

ICE OF OFFICE OF MANAGEMENT AND BUDGET ACTION

Diana Hynek
Departmental Paperwork Clearance Officer
Office of the Chief Information Officer
14th and Constitution Ave. NW.
Room 6625
Washington, DC 20230

05/24/2006

In accordance with the Paperwork Reduction Act, OMB has taken the following action on your request for approval of the reinstatement of an information collection received on 01/19/2006.

TITLE: 2006 NOAA Coastal Services Center Coastal Resource Management Customer Survey

AGENCY FORM NUMBER(S): None

ACTION : APPROVED WITHOUT CHANGE
OMB NO.: 0648-0308
EXPIRATION DATE: 05/31/2009

BURDEN:	RESPONSES	HOURS	COSTS(\$,000)
Previous	0	0	0
New	500	250	0
Difference	500	250	0
Program Change		250	0
Adjustment		0	0

TERMS OF CLEARANCE: None

NOTE: The agency is required to display the OMB control number and inform respondents of its legal significance (see 5 CFR 1320.5(b)).

OMB Authorizing Official	Title
Donald R. Arbuckle	Deputy Administrator, Office of Information and Regulatory Affairs

PAPERWORK REDUCTION ACT SUBMISSION

Please read the instructions before completing this form. For additional forms or assistance in completing this form, contact your agency's Paperwork Clearance Officer. Send two copies of this form, the collection instrument to be reviewed, the supporting statement, and any additional documentation to: Office of Information and Regulatory Affairs, Office of Management and Budget, Docket Library, Room 10102, 725 17th Street NW, Washington, DC 20503.

1. Agency/Subagency originating request	2. OMB control number b. <input type="checkbox"/> None a. _____ - _____
3. Type of information collection (<i>check one</i>) a. <input type="checkbox"/> New Collection b. <input type="checkbox"/> Revision of a currently approved collection c. <input type="checkbox"/> Extension of a currently approved collection d. <input type="checkbox"/> Reinstatement, without change, of a previously approved collection for which approval has expired e. <input type="checkbox"/> Reinstatement, with change, of a previously approved collection for which approval has expired f. <input type="checkbox"/> Existing collection in use without an OMB control number For b-f, note Item A2 of Supporting Statement instructions	4. Type of review requested (<i>check one</i>) a. <input type="checkbox"/> Regular submission b. <input type="checkbox"/> Emergency - Approval requested by _____ / _____ / _____ c. <input type="checkbox"/> Delegated
7. Title	5. Small entities Will this information collection have a significant economic impact on a substantial number of small entities? <input type="checkbox"/> Yes <input type="checkbox"/> No
8. Agency form number(s) (<i>if applicable</i>)	6. Requested expiration date a. <input type="checkbox"/> Three years from approval date b. <input type="checkbox"/> Other Specify: _____ / _____
9. Keywords	
10. Abstract	
11. Affected public (<i>Mark primary with "P" and all others that apply with "x"</i>) a. ___ Individuals or households d. ___ Farms b. ___ Business or other for-profit e. ___ Federal Government c. ___ Not-for-profit institutions f. ___ State, Local or Tribal Government	12. Obligation to respond (<i>check one</i>) a. <input type="checkbox"/> Voluntary b. <input type="checkbox"/> Required to obtain or retain benefits c. <input type="checkbox"/> Mandatory
13. Annual recordkeeping and reporting burden a. Number of respondents _____ b. Total annual responses _____ 1. Percentage of these responses collected electronically _____ % c. Total annual hours requested _____ d. Current OMB inventory _____ e. Difference _____ f. Explanation of difference 1. Program change _____ 2. Adjustment _____	14. Annual reporting and recordkeeping cost burden (<i>in thousands of dollars</i>) a. Total annualized capital/startup costs _____ b. Total annual costs (O&M) _____ c. Total annualized cost requested _____ d. Current OMB inventory _____ e. Difference _____ f. Explanation of difference 1. Program change _____ 2. Adjustment _____
15. Purpose of information collection (<i>Mark primary with "P" and all others that apply with "X"</i>) a. ___ Application for benefits e. ___ Program planning or management b. ___ Program evaluation f. ___ Research c. ___ General purpose statistics g. ___ Regulatory or compliance d. ___ Audit	16. Frequency of recordkeeping or reporting (<i>check all that apply</i>) a. <input type="checkbox"/> Recordkeeping b. <input type="checkbox"/> Third party disclosure c. <input type="checkbox"/> Reporting 1. <input type="checkbox"/> On occasion 2. <input type="checkbox"/> Weekly 3. <input type="checkbox"/> Monthly 4. <input type="checkbox"/> Quarterly 5. <input type="checkbox"/> Semi-annually 6. <input type="checkbox"/> Annually 7. <input type="checkbox"/> Biennially 8. <input type="checkbox"/> Other (describe) _____
17. Statistical methods Does this information collection employ statistical methods <input type="checkbox"/> Yes <input type="checkbox"/> No	18. Agency Contact (person who can best answer questions regarding the content of this submission) Name: _____ Phone: _____

19. Certification for Paperwork Reduction Act Submissions

On behalf of this Federal Agency, I certify that the collection of information encompassed by this request complies with 5 CFR 1320.9

NOTE: The text of 5 CFR 1320.9, and the related provisions of 5 CFR 1320.8(b)(3), appear at the end of the instructions. *The certification is to be made with reference to those regulatory provisions as set forth in the instructions.*

The following is a summary of the topics, regarding the proposed collection of information, that the certification covers:

- (a) It is necessary for the proper performance of agency functions;
- (b) It avoids unnecessary duplication;
- (c) It reduces burden on small entities;
- (d) It used plain, coherent, and unambiguous terminology that is understandable to respondents;
- (e) Its implementation will be consistent and compatible with current reporting and recordkeeping practices;
- (f) It indicates the retention period for recordkeeping requirements;
- (g) It informs respondents of the information called for under 5 CFR 1320.8(b)(3):
 - (i) Why the information is being collected;
 - (ii) Use of information;
 - (iii) Burden estimate;
 - (iv) Nature of response (voluntary, required for a benefit, mandatory);
 - (v) Nature and extent of confidentiality; and
 - (vi) Need to display currently valid OMB control number;
- (h) It was developed by an office that has planned and allocated resources for the efficient and effective management and use of the information to be collected (see note in Item 19 of instructions);
- (i) It uses effective and efficient statistical survey methodology; and
- (j) It makes appropriate use of information technology.

If you are unable to certify compliance with any of the provisions, identify the item below and explain the reason in Item 18 of the Supporting Statement.

Signature of Senior Official or designee

Date

Agency Certification (signature of Assistant Administrator, Deputy Assistant Administrator, Line Office Chief Information Officer, head of MB staff for L.O.s, or of the Director of a Program or StaffOffice)

Signature

Date

Signature of NOAA Clearance Officer

Signature

Date

**SUPPORTING STATEMENT
NOAA Coastal Services Center
2006 Coastal Resource Management Customer Survey
OMB CONTROL NO. 0648-0308**

A. JUSTIFICATION

1. Explain the circumstances that make the collection of information necessary.

One of the cornerstones of the NOAA Coastal Services Center is a commitment to serve the technology and information needs of our customers, the coastal resource management community. In order to meet this goal, we need customer feedback. We receive this input in a variety of ways, one of the most important being the Coastal Resource Management Customer Survey (CRM Survey).

The NOAA Coastal Services Center (Center) requests clearance to conduct a customer survey in compliance with Executive Order 12862, Setting Customer Service Standards (attached). The purpose of the CRM Survey is to assess the coastal resource management community's information needs based on their coastal resource management responsibilities, technology and information management capabilities, and critical resource management issues.

The CRM Survey will enable the Center to determine the kinds of services its customers want, understand the customers' level of technical expertise, and document priority issues most relevant to their missions. The information will be used by the Center to guide planning, development, and delivery of future products and services for the coastal resource management community.

Other offices within NOAA and the National Ocean Service (NOS) have collected information from segments of the universe of respondents this survey will address. However, every attempt has been made to customize the questions contained in the CRM Survey to pertain specifically to the types of functions the Center supports, such as geographic information systems (GIS), remote sensing, and training. No other office within NOAA has collected the same information from the same universe of respondents.

2. Explain how, by whom, how frequently, and for what purpose the information will be used. If the information collected will be disseminated to the public or used to support information that will be disseminated to the public, then explain how the collection complies with all applicable Information Quality Guidelines.

