



**Community Workshop Evaluation Summary Questions 1-7
 Port Aransas, Texas - January 19, 2006
 University of Texas Marine Science Institute**

	Mailed Announcement		Email		Word of Mouth		Invited	
1. How did you learn about this workshop?	12		24		3		1	
	Fed. Gov't	State Gov't	Non-profit	Private Business	Citizen/No affiliation	University		River Authority
2. Please tell us which of the following best describes your organization or company?	4	8	11	2	2	2		1
	1 (low)	2	3	4 (high)	Total Respondents			
3. What is your level of understanding of issues that can affect a healthy gulf?	0	3	13	13	29			
	0%	10%	45%	45%	100%			
4. How helpful was the overview of white papers in understanding the Gulf States' issues?	0	6	14	8	28			
	0%	21%	48%	28%	97%			
5. How helpful were the case studies in understanding the complexity of issues and possible solution?	1	4	16	6	27			
	3%	14%	55%	21%	93%			
	Yes		No		Unsure		Total Respondents	
6. Was the format of this workshop conducive to discussing your issues with respect to the health of the Gulf of Mexico?	25		2		1		28	

6. Was the format of this workshop conducive to discussing your issues with respect to the health of the Gulf of Mexico? Why or why not?

- Yes- It allowed a forum in which all levels of government and citizenship could discuss issues/concerns.
- No- The connection between the Gulf & Bay systems
- Yes- This was a very instructive format that brought out a lot of excellent ideas.
- Yes- The mix of talks, panel and audience input was good.
- Yes- Small breakouts were good
- Yes- Broad scope; excellent presentations.
- Yes- Breakout sessions, panel discussion, large group discussion.
- Yes- Broad spectrum group.
- Yes- Nice facilities, good speakers/presentations; lunch good.
- Yes- I appreciated the breakout sessions and the brainstorming. That everyone present has a voice.
- Yes- Group participation.
- Yes- Opportunity to interact with each other and presenters.
- Yes- It allowed for involvement by all present. Those present were well informed and brought expertise.
- Unsure- A little too much presentation and question/answers got off task; need more time for discussion.
- Yes- The beginning of the meeting with an overview and immediately working as a large group really made the “group effort” realization. I think we can all say ‘we want to work with these people again’.
- Yes- many subjects were covered completely. i.e. Sea grasses/City of C.C. water and estuary supply.
- Yes- Very applicable to determining direction of research.
- Yes- Opening the floor for audience participation early encourages stakeholder involvement.
- Yes- Brainstorming and discussion groups were excellent ideas, along with commitment to carry resulting concerns/ideas forward into reports and state and federal government.
- Yes- Unfortunately talk without action is no good.
- No- It needed to be more targeted. Considering there already is a selection of topics (5 ... topics)), the workshop could have dived deeper on how these could be undertaken or moved forward as opposed to just opinions about what is important to each individual participant.

7. If you could accomplish one thing under each of the five priority issues, what would it be?

Reductions in Nutrient Loading

- Stronger enforcement of existing laws about discharges would diminish future violations.
- Get nutrient levels established to will insure nutrients are at acceptable levels to protect environment.
- Persuade people not to fertilize their lawns.
- Educate upstream communities.
- Source tracking of nutrient inputs.
- Education and coordination.

- Understand timing of loading relative to circulation/seasonal factors that influence hypoxia.
- Less nutrient-laden run-off (fertilizer); less non-point source pollution.
- Eliminate septic tanks.
- Massive public education.
- Implement nutrient criteria and standards.
- Education to general public about lawn and crop fertilizers.
- Fix failing septic systems.
- Keep all trash/nutrients/chemicals from reaching the Gulf and oyster reefs.
- Develop a better understanding of the relationship between land-use and nutrient problems.
- Make people responsible for what they release into our environments.
- Move storm drains dumping directly into the bay to land-based collection for treatment.
- Improve wetlands capture of nutrients at the source therefore improving the health of threatened habitats and reducing impacts from nutrients.

