GULF OF MEXICO ALLIANCE

COMMUNITY WORKSHOP SUMMARY REPORT

August 2006

Gulf of Mexico Alliance: Community Workshop Report Summary
Prepared by the National Oceanic and Atmospheric Administration (NOAA)
Coastal Services Center

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We appreciate the community workshop hosts for their commitment and dedication to making these workshops a success. We would also like to extend a special thanks to Tabitha Whalen Stadler, CTP Coordinator at Rookery Bay National Estuarine Research Reserve, as well as the staff from NOAA's Special Projects Office for their contributions to this process.

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Executive Summary

From the early stages of planning for the *Governors' Action Plan*, it was recognized that citizen input is critical for identifying priority issues and affecting on-the-ground change in the Gulf region. It is in local communities—both small and large—where the effects of a healthy Gulf are most clearly realized in day-to-day life. To capture this input, a series of eight workshops, plus two evening meetings for the general public were held in communities across all five Gulf States. Participants at each workshop represented a broad range of community interests including state and local government, private business, non profit, academia, and local residents. While the series was interrupted by Hurricanes Katrina and Rita, the Gulf States managed to conduct all eight workshops prior to the release of the *Governors' Action Plan*. In addition, input received at these workshops was incorporated into the Plan.

To highlight common priorities identified across the various workshops, a table presenting the priority issues identified at each community workshop is presented below.

Top five priority issues identified during the Alliance community workshops

Top five priority issues for each workshop are based on popular vote by participants at each community workshop. Common issues across workshops are shaded in the same color to show similarities in citizens' concerns across the Gulf.

#	Naples, FL 6/9/2005	Tampa, FL 8/23/2005	Apalachicola, FL 8/25/2005	Sarasota, FL 9/14/2005	Galveston, TX 9/20/2005	Port Aransas, TX 1/19/2006	Mississippi-Alabama 2/1/2006	Thibodaux, LA 2/21/2006
1	Habitat Loss	Population Growth and Development	Habitat Loss	Lack of Funding	Lack of Land Use Planning	Habitat Loss	Habitat Loss	Habitat Loss
2	Water Quality and Quantity	Habitat Loss	Water Quality and Quantity	Habitat Loss	Water Quality and Quantity	Population Growth and Development	Education	Hurricane Protection
3	Education	Water Quality and Quantity	Population Growth and Development	Water Quality and Quantity	Habitat Loss	Education	Balancing Environmental and Economic Interests	Education
4	Population Growth and Development	Apathy and Societal Perceptions	Lack of Enforcement	Red Tide	Population Growth and Development	Balancing Environmental and Economic Interests	Invasive Species	Water Quality and Quantity
5	Lack of Enforcement	Education	Lack of Coordination Loss of Cultural and Economic Viability in Coastal Communities	Education	Education	Water Quality and Quantity	Water Quality and Quantity	Implementation: Turning Planning into Action

The community workshops identified the topics that people see as priority issues for the health of the Gulf of Mexico, gathered information on current efforts and constraints to addressing these issues, and collected numerous suggestions of actions that should be taken in both the public and private arenas. When results from all eight workshops were compiled, five overall themes emerged.

Theme 1: People care about the five priority issues and want to stay involved: The Alliance has identified five issues that are regionally significant and can be effectively addressed through increased collaboration at the local, state, and federal levels:

- Water quality for healthy beaches and shellfish beds;
- Wetland and coastal conservation and restoration;
- Environmental education;
- Identification and characterization of Gulf habitats; and
- Reductions in nutrient inputs to coastal ecosystems.

The community workshops validated these issues as priorities for action. Attendees of the workshops are concerned about the five issues because they have real impacts on their day-to-day lives and the futures of their children. Because the issues are so important to them, attendees are very interested in staying engaged with the work of the Alliance, both by staying informed and by actively contributing to actions the Alliance is pursuing.

Theme 2: Citizens understand and are concerned about the "big picture" issues that impact states' ability to address priority issues: Gulf citizens are not only informed about specific environmental issues, but are also savvy about the context within which state agencies operate. Attendees understand that over-arching or "big picture" issues influence how and if problems related to the health of the Gulf can be effectively addressed. Three issues frequently raised were:

- The need to balance economic and environmental interests,
- The need for both funding and political will, and
- The idea that societal perceptions, attitudes, and beliefs are critical variables because these drive individual behavior as well as people's support for governmental actions.

Theme 3: Participants identified the lack of land use planning, enforcement, and coordination as key constraints: During break out groups to discuss their priority issues, workshop attendees were asked to identify constraints that have prevented these issues from being addressed. Three key constraints emerged:

- A lack of land use planning, which attendees connected to a variety of issues, including habitat loss and water quality and quantity concerns,
- A lack of enforcement of existing regulations, and
- A lack of coordination, both across governmental agencies and levels as well as across sectors (public entities, private industry, nonprofit organizations, and citizens).

Theme 4: The Alliance should consider additional issues beyond the five priority issues: In addition to verifying that the Alliance's priority issues are important to citizens, the workshops also raised additional topics that are of concern to Gulf communities. Four additional topics were discussed at multiple workshops and emerged as a top issue in at least one workshop: loss of traditional coastal communities, red tide, invasive species, and hurricane protection.

Theme 5: Hurricane issues permeated discussions in the post-Katrina workshops: Participants from Texas, Louisiana, Mississippi, and Alabama discussed the impacts of Hurricanes Katrina and Rita, and they made connections to the priority issues they identified. Attendees talked about how recovery needs such as wetland restoration are related to Alliance priorities, and discussed the idea that recovery and rebuilding efforts, if carefully planned, can help to address environmental health issues that existed before the storm, and mitigate future impacts of development.

Background

The Gulf of Mexico Alliance

In 2004, the states of Alabama, Florida, Louisiana, Mississippi, and Texas formed the Gulf of Mexico Alliance with the intent of significantly increasing regional collaboration to enhance the ecological and economic health of the Gulf of Mexico. The Alliance has identified five regionally significant issues that can be effectively addressed through increased collaboration at the local, state, and federal levels. These priority issues represent an initial focus for action.

- Water quality for healthy beaches and shellfish beds
- Wetland and coastal conservation and restoration
- Environmental education
- Identification and characterization of Gulf habitats
- Reductions in nutrient inputs to coastal ecosystems

The Bush Administration, through the U.S. Ocean Action Plan, recognized the leadership that these five Gulf States have demonstrated in forming the Gulf Alliance and called for increased integration of resources, knowledge, and expertise to address these regional priorities.

The *Governors' Action Plan for Healthy and Resilient Coasts* is the culmination of 12 months of collaboration between the Gulf States, the Federal Workgroup, interested citizens, and numerous other partners. The 11 actions outlined in this plan, which were supported by Gulf citizens as well as specific state and federal agency commitments, represent concrete projects in which significant on-the-ground results will be realized within the next 36 months.

Soliciting Input from Gulf Coast Citizens

In planning for the Gulf of Mexico Alliance *Governors' Action Plan*, it was recognized early on that citizen input was necessary for identifying priority issues and affecting on-the-ground change in the Gulf region. It is in these local communities where the effects of an environmentally and economically healthy Gulf are most clearly realized in day-to-day life. To capture this input, a series of eight community workshops were held across all five Gulf States (see Figure 1). Two host sites also opted to hold an additional evening session specifically for the general public.

Figure 1: Locations of the Gulf of Mexico Alliance Community Workshops

Participants at each workshop represented a broad range of community interests including state and local government, private business, non profit, academia, and local residents. The community workshops were designed to:

- Gain local perspectives on priority issues related to the environmental and economic health of the Gulf region
- Gain local perspectives on the five issues being tackled by the Gulf Alliance
- Identify successful programs and partnerships that can support Alliance efforts
- Build better relationships between state, local, and federal entities
- Build public awareness about the importance of a healthy Gulf of Mexico to local communities, the Gulf region, and the nation

While the series of workshops was interrupted by Hurricanes Katrina and Rita, the Gulf States managed to conduct all eight workshops prior to the release of the *Governors' Action Plan* (see Table 1). In addition, input received at these workshops was incorporated into the Plan.

Table 1: Community Workshop Dates, Locations, and Hosts

DATES	LOCATIONS	HOSTS
06/09/05	Naples, Florida	Rookery Bay NERR
08/23/05	Tampa, Florida	Tampa Bay NEP and Florida Aquarium
Public Session 08/23/05	Tampa, Florida	Tampa Bay NEP and Florida Aquarium
08/25/05	Apalachicola, Florida	Apalachicola NERR
09/14/05	Sarasota, Florida	Charlotte Harbor NEP and MOTE Marine Laboratory
09/20/05	Galveston, Texas	Galveston Bay NEP and Texas A&M - Galveston
01/19/06	Port Aransas, Texas	University of Texas Marine Science Institute, and Mission-Aransas NERR
Public Session 01/31/06	Biloxi, Mississippi	Grand Bay NERR
02/01/06	Biloxi, Mississippi	Grand Bay NERR and Weeks Bay NERR
02/21/06	Thibodaux, Louisiana	Barataria-Terrebonne NEP

Hosts, which included National Estuary Programs (NEPs) and National Estuarine Research Reserves (NERRs) along the Gulf Coast, played a key role in carrying out these workshops. Hosts were responsible for (1) recruiting a broad range of participants that represent various sectors within the community; (2) providing a packet of information for workshop attendees; (3) coordinating workshop logistics including venue and food; and (4) summarizing workshop results.

One of the unique features about this series of workshops is that hosts had flexibility to tailor these community workshops to fit their needs given the local context, while also meeting the

overall goals for the process. Some elements of the agenda were standardized to ensure consistency in gathering participant's information, but other elements were flexible. (Note: See generic workshop agenda below.)

Generic Workshop Agenda	
	Reception, Coffee
30 min	**Welcome and Introductions/ Review of Agenda** *Host Director and Lead Facilitator*
30min	**The Gulf of Mexico: A Conservation Perspective and Review of U.S. Ocean Action Plan and Opportunities for the Gulf of Mexico** *Speaker (Gulf-wide Perspective)*
60 min	**Challenges from Local Perspectives: Brainstorming Possibilities** *Lead Facilitator*
15 min	**Break**
45 min	**Overview of White Papers** *Speaker (State Perspective)* 1. Reductions in nutrient loading 2. Improving water quality, emphasis on beaches and shellfish beds 3. Restoration of coastal wetlands 4. Identification of Gulf habitats 5. Gulf of Mexico environmental education
60 min	**Lunch**
30 min	**Case studies (2-3)** *Speakers, TBD*
60 min	**Breakout Sessions on Gulf Issues** *Facilitated Small Group Sessions*
15 min	**Break**
60 min	**Summary of Breakouts and Wrap Up** *Lead Facilitator* ***Announcement of additional efforts that complement this effort***

The "Challenges from Local Perspectives: Brainstorming Possibilities" and "Breakout Sessions on Gulf Issues" sections were both designed with a specific purpose and process that was carried out consistently across all community workshops. During the brainstorming session, participants had the opportunity to identify sources of information they currently utilize, followed by environmental and economic issues of concern related to Gulf health. After this large-group brainstorm, participants wrote down their two most important issues on note cards and handed them in to the facilitation team. While the hosts continued with the program (i.e. white paper presentations), the facilitation team organized all the cards into topic areas. Typically there would be a hundred or more note cards, each with individual issues, which would be organized into approximately 20 larger topics. These topics were then written on flipcharts and posted for participants to vote, using dots, during the appropriate place in the agenda. After the voting process was completed, the votes were tallied and the top five or six topics were announced and assigned to breakout spaces for subsequent small group discussions.

When it was time for the "Breakout Sessions," participants selected a topic of choice, and proceeded to their breakout location. Facilitators led the participants through a discussion of the following questions:

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

2. Where do you go for information and assistance (e.g. technical, financial, etc.) on this issue?
3. What constraints have kept you from helping to resolve this issue?
4. What role should the public play in helping to resolve this issue?
5. What role should the government play at the local, state, and/or federal level in helping to resolve this issue?

Workshop Results and Plans for Continued Citizen Engagement

Results from the community workshops were written up consistently to allow compilation and comparison of all workshop data prior to the March summit in Corpus Christi, Texas. More specifically, each host reported on the following: 1) notes from the group brainstorms on sources of information and local issues of concern; 2) individual participant issues from note cards, categories, and top priority issues with the number of votes for each; 3) summary of the breakout sessions; and 4) summary of the evaluation. While all of the individual workshop summaries are posted on the Gulf of Mexico Alliance Web site (www.gulfofmexicoalliance.org), the purpose of this full report is to synthesize all the information gathered during these workshops, and highlight some common themes and implications.

The Gulf Alliance recognizes that long-term success will only occur if federal, state, and local communities are all engaged in playing their part to achieve a healthier Gulf of Mexico. To gain local perspectives and direction as the Alliance moves forward, the states intend to continue this community workshop process in the future.

Priority Issues

Priority issues identified during the Alliance community workshops (including public sessions)

Top five priority issues for each workshop are based on popular vote by participants at each community workshop.
Common issues across workshops are shaded in the same color to show similarities in citizens' concerns across the Gulf.

#	Naples, FL 6/9/2005	Tampa, FL 8/23/2005	Tampa, FL PUBLIC SESSION 8/23/2005	Apalachicola, FL 8/25/2005	Sarasota, FL 9/14/2005	Galveston, TX 9/20/2005	Port Aransas, TX 1/19/2006	Mississippi-Alabama PUBLIC SESSION 1/31/2006	Mississippi-Alabama 2/1/2006	Thibodaux, LA 2/21/2006
1	Habitat Loss	Population Growth and Development	Population Growth and Development	Habitat Loss	Lack of Funding	Lack of Land Use Planning	Habitat Loss	Water Quality and Quantity	Habitat Loss	Habitat Loss
2	Water Quality and Quantity	Habitat Loss	Habitat Loss	Water Quality and Quantity	Habitat Loss	Water Quality and Quantity	Population Growth and Development	Lack of Enforcement	Education	Hurricane Protection
3	Education	Water Quality and Quantity	Water Quality and Quantity	Population Growth and Development	Water Quality and Quantity	Habitat Loss	Education	Sustainable Fisheries	Balancing Environmental and Economic Interests	Education
4	Population Growth and Development	Apathy and Societal Perceptions	Lack of Enforcement	Lack of Enforcement	Red Tide	Population Growth and Development	Balancing Environmental and Economic Interests	Strengthening and Standardizing Environmental Standards Across States	Invasive Species	Water Quality and Quantity
5	Lack of Enforcement	Education	Political Agendas	Lack of Coordination Loss of Cultural and Economic Viability in Coastal Communities	Education	Education	Water Quality and Quantity	Habitat Loss	Water Quality and Quantity	Implementation: Turning Planning into Action

Breakout Group Summaries

Water Quality and Quantity

1. How do you define WATER QUALITY with respect to the health of the Gulf of Mexico?
When participants discussed how to define water quality and water quantity as key to Gulf health, most emphasized the need to look at scale. A broader context, considering ecosystem and regional impacts, as well as management across jurisdictional boundaries, was cited. Participants called for a "holistic look at the system" and an evaluation of "cumulative impacts," as well as a "baseline for comparison" through monitoring.

Participants also recognized the need to identify the fate of pollutants, including where pollutants originate and how they move through the system. To that end, point and nonpoint sources of pollution were identified, including urban, mining, and agricultural, as well as types of water quality issues that result from these sources, such as nutrient loading, toxic pollution, and stormwater runoff. Freshwater flow into the system also plays a key role. In particular, participants discussed how temporal and spatial distributions of freshwater influence water quality.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on WATER QUALITY?
A number of sources and agencies were named at the national, state, regional, and local levels. In addition, participants rely on nongovernmental organizations, university programs, scientific literature, and miscellaneous publications (e.g., Gulf in Peril; U.S. EPA Mercury Report to Congress), as well as media such as television, radio, newspapers, Web sites, and list servers (e.g., Harmful Algal Bloom Listserv). Other sources were data-driven, such as the ocean observing systems, the Coastal Ocean Monitoring and Prediction System and the Galveston Bay Estuary Program Status and Trends Database, to name a few.

3. What constraints have kept you from helping to resolve WATER QUALITY?
Several of the more challenging constraints included those caused by the nature of the issue. For example, many felt water quality issues have persisted because of difficulties in defining and characterizing water quality parameters. In addition, science has found it difficult to show causality, leading to a lack of knowledge about sources, local and global. Others attributed water quality issues to the "tragedy of the commons," in that no one individual is accountable for the outcome. Related constraints included lack of monitoring, lack of enforcement, and poor communication and coordination.

Specific contextual circumstances that influence water quality were noted. For example, in some states, historical decisions such as the creation of channelized waterways have detrimentally affected current ecosystems and water quality. Relational history has also been a constraint, specifically the dynamics between decision making in government and people's perception of the trustworthiness of those decisions. Political will as it affects the context in which management decisions are made and implemented was another widely acknowledged constraint across the Gulf. Finally, participants identified competing policies and interests as a constraint to addressing this issue.

Other constraints identified relate to the capacity of both agencies and the public. Inadequate resources such as time, money, and staff were commonly identified. Beyond that, agencies feel

constrained by technology in terms of developing, integrating, and communicating necessary data and information. On the other hand, public apathy, and lack of education and personal experience with the environment continue to be constraints on helping to resolve water quality.

4. What role should the public play in helping to resolve this issue?
Participants identified a number of roles that the public should play in helping to resolve the issue of water quality. For instance, participants expressed the desire for the public to simply stay informed about issues such as water quality. One way to do this is to participate in an open dialogue with decision makers and other stakeholders. In this way, the public can play a key role in educating others and helping to report issues.

Citizens should get involved and participate in initiatives that are helping to resolve the issue of water quality. This can be accomplished through direct involvement, such as volunteering in monitoring programs, or donating to organizations that are making a difference. Citizens should also vote to effect change, and actively persuade elected officials to support the environment with laws and funding.

Furthermore, citizens are encouraged to take ownership of their own backyards and be stewards of the environment by using native plants, farming organically, being water wise, and generally seeking out environmentally friendly alternatives. The Florida Yards and Neighborhoods Program, for instance, helps residents reduce pollution and enhance their environment by improving home and landscape management.

5. What role should the government play at the local, state, and/or federal level in helping to resolve this issue?
A number of roles were discussed for various levels of government in helping to resolve the issue of water quality. Some of these roles were based on mandates, while others were merely preferred roles as they relate to this issue. For instance, it was suggested that government project a positive image and generally be proactive, rather than reactive, about issues such as water quality.

Participants advised that the government continue to provide sound information and use the information in decision making. Government should also help manage data and information long-term, which may include sharing and coordinating information and data between agencies. Similarly, the government should use this information to communicate clearly to various sectors within the community. This includes informing the public of participation opportunities during early planning and land use discussions.

More specifically, participants felt local governments need to be more adamant in expressing their needs to state and federal levels. Participants also felt that there needs to be more balance between government levels in their involvement with water quality issues.

Many communicated that government should sponsor and support local efforts. This could be done through increased involvement in school programs or by providing tax incentives that support sustainable development practices and environmental stewardship. Citizen advisory committees or citizen boards could also be developed to mediate between government agencies and the public.

Government agencies could also help resolve water quality issues by providing an overall framework for things to get accomplished. Government could streamline project implementation processes, standardize sampling monitoring technologies, encourage conservation programs

with landowners, remove all combined sewer and drainage systems, and enforce existing regulations at federal, state, and local levels consistently.

Habitat Loss

1. How do you define HABITAT LOSS with respect to the health of the Gulf of Mexico?
Participants defined habitat more as the components of an ecosystem. For that reason, a number of habitats were identified, including wetlands, fish (aquatic) habitat, seagrass beds, salt marsh, coastal habitat, turtle nesting areas, coral reefs, and mangroves, and the list continues. The essence of the concern about loss of types of habitats is that it relates to loss of species diversity, which leads to a functional loss in the ecosystem. Habitat loss is a historical issue, and continuing loss and degradation of coastal habitats has impacts on ecosystem functionality, human health, and economic resources.

Clearly, participants see habitat loss as integral to other issues and, in effect, as leaving the Gulf of Mexico vulnerable, creating a "domino effect" of degraded habitat and water quality because of loss of green space and fragmenting the ecosystem. This issue is also framed in terms of scale. These effects of habitat loss are only magnified by the enormity and rate of wetland loss, particularly of isolated wetland loss. In this way, the scale of loss results in a loss of sinks that turn into sources of pollution.

Participants also looked at this issue with respect to how it affects them in their day-to-day economics. Participants widely acknowledged a need to better measure habitat loss in terms of its socioeconomic impacts. For instance, many small towns gain economic revenue from nature-based tourism, which cannot be sustained if the habitat is being destroyed. In another example, the menhaden industry provides economic revenue for many parts of the Gulf, since it is a large constituent of chicken feed. If fisheries habitat is destroyed, it will in turn affect the market.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on HABITAT LOSS?
A number of sources and agencies were named at the national, state, regional (e.g., Gulf Restoration Network), and local levels (e.g., Public Against Coastal Erosion, Wetland Watchers). Several stakeholder groups were also identified, including restaurants, businesses, and industry representatives (e.g., seafood, marine). In addition, participants rely on nongovernmental organizations (e.g., Marine Trade Association), private trusts (e.g., PEW, Ted Turner Foundation), university programs, scientific literature, and miscellaneous publications (e.g., UN Millennium Ecosystem Assessment, National Coastal Condition Report, National Wetland Inventory), as well as media such as television, radio, newspapers, Web sites, and list servers. Festivals (e.g., La Fete d'Ecologie), calendars with habitat-related anecdotes and pictures, and quarterly and annual meetings were also identified as sources of information and assistance related to this issue.

3. What constraints have kept you from helping to resolve HABITAT LOSS?
One of the basic challenges of resolving this issue is the lack of historical perspective. People seem to accept habitat as it is today because they do not understand what existed 50 years ago. There is a need to better define critical habitats, develop tools to monitor change over time, and, finally, better understand how these different habitats function in the perspective of the larger ecosystem.

Political will and lack of regulation have become challenges; for instance, there is no national policy for restoration. Furthermore, land rights, eminent domain, and lawsuits by developers and environmental groups have created more obstacles that include conflicting priorities and

interests regarding habitat. What's more, failure to put an economic value on natural resources leads to socioeconomic disconnects. It is difficult to assign economic values to habitats because they are hard to quantify.