Purpose, Delivery, and Frequency

The 2006 survey represents the fourth triennial effort by the NOAA Coastal Services Center to assess customer management issues, technical capabilities, and technical assistance needs. Previous CRM Surveys were administered in 1996, 1999, and 2002. The 1996 CRM Survey targeted the information management segment of the coastal resource management community, the primary customer base of the NOAA Coastal Services Center's Coastal Information Services branch. The 1999 CRM Survey targeted the information management and program or site management sections of the coastal resource management community. The 2002 CRM Survey

targeted coastal resource management staff responsible for a broader array of coastal resource management topics—respondents included lead staff responsible for program management, education and outreach, research, natural resource management, planning, permitting and regulatory enforcement, and information technology (GIS or remote sensing). The 2006 CRM Survey seeks to collect information related to previous collections and strives to increase the Center’s understanding of priority coastal natural resource management issues, applications of technology and decision support tools to management decision making, and key product and service needs that the Center is uniquely equipped to address.

Use of Past Results

In the planning and development stages for the 2006 CRM Survey, a Center-wide survey working group was established with representatives from each of the Center’s thematic areas. The Center survey team and Center management staff critically reviewed the questions and results of the previous CRM Surveys in terms of their past, present, and potential usefulness to individual Center program areas and their overall utility to the Center as a whole. The team used the mindset that if they could not justify the usefulness of a question their specific program or to the Center, it should be stricken from the survey. Specific questions or content areas from the three previous CRM Surveys that were identified as obsolete or of reduced utility were omitted for use in the 2006 CRM Survey. Key results from previous CRM Surveys have been cited repeatedly during presentations about the Center and have influenced the development of new program initiatives. The following text describes which results have been used and how they have been applied.

The 1996 CRM Survey was designed primarily to collect information about the computer systems and software that the coastal resource management community uses. The Center has used this information to determine which software programs and formats should be incorporated into the production of products and for designing technical training. The information collected about GIS has been critically important to the Center, as it has been used to seek and acquire support from partners for several locally based GIS support projects, such as the Protected Areas GIS.

The first section of the 1996 CRM Survey asked about “Coastal Information Management, Problems, and Opportunities.” This section contained questions about the respondent agency’s coastal responsibilities, the types of coastal problems for which it managed data, and about management obstacles limiting their efforts. In reviewing the results of this section, it was apparent that further information about the agency’s management responsibilities would help the Center better plan and develop products and services. This led to the changed design of the 1999 CRM Survey—one part focusing on management issues and the second part focusing on technology and information management.

The section on “Communication Pathways and Data/Information Exchange” asked about the customer’s use of metadata and their methods of transmitting and sharing data. This information was used also to direct product development. Using the results, the Center was able to determine what formats and amounts/volumes of data could effectively be transmitted via the Center’s Web site. The section also asked whether Center’s customers had coastal data or information that could be added to the Center’s Coastal Information Directory, an electronic database for accessing coastal data and information.

The “Current and Planned Activities and Products” section asked customers to rate their level of interest in various planned activities. This information had influenced development of training programs, a competitive funding program for innovative coastal resource management solutions, and ways the Center can better meet the needs of the customer.

The 1999 CRM Survey focused on re-evaluating the level of use and need for technology-based decision support in the way of GIS and remote sensing, gaining a better understanding of Center coastal resource management customers’ natural resource management roles, responsibilities, and issues, and gauging interest and need for technical training, including technology tools (e.g., ArcView, remote sensing), process skills (e.g., facilitation training, needs assessment, conflict management), and content-specific areas (e.g., integrated coastal resource management, Coastal Zone Management Act, smart growth).

Both the information management and natural resource management portions of the 1999 CRM Survey asked in-depth questions about five broad categories of coastal issues: habitat, coastal development, hazards, water quality, and resource management. The information management portion asked about the offices’ collection, derivation, use, and management of spatial data pertinent to these issues. Most respondents indicated that they use spatial data that has been collected, derived, or managed by others. Seventy-two percent of the respondents indicated that they use spatial data to manage habitat issues. Approximately half of the respondents use spatial data to manage the other coastal issues (e.g., coastal development, hazard, water quality, natural resource management).

The remainder of the information management portion of the 1999 survey assessed the level of use, kinds of software, numbers of staff and level of expertise related to the use of spatial data and geographic information technologies, development of Federal Geographic Data Committee (FGDC) metadata, and training needs of Center customers. The Center invests a great deal in the development of specialized decision support tools using GIS. Understanding the software most commonly used enables the Center to develop products most useful to the majority of its customers. The overall level of GIS expertise within an office, including the number of people who use it or have been trained to use it, suggests the level of investment that an office has put into spatial data access. The combined results of these questions have helped the Center identify where gaps exist and where to focus its resources. For example, respondents reported that when GIS and remote sensing capabilities are not available in-house, they turn to partnerships with federal, state, or local agencies or academia to obtain these technical services. This information is useful in guiding efficient planning for Center programs, for building partnerships with customers and other federal agencies, and for development of grant funding opportunities for the coastal resource management community. Information pertaining to software use and Internet access has been critical for the development of Web-based tools and practical applications, extensions, and data for Center customers.

The natural resource management portion of the 1999 survey asked about offices’ roles (i.e., lead, coordinating, or independent) in addressing coastal natural resource management issues, technical resources most useful in addressing offices’ coastal resource management responsibilities, education and outreach efforts, and training needs. In general, most offices reported playing a coordinating role when managing coastal issues. With this role, many offices emphasized the need for accurate coastal data to properly address issues. Respondents also reported a high interest and need for technical training, both in technology tools and in process

skills and specific coastal issue content. A majority of respondents also reported having developed education programs and volunteer programs. At least two thirds of respondents or more reported interest in training for public involvement, outreach planning, communication planning, and conflict management training. Since the 1999 survey, the Center has developed training programs to meet the needs of Center customers offered at the Center and in coordination with Center customer offices “in the field” in different parts of the country.

In the 2002 survey, the Center attempted to better integrate the technology and natural resource management portions of the survey to gain better understanding of the intersection of technology with management decision-making. Respondents were asked to indicate the importance of a variety of management-related tools and techniques. They indicated that increased access to information and technology, applied use of data and technology, on-line information search tools, and visualization tools are increasing in importance. Results indicated that Geographic information systems (GIS) are becoming a more standard tool in the community, with ninety-two percent of the respondents indicating that their offices use GIS. There has been a dramatic increase in the number of offices investing in remote sensing technology. There is also continued growth in the number of staff within the offices that use GIS and remote sensing. Additionally, ninety-nine percent of offices reported having Internet access and more than ninety percent reported regular use of the Internet for downloading and sharing data and information and communications. Offices report use of spatial data to address habitat restoration, land use planning, watershed management, water quality monitoring, nonpoint source pollution, and protected area management issues.

The 2002 survey also asked respondents about collaboration with other allied organizations and to indicate practice, preference, and needs for information sharing and training delivery. Respondents indicated that partnership building and outreach and education were a high priority for their offices and that communication with colleagues and attending professional meetings, conferences, workshops, and trainings are the most frequent ways they share new ideas and information. There is considerable interest in training on specific coastal zone management issues and process skills offered both remotely and at the Center, with identified training needs in the areas of needs assessment, resource valuation, and heritage resource management. These results suggested that the Center should continue to dedicate resources toward development and improvement of these products and services.

Projected Use of New Results

Understanding natural resource management issues, technical capabilities and use of geospatial data and geographic information technologies, and training needs are important to the Center. The Center is committed to helping the coastal resource community apply GIS and remote sensing technology to support coastal decision-making. The Center is also committed to providing high quality training and information services. To meet these challenges, the Center needs feedback about the issues facing the coastal resource management community, how Center customers use and manage spatial data, what issues are being addressed, and what training needs exist. The 2006 CRM Survey is shorter than the 2002 survey, with 11 fewer questions; the questions included in the 2006 CRM Survey are described below.

Question 1 asks respondents to indicate their previous contact with the Center. This will help the Center gauge the means by which respondents have interacted with Center products and services

(e.g., attending Center workshops, using Center data products) and a means by which to compare responses across the survey.

