



## EPA Audience Group's Information Needs: A Review of Reports, Focus Groups and Other Resources on Information Access, from 1997 to 2008

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### **Introduction**

EPA has launched the National Dialogue on Access to Environmental Information (“National Dialogue”), led by EPA Office of Environmental Information (OEI). EPA seeks to understand our audiences’ needs and preferences for environmental information in order to improve and enhance information access. The National Dialogue effort involves listening to EPA’s audience and key stakeholders via multiple activities; that include stakeholder listening sessions, online jam sessions and comment boards.

EPA has also reviewed what we have already learned about audience needs and preferences for environmental information by reviewing existing reports and other information sources. Past focus groups, usability studies and general information about customer needs and preferences for environmental information can help inform current information collection and validate findings. This report summarizes prior information needs for five of EPA’s major audience groups: government officials; news media; environmental and community groups; industry; and educators, students, researchers and librarians. Specifically, we report on their basic needs for information, information quality preferences, important information topics and uses of environmental information.

### **Approach**

In collecting relevant information about audience needs, a Customer Analysis Team gathered resources related to environmental information needs, including reports, white papers, websites, usability studies and focus groups,. The resources were from EPA and external sources. The Customer Analysis Team also contacted all EPA regional and programmatic offices to collect any additional resources that could be valuable for this effort. From this effort, the Customer Analysis Team assembled more than 160 resources.

The Customer Analysis Team conducted a preliminary scan to identify those resources that were most relevant to the current effort to understand audiences’ needs for environmental information. The Team focused their analysis on these information resources first, and then analyzed remaining resources as needed.

Members of the Team reviewed each resource, and extracted information about each particular EPA audience separately. Observations about information needs and preferences were noted for each relevant audience group for each resource. Team members reviewed the information for each audience group and noted common themes that emerged around desired information topics, access methods, uses and qualities, and drew conclusions related to each audience group.

## ***Government Officials***

The government audience group consists primarily of government officials who use environmental information for their agency needs or to transfer information to other audience groups. A review of relevant resources related to government officials revealed the following common themes for information needs, uses, qualities and topics for this audience group.

### *Information Needs*

- Government officials need information to increase understanding of environmental issues so they can:
  - Inform the public.
  - Provide guidance to the regulated community.
  - Fulfill their agency's missions.
- Government officials need information presented at different spatial scales, from very local and specific to global in scope, depending on their agency mission.
- Government officials need reports on environmental trends backed with data to better inform their activities and agency mission.

### *Information Uses*

- Government officials use environmental information to increase understanding of environmental issues in order to:
  - Educate the public.
  - Understand underlying causes of environmental problems.
  - Understand environmental trends.
- Government officials use environmental information and the process of seeking it to increase collaboration and communication with EPA in order to:
  - Increase understanding of EPA's current priorities.
  - Understand connections that exist across different sets of EPA information.

### *Information Qualities*

- For government officials, environmental information must be credible and transparent.
- Government officials prefer that reports on environment information extend beyond static data presentation to include:
  - Trends over time;
  - Explanation of severity of problem/reasons for concern; and
  - Data analysis explorers and tools.

### *Information Topics*

Government officials seek a number of different environmental information topics, but the topics that were most common in this review of resources were:

- Global climate change
- Environmental and human health interactions

- Water use and availability, and connections with land-use
- Invasive species
- Ecosystem health/habitat fragmentation
- Emerging topics, such as:
  - New air toxins
  - Endocrine disruptors
  - Genetically modified organisms

### Key Resources

Although many resources were important to drawing these conclusions, the following resources were particularly valuable:

- Assessment of Stakeholder Support Needs: Summary of the Phoenix and Chicago Focus Group Meetings (EPA OEI)
- Center for Environmental Information and Statistics Customer Surveys - July 1997 to Present (CEIS)
- Environmental Data and Information: Interim Findings from an EPA Customer Survey (CEIS)
- TRI Explorer Comment Database (EPA TRI)
- TRI Comments from TRI Blog at National Training Conference (EPA TRI)

### News Media

The news media serve as an information intermediary by using data, reports and press releases about environmental topics and reporting information to the public in a variety of contexts. While many news media representatives work in television, newspaper or radio formats, an increasing number of media representatives focus solely on online journalism or report in more untraditional ways, such as through blogs. A review of relevant resources related to the news media revealed the following common themes for information needs, uses, qualities and topics for this audience group.

