



Community Workshop Break Out Group 1 of 5
Topic: Implementation
Thibodaux, Louisiana – February 21, 2006
Hosted by: Barataria-Terrebonne National Estuary Program
Hosted at: Jean Lafitte National Historical Park and Preserve Wetlands Acadian Cultural Center

Participants:

- Diane Lindstedt-Seagrant
- Heidi Hitter-CWPPRA outreach/ed coordinator
- Wendi Billiot-
- Sandra Helmuth-BTNEP
- Dean Blanchard-BTNEP
- Susan Testroet-Bergeron-BTNEP

Facilitator:

- Dianne Lindstedt – SeaGrant

Recorder:

- Sandra Helmuth - BTNEP

How do you define issue with respect to health of Gulf of Mexico?

- Implementation is necessary for health and survival of the state (economy of the state and fisheries nursery grounds)
- Necessary for culture, and oil & gas also
- Without expedited implementation of restorative & protective plans, all areas of economy & culture will disappear.
- Implementation is connected and necessary to all other issues.

Where do you go for information and assistance on this issue?

Current sources:

- CWPPRA
- CIAP

Potential Sources:

- Farm Bill
- 8g?
- New legislation-federal
- LA's problem is national problem
- 2 cents tax on every gallon for everyone in the nation and every cubic ft. of natural gas-education
- BTNEP

- Refer to brainstorm list from morning session
- Use existing foundations to lobby for implementation of projects
- Tax credits on salinity levels

What constraints have kept you from helping to resolve this issue?

- Lack of knowledge and understanding by general public
- Lack of consensus/agreement on local, region and statewide and across gulf coast
- Unified front
- Lack of stakeholder involvement

What role should the public play in helping to resolve this issue?

- Educate themselves-attend meetings, know issues, understand potential solutions, know where you stand on the issue, get involved
- Vote-let officials know your stance
- Support officials by voting accordingly and communicate with them, on all levels
- Hands on experience-volunteering, going on field trips that demonstrate implementation
- Swamp tours
- Paddle trip/migratory bird field trip
- Coastal wetlands workshops

What role should the government play at the local, state, and/or federal level in helping to resolve this issue?

- Legislation/tax \$-gas tax
- Consensus and stick to the plan
- OCS Revenue Sharing
- Effective leadership and
- Prioritize on local and state level
- Facilitate implementation
- Motivate public
- Spa's

Summary:

- Without expedited
- Implementation is connected to all issues
- Resources/information-funding, brainstorming list from early morning session and current funding sources
- Constraints-lack of knowledge, lack of stakeholder involvement, not a national problem
- Public role-

Flip Chart Notes:

- Within the context of coastal restoration

- Necessary to maintain economy of state
- Maintain nursery fishery for GOM (ties to economy)
- Implementation is connected to all issues
- Assistance? – Current Funding – CWPPRA, CIAP, OCS revenue sharing, 8g?
- Potential \$\$ - Farm Bill
- Legislation (federal)
- LA's problem is national problem
- National tax 2cents on gas, natural gas, gasoline,
- Educational
- Where BTNEP (model) list
- Use existing foundation to lobby for implementation of projects
- Tax credit (salinity management)
- [3] Lack of knowledge and understanding by public
- Agreement (locally, regionally, statewide)
- Unified front
- Lack of stakeholder management
- [4] Public know issues
- Take a stand
- Understand the potential solutions
- Vote as one. Let officials know your stand
- Communicate with officials
- Vote accordingly
- State taxes
- Support officials at all levels: local, state, federal
- Hands on experience
- Volunteer program
- Field trips that demonstrate implementation
- Swamp tourism
- Teachers
- Paddle trip
- Migratory birds
- Coastal wetland workshop
- [5] Legislation tax/gas tax
- Consensus and stick with the plan
- OCS revenue sharing
- Effective leadership
- Prioritization on local and state level
- Facilitate
- Implementation
- Support
- Motivate the public
- PSA
- CRE
-



Community Workshop Break Out Group 2 of 5
Water Quality
Thibodaux, Louisiana – February 21, 2006
Hosted by: Barataria-Terrebonne National Estuary Program
Hosted at: Jean Lafitte National Historical Park and Preserve Wetlands Acadian Cultural Center