Question 2 asks respondents to report the priority of a number of coastal management issues. Question 3 asks respondents to indicate the priority of hazards management topics to them. The information provided by these two questions will aid the Center in developing products and services most useful to Center customers relative to each listed topic. Question 4 relates to questions two and three by asking respondents to indicate which data layers they are using and how useful data they do not currently use would be. The combination of these variables can depict a more complete picture than any of these variables alone. The results will indicate what issues different offices are tasked with, which staff types are involved in addressing which issues, and whether spatial technologies are or would be employed or helpful. This will help the Center focus its efforts on data development and help characterize where spatial data are being used.

Questions 5 through 8 continue the efforts of the previous Center surveys in assessing the awareness, use, usefulness, and preferences of various technology, technology tools (e.g., GIS, remote sensing, models, 3D visualization), and related services. These questions also ask respondents to identify barriers to their ability to use these tools as often as they would like. This information will be used to continue to provide products and services that match the needs and capabilities of the Center's customers. Trends and patterns of use can be depicted over the course of the four CRM Surveys. This information will aid the Center in evaluating its ability to meet the needs of the coastal resource management community as the use of GIS, remote sensing, and other technology gains presence in the natural resource management arena and as this dynamic segment of the computer and technology industry changes.

Question 9 asks respondents to indicate awareness, use, and usefulness of various applied social science tools and methods and management processes. This question also asks respondents to identify barriers to their ability to use these tools, methods, and processes as often as they would like. This information will be used to continue to provide products and services (e.g., information resources, demonstration projects, training) that match the needs and capabilities of the Center's customers. This expands upon information gathered in the 2002 survey about respondents' familiarity with applied social science methods and management processes. Identification of trends and patterns of use of these methods and processes can aid the Center in evaluating its ability to meet the needs of the coastal resource management community as these methods and processes become more widely practiced within the coastal natural resource management community.

Question 10 is designed to assess respondents' use of or participation in a variety of information exchange and communication mechanisms (e.g., Web sites, conferences, information resources). This question also asks respondents to offer their opinion of the credibility and usefulness of each of these communication mechanisms. This information will enable the Center to target key information sources for Center-related information exchange and technology transfer. It will also indicate the types of information sources that different segments of the coastal resource management community use and how useful they find them. This question continues the collection of data begun with the previous Center surveys.

Questions 11 through 15 continue previous assessment of training participation, interest, and

needs for process, coastal issue content, and technology training topics and aids the Center in planning for, developing, and coordinating training for coastal resource management professionals. Responses to these questions contribute to the assessment of the level of expertise within the coastal management community pertaining to a variety of coastal management tools, techniques, skill, abilities, and subject areas. Question 12 asks respondents to offer new topic areas to help the Center identify new pertinent training topics. Question 13 asks respondents about barriers to participation in training; which can help the Center focus its efforts in developing different delivery mechanisms to address existing constraints. Question 14 asks respondents to identify applications of the skills they have gleaned from professional training. Question 15 asks respondents to indicate their participation and interest in distance learning, which can provide additional opportunities for participation in and delivery of training. These questions will aid the Center in providing training and related products and services that are well suited to the coastal resource management communities in terms of delivering information content at appropriate technical levels.

Questions 16 through 20 are related to partnerships and collaboration. Question 16 asks respondents to describe reasons for engaging in partnerships. Question 17 asks respondents to indicate the extent to which particular constraints have limited their ability to pursue partnerships. Question 18 asks respondents to describe examples of groups and barristers to partnering. Questions 19 and 20 ask respondents to indicate participation in informal and formal partnership networks, committees, associations, and related groups. These questions serve to identify areas in which the Center can serve a role as a convener of groups in order to help foster collaboration across common management themes, as well as identifying target organizations with which to partner and share information.

Questions 21 through 23 ask respondents to offer information related to their office, their position, and their years of experience as a coastal resource management professional. These questions will aid the Center in providing training and products and services that are well suited to the coastal resource management communities in terms of delivering information content at appropriate technical levels for a particular segment (e.g., education and outreach program leaders) of the coastal resource management community. These questions will also enable the Center to create products and services more appropriately suited to the needs and expertise of the Center's customer base. This also provides a means by which to group and compare responses (e.g., based on position type, years in the field).

Question 24 provides an opportunity for respondents to offer additional comments related to the survey itself, its administration process, its burden, or any other topic. This can provide valuable feedback for future information collections. The Center has used this information in the past to direct changes in the survey and other Center products and services.

As explained in the preceding paragraphs, the information gathered has utility. NOAA's National Ocean Service will retain control over the information and safeguard it from improper access, modification, and destruction, consistent with NOAA standards for confidentiality, privacy, and electronic information. See response #10 of this Supporting Statement for more information on confidentiality and privacy. The information collection is designed to yield data that meet all applicable information quality guidelines. Although the information collected is not expected to be disseminated directly to the public, results may be used in scientific, management, technical or general informational publications. Should NOAA's National Ocean Service decide

to disseminate the information, it will be subject to the quality control measures and pre-dissemination review pursuant to Section 515 of Public Law 106-554.

3. Describe whether, and to what extent, the collection of information involves the use of automated, electronic, mechanical, or other technological techniques or other forms of information technology.

This collection seeks to collect all or most of the data using an Internet/Web-based survey instrument. Upon request, respondents will be mailed a paper version of the survey to complete and return in a postage paid envelope. If requested, accommodations will also be made to facilitate completion of the survey via telephone.

4. Describe efforts to identify duplication.

No other existing similar information collections were found. Other GIS-related survey reports were identified, but none had coastal resource management-specific content. None addressed the same assemblage of topics.

5. If the collection of information involves small businesses or other small entities, describe the methods used to minimize burden.

The completion of the proposed collection will not have a significant economic impact on the respondents. The collection does not require record keeping or expenditure of funds, only information about existing responsibilities, needs, and technical capabilities. The individual response time is estimated to be 30 minutes.

6. Describe the consequences to the Federal program or policy activities if the collection is not conducted or is conducted less frequently.

The Center's first operating principle is that it be "customer driven." Without regular input from the coastal resource management community, the Center would risk investing in projects and services that have little relevance to the coastal resource management community's needs or that are delivered in formats not usable by the customer. Conducting this survey will provide the Center with consistent information from its customer base, recognizing and tracking differences in technical capability and management responsibility by agency type and by region. Survey results enable the Center to be more efficient in the development of specific products and services that match the needs and capabilities of our customers. Given the rapid evolution of technology, the collection could not be conducted any less frequently.

7. Explain any special circumstances that require the collection to be conducted in a manner inconsistent with OMB guidelines.

The collection will be conducted consistently with OMB guidelines.

8. Provide a copy of the PRA Federal Register notice that solicited public comments on the information collection prior to this submission. Summarize the public comments received in response to that notice and describe the actions taken by the agency in response to those comments. Describe the efforts to consult with persons outside the agency to obtain their

views on the availability of data, frequency of collection, the clarity of instructions and recordkeeping, disclosure, or reporting format (if any), and on the data elements to be recorded, disclosed, or reported.

A copy of the Federal Register notice is included. No substantive comments pertinent to the collection were received.

Center personnel trained in survey research and design created the survey instrument. Technical literature consulted in the planning and development of the instrument and survey administration included *How to Conduct Your Own Survey* (Salant and Dillman, 1994) as well as numerous other survey instruments and technical references. Salant and Dillman have conducted extensive research on all aspects of survey design and implementation for over a decade and their methods of distribution and follow-up have consistently achieved positive results.

Pilot testing of the instrument was completed this fall. Pilot testing participants included representative members from the across the coastal resource management community. Pilot testing included timing of respondents, identification and discussion of unclear instructions and question content, asking respondents about the length of the instrument, and discussing suggestions for improvements to it. Fewer than 10 external, non-federal employees participated in the pilot testing and subsequent discussions.

9. Explain any decisions to provide payments or gifts to respondents, other than remuneration of contractors or grantees.

No plans exist for payment or gifts to survey respondents.

10. Describe any assurance of confidentiality provided to respondents and the basis for assurance in statute, regulation, or agency policy.

Each copy of the survey instrument will contain a survey identification number for tracking and response rate calculations. Responses will not be reported individually, only in aggregate. Respondents are assured that their names will not be placed on their completed surveys or subsequent reports. There are no plans to publish the results of this information collection.

11. Provide additional justification for any questions of a sensitive nature, such as sexual behavior and attitudes, religious beliefs, and other matters that are commonly considered private.

The instrument contains no “questions of a sensitive nature.”