Scale has been another challenge for resolving this issue. In general, there has been a failure to think about the full suite of habitats and how they are impacted by various decisions. Many of those impacting habitat in the Gulf live far away. Scale also affects enforcement, since accountability becomes more of a challenge. Furthermore, people believe that it is cheaper to pay fines than to mitigate.

Finally, addressing an issue such as habitat loss requires leadership, trust, and planning. However, the issues related to that include lack of forethought, lack of time before decisions need to be made, lack of clarity related to roles and responsibilities, and difficulty determining who can best lead among all the "cooks in the kitchen."

4. What role should the public play in helping to resolve HABITAT LOSS?
First, it is critical that the public remain engaged in this issue. There are a number of workshops, classes, and public meetings on issues related to habitat in which the public can participate. The public can also support appropriate habitat acquisition programs, often initiated by local not-for-profit organizations, or form their own grassroots organizations. People can donate time, money, or expertise that will help support habitat conservation efforts. More simply, the public can support responsible consumer practices.

People can also participate by getting involved in the political process. It is important for the public to vote, write to public officials, and, in general, become more engaged in local government decision making. The public needs to communicate with decision makers its wishes to support planning and habitat conservation efforts. Overall, these efforts foster civic responsibility and participation in the public process, and allow the public to speak with a more unified voice.

Next, the public should more effectively communicate successes, engage family and friends in dialogue, and recognize contributions to conservation efforts as incentives for others. In educating friends, family, and the larger community, it is important to think about the message, which should communicate the need for people to take responsibility for their impacts. Also, it is important to publicize volunteer opportunities; for instance, Earth Day is a good opportunity to publicize information on coastal habitat issues.

Last, the public can take ownership of the issue of education and stewardship. It is critical that members of the public take responsibility and understand the consequences of their actions. In this way, the public can lead by example, create more demand for quality educational TV programming, engage civic organizations more actively, and support youth organizations such as Girl and Boy Scouts that feature a strong conservation message. The public can also demonstrate personal stewardship by taking care of its own backyard habitat and using native landscaping.

5. What role should the government play at the local, state, and/or federal level in helping to resolve HABITAT LOSS?
From the perspective of authority, federal government needs to endorse a national policy on restoration and conservation of coastal habitats. Furthermore, the current mandates have limits, so it is important to recognize the boundaries under which federal and state agencies are working to fill gaps with local efforts.

In addition, some expressed the need for government agencies to implement and integrate plans that already exist. Others thought the government should institute comprehensive land use planning to include buffer zones, green spaces, tree ordinances, wildlife corridors, best management practices, and appropriate enforcement measures. Appropriate enforcement may include fines that match the offense and more enforcement personnel, particularly in sensitive habitat areas.

A strong desire exists to improve efficiency overall. This included reducing unnecessary duplication of effort and building on lessons learned. For instance, case studies of successful partnerships between agencies and the public should be better publicized. Furthermore, agencies should promote leadership and creative solutions at all levels. One creative solution to help resolve habitat loss may be to increase fees and permits to help increase revenue for agency habitat protection efforts. Being transparent and providing opportunities for the public to get involved will also help improve the efficiency and effectiveness of each effort.

Education and Stewardship

1. How do you define EDUCATION AND STEWARDSHIP with respect to the health of the Gulf of Mexico?

Participants defined education and stewardship first by acknowledging its many forms. Education has a broad definition; therefore, there are different levels and types of education. Participants also looked at education in terms of the end goal (e.g., communicating and translating messages to various audiences), as well as the mechanism to get to the end goal. For instance, it is generally recognized that awareness leads to knowledge, which leads to value, which leads to wise choices and behavior changes.

Participants also acknowledged that a key role for education is communicating relevance between environmental issues and individual actions and decisions. Environmental issues must apply to the local area, and individual health and well-being, for people to get involved and take action. In addition, education allows people to see themselves in the solutions. The public needs to comprehend the issues and possible solutions so that identified goals are reached over time.

Another aspect of education discussed was equity of educational programs between target audiences and geographic location. Educational standards and capabilities vary from place to place, making equity an important consideration across initiatives.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on EDUCATION AND STEWARDSHIP?

A number of agencies were named as sources at the national, state (e.g., Environmental Education Commissions), regional, and local levels. These included entities such as the Centers for Ocean Sciences Education Excellence. In addition, participants rely on nonprofit organizations (e.g., aquariums), academic programs (e.g., environmental education symposiums), and scientific literature and miscellaneous publications (e.g., *Naples Daily News*), as well as media such as television (e.g., *Natural Geographic*, *Discovery*), radio, newspapers, and Web sites. Other sources of information on education and stewardship include formal associations (e.g., North American Association for Environmental Education, National Marine Educators Association), family members (parents, grandparents), and less typical sources (e.g., real estate agents, hotels).

3. What constraints have kept you from helping to resolve EDUCATION AND STEWARDSHIP?

A number of common constraints were identified for education and stewardship, including curriculum, students, time, and unforeseen obstacles. Across the board, teachers are considered overwhelmed, overburdened, and overworked. Other issues also complicate this issue. Mandates related to “no child left behind” and standardized testing force teachers to teach to the test, rather than focus on other activities or local issues. There are also liability issues that affect the teacher’s ability to provide field trips and experiential learning. Lack of accessibility to places and resources can place an additional constraint on education.

Other constraints that plague education relate to communication. In general, unified messages are lacking in educational programs across the Gulf. This complicates the issue, particularly when trying to demonstrate the relevancy of a particular issue to a particular audience. In addition, there are not enough clear lines of communication, specifically between various sectors of the community (e.g., scientists and the public). The overall implication of

communication breakdown is that it creates a disparity between recognized needs and the motivation to get involved.

Finally, socioeconomic factors affect education. In some places, resources are not available to ensure that teachers are trained adequately. In others, school districts have to allocate funding among competing interests. For example, rural school districts typically have more funding for field trips than urban ones because there are not as many competing activities (e.g., athletics, band, etc).

4. What role should the public play in helping to resolve EDUCATION AND STEWARDSHIP?

First, it is critical that the public remain engaged in this issue. The public can show support and value education by spreading the word, providing financial means, and becoming involved in local and regional efforts to educate themselves and then others. The public can also push the state for science education in schools.

People can also participate by getting involved in the political process. It is important for the public to vote, write public officials, and, in general, become more engaged in local government decision making. In this way, the public should communicate with community leaders to encourage action, participate in city council meetings, and put pressure on the politicians when issues arise that affect education.

Next, members of the public should educate their peers, family, and larger community. The public has the opportunity to remind government entities, agencies, and officials that education is important and part of their mission statement. They also have the opportunity to reach out to underprivileged communities, such as minority communities. The public can play a key role in passing knowledge along to the next generation though education. A number of public entities such as public libraries, museums, and festivals may further this transfer of knowledge.

Last, the public can take ownership over the issue of education and stewardship. It is critical that members of the public take responsibility and understand the consequences of their actions. For that reason, the public should participate in educational opportunities, take on an attitude of stewardship, and take actions that reinforce education and are protective of environmental resources. Furthermore, incorporating volunteers from the entire watershed helps the them develop a sense of place in their environment. Using education to gain a sense of place is also key to instilling an environmental value or ethic that can be passed through generations and will lead to behavior modifications long term.

5. What role should the government play at the local, state, and/or federal level in helping to resolve EDUCATION AND STEWARDSHIP?

Government agencies must create partnerships and collaborate with other agencies, stakeholders, and private entities to develop educational curriculums. It is through these partnerships and working relationships that effective programs can be identified and replicated as appropriate. Furthermore, using partnerships may enable government agencies to reach a broader range of constituents, including those at lower socioeconomic and educational levels.

In addition, government agencies should argue for the economic benefit of environmental education to bring them on a par with other programs that are traditionally more supported. It is important that the state continue to push for more funding for educational programs, which includes field trips and extracurricular science programs, as well as training for teachers.

Government agencies can also work to change state standards for education so that they require the incorporation of coastal science into the curriculum. Related to that, teachers should be shown how to teach with coastal or aquatic examples, in addition to terrestrial-based examples.

Population Growth and Development

1. How do you define POPULATION GROWTH AND DEVELOPMENT with respect to the health of the Gulf of Mexico?

In the end, this issue is about balancing demands of growth and people with environmental demands. Most people defined population growth relative to its effects on society and the environment. Socially and economically, low income and rural areas are typically the most highly affected. In addition, environmental problems identified as a result of population growth include increased levels of pollution, waste management (e.g., inefficiency of waste treatment plants because of increased waste volumes), economic losses (insurance, taxes), erosion, and competition for habitat, among others.

In general, participants acknowledged that growth is inevitable. However, they identified the need to prioritize areas that may be saved or can afford to be lost, and ways smart growth principles can play a role in development. It may be during that prioritization process that economic considerations (at the local level) come into play. However, participants hope that long-term economic considerations will play an equal role with short-term economic considerations.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on POPULATION GROWTH AND DEVELOPMENT?

A number of agencies were named as sources at the national, state, regional, and local levels. These included entities such as the chamber of commerce and regional planning councils. In addition, participants rely on nongovernmental organizations (e.g., Land Trust Alliance), university programs, and scientific literature and miscellaneous publications (e.g., Watershed Atlas), as well as media such as television, radio, newspapers, and Web sites (e.g., EPA Smart Growth Web site, low impact development Web site [LEED], Center for Watershed Development Web site). Other sources of information on population growth and development included building permits, tax rolls, and satellite photos, to name a few.

3. What constraints have kept you from helping to resolve POPULATION GROWTH AND DEVELOPMENT?

The several constraints identified here are a result of the very nature of this issue. For example, many felt population growth and development leads to issues of varying scales—both large and small—making it a difficult issue to manage. Related constraints include lack of enforcement, lack of empowerment, lack of accountability, and lack of a common goal among varying interests.

Historical decisions about zoning and water use permits also influence population growth and development. Furthermore, political will affects the context in which management decisions are made and implemented and is another widely acknowledged constraint across the Gulf. In general, people have the tendency to be more reactive than proactive under such stresses and circumstances. For that reason, natural resources are undervalued until a natural disaster happens.

Other constraints identified relate to capacity. Inadequate resources such as money and training were commonly identified, particularly as they relate to planning. Agencies also feel constrained by technology, noting that comprehensive data and maps are not available to assess growth impacts on a regional level, much less for the entire Gulf of Mexico. On the other hand, public apathy and lack of education on smart growth principles or low impact development continue to be constraints. Finally, a lack of personal experience with the environment or lacko

of a connection between developers and the environmental community also weighs into this issue.

4. What role should the public play in helping to resolve POPULATION GROWTH AND DEVELOPMENT?

The public plays a number of key roles. First, the public must remain engaged in this issue. Members of the public can support land trust organizations, participate in community meetings or workshops, submit comments to governing agencies, and encourage advocacy groups to work together. It was also suggested that the key environmental groups should be getting the public involved, instead of the public having to rally the environmental groups.

People can also participate by getting involved in the political process. It is important for the public to vote, write public officials, and, in general, become more engaged in local government decision making. This may also include holding elected officials accountable for land use decisions and using tools such as petitions and referendums.

Next, members of the public should educate their peers, family, and larger community about the importance of ecosystem health as it relates to population growth and development. It is particularly important to educate people inland so that they gain a better sense of the impacts of their everyday decisions. The public can also help to educate the media, which also serves to ensure that the public receives reliable, credible information.

Last, and perhaps most importantly, the public can take ownership of this issue. Members of the public should see the environment as a responsibility and practice what they preach. This can happen at multiple scales—from making small, individual decisions (e.g., report violations) to making large community-based decisions (e.g., reduce "bad" development). For that reason, it may be more effective to encourage the public to take ownership of local issues and then expand out to regional, Gulf-wide issues.

5. What role should the government play at the local, state, and/or federal level in helping to resolve POPULATION GROWTH AND DEVELOPMENT?

To help resolve the issue of population growth and development, the current circumstances need to be assessed. Cumulative impacts of current development trends need to be identified at the regional level and beyond. The economic value of natural resources must be assessed. Additional, there needs to be research on the impacts of growth management standards on the quantity and quality of tourism, which is often a driving force for local economies.

Furthermore, government agencies at all levels must provide incentives for employing smart growth principles to development and encourage efficient, planned communities. In doing so, agencies will also need to do some prioritization and identify areas of high sensitivity that will need protection as development evolves. Ultimately, government agencies should plan for growth by ensuring that infrastructure is in place before development approvals and by providing increased services to meet growing needs.

Government efforts, particularly at the local and state levels, need to promote "good" development and be accountable for how and what is developed based on character, value, and capacity. A level playing field should be created with no exemptions to rules and where decisions are made consistently. Furthermore, governments need to consider decisions that benefit the community as a whole and not just consider the economic driver.

Finally, government can help address this issue by strengthening regulations that are now vague or lacking, such as in rural areas. Furthermore, enforcement of existing regulations should be reinforced by relying on mechanisms of enforcement beyond the traditional permits and fines.

Apathy/ Societal Perceptions

1. How do you define APATHY/SOCIETAL PERCEPTIONS with respect to the health of the Gulf of Mexico?
The issue of apathy was defined by a number of perspectives. Some felt that the core of this issue was caused by people pointing fingers at someone else or thinking that environmental issues are "someone else's problem." Others want to help but do not know how, or do not have the power or resources to help. Still others just do not recognize that they are part of the whole.

Another way apathy can be characterized is by the lack of personal impact. If an environmental issue impacts a person, then they typically care. Participants expressed the need to further research incentives that would better encourage stewardship.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on APATHY/SOCIETAL PERCEPTIONS?
The primary source of information identified was social scientists and their associated research, Listservs, and conferences.

3. What constraints have kept you from helping to resolve APATHY/SOCIETAL PERCEPTIONS?
Participants recognized the need to make messages on Gulf issues compelling, perhaps by simplifying and replicating the message. The large number of messages seems to cause people to shut down and not care. In addition, social science methods and tools have not been used effectively to address this issue.

It is also important to make the obvious connections. For example, the link between peoples' actions and impacts needs to be explicit; otherwise, their misperceptions enable this issue to continue. More specifically, scientific information must be brought to the public.

4. What role should the public play in helping to resolve APATHY/SOCIETAL PERCEPTIONS?
Participants generally felt that the public was the source of this issue and, in that way, might not have a specific role. However, the role of media was specifically discussed and, in particular, the need to educate the public instead of focusing on a sensation or crisis.

5. What role should the government play at the local, state, and/or federal level in helping to resolve APATHY/SOCIETAL PERCEPTIONS?
Government agencies play a key role in translating science into meaningful messages for the public. They can also inform individuals on how they can be part of the solution. Hiring a famous spokesperson to communicate these messages may help gain public interest, support, and buy-in.

Similarly, it is important for agencies to communicate the risk of maintaining an apathetic attitude in the long term. Time becomes critical in that there is a need to measure a response in apathy and societal perceptions over time.

Lack of Enforcement

1. How do you define ENFORCEMENT with respect to the health of the Gulf of Mexico?
Participants defined the issue of enforcement in terms of the authorizing legislation and the inability to enforce legislation effectively. Authorizing legislation was thought to need more "teeth" and, in some cases, to be more clearly defined. Even more, some existing regulations are incompatible, thereby making enforcement extremely challenging.

Furthermore, the inability to enforce legislation was due to both this lack of clarity in legislation and the lack of capacity (time, staff, resources). As expected, the issue of enforcement penetrates a variety of environmental issues from fishing to zoning.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on ENFORCEMENT?
Participants most commonly identified the state and federal regulatory offices as sources of information. Local nonprofit groups may also provide assistance, since they often work in partnership with those regulatory agencies. Others referred to the Internet and the authorizing legislation as additional sources.

3. What constraints have kept you from helping to resolve ENFORCEMENT?
Participants identified a number of constraints that affect the issue of enforcement, beginning with a lack of communication among agencies and between agencies and the public. Particularly in situations where jurisdictions overlap, it is a challenge to know whom to call.

Another constraint is a lack of resources (e.g., time, money, staff), as well as political will. High staff turnover further enables this constraint. Others felt there is simply an unwillingness to enforce or a fear of reprisal.

It is difficult for regulatory staff members to make a case that will hold up in court. Lack of scientific information on which to base regulations and the general complexities of regulating and permitting add to this challenge. Furthermore, follow-up on cases is minimal.

4. What role should the public play in helping to resolve ENFORCEMENT?
The public can play a number of roles, starting with following the rules themselves. In that way, the public can serve as a role model by doing the "right thing," as well as offering to help others "do the right thing."

The public can also play a role in enforcement by staying educated, demanding to be involved, and being willing to act as watchdogs. Sponsoring environmental programs or joining advocacy groups is another way to stay engaged.

It is also important for members of the public to understand that their vote for a candidate is linked to the policies and laws they support. For that reason, write your representative and be politically active because it affects even issues such as enforcement.

5. What role should the government play at the local, state, and/or federal level in helping to resolve ENFORCEMENT?
One of the primary roles of government in enforcement is to provide resources, including funding, staff, and training, to better monitor and enforce programs, laws, and regulations. Similarly, a work environment filled with integrity can also help support better enforcement. With that in mind, government agencies can help limit influence of outside and internal pressures that

weaken environmental regulations and work to protect regulatory organizations from political influence.

Furthermore, government agencies can avoid managing by crisis by being proactive and offer creative incentives for compliance. This will help to reduce enforcement costs, including monitoring efforts. Also, government agencies should use punishments that fit the crime and hold companies and individuals responsible in an equitable manner.

Finally, government agencies need to better communicate among agencies and across jurisdictional boundaries. One way to do that is to remove the overlap of jurisdictions and streamline the regulation process without jeopardizing existing regulations. Agencies must better engage the public in this process. It is important that they clearly communicate regulations and penalties or the consequences for violation.

Funding

1. How do you define FUNDING with respect to the health of the Gulf of Mexico?
Participants communicated three aspects of funding: lack of funding, new funding, and accountability. First, it is generally known that funding is insufficient, particularly in the environmental realm. In response, participants identified the need to be creative and acquire new funding to help sustain ongoing and future efforts. The third aspect of funding relates to accountability. Participants recognize the need to make better use of existing funds to be effective long term.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on FUNDING?
Staffs of various local, regional, state, and federal government agencies, as well as research and nonprofit organizations, were the most common sources identified for information and assistance on funding. Ideally, participants felt the need to better coordinate among these organizations so that funding could be applied more effectively. Another source of information and assistance is a grant directory. Related to a grant directory, participants identified list servers as sources of information and assistance for grants.

3. What constraints have kept you from helping to resolve FUNDING?
One of the constraints in helping to resolve funding is the actual process of applying for funding. The grant application process was said to be complex and time-consuming. Participants also acknowledged that priorities change and therefore depend on the "crisis du jour," thereby creating an additional challenge.

Participants also identified a lack of knowledge as a constraint, particularly about sources of funding and awareness of money spent. Most taxpayers do not know how their money is spent. Furthermore, entities across the board are facing reduced budgets, and, as a result, sources of funding have become limited.

4. What role should the public play in helping to resolve FUNDING?
Participants unanimously agreed that members of the public need to support tax increases if they want results. In addition, citizens must take personal responsibility for causing impacts that require funding for effective solutions.

5. What role should the government play at the local, state, and/or federal level in helping to resolve FUNDING?
Participants had several ideas about the role of government and the issue of funding. First, government could make development and industries pay for themselves. Second, government could do a better job of prioritizing, rather than try to do everything; it is more important to do a better job with fewer projects. Third, government entities should take a regional perspective of funding and evaluate resources as they relate to assets, rather than base funding decisions on political geographies.

Red Tide

1. How do you define RED TIDE with respect to the health of the Gulf of Mexico?
Participants defined red tide in terms of its impacts to both the environment and economics. Participants also considered its affects on human and animal health.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on RED TIDE?
Participants look to the people who make their living or recreate on or near the water, such as fishermen, beach walkers, and divers. People also rely on their own observations or access peer-reviewed scientific literature and data.

3. What constraints have kept you from helping to resolve RED TIDE?
One of the most common constraints identified was denial that the problem even exists. Others identified lack of scientific understanding of red tide's causes and cures, as well as lack of funding for research and education, as constraints. A lack of political will or lack of time and understanding of how to get involved have also created challenges.

4. What role should the public play in helping to resolve RED TIDE?
Members of the public should actively seek out reliable information to educate themselves on this issue and also get involved by volunteering. The public can also put pressure on government and industry officials to take responsibility and act to resolve this issue. On a more personal level, the public can make sustainable decisions at the point of purchase and, overall, work to consume less.

5. What role should the government play at the local, state, and/or federal level in helping to resolve RED TIDE?
All levels of government should educate themselves about red tide and also work to increase communication with each other, as well as with the public. They should make red tide a priority and enact meaningful electoral and campaign finance reform to restore objectivity at all levels on regulatory and policy issues. Agencies could also change existing land and water use policies to incorporate sustainability. At the local level, governments should do monitoring near shores and bays.

Balancing Environmental and Economic Impacts

1. How do you define BALANCING ENVIRONMENTAL AND ECONOMIC IMPACTS with respect to the health of the Gulf of Mexico?
Participants defined this issue with respect to growth. Most felt that achieving this balance meant distinguishing between controlled and uncontrolled growth. In addition, participants expressed a desire to achieve balance beyond the short term and strive for economic and environmental balance for the long term.

Participants also framed this issue in terms of the relationship between economics and the environment. For example, if the environment is destroyed, it will affect the economy. The study of environmental economics plays a key role, in this case, so that habitats such as seagrass beds have a dollar value in the developers' market. In the end, there is a need to evaluate both environments to determine the tradeoffs.

In reference to finding "balance," participants determined that environmental stewardship and economic development are not mutually exclusive; they need to move forward together and be inclusive. Participants recognized the need for economic growth to continue. That said, it highlights the importance of making good decisions and setting good standards. Similarly, baseline economic and ecological data are essential so that changes can be measured over time and this "balance" can be better monitored.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on BALANCING ENVIRONMENTAL AND ECONOMIC IMPACTS?
Most participants identified state agencies and programs such as the Smart Coast Coastal Resource Management Program, which works with developers to understand the concept of "smart growth." Local chambers, regional planning commissions, and people living in the greater community (i.e., stakeholders) were also identified as resources. Several nongovernmental organizations (e.g., land trust programs, SANE – South Alabama Network for the Environment) were named. More generally, conferences, workshops, and media outlets were identified.