Participants:

- Stan – USGS – pesticides with agency 20 years worked on east coast
- Joe Spruce = science systems contracts for NASA; coastal management tech transfer; part in GOMA alliance working with NOAA enhance algal bloom monitoring modus satellite diff ocean color indicator of WQ
- Matt Rota = NGO 5-0 member gulf states local and regional assistant dir focus on La issue and gulf basin watchdog state agencies WQ management plans
- Andrew Barron – BTNEP
- Mike Trusclair - NRCS

Facilitator:

- Mike Trusclair – NRCS

Recorder:

- Andrew Barron - BTNEP

How do you define this issue with respect to the health of the Gulf of Mexico?

- Water quality is difficult to define. Some Sediment is good.
- Need to develop appropriate criteria and means to enforce/implement per environmental parameter.
- Sediments, nutrients, hypoxia – e.g.
- Sediment, pathogens and nutrients included. Andrew – sediments site specific need sediment in most areas from outside of the system – naturally sediment rich waters
- Matt =- development and enforcement of criteria; nutrients needed but too much is dead zone; need enforcement and ways to determine proper;
- Large issue = may
- Pathogens
- Nutrients
- Volatile organics and byproducts
- Catastrophic impacts =- Katrina oil facilities
- Pesticides – endocrine disruption, estrogen mimics
- Proper identification of ecological impacts
- Hypoxia
- Harmful algal blooms

Where do you go for information and assistance on this issue?

- Fed, State, Local Government
- NGO's, Private Sources.
- There are a lot of information sources
- Budget cuts reduction of work source
- CWPPRA - outlets are limited
- Tech assistance is limited' petroleum
- State federal and local
- Local and private individuals that want to contribute
- NGO
- Landowners = want to have input and financially
- Assist in outreach
- Private consultants
- NRCS has made great strides in education and outreach

What constraints have kept you from helping to resolve this issue?

- Failure to monitor
- Failure to plan
- Failure to implant
- Lack of concrete plans
- Unfunded mandates
- Political Agendas "Quid Pro" Projects
- Programs not always well founded in science.
- Some Programs:
- Limited Resource
- Technological obstacles in developing integrating, communicating needed data & information
- Farmers not the only source of sediment and nutrient loading
- Compartmentalizing problem is not the only way to address problems
- Need to look at broader scales (e.g. water sheds that encompass multiple jurisdictions)
- Sparseness of monitoring probes, apparently due to TMDL survey priorities.
- Difficulties in defining and characterizing WQ parameters (e.g. in regards to hurricanes.)
- Failure to comply or enforce
- Failure to monitor
- Repeats of planning efforts
- Agencies public and private
- Easy to plan
- Same laundry list
- Unfunded mandates
- Make overextended money source go farther
- Political motives behind issues

- Lacking money
- Private interest = hunting camp CWPPRA project
- Programs not based on best science
- Congressmen are landowners
- Conflicts of interest
- Limited seed and vegetative sources for plantings
- Lack of technological gathering and integration
- Databases integration
- More than runoff from farmers == sewage treatment plants
- Finger pointing
- Public should appreciate that they play a role in causing WQ problems
- Landowners fertilizing lawns contribute = think of farmers in the Midwest
- Education outreach with public
- Everyone has a role cumulative
- Limited water quality monitoring – ambient network
- Sophistication of monitoring

What role should the public play in helping to resolve this issue?

- Be more informed
- Participate in water quality education process.
- Media needs to inform public.
- Address why should I care.
- Be more information
- Gathering knowledge of information
- Participation
- Information distribution at fed, state and local
- Knowledge/ education
- Why should I care approach
- Public used to a degraded system
- Media == responsibility to cover problems distribution of information
- Media – get out the positive images WQ
- Use the why should I care approach

What role should the government play at the local, state, and/or federal level in helping to resolve this issue?