12. Provide an estimate in hours of the burden of the collection of information.

The estimated annualized burden estimate for the CRM Survey is 250 hours. This reflects 500 respondents annually with an average completion time of approximately 30 minutes, including the time for reviewing instructions and gathering the requested information.

Respondents are likely to be program managers, department heads, and content area specialists within their respective organizations, equivalent on average to a Government Service Pay Grade

12 Step 1. Using this grade to estimate the hourly rate of the respondent (\$25.98), the maximum estimated annualized cost to the respondent for the hour burden of each collection (i.e., 0.5 hours) is \$12.99 per respondent; the maximum cost for the information collection for a 100 percent response rate (i.e., 500 respondents) is \$6,495.

13. Provide an estimate of the total annual cost burden to the respondents or record-keepers resulting from the collection (excluding the value of the burden hours in #12 above).

Responding to the survey requires no record keeping. Return postage will be pre-paid by the Center for requested paper versions.

14. Provide estimates of annualized cost to the Federal government.

This information collection effort is supported through external contract services for data collection and analysis and in-house staff time. The estimated annualized cost for this information collection is \$20,804 (i.e., contract services, in-house staff time, supplies). Estimates presented below represent the costs per annum for the term of the approval.

Annualized Cost to Federal Government	Labor	\$Cost
Supplies		\$100.
Printing		\$100.
Postage		\$200.
Data entry & database development		\$16,166.
Project staff (GS12)	100 hrs @ \$28.58/hr	\$2,858.
Project supervisor(GS14)	20 hrs @ \$36.50/hr	\$730.
Administrative staff support	20 hrs @ \$15.00/hr	\$300.
Cover design, layout & editing	10 hrs @ \$35.00/hr	\$350.
TOTAL		\$20,804.

15. Explain the reasons for any program changes or adjustments reported in Items 13 or 14 of the OMB 83-I.

This request represents a program change for “reinstatement, with change, of a previously approved collection for which approval has expired.” The previous approval (0648-0308, Expiration: 12/31/2003) had a maximum annual hour burden of 263 hours per annum over the term of the three-year approval. This request decreases the maximum annual hour burden to 250 hours per annum over the term of the approval. The survey will be sent to a greater number of offices, but request fewer responses per office. Targeting responses from an increased number of offices will aid the Center in identifying commonalities and differences across a wider array of coastal management professionals. This will enable the Center to more effectively target products and services to particular segments of the coastal resource management community. This program change does not reflect a substantial change in burden hours or cost to the Federal government.

16. For collections whose results will be published, outline the plans for tabulation and publication.

There are no plans to publish the results of this information collection.

17. If seeking approval to not display the expiration date for OMB approval of the information collection, explain the reasons why display would be inappropriate.

The expiration date and OMB Control Number will be displayed on the survey instrument.

18. Explain each exception to the certification statement identified in Item 19 of the OMB 83-I.

There are no exceptions to the certification statement identified in Item 19.

B. COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS

(If your collection does not employ statistical methods, just say that and delete the following five questions from the format.)

1. Describe (including a numerical estimate) the potential respondent universe and any sampling or other respondent selection method to be used. Data on the number of entities (e.g. establishments, State and local governmental units, households, or persons) in the universe and the corresponding sample are to be provided in tabular form. The tabulation must also include expected response rates for the collection as a whole. If the collection has been conducted before, provide the actual response rate achieved.

The universe of respondents for this information collection comprises the NOAA Coastal Services Center customer base involved in coastal natural resource management. The 2002 CRM Survey was sent to all Center customer offices at the state government level with an identified role in the management of coastal resources. For the 2006 survey, federal offices within the US Department of Interior, USDA Forest Service, and US Army Corps of Engineers with an identified role in the management of coastal resources will be included. Given the relatively small number of offices, a census of the described Center customer offices is practicable. The total number of respondents targeted will be 1500 (i.e., 500 offices, 3 staff per office).

The response rates for the 1996, 1999, and 2002 CRM Surveys were 54, 70, and 74 percent, respectively. Administration plans for the 2006 CRM Survey will follow the steps outlined by Salant and Dillman (1994), including follow-up reminder communications to increase the response rate. Based on past efforts, a response rate of greater than 70 percent is expected for the 2006 CRM Survey.

2. Describe the procedures for the collection, including: the statistical methodology for stratification and sample selection; the estimation procedure; the degree of accuracy needed for the purpose described in the justification; any unusual problems requiring specialized sampling procedures; and any use of periodic (less frequent than annual) data collection cycles to reduce burden.

No statistical methodology has been applied to stratify the sample. The 2002 CRM Survey will be sent to all existing Center customer offices responsible for coastal resource management. The

CRM Survey is conducted on a triennial basis; given the rapid evolution of resource management-related technology tools, less frequent collection would not have adequate utility for Center planning and product and service development.

3. Describe the methods used to maximize response rates and to deal with nonresponse. The accuracy and reliability of the information collected must be shown to be adequate for the intended uses. For collections based on sampling, a special justification must be provided if they will not yield "reliable" data that can be generalized to the universe studied.

Methods used to maximize response rates and deal with nonresponse include the following:

- Survey instrument length was kept relatively short (e.g., 24 questions).
- Required response time was kept relatively short (e.g., less than 30 minutes per respondent).
- Prior to the fielding of the survey, both Center publications will run an announcement, announcing the survey—this is expected to have a positive effect on respondent cooperation.
- The initial (preliminary notification) contact will contain a personalized (i.e., with salutation) emailed cover letter from the Center’s director cordially inviting participation and describing the purpose of the survey along with the survey instrument and instructions. If no email address is available, notification will be via telephone.
- A series of two (or three, if necessary) follow-up reminders will be sent to respondents at two week intervals, following the delivery of the survey instrument.
- All letters, messages, and reminders will be personally addressed (i.e., with salutation).
- When paper copies are requested, postage-paid return envelopes will be enclosed.
- Respondents will be given multiple ways to contact Center representatives with questions regarding the survey (i.e., phone, FAX, web, email).
- If a paper survey instrument has been lost, the respondent can request that another be sent.
- For expediency, electronic mail will be used instead of postal mail to communicate with customers, unless postal or other private carrier services are requested/deemed more practical.
- If response rates are below 60 percent, nonrespondents will be contacted to test for nonresponse bias.

4. Describe any tests of procedures or methods to be undertaken. Tests are encouraged as effective means to refine collections, but if ten or more test respondents are involved OMB must give prior approval.

Pilot testing of the survey instrument was completed this fall. Pilot testing participants included representative members from across the coastal resource management community—reflecting target respondent types. The goals of the pilot test were to gauge time necessary for completion of the survey (30 minutes) and to ensure that directions were clearly stated and questions were easy to respond to. Pilot testing included timing of respondents, identification and discussion of unclear instructions and question content, asking respondents about the length of the survey instrument, and discussing suggestions for improvements to the survey instrument. Fewer than 10 external, non-federal employees participated in the pilot testing and subsequent discussions. Comments from the pilot testing participants were extremely helpful and resulted in design, content, and wording changes to clarify responses.

5. Provide the name and telephone number of individuals consulted on the statistical aspects of the design, and the name of the agency unit, contractor(s), grantee(s), or other person(s) who will actually collect and/or analyze the information for the agency.

No statistical sampling methods will be used in this information collection.

This information will be collected by:

Mark Duda
Responsive Management
130 Franklin Street
Harrisonburg, VA 22801
Phone: 540-432-1888
Fax: 540-432-1892
Email: mark@responsivemanagement.com

OMB Control No. 0648-0308

Expires: xx/xx/xxxx



2006 Coastal Resource Management Customer Survey NOAA Coastal Services Center

2006 NOAA Coastal Services Center Coastal Resource Management Customer Survey

Dear Colleague:

The mission of the National Oceanic and Atmospheric Administration (NOAA) Coastal Services Center is to support the environmental, social, and economic well being of the coast by linking people, information, and technology. To better serve the nation's coastal resource managers, we must learn about their issues, information needs, and technological capabilities. At the NOAA Coastal Services Center, we gather this information in a variety of ways, one of the most important being the triennial Coastal Resource Management Customer Survey.

The Coastal Resource Management Customer Survey is sent to offices of the state coastal management programs, state departments of natural resources (or equivalent agencies) responsible for coastal resource management, National Parks, National Wildlife Refuges, National Estuarine Research Reserves, Sea Grant College Programs, National Estuary Programs, National Marine Sanctuaries, and allied programs. You may be one of several people in your organization that receives the survey. Each survey copy has an identification number for the sole purpose of tracking which surveys have been returned. No names of individuals will be placed on any documents or used in any reports generated from this project.