3. What constraints have kept you from helping to resolve BALANCING ENVIRONMENTAL AND ECONOMIC IMPACTS?
Participants acknowledged that historical decisions and issues have influenced the current culture and attitude of resistance to change. Distrust is another byproduct that perpetuates with conflicting messages from different groups within the community. For example, there is distrust of industry ("motivation is profit"), of government (e.g., "agency will do bad"), and between agencies (e.g., "I'm here from Washington and I'm here to help"). Failure to communicate, coordinate, and follow up on decisions has been another constraint that has hindered the ability to balance environmental and economic impacts. There is also a need to think outside the box and find a way to get a new audience. Participants felt the media, or other communication mechanisms, have not been utilized effectively to get the word out about various issues or decisions.

4. What role should the public play in helping to resolve BALANCING ENVIRONMENTAL AND ECONOMIC IMPACTS?

Because the Gulf Coast economy relies heavily on tourism, participants felt that the primary role the public could play in helping to address this issue is to stay informed and educated. In that way, the public can help to educate tourists and engage business groups (e.g., hotel/motel associations, restaurant associations) who survive off the tourist industry.

The public must also communicate and collaborate to address issues. Members of the public often have many of the same concerns, but no one talks to each other. Communities can support the development of a community master plan for "smart growth" that outlines what they want their county, state, or local town to look like.

Furthermore, participants communicated their desire to increase grassroots opportunities around the Gulf coast of Mexico. In general, partnerships need to be created to help provide financial leadership toward implementing practices that will support a better balance between environmental and economic impacts.

5. What role should the government play at the local, state, and/or federal level in helping to resolve BALANCING ENVIRONMENTAL AND ECONOMIC IMPACTS?

Participants acknowledged the importance of all levels of government providing opportunities to listen to people within their constituencies and understand what they want to happen. They are further encouraged to find creative ways to get large groups of people together to address key issues or to raise awareness. For example, agencies can utilize entertainment venues or festivals for such a purpose. Government agencies could also develop an environmental supreme court at the local level by creating a group with a variety of representation and bringing the group into environmental issues of concern.

More specifically, government agencies have the capacity to use geographic information system (GIS) technology to help resolve this issue of balancing environmental and economic impacts. In this way, agencies can bring key stakeholders to the table and visually illustrate the issues, ecological and economic data, and alternative results.

Invasive Species

1. How do you define INVASIVE SPECIES with respect to the health of the Gulf of Mexico?
Participants agreed that people do not acknowledge that introduced species are a risk. Many examples of invasive species were named, including popcorn trees, Japanese climbing ferns, cogon grass, kudzu, Formosan termites, giant salvinia, mosquito minnow, tilapia, tropical soda apple, mulch (harbors invasives), zebra mussels, and fire ants.

Participants also discussed the sources of these invasive species. For instance, pet stores are bringing all sorts of animals (e.g., frogs) in high quantities. Exotic pets can be invasive if released into our ecosystems. Furthermore, popular home improvement stores, such as Lowes and Home Depot, enable this issue by selling exotic and invasive species.

In framing this issue, others recognized the effects of catastrophic events. Hurricanes have increased the potential for spreading invasives. In fact, more native species tend to fare well during storm events, whereas exotic species do not fare as well (e.g., long leaf pines vs. loblolly pines). Debris trees can also spread invasives such as termites.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on INVASIVE SPECIES?
Most participants identified federal and state governmental agencies (e.g., Mississippi Department of Agriculture and Commerce), nongovernmental organizations, universities, and the Internet as useful sources of information.

3. What constraints have kept you from helping to resolve INVASIVE SPECIES?
One constraint identified was the lack of information and lack of mechanisms to distribute that information. More specifically, there is a lack of basic information on distribution of invasives.

Similarly, people within the community have a lack of awareness and understanding. Some participants wanted more information on the history of invasive species (i.e., where did they come from). Others that are more directly involved with invasive species say it is difficult to communicate the "what's in it for me" to the public, and felt there was a lack of awareness of tactics that could be used to repel invasives when the issue is identified.

Other constraints included lack of funding to develop new programs and broaden the channels to distribute information. Others identified the lack of enforcement and laws.

4. What role should the public play in helping to resolve INVASIVE SPECIES?
Participants felt the public plays a key role in resolving this issue. If citizens understand the issue, they might be more likely to change habits that exacerbate the problem, such as not rinsing boats, not cleaning grass-cutting equipment, etc. The public can also take the initiative and find out what is on their property and inform appropriate agencies when they identify invasives.

In addition, the public plays many roles within the community. Anyone who participates in garden clubs, bass fishing organizations, and the like has a stake in this issue and can help promote behaviors that have a positive influence on it. Garden centers, nurseries, and mulch suppliers need to distribute information and also be discouraged from supplying problem species.

5. What role should the government play at the local, state, and/or federal level in helping to resolve INVASIVE SPECIES?

The government plays an important role, particularly in sharing information (scientific and socio-economic) with the public and the media as it becomes available. More specifically, agencies need to identify long-term impacts associated with invasives, as well as show people the benefits associated with native species. Providing updates on existing studies and highlighting new technology for prevention may also be useful.

From the legislative perspective, agencies can work to adopt and enforce additional quarantine policies. They can also partner with entities "in the field" who can monitor existing conditions. Fishermen, for example, can monitor populations and determine whether they are being adversely affected. Providing funding for spectral signatures and aerial photography will help monitoring efforts, since these tools help identify where invasives are within any given landscape.

Political Agendas

1. How do you define POLITICAL AGENDAS with respect to the health of the Gulf of Mexico?
No information was documented for this question.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on POLITICAL AGENDAS?
No information was documented for this question.

3. What constraints have kept you from helping to resolve POLITICAL AGENDAS?
No information was documented for this question.

4. What role should the public play in helping to resolve POLITICAL AGENDAS?
The public can help to resolve this issue by first acknowledging that political agendas exist and trying not to be swayed by the "agenda du jour." The public can also take responsibility by participating and, as such, are encouraged to vote and write local and state politicians. Perhaps more importantly, the public can help establish and be responsible for incremental implementation via a plan of action and increased accountability.

5. What role should the government play at the local, state, and/or federal level in helping to resolve POLITICAL AGENDAS?
Participants insisted that government agencies that maintain transparency so the public can see where it can engage in the process is one way to help resolve the issue of political agendas. It was also suggested that both pros and cons of an issue should be reported. Another recommendation was to develop better scientific information on living aquatic resources (baseline data, methods) so that decisions can be made on sound science instead of politics.

Implementation: Turning Planning into Action

1. How do you define this issue with respect to the health of the Gulf of Mexico?
Participants see implementation as a necessary action to support the health and survival of the state. It is also essential for culture. Without expedited implementation of restorative and protective plans, all areas of the economy and culture will disappear in time. Implementation is also an underlying issue behind all other issues identified.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on this issue?
To help support implementation, participants identified a few sources of information and assistance. Sources included individual sites, such as the Barataria-Terrebonne National Estuary Program. Others suggested using existing foundations to lobby for implementation of projects. Still others suggested financial sources such as revenue sharing or existing legislation such as the Farm Bill.

3. What constraints have kept you from helping to resolve this issue?
Participants identified lack of knowledge, lack of consensus, and lack of involvement as the key constraints to helping to resolve the issue of turning planning into action. These constraints relate to the private sector as much as they do to the public sector.

4. What role should the public play in helping to resolve this issue?
A key role for the public is to stay educated by attending meetings, researching issues, and having a general understanding of the potential solutions. Another key role is to volunteer and promote implementation through hands-on experience. A third role for the public would be to vote, which lets public officials know the desires of the public in general.

5. What role should the government play at the local, state, and/or federal level in helping to resolve this issue?
A key role for government in helping to resolve this issue is providing effective leadership and facilitating implementation by sticking with the plans. It is equally important for the government to motivate the public and help prioritize at the local and state levels.

Hurricane Protection

1. How do you define HURRICANE PROTECTION with respect to the health of the Gulf of Mexico?
Planning for and buffering against hurricanes were fundamental characteristics of a healthy Gulf for participants in Louisiana. This issue was framed within a larger context, including the Working Coast concept. This means the Gulf serves to protect critical habitat, as well as people and infrastructure. It was recognized that many hurricane impacts result from population pressures of people living on or near the coasts. Specifically, participants recommended re-establishing natural areas, such as forested ridges, to act as hurricane buffers. They also recommended better utilization of current knowledge about land use planning to improve on past mistakes. A Gulf-wide comprehensive master plan was also suggested to identify wetlands and other sensitive environments.

2. Where do you go for information and assistance (e.g., technical, financial, etc.) on HURRICANE PROTECTION?
No information was gathered for this question.

3. What constraints have kept you from helping to resolve HURRICANE PROTECTION?
A variety of constraints were identified, including failure to modify building habits and failure to make the connection between protection and restoration of natural areas and decreased hurricane damages. Participants hypothesized that the reason for the disconnect was that protecting human lives was easier to relate to than restoring wetlands. Participants wondered how many times Louisiana would have to be rebuilt.

Further constraints include maintaining the levee system and determining appropriate alignment for levee protection. Subsidence has been a constraint because it is hard to control, and many areas considered highly vulnerable to hurricanes also have the highest subsidence rates.

Policy was identified as a contextual constraint that has expanded regarding hurricanes. An example was the increased number of parish-level groups now at the same table as what used to include only a handful of agencies. Another policy constraint has been flood insurance. Since insurance policies cover people in flood zones, it encourages them to stay in areas vulnerable to hurricanes. This insurance makes them "feel" safe. In this case, history has also been a constraint. Past management decisions have shaped the ecosystem into what it is today, thereby contributing to hurricane impacts. For example, one of the problems from Katrina was that narrow fingers created a funnel that served as a conduit for water to push inland and upward.

4. What role should the public play in helping to resolve HURRICANE PROTECTION?
The public needs to stay informed and recognize risks related to living in areas vulnerable to hurricanes. But since people are still tied to the resource, they are not willing to relocate out of vulnerable areas. The public is encouraged to work with government agencies to learn about the amount of land loss as a result of such natural disasters. Citizens are encouraged to build hurricane-resistant structures, be prepared by getting insurance (e.g., new governor's plan—those who didn't get insurance in a floodplain get 30 percent less), and take personal responsibility for living in a vulnerable place.

5. What role should the government play at the local, state, and/or federal level in helping to resolve HURRICANE PREPARATION?

Government agencies should 1) utilize building codes in combination with levees; 2) provide tax incentives for building to code and for rebuilding in safer areas away from the floodplain; and 3) encourage restoration and protection of coastal habitats, including coastal forests, wetlands, and barrier islands, as a buffer zone of protection. Various levels of government should work to fill technology and data gaps and, in particular, improve the mechanism for predictive models in hurricane protection.

Priority Actions

The Gulf of Mexico Alliance identified five issues that are regionally significant and can be effectively addressed through increased collaboration at the local, state, and federal levels. These priorities represent an initial focus for action through the Alliance:

- Water quality for healthy beaches and shellfish beds
- Wetland and coastal conservation and restoration
- Environmental education
- Identification and characterization of Gulf habitats
- Reductions in nutrient inputs to coastal ecosystems

Participants at the community workshops were asked to identify one thing they would want to see accomplished under each of these five priority issues. The following information summarizes the priority actions participants identified related to each of the states' top issues.

Water Quality for Healthy Beaches and Shellfish Beds

Citizens recognized that people must begin to care about water quality as a key to the Gulf's health. It was also understood that no single entity or individual is responsible for the problem; therefore, no single entity or individual can fix the problem. In fact, citizens acknowledged the need for a "holistic look at the system,", the ability to evaluate cumulative impacts, and recommended that a regional approach be taken in order to link sources to effects.

Across the Gulf, the use of technology was widely recognized as a way of helping solve environmental problems such as water quality. Source tracking, in particular, was the leading recommended strategy to address bacterial contamination. Citizens reported that they are actively seeking reliable sources of information and need the tools to help control harmful algal blooms. A real-time bacteria tracking and monitoring program was encouraged to more effectively guide local responses such as beach and harvest closures.

The need for increased coordination and integration of monitoring programs was also widely recognized. Citizens called for a '"baseline of comparison" and "historical references for the natural conditions" to aid managers in determining appropriate targets. More specifically, they recommended standardization of data from their regional ambient monitoring programs—including those used by volunteer programs. In addition, comprehensive strategies such as research, education, and funding were also advised to help address this problem. A comprehensive approach may help the public better understand water quality issues, but perhaps more importantly, find ways to contribute to solutions.

Specific Recommendations

- Coordinate water quality data in a centralized location.
- Install central sewage treatment and get rid of all septic systems.
- Allocate storm water runoff into wetland filtration system prior to being released in the Gulf.
- Provide sewer service to get rid of septic tanks in low-lying coastal areas.
- Establish Gulf-wide volunteer monitoring program to bring people into the solution equation.
- Enforce current regulations (i.e. clean water act).
- Develop, implement, and enforce total maximum daily load standards.
- Identify sources of degradation and prioritize based on impact.

- Acknowledge that land use planning is necessary to control nonpoint source pollution (farming, highways, urban areas) and requires buffers and filters.
- Develop tools that define and illustrate the relationship between land use and water quality.
- Pick one or two well understood measures related to water quality—as was done with air quality (ozone, pollution rating)—and frequently communicate them to the public.
- Improve science indicators (bacteriological, etc.) and study ways of controlling red tide.
- Improve spatial extent of observations.
- Re-establish historical hydrology.
- Require mandatory planting and, where possible, offer credit to homeowners who follow through.
- Adopt sustainable tourism practices.
- Stop issuing permits to industries that pollute.
- Enforce more restrictions on industry dumping.
- Really address freshwater management issues and buy land for retention zones.
- Use local media to educate the general public about water quality and how it affects everyone.
- Reassess zoning that allows development too close to the beach.
- Develop and maintain geographic information system (GIS) tools to support best management practices for water quality.
- Increase knowledge of, and dissemination of, water quality parameters through an Integrated Ocean Observation System across the Gulf of Mexico watershed.
- Implement best management practices to help with erosion and sediment control.

Wetland and Coastal Conservation and Restoration

Gulf-wide, citizens recognized the magnitude and rate of wetland loss and specifically identified isolated wetlands as a common concern. Issues and impacts surrounding development permeated these concerns particularly as they relate to wetland function, and overall conservation. For this reason, the importance of conserving these habitats in their natural state and reducing the impacts of development through education and physical means, such as set backs, was highly recommended. Lack of regulation and enforcement of existing rules was another concern related to habitat loss. Citizens recognized that other habitats, such as coastal prairies, dunes, and riparian forests, also needed protection in order to secure the ecosystem as a whole.

Citizens further identified the need for partnerships and priority-setting schemes to focus on critical sites that would currently benefit from restoration. The concept of providing directed funds to focused restoration efforts by all constituents—and leveraging funds where they can be most effectively used—was also strongly supported. Overall, citizens endorsed the need to improve coordination and communication among agencies to reduce unnecessary duplication of effort, gaps in management, and also improve consistency across agency lines.

One topic specific to the Louisiana workshop was the connection between wetland restoration and hurricane protection. Attendees said that coastal wetlands have historically mitigated storm impacts, and that recent wetland losses have left coastal areas in Louisiana increasingly vulnerable. Community members feel that wetland restoration must be a priority as the Gulf region strives to recovery from Hurricanes Katrina and Rita.

Specific Recommendations

- Have state and local government agencies pick up regulation where federal agencies leave off (by their mandate).
- Use high school students to grow native grasses and help restore coastal wetlands.
- Improve regulation and enforcement related to wetland protection.
- Stop habitat destruction and regulate development.
- Develop uniform setbacks and zoning restrictions for all coastal wetland areas, riparian areas, and watersheds.
- Eliminate filling of coastal wetlands by more stringent Corps-permitting requirements. Stop issuing permits to fill or destroy wetlands, marshes, and tidal marsh areas. Stop permitting the destruction of wetlands and drainage of flow-ways and then restore hydrology of the remaining wetlands.
- Require more stringent permitting of coastal development.
- Create more volunteer opportunities.
- Initiate a mass planting of native, erosion control species, and remove invasive plant species.
- Require set backs with no variances (easier to preserve than restore).
- Acquire land adjacent to coastal wetlands.
- Buy now and restore later.
- Increase monitoring so we know how the restoration efforts are working.
- Think long-term with respect to data collection and monitoring.
- Use transitional habitats between intertidal and upland habitats.
- Prohibit building in coastal hazard zones.
- Continue current protection and develop a wetland development initiative to strategically locate the function of wetlands in areas safe from rising sea levels.
- Assess the coastline to determine where the greatest need for restoration is located in order to prioritize projects and include restoration of adjacent upland habitats (buffers).
- Restore 10 percent of Gulf-wide wetland systems.
- Establish more protected areas like sanctuaries and parks.
- Enhance education in schools to promote young stewards that will continue working on restoration as they mature.
- Form partnerships with entertainment media to promote funding and recognition of restoration efforts—perhaps through a reality show, fundraiser, or positive public relations.
- Produce education events for property owners and citizens who value the role and function of wetlands.
- Increase use of remove sensing technologies to provide baseline and monitor wetland systems.
- Incorporate importance of wetlands into development planning.
- Provide economic incentive.
- Supply tax development to pay for restoration.
- Motivate businesses and residents to pursue native landscaping.
- Increase funding for land acquisition.
- Improve awareness of the need for restoration.

Environmental Education

Community workshop attendees recognized the importance of all citizens understanding the link between a healthy Gulf and the economic and human health of local communities. They readily acknowledged that an educated public is essential for local communities to feel like part of the

solution. Strengthening stewardship ethics among individuals and local communities was also a key idea supported by citizens. It was generally accepted that education is a lifelong pursuit and comprehensive efforts should be made to educate people across age groups and across different walks of life.

Improved coordination among existing education and outreach providers was specifically requested by a number of citizens across the Gulf—who also advocated for sharing models or case studies from successful programs. Citizens also voiced the need to provide a consistent message across various levels of education and state curriculums to infuse critical facts about the Gulf.

Across the Gulf, citizens reinforced the need to make the connection between activities in their own back yards and impacts in other parts of the region. It was, in fact, recommended that a multi-media approach be used to more effectively educate the general public in an entertaining fashion, build awareness of the quality of life at risk if current practices continue, and reveal diverse perspectives related to each issue. Citizens were particularly aware of, and concerned about, reaching out to citizens "upstream" who may not understand the national importance of the Gulf and how their actions affect this important resource.

Specific Recommendations

- Develop a recognizable brand or insignia for the Gulf of Mexico that resonates across social and academic environments throughout the Gulf.
- Include education on the Gulf in public places such as on televisions in banks and government buildings.
- Create and distribute free book covers to all middle and high school students that feature facts and photos of the Gulf of Mexico.
- Expand use of GIS in schools and public outreach for various environmental issues in the Gulf.
- Increase the number of environmental programs on cable television, Animal Planet, and the Public Broadcasting System.
- Establish a curriculum resource center that incorporates Gulf environmental issues into curriculum in coastal county schools.
- Mandate environmental education programs throughout all U.S. public schools in every grade level.
- Emphasize lifelong learning to allow for continuing re-enforcement and reward for good environmental behavior and promote stewardship for coastal resources.
- Reach out to multicultural and minority audiences, specifically inner city and rural communities, with materials marketed to their languages, needs, concerns, and desires.
- Target low-income communities who do not generally have the same access to the Gulf as the wealthy (who own boats or waterfront property).
- Create partnerships to share and disperse information.
- Target specific groups of the public to inform and educate to their specific interests, rumors, or beliefs.
- Tell stories relating to environmental issues.
- Teach the public and businesses about sustainable lifestyles and practices.
- Evaluate the effectiveness of education programs to understand whether the goals of the program being met, what works, and what doesn't.
- Fight apathy through education.
- Empower the public to engage in citizen science.

- Connect people to the resources themselves by engaging them in field trips.
- Develop job training programs that lead to environmental education jobs for locals.
- Hold regional festivals to disperse information to general public.
- Inform America how important the Gulf of Mexico is to our country and the rest of the world by focusing on “what's in it for me?”
- Incorporate educational materials in utility bills.
- Educate consumers to the costs and value of the environmental service provided by our natural heritage by establishing credible values and spreading the knowledge about environmental functions.
- Fund hands-on programs for legislators, county commissioners, and other decision makers.
- Educate groups beyond the usual suspects, such as realtors associations.

Identification and Characterization of Gulf Habitats

Citizens across the Gulf identified the need to define and describe the full suite of habitat types throughout the Gulf (i.e. upland to pelagic)—and how these habitats fit into the global perspective. Creating this level of baseline data was strongly encouraged in order to accurately measure impacts from various sources such as anthropogenic, catastrophic events, or others. Many also recognized the importance of science-based approaches to management that are well coordinated among agencies.

Citizens suggested that information related to habitat not only be coordinated, but also disseminated in a way decision makers can use it to help “tell the story.” It was consistently recommended for maps to be developed that characterize all habitats at the state and regional level, advising specifically that they be user-friendly, easy to access, and updated continuously. Similarly, citizens advocated for an on-line inventory that not only describes various habitats, but also identifies factors that influence habitat quality and quantity such as existing land uses. It was suggested that providing standardized mapping and data collection techniques among the five states and all levels of government would also be beneficial to this effort.

Specific Recommendations

- Continue to use available technologies such as GIS, Global Positioning System, and remote sensing to map habitats and monitor/evaluate change over time as they relate to preservation goals.
- Increase ‘“ground-truthing” (i.e. validation of data in the field) for use in GIS and remote sensing.
- Refine remote sensing techniques for spatial and temporal characterization of Gulf habitats.
- Increase research funding to inventory sensitive and critical habitats.
- Provide training for habitat assessment and identification.
- Educate the public and community leaders on the linkages between different habitat types and impacts from upland sites on the Gulf of Mexico.
- Make a visual (e.g. video) of each habitat that demonstrates the impacts of change. A picture speaks a thousand words.
- Take a member of Congress on a diving trip.
- Engage the research community in comprehensive assessment of existing data to help identify gaps.
- Transfer science to managers in a useful format.

- Utilize local knowledge to help identify habitats.
- Incorporate data into decision making as it gets developed. Do not delay action until "everything" is understood.
- Collect and maintain useful data for *all* Gulf habitats.
- Coordinate existing data and distribute widely across the region.
- Bridge the gap between products and decision makers.
- Compile existing large-scale information that relates to, or affects, Gulf habitats—including circulation and other transient features.
- Involve the public through education, monitoring, and reporting.
- Identify indicator habitats to help inform on ecosystem health issues.
- Implement land and water use policy changes instead of funding field studies.
- Coordinate ecosystem focused studies for the entire watershed.
- Add habitat themes to applicable Web pages.
- Place educational signs in high access areas or in areas of special interest.
- Ensure protection of all functioning ecosystems.