- Project positive image
- Sponsorship and support and carry out mandates
- Provide technical sound data and information
- Education of Farmers – area dependent – some very progressive, some not.
- Help financially challenged farmers implement pro WQ practices.
- Not all farmers take advantage of government programs – wary of government – help people understand impacts to WQ.
- Keeping up with appropriate sampling monitoring technologies
- Project positive images of issues and educate landowners

- Be sure scientifically correct information is communicated
- Some level of sponsorship
- Implementation of projects
- Prioritization of project implementation
- Axe laws
- Legislate
- Carry out mandates of laws
- Provide technically sound information to public
- La 1/3 educated sugar cane farmers
- Farming not be encouraged culturally
- Farmers going out of business
- Encourage conservation programs with landowners



Community Workshop Break Out Group 3 of 5
Hurricane Protection
Thibodaux, Louisiana – February 21, 2006
Hosted by: Barataria-Terrebonne National Estuary Program
Hosted at: Jean Lafitte National Historical Park and Preserve Wetlands Acadian Cultural Center

Participants:

- Al Levron - TPCG
- Dugan Sabins - DEQ
- Michael Massimi - BTNEP
- Fred Kopfler - GOMP
- David Bourgerois – LSU AgCenter
- Mike Lyons -
- Josh Soileau – NSU Biology
- Joni Blanchard – BTNEP

Recorders:

- Joni Blanchard - BTNEP
- Josh Soileau – NSU Biology

How do you define this issue with respect to the health of the Gulf of Mexico?

- AL: Health of the Gulf helps to maintain the Working Coast concept
- FK: Serves to protect critical habitat – more than people and infrastructure.
- Re-establish hurricane buffer system
- MM: especially forested ridges.
- FK: Have yall seen multiple lines of defense strategy.
- DS: Gave a good name to what we've been talking about for a while now.
- ML: Hurricane protection is a result of pressures of people living on the coast. More of an indicator of population problem. Response to human nature's desire to live on the coast, but here, the reality is that we're a working coast. Going to be some relocation necessary. Erath is already talking about moving north, Abbeville, too. Pla. Parish and St. Bernard, too. Places where people will not live again.
- AL: Land use, planning, as a response to natural problems.
- FK: Moving things around will just move urbanization and associated problems around as a response.
- ML: Hopefully, we'll use the planning, etc. knowledge to do it better than we've done it the first time. So little zoning in many (esp. rural) areas of Louisiana.
- AL: Terrebonne did comprehensive master plan, identified wetlands and sensitive environments.

-
-

Where do you go for information and assistance on this issue?

What constraints have kept you from helping to resolve this issue?

- AL: Need to do hurricane protection and modify your building habits as well. You can't trust levees enough.
- DS: Got both of them down there, but at legislative level, a forced marriage of protection and restoration. CPRA authority now. One must proceed with full knowledge and concern about the other. Very apprehensive time with Sidney Coffee trying to chair. Now, three new agencies with 15 or so parish level groups at the same table that used to have 3 or 4 agencies.
- AL: Levee bills, constitutional amendment. What are the boundaries? What is the role of the advisory panel?
- ML: Morganza to the Gulf debate brought a lot out about marrying protection and restoration. Will help wetland protection because it all goes together in the first place. More people relate to protecting human lives than to restoring wetlands. More connective to people from outside the system.
- DS: People on the outside looking in don't want to see the people back where they were in the first place.
- AL: Terrebonne has to figure out what the alignment is for levee protection. One proposed alignment is the GIWW. Slices Terrebonne Parish in half almost.
- ML: Subsidence, role it plays in this whole debate. Couldn't pump enough sediment in there. Highest subsidence rates in the world. Why build a levee there?
- AL: John Lopez thing hits on this.
- ML: Can't you build in the natural ridges.
- AL: you still have to cross the gaps between the ridges, peaty areas. Cost to benefit is a big part of the equation.
- MM: The group the Corps picked wanted to stick closer to the lines of development. One of the problems is that from Katrina, with these narrow fingers, you get a funnel, conduit for water to push way up in and way up high [- 35' high 14 miles inland in MS. (FK)]
- What constraints are we up against to resolve this issue?
- MM: Congress required the Corps to look at this. \$93 million/mile. \$33 billion from MS to Morgan City.
- ML: What's the population south of the GIWW? Not as much impact. Not a lot of ppl. South of GIWW.
- DS: What about Port Fourchon?
- ML: how many more times are we going to rebuild LA1?
- DS: Most amazing thing was that LA 1 was intact mostly.
- AL: lower Terrebonne – Rita, storm surge levels at +9. All the fishing communities down there, +6 elevation, came in and went out within 2 days or so. Realistic alignment. We're not going to be able to protect everybody.