The public reporting burden for this collection of information (i.e., time required to complete this survey) is estimated to average 30 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have questions or comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, please contact our survey coordinator Tom Fish: by mail, at NOAA Coastal Services Center, 2234 South Hobson Avenue, Charleston, SC 29405; by telephone, at (843) 740-1271; or via e-mail, at Tom.Fish@noaa.gov. We hope you will be able to give us 30 minutes of your time to complete the survey.

Please return the survey in the envelope provided by DATE.

Thank you in advance for your participation. Your input is extremely valuable and will help us do a better job of planning for and serving your needs. You will be notified when the survey results are posted on the Web.

Sincerely,

Margaret A. Davidson
Director
NOAA Coastal Services Center

NOAA Coastal Services Center

2006 Coastal Resource Management Customer Survey

Instructions

Throughout this survey, questions refer to “you” and “your office.”

For “you” questions, the intent is “you” as an individual staff member.

For “your office” questions, the intent is “your office” as representative of the breadth of activities carried out on a regular (e.g., day-to-day, weekly) basis by personnel working within your specific coastal management agency, program, or site (or related satellite offices), as opposed to a larger overarching entity or parent agency. For example, if you work for a state coastal program, “your office” would NOT include the state natural resource management agency that your program resides in. Similarly, if you work for a Sea Grant College Program, “your office” would not include the entire university.

Please read and follow the instructions provided for each question. Throughout the survey, you are asked to write an answer, check a box, or circle the choice that best reflects your answer. Questions often contain more than one response category from which to choose. Commonly used abbreviations are listed below. When asked to “check ONE answer” or “circle ONE answer,” please select only ONE response. Multiple responses may be excluded in the results. Only mark MORE THAN ONE response when asked to “check ALL that apply.”

Commonly Used Response Abbreviations

- Not = Not at all
- Lo = Low
- Med = Medium
- Hi = High
- DK = Don't know
- NA = Not Applicable

SECTION I: FAMILIARITY WITH NOAA COASTAL SERVICES CENTER

1. How have you come in contact with the NOAA Coastal Services Center (CSC)?
(Check ALL that apply.)

- This survey is my first contact
- I have heard about CSC, but am not at all familiar with CSC products and services
- I have visited the CSC Web site
- I am aware of CSC products and services but have not used them
- I receive one or more CSC publications
- I have attended a *Coastal Zone* conference
- I have attended a *Coastal GeoTools* conference
- I have attended a CSC workshop or training
- I have received technical assistance from CSC
- I have used data or other products from CSC
- My office has partnered with CSC on a particular project
- My office has received a grant or other financial support from CSC
- My office has received a NOAA Fellow/Assistant through CSC

SECTION II. MANAGEMENT PRIORITIES & SPATIAL DATA USE

2. How much of a priority is each of the topics listed below for <u>your office</u>? (Check ONE for each topic.)					
Coastal Land Use Planning					
Land use planning/growth management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Waterfront or brownfield redevelopment	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Port, harbor, or marina development	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Transportation planning	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Infrastructure/utilities development	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Recreation and tourism planning	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Public access	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Dredging	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Permit tracking	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Watershed planning	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Ocean and Great Lakes Planning					
Marine transportation planning	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Submerged lands management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Marine jurisdictional boundaries	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Protected area management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Energy development	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Nearshore and offshore habitat mapping	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Shoreline change management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Coastal Conservation Planning					
Habitat restoration and monitoring	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Fisheries management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Shellfish management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Coral reef management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Protected species management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Invasive species management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Erosion and beach nourishment	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Water quality monitoring	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Nonpoint source pollution	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Point source pollution	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Pollutant transport and dispersion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Cultural and heritage resource management	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Coastal Hazards					
Harmful algal blooms	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Public health concerns	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Beach safety related to rip tides and currents	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Hurricanes	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Flooding/inundation/storm surge	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Erosion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Bluff erosion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Sea level rise	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Tsunami	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Landslides	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Oil/pollutant spill response	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Search and rescue	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Others (please specify):	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK

3. Priority of hazards management topics—
For the purposes of this question, we are referring to acute, short-duration natural hazards (e.g., hurricanes, tsunamis, earthquakes, tornados, flooding, landslides).

3a. Select the response that best characterizes your current versus desired level of knowledge about each of the topics below. (Check ONE response for each topic.)

3b. Rank the relative priority of these topics for your office, from 1 to 6, with 1 being the highest priority.

	I do not need to know about this topic for my job.	I need to know about this for my job, and I know enough.	I need to know about this for my job, and I need to learn more.	
Risk and vulnerability assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Risk communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hazards mitigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Forecasts and warnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Response immediately after a hazard disaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Long-term recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

4. Select the response that best represents current use of the following data layers by your office. (Check ONE for each topic.)

	My office uses this data layer.	My office does not use this data layer, but it would be useful.	My office does not use this data layer and does not need it.
<input type="checkbox"/> I am not familiar with spatial data use in my office. (Continue to question 5.)			
Coastal Land Use Planning			
Coastal land cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coastal land use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current shoreline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Docks and piers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sediments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suspended sediments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coastal demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marine and coastal economic data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ocean and Great Lakes Planning			
Marine jurisdictional boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marine transportation (e.g., shipping lanes, ports, anchorages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marine infrastructure (e.g., cable locations, oil and gas lines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bathymetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vessel groundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dump/discharge sites (NPDES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aquaculture sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salinity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sea surface temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coastal Conservation Planning			
Fish habitat distribution maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seagrass distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coral/live bottom distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shellfish bed distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protected areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural and historic resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive habitats (e.g., Environmental Sensitivity Index)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coastal Hazards			
Elevation/topography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Waves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Currents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flood maps/inundation zones/Tsunami zones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoreline change/erosion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical facilities (e.g., shelters, evacuation routes, hospitals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION III: TOOLS AND INFORMATION RESOURCES

5. Use of Technology Tools to Support Coastal Resource Management— Select responses for <u>you</u> and <u>your office</u> related to each listed tool category for the following questions.				
5a. Are <u>you</u> aware of this type of tool and how it can be used?	5b. Indicate the use of this tool by <u>you</u> or <u>your office</u> . (Check ONE.)	5c. How useful is this tool for <u>your</u> job? (Check ONE.)	5d. Which of the following constraints have prevented <u>you</u> and/or others in <u>your office</u> from using each type of tool as often as you would like? (Check ALL that apply.)	
Tool Category			Lack organizational policy/process supporting use Inadequate equipment/facilities/technology Lack relevant/necessary data Lack required knowledge or skills Lack applicability/interest Conflicting demands on time Not enough staff No constraints Don't Know	
Online mapping (browsing/viewing data)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Online databases (data portals, data clearing houses)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Decision-support tools (manipulating/analyzing data)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
GIS	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Remote sensing tools	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coastal and ocean observations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

5. Use of Technology Tools to Support Coastal Resource Management— (continued)
Select responses for you and your office related to each listed tool category for the following questions.

5a. Are <u>you</u> aware of this type of tool and how it can be used?		5b. Indicate the use of this tool by <u>you</u> or <u>your office</u> . (Check ONE.)	5c. How useful is this tool for <u>your</u> job? (Check ONE.)	5d. Which of the following constraints have prevented <u>you</u> and/or others in <u>your office</u> from using each type of tool as often as you would like? (Check ALL that apply.)
Tool Category				Lack organizational policy/process supporting use Inadequate equipment/facilities/technology Lack relevant/necessary data Lack required knowledge or skills Lack applicability/interest Conflicting demands on time Not enough staff No constraints Don't Know
Models or model outputs (habitat modeling, SLOSH, HURREVAC)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Visualization (GIS-, 3D-, and photo-based)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Others (please specify): _____ _____		<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

6. Staff Use of Remote Sensing—
How many current staff members (i.e., permanent or temporary full-time equivalents) in your office use remote sensing software regularly? (Fill in number.)

_____ staff members Don't know

7. Planning or visualization software tools —
 List up to five planning or visualization software tools and indicate current or desired use for each tool by your office. (Check one.)

NA

	My office currently uses this tool.	My office does not currently use this tool, but would like to use it.
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>

8. A federal agency dedicated to information and technology transfer might provide the following types of assistance with software. Indicate how useful each type of assistance would be for your office? (Check ONE for each topic.)