Reductions in Nutrient Inputs to Coastal Ecosystems

Across the Gulf, citizens grasped the correlation between land-use and development activities and their influence on nutrient loading. Consequently, citizens recognized the need to better manage these practices so as to help control nutrient levels and ultimately sustain ecosystem health. Citizens further acknowledged the function that wetlands play in the system—and advocated for improving the resiliency of these sites in order to increase absorption of nutrients and to reduce overall negative impacts from nutrient loading.

Gulf citizens recommended implementing nutrient criteria and adopting state water quality standards for nutrients in all Gulf States. Improving data collection efforts to develop baseline data and increasing monitoring was also highly advised. Overall, citizens recognized the need to share and coordinate information and data across geographic boundaries and all levels of government.

Citizens Gulf-wide advocated for a multi-faceted approach to reducing nutrient inputs, including stronger enforcement of existing laws to help diminish future violations and improving education—particularly of upstream communities—so that people comprehend the relationship between individual actions and large-scale impacts.

Specific Recommendations

- Build vegetative buffers to filter nutrients entering into the water.
- Upgrade sewage and stormwater treatment across the entire water drainage system.
- Label all fertilizer and pesticide containers with information about nonpoint source runoff to help the public understand the impacts and causes of nutrient loading.
- Work with homeowners associations on chemical treatment for lawns.
- Provide incentives for people to change the behaviors that are contributing to nutrient loading. For example, reward farmers who implement alternative farming practices with a coastal vacation.
- Encourage sustainable design in community development. Implement alternative farming practices such as organic farming.
- Determine what an acceptable level of nutrients is and work to reduce those inputs.

- Improve the science to pinpoint sources of pollution and understand timing of nutrient loading as it relates to circulation and seasonal factors.
- Develop a better understanding of the relationship between land-use and nutrient problems. Comprehensive measures are needed to learn what is entering the Gulf from land-based sources.
- Make all polluting activities more expensive so the cost of harm to the environment and other “externalities” are included in all economic activity.
- Strengthen regulation of fertilizer use in domestic agriculture, and accurate monitoring.
- Set, enforce, and impose adequate fines. Enforce existing regulations and maintain and reinforce (i.e. air and water) regulatory programs (rules and enforcement).
- Enforce “no net loss” of wetlands.
- Improve data collection efforts to develop a baseline and then monitor (using citizen involvement) to gauge success or degradation of resources.
- Refine and implement nutrient criteria and standards consistently across the Gulf states.
- Establish and implement best management practices region wide.
- Consider impervious surface thresholds when making decisions about land use and permitting.
- Standardize monitoring for Gulf states and then work up the Mississippi to include upstream communities.
- Improve data management, communication across various levels of government, and technologies such as source tracking.
- Manage growth (less sprawl and more planned communities).

Overall Themes and Implications

The Alliance community workshops provided a wealth of information about issues concerning citizens across the Gulf coast. As this report has outlined, the workshops identified the topics that people see as priority issues for the health of the Gulf of Mexico, gathered information on current efforts and constraints to addressing these issues, and collected numerous suggestions of actions that should be taken in both the public and private arenas.

This section of the report highlights five overall themes that emerge when results from all eight workshops are compiled, and discusses some of the implications of these common themes.

Theme 1: People care about the five priority issues and want to stay involved

The community workshops validated the five issues identified by the Alliance as priorities for action over the next 36 months. Communities are universally concerned about water quality issues, including nutrient inputs. Gulf habitat loss was discussed at every workshop, and attendees raised a myriad of issues related to wetland and coastal conservation and restoration. Environmental education not only emerged as a priority issue at most workshops, but was repeatedly identified as a critical component of addressing all the other issues raised.

Attendees of the workshops are concerned about the five issues because they have real impacts on their day-to-day lives and the futures of their children. By highlighting the human dimensions of these issues, the workshops reinforce the importance of the Alliance's actions in these areas. For example, attendees did not talk about water quality in terms of parts-per-thousand of a particular pollutant, but rather discussed their desire to have clean water for drinking, swimming, and fishing. Similarly, attendees see the connections between habitat restoration and their children being able to go fishing in the future, as well as connections between wetland restoration and storm protection.

Because the issues are so important to them, attendees are very interested in staying engaged with the work of the Alliance. Participants at every workshop expressed a desire not only to stay informed, but also to actively contribute—either through future workshops or through direct participation—to actions the Alliance is pursuing. Some attendees talked about participating as individual volunteers on projects, while others suggested that they could potentially get their employers involved in educational efforts. As the Alliance moves forward, the community workshop attendees are a constituent base that is interested in contributing to future efforts. They are also a group that can spread the word about Alliance goals and actions to friends, family, and colleagues.

Theme 2: Citizens understand and are concerned about the "big picture" issues that impact states' ability to address priority issues

The eight workshops revealed that Gulf citizens are not only informed about specific environmental issues, but are also savvy about the context within which state agencies operate. For example, when talking about a particular issue such as loss of habitat in a local bay, participants would identify both the need for funding and collaboration across agencies as key elements of any solution. Attendees clearly understood that several over-arching or "big picture" issues influence how and if specific problems related to the health of the Gulf can be effectively addressed.

One over-arching issue that was raised was the need to balance economic and environmental interests. At two workshops this rose to the top as a priority issue, and it was a topic of discussion at all the workshops. A second topic that came up consistently was that both funding and political will must be present in order to address the priority issues impacting the current health of the Gulf of Mexico. A third and related idea discussed by participants was that societal perceptions, attitudes, values, and beliefs are critical variables because these drive both individual behavior as well as people's support for governmental actions. Discussions about societal attitudes and beliefs consistently led to recommendations for enhanced environmental education efforts across all age groups.

Theme 3: Participants identified the lack of land use planning, enforcement, and coordination as key constraints

During break out groups to discuss their priority issues, workshop attendees were asked to identify constraints that have prevented these issues from being addressed. They were specifically asked to think about restrictions beyond time and money. In reviewing the results of all eight workshops, three key constraints to resolving priority issues emerged.

The first commonly identified constraint was a lack of land use planning. Attendees connected this to a variety of issues, including habitat loss and water quality and quantity concerns. At one workshop, the lack of land use planning rose to the top as a priority issue, and the broader issue of population growth and development was ranked in the top five at four additional workshops. A second and related key constraint was lack of enforcement of existing regulations. Attendees suggested that significant progress could be made on the issues of concern merely by enforcing regulations already on the books. Two workshops identified this lack of enforcement as one of their top five issues.

A third constraint raised across topic areas was a lack of coordination. This constraint was seen as holding back progress both because of lost opportunities and duplication of efforts. Of special note is that attendees were not just calling for better coordination across different governmental agencies and levels. Rather, they recognized the need for improved coordination, communication, and cooperation across all sectors (public entities, private industry, nonprofit organizations, and citizens).

Theme 4: The Alliance should consider additional issues beyond the five priority issues

As mentioned above, the workshops verified that the Alliance's five priority issues are important to citizens, but the workshops also raised additional topics that are of concern to Gulf communities. The following four additional topics were discussed at multiple workshops and emerged as a top issue in at least one workshop:

- ◊ Loss of traditional coastal communities: The Apalachicola workshop identified the loss of cultural and economic viability in coastal communities as a top issue. The loss of traditional communities also came up at the Thibodaux workshop. Although this specific topic did not receive extensive discussion at the other locations, it is clearly related to concerns about unsustainable growth and development along the Gulf Coast (that came up across workshops).
- ◊ Red tide: The Sarasota workshop identified this as a priority topic—and red tide and harmful algal blooms were listed at many workshops during the group brainstorming and individual sessions.

- ◊ Invasive species: The Mississippi-Alabama workshop identified invasive species as a priority concern. And, as with red tide, this was an issue included in most if not all of the group brainstorming sessions. Attendees were concerned about both terrestrial and aquatic invasive species.
- ◊ Hurricane protection: The Thibodaux workshop identified this as a priority topic. As discussed in theme five below, hurricane-related issues were raised in all workshops held after Hurricane Katrina struck the Gulf Coast on August 28.

Theme 5: Hurricane issues permeated discussions in the post-Katrina workshops

Although hurricane protection was selected as a top issue only at the Thibodaux workshop, hurricane issues permeated all post-Katrina community workshop discussions. Participants from Texas, Louisiana, Mississippi, and Alabama talked about the impacts of Hurricanes Katrina and Rita, and they made connections to the issues they identified as priorities for the health of the Gulf of Mexico. For example, attendees talked about habitat loss being exacerbated by recent hurricanes and how storm impacts have created water quality concerns and facilitated the spread of invasive species. Citizens are not only worried about the existing impacts from Katrina and Rita, but also about the potential impacts of future hurricanes on the Gulf region.

In addition to identifying impacts, workshop attendees also talked about how the recovery process is related to Alliance priorities. Perhaps the issue with the most obvious connection is wetland and coastal conservation and restoration. Conservation and restoration are needed not only for habitat and water quality benefits, but also for storm protection benefits. Participants also discussed the idea that recovery and rebuilding efforts, if carefully planned, can help to address environmental health issues that existed before the storm, and mitigate future impacts of development. Local communities impacted by the hurricanes recognize there is an opportunity to use smart growth principles and large-scale habitat restoration to rebuild a stronger, more resilient Gulf Coast.

Appendices

APPENDIX A: ATTENDEE LISTS			
Location of Workshop	**First Name**	**Last Name**	**Affiliation**
Naples, FL **6/10/05**	Jorge	Agobian	Florida Gulf Coast University (FGCU)
	Bruce	Anderson	Roetzel & Andress
	Katherine	Andrews	Florida Department of Environmental Protection (DEP)
	Capt. Pam	Ball	Ten T's Tours
	Bill	Barnett	City of Naples
	Tad	Bartareau	DEP Rookery Bay National Estuarine Research Reserve (NERR)
	Mike	Bauer	City of Naples
	Brian	Beckner	La Playa Golf Club
	Ilze	Berzins	Florida Aquarium
	Dr. Fay	Biles	FAVA Associates
	Chris	Boland	Saltwater Sports
	Robert	Bosenberg	Army Corps of Engineers
	Brenda	Brooks-Solveson	Big Cypress Restoration Coordination Team
	Columbus	Brown	U.S. Fish & Wildlife
	Billy	Bruce	*Marco Island Eagle*
	Gloria	Car	Environmental Protection Agency (EPA)
	Colleen	Castille	Florida Department of Environmental Protection
	Vince	Cautero	City of Marco Island
	David	Ceilly	The Conservancy of Southwest Florida (SW FL)
	Scott	Clair	*Naples Daily News*
	Carolyn	Cochrane	Florida Yards and Neighborhoods
	Gary	Conley	A.G. Edwards
	Catherine	Corbett	Charlotte Harbor National Estuary Program (NEP)
	Joe	Cox	Children's Museum
	Bob	Curtin	Regenerated Resources
	Debbie	Danford	Texas (TX) Land Office
	Margaret	Davidson	National Oceanic and Atmospheric Administration (NOAA)
	Liza	DeLizo	Florida Gulf Coast University
	Dick	Eckenrod	Tampa Bay Estuary Program
	Dan	Farrow	NOAA
	Cheryl	Ferrara	*Marco Island Eagle*
	Chris	Fontaine	Naples Women's Club
	Torin	Fontaine	Naples Women's Club
	Cynthia	Frisch	Pegasus Foundation
	Jim	Giattina	Environmental Protection Agency
	Carol	Glassman	Marco Island Sun Times
	Bryon	Griffith	Environmental Protection Agency
	David	Guggenheim	Florida DEP
	Kevin	Halesworth	Collier County Gov
	Layne	Hamilton	USFWS
	Steve	Hart	Office of Congress. Mario Diaz-Balart
	Jennifer	Hecker	The Conservancy of SW FL
	Philip	Hinesley	Alabama (AL) Department of Conservation

Naples, FL **6/10/05**	Brian	Holley	Naples Botanical Garden
	Scott	Hopkins	Cedar Bay Marina
	Beth	Housewert	Department of Environmental Protection (DEP) Rookery Bay NERR
	Jon	Iglehart	Florida Department of Environmental Protection
	Phil	Jentgen	Naples Marina
	Sara	Jewell	Collier Marine Industries
	Edward	Johnson Ph.D.	NASA
	John	Kalafarski	Everglades National Park
	Albert	Katz	Save the Bay
	Amy	King	AL Department of Conservation
	Ellie	Krier	EK Consulting
	Keith	Laakkonen	DEP Rookery Bay NERR
	Jason	Lauritsen	Audubon of Florida
	Robert	Lee	Naples City Manager
	Christy	Loper	NOAA
	Gary	Lytton	DEP Rookery Bay NERR
	Jeff	Mangan	West Bay Club
	Gary	McAlpin	Visitors Center
	Larry	McKinney, Ph.D.	Texas Parks
	Sally	McPherson	South Florida Water Management District
	April	Meffert	A & B Charters
	Cheryl	Metzger	DEP Rookery Bay NERR
	JoNell	Modys	Visitors Bureau
	Victor	Morales	City of Naples
	Joe	Moreland	Estuary Conservation
	Frank	Muller-Karger	University of South. Florida
	Ananta	Nath	South Florida Water Management District
	Frank	Nearhoof	Florida Department of Environmental Protection
	Musa	Nossier	Collier County
	Pat	O'Donnell	DEP Rookery Bay NERR
	John	Ogden	University of South Florida
	Jason	Old	WFTX-TV
	Nancy	Olson	Collier Parks & Recreation
	Donna	Pace	Rookery Bay NERR
	Christina	Panko	Florida Gulf Coast University
	Nancy	Peterson	University of Florida
	Rich	Pierce, Ph. D	Mote Marine Laboratory
	Ellen	Prager	Earth2Ocean
	Garrett	Richter	Fifth Third Bank
	Don	Roman	National Coastal Data Development Center (NCDDC)
	Charles	Schoennagel	U.S. Dept of Interior
	Peggy	Sealfon	Sealafon & Associates
	Erica	Seiden	ERD
	Craig	Seibert	Collier County
	Mike	Shirley	DEP Rookery Bay NERR
	Eric	Staats	*Naples Daily News*
	Lois	Swaim	Friends of Rookery Bay

Naples, FL **6/10/05**	Ron	Swaim	Friends of Rookery Bay
	Dr. Greg	Tolley	Florida Gulf Coast University
	Richard	Valera	Stormwater Collier County
	Laura	Walls	FGCU
	Jack	Wert	Visitors Center
	Linda	Young	Clean Water Network
	Renee	Wilson	Rookery Bay NERR
Tampa, FL **8/23/05**	Tony	Janicki	Janicki Environmental, Inc.
	Charles	Kovach	Florida Department of Environmental Protection
	Kevin	Riskowitz	City of St. Petersburg
	Erica	Moulton	Hillsborough Community College
	Erika	Capellupo	Audubon of Florida
	Bryan	Pridgeon	U.S. Fish and Wildlife Service
	Shawn	Landry	University of South Florida
	Donald	Duke	USF, Department of Environmental Science and Policy
	Roger	Johansson	City of Tampa
	Frank	Muller-Karger	USF, College of Marine Science
	Dolly	Cummings	Ruskin Community Development Foundation
	Suzanne	Cooper	Tampa Bay Regional Planning Council
	Pauline	Luther	Environmental Distance Learning
	Bob	Minthorn	Tampa Bay Estuary Program Citizens Advisory Committee (TBEP - CAC)
	Russell	Owens	
	Lori	Pillsbury	Florida Department of Environmental Protection
	Barbara	Motte	Environmental Protection Commission of Hillsborough County (EPC – HC)
	Paul	Bissett	Florida Environmental Research Institute
	Jessica	Britt	Florida Environmental Research Institute
	Kendall	Sanderson	Tampa Bay Watch
	Ann	Hodgson	Resource Designs, Inc.
	Merrie Beth	Neely	Florida Fish and Wildlife Conservation Commission's Fish and Wildlife Research Institute
	Robert	Weisberg	University of South Florida
	Robert	McWilliams	Pinellas County - Water Resources
	Ann	Forstchen	Florida Fish and Wildlife Conservation Commission's Fish and Wildlife Research Institute
	Stephanie	Letson	
	Anamarie	Rivera	Pinellas County Adopt-A-Pond Program
	Mitch	Attias	Florida Master Naturalist Program
	Michael	Henderson	NOAA - Tampa Bay
	Jeff	Stewart	Mosaic Fertilizer
	Nancy	DeLamar	The Nature Conservancy
	October	Railey	Ash Engineering, Inc.
	Angela	Gable	Ash Engineering, Inc.
	Betsy	Ilfeld	
	Sue	Croley	
	Albert	Hine	University of South Florida, College of Marine Science
	Chuck	Coleman	Hillsborough County Marine Safety

	Brandt	Henningsen	SWFWMD-SWIM
	Andy	Squires	Pinellas County Department of Environmental Management (DEM)
	Gil	McRae	Fish and Wildlife Research Institute
	Wendy	Valle	Tampa Bay Watch
	Donald	Moores	Berryman & Henigar, Inc.
	Kristina	Jackson	Sierra Club
	Christopher	Anastasiou	SWFWMD - SWIM
	Gerold	Morrison	Environmental Protection Commission (EPC) - Hillsborough County
	Heather	Masonjones	University of Tampa
	Michelle	McIntyre	Alliance Coastal Technology/ University of South Florida
	Michael	Dalsis	Ash Engineering, Inc.
	Mark	Luther	USF College of Marine Science
	Geoffrey	Morrison	The International SeaKeepers Society
	Johan	Schijf	USF College of Marine Science
	Laura	Flynn	Lewis Environmental Services, In.
	Bob	McConnell	Tampa Bay Water
	Jodi	Pracht	Archaeological Consultants, Inc.
	Karen	Hamel	
Tampa, FL	Gilbert	Sigua	U.S. Department of Agriculture – Agriculture Research Service (USDA-ARS)
	Laura	Geselbracht	The Nature Conservancy
8/23/05	Doug	Shaw	The Nature Conservancy
	Jim	Jeansonne	NOAA Office Response Restoration
	Brad	Robbins	Mote Marine Laboratory
	Kerry	Cromie	Hillsborough County Real Estate Department
	Irene	Abbot	Eagle Audubon Society
	Louise	Huberty	Eagle Audubon Society
	Deborah	Epperson	Minerals Management Service, Gulf of Mexico Region
	Chris	Friel	
	Alex	Soloviev	NOVA University-w/Mark Luther
	Mike	Salinero	*Tampa Tribune*
	Gary	Florence	Photoscience
	Bryon	Griffith	Gulf of Mexico Alliance
	Gary	Lyton	Rookery Bay National Estuarine Research Reserve
	Jim	Anderson	Seagrass Recovery
	Jim	Hill	Fox 13 News
	Lindsay	Griffen	Tampa Bay Estuary Program
	Holly	Greening	Tampa Bay Estuary Program
	Dick	Eckenrod	Tampa Bay Estuary Program
	Ron	Hosler	Tampa Bay Estuary Program
	Colleen	Gray	Tampa Bay Estuary Program
Tampa, FL	Charles	Kovach	Florida Department of Environmental Protection
	Frank	Muller-Karger	University of South Florida, College of Marine Science
PUBLIC SESSION	Dolly	Cummings	Ruskin Community Development Foundation
8/23/05	Pauline	Luther	Environmental Distance Learning

	Bob	Minthorn	Tampa Bay Estuary Program Community Advisory Committee (CAC)
	Pauline	Archard	Tampa Bay Estuary Program CAC
	Paul	Bissett	Florida Environmental Research Institute
	Jessica	Britt	Florida Environmental Research Institute
	Pamela	Harris	Environmental Strategies
	Robert	Weisberg	University of South Florida
	Robert	McWilliams	Pinellas County - Water Resources
	Steven	Vetter	Goldie Feldman Academy
	Clay	Hankinson	
	Jeanette	Doyle	Save Our Bays and Canals (SOBAC)
	Wright	Barrs	
	Mitch	Attias	Florida Master Naturalist Program
	Lynnette	Riva	
	Matthew	Riva	
	Nancy	DeLamar	The Nature Conservancy
	Sandra	Ripberger	Tampa Bay Estuary Program CAC
	Chad	Bedee	Big Bend Seagrasses Aquatic Preserve
	Sue	Croley	
	Eric	Gasch	U.S. Army Corps of Engineers (USACE)
	Gil	McRae	FWRI
	Seth	Blitch	Apalachicola National Estuarine Research Reserve/FDEP
	Sue	Brandon	Tampa Bay Estuary Program - CAC
Tampa, FL	Kristina	Jackson	Sierra Club
PUBLIC SESSION	Mark	Luther	University of South Florida College of Marine Science
	Luisella	Mazzone	Surfrider Foundation-Tampa Chapter
8/23/05	Geoffrey	Morrison	The International SeaKeepers Society
	Laura	Geselbracht	The Nature Conservancy
	Jake	Respondek	Future Surfrider Chapter
	Deborah	Epperson	Minerals Management Service, Gulf of Mexico Region
	Joe	Murphy	Sierra Club
	Mary Alice	Merlin	U.S. Coast Guard
	Kellar	Carmouche	
	Sandra	Carmouche	
	John	Iliff	NOAA Restoration Center
	Dave	Engle	Bonefish, Tarpon Unlimited
	Melissa	Larsen-Walker	
	Bonnie	Atwood	
	Michelle	Unsworth	
	Tom	Gustafson	NOVA University-w/Mark Luther
	Mike	Salinero	*Tampa Tribune*
	Paul	DeAngelis	Gulf Surf Forum
	Kristina	Roberts	Sierra Club
	Adrianne	Roberts	
	Amy	Sanders	
	Barbara	Green Todd	
	David	Eilers	
	Bryon	Griffith	Gulf of Mexico Alliance
	Bill	Jonson	Tampa Bay Estuary Program City of Clearwater Council