- DS: TX hill country, flash floods, poles w/ straps, disposable areas like water gaps.
- ML: most vulnerable areas, could build a levee around GI, it will flood. New Orleans, same deal.
- AL: people move to the water all the time.
- ML: It's a subsidence problem.
- MM: Most coastal parishes have a problem with a lack of coastal land available to build on in the first place.
- ML: Won't be able to get insurance in the coastal zone in the future.
- JB: some spots in Terrebonne subsidence is 5-8 ft. per century.
- ML: Went to subsidence conference in TX, didn't want to address it, because they can't control it.
- MM: Maintaining a levee system. Dutch spend \$2 bn/yr to maintain.
- AL: O&M money is a huge aspect of anything you try to plan.
- FK: Netherlands - Whole country – dense population, high taxes.

What role should the public play in helping to resolve this issue?

- FK: Public doesn't want to move. Relocate out of vulnerable areas.
- JB: People are still tied to the resource. Want to stick around to work and play there.
- AL: Relocate out of vulnerable areas.
- recognize the true risks.
- Build hurricane resistant structures
- Take personal responsibility for living in a dangerous place.
- Education – show people the land loss map.
- Build to handle multiple inundations.
- Pay to play – get insurance. (DS: new Governor's plan – those who didn't get insurance in a floodplain get 30% less)

What role should government play at the local, state and/or federal level in helping to resolve this issue?

MM: consensus was that they don't want a great storm wall along the coast. Money better spent than to build big wall that's going to break anyway.

DS: big waste of money.

JB: Huge waste of sediments. Could better use the dirt to nourish, rebuild, restore.

DS: Grand Isle good model. Not just elevation or building materials, but also about solid roofing systems that keep wind damage from drowning you from the top.

AL: Leaky system like Morganza. Realistic.

ML: Morganza is gonna happen. Something like that.

AL: What we need is:

- Morganza authorization to build it now.
- Elevate
- Building codes in combination with levees.
- OCS revenue stream.

- Approve WRDA
- Building codes
- Local building codes
- Tax incentives for building to code, rebuilding in safe areas, and for CPRA projects
- Encouraging coastal forest area preservation as a protection buffer zone.
- Establishing mechanism for predictive models in hurricane protection system.
- Plugging technology/data gaps if they exist.
- Get CRMS system up and running.
- MM: Tie in to the whole ocean alliance is improved habitat quality. Restored ridges, protective barrier islands, smaller, community levees, multiple lines of defense – all that will result in improved water quality.
- FK: parishes are moving towards getting people to not build quite so much in the floodplain.

Flip Chart Notes:

- Wetland restoration
- Re-establish hurricane buffer/forested ridges
- Multiple lines of defense
- Working coast
- Restricted land use induced by nature
- Lack of protection moves problem elsewhere
- Availability of land for development
- CPR – marriage of two major issues (Coastal protection and restoration)
- Cat 5 alignment?
- Realistic?
- Protect the most people for the money
- C/B?
- Funnel effect?
- \$33 billion
- Oil and gas infrastructure
- Elevate & building codes in combination with levees
- Morganza to the Gulf – AUTHORIZATION
- Subsidence – benchmarks
- Public:
 - Relocate out of extremely vulnerable areas
 - Hurricane resistant structures
 - Recognize the risks
 - Individual responsibility
 - Educate
 - Evacuation
 - Cultural issues
 - Pay to play

Increase OCS revenues

- Approve WRDA
- LCA, Bayou Lafourche, M to G

Local building codes/zoning

Tax incentives – CWPPRA

Protect cypress swamps – conservation easements

Acquire more data input predictive models

Get CRMS system up and running



Community Workshop Break Out Group 4 of 5
Coastal Wetland Restoration
Thibodaux, Louisiana – February 21, 2006
Hosted by: Barataria-Terrebonne National Estuary Program
Hosted at: Jean Lafitte National Historical Park and Preserve Wetlands Acadian Cultural Center

Participants:

- Not recorded

Facilitator:

- Rex Caffey – LSU Ag Center

Recorder: Gabe Lasseigne – Nicholls State Biology

How do you define this issue with respect to the health of the Gulf of Mexico?