#### *Information Needs*

- News media representatives need information related to recent and immediate environmental events in order to best report events with potentially high impact to the public.
- News media representatives need updates of environmental information on a site- or facility-specific basis.
- News media representatives need regular and timely updates about items of interest, through RSS feeds or e-mail alerts from those who provide environmental information.
- News media representatives need expert points of contact within EPA, for immediate contact to clarify or verify information

#### *Information Uses*

- The news media use environmental information to report on environmental events on local, regional, and national scales.
- The news media use environmental information to:
  - Show positive results of environmental actions.
  - To highlight problems, such as noncompliance, at specific facilities or sectors.

### *Information Qualities*

- News media representatives need timely information, but also need historical information for comparative purposes.
- The news media need information that is:
  - Contextual.
  - Easy to understand.
  - Readily available.

### *Information Topics*

News media seek a number of different environmental information topics for reporting, but the topics that were most common in this review of resources were:

- Local issues
- “Hot” topics
- Information on rules and regulations

### *Key Resources*

Although many resources were important for drawing these conclusions, the following resources were particularly valuable:

- Assessment of Stakeholder Support Needs: Summary of Tallahassee Pilot Focus Group Meetings (EPA OEI)
- Region III Public Meeting 2 - Media Issues (1999) (EPA OEI)
- Summary of 2007 OEI Symposium Outreach Sessions (EPA OEI)
- TRI Explorer Comment Database (EPA TRI)

## ***Environmental and Community Groups***

Environmental and community groups serve as information intermediaries, transferring and presenting information to the general public or other target audiences. This is often combined with additional commentary or with information from other sources. These groups may also be end-users of environmental information. They may use information to inform their activities and organizational mission. Environmental and community groups vary greatly in staff size, vary in focus from single topics to broad environmental goals, or vary in scale of focus from local to international. Consequently, information needs may vary greatly within this audience group. However, a review of relevant resources

related to environmental and community groups revealed the following common themes for information needs, uses, qualities and topics for this audience group.

### *Information Needs*

- Environmental and community groups need to know which federal offices manage particular environmental issues.
- Environmental and community groups need direct points of contact when possible, in order to secure particular information that may not be easily available on a website.
- Some environmental and community groups need readily accessible data, and databases that are easy to use and integrated with other databases in order to quickly integrate and compare information.
- This audience group is often looking for information in non-electronic formats, available in multiple languages for under-served populations.
- Environmental and community groups prefer local-level information even if they intend to combine it to address larger scales.

### *Information Uses*

- Environmental and community groups fill several different roles and therefore use environmental information in different ways:
  - Advocacy groups lobby for specific causes.
  - Educational groups provide environmental information to the general public or to a specific target audience.
  - Other groups provide services, including volunteer work.
- Some environmental and community groups use interpreted environmental information to pass along to their target audiences.
- Some environmental and community groups conduct their own research and want raw environmental information.
- Environmental and community groups use environmental information to make decisions about organizational priorities.

### *Information Qualities*

- Environmental and community groups would like information that is timely, accurate, presented in context, interpreted, and easily accessible.
- Environmental and community groups need information that is inventoried and easily searchable.

### *Information Topics*

Environmental and community groups seek information on a broad variety of environmental topics for their activities. The topics that were most common in this review of resources were:

- Information on rules and regulations.
- Local issues.
- Environmental justice issues.