Tampa, FL **PUBLIC SESSION** **8/23/05**	Lindsay	Griffen	Tampa Bay Estuary Program
	Holly	Greening	Tampa Bay Estuary Program
	Dick	Eckenrod	Tampa Bay Estuary Program
	Ron	Hosler	Tampa Bay Estuary Program
	Colleen	Gray	Tampa Bay Estuary Program
	Nanette	Holland	Tampa Bay Estuary Program
Apalachicola, FL **8/25/05**	David	Adlerstein	*Apalachicola Times*
	Bonnie	Basham	Standing Watch & Florida Council of Yacht Clubs
	Chris	Bittle	Birdsong Nature Center & TCC
	Jon	Blanchard	The Nature Conservancy
	Seth	Blitch, Manager	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Cynthia	Brown	Graduate Student
	David	Brumbaugh	Franklin County Health Department
	Roger	Bybee	Citizen
	Phil	Calandra	Citizen
	Rafael	Calderon	The Nature Conservancy
	Rodney	DeHan	Department of Environmental Protection - Florida Geological Survey
	Nancy	DeLamar	The Nature Conservancy
	Lee	Edmiston	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Stephanie	Fahrny	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Derek	Fussell	Florida Fish & Wildlife Conservation Commission
	Theresa	Goedeke	Florida A & M University - Environmental Sciences Institute
	Chris	Gudeman	Florida Fish & Wildlife Conservation Commission - Marine Habitat Protection
	Bruce	Hall	Apalachicola P & Z
	Julie	Harrington	Florida State University - Center For Economic Forecasting and Analysis
	Dr. Steve	Herrington	The Nature Conservancy
	Deborah	Holland	Department of Environmental Protection - NW Florida Aquatic Preserves
	L.Scott	Jackson	Florida Sea Grant - Okaloosa/Walton Counties
	Mel	Kelly	Carrabelle Zoning Committee
	Honorable Will	Kendrick	Florida House of Representatives
	Rosalyn	Kilcollins	Apalachicola - Apalachicola National Estuarine Research Reserve
	Bob	Klein	St. James Bay Development
	Alan	Knothe	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Jim	Ladner	Department of Environmental Protection - Florida Geological Survey
	Megan	Lamb	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve

Apalachicola, FL **8/25/05**	Lauren	Levi	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Thom	Lewis	St. Vincent National Wildlife Refuge
	Jay	Liles	Florida Conservation Alliance
	Erik	Lovestrand	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Bill	Mahan	Florida Sea Grant - Franklin County
	Roy	Ogles	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Barbara	Ruth	Department of Environmental Protection - NW District
	Eric	Schneider	Department of Environmental Protection - NW District
	Joe	Shields	Department of Ag & Consumer Services - Division of Aquaculture
	Kent	Smith	Florida Fish & Wildlife Conservation Commission - Marine Habitat Protection
	Jim	Stefanko	Franklin County Soil & Water Conservation District
	Jessica	Stewart	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve
	Lynn	Todd	City of Port St. Joe
	Dan	Tonsmeire	Apalachicola Riverkeepers
	Chris	Verlinde	Florida Sea Grant - Sanat Rosa County
	Richard	Wiechowicz	Department of Environmental Protection - TMDL Program
	Denise	Williams	Citizen
	Kim	Wren	Department of Environmental Protection - Apalachicola National Estuarine Research Reserve /Aquatic Preserves
Sarasota, FL **9/14/05**	Alison	Albee	Sustainable Sarasota/Sarasota County
	Mark	Alderson	Sarasota Bay Estuary Program
	Paul	Andrews	
	Bob	Ardren	Pelican Press newspaper
	John	Aspioler	Florida Department of Environmental Protection
	Jill	Austin	
	Lisa	Beever	
	Rachel	Benton	Rep Donna Clarke
	Jal	Bharcha	Sierra
	Elizabeth	Bharucha	Sierra
	Karen	Bickford	Florida Department of Environmental Protection
	Greg	Blanchard	Manatee County
	Mike	Britt	City of Winter Haven
	David	Bulloch	American Littoral Society
	Julia	Burch	Sarasota Bay Estuary Program
	Warren and Joan	Bush	
	Bill	Byle	Charlotte County
	Donald	Caillouette	Planning and Zoning Department / City of Venice
	James	Canfield	ICO Group/ Manatee/ Sarasota/Sierra Club
	jaime	Canfield	The Golden Ball
	Trevor	Caughlin	New College of Florida
	Kathleen and Steven	Cevoli	
	Donald	Chaney	Save our Sarasota

Sarasota, FL **9/14/05**	Missy L.	Christie	Charlotte County Environmental & Extension Services
	Jim	Cooper	Gasparilla Island Bridge Authority
	Catherine	Corbett	
	Jeremy	Cox	*Naples Daily News*
	Adam	Cummings	
	Sean	Cuoton	Mote Marine Laboratory
	Vicki	Dean	*Sarasota Herald-Tribune*/*Charlotte*
	Sunny	Diver	EarthBalance
	Liz	Donley	
	Julie	Drevenkar	CAMA/EBAP
	Cheryl	Ennis	State Senator Mike Bennett, Florida Senate
	Stephanie	Erickson	DEP-Estero Bay Aquatic Preserve
	Ernie	Estevez	Mote Marine Laboratory
	Kathleen	Fletcher	Charlotte Harbor Aquatic Preserves
	Katie	Fuhr	Dept. of Environmental Protection-Charlotte Harbor Aquatic Preserves
	Lizanne	Garcia	Southwest Florida Water Management District
	John	Garrison	Trust for Public Land
	Wayne	Genthner	Wolfmouth Charters
	Pat	Glass	
	Maria	Gomez	Conservancy of Southwest Florida
	Gray	Gordon	Mosaic Fertilizer LLC
	Cheryl	Gross	Protect our World Inc.
	Sharon	Guy	Law Office of Sharon M. Guy
	Dan	Harwell	
	Jennifer	Hecker	Conservancy of Southwest Florida
	Maran	Hilgendorf	
	Judith	Hoch	
	Paul	Holmes	Audubon, Peace River Chapter
	Debbie	Horner	Charlotte Harbor Aquatic Preserves
	Allan	Horton	Pelican Press
	chris	hubbard	Manatee--Sarasota Sierra Club
	Robert	Hueter	Mote Marine Laboratory
	Kim	Hull	Mote Marine Laboratory
	Jon	Iglehart	
	Betsy	Ilfeld	
	Connie	Jarvis	City of Cape Coral
	Mary	Jelks	
	David	Jellerson	Mosaic Fertilizer, LLC
	Carla	Kappmeyer	DEP / Charlotte Harbor Preserve State Park
	Wilma	Katz	Coastal Wildlife Club, Inc.
	Dick	Keen	
	Barbara	Kerby	South Florida Water Management District
	Charles	Kovach	Florida Department of Environmental Protection
	JOYCE	KREGER	SOLUTIONS TO AVOID RED TIDE (S.T.A.R.T.)
	Raymond	Kurz	PBS&J
	Linda Seashore	Larsen	Sarasota County Water Resources

Sarasota, FL **9/14/05**	Ernesto	Lasso de la Vega	
	Kenya	Leonard	Sarasota County Coastal Resources
	Jeannine	Lessmann	Eckerd College
	Rose	Lethere	
	Ellen	Levine	Organizing a Red Tide Ball currently; independent
	Judy	Levy	Save our Sarasota
	Brian	Lichterman	
	Matthew	Logan	Charlotte County Public Works- Storm water
	Gary	Lytton	Rookery Bay National Estuarine Research Reserve
	Kevin	Madley	Florida Fish and Wildlife Conservation Commission
	Nick	Manolukas	Sarasota County Green Party
	Ann	Mason	501c3 corp. and POW Officer
	John	McKie	
	Sally	McPherson	
	Jennifer	Means	
	Robert E	Mendoza	Retired, EPA New England Office
	Kaley	Miller	Mosaic Fertilizer LLC
	John	Milone	Hardee County Schools
	Julie	Morris	New College of Florida
	Frank	Muller-Karger	University of South Florida
	Heidi	Neale	Sarasota County Green Party
	Kayton	Nedza	
	Jennifer	Nelson	Florida Department of Environmental Protection
	Carol	Newcomb-Jones	Babcock Preservation Partnership
	Christina	Olson	Florida State Parks District IV
	Faith	Opatrny	City of Cape Coral Environmental Resources Division
	Jean	Ost	
	Matthew	Osterhoudt	Sarasota County Government, Natural Resources
	Judy	Ott	Florida Department of Environmental Protection
	Russell W.	Owens	Around the Bend Nature Tours
	Lee	Padgett	Florikan Environmentally Sustainable Agriculture (ESA)
	Carla	Palmer	South Florida Water Management District
	Rob	Patten	Sarasota County Environmental Services
	Angi	Penzo	Health Facilitators, Inc.
	Ginger	Perlman	Manatee-Sarasota Sierra Club
	Aubrey	Phillips	Sarasota County
	Annemarie	Post	University of Florida Institute of Food and Agricultural Sciences (UF/IFAS) Sarasota County Cooperative Extension
	Michael	Price	
	Kathi	Rader-Gibson	Sarasota County
	Gary	Raulerson	Sarasota Bay Estuary Program
	Brad	Robbins	Mote Marine Laboratory
	Mark	Robson	
	Bobbi	Rodgers	CHEC
	Dianne	Rosensweig	Scheda Ecological Association
	Eric	Rosenthal	Florikan
	Ed	Rosenthal	Florikan ESA

Sarasota, FL **9/14/05**	Sheila	Rosenthal	Retired from U.S. Environmental Protection Agency
	Don	Ross	EarthBalance
	Thomas	Rothman	City of Sanibel
	Rosalind	Rowe	Around the Bend Nature Tours / Wonderrations
	John	Ryan	Sarasota County
	Jim	Sampson	CF Industries, Inc.
	Cynthia	Scaglione	Self
	Melynda	Schneider	DEP-Charlotte Harbor Aquatic Preserves
	Annette	Seitz	
	Christine	Smith	Mosaic Fertilizer, LLC
	Stacey	Smith	Senator Bill Nelson
	Jean	Srodes	
	Heather	Stafford	Charlotte Harbor Aquatic Pres. and Estero Bay Aquatic Preserve
	Samuel	Starrett	Agricultural Extension Service
	Stuart	Stauss	Pine Island Sound
	John	Swingle	Sierra Club Florida Chapter
	John	Taaffe	IFAS Extension
	Jamie	Tacy	Mote Marine Laboratory
	David	Townsend	Mosaic Fertilizer LLC
	joe	tremblay	
	Tony	Uccello	
	Gabriole	Van Bryce	Van Bryce + Associates
	Dave	Vaughan	Mote Marine Lab
	Albert	Walton	Florida. Department of Environmental Protection
	Randall	Wells	Mote Marine Laboratory
	Amber	Whittle	Biological Research Associates
	Kendra	Willett	USFWS JNDDNWR
	Bruce	Wirth	
	Cathy	Zollo	*Herald Tribune*
Galveston, TX **9/20/05**	Ayal	Anis	Texas A&M University at Galveston
	Steve	Archer	Wildlife Habitat Council
	Bill	Baker	Reliant Energy
	Jene	Barker	HNTB Corporation
	Lilian	Beerman	
	Susan	Benner	Houston-Galveston Area Council
	Michael	Berryhill	
	Linda	Broach	Texas Commission on Environmental Quality
	Robin	Culp	Texas A&M University at Galveston (TAMUG)
	Jeff	DallaRosa	Galveston Bay Estuary Program
	Helen	Drummond	Galveston Bay Estuary Program
	Jay	Gamble	U.S. Army Corps of Engineers
	Lori	Gernhardt	Gulf Coast Waste Disposal Authority
	Albert	Gonzales	Galveston Bay Council
	Lisa	Gonzalez	Houston Advanced Research Center
	Clarence	Gray	Texas Commission on Environmental Quality
	Vaness	Hamilton	City of Clear Lake Shores

Galveston, TX **9/20/05**	Stephen	Holmes	Galveston County Commissioner, Precinct 3
	John	Jacob	Texas Cooperative Extension/Texas Sea Grant
	Doug	Jacobson	U.S. EPA - Region 6
	Steven	Johnston	Galveston Bay Estuary Program
	Scott	Jones	Galveston Bay Estuary Program
	Paul	Kelly	U.S. Commission on Ocean Policy
	Russell W.	Kiesling	ENTRIX-Environmental Consultants
	Linda	Knowles	Native Plant Society of Texas
	Carl	Masterson	Houston-Galveston Area Council
	Mario	Mata	Texas Department of Transportation
	Sarah "Sam"	Metzger	City of Pasadena
	Bruce	Moulton	Texas Commission on Environmental Quality
	Ana	Partin	Georgia Gulf Chemicals and Vinyls, L.L.C.
	Ralph	Rayburn	Texas Sea Grant College Program
	Gilbert	Rowe	Texas A&M University at Galveston
	Diane	Schenke	The Park People
	Jamie	Schubert	Texas Parks and Wildlife Department
	Linda	Shead	The Trust for Public Land
	Elizabeth	Shelton	Galveston Bay Information Center - TAMUG
	Jay	Smith	Galveston Independent School District (ISD)
	Brent	Stafford	Itasca Environmental
	Bob	Stokes	Galveston Bay Foundation
	Johnny	Strimple	
	Tom	Weber	Texas Commission on Environmental Quality
	Chuck	Wemple	Houston-Galveston Area Council
	Mary Ellen	Whitworth	Bayou Preservation Association
	Natalie	Wiest	Galveston Bay Information Center - TAMUG
	Page	Williams	Sierra Club
	Jarrett "Woody"	Woodrow	Texas Parks and Wildlife Department
Port Aransas, TX **1/19/006**	Chad	Ahlgren	Texas Commission on Environmental Quality
	Erin	Albert	Texas A&M University-Corpus Christi
	Ray	Allen	Coastal Bend Bays & Estuaries Program, Inc.
	Sandra	Alvarado	Texas Commission on Environmental Quality
	Sally	Applebaum	University Texas Marine Science Institute
	Tom	Ballou	Sherwin Alumina
	Eleonor	Barraza	University of Texas Austin
	John	Blaha	Coastal Conservation Association
	Peter	Boone	Texas General Land Office
	Alan R.	Bunn	National Oceanic and Atmospheric Administration
	Rafael	Calderon,	The Nature Conservancy
	Tom	Calnan	Texas General Land Office
	Marcy	Campbell	University of Texas Marine Science Institute
	Raul	Cantu	Texas Department of Transportation
	Paul	Carangelo	Port of Corpus Christi Authority
	Lucia	Carreon	University of Texas Marine Science Institute
	Teresa	Carrillo	Coastal Bend Bays Foundation
	Grace	Chen	Texas Parks & Wildlife Department

Port Aransas, TX **1/19/006**	Pat	Clements	U.S. Fish & Wildlife Service
	Robyn	Cobb	U.S. Fish & Wildlife Service
	Sally	Cotner	Keep Aransas Beautiful
	Hudson	DeYoe	University of Texas Pan American
	Quenton	Dokken	Harte Research Institute
	Mark	Dumesnil	The Nature Conservancy
	Ken	Dunton	University of Texas Marine Science Institute
	Monika	De la Garza	Coastal Bend Bays & Estuaries Program, Inc.
	Milisa	Edgar	Texas Commission on Environmental Quality
	Bob	Edwards	Save Cedar Bayou, Inc.
	Lynn	Edwards	Save Cedar Bayou, Inc.
	Meg	Fencil	University of Texas Marine Science Institute
	Larisa	Ford	U.S. Fish & Wildlife Service
	T.J.	Fox	Texas Master Naturalist
	Lee	Fuiman	University of Texas Marine Science Institute
	Mike	Gonzales	San Antonio River Authority
	Richard	Gonzales	Gulf of Mexico Foundation
	Carla	Guthrie	Texas Water Development Board (TWDB)
	Tom	Hall	The Coastal Bend Guide Association
	Beau	Hardegree	U.S. Fish & Wildlife Service
	Leah	Harter	
	Don	Hockaday	University of Texas Pan American
	Joan	Holt	Univ. Texas Marine Science Institute
	Lois	Huff	Coastal Bend Bays Foundation
	Ann	Jochens	Texas A&M University, Department of
	Norman	Johns	National Wildlife Federation
	Felix	Keeley	Aransas County Navigation District
	Paul	Kelly	U.S. Ocean Commission
	Matthew	Kimmel	U.S. Army Corps of Engineers, Corpus Christi Field Office
	Julie	Kinsey	University of Texas Marine Science Institute
	Ray	Kirkwood	Texas Master Naturalist
	Dick	Klopshinske	
	Michelle	Kolar	Padre Island National Seashore
	Charlotte	Kucera	Texas Department of Transportation
	Ray	Little	Aransas First
	Ron	Massey	City of Corpus Christi
	Lonnie	Matthew	Citizen
	Karen	Meador	Texas Parks & Wildlife Dept.
	Paul	Montagna	University of Texas Marine Science Institute
	Bruce	Moulton	Texas Commission on Environmental Quality
	Sonia	Najera	The Nature Conservancy
	Georgia	Neblett	City of Port Aransas
	Miguel	Nevarez	University of Texas Pan American
	Terry	Palmer	University of Texas Marine Science Institute
	David	Parsons	City of Port Aransas
	Rick	Pratt	City of Port Aransas City Council
	Susan Blaze	Pyrek	Texas Master Naturalist
	Ralph	Rayburn	Texas Sea Grant

Port Aransas, TX **1/19/006**	Don	Roach	San Patricio Municipal Water District
	Meghan	Roussel	U.S. Geological Survey (USGS)
	Laura	Ryckman	University of Texas Marine Science Institute
	Venice	Scheurich	Sierra Club
	Tara	Schultz	Texas State Aquarium
	Gene	Seaman	U.S. House of Representatives
	James	Simons	Texas Parks & Wildlife Dept.
	Elizabeth	Smith	Texas A&M University-Corpus Christi
	Sam	Sugarek	Nueces River Authority
	Pat	Suter	Coastal Bend Sierra Club
	Leo	Trevino	Coastal Bend Bays & Estuaries Program, Inc.
	Jim	Urban	City of Port Aransas
	Jane	Ward	City of Ingleside
	Thomas	Whelan	University of Texas Pan American
	Anne	Williams	Coastal Bend Council of Governments
	Kate	Williams	Coastal Bend Bays & Estuaries Program, Inc.
	Mina	Williams	Sierra Club
	Shirley	Windhorst	
	Carol	Woodfin	Citizen
Mississippi - Alabama **PUBLIC SESSION** **1/31/006**	Beau	Mitchell	Federal Emergency Management Agency Technical Assistance Contact (FEMA TAC)
	Bill	Walker	Department of Marine Resources
	Bootsie	Ehrlich	Citizen
	Charles	Manning	FEMA TAC
	Cheryl	McClary	Weeks Bay National Estuarine Research Reserve (NERR)
	Dave	Burrage	Mississippi State University/Sea Grant
	David	Ruple	Grand Bay NERR
	Donald	Scharr	Citizen
	Eddie	Rhodes	Shrimper
	Elizabeth	Waldorf	Citizen
	F. J.	Eicke	Coastal Conservation Association
	Gloria	Car	Environmental Protection Agency (EPA) Gulf of Mexico Program
	Hilton	Glass	Citizen
	Jeffrey	Bounds	Marine Sciences Research Center (MSRC)
	Jennifer	Buchanan	Grand Bay NERR
	Jimmy	Day	South Point Cons.
	Joan	Belote	Citizen
	John	Lopez	Lake Pontcha MSRC rtrain Basin Foundation
	Kay	Mihelich	U.S. Department of Veterans Affairs Hospital
	Kevin	Stankiewicz	FEMA TAC
	Lauren	Thompson	Department of Marine Resources
	Marcia	Garcia	Department of Marine Resources
	Mark	LaSalle	Audubon
	Marti	Schuman	Department of Marine Resources
	Mary Jane	Gaulke	Citizen
	Melanie	Magee	EPA Gulf of Mexico Program
	Michael	Ehrlich	Keesler Air Force Base

Mississippi - Alabama **PUBLIC SESSION** **1/31/006**	Mike	Keller	*Sun Herald*
	Oscar	Eckhoff	Citizen
	Patricia	Spinks	Citizen
	Paula	Vassey	Citizen Conservation
	Pete	Umbdenstock	Coastal Conservation Association
	Phil	Bass	Department of Environmental Quality (DEQ)
	Ray	Lenaz	Coastal Conservation Association
	Ronnie	Frank	Citizen
	Sharon	Walker	University of Southern Mississippi (USM)
	Susan	Perkins	Department of Marine Resources
	Teresa	Stadler	Grand Bay NERR
	Terese	Collins	Gulf Islands Conservancy
	Tina	Shumate	Department of Marine Resources
	Vernon	Hartley	Mississippi Farm Bureau Federation
Mississippi - Alabama **2/1/006**	A. Garner	Russell	A. Garner Russell and Associates
	Amy	King	Alabama Department of Conservation and Natural Resources (ADCNR)
	Andrew	Whitehurst	Mississippi Museum of Natural Science
	Barbara	Knott	Knott and Associates
	Barbara	Reid	Portersville Revival Group
	Bob	Fairbank	Wolf River Conservation
	Brad	Martin	First Chemical
	C. Ray	Hayes	Mississippi State University (MSU)
	Carol	Lovell-Sass	Biophilia
	Cecil	Burge	University of Southern Mississippi
	Charlene	Lee	Smart Coast
	Charlie	Robertson	Mississippi Department of Marine Resources
	Cheryl	McClary	Weeks Bay National Estuarine Research Reserve (NERR)
	Chet	Rakocinski	USM/Gulf Coast Research Laboratory
	Chris	May	Grand Bay NERR
	Cynthia	Scott	Citizen
	D. Jay	Grimes	University of Southern Mississippi
	Dave	Burrage	MSU/Coastal Research and Extension Center (CREC)
	David	Shaw	Mississippi State University
	David	Ruple	Grand Bay NERR
	David	Kopf	Hancock County School District
	Diane	Altsman	EPA/Gulf of Mexico Program
	Don	Roman	USM/ Gulf Coast Research Laboratory (GCRL)
	Donald	Scharr	Mississippi State University
	Eddie	Rhodes	Shrimper
	Elaine	Snyder-Conn	U.S. Fish and Wildlife Service
	Flinda	Hill	Mississippi Power Company
	Fred	Saas	Biophilia
	George	Crozier	Dauphin Island Sea Lab (DISL)
	Gloria	Car	EPA/Gulf of Mexico Program
	Grant	Larsen	Mississippi DMR
	Harriet	Brown	Portersville Revival Group