- Fisheries and wetlands are mature grounds for nursing in the Gulf of Mexico.
- Nutrient removal
- Symptom of hydrologic modifications and lots of other problems over time.
- Broad scale component of the GOM. Their loss is degradation of the GOM.
- 3 main issues
 - Habitat, communities, infrastructure... protects all 3.
- Oil and Gas, pollution, economic connection to Gulf and Nation
- Component of Gulf
 - Degradation of health
- Cultural Identity, defines who we are as a people of the Gulf.
- WE haven't always been good Stewarts of our coastal resources, we've served as a "what not to do" image for regulatory and policy standpoint.
- Decisions we make now affect the future much like our past decisions came back. I.e. Navigation, shipping, etc.
- Gas & Oil are our economic connection to the rest of the nation.
- Has shipping gotten better?
 - Group feeling → People look at socio-economic impact not wetland loss. To get support, we need people from other states on-board with our situation; they have to look at how it affects them in their day-to-day economics.
 - Need people to look at WIFM → Everyday economics
 - Unfortunately oil and gas in this area is what ties us to the nation. Exploit that issue for this areas importance and affect on people. Need to look at how to use argument to our benefit to receive help.
 - Use Katrina to make case to share offshore.

- The rest of the nation does not get stirred up enough over our “birds and bunnies” loss. The reason gas supplies were interrupted was the disruption of our gas/pipeline system.
- The Value of our Menhaden industry. It’s a large constituent of chicken feed. That could hurt cheap chicken for consumers.
- We don’t ever say no to industry. We have fully exploited resources in the past.
- If we try to raise enviro standards and then push for getting help, it may aid our bluff.

Where do you go for information and assistance (e.g. technical, financial, etc.) on this issue?

- Websites (as named in large group discussion.)
- Local coastal programs, quarterly/annual meetings, NOAA meeting about Coastal zone attended by program managers, grass roots folk, agencies with restorations interests, etc. NATIONAL CONFERENCE.
- PACE → Public Against Coastal Erosion – gets public officials on board.
- La Fete d’Ecologie and other festivals give out materials, etc. Calenders (fishing, tidal flux, etc.)
- Radio, print, and TV.
- Local earth days, pass out brochures, cd’s, etc. Other organizations attend and there is an interchange of data.
- Science teachers meetings. Participating in things like Wetland Watchers.
- The JASON Project – Packets of Marine fisheries info, etc.

What constraints have kept you from helping to resolve this issue?

- We are the least educated state with little time to amp up educating.
- Time?
 - A huge constraint
 - Adaptive Management Model?
 - Implementation...
 - Be able to work on the Fly
- Who leads you with a sense of trust with time constraints?
 - You need someone you can trust to carry you through. Someone needs to be held responsible
 - One possible solution from Parish Level experience, NRCS. Some techniques could be incorporated into any agency’s models to help.
 - Agencies follow “success” model of success.
 - Use more NGO’s as Leaders.
- Sense of urgency does not reside where decisions are being made. We have the sense of urgency. We have entire communities gone, and we have people in Lafayette saying remove levees from Pt. West LaHache
- Money
- BTNEP and other micro-organizations can speak out on behalf of projects, etc.
- Who is your Leader?

- If you wait for leader, they won't show up in time. They have all the ideas up in the higher up area, and they don't have it in the places that need it.
- Needs to come from here... No one trusts anyone in Baton Rouge. The ones who work in Baton Rouge can't seem to talk to win the trust of the grass roots people.