### Key Resources

Although many resources were important for drawing these conclusions, the following resources were particularly valuable:

- Assessment of Stakeholder Support Needs: Summary of Tallahassee Pilot Focus Group Meetings (EPA OEI)
- Building Capacity to Participate in EPA Activities (Environmental Law Institute)
- Region III Public Meeting 3 - Local Environmental Groups (1999) (EPA OEI)
- Summary Findings from EPA Region III Public Sector Needs Identification Team Meetings (EPA OEI)
- TRI Explorer Comment Database (EPA TRI)
- TRI National Training Conference - 2008: Summary of Panel Discussion on Collaboration with Environmental Justice (EJ) Community (EPA TRI)

### Industry

This audience group is often an end-user of environmental information, searching for information about regulations and how a rule might apply to a particular industry. Industry groups or representatives may also submit data or information to EPA and other environmental agencies for regulatory purposes. Industry representatives range from large facilities that span a variety of industry sectors to small family-owned and focused businesses. They are often represented by industry trade associations, and often, individual businesses prefer to get information from trade associations, rather than directly from the government. A review of relevant resources related to industry representatives revealed the following common themes for information needs, uses, qualities and topics for this audience group.

#### *Information Needs*

- Industry groups want detailed regulatory information provided at local, state, and federal levels.
- Industry groups want frequent updates on any regulatory changes and how their industries may be impacted.
- Industry groups need guidance on how to interpret regulations, or “plain-English” interpretations.
- Industry groups want industry-specific information related to regulations.
- There is a moderate preference for printed copies of information provided to these groups, rather than electronic, though electronic information could be provided to trade associations for distribution.

#### *Information Uses*

- Members of this audience group use the regulatory information from EPA and other regulatory agencies to determine which regulations apply to their facilities and businesses and how to comply with the regulations.
- Some industry members use environmental data to perform their own analyses, such as comparing their operations and regions to others.

### *Information Qualities*

- Industry groups need information that is available online to be well-organized and easily navigable.
- Information provided to industry groups needs to be timely, accurate, industry-specific, and presented in “plain-English”.

### *Information Topics*

Industry members seek information on a few different environmental information topics, but information on rules and regulations was their primary need.

### *Key Resources*

Although many resources were important to drawing these conclusions, the following resources were particularly valuable:

- Center for Environmental Information and Statistics Customer Surveys - July 1997 to Present (CEIS)
- Environmental Data and Information: Interim Findings from an EPA Customer Survey (CEIS)
- An Integrated Facility Identification System: Key to Effective Management of Environmental Information at the EPA (NAPA)
- Region III Public Meeting 4 - Small Business Interests (1999) (EPA OEI)
- TRI Explorer Comment Database (EPA TRI)

## ***Students, Educators, Researchers, and Librarians***

The academic audience group is diverse, as it is made up of educators, students, researchers and librarians. The four sub groups share many similarities in their information needs and access preferences, but their needs may also vary a great deal as their information functions are different. The academic group can be information end-users, using environmental information, especially data, for their own analysis and research needs. They can also be information intermediaries, passing along environmental information to other audience groups. This audience group typically uses the Internet to access environmental information, but is also interested in the contact information of environmental information representatives to get further clarification when needed. Overall, this group is interested in timely and accurate information to feed into their own products or research. A review of relevant resources related to this audience group pointed to the following common information themes specific to their function within the academic audience group rather than to the audience group as a whole.

### *Students*

- Students use environmental information to better understand the world around them and find out how they can contribute to it. They want information on how they can “make a difference.”
- Students prefer information that is presented in visually appealing ways - interactive, colorful, and intuitive.

- Material presented to students should be available in formats for multiple age groups.
- Students in higher learning institutions want access to raw data with metadata, but also to reports and web pages that clearly explain program activities and research.

### *Educators*

- Educators want environmental information that can easily be used in the classroom, such as curriculum materials, teaching materials, and science labs.
- Educators want information on environmental education opportunities, such as workshops.
- Educators need environmental information available in multiple formats, including video, brochures, posters, and datasets that can be passed along easily to students.
- Educators want to know what information is available at each of EPA's programs, databases and hotlines in a simple, well inventoried format that is easy to refer to.
- Educators want environmental information that is local, timely, presented in context and relevant to "hot" topics.

