah, in the cleanup of Murray Smelter.

**Lorraine Granado.** Director of the Cross Community Coalition and co-founder of Colorado People's Economic and Environmental Network (COPEEN). Currently working with her neighbors to form a community Economic Development Corporation in the Elyria/Globeville/Swansea neighborhoods of northeast Denver.

**Open House** **1:00 - 1:30**

Participants may pick up information and observe demonstrations of useful new computer tools from EPA and CDPHE, including Landview Database, helpful home pages on the Internet, Brownfield contact lists, and more.

**Panel 2** **1:30 - 2:15**

Success Story showing how Developers (Colorado National Guard, Gary Bress), the Community (Neighborhood representative, Paulette Hirsch), and Government (Coordinator, South Platte River Corridor Project, Mayor's Office, City and County of Denver, Marc Alston) are working together to redevelop the North Side Treatment Plant.

Audience feedback from Panel 2 - questions and comments.

**Break** **2:15 - 2:30**

Beverages and snacks will be available.

**Breakout session to discuss top issue card subjects** **2:30 - 3:15**

**Report back from the breakout session** **3:15 - 3:45**

**Closing Comments** **3:45 - 4:00**

*Many thanks to our sponsors: AGEISS Environmental, Inc.; Colorado Department of Public Health and the Environment (CDPHE); Colorado People's Economic and Environmental Network (COPEEN); Cross Community Coalition (CCC); Land and Water Fund of the Rockies (LAW); and U.S. Environmental Protection Agency (EPA).*

*Special Thanks to the Sand Creek Brownfields Pilot Project Steering Committee for graciously providing financial support and to Vision Paper for providing kenaf paper for brochure printing.*

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460

DEC 2 6 2002

OFFICE OF
SOLID WASTE AND EMERGENCY
RESPONSE

**MEMORANDUM**

**SUBJECT:** Superfund Community Involvement Toolkit

**FROM:** Suzanne Wells
Community Involvement and Outreach Center

**TO:** Community Involvement Managers
Regions I - X

The Community Involvement and Outreach Center is pleased to present the new 2002 Community Involvement Toolkit. This Toolkit replaces two earlier editions that were dated 12/15/98 and 11/1/99.

The Toolkit is intended to be a practical, easy to use reference source for Superfund response staff. It provides a variety of ideas, approaches and techniques for enhancing community involvement at Superfund sites. We plan to offer the Toolkit, either in hard copy or CD Rom to everyone who is part of a site team. The CD Rom will be available in early 2003.

Many thanks to everyone in the regions who worked on the Toolkit, either in giving suggestions for content, writing or proofing the "tools", or merely keeping the faith that the Toolkit would eventually be finished. As with the Community Involvement Handbook, the Toolkit is a living document, and we want feedback on future "tools" to include or improvements to existing tools. The Toolkit will be posted on the Internet in early 2003, and will enable us to make immediate changes or improvements.

Attachments

# Community Involvement Activities Throughout the Superfund Removal Process

REQUIRED ACTIVITIES

**REMOVAL SITE EVALUATION**

**TIME CRITICAL ACTIONS**
*(less than 6 months before on site activity must begin)*

- Designate Agency spokesperson
- Publish notice of availability of Administrative Record: *Tool 25*
- Public comment period (minimum 30 days): *Tool 23*
- Respond to comments

**REMOVAL ACTIONS**
*(on site actions beyond 120 days)*

- Conduct interviews: *Tool 4*
- Prepare Community Involvement Plan (CIP): *Tool 6*
- E stablish information repository: *Tool 16*
- Inform public of repository: *Tool 25*
- Provide notice of availability of Administrative Record: *Tool 25*

**NON TIME CRITICALS**
*(with a planning period greater than 6 months)*

- Establish information repository: *Tool 16*
- Establish Administrative Record
- Prepare approval memo for EE/CA phase
- Conduct interviews
- Develop Community Involvement Plan
- Publish notice of availability and brief description of EE/CA in a newspaper: *Tool 25*
- Public comment: *Tool 23*
- Respond to comments