Mississippi - Alabama **2/1/006**	J.	Cho	Jackson State University
	Jan	Boyd	Mississippi DMR
	Jeff	Clark	Mississippi DMR
	Jeff	Taylor	Southern Mississippi Planning and Development District (SMPDD)
	Jennifer	Buchanan	Grand Bay NERR
	Jerry	Eubanks	National Park Service (NPS)
	Joan	Murphy	Mississippi DMR
	Jody	Thompson	Auburn University Marine Extension Center (AUMERC) /Sea Grant
	Joe	Jewell	Mississippi Department of Marine Resources
	John	Guyton	Mississippi State University CREC
	Joseph	Runnells	Mississippi DMR
	Judy	Steckler	Land Trust
	Julius	Bahm	Jackson State University
	Larry	Lewis	Brown and Mitchell
	Lauren	Thompson	Mississippi DMR
	Lee	Yokel	Mobile Bay National Estuary Program
	Leevones	Dubose	Bay Area Women's Coalition
	Len	Bahr	Louisiana Governor's Office
	Lloyd	Scott	Mobile County Public Schools Environmental Center
	Louis	Buckalew	Bayou LaBatre CoC
	Marcia	Garcia	Mississippi DMR
	Margaret	Bretz	Mississippi Secretary of State's Office
	Margaret	Sedlecky	Weeks Bay NERR
	Marian	Dicas	Grand Bay NERR
	Marti	Schuman	Mississippi DMR
	Maureen	Nation	Weeks Bay NERR
	Michael	Shelton	Weeks Bay NERR
	Mike	Smith	Jackson County Port Authority
	Mike	Moore	Newport Partners
	Mike	Keller	*Sun Herald*
	Moby	Salangi	Institute of Marine Mammal Studies
	Oscar	Eckhoff	Citizen
	P.	Anjaneyulu	Jackson State University
	Patricia	Knight	Mississippi State University CREC
	Patty	Rogers	USDA/ Natural Resources Conservation Service (NRCS)
	Pete	Barber	Alabama Seafood Association
	Phil	Bass	Mississippi Department of Environmental Quality (DEQ)
	Phillip	Hinesley	Alabama Department of Conservation and Natural Resources (ADCNR)
	Piers	Chapman	Coastal Restoration and Enhancement Through Science and Technology (CREST) Program
	Remata	Reddy	Jackson State University
	Robert	Hughes	Jackson State University
	Ronald	Martin	Alabama Power/Envision Coastal
	Russ	Beard	NOAA
	Salome	Wiley	
	Scott	Gordon	Mississippi DMR

Mississippi - Alabama **2/1/006**	Sharon	Hodge	Mississippi DMR
	Sharon	Walker	USM Marine Education Center and Aquarium (MEC&A) and Sea Grant
	Steve	Bosarge	Bosarge Boats, Inc.
	Steve	Lohrenz	University of Southern Mississippi
	Steve	Goff	Mississippi DEQ
	Susan	Rees	U. S. Army Corps of Engineers (USACE), Mobile District
	Susan	Perkins	Mississippi DMR
	Teresa	Stadler	Grand Bay NERR
	Tina	Shumate	Mississippi DMR
	Tina	Sanchez	South Alabama Regional Planning Commission (SARPC)
	Walter	Ernest	Weeks Bay Reserve Foundation
	Wendy	Allen	Smart Coast
Thibodaux, LA **2/21/006**	Len	Bahr	Louisiana Department of Natural Resources
	Pam	Blanchard	Louisiana State University (LSU)
	Bob	Bosenberg	U.S. Army Corp of Engineers
	David	Bourgeois	LSU Ag Center
	John	Boyles	Federal Emergency Management Agency (FEMA)
	Ed	Britton	Louisiana Department of Natural Resources
	Cindy	Brown	The Nature Conservancy
	Rex	Caffey	LSU Ag Center
	Jules	Calderex	Louisiana Spirit
	Bruce	Champion	Department of Health and Hospitals (DHH)
	Steve	Chustz	Louisiana Department of Natural Resources
	Scott	Courtright	U.S. Risk Management
	Ken	Edds	Louisiana Department of Wildlife and Fisheries
	Heather	Egger	University of New Orleans
	Deborah	Epperson	Minerals Management Services
	Rene	Fry	Louisiana Spirit
	Karen	Gautreaux	Louisiana Department of Environmental Quality
	Judith	Haydel	U.S. Geological Survey
	Tesa	Hill	Teacher
	Heidi	Hitter	USGS/National Wetlands Research Center (NWRC)
	Betty	Hutchenson	Louisiana Department of Wildlife and Fisheries
	Joanna	Jones	
	Cathy	Mills	Episcopal School of Acadiana
	Ed	Landgraf	Shell Pipeline
	Darin	Lee	Louisiana Department of Natural Resources
	Al	Levron	Terrebonne Parish
	Diane	Lindstedt	LSU
	John	Lopez	Lake Pontchartrain Basin Found.
	Mike	Lyons	Louisiana Mid-continent Oil & Gas Association (LMOGA)
	Dinah	Maygarden	University of New Orleans
	Linda	Pace	Louisiana Department of Natural Resources
	Allyn	Rodriguez	National Park Service
	Matt	Rota	Gulf Restoration Network
	Dugan	Sabins	Louisiana Department of Environmental Quality

Thibodaux, LA **2/21/006**	Natalie	Snider	U.S. Risk Management
	Tiffany	Soileau	Governor's Environmental Education Coordinator
	Joe	Spruce	Science Systems & Applications
	Richard	Stanek	Louisiana Department of Natural Resources
	Leslie	Suazo	Terrebonne Parish Coastal Zone Management
	Mike	Trusclair	USDA/Natural Resource Conservation Service (NRCS)
	Ann	Wilson	Deptartment of Education
	Jason	Smith	Jefferson Parish
	Wendy	Billiot	Citizen/Author
	Gary	LaFleur	Nova Southeastern University Biology
	Victoria	Exnicios	
	Allison	Williams	Louisiana Spirit
	Anthony	Roussell	DHH
	Fred	Kopfler	Gulf of Mexico Program
	Gloria	Car	Gulf of Mexico Program
	Stan	Skrobialowski	U.S. Geological Survey
	Kerry	St. Pé	Barataria-Terrebonne National Estuary Program
	Susan	Testroet-Bergeron	Barataria-Terrebonne National Estuary Program
	Sandra	Helmuth	Barataria-Terrebonne National Estuary Program
	Dean	Blanchard	Barataria-Terrebonne National Estuary Program
	Andrew	Barron	Barataria-Terrebonne National Estuary Program
	Michael	Massimi	Barataria-Terrebonne National Estuary Program
	Joni	Blanchard	Barataria-Terrebonne National Estuary Program
	Angela	Rathle	National Park Service

APPENDIX B: RESPONSES TO PRIORITY ACTIONS					
Location of Workshop	**Reductions in nutrient inputs to coastal ecosystems**	**Water quality for healthy beaches and shellfish beds**	**Wetland and coastal conservation and restoration**	**Identification and characterization of Gulf habitats**	**Environmental education**
Naples, FL **6/10/05**	Slow with a goal of eventually stopping the discharge of nutrients upstream	Availability of tools for defining the relationship between land use and water quality	Change federal laws.	Baseline information for planning future development consistent criteria	Macro – vision create a sense of ownership for "international" mindset, multi media – educate the masses in an entertaining fashion
	Our company is playing a role in the solution offering to developers, golf courses, consumers a high quality environmentally friendly organic fertilizer.	Help build awareness of the quality of life risk that continued practices play in the degradation of these southwest Florida assets.	Purchase programs/land acquisition.	Help build awareness of the quality of life risk that continued practices play in the degradation of these southwest Florida assets.	Help build awareness of the quality of life risk that continued practices play in the degradation of these southwest Florida assets.
	Enforce "no net loss" of wetlands.	Enforcement of clean water act and "no net loss of wetlands" rule	Help build awareness of the quality of life risk that continued practices play in the degradation of these southwest Florida assets.	Engage research community in comprehensive assessment – and ensure all data collected (future and previously) with tax payer funds are made public.	Educate consumers of environmental services as to the costs and value of the environmental service provided by our natural heritage – establish credible values for environmental functions and spread the knowledge.
	Strict regulation of fertilizer use in domestic/agriculture paired with accurate monitoring.	Improve sewage treatment and combined storm/sewer overflow and output to coast.	Monitor and ensure preservation of mitigation parcels.	More monitoring and research (this is unclear – subject underlined)	Coordinate using Center for Ocean Sciences Education Excellence (COSEE), Sea Grant, National Estuarine Research Reserve (NERR).
	Local government land use/permitting decisions need to change. Base on impervious surface thresholds/area	Stop inappropriate Caloosahatchee releases.	Start by protecting existing wetlands.	Cross reference any existing data . . . instead of each agency continuing overlapping efforts.	Reach multicultural/minority audiences with materials in their language and marketed to their needs/ concerns/ desires.
	Develop a state water quality standard for nutrient (total maximum daily load for nutrients.	Develop total maximum load standards and implement/ enforce them.	Buy all available land – require (locally) removal of exotic invasive plants, say no to additional impacts on wetlands and avoid mitigation needs.	Develop a Gulf of Mexico (GOM) habitat map that is user friendly.	Consistent info to general public at an understandable level

Naples, FL **6/10/05**	Reduce sources of nutrients.	Finding what is an acceptable level of nutrients then working to reduce source	First stop permitting the destruction of wetlands and drainage of flow ways, then restore hydrology of wetlands remaining.	Catalog habitats and transfer science to managers in a useful format.	Develop a five state standard curriculum for GOM at the elementary school level.
	Get labeling on fertilizer and pesticide containers about nonpoint runoff.	Education at the general public level public service announcements on T.V., etc. on water quality and how it affects you	Limiting wetland encroachment through development	Alert government agencies with issues and desire published information.	Improve teacher training and public awareness.
	Finding what is an acceptable level of nutrients then working to reduce source	Improve identification of problem areas or sources and monitoring.	Prioritize those critical sites that need restoration now.	I do not understand this statement.	Inform others as I get informed, spread the good word.
	Less annual fertilization, but choosing organic (green) sources rather than chemical/synthetic	Pollution preservation to drains which lead to Gulf eventually	Curtail activities that facilitate loss and provide incentives for restoration.	A geographic information system (GIS) with ground truthing needs to be continuously updated with the most current information – are the habitats defined? What is the goal of preservation?	Help all people (coastal residents as well as visitors) appreciate that they have a stake in the quality of the Gulf and sustainability.
	Convert septic systems to tertiary treatment and enforce outfall regulations.	Storm water treatment (no ocean outfalls)	New plantings but identify sources of degradation and suppress them	Listen more closely to locals who have been trying extremely hard to be heard.	Environmental education begins with kids – you don't save what you don't understand – this must continue into adulthood (whatever that is) and beyond. Awaken the child within.
	Golf course runoff/educate the use of native plants for landscaping	We don't have the answer yet – we oversell the white fluffy beaches, mangroves are over looked by new public and visitors.	Stop habitat destruction (regulate development).	Compilation of existing large scale information on all Gulf habitats including circulation and other transient features.	Continue the good job that Rookery Bay and Corkscrew are doing now. Take the politics out of the conservancy of SW Florida and get back to the environmental concerns instead of taking care of fundraisers and their lawsuits.

	I'm trying very hard to report this. I'm aware of illegal activity but even though FWC, Department of Environmental Protection (DEP), Environmental Protection Agency (EPA) acknowledge this they say nothing they can do.	Enforce current local, state, federal ordinances, statutes, and laws. Stop passing the buck to the next agency.	I don't think we can build a wetland from scratch even marginally healthy systems have a chance and should not be written off and developed.		Identify the most successful programs and provide funding to make these available.
	Encouraging sustainable design in community development	Increasing public awareness	Greater education in schools to promote young stewards that will continue working on restoration as they mature		More adult education
	Monitor and enforce violations.	Monitor and enforce violations.	Encourage public participation.		Adult education – media
	Storm water improvements	Storm water improvements	Limit development encroaching on wetlands.		What we have to lose/what we are losing/ what we have lost – what we can do to stem/reverse the loss
Naples, FL **6/10/05**	Use scientific solutions to reduce need for and types of fertilizer.	Emphasize ecological health rather than (unreal) health issues.	Public land purchase		Don't forget about low income and often multicultural communities who do not generally have the same access to the Gulf as the wealthy (who own boats and waterfront property).
	Enforce existing regulations.	Increase education efforts to the public.	Stop the loss first (easiest!) [sic]		Issue consistent, interesting, approachable information to the media – come up with good and varied story angles. Cool, positive stories on underwater life – explain how it is at risk.
	Comprehensive measures of what is going in from land-based sources	Really address freshwater management issues – buy land for retention zones coming to Lake Okeechobee.	Increase monitoring so we know how the restoration efforts are working.		
			Provide economic incentive.		

	Improve erosion control, etc. to minimize amount of sediment getting into waterways and GOM.	Improve wastewater systems, storm water runoff, etc. to minimize inflow to GOM.	More stringent permitting of coastal development or better yet, decrease amount of permitting.	Increase research funding of critical habitats.	Make a mandatory requirement in primary/secondary schools for science classes/GOM issues.
	Establish and implement best management practices (BMPs) region-wide.	Improve our understanding by improving data acquisition.	Enforce and protect wetlands. Educate general public and developers.	Refine and development remote sensing techniques for spatial and temporal characterization of Gulf habitats.	Let all learn the consequences of their actions – K-12 and lifelong learning.
	Manage growth (less sprawl/planned communities)	Communicate results across the Gulf states, Mexico, and Cuba.	Buy now, restore later, especially in Texas.	Increase ground-truthing dramatically for calibration of remote sensing.	Better scientists to media communication
	Growth management – look at current growth and plan for the future (100 years out, not just this political term).	Growth management – government enforcement	Quantify post-restoration success.	Come up with a uniform or standard set of habitats amongst the five states and among all levels of government.	Put environmental education in all three levels – elementary, middle, and high – of K-12 public schools
Tampa, FL **8/23/05**	Reduction in industry	Better management of nutrients entering the Gulf. Look at anthropogenic causes and sources.	Improve restoration.	More documentation and research	Coastal habitats
	Offshore dumping	Treatment of storm water runoff. (This includes need for restoration, preservation, and management of coastal ecosystems/communities and restoration of coastal wetlands. See starred comment related to "restoration of coastal wetlands).	Provide funding for land acquisition, for on-the-ground restoration projects.	Mapping assessment	Pelagic habitats
	Maintain and reinforce, i.e. air and water, regulatory programs (rules and enforcement).	Better science ie, indicators (bacteriological, etc.)	Buy and conserve land.	Make sure that good useable data is collected and maintained for all habitats.	Helping the average citizen understand the connectedness of the ecosystem in their yards all the way to the other side of the Gulf.
	Provide disincentives to growth (which is the source of the problems).	More funding for monitoring	Educate homeowners about importance.	Use of remote sensing, GIS, and Global Positioning System (GPS) so you can have a map to start with which will let you measure results against goals.	Educate public to hopefully motivate them to get political and vote for better government to protect, restore, and manage our ecosystems.

Tampa, FL **8/23/05**	Agencies make sure that the Total Maximum Daily Load (TMDL) program is effective.	Treat all storm water runoff.	Coastal wetlands → ecosystems. <u>All</u> habitats (uplands and all the way to the pelagic habitats)	Identify different ecosystems but still realize all smaller ecosystems are really one big ecosystem.	More public involvement
	Improve growth management by local governments and improve storm water regulations (state water management districts need to update the existing inadequate regulations).	Wastewater treatment, stopping septic usage	Buy/preserve land habitats. Way to preserve habitats: buy, buy, buy and remove from threat of development. Buy now and restore/manage later.	Improve tools and data used to identify habitats and disseminate to decision makers.	Consolidated messages.
	Treat all agricultural runoff.	Controlling boat wastes	More funding for land acquisition.	Provide high quality and accurate maps of habitat.	More programs on cable TV, Animal Planet, and Public Broadcasting System.
	Storm drains markers	Reduce emissions into the environment.	Need to move more quickly to acquire, given pace of development.	Create and maintain a geospatial inventory of gulf habitats.	Evaluate the effectiveness of education programs – is the goal of the program being met, what works and what doesn't? Stop throwing money at, for example, brochures if they're not effective.
	Storm water treatment retrofits in urban areas.	Nonpoint runoff – clean up and reduce	More funding for restoration	Enforcement of regulations (no empty threats)	Get the children at the program.
	Ensure the public understands the impacts and causes of nutrient loading and provide options for lifestyle changes that can help reduce this problem.	Allocate storm water runoff into wetland filtration systems.	Buy more land.	Take member of Congress on a diving trip.	Education aimed at the users of the Gulf – boaters, etc.
	Make industry financially responsible for cleaning up its own mess (i.e. Piney Point).	Improving spatial extent of observations	Acquisition of habitat	Standardize mapping and data collection techniques and fund long-term programs.	Make environmental educational programs mandatory throughout all U.S. public schools in every grade level.
	Work with homeowners associations on chemical treatment for lawns.	Reduce wastewater and storm water impacts.	Partnership for restoration/stewardship	Coral reefs, seagrass beds, mangroves	Improve funding to educational institutions to support GOM education.

Tampa, FL **8/23/05**	Less use of fertilizers/pesticides.	Mandatory planting of mangroves and, where possible, offer credit to homeowners who plant (maybe once educated about benefits they would have if they cut them down).	Remove exotic species.	Videos of habitats – picture worth a thousand words.	Bring it to the schools (K-12).
	Improve data management, communication, and sensor technologies.	Coordinate gulf region volunteer monitoring to bring public into solution equation.	Prevent destruction of existing wetlands by development.	Develop indicators in seagrass environments to inform on ecosystem health issues.	Mandatory K-12 environmental education course.
	Reduce loading from important sources.	Much not discussed (in the workshop) about GOM as a region.	Repair what the hurricanes are destroying.	Assess environmental health of Pinellas Gulf coastal seagrasses. Develop actions to preserve and protect Pinellas Gulf coastal seagrass habitat.	Get people involved/field trips.
	Identify sources.	Get funding for my Tampa Bay monitoring study.	Increase success rate and acre amount being restored.	Field research funded federally.	Regional workshops or festivals to disperse information to general public
	Teach everyone to not overfertilize their lawn (less is better than more in this case).	Controlling storm water	Improve coastal land management decisions.		More funding for school-age environmental education.
	Make reclaimed water a requirement for new development lawn watering as well as offer credit to older homes that install system.	Development/use of green building	Protect from further impacts.		Regulations (across states lines)
	TMDLs – set, enforce and impose adequate fines.	Develop and maintain GIS tools to support BMPs.	Mandatory planting of mangroves and, where possible, offer credit to homeowners who plant (maybe once educated about benefits they would have if they cut them down).		Make a tenure-track faculty member.
	Refine source tracking.	Reduce storm water inputs – treat first.	Stop the loss.		Educate public on their importance and the general health of the bay and the importance of their involvement on ongoing basis, not just when the "warm and fuzzies" are affected.

Tampa, FL **8/23/05**	Address issue of old septic systems in coastal zones.	Reduce sewage inputs – treat longer.	Encourage coastal land owners to be stewards of their own piece of Gulf/bay.		Expand use of GIS in schools and for public outreach as applied to various Gulf environmental issues.
	Fewer golf courses	Get public's buy-in.	Make Army Corps of Engineers stay in that business (not for state only to decide).		Education of legislators – workshop, caucuses, junkets
	Educate public on their role in nutrient loading/reduction.	Get public educated.	Less coastal development		Increase education of public at every level – utility bill enclosure and public access tv programs, neighborhood projects, and education.
	Improve data collection efforts to develop baseline and then monitor to gauge success or degradation of resources.	Funding from government	Increase use of remote sensing technologies to provide baseline and monitor wetland systems.		Get people to care – fight apathy!
	Decrease air pollution and educate public about this source.	Industry – chemical output responsibility	Stop filling wetlands for development and mitigation option.		Empower public to engage in citizen science.
	Build partnership/ownership of issues with industry/public/government.	Make more restrictions on industry dumping.	Stop trimming of mangroves.		Government at all levels educated. Introduce political leaders and top management to more educational opportunities. May have to entice, sort of like the Museum of Science and Industry has its annual Einstein on Wine to encourage after-hours education.
	Agriculture responsibility		Keep on building and preserving (more of existing programs).		Educational programs specific to local habitat
	More control on phosphate effluent.		More volunteer opportunities! My time schedule is busy and if I miss an estuary opportunity, it could be months before another comes available.		Emphasis on public education

Tampa, FL **8/23/05**			Reduction of coastal development and land acquisition		
			Establish more sanctuary-type areas.		
Tampa, FL **PUBLIC SESSION** **8/23/05**	Reduce agricultural and residential inputs (fertilizers, herbicides, pesticides).	This topic covers many concepts – but improving water quality begins way upland of the beach.	Not just restoration, but preservation. Instead of "no net loss" – how about "no loss of existing coastal wetlands."	Fund research.	Most people don't understand the situation.
	Reduce lawn runoff.	Adopt sustainable tourism practices.	Create and preserve coastal wetland areas.	Identify and map areas.	Create partnerships to share and disperse information.
	Shut off phosphate pollution.	Reduce or stop beach renourishment.	Long-term thinking and data collection and monitoring	Make a visual of the habitats—then visually show impacts of changes/events.	Require boater education.
	Increase funding for monitoring levels.	Reduce septic tanks.	Stop issuing permits to fill.		Better inform the public on hearings/proposed changes to environmental law.
	Enforce limits on inland farms fertilizer use.	Increase funding for monitoring.	Stop mitigation for developers. "No" means "no"!		Educate the public.
	Educate public how if each individual changed one contributing source than that makes a bigger impact than changing one industry.	Set up monitoring programs.	Easier to preserve than restore – require setbacks with no variances.		Take every opportunity to have educational material in public view.
		Do not permit any wastewater dumping into Gulf – most use oil and sewage pump sites.	Limit size of structures on the waterfronts such as 30-story condo buildings.		
Apalachicola, FL **8/25/05**	More effective storm water regulations	Limit coastal development.	Tax development to pay for restoration.	Invest in recording history of "human habitat."	Develop job training programs that lead to environmental education jobs for locals.