Providing data	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Developing customized applications	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Inventorying available software	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Evaluating existing software for coastal applications	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Developing case studies detailing the uses of existing software	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Providing training on existing software	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK
Providing on-site technical assistance in use of software	<input type="checkbox"/> Not at all	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> DK

9. Use of Program Management and Social Science Tools, Methods, and Information— Select responses for <u>you</u> and <u>your office</u> related to each listed topic for the following questions.					
9a. Are <u>you</u> aware of this type of tool and how it can be used?	9b. Indicate the use of this tool by <u>you</u> or <u>your office</u> . (Check ONE.)	9c. How useful is this tool for <u>your</u> job? (Check ONE.)	9d. Which of the following constraints have prevented <u>you</u> and/or others in <u>your office</u> from using each type of tool as often as you would like? (Check ALL that apply.)		
Tool Category			Lack organizational policy/process supporting use Inadequate equipment/facilities/technology Lack relevant/necessary data Lack required knowledge or skills Lack applicability/interest Conflicting demands on time Not enough staff No constraints Don't Know		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>
Needs assessments	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>
Strategic planning	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>
Policy/legislative analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of individual products or projects	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of entire programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>
Performance measures or indicators	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>
Logic models	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/>	<input type="checkbox"/>

9. Use of Program Management and Social Science Tools, Methods, and Information— (continued) Select responses for <u>you</u> and <u>your office</u> related to each listed topic for the following questions.				
9a. Are <u>you</u> aware of this type of tool and how it can be used?	9b. Indicate the use of this tool by <u>you</u> or <u>your office</u> . (Check ONE.)	9c. How useful is this tool for <u>your</u> job? (Check ONE.)	9d. Which of the following constraints have prevented <u>you</u> and/or others in <u>your office</u> from using each type of tool as often as you would like? (Check ALL that apply.)	
Tool Category			Lack organizational policy/process supporting use Inadequate equipment/facilities/technology Lack relevant/necessary data Lack required knowledge or skills Lack applicability/interest Conflicting demands on time Not enough staff No constraints Don't Know	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Project management	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Social assessments	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Stakeholder engagement processes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Meeting facilitation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Demographic analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Cost-benefit analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Non-market valuation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

9. Use of Program Management and Social Science Tools, Methods, and Information— (continued)				
Select responses for <u>you</u> and <u>your office</u> related to each listed topic for the following questions.				
9a. Are <u>you</u> aware of this type of tool and how it can be used?	9b. Indicate the use of this tool by <u>you</u> or <u>your office</u> . (Check ONE.)	9c. How useful is this tool for <u>your</u> job? (Check ONE.)	9d. Which of the following constraints have prevented <u>you</u> and/or others in <u>your office</u> from using each type of tool as often as you would like? (Check ALL that apply.)	
Tool Category			Lack organizational policy/process supporting use Inadequate equipment/facilities/technology Lack relevant/necessary data Lack required knowledge or skills Lack applicability/interest Conflicting demands on time Not enough staff No constraints Don't Know	
Stakeholder analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Content analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Observation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Interviews	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Focus groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Surveys	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Others (please specify): _____ _____	<input type="checkbox"/> I use this <input type="checkbox"/> My office uses this <input type="checkbox"/> My office does not use this <input type="checkbox"/> Don't know	<input type="checkbox"/> Not <input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

10. Sharing Ideas and Information—												
10a. Indicate which of the following <u>you</u> use regularly to get or exchange information about tools, technology, or other issues related to your job. (Check ALL that apply.)	10b. How credible do <u>you</u> consider each of these? (Check ONE.)				10c. How useful are each of these to <u>you</u> ? (Check ONE.)							
<input type="checkbox"/> Talking with colleagues	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Professional meetings and conferences	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Workshops	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Trainings	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> E-mail discussion groups (list serves)	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Web-based discussion groups	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Trade publications or corporate reports	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Newsletters	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Technical documents, government reports, conference proceedings	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Private sector relationships	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Books	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Scientific journals	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Magazines	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Electronic journals (e-journals) and electronic magazines (e-zines)	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Web sites	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> CDs	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				
<input type="checkbox"/> Others (please specify):	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High	<input type="checkbox"/> Not	<input type="checkbox"/> Low	<input type="checkbox"/> Med	<input type="checkbox"/> High				

SECTION IV: TRAINING

11. Training Participation—
Indicate your participation in training and the actual or potential utility of training in each topic.

	11a. Indicate <u>your</u> past training participation for each topic. (Check ALL that apply.)			11b. If <u>you</u> have had training on this topic, how useful was it for your job? If <u>you</u> have not had training on this topic, how useful would it be for your job? (Check ONE.)				
	I have not had training on this topic.	...by NOAA Coastal Services Center	...by other training facility or school					
Coastal Zone Management Issues								
Coastal Zone Management Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Integrated coastal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Public Trust Doctrine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Smart growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Hazard risk-vulnerability assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Land use planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Visitor use management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Tourism development planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Process and Management Skills								
Leadership in coastal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Science to management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Social assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Collaborative processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Facilitation/meeting management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Project design and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Evaluating program effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Performance measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Managing multiple perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Effective communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Outreach planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Media relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Others (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK

11. Training Participation— (continued)

Indicate your participation in training and the actual or potential utility of training in each topic.

	11a. Indicate <u>your</u> past training participation for each topic. (Check ALL that apply.)			11b. If <u>you</u> have had training on this topic, how useful was it for your job? If <u>you</u> have not had training on this topic, how useful would it be for your job? (Check ONE.)				
	I have not had training on this topic.	...by NOAA Coastal Services Center	...by other training facility or school					
Technology Training								
Introduction to GPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Introduction to GIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Coastal applications of GIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Advanced GIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Applying GIS to your projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Coastal inundation mapping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Coastal land conservation with GIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
GIS for code enforcement / permitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
GIS for managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Assessing GIS for your organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Introduction to coastal remote sensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Remote sensing for spatial analysts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Remote sensing for managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Spatial analysis for coastal applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Identifying and mapping coastal habitats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Habitat assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Photo interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Application of data visualization software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Others (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Metadata Training								
Metadata training workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Metadata train-the-trainer (how to train others in developing FGDC-compliant metadata)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK
Others (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not	<input type="checkbox"/> Lo	<input type="checkbox"/> Med	<input type="checkbox"/> Hi	<input type="checkbox"/> DK

12. Additional Training Topics—

Are there other coastal resource management training topics which would help you do your job better? (List these topics in the space below.)

13. Constraints to Participation in Training—

To what extent has each of the following constraints limited your ability to attend training?
(Check ONE for each.)

Lack of funding	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Travel restrictions	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Lack of management support to attend	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Conflicting demands on time / Not a priority	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Availability of training	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Awareness of training opportunities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always

14. Application of Training Information and Skills—

What barriers or constraints have limited your ability to apply the knowledge or skills you have acquired during trainings? (List and describe in the space below.)

15. On-line Distance Learning—

15a. Have you ever participated in on-line distance learning (other than mandatory training on topics such as safety or information technology security)? (Check ALL that apply.)

Yes No

15b. Indicate your level of interest in on-line distance learning? (Check ONE.)

None Low Med High

SECTION V: PARTNERS, AUDIENCES, AND NETWORKS

One of the roles of the NOAA Coastal Services Center is to serve in a convening capacity to help bring groups/audiences/constituencies together to collaboratively address complex coastal natural resource management issues. The following questions will help the Center better understand how it can best serve the needs of the coastal management community in this role.

16. Reasons for Partnerships—

List the top three reasons your office pursues partnerships with other organizations.
(List and describe in the space below.)

1. _____
2. _____
3. _____

17. Constraints to Partnerships/Coordination—

To what extent has each of the following constraints prevented or discouraged your office from coordinating/partnering with other organizations more often or at all? (Check ONE for each.)

Cost is too high	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Do not perceive benefit for our organization	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Too much time required	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Lack of management support for partnership	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Do not know which organizations would be beneficial partners	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Do not know who to contact/talk to in other organizations	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Lack of communication with potential partner organizations	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Unsuccessful past attempts at partnership	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Data are not compatible	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Negative experiences	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Risk and resources not shared	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Insufficient knowledge of others' mission priorities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK
Other (please specify):	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always	<input type="checkbox"/> DK

18. Engaging Target Audiences—

Thinking about your office's intended target audience(s)...