- Sometimes the Scientific community can lead? (opinions)
 - What's possible must be based on good science. But it's not all about science. Must take what is possible and filter it through nature. Science becomes a constraint when scientists become wed to a particular outcome. They don't easily accept any other outcomes that may arise unexpectedly.
 - Realistically, can finding one leader happen? Scientist may get too far down one path, industry concerned with making money, NGO's are self serving to particular membership and Gov. Agencies have too much politics involved. Person or entity that can do the job has to find common ground and be able to speak with all the groups on a whole. Not sure if we can get there.
- Political will
- RISING TIDE – Same happened to industry.
- Science loses credibility when it becomes subjective... not objective.
- We are losing quantity, we have to adapt.
- Someone in politics (governor, legislature, etc.)
- Science gets funded but may not be applicable to the current situation. Tends to operate in a vacuum.
- Lack of accountability.
- Leadership needs to be jointly taken with everyone: politicians, scientific community, etc.
- Need LEADERS – Don't wait – push them out.
- Public stakeholder acceptability - not enough initiative passed through
- No coordination among researchers
 - Not driven by needs.
- LEGAL
 - Land rights, imminent domain, separations of surface land ownership for mineral rights
- ECONOMICS – we talk in standpoint of growth.
 - Need to talk about sustainability.
 - Goes back to possible changes in the way we do things. Are we really taking in account these costs when it means
- We don't have a lot of time to reinvent; we do have to what existing stakeholders want. Gov't is doing stuff right. Estuary program can claim a

focus put on South Louisiana. When working with Agencies, the people of that Agency is Passionate about getting things done. Smart people are working in the places for minimal salaries, but chose the career as a credit to them, and we need that leadership to make it happen.

What role should the public play in helping to resolve this issue?

- Has opportunity to find what the leadership role should be defined as or
- People don't vote typically on environmental issues. La will have to get people fired up. There needs to be better, more attractive ways to get the information out there.
 - Politicians need to get info to constituents, but we need to get to the Politicians in all states and local levels to get the info to them.
- Everyone (lots of fishermen) is for Coastal restoration until it affects them. Someone somewhere is inconvenienced. We can't restore the coast and keep it the same.
- Combined Agency Efforts
- Legislative for the state's liability.
- Any area you go to, someone wants the status quo. They are willing to sacrifice some larger benefits for their personal interests.
 - We talk about saving our cultures, but it may not be possible because our culture may have to change for us to sustain what we have. What parts of our culture do we want to save?
 - "Convenience Factor"
- "Reflections on the Bayou" Step-up or someone else.
- Who would be a rise up take back program or peoples?
 - Has to start right here with the people forcing those elsewhere to care. Someone local will have to stand up and say, "We have to come together locally to make them see and understand bottom line, we are losing our homes."
- Believed that NEP was going to be the big plan, the ultimate. Then all agencies split and gave up caring about the goals and promises that were agreed upon and now ignore.
 - Now they rely on public support and it is just not there.
- Are there things on the shelf now that aren't being used that need to be given time constraints? (Consensus documents, etc.)
 - Some want to tap into them, but if you have your own ideas for how something should be done, the last thing you want is a consensus group.
 - Some of it is shortsightedness. See consensus as slow processes. Need to have additional amount of work to implement.

- There are plans (Lake Ponchartraine Base Managements) the implementation of which falls back to the interests of the local politics, etc.
- Ten years ago there was not coastal commission, BTNEP and other programs are a bit disappointed but there has been a change in the past years. The state gov. does recognize the need, the stage is set, but there needs to be a push.
- In spite of all the cry of problems with the MRGO, state made great public announcement adding docking onto the MRGO.
- We are taking much more serious approach to implementing projects that in the past. We have learned and are doing more to put projects on the ground. Our ability to better predict these projects is increased. Engineering and designing has gotten better.
- Public should be horrified, but not carrying out – abandoned (sp?)

What role should the government play in the local, state and/or federal level in helping to resolve this issue?