Improving Gulf water quality, emphasis on beaches and shellfish beds

- Re-assess zoning that allows development too close to the beach.
- Determine cumulative impacts (on water quality) of coastal development, habitat loss, hydrologic alteration for existing conditions and projected conditions in future years.
- Keeping them open and clean.
- Integrate existing data.
- Reduce pathogens to acceptable levels on all shellfish beds.
- More seasonal pulsing.
- Stop mechanical damage to the beaches.
- Increased enforcement of existing laws.
- Enforce discharges.
- Education and coordination.
- Remove hypoxia.
- Keep all trash/nutrients/chemicals from reaching the Gulf and oyster reefs.
- Fix failing septic systems.
- Have plan to watch, and act upon these plans.
- Enforcement of pollution laws.
- Understand how to control harmful algal blooms.
- Protect estuaries as nursery grounds for sport fish and fish/shellfish used as food.

Restoration of coastal wetlands

- Eliminate filling of coastal wetlands by more stringent Corps permitting requirements.

- Implement conservation (no prop) zones.
- Funding for restoration.
- Develop methods to restore coastal wetlands.
- Buy land for preservation.
- Incorporate importance of wetlands into development planning.
- Increased funding to be used directly on restoration projects.
- Education and coordination.
- Buy up pre-development land.
- Conservation... buy land for conservation or secure donations of land.
- Stop erosion.
- Keep development in check in ecologically sensitive areas.
- Have state and local government agencies pick up regulation where federal agencies end by their mandate.
- Develop a priority-setting scheme that focuses on certain specific areas and works hard at them (rather than trying to a little bit everywhere).
- Establish protected areas that will act as natural sources for restoration
- Buy them; place conservation easements on them.
- Control development plan.

Identification of Gulf habitats to inform management

- I don't know what this statement is asking.
- Come up with a plan to protect these habitats; educate legislators.
- Develop GIS system that ids all habitats.
- Not familiar enough with process [to answer this question].
- Open water ecology.
- Inform public of the linkages between different habitat types.
- Find organizations (i.e., Aransas First) to handle stewardship of Gulf habitats.
- Education and coordination.
- Develop a baseline data set on types/extent of habitats as well as existing land uses within the identified habitats.
- Develop a platform that allows most interested stakeholders to look at the Gulf with a single approach/sharing priorities.
- Funding to groups to study areas, schools, environmental protection groups.
- Obtain funds to support studies to identify spawning and nursery habitats for fishes in offshore water of GOM.

Gulf of Mexico environmental education

- Mandatory that every year, K-12 have a segment that focuses on local environmental issues.
- Greatly increase requirement for inclusion in secondary education.
- Fund all levels of education (K-12 formal education to adult non-formal education).

- Reach the high school groups (next generation of leaders) with the issue.
- Education and coordination.
- Establish better educational methods to carry this message about the GOM to the public.
- Fund a broad-based, multifaceted education initiative based on system concepts and that humanity is part of the system and depends on the system.
- [More] public school and newspaper features.
- Introduce marine science into all levels under our science programs in the school systems.
- Start in elementary schools with field trips, bird& butterfly gardens, wild plants.
- More funding for aquariums.
- Key environmental educators throughout Texas should be brought together to gather knowledge and input as to appropriate environmental education for the Gulf.
- Better public awareness.
- Infuse coursework/curriculum with GOM facts, examples, etc. Develop classroom lessons that teach the ecological, sociological, economical, etc. aspects of the GOM (from nearshore terrestrial habitats to open gulf). Lessons should be available for use in all course (natural sciences, history, economics, literature, math...).
- More public lectures.
- More funding.
- Paid speakers and adequate marketing strategy/budget to bring speakers to all states (but Texas first).
- Provide educational material to teachers at all levels.
- Need science-based policy and planning for current and projected population growth of GOM.