### *Researchers*

- Researchers want to be able to find clear background information and metadata associated with research topics.
- Researchers need to know what databases are available and how to use them.
- Researchers need raw data that is timely and accurate, not merely summaries and reports about the data.
- Many researchers are interested in information about funding opportunities available from EPA and other environmental organizations.

### *Librarians*

- Librarians seek environmental information to pass onto students, researchers and other library patrons.
- Librarians are interested in having access to environmental information through databases, reports and publications that can be accessed through the Internet or on library computers.
- Librarians who work with underserved populations want environmental information in non-electronic formats, such as brochures and pamphlets.

### *Key Resources*

Although many resources were important to drawing these conclusions, the following resources were particularly valuable:

- Assessment of Stakeholder Support Needs: Summary of Tallahassee Pilot Focus Group Meetings (EPA OEI)
- Assessment of Stakeholder Support Needs: Summary of the Phoenix and Chicago Focus Group Meetings (EPA OEI)
- Environmental Data and Information: Interim Findings from an EPA Customer Survey (CEIS)



- Focus Group Reviews of EPA Home Page (EPA OEI)
- Region III Public Meeting 5 - Environmental Educators (EPA OEI)

### **Cross Cutting Findings**

There are many common needs and findings across these five EPA audience groups. Overall, audience stakeholders expressed a desire for improved methods for finding information, understanding information, and using information effectively.

*Finding information* begins with awareness that environmental information is or could be available as a resource, the discovery or navigation to that resource, and the use of that resource to view some information.

*Understanding information* includes the ability of an audience to evaluate and interpret the information to gauge its relevance and significance. Audiences may need to integrate and contextualize information as part of this process.

*Using information* begins with the audience's decision to do something with the information at hand, such as summarization or analysis, formulation of a new information query, creation of an informed opinion or making a decision. These information processes are often overlapping and iterative; many audiences may make many cycles through the find, understand and use stages before ever actually making a decision on the basis of that information.

This section presents cross-cutting needs of EPA's audiences within the categories of finding information, understanding information, and using information.

### **Finding Information**

- EPA's audience groups are interested in a variety of environmental information resources, but are not always aware that the information exists from EPA or from another federal, state, or local agency or nongovernmental organization. This disconnect between wanting particular information and knowing what information is available is common across all of EPA's audiences.
- EPA's audience groups use the Internet to locate environmental information; however, they note difficulties with using the navigation and search functions on the EPA website to access desired information. This need was noted with all EPA audience groups.
- Audiences desire contact information for programmatic experts that can answer questions or clarify information provided in online and paper resources. To some degree, all of EPA's audiences expressed this need, though media representatives, industry members and environmental and community groups have most often raised this need.
- EPA audiences desire access to environmental information from a broad array of sources, including various government agencies and environmental organizations. This finding is noted to an extent with all audience groups, but is especially salient with environmental and community groups and the academic group.

- EPA audiences access the website in search of an array of environmental topics across all of EPA's major program areas. Members of the academic audience group are especially in need of information on various topics, as are environmental and community groups.

### **Understanding Information**

- Many EPA audiences would like access to interpreted environmental information, but also desire the ability to access the raw data that was used to prepare the interpreted reports. Government officials, media representatives, environmental and community groups and industry representatives were all particularly interested in interpreted environmental information with enough background to validate the information. The academic audience group was more interested in raw data, with interpretation provided for a broad introduction to a subject that was not their specialty.
- EPA's audience groups may have difficulty understanding information from EPA for many reasons: the information may not be presented with sufficient context; the information may be too technical; the information may be written at too high of a level; and the information may only be available in English. Environmental and community groups and librarians were especially cognizant of readability and comprehension of information, as they often interpret or transfer information to end-users that are traditionally underserved.
- Many of EPA's audience groups want to know how timely or high-quality the information they get from EPA is, and thus, want high quality metadata. The academic audience group and other government officials are especially interested in knowing the quality of the data, but all EPA audience groups have expressed interest in knowing the quality of the data.