- Clearly to tap into the already built resources. The people of South La are Storm Weary and tired. Implement and integrate what already exists.
- Falls back to local level.
- State needs to know what needs to be done
 - Need political will @ state and local level.
- More cooperative
- Coastal Commission good model
 - Milling commission
 - New in Last 10yrs
 - Government is listening
- MRGO
- Corps – Delayed dredging – local (ex)
- Herculean past to save the coast in an hour and we didn't do it.
- Though instructed not to worry about time WE DO. We don't have a lot left.
- More serious approach to engineer and implement
- CWPPRA is a project that is a really good small model. Organizations can look at USDOT and take a lesson. Mac Daddy Stuff gets built at local level and little things flow to start meshing and get things going. There are a lot of compromises that go along with USDOT; we don't have that luxury of a state compromise out of what they want from us.
- Smaller Projects (CWPPRA)
 - Science and socioeconomic
 - Build on education
 - Apply to bigger projects
 - The little projects have been good to show us good strong data that can be applied to bigger projects and help build on and educate the people. WE build on the lessons learned.
- US DOT – Look @ how they operate
 - Locals make decision at a local level or state doesn't currently have capacity.
 - Good model under comprehensive stratification



**Community Workshop Break Out Group 5 of 5
Education (formal and informal) and Outreach
Thibodaux, Louisiana – February 21, 2006
Hosted by: Barataria-Terrebonne National Estuary Program
Hosted at: Jean Lafitte National Historical Park and Preserve Wetlands Acadian
Cultural Center**

Participants:

- Not Recorded

Facilitator:

- Pam Blanchard

Recorder:

- Not Recorded

How do you define this issue with respect to the health of the Gulf of Mexico?

- All forms of outreach, knowledge, and messages are education. Education has a broad definition of education (both formal, informal, outdoor link is very important (uneducated teachers), outreach, print, psa, news, tv--media).
- We need public awareness of issues.
- We should use education as a tool.
- Awareness leads to Knowledge leads to Value leads to Wise Choices. We are work differently.
- We are all educators
- This is our backyard....fascinating and worthy but we don't have people that are willing to write about it.
- Can go to LACOAST website and LaWEC to use education tools
- We need to get our news out and keep people informed.
- We have a lot of things that are written for Florida but not for LA
- The definition of education is very broad and there are different levels/types of education. It includes formal and informal education, including outreach. Representatives of the media can also play a role as educators.
- Public awareness of issues is necessary.
- Education is a tool.
- Local efforts at educating children should stress that this is our backyard we are talking about and that it is worth saving and studying.
- The Louisiana State Board of Elementary and Secondary Education (BESE) determine the science curriculum. BESE mandated that a more comprehensive curriculum be based on standards that address our area. The science curriculum is posted on the Louisiana Department of Education website.
- Students need to get a rounded science education, but there are not enough educational materials available at the K-12 level that deal specifically with

Louisiana's environment and environmental issues. We need to create more K-12 materials dealing with our area.

Where do you go for information and assistance on this issue?

- LAWEC
- LACOAST
- BTNEP
- Atchafalaya Basin Program
- American Wetland Campaign
- National Park Service
- Environmental Education Commission
- Arts and English Arts Contest
- Lake Pontchartrain Basin Foundation
- State Agencies (DNR, DEQ, WLF, USGS)
- Environmental Education Commission
CLA-Environmental Education Symposium
- USGS

What constraints have kept you from helping to resolve this issue?

- Funding
- Standardized Testing – no time to focus on other activities
- Lack of Interest for Teachers to come out
- Transportation
- Legal issues with field trips
 - Limited field trips—funding—liability
 - Limited access to coastal areas
 - Distances you have to travel
- You have to build a network, and you have to take your educational materials on the road. You have to go to them before they come to you.
- Started Coastal Roots and the first summer the plants died. Teachers didn't take care of them in the summer...there is always a hurdle that you do not see. There is always something that you have to anticipate.
- There are not enough clear lines of communication. The networking and getting the word out...it is all over the place.
- There is a disparity between a recognized need and the people that provide the information.
- We need to help teachers see the need to teach about wetlands and use the materials in middle schools
- What education materials are available for teachers? (LSU says) We teach methods and not environment content. Our (LSU) job is not to teach content.
- They should have science classes for teachers (as UNO has done)
- Lack of qualified people that can speak
- Classes should focus on LA wetlands
- Translate information into something that is useful