18a. Are there groups that are particularly difficult to engage? (List and describe in the space below.)

18b. What are the barriers and constraints to connecting with your office's intended target audience(s)? (List and describe in the space below.)

19. Participation in Multi-party Networks or Groups—

What key formal or informal multi-party networks or groups (e.g., task forces, working groups, committees) do you participate in at the local, state, or regional level—for information exchange or for collaborative planning and management activities? (List up to 5 groups and check participation level [ALL that apply].)

- | | | | |
|----------|--------------------------------|--------------------------------|-----------------------------------|
| 1. _____ | <input type="checkbox"/> Local | <input type="checkbox"/> State | <input type="checkbox"/> Regional |
| 2. _____ | <input type="checkbox"/> Local | <input type="checkbox"/> State | <input type="checkbox"/> Regional |
| 3. _____ | <input type="checkbox"/> Local | <input type="checkbox"/> State | <input type="checkbox"/> Regional |
| 4. _____ | <input type="checkbox"/> Local | <input type="checkbox"/> State | <input type="checkbox"/> Regional |
| 5. _____ | <input type="checkbox"/> Local | <input type="checkbox"/> State | <input type="checkbox"/> Regional |

20. Indicate your participation or membership in the following organizations and professional societies? (Check ALL that apply.)

- American Fisheries Society (AFS)
- American Geophysical Union (AGU)
- American Planning Association (APA)
- American Society of Photogrammetry and Remote Sensing (ASPRS)
- Association of American Geographers (AAG)
- Association of State Flood Plain Managers (ASFPM)
- Coastal States Organization (CSO)
- Ecological Society of America (ESA)
- Estuarine Research Federation (ERF)
- Land Trust Alliance (LTA)
- National Association for Environmental Education
- National Association of Counties (NACo)
- National Emergency Management Association (NEMA)
- National Estuarine Research Reserves Association (NERRA)
- National Federation of Regional Associations (Integrated Ocean Observing System)
- National Marine Educators Association (NMEA)
- National States Geographic Information Council (NSGIC)
- Society for Conservation Biology (SCB)
- The Coastal Society (TCS)
- The Oceanography Society (TOS)

Others (please specify): _____

SECTION VI: DEMOGRAPHICS/OFFICE INFORMATION

21. Which of the following best represents your current position's role and responsibilities? (Check ONE.)

- Education and outreach
- Emergency management
- Information technology (GIS, remote sensing, or related field)
- Natural resource management
- Permitting and regulatory enforcement
- Planning
- Program or site administration/management
- Research

Other (please specify): _____

22. Years in Coastal Management—

22a. How many years have you worked in a coastal resource management-related position? (Fill in number.)

_____ years

22b. How many years have you been in your current position? (Fill in number.)

_____ years

23. Office Staff—

**23a. How many employees work in your office?
(Fill in number.)**

_____ employees

**23b. How much of a challenge does staff turnover
present to your office? (Check ONE.)**

- Not at all Low Med High DK

24. Additional Comments—

Please use the space below to offer any additional comments.

THANK YOU, YOU HAVE FINISHED THE SURVEY

Paperwork Reduction Act Statement

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other suggestions for reducing this burden to Tom Fish, NOAA National Ocean Service, at 843-740-1271.

Respondents are not identified on their questionnaires, and any reports will present data in aggregate form only. Notwithstanding any other provisions of the law, no person is required to respond to, nor shall any person be subjected to a penalty for failure to comply with, a collection of information subject to the requirements of the Paperwork Reduction Act, unless that collection of information displays a currently valid OMB Control Number.

Presidential Documents

Title 3—

Executive Order 12862 of September 11, 1993

The President

Setting Customer Service Standards

Putting people first means ensuring that the Federal Government provides the highest quality service possible to the American people. Public officials must embark upon a revolution within the Federal Government to change the way it does business. This will require continual reform of the executive branch's management practices and operations to provide service to the public that matches or exceeds the best service available in the private sector.

NOW, THEREFORE, to establish and implement customer service standards to guide the operations of the executive branch, and by the authority vested in me as President by the Constitution and the laws of the United States, it is hereby ordered:

Section 1. *Customer Service Standards.* In order to carry out the principles of the National Performance Review, the Federal Government must be customer-driven. The standard of quality for services provided to the public shall be: Customer service equal to the best in business. For the purposes of this order, "customer" shall mean an individual or entity who is directly served by a department or agency. "Best in business" shall mean the highest quality of service delivered to customers by private organizations providing a comparable or analogous service.

All executive departments and agencies (hereinafter referred to collectively as "agency" or "agencies") that provide significant services directly to the public shall provide those services in a manner that seeks to meet the customer service standard established herein and shall take the following actions:

- (a) identify the customers who are, or should be, served by the agency;
- (b) survey customers to determine the kind and quality of services they want and their level of satisfaction with existing services;
- (c) post service standards and measure results against them;
- (d) benchmark customer service performance against the best in business;
- (e) survey front-line employees on barriers to, and ideas for, matching the best in business;
- (f) provide customers with choices in both the sources of service and the means of delivery;
- (g) make information, services, and complaint systems easily accessible; and
- (h) provide means to address customer complaints.

Sec. 2. *Report on Customer Service Surveys.* By March 8, 1994, each agency subject to this order shall report on its customer surveys to the President. As information about customer satisfaction becomes available, each agency shall use that information in judging the performance of agency management and in making resource allocations.

Sec. 3. *Customer Service Plans.* By September 8, 1994, each agency subject to this order shall publish a customer service plan that can be readily understood by its customers. The plan shall include customer service standards and describe future plans for customer surveys. It also shall identify the private and public sector standards that the agency used to benchmark

its performance against the best in business. In connection with the plan, each agency is encouraged to provide training resources for programs needed by employees who directly serve customers and by managers making use of customer survey information to promote the principles and objectives contained herein.

Sec. 4. *Independent Agencies.* Independent agencies are requested to adhere to this order.

Sec. 5. *Judicial Review.* This order is for the internal management of the executive branch and does not create any right or benefit, substantive or procedural, enforceable by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

A handwritten signature in black ink, reading "William J. Clinton". The signature is written in a cursive style with a large, prominent "W" and "C".

THE WHITE HOUSE,
September 11, 1993.

agency's estimate of the burden (including hours and cost) of the proposed collection of information; (c) ways to enhance the quality, utility, and clarity of the information to be collected; and (d) ways to minimize the burden of the collection of information on respondents, including through the use of automated collection techniques or other forms of information technology.

Comments submitted in response to this notice will be summarized and/or included in the request for OMB approval of this information collection; they also will become a matter of public record.

Dated: October 12, 2004.

Gwellnar Banks,

Management Analyst, Office of the Chief Information Officer.

[FR Doc. 04-23284 Filed 10-15-04; 8:45 am]

BILLING CODE 3510-22-S

DEPARTMENT OF COMMERCE

National Oceanic and Atmospheric Administration

[I.D. 101304C]

Proposed Information Collection; Comment Request; Southeast Region Bycatch Reduction Device Certification Family of Forms

AGENCY: National Oceanic and Atmospheric Administration (NOAA).

ACTION: Notice.

SUMMARY: The Department of Commerce, as part of its continuing effort to reduce paperwork and respondent burden, invites the general public and other Federal agencies to take this opportunity to comment on proposed and/or continuing information collections, as required by the Paperwork Reduction Act of 1995, Public Law 104-13 (44 U.S.C. 3506(c)(2)(A)).

DATES: Written comments must be submitted on or before December 17, 2004.

ADDRESSES: Direct all written comments to Diana Hynek, Departmental Paperwork Clearance Officer, Department of Commerce, Room 6625, 14th and Constitution Avenue, NW, Washington, DC 20230 (or via the Internet at dHynek@doc.gov).

FOR FURTHER INFORMATION CONTACT: Requests for additional information or copies of the information collection instrument and instructions should be directed to James M. Nance, Ph.D., F/SEC5, NOAA Fisheries, 4700 Avenue U,

Galveston, TX 77551-5997 (phone 409-766-3507).

SUPPLEMENTARY INFORMATION:

I. Abstract

Bycatch Reduction Devices (BRDs) are used in shrimp trawls in the Exclusive Economic Zone (EEZ) to reduce the bycatch of other species. Only BRDs certified by the NOAA Fisheries can be used. Persons seeking to get certification from NOAA Fisheries for BRDs must submit information showing that testing proves the effectiveness of the equipment.