### **Using Information**

- EPA audiences often compare EPA data and information to other resources, and therefore want data provided in a way that is easily comparable to other resources. All of EPA's audiences compare information from different sources, with environmental and community groups, researchers, students, and media particularly wanting this ability.
- Many of those in EPA's audience groups convey the information they find to other users. Members of the five EPA audience groups we researched act as information intermediaries to some extent. All of these audience groups also interpret information for their own research and needs, though these needs vary according to their organizational missions.

The National Dialogue conducted stakeholder listening sessions with these major audience groups to explore gaps in EPA's understanding of their environmental information needs and preferences. Results

from these sessions will be combined with this review and other activities to gain a better understanding of what information EPA's audience seeks and uses from EPA.

## **Appendix A: Input Sources**

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### **Center for Environmental information and Statistics**

CEIS - Environmental Data and Information: Interim Findings from an EPA Customer Survey - 1998

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### **Enterprise Customer Service Solutions**

Enterprise Customer Service Solutions Presentation to EPA - 2007

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### **Environmental Council of the States**

ECOS Local Government Outreach Project - 2003

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### **Environmental Law Institute**

Building Capacity to Participate in EPA Activities - 1999

National Dialogue on Libraries as a Community Resource for Environmental Information - 2000

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### **EPA Ask EPA**

Administrator Stephen L. Johnson - November 1, 2007

Deputy Administrator Marcus Peacock - November 8, 2007

Susan Bodine, Assistant Administrator for Solid Waste and Emergency Response - November 15, 2007

Granta Nakayama, Associate Administrator for Enforcement and Compliance Assurance - December 5, 2007

Maria Vargas, Energy Star program - December 19, 2007

Michael Deane, Associate Assistant Administrator for Water - January 31, 2008

Jim Gulliford, Assistant Administrator for Prevention, Pesticides and Toxic Substances - February 20, 2008

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### **EPA**

Results from EPA Customer Satisfaction Survey – 2001

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### **EPA Innovation Action Council**

Everyday Choices: Opportunities for Environmental Stewardship - Full Technical Report – 2005

Everyday Choices: Opportunities for Environmental Stewardship - Implementation Plan – 2006

Everyday Choices: Opportunities for Environmental Stewardship - Summary Report – 2005

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### **EPA LGAC**

Local Government Advisory Committee Letter to Stephen Johnson on Environmental Indicators Initiative - 2005