Apalachicola, FL **8/25/05**	Better education of people in entire watershed areas about impact of their activities on environment, i.e. agricultural practices, lawn-care practices, dredge and fill activities, etc.	Provide sewer service, to get rid of septic tanks in coastal/ low-lying areas.	Stop mitigation of wetlands for development purposes.	Coordinate research to reduce duplication of effort.	Environmental/marine science programs in local schools in rural coastal areas
	Increase enforcement	Enforce existing regulations.	Create more flexible funding programs to get work done.	Initiate the process of prioritization NOW!! And, as data gets developed, incorporate but don't wait until you have better data!!	Spread the word to all areas of the watershed.
	Enforce existing regulations.	Good rapid response	Set priorities for work in Gulf from consensus building around the Gulf (one platform for decision making).	Comprehensive mapping/monitoring program	Public outreach about five issues
	Restore hydrology and wetland functionality in major rivers draining to the Gulf.	All development should go to tertiary treatment; retrofit all septic systems accordingly.	Provide directed funds for focused restoration efforts by all constituents.	Initiate Coastal Wetlands Status and Trends.	Expand Gulf of Mexico education to all citizens in a standardized format.
	Incorporate all watersheds contributing to Gulf of Mexico into comprehensive management plan (BMPs, TMDLs, etc.).	Address bacterial contamination with source tracking.	Complete Project Greenshores restoration in Pensacola Bay!	Central database	Include local issues in public school curriculums.
	Educate farmers to properly implement effective BMPs.	Re-establish historical hydrology.	Establish large protected, inter-connected areas.	Communication and sharing of databases between agencies	Outreach / stewardship
	Switch all septic to sewer.	Collect good baseline data.	Money	Add muscle to these efforts and bridge the gap between products and decision makers.	Share successful programs between providers.
	Need data shared with municipal officials	Better storm water treatment	Stop dredge and fill.	Try to categorize/summarize.	Establish more programs like LIFE.
	Water quality monitoring to see if there is a problem	Expand volunteer collection efforts to bays and Gulf – requires funding and legislative support – need to sell.	Produce education events for property owners and citizens valuing the role and function of wetlands.	Increase knowledge of community leaders of the interconnectivity of Gulf of Mexico habitats and impacts from upland sites.	Implementing LIFE (Learning in Florida's Environment) program in Walton County – extension programs such as Florida Master Naturalist and Youth/4-H Marine Camp – bring these to other areas.

Apalachicola, FL **8/25/05**	Teach watershed concept – everyone is connected by water to the Gulf. Residential/businesses application at recommended levels – no overfertilization needs to be emphasized. Proper functioning sewage treatment both septic and municipal.	Enforcement of TMDLs and other discharge regulations	I don't know much about restoration, except: plant aquatic.	Put educational signs in high access areas or in areas of special interest. Include "requests/requirements" on the sign to tell people what they are seeing and what they should or shouldn't do.	Help teach adults and others
	Require pervious surfacing percentages for all development and any commercial docks, etc. or building on dunes.	Increase knowledge of and dissemination of Gulf of Mexico watershed quality parameters through an Integrated Ocean Observation System.	ERP in the Panhandle	Compile existing data and continue monitoring. Highlight reference streams and ecosystems.	Environmental stewardship, coastal and rural areas
	Enforcement of regulations	Pick at least one and possibly two well understood measures and communicate that frequently to the public, similar to air quality (ozone, pollution rating).	Base restoration projects on historical data.	Data is probably out there; however, needs to be collected and distributed widely.	Continue ongoing projects such as COSEE, coordinate ongoing education projects such as Resource Rangers, LIFE, and others throughout the Gulf of Mexico region.
	Work throughout the Gulf of Mexico watershed to coordinate with local agencies to reduce nutrient loading.	Erosion control	Use best practices being applied in other parts of the country to protect existing habitat, and second plant grasses, shrubs, trees in damaged or at risk areas, also protect them with signs and enforcement.	Identify gaps in information.	Use the newspaper and radio to communicate the short list of key data that informs everyone to issues and actions. Target specific groups of the public to inform and educate to their specific interests, rumors or beliefs.
	Mandatory upgrade of sewage and storm water treatment across the entire water drainage system	More organic farming	Reduction of development		Expand to national education.
	More stringent storm water regulations – agriculture/silviculture BMPs that actually work and are implemented	Work on storm water treatment in Franklin County.	Adequately fund projects and project management		Fund programs in schools and fund general public education.

Apalachicola, FL **8/25/05**	Monitor water quality to pinpoint source of nutrient loading.	Establish good database, monitor regularly, and mitigate daily.	Stop the filling and assist local planners develop LDRs to protect wetland.		When "educating" public don't just put up signs to give "lecture." Show them how pollution, excess fertilizers, etc. affect water and how that affects them. If we had <u>no</u> problem with money you could set up mini demos in all malls or similar areas – scaled down version of what you see in museums/aquariums, etc. You need to convince public this is important – not just "tell them!" We need a "Jesse James" of environmental preservation!
	Replace all septic systems (OSDS) within one mile of wetlands, rivers, bays, aquifers.	Storm water management improvements	Restore and maintain them in perpetuity.		Get it out there.
	Coordination within watersheds		Enforce laws to protect wetlands.		Keep telling the stories – again, again and again to more and more people.
Sarasota, FL **9/14/05**	Monitor water quality with citizen involvement.	Monitoring all resources, water quality, habitat, garbage.	Removal of invasive plant species	Improve awareness of the need of habitats and the benefits of management.	Improve coordination of resources.
	Improve the science to evaluate pollution sources.	Involve citizens in the problem solving.	Improve awareness of the need for restoration.	More funding (root out brown science)	Utilize public media more effectively.
	Moratorium on permitting new phosphate mines.	Overcome our denial that pollutants are exacerbating the red tide/ dead zone problem.	Moratorium on destruction of what is there. No more trade offs.	We can study this ad nauseam, but common sense dictates that radical land and water use policy changes need to be made.	Involve all levels of the population, not just high schools. I am talking about the
	Make all polluting activity more expensive so that the cost of harm to the environment and other 'externalities' are included in all economic activity.	Deal with this problem at sources – quit researching environmentally, unfriendly non solutions (treating red tide with ozone or radioactive clay!).	More funding for restoration. Use eminent domain for public interest if necessary.	A favorite way to drag out any resolution is to keep throwing money toward studies.	new comers…

Sarasota, FL **9/14/05**	Ban further phosphate permits, phase out existing plants, and hold the corporations accountable; stop building golf courses; legislate better agricultural policies, including private property.	The governments at all levels must come out of their state of denial for a change; put the public interest at the forefront. Actions: Stop dumping, etc. that feeds red tide.	Need to change underlying agricultural policies or all restoration projects will be	Better GIS/ ground-truthing methods	More funding – deep ecology – critical analysis – no more FCAT
	Better sewage and industrial waste treatment	Improve river quality.	failures and wastes of money.	Coordinated ecosystem perspective studies for entire watershed	Education without an effective role model or same policies will lead to nothing.
	Land acquisition	Land acquisition	Make public parks.	Identify indicator habitats.	All kids can sing their little "reduce, reuse, recycles" but our society does not really support implementing change.
	Adopt state standards in all the Gulf states.	Allow natural systems to be natural.	Plant grasses	Coordinated research	Newspaper articles
	Filter storm water better. Control agricultural runoff.	Address non-point source pollution	Prevent more development.	Database of land use conversion tied to permitting.	TV ads
	Enforce federal and state guidelines of 10PPM nitrate runoff.	Stop pesticide use. Stop waste treatment plant discharges.	Land acquisition	Stop dumping of water into Gulf.	School projects
	Remove all organophosphates from lawn pesticides.	Reduce dependency on septic.	More money, more research, more acquisition	Study nearshore areas. Study estuary sea grass beds.	Dedicated time in classrooms
	Provide incentives and education to limit storm-water nutrient loading from home owners and businesses and visitors.	Reduce red tide frequency and volume.	Land acquisition of uplands adjacent to coastal wetlands	Create a master plan of education of marine ecosystems.	Get the word out – most important of all!
	Address nonpoint source pollution.	Find a solution to red tide. Reduce nutrient loading.	Uniform setbacks and zoning restrictions for all coastal/ wetland areas, and	Dissemination of scientific information. More interdisciplinary communication.	Convey the message that it matters to everyone.
	Control nonpoint source runoff. Stop treatment plant effluent discharges.	A decrease in disposal of commercial and industrial compounds (i.e. organophosphate and mercury).	riparian areas and watersheds. Massive funding for land purchase and restoration.	Benthic reef community on Gulf shelf	Continue education efforts with public.

	Southwest FL Basin Rule standards adopted!!!	Reduce pesticide use in coastal areas.	Land acquisition first		Accomplish sustainable behavior changes in regard to environmental problems and solutions.
	Only two bottom ships should be allowed into Gulf ports.	Study ways of controlling red tide.	More preservation and mangrove protection		Integrate into school curriculum – K through high school.
	Better education in lawn fertilizers and runoff	More storm water mitigation.	Restore flooding of Mississippi Delta area. Reduce construction.		Why fish population is declining and now public can help reverse this trend
	Reduce or eliminate storm water runoff. Reduce nutrient and pesticide runoff.		Mass planting of native, erosion control species.		Help fund hands-on programs for legislators, county commissioners, etc.
	An overall reduction of 40 percent in residential fertilizer use.		Control growth		Funding for public school environmental education
Sarasota, FL **9/14/05**	Control agricultural runoff. Educate public about choices they can make that will reduce runoff.		Stop permitting. Enforce mangrove protection.		Provide instruction for both students and the public at large through channels of mass media to address an overview of the current state of affairs with recommendations for individual improvement.
	Reduce residential/ recreational fertilizer. Reduce phosphate mining.		Enforce boat speed zones in sensitive areas.		Teach the public about sustainable lifestyles. Educate businesses about sustainability.
	Replace out-modeled/ overloaded sewer and septic systems.				Initiate school curricula in science/ environment. More media items.
	Removing the sugar industry from Florida. End phosphate mining.				Briefing groups (e.g. realtors associations)
					Sustainable economics.
Galveston, TX **9/20/05**	Start on difficult issues – many NPS/individual homeowners.	Reduce nonpoint source (NPS)	Increase state and federal funds.	Ensure protection of all functioning ecosystems.	Much needed. However, education should translate to increased knowledge and to action.

Galveston, TX **9/20/05**	Regulate "isolated" wetlands.	Formal acknowledgement that land use planning is necessary to control NPS (whether farming, highways, urban areas). Buffers and filters required.	Fully fund existing state and federal (U.S. Army Corp of Engineers ecological restoration, etc.) programs to accomplish this.	This is not difficult – strategies, NOAA, USFWS, the Nature Conservancy have done near shore and estuarine habitats. NOAA and the Nature Conservancy have done some deep water work. It is a mistake to delay action until "everything" is understood.	Use resources better.
	Establish consistent criteria between each state.	Regulate "isolated" wetlands.	Get more money.	Fund status and trends.	Ensure inner city kids spend field trip time in the field in coastal areas.
	Teach homeowners about nonpoint pollution.	Re-establish oyster reefs within the Galveston Bay system to the maximum extent practicable.	Attract/provide more funding to coastal wetland restoration projects.	Provide GIS mapping of marine habitats throughout the Gulf.	Establish environmental science curriculum for secondary schools in the Gulf states.
	Building of vegetative buffers to filter nutrients entering into the water.	Develop real-time bacteria tracking and monitoring to guide responses (i.e. beach closures, harvest closures, etc.)	Honor the contribution of isolated wetlands.	ID and promote the importance of Gulf habitats.	Develop a recognizable brand for GOM – something that resonates across the beer halls and school rooms of our nation – like the "Everglades."
	Better research on connections between hypoxia and nutrient levels.	Improve water quality of Galveston Bay.	Restrict building in floodplains – don't insure beach homes.	Determine best land to preserve and protect.	Get all students in the Greater Houston-Galveston area to visit Galveston island State Park for a guided tour with educational preparation in the classroom before and after the field experience.
	Keep living in my town home and not use fertilizer – talk to others about it.	Improved wastewater treatment – regionalization – less septic systems.	Restore upland wetlands, too to help protect downstream.	Acquisition	Educating students at a young age. Reaching grade school students w/ gulf of Mexico lesson plans.
	Effective enforcement	Don't trash beaches.	Barrier island restoration	Add habitats to our Web pages.	Schools need more hands-on science. Need better science education for all ages.

Galveston, TX **9/20/05**	Nonpoint source pollution control	Better NPDES/TMDLs	Managing coastal development	Mapping/data analysis	Have one source. Spend all resources on all media resources for a single watershed.
		Managing coastal development			Improve funding to Sea Grant and National Estuary Programs.
					If you don't educate public and government officials, you can't do any (education).
					Integration into curriculum
Port Aransas, TX **1/19/006**	Stronger enforcement of existing laws about discharges would diminish future violations.	Reassess zoning that allows development too close to the beach.	Eliminate filling of coastal wetlands by more stringent Corps permitting requirements.	Come up with a plan to protect these habitats; educate legislators.	Mandatory that every year, K-12 have a segment that focuses on local environmental issues.
	Get nutrient levels established to will insure nutrients are at acceptable levels to protect environment.	Determine cumulative impacts (on water quality) of coastal development, habitat loss, hydrologic alteration for existing conditions and projected conditions in future years.	Implement conservation (no prop) zones.	Develop GIS system that ids all habitats.	Greatly increase requirement for inclusion in secondary education.
	Persuade people not to fertilize their lawns.	Keeping them open and clean	Funding for restoration	Not familiar enough with process [to answer this question].	Fund all levels of education (K-12 formal education to adult non-formal education).
	Educate upstream communities.	Integrate existing data.	Develop methods to restore coastal wetlands.	Open water ecology.	Reach the high school groups (next generation of leaders) with the issue.
	Source tracking of nutrient inputs	Reduce pathogens to acceptable levels on all shellfish beds.	Buy land for preservation.	Inform public of the linkages between different habitat types.	Education and coordination
	Education and coordination	More seasonal pulsing	Incorporate importance of wetlands into development planning.	Find organizations (i.e., Aransas First) to handle stewardship of Gulf habitats.	Establish better educational methods to carry this message about the GOM to the public.

Port Aransas, TX **1/19/006**	Understand timing of loading relative to circulation/seasonal factors that influence hypoxia.	Stop mechanical damage to the beaches.	Increased funding to be used directly on restoration projects.	Education and coordination	Fund a broad-based, multifaceted education initiative based on system concepts and that humanity is part of the system and depends on the system.
	Less nutrient-laden runoff (fertilizer); less nonpoint source pollution.	Increased enforcement of existing laws.	Education and coordination	Develop a baseline data set on types/extent of habitats as well as existing land uses within the identified habitats.	[More] Public school and newspaper features.
	Eliminate septic tanks.	Enforce discharges.	Buy up pre-development land.	Develop a platform that allows most interested stakeholders to look at the Gulf with a single approach/sharing priorities.	Introduce marine science into all levels under our science programs in the school systems.
	Massive public education	Education and coordination	Conservation… buy land for conservation or secure donations of land.	Funding to groups to study areas, schools, environmental protection groups.	Start in elementary schools with field trips, bird and butterfly gardens, and wild plants.
	Implement nutrient criteria and standards.	Remove hypoxia.	Stop erosion.	Obtain funds to support studies to identify spawning and nursery habitats for fishes in offshore water of GOM.	Provide more funding for aquariums.
	Education the general public about lawn and crop fertilizers.	Keep all trash/nutrients/chemicals from reaching the Gulf and oyster reefs.	Keep development in check in ecologically sensitive areas.		Key environmental educators throughout Texas should be brought together to gather knowledge and input as to appropriate environmental education for the Gulf.
	Fix failing septic systems.	Fix failing septic systems.	Have state and local government agencies pick up regulation where federal agencies end by their mandate.		Better public awareness

Port Aransas, TX **1/19/006**	Keep all trash/nutrients/chemicals from reaching the Gulf and oyster reefs.	Have a plan to watch and act upon these plans.	Develop a priority-setting scheme that focuses on certain specific areas and works hard at them (rather than trying to a little bit everywhere).		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).
	Develop a better understanding of the relationship between land-use and nutrient problems.	Enforcement of pollution laws	Establish protected areas that will act as natural sources for restoration		Lessons should be available for use in all courses (natural sciences, history, economics, literature, math).
	Make people responsible for what they release into our environments.	Understand how to control harmful algal blooms.	Buy them; place conservation easements on them.		More public lectures
	Move storm drains dumping directly into the bay to land-based collection for treatment.	Protect estuaries as nursery grounds for sport fish and fish/shellfish used as food.	Control the development plan.		More funding
	Improve wetlands capture of nutrients at the source therefore improving the health of threatened habitats and reducing impacts from nutrients.				Use 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.
Mississippi - Alabama **PUBLIC SESSION** **1/31/006**	Allow alliances to have equal voice as lobbyist groups with binding results.	Stop further destruction vs. economic development.	Stop further destruction vs. economic development.	Inventory endangered estuarine areas in urban areas	Public service announcements or media spread the news and views of the public and not what the lobby groups say.

Mississippi - Alabama **PUBLIC SESSION** **1/31/006**	Build or restore wetlands upstream.	Build Bill Wolverton sewage treatment facilities using plants.	Strict enforcement of wetland protection.	All should be protected as required by law.	Establish curriculum resource center and incorporate Gulf environmental issues into curriculum in at least coastal counties' schools.
	Education on impacts of nutrients used on private property.	Stepped up water testing and publishing of results for general public.	Protection of endangered wetlands in the path of development. In particular, Turkey Creek Watershed.	Continue to use available technology to map habitats and monitor/evaluate change over time.	Regular spot on local news…maybe weekly. Establish group with multiple representation to develop message.
	Better control of sewage contamination. Better runoff management via reductions in impervious pavement.	Control sewage contamination through tighter wastewater management and strict.	De-channelizaton of channelized streams in Harrison County.	Teach kids how to prevent pollution and make things more environmentally friendly.	Environmental education should be required in grades K-12 in all states.
	Reduce number of permits to discharge; better education.	Enforcement of coastal counties. Improve existing treatment plants.	Wetlands are not protected as required by law. Stop issuing permits to fill or destroy wetlands, marshes, and tidal marsh areas.	Educate more people about various gulf habitats and the ecosystem contribution.	Get it on TV in any and all ways.
	Reduce pesticide/insecticide use. Subsidize organic farming.	Stop issuing permits to industries that pollute.	Increase level of effort and stop destruction!		We need to inform America how important the Gulf of Mexico is to our country and the world.
	Standardize monitoring for Gulf Alliance States 1st, then up the Mississippi (MS) we go!	Deliberately break levees of MS during floods.	Clean up day participation		Focus on "what's in it for me?"
	Implement alternative farming practices and offer effective ways of addressing problems.	Identify sources of degradation, prioritize based on impact and eliminate!	Hold contractors accountable for their sediment runoff into water ways.		Develop creative ways to capture public attention and inform them of the consequences of activities that affect the quality of the environment; IMAX theater productions.
	Change to front loading machine (uses less detergent).	Consider nonmotorized water crafts.	MDOT sediment runoff		Make connections for the public between public behavior and negative and positive ecosystem effects.

Mississippi - Alabama **PUBLIC SESSION** **1/31/006**	Fewer soaps used	Reduce sewage overflows.	Reduce construction in or near wetlands.		
	Federal monitoring	Have storm water treated before it is released into the Gulf.	See Governor's Commission report.		
	Educate farmers, residential landscapers, and homeowners to carefully monitor and apply pesticides.	Increased monitoring to better identify source problems.	Carefully regulate and enforce wetland protection.		
	Identify and focus on major sources.	Improve community wastewater treatment system.	More mitigation and identify methods to re-develop wetlands.		
Mississippi - Alabama **2/1/006**	Monitor the nutrition loading periodically.	Reduce agricultural or residential chemical use.	Prevent invasive species spreading.	Working Web and collaboration	TV program
	Effective storm water management	Provide for more efficient water treatment.	Stabilize eroding shorelines and replant lost wetlands.	Provide training for habitat assessment and identification.	Educate public on the importance of GOM and how they can participate in an "effective" way.
	Regionalize and upgrade wastewater treatment in southern Mississippi.	Get casinos unhappy over beach closures so something will be done about it.	One successful large scale restoration project in each county – tout it and educate citizens about it.	Coastal and Estuarine Land Conservation Program (CELCP) plan for MS	Reach the adults – many interested and intelligent but uneducated on this subject, citizens would be involved if presented correctly.
	Apply this to stream work I do with riparian landowners.	Apply riverine effects to coastal marshes, estuaries, and oyster nursery and grow-out beds.	Importance of sediment transport to marsh building	Comprehensive data development and distribution; funding and training/local citizen involvement	I think our museum's education effort can become a partner in Gulf environmental education.
	Promote BMPs; nutrient and pollutant reductions through storm water management.	See above; participate in outreach.	Fund restoration projects/expansion of knowledge/more public involvement	Control and continue evaluation of invasive species	Unite communities – expansion of coastal ecosystem learning center and placement in undersourced communities.
	Public education; adequate monitoring of real-time distribution of information	Provide more monitoring of coastal areas.	Restore 10 percent of Gulf-wide wetland systems.	Better improved GIS capabilities and software	Coordinate those efforts with hired coordinator.

	Eliminate the dead zone.	One hundred percent swimmable and fishable water	Motivate businesses and residents to pursue native landscaping.	to convince management of the significance of this information.	Comprehensive coordinated Gulf-wide effort
	Sewer system runoff should be banned in back bays; paper plant discharge should be banned in back bays.	Set back all construction 1500 feet from the coast.	Grow native grasses and help restore coastal wetlands using high school students.	Increase funding for inventory of Gulf habitats.	Constantly provide information to public—especially in schools.
	Have facts handy to convince citizens to take care not to contribute unnecessary nutrients to the environment.	Fight any new development that would add human impact to coastal region.	Advocate/legislate for restoration as official municipality policies.	Funding	Inform public to the level that they become active advocates for appropriate policy making and policy enforcement regarding any activities affecting the Gulf.
	Increase funding and develop a clearinghouse for data and ideas (applicable to all issues).	Assist state and federal agencies with beach restoration efforts.	Funding	Training programs	I have been teaching environmental education for 15 years. I plan to continue these efforts.
Mississippi - Alabama **2/1/006**	Reduce pesticides on lawns.	Restrict polluters from building on the coastline without buffers.	Educate the public.	Mapping of watershed and perform a build-out scenario	Establish more engaging educational events for the adult general public.
	Get the word out.	Funding	Enforce wetlands protection regulations in place; reduce the ability to destroy wetlands.	Involve public through education, monitoring, and reporting.	Involve movers and shakers.
	Educate the public.	Attend workshops	Consider opportunities for large-scale/small scale (individuals) restoration.	Involve GOMA leaders in identification process; increase baseline data to support decisions.	Involve leaders.
	Identification of source(s)	Long-term regional planning	Improve regulation and enforcement related to wetland protection.		Create a media campaign.
	Increase wastewater infrastructure.	Increased, coordinated sampling program to address multiple water quality (WQ) issues	Master plan that's also feasible allowing deposit of sediment		Reach the masses with knowledge and provide obvious, easy source to present questions and obtain information.