**POST-REMOVAL SITE CONTROL**

LD Version R35

| Discovery | Removal PA/SI | Time Critical Actions | Removal Action (EE/CA precedes removal action for non-time criticals) | Post-Removal Site Control |
|---|---|---|---|---|

RECOMMENDED ACTIVITIES

**REMOVAL SITE EVALUATION**

Meet with local officials: *Tool 15*

Coordination with OSC

**TIME CRITICAL ACTIONS**
*(less than 6 months before on site activity must begin)*

Public meeting *before* EE/CA: *Tool 24*
Regular fact sheets: *Tool 13*
Regular community visits: *Tool 15*
Workshops on issues missed in CIP: *Tool 36*
Media visits: *Tool 19*
Availability/poster sessions: *Tool 22*
Speak to schools & civic groups: *Tool 21*
Regular briefings for local officials: *Tools 21 & 27*
Informal activities: *Tool 15*

**REMOVAL ACTIONS**
*(on site actions beyond 120 days)*

**NON TIME CRITICALS**
*(with a planning period greater than 6 months)*

Fact sheet to explain removal action alternative chosen: *Tool 13*

**POST-REMOVAL SITE CONTROL**

# Community Involvement Activities Throughout the Superfund Remedial Process

**LISTING** | **RI BEGINS** | **FS BEGINS** | **PROPOSED PLAN** | **ROD** | **RD BEGINS**

REQUIRED ACTIVITIES

Community interviews: *Tool 4*
Community Involvement Plan (CIP): *Tool 6*
Information repository: *Tool 16*
- Establish repository
- Public notice: *Tool 25*

Technical Assistance Grants (TAG) notification: *Tool 32*

Designate Community Involvement Coordinator (CIC)

NPL listing
- Public notice: *Tool 25*
- Public comments: *Tool 23*

RI/FS
- Public Notice: *Tool 25*
- Public comments: *Tool 23*
- Public meeting: *Tool 24*
- Respond to comments

Establish Administrative Record (AR)
- Public notice: *Tool 25*
- Public comments: *Tool 23*
- Respond to comments

Proposed Plan
- Public notice: *Tool 25*
- Public meeting: *Tool 24*
- Public comment: *Tool 23*
- Meeting transcript
- Responsiveness summary: *Tool 28*

Explanation of Significant Differences (ESD)

Comment period on significant changes: *Tool 23*

Consent decree
- Public notice: *Tool 25*
- Public comment: *Tool 23*

Public notice: *Tool 25*
Public comments: *Tool 23*
Revise CIP: *Tool 6*

Explanation of major ROD changes

Proposed ROD amendment
- Public notice: *Tool 25*
- Meeting transcript
- Responsiveness summary: *Tool 28*

Final design
- Fact sheet: *Tool 13*
- Public briefing: *Tool 21*

Notice of Intent to Delete
- Public notice: *Tool 25*
- Public comments: *Tool 23*
- Respond to comments
- Publish final rule

OLD VERSION PDTS

| Discovery | PA/SI | Listing Process | RI/FS | Pre-ROD | Post-ROD | RD | RA | O&M | De-listing |
|---|---|---|---|---|---|---|---|---|---|

RECOMMENDED ACTIVITIES

Meet with local officials & opinion leaders: *Tool 14*

Risk communication: *Tool 29*

Set up toll-free phone line: *Tool 33*

Press release: *Tool 19*

Fact sheet: *Tool 13*

Public meeting *before* RI begins: *Tool 24*
Regular fact sheets: *Tool 13*
Regular community visits: *Tool 15*
Workshops on issues missed in CIP: *Tool 36*
Community advisory group: *Tool 3*
Media visits: *Tool 19*
Availability/poster sessions: *Tool 22*
Speak to schools & civic groups: *Tool 21*
Regular briefings for local officials & opinion leaders: *Tools 21 & 27*

Fact sheet to explain process: *Tool 13*

Fact sheet: *Tool 13*
Public meeting at 75% of RD: *Tool 24*

Work with local college science class to review site information: *Resource F*

Publish weekly work schedule & update

Regular briefings: *Tool 21*

"Grand Opening" event: *Tool 30*

"Changing of the Sign" ceremony, etc.: *Tools 1 & 30*