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### **EPA NACEPT**

NACEPT: EIPAC Advice Letter – 1999

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### **EPA NEPIS**

Top 40 Most Downloaded Publications from NEPIS – 2007

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### **EPA NSCEP**

NSCEP Distribution Statistics – 2007

Top 100 Printed NSCEP Resources Distributed to the States – 2007

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### **EPA OECA**

AFS Business Case: Requirements Summary Report – 2007

## **EPA OEI**

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Anecdotal Information from EPA Library Patrons (Staff/Public) – 2008  
Anecdotal Information from EPA Library Patrons (Staff/Public) – 2007  
Assessment of Stakeholder Support Needs: Summary of Tallahassee Pilot Focus Group Meetings - 2001  
Assessment of Stakeholder Support Needs: Summary of the Phoenix & Chicago Focus Group Meetings - 2001  
Assessment of Stakeholder Support Needs: Summary of the Providence Focus Group Meetings - 2001  
Audience, Purpose, and Principles of the 2006 Public Report on the Environment - 2006  
CARE Level 1 Survey – 2007  
CARE Level 2 Survey – 2007  
Center for Environmental Information and Statistics Customer Surveys - July 1997 to Present  
Customer Satisfaction with EPA Information Products – 2007  
EPA Customer Service Conference – 2000  
EPA Customer Service Conference – 2002  
EPA Public Access Strategy – 2002  
EPA Environmental Information Symposium – 2005  
EPA Environmental Information Symposium – 2006  
EPA Environmental Information Symposium – 2007  
EPA Libraries Narrative Reports - January 2007  
EPA Libraries Narrative Reports - February 2007  
EPA Libraries Narrative Reports - March 2007  
EPA Libraries Narrative Reports - April 2007  
EPA Libraries Narrative Reports - May 2008  
EPA Libraries Narrative Reports - July 2007  
EPA Libraries Narrative Reports - August 2007  
EPA Libraries Narrative Reports - September 2007  
EPA Libraries Narrative Reports - October 2007  
EPA Libraries Narrative Reports - November 2007  
EPA Libraries Narrative Reports - December 2007  
EPA Libraries Narrative Reports - January 2008  
EPA Libraries Narrative Reports - February 2008  
EPA Library Network in 2004: Annual Report – 2004  
EPA Strategic Information Plan: A framework for the future – 2002  
EPA TRI Explorer November and December – 2007  
EPA.gov Focus Groups and Usability Testing – 2005  
EPA.gov Homepage IA Concepts – V2.0 – 2006  
EPA.gov Information Architecture Strategy Version 6.0 – 2005  
Evaluation of Community-Based Environmental Protection Projects: Accomplishments and Lessons Learned – 2003  
Focus Group: Teachers Review of the EPA Home Page – 1997  
Focus Group: College Students Review of EPA Website – 1997  
Focus Group: High School Students Review of EPA Website – 1997  
Focus Group: Kids Review of the EPA Home Page (Focus Group I, DC) – 1997

Focus Group: Kids Review of the EPA Home Page (Group II, Chicago) – 1997  
FOIA Annual Report – 1998  
FOIA Annual Report – 1999  
FOIA Annual Report – 2000  
FOIA Annual Report – 2001  
FOIA Annual Report – 2002  
FOIA Annual Report – 2003  
FOIA Annual Report – 2004  
FOIA Annual Report – 2005  
FOIA Annual Report – 2006  
Gap Analysis of Kids, Student and Teacher Web Pages – 1997  
How can EPA measure public access to its environmental information? – 2002  
How can EPA most effectively expand access to and disseminate environmental information to relatively informed users? – 2002  
Mercury Portal Web Site Usability Assessment – 2003  
Mercury Web Portal Usability Test Session – 2003  
National Dialogue on Libraries as a Community Resource for Environmental Information: Background and Reference Materials – 2000  
RTP Narrative Comments - Virtual Reference System  
Summary of OEI Symposium Outreach Session – 2007  
Summary Report of the National Dialogue on the EPA Draft Report on the Environment – 2003  
The EPA Library Network in 2004 – 2004  
The Nation's Environmental Information Needs Assessment: Final Statistical Report on the Environmental Protection Agency National Telephone Survey – 1999  
Usability Analysis of the EPA Environmental Education Center Web Site – 2001  
Usability Analysis of the EPA Explorer's Club Website – 2001  
Usability Analysis of the EPA Student Center Web Site – 2001

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**EPA OPEI**

EPA Customer Service Conference – 1998  
EPA Customer Service Conference – 1999

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**EPA OPPE**

Community-Based Environmental: A Resource Book for Protecting Ecosystems and Communities (1997)

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**EPA ORD**

Survey on Journal Use Results - unknown date  
Using Science in Regional Decision Making: A Collaborative Analysis of the 45-Day Task Force Report – 2005

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**EPA OW**

Safe Drinking Water Hotline Annual Report - 2002  
Safe Drinking Water Hotline Annual Report - 2003  
Safe Drinking Water Hotline Annual Report - 2004  
Safe Drinking Water Hotline Annual Report - 2005  
Safe Drinking Water Hotline Annual Report - 2006