Mississippi - Alabama **2/1/006**	Buy-in of upstream states	Reroute storm drains and get rid of septic systems.	Assess the coastline to determine where the greatest need for restoration is located in order to prioritize projects and include restoration of adjacent upland habitats (buffers).		Work to promote citizen involvement in watershed planning.
	Centralize sewage systems to get rid of septic systems and reroute storm drains.	Better farm management practice for sediment; more sewage treatment	Abandon Mississippi Delta below Venice; use sediment to rebuild barrier islands.		Compliment this process.
	Better farm management practices—changing hydrology to put more water through marshes.	Install central sewage treatment and get rid of all septic systems; restore cultch material to impacted shellfish beds.	Purchase additional coastal property.		I believe their should be an emphasis placed on life long learning to allow for continuing re-enforcement and reward for good environmental behavior and promote stewardship for our coastal resources.
	Increase monitoring and research.	Research shellfish bed restoration following hurricanes, etc.	Use dredge spoils to restore lost wetlands (Gulf-wide sharing of those resources).		Work within the proposed network.
	Implement BMPs in all agricultural and livestock operations upstream; reduce nitrogen levels in treated municipal sanitary wastewater.	Improve sewer systems and reduce the chemical applications, such as pesticides or other agricultural chemicals.	Continue current protection – and develop strategic wetland development initiative to strategically locate wetlands where their function is needed and in areas safe from sea level rising.		Include in school curriculum.
	Reward farmers for reducing nutrients leaving their farms; kick off with a competition and reward a farmer with a coastal vacation.	Establish Gulf-wide monitoring program to identify major source of polluters.	Re-establish significant percentage of lost wetlands; strengthen legislation governing wetland use.		Promote educational programs; coordinate across state lines.
	Develop education materials, explaining the problem; establish a MS River Watershed Alliance to coordinate reduction in nutrient loading.	Now volunteer with MBNEP and am an oyster gardener – also support clean-up actions	Son, via boy scouts on Dauphin Island, does this (replanting)		Education concerning the environment in an integrated context with all other subjects – use of hands-on and third-party teaching.

Mississippi - Alabama **2/1/006**					Support North American Association for Environmental Education's (NAAEE) state affiliates; the Southeast NAAEE affiliates are organizing and could easily be engaged in related education initiatives.
					Secure proper funding; develop and implement public information campaigns.
					Work with Dauphin Island Sea Lab (Foundation) and support their outreach education programs
Thibodaux, LA **2/21/06**	No Data	No Data	No Data	No Data	No Data

APPENDIX C: BRAINSTORMED AND CATEGORIZED LIST OF ISSUES		
Location of Workshop	**Priority Issues**	**Number of Votes**
Naples, FL **6/10/05**	**Habitat Loss (wetlands, seagrass, corals)** o Continued loss of coastal wetlands o Loss of coastal wetlands o Estuary erosion control vs. non-interference o Estuary erosion control o Loss of habitat – upland and wetland o Nearshore coral reef systems o Estuary habitat destruction (grasses and mangroves) o Estuary habitat destruction (seagrasses) o Protecting and restoring coastal and inland wetlands o Estuary health – seagrass bed health, why is it deteriorating? o Habitat destruction o Loss of Habitat	16 votes
	Freshwater Management (quantity) o Hydrological Alteration – develop minimum flow levels for SW Florida waterways o Freshwater mismanagement (2 index cards) o Water management (3 index cards) o Water quality and quantity o Water retention and reuse delivery reverse negative impacts of excess runoff into Gulf of Mexico - percentage conversion to potable o Flow rate/discharge from Lake Okeechobee to the gulf via Caloosahatchee River o Dumping of freshwater from Lake Okeechobee (containing nutrients) down Caloosahatchee – kills seagrass, disrupts estuary salinity balance, affects gulf coastal water quality o Estuary flushing o Altered freshwater flows, changing land use o Freshwater as a pollutant	11 votes
	Gulf Water Quality (nonpoint source pollution, storm water) o Addressing land based sources of pollution to protect beaches, estuaries, and shellfish/fishing grounds o Nonpoint source pollution (6 index cards) – urban areas/farms/agriculture o Water quality/runoff (storm water nitrates, fertilizer) – manage and control o Storm water runoff/nutrient pollution/freshwater as pollutant o Water quality protection by controlling storm water runoff, limiting fertilizer applications o Developing total maximum daily loads for southwest Florida waterways (TMDLs)	9 votes
	Life-long education (K-12 + adults) o Education o Education – it all starts here – formal/informal/media – how best to implement o Lack of training for professionals/decision makers to help them use science in their daily lives o Need for increased emphasis on environmental education for students of all ages o Education – K-12 and higher education o Education (all levels) o Strengthen environmental education → birth to retirement – people of all ages must be made aware of issues related to Gulf of Mexico o Educate, motivate and empower local citizen's voice in support of Gulf of Mexico o Education at the local level – provide people with tools they can begin to use right away, people need to feel that what they do can make a difference	9 votes

Naples, FL **6/10/05**	**Population Growth and Development** o Watershed protection through land conservation (acquisition and conservation easement) o Land use conversion o Impact of population growth on the long-term sustainability of the southwest Florida environment (paraphrased) o Development standards o Population/development location/urban sprawl o Population growth o Increasing population → overdevelopment → environmental and social problems o Development (continual, location choice) expanding population o Development pressures and management o Uncontrolled growth/growth management	9 votes
	Enforcement o Enforcement of existing regulations, policies, and rules (state, local, federal, and international) o Holding state, federal, and local agencies and governments responsible for upholding the duty they have been charged with (e.g., enforcing current ordinances and statutes) o Lack of enforcement of environmental regulations o Enforcement of current environmental regulations (clean water act etc.)	7 votes
	Nutrient Loading (e.g. nitrates and phosphates) o Phosphate mining discharges which are not properly permitted or enforced by the Department of Environmental Protection (DEP), which threaten drinking water supplies and pollute rivers and estuaries with nutrients and toxic pollutants o Discharges from phosphate mining and the permitting process as a whole o Fertilizer runoff – nutrient pollution/loading (4 index cards) o Nutrient overloading – homeowners, agriculture, golf courses (direct) – I.D. products naturally derived from earth to utilize for these needs o Land derived coastal nutrients – watershed, rivers, estuaries, coastal, gulf o Estuary pollution from nutrients	6 votes
	Public Awareness o How land, ocean, and estuarine waters are dependent on each other for life and standard of living – lack of knowledge o Education/awareness/media o Public awareness of the differences they can make o Public awareness of environmental issues (6 index cards) o Public understanding and education o General communication with the public concerning issues (far too little is imparted to the public via any kind of media) o Understanding of public outside of gulf states – impact their actions (i.e. Midwest) could have on gulf (paraphrased)	5 votes
	Red Tide/ Harmful Algal Blooms o Red tide o Harmful algal blooms o Increase in toxic algal blooms	4 votes
	Connecting Science and Management o Educating policy makers in science o Lack of communication – science and politics o Coordinating research and management activities	4 votes

Naples, FL **6/10/05**	**Environmental Regulations (too much, too little, conflicting)** o Inadequate stewardship/governance o Undermining of the clean water act by the Florida (FL) legislature and FDEP by weakening FL statutes an DEP rules that implement the Clean Water Act (CWA) – such as the Impaired Waters Rule & 403.067, Florida Statutes o Consistent laws/regulations and conflicting regulations o Reduction of excessive government regulations o Environmental regulations based on scientific data	4 votes
	Access (beach use, boating, fishing) o Access to gulf by recreational and commercial boaters/fishermen o Preserve recreational boating and fishing – they keep people connected to the resource o Access for boaters and beach with educational outreach coupled with registrations permits and passes	3 votes
	Human and Animal Health o Health – ecosystem/disease-human, animal, plant o Health of animals; Harrison's medical component	2 votes
	Wildlife Management (e.g. listed species) o Wildlife issues – maintaining the health and numbers of fish, turtles, birds, etc. o Disappearance of Specific Species (loggerhead turtle nests down this year, death of crabs) o Endangered species (mammals, birds, fish, coral) o Comprehensive sea turtle/shorebird monitoring programs	2 votes
	Invasive Species o Preventing destruction of native habitat by invasive species o Exotic invasive species	2 votes
	Funding o Funds for agencies to do job properly o Sustainability of funding	2 votes
	Sediment Management o Sediment management	1 vote
	Overfishing o Overfishing o Fishing issues (especially marine protected areas) o Overfishing – gulf wide to the extent that ecosystem balance is significantly disrupted; waste-lands result; no top predators; algal takeover	1 vote
	Fish as Food Source o Depletion of fisheries – public, restaurants, and stores need to recognize that certain fish species are endangered o Sustainable food source (grouper, stone crabs, redfish, pompano, etc.)	1 vote
	Offshore Uses (e.g. aquaculture) o Offshore leases – aquaculture	1 vote
	Climate Change o Climate change impact and planning o Global climate change	0 votes
	Lack of Incentives for Effective and Efficient use of Natural Resources o Lack of incentives for reuse/recycling efficiency of natural resources o Lack of support for organic farming to lessen pesticides from commercial agriculture	0 votes

Tampa, FL **8/23/05**	**Growth Management** o Coastal development o Recreational use o Public access	33 votes
	Habitat Loss o Loss of habitats o Health of wetlands o Coral reef health o Seagrass propeller scarring o Dredging, bulk heading, and seawalling o Erosion o Beach renourishment o Impacts of storms	19 votes
	Water Quality/Quantity o Pollution o Litter o Beach closures o Mercury and toxins o Ocean dumping o Stormwater runoff o Sea level rise o Climate change o Shellfish bed closures o Freshwater inflow	16 votes
	Apathy/Societal Perceptions o Uncaring people o Societal perceptions of property rights vs. environment protection o Lack of vision by the public and government	12 votes
	Public Education o K-12 o Continuing adult education	9 votes
	Nutrient Loading/Eutrophication o Atmospheric Deposition o Sewage	9 votes
	Funding	8 votes
	Lack of Communication o Lack of communication between different branches of government o Avoid duplication of efforts	5 votes
	Over fishing o Fishing gear impacts o Physical damage to habitats	4 votes
	Political Agendas o Responsibilities of industries o Financial constraints	3 votes
	Lack of Regulations and Enforcement o Permitting of dumping zones o Draining of lakes for regulatory purposes	3 votes
	Harmful Algal Blooms, Red Tide	2 votes

Tampa, FL **8/23/05**	**Oil and Gas, Liquefied Natural Gas** o Damage from oil spills o Vessel pollution o Offshore drilling resulting in land subsidence o Liquefied natural gas terminals	2 votes
	Lack of Information/Inadequate Information	1 vote
	Threatened and Endangered Species o Aquatic animal health o Invasive species	1 vote
Tampa, FL **PUBLIC SESSION** **8/23/05**	**Growth Management** o Public access to water o Sustainable practices for tourist locations such as hotels	20 votes
	Habitat Loss o Clearing of upland regions o Wetlands protection	15 votes
	Water Quality/Quantity o Nutrient loading/ eutrophication o Canal management o Intercoastal cleanup o Need additional "no dumping" areas	15 votes
	Lack of Regulations and Enforcement o Weak enforcement of wetlands regulations o Insufficient "no dumping" areas o Weak enforcement of the Clean Water Act	13 votes
	Political Agendas o Selective use of science o Political representatives are not well enough informed	6 votes
	Beach Re-Nourishment	5 votes
	Funding	5 votes
	Public Education	5 votes
	Threatened and Endangered Species	5 votes
	Apathy/Societal Perceptions	4 votes
	Lack of Information – Inadequate Information o Standardizing data collection methods o Modeling o Synthesis of data/information	4 votes
	Lack of Communication o Need holistic approach to problems	3 votes
	Non-Nutrient Pollution o Mercury o Toxins o Pesticides from lawn treatment o Desalination	3 votes

Tampa, FL **PUBLIC SESSION** **8/23/05**	**Overfishing** o Impacts of commercial fishing methods o Insufficient recreational fishing data	3 votes
	Harmful Algal Blooms; Red Tide	2 votes
	Climate Changes o Sea level rise	1 vote
	User Traffic o Private and public waterways traffic o Noise pollution	1 vote
	Aquaculture	0 votes
	Business Agenda	0 votes
	Dams o Renewing and removal of dams o Aquifer recharge	0 votes
	Groundwater Withdrawal o Deep water injection o Sink holes	0 votes
	Invasive Species	0 votes
	Oil and Gas, Liquefied Natural Gas o Seismic testing	0 votes
Apalachicola, FL **8/25/05**	**Habitat Destruction** o Habitat loss – all ecosystems o Estuarine habitat loss and secondary/cumulative impacts o Economic and population pressures on coastal habitats o Development and habitat loss o Over development of coastal areas, impacts on habitats, lack of infrastructure (i.e. sewer service) o Impacts on coastal habitats from population and economic standpoints o Wetland protection – buffer on uplands o Habitat loss, destruction, and deterioration o Habitat destruction	15 votes
	Water Quality and Quantity o Water quality of the rivers, bays and Gulf is critical concern for the life, health and quality of life o Water quality and quantity – nutrients, toxins, etc. o Water quality impacts – education and enforcement o Water quality declines, increases in nutrients and sediment loads to the Gulf and coastal estuaries o Upstream water allocation, freshwater delivery o Controlling and minimizing water runoff/surface and storm water into Gulf o Water quality degradation o Water quality – storm water management, nutrient loading, contaminants o Water quality – nutrient loading, contaminants, storm water, hormones, antibiotics, and pharmaceuticals o Human development – disturbance, impervious surface, habitat destruction, wildlife destruction o Nutrient loading o Pollution from river, coastal construction o Water quality/flow data lack of timely information for management decisions	13 votes

Apalachicola, FL **8/25/05**	**Development Practices and Lack of Effective Growth Management** o Understanding dynamic coastline and modifying development practices o Growth management along Gulf Coast o Balance and inclusion regarding special interests: fair zoning and planning (managed growth) o Inadequate coastal development controls o Lack of development management that is cognizant and sensitive to ecological conditions and processes o The cost to the community of maintaining shoreline development o Overdevelopment of coastlines o Unbridled coastal development o Land use planning and aquatic management regulations should be based on the area's carrying capacity o Growth and development in hazardous coastal areas o Coastal development – development setbacks, nutrient loading (ie septic tanks, runoff), wildlife habitat impacts o Development pressures: density increase and property value escalation driving land use/zoning decisions	13 votes
	Lack of Enforcement o Enforcement o Lack of/inadequate compliance and enforcement o Not strict enough laws or nonenforcement of existing ones o Zoning and regulation enforcement o Lack of enforcement of environmental regulations o Lack of enforcement of current regulations o No enforcement of rules, regulations, and laws put in place to manage for healthy environment o Compliance and enforcement – clear signage, summons/tickets, community service, etc.	13 votes
	Loss of Cultural and Economic Viability in Coastal Communities o Loss of seafood industry from development pressures o Loss of cultural and economic viability in coastal communities o Destruction of cultural norms	9 votes
	Coordination (across agencies, across states) o Inclusion, integration, and efficiency of agencies: single accountability for special actions, information sharing, agreed completion dates, removal of political encumbrances, freedom to take direct action, clear powers to enforce, specialization (regional) in science and technology, linkages and education with local city and county government	9 votes
	Need For Education on Environmental Processes, Human Impacts and Connections (between inland and coastal areas, and among Gulf Coast communities) o Lack education for general public on impacts of human activity to the environment/watershed o Make people aware coast to coast and inland o Translate science to the layman – how to expose public to info, not lecture o Continue to promote coastal education to youth, adults, and community leaders o People are the problem and the solution – sensitivity and education informed by: simple and clear critical baseline data, simple rules and regulations, positive image, and good feeling of doing the right thing o Education: decision makers, general public o Lack of environmental coastal education	7 votes
	Lack of Access	5 votes

Apalachicola, FL **8/25/05**	**Lack of Accessible Baseline Data** o Data collection and presentation – lack of baseline data o Establishing baseline of Gulf status: hydrogeological, biological, chemical, physical o Lack of understanding and appreciation of and sensitivity to the dynamic nature of a coastal environment – too much shoreline armoring, dredging and filling, beach renourishment, etc., building homes on shifting sand o Regional sediment management – studies and implementation	5 votes
	Political/Economic Pressure o Short-term profit motivation greater than concern for the environment o Political and economic pressures on agencies – ability to do the job o Limits on field people to do their job and lack of money to do the job	4 votes
	Fisheries Management o Improved/different harvesting technology, use verifiable data from oystermen and fishermen o Incompatible fisheries management	3 votes
	Oil Drilling o Big picture effects on Gulf	1 vote
	Overpopulation o The negative impact of population growth and land use intensity increases on the health and well-being of the natural resource known as the Gulf of Mexico o Overpopulation	1 vote
Sarasota, FL **9/14/05**	**Funding (lack of…)** o Funding for science and education o Lack of funding o Funding – solves problems with not only regulation and enforcement but restoration and management o Funding o Funding for research – need the science to strengthen not weaken o Environmental permitting – funding for staff/ enforcement o Inadequate funding/ will to fund for research, regulation, and enforcement o Funding – not enough long-term funding opportunities o Money for addressing Gulf health o Funding to complete priority projects/ programs o Achievement of sufficient funding for needed science and public awareness o Federal funding for Gulf study o Lack of funding for research and management	22 votes
	Loss of Habitat/ Conservation and Preservation of Habitat (wetlands, seagrass, etc.) o Conservation of coastal habitats o Increase marine habitats in coastal areas o Preserving coastal habitat o Lack of conservation/ preservation of coastal lands and waters – lack of appropriate mitigation procedures o Failure of government agencies to effectively mange, conserve, and protect natural resources o Timeframe is too slow: Speed up the time frame to begin ecosystem recovery process o Habitat loss and degradation of Gulf and associated waterways (bays, rivers, creeks) o Mangrove/ sea grass destruction o Seagrass o Loss of habitat, including wetlands o Shoreline armoring – loss of habitat (sea turtle, shorebird, etc.) o Loss of habitat – unmanaged development o Habitat destruction o Increased development and loss of habitat o Loss of coastal and aquatic habitats	22 votes

Sarasota, FL **9/14/05**	**Nonpoint Source Pollution and Nutrient Loading (fertilizers, pesticides, storm water, sewage, etc.)** o Nitrate runoff from fertilizer, golf courses, and lawn o Stop using fertilizers and pesticides and plant Florida native plants o Lawn pesticides runoff from residential and landscape use o Nonpoint source pollution (e.g. runoff from yards) o Nutrient loads and runoff causing red tide o Nutrient runoff o Excess nutrient loading o Man-made nutrient pollution to the Gulf o Reduce nitrogen/ phosphate/ etc. runoff and nonpoint pollution o Contamination – pesticides, fertilizer, treatment plant effluent, phosphate industry, atmospheric, nonpoint source, watershed, etc. o Storm water pollution o Overall estuarine health – includes pollution issues, varying salinity levels, recreational use, biological value, etc. o Stop polluting o Pollution - point and nonpoint o Nonpoint source pollution o Land-based sources of pollution – lack of coordinated reductions o Nonpoint source pollution and nutrient loading	17 votes
	Red Tide o Red tide o Dead Gulf/ red tide – do something now o Red tide/ dead zone o Contamination especially related to red tide management o Red tide – associated causes and impacts	17 votes
	Education and Stewardship (K through grey) o Lack of stewardship o Personal responsibility o Public education, awareness, and stewardship o Educating public o Lack of education schools and public o Public education aimed at issues and personal responsibility – backed by incentives and penalties o Understanding our connection to water is imperative – education, raising consciousness to view our environment with respect is first. o Creating sustainable behavior changes through education for public, children, minorities, etc., and provide funding for increased education. o Lack of public awareness for environmental issues and the desire to be stewards of the environment. o Formal/ informal education in the schools and community (getting information into school curriculum and to tourists) o Education for legislators, public, and agencies for active legislation o Bring about change immediately! Nationwide public and government awareness o Lack of public education – general public, children	16 votes

Sarasota, FL **9/14/05**	**Population Growth and Development (unsustainable development)** o Excessive influence of corporations and development agencies o Sustained economic development in fact of protecting Gulf of Mexico o Increased human population o Overpopulation o Coastal development o Unregulated coastal development (mismanaged) o Unsustainable development o Unsustainable development due to increased human population growth o Number of people moving to FL – development o Overall health of Gulf due to development o Unsustainable development o Increased human population o Unsustainable development and land use o Uncontrolled coastal development o Unsustainable development o Increasing human population o The failure of state and local governments to address population growth and regulated development o Development – coastal, barrier island, watershed	13 votes
	Intergovernmental Coordination and Partnerships o Intergovernmental coordination and funding (local, regional, state, federal, international) o Lack of coordination between local, state, and federal environmental permitting agencies o Coordination of all efforts o Poor coordination and planning to reduce (1) natural resource degradation, (2) time and finance costs to local, state, and federal governments, and tax payers, and (3) water quality and reduction o Need federal incentives for states to more actively participate in Gulf recovery o Better and true partnerships between federal, state, academia, and private entities	6 votes
	Lack of Accurate Information (misinformation) o Information deficit o Proliferation and misconceptions o Verification of facts – less misinformation to the public, (media uninformed but well-meaning) individuals, or sources o Lack of accurate and reliable info at a central location o Misinformation – including shortsightedness and politically-based environmental positions o Dissemination of understandable and accurate information relevant to the health of the Gulf	6 votes
	Renewable Resources (including recycling and solar energy) o Recycling o Implementing use of renewable resources (solar, ethanol, natural fibers – beets, hemp) o Encourage use of solar energy	5 votes
	Water Quality o Water quality o Degradation of water quality including increased nutrients and red tide o Water quality including nutrient loading, erosion, pollution	4 votes
	Laws and Enforcement o Phosphate laws o Governmental agencies failure to enforce regulations and laws (federal, state, and local) o Lack of defined policies and legislation o International laws that require federal, state, and local land-use decisions that maintain natural water quantity, timing