II. Method of Collection

The information is submitted in paper form.

III. Data

OMB Number: 0648-0345.

Form Number: None.

Type of Review: Regular submission

Affected Public: Business or other for-profit organizations, individuals or households.

Estimated Number of Respondents: 45.

Estimated Time Per Response: 140 minutes for an application for pre-certification testing or for certification testing; 20 minutes for a Station Sheet (Gulf of Mexico); 50 minutes for a station sheet bycatch reduction device evaluation form (South Atlantic); 20 minutes for a Condition and Fate form; 30 minutes for a gear specification form (South Atlantic); 20 minutes for a gear specification form (Gulf of Mexico); 20 minutes for a length frequency form (Gulf of Mexico); 50 minutes for a length frequency form (South Atlantic); 5 hours for a species characterization form; 20 minutes for a BRD specification form (Gulf of Mexico); 20 minutes for a vessel information form (Gulf of Mexico); and 30 minutes for a vessel information form (South Atlantic).

Estimated Total Annual Burden Hours: 5,679

Estimated Total Annual Cost to Public: \$338,000.

IV. Request for Comments

Comments are invited on: (a) Whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information shall have practical utility; (b) the accuracy of the agency's estimate of the burden (including hours and cost) of the proposed collection of information; (c) ways to enhance the quality, utility, and clarity of the information to be collected; and (d) ways to minimize the burden of the collection of information on respondents, including through the

use of automated collection techniques or other forms of information technology.

Comments submitted in response to this notice will be summarized and/or included in the request for OMB approval of this information collection; they also will become a matter of public record.

Dated: October 12, 2004.

Gwellnar Banks,

Management Analyst, Office of the Chief Information Officer.

[FR Doc. 04-23285 Filed 10-15-04; 8:45 am]

BILLING CODE 3510-22-S

DEPARTMENT OF COMMERCE

National Oceanic and Atmospheric Administration

[I.D. 101304B]

Proposed Information Collection; Comment Request; 2005 Coastal Resource Management Customer Survey

AGENCY: National Oceanic and Atmospheric Administration (NOAA).

ACTION: Notice.

SUMMARY: The Department of Commerce, as part of its continuing effort to reduce paperwork and respondent burden, invites the general public and other Federal agencies to take this opportunity to comment on proposed and/or continuing information collections, as required by the Paperwork Reduction Act of 1995, Public Law 104-13 (44 U.S.C. 3506(c)(2)(A)).

DATES: Written comments must be submitted on or before December 17, 2004.

ADDRESSES: Direct all written comments to Diana Hynek, Departmental Paperwork Clearance Officer, Department of Commerce, Room 6625, 14th and Constitution Avenue, NW, Washington, DC 20230 (or via the Internet at dHynek@doc.gov).

FOR FURTHER INFORMATION CONTACT: Requests for additional information or copies of the information collection instrument and instructions should be directed to Tom Fish at NOAA Coastal Services Center, (843) 740-1271 or Tom.Fish@noaa.gov.

SUPPLEMENTARY INFORMATION:

I. Abstract

This survey will be used by the NOAA Coastal Services Center to obtain information from our customers about their natural resource management

issues, their information, training, and technical assistance needs, and their technical capabilities in order to make quality improvements the Center's products and services.

II. Method of Collection

A paper survey will be used, but a password-protected Web version of the survey will also be available.

III. Data

OMB Number: None.

Form Number: None.

Type of Review: Regular submission.

Affected Public: Federal government; state, local, or tribal government (e.g., natural resource management agencies); not-for-profit institutions (Sea Grant programs).

Estimated Number of Respondents: 1,500.

Estimated Time Per Response: 30 minutes.

Estimated Total Annual Burden Hours: 750 hours.

Estimated Total Annual Cost to Public: \$0.

IV. Request for Comments

Comments are invited on: (a) Whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information shall have practical utility; (b) the accuracy of the agency's estimate of the burden (including hours and cost) of the proposed collection of information; (c) ways to enhance the quality, utility, and clarity of the information to be collected; and (d) ways to minimize the burden of the collection of information on respondents, including through the use of automated collection techniques or other forms of information technology.

Comments submitted in response to this notice will be summarized and/or included in the request for OMB approval of this information collection; they also will become a matter of public record.

Dated: October 12, 2004.

Gwellnar Banks,

Management Analyst, Office of the Chief Information Officer.

[FR Doc. 04-23286 Filed 10-15-04; 8:45 am]

BILLING CODE 3510-JE-S

DEPARTMENT OF COMMERCE

National Oceanic and Atmospheric Administration

[I.D. 101304A]

Proposed Information Collection; Comment Request; Northeast (NE) Multispecies Framework Adjustment 40-A Logbook Information Data Collection

AGENCY: National Oceanic and Atmospheric Administration (NOAA).

ACTION: Notice.

SUMMARY: The Department of Commerce, as part of its continuing effort to reduce paperwork and respondent burden, invites the general public and other Federal agencies to take this opportunity to comment on proposed and/or continuing information collections, as required by the Paperwork Reduction Act of 1995, Public Law 104-13 (44 U.S.C. 3506(c)(2)(A)).

DATES: Written comments must be submitted on or before December 17, 2004.

ADDRESSES: Direct all written comments to Diana Hynek, Departmental Paperwork Clearance Officer, Department of Commerce, Room 6625, 14th and Constitution Avenue, NW, Washington, DC 20230 (or via the Internet at dHynek@doc.gov).

FOR FURTHER INFORMATION CONTACT: Requests for additional information or copies of the information collection instrument and instructions should be directed to Douglas W. Christel, National Marine Fisheries Service, 1 Blackburn Drive, Gloucester, MA 01930; telephone: 978-281-9141.

SUPPLEMENTARY INFORMATION:

I. Abstract

The proposed rule for Framework Adjustment 40-A (Framework 40-A) to the NE Multispecies Fishery Management Plan (FMP) was published in the **Federal Register** on September 14, 2004 (69 FR 55388). Framework 40-A was developed by the New England Fishery Management Council (Council) to provide additional opportunities for vessels in the fishery to target relatively healthy stocks of groundfish in order to mitigate the economic and social impacts resulting from the effort reductions promulgated by Amendment 13 to the NE Multispecies FMP (69 FR 22906, April 27, 2004), and to harvest groundfish stocks at levels that approach optimum yield. Framework 40-A proposes to create three programs to allow vessels to use Category B Days-

at-Sea (DAS) (both Regular and Reserve) to target healthy stocks: (1) Regular B DAS Pilot Program; (2) Closed Area I Hook Gear Haddock Special Access Program (SAP); and (3) Eastern U.S./Canada Haddock SAP Pilot Program.

In addition, Framework 40-A proposes to relieve an Amendment 13 restriction that currently prohibits vessels from fishing both in the Western U.S./Canada Area, and outside that area on the same trip.

The information collection for the provisions relating to logbook requirements within Framework 40-A was approved by the Office of Management and Budget in an emergency clearance submission on September 22, 2004. This information collection submission included daily catch reports for vessels participating in the Category B (regular) DAS Pilot Program or fishing on combined trips in the Western U.S./Canada Area and outside of the area. This submission also included daily catch reports for vessels that are not participating in the Georges Bank (GB) Cod Hook Sector and that would be fishing in the Closed Area I Hook Gear Haddock SAP. Daily catch reports for vessels participating in the Eastern U.S./Canada Area Haddock SAP Pilot Program were previously considered and approved under the information collection submitted for Amendment 13.

II. Method of Collection

Catch reports for vessels participating in the above programs proposed in Framework 40-A would be required to be submitted on a daily basis. In addition, for those vessels participating in the Closed Area I Hook Gear Haddock SAP or fishing on a combined trip into the Western U.S./Canada Area, vessels would also be required to submit a catch report when entering or exiting each area. The catch reports would be required to be submitted using the vessel monitoring system (VMS) aboard each vessel. Reporting this information via VMS is required to monitor the catches of regulated multispecies so that the incidental catch hard total allowable catches (TACs) associated with the U.S./Canada Resource Sharing Agreement for GB cod, GB haddock, or GB yellowtail flounder, and the incidental catch TACs for species of concern proposed in Framework 40-A, would not be exceeded. These data would also be used in biological analyses and stock assessments, regulatory impact analyses, quota allocation selections and monitoring, economic profitability profiles, and analysis of ecological interactions among species.