Safe Drinking Water Hotline Monthly Report - March 2004  
Safe Drinking Water Hotline Monthly Report - April 2004  
Safe Drinking Water Hotline Quarterly Report - Third Q. 2005  
Safe Drinking Water Hotline Quarterly Report - First Q. 2006  
Safe Drinking Water Hotline Quarterly Report - Second Q. 2006  
Safe Drinking Water Hotline Quarterly Report - Third Q. 2006  
Safe Drinking Water Hotline Quarterly Report - First Q. 2007  
Safe Drinking Water Hotline Quarterly Report - Second Q. 2007  
Safe Drinking Water Hotline Quarterly Report - Third Q. 2007

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### **EPA Public Sites**

Public Access FAQ - <http://publicaccess.custhelp.com>  
Web Search Logs - EPA Public Sites - <http://nlquery.epa.gov/webmast/querylogreports/agency/>  
Web Usage Statistics - EPA's Public Sites - <http://www.epa.gov/reports/objects/>

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### **EPA Region III**

Executive Summary Environmental Data and Information: Summary Findings from EPA Region III Public Sector Needs Identification Team Meetings - 1999  
Region III Public Meeting 1 – Librarians - 1999  
Region III Public Meeting 2 - Media Issues - 1999  
Region III Public Meeting 3- Local Environmental Groups - 1999  
Region III Public Meeting 4 - Small Business Interests - 1999  
Region III Public Meeting 5 - Environmental Educators – 1999

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### **EPA Region V**

Region V Monthly Water Division Reports – April 2007 – February 2008

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### **EPA Region VIII**

Region VIII Environmental Information Service Center (EISC) Monthly Reports – January & February 2008  
Region VIII ClickTracks Site Overview Report – February 2008

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### **EPA TRI**

Requirements for Upgrading TRI Explorer or Development of New On-line Tool for Obtaining TRI Data  
TRI National Training Conference: Listening Session with EJ Community - 2008  
TRI National Training Conference: Summary of Panel Discussion on Collaboration with EJ Comm. - 2008  
TRI National Training Conference: Session Notes - 2008  
TRI Online Help – <http://tri.custhelp.com>  
TRI Requirements Function Groups – unknown date  
TRI Stakeholder Dialogue - 2003/4  
TRI Suggestions Memo – 2008  
TRI Explorer Comment Database – 2008  
TRI Comments from TRI Blog at National Training Conference - 2008

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### **Information Renaissance**

Suggestions for Using the Internet to Build Capacity to Participate in EPA Activities - 2000

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### **National Academy of Public Administration**

An Integrated Facility Identification System: Key to Effective Management of Environmental Information

at the EPA – 2005

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**Pew Internet**

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A Typology of Information and Communication Technology Users - 2007  
America's Online Pursuits – 2003  
Consumption of Information Goods and Services in the United States - 2002  
Counting on the Internet - 2002  
Finding Answers Online in Sickness and in Health - 2006  
Future of the Internet - 2005  
Future of the Internet II - 2006  
Health Information Online - 2005  
Hispanics on the Internet - 2001  
How America Gets in Touch with Government - 2004  
Information Searches that Solve Problems - 2007  
The Internet and Education - 2001  
The Internet as a Resource for News and Information about Science - 2006  
The Internet's Growing Role in Life's Major Moments - 2006  
Vital Decisions - 2002  
Wired Seniors - 2001

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**Progress Freedom Foundation**

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The Digital Economy Fact Book - 2007

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**Resources for the Future**

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Democracy Online: An Evaluation of the National Dialogue on Public Involvement in EPA Decisions - 2002

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**Roper Starch**

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Roper Green Gauge Report - 2001  
Roper Green Gauge Report - 2003  
Roper Green Gauge Report Presentation - 2003  
Roper Green Gauge Report - 2007

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**South Australia EPA**

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Consultancy report/ Customer Satisfaction—Callers ringing the EPA - 2005

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**UK Department of Environment, Food and Rural Affairs**

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Local Environmental Quality Survey for England – 2006/7  
Survey of Public Attitudes and Behaviours Toward the Environment - 2007

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