- Translate science into work is an obstacle
- Curriculum is a barrier
- Students are barriers...there are ways to deal with is...you have to think creatively.
- Time is a barrier
- Limited access/long distance to coastal areas
- Unclear lines of communication
- Teachers have received a lot of misinformation about the curriculum.
- Disparity between recognized needs and motivation to get involved
- There is a lack of clear communication between scientists and educators.
Scientists need to learn to talk effectively to different types of audiences-speak appropriately to age and education level.
- The curriculum itself can be a barrier
- Students can be a barrier.
- Translate science into work (?)
- Lack of time
- Unforeseen obstacles
- Teachers are overwhelmed, overburdened, and overworked
- No child left behind, mandated assessments, GLE's, and other federal legislative decisions are barriers (you have to be creative than the state)
- Scientist need to learn to talk to layperson, they need to communicate effectively
- Motivation or lack of interest, which is all tied into communication
 - Think that the hurricanes will help with this
 - Disparity between recognized need and motivation to get involved/active

What role should the public play in helping to resolve this issue?

- They need to support and value education. Support means many things (e.g., emotional support, spreading the word, financial, backing you up on a issue)
- Encourage public libraries, museums, festivals, displays
- Volunteers
- The public can constantly remind government entities, agencies, and officials that education is important and part of their mission statement.
- Support: funding, spreading the word, emotional, getting involved
- The public needs to value education.
- Libraries, museums, festivals can work with educators to get the message across; for example, they can put up displays developed by educators.
- Serve as volunteers
- The public should constantly remind government entities that receive public funds that part of their mission is education.

What role should the government play at the local, state, and/or federal level in helping to resolve this issue?

- Speaker's bureau
- Repeated communication

- To provide clear and fair policies and guidelines. When they do they are so obtuse that no one can understand them.
- Stop micromanaging (formally known as oversight)
- They are territorial vs. collaborative (they should be collaborative and not territorial)
- Teachers are extremely busy and could benefit from repeated communication/ reminders.
- Money should be provided for training, curriculum development.
- Government needs to value education.
- Need clear, fair policies and guidelines with regard to education
- Should stay away from micromanaging
- Need to work collaboratively, not be territorial
- Need to be responsive/responsible to all of their constituents, regardless of socioeconomic/education level
- Too much power play
- Not response to lobbying efforts or constituents public pressure
- Be responsible to all your constituents (poor, marginalized, etc.)
- Money for teacher training
 - Curriculum development (specific classroom applications)
 - They stopped putting more than 1% for education (which all goes back to valuing education)
 - Value education itself

Book: The Art of Changing the Brain by James Zulle

Flip Chart Notes:

- Broad definition of ed – formal, informal, outreach
- Public awareness of issues
- Different levels of education – media, PSA, print
- Education as a tool
- Awareness -> knowledge-> value->wise choices ->(back to the beginning)
- We're all educators
- This is our backyard – fascinating and worthy
- LaWEC
- Outdoor essential
- Information & assistance
- LaWEC
- LACoast
- BTNEP
- Atch. Basin Program
- Am. Wetland Campaign
- NPS (curri)

- Environmental Ed. Commission
- Lake Pont. Basin Found.
- Agency
- Obstacles:
- Translate science into work
- Scientists need to learn to talk to folks (communicate effectively)
- Curriculum
- Students
- Time
- GLEs/NCLB
- Mandated assessments
- Role of government
- Speaker's bureau
- Repeated communication
- Money for teacher training, curriculum development (more than 1%)
- Value education
- Clear, fair policies and guidelines
- Be responsible to ALL constituent
- Stop micromanaging
- Collaborative, not territorial
- Be responsive to constituents and public pressure
- Role of public
- Support
- Money, political, emotional, time
- Value education
- Libraries, museums, festivals, displays
- Volunteers
- Public can remind public entities that part of their mission is education
- Barriers to education
- Funding
- Testing training
- Lack of interest (teachers)
- Transportation
- Limited funding field trips
- Liability
- Limited access to coastal areas
- Distance have to travel
- Not enough clear lines of communication
- Translated
- Disparity between recognized need and motivation to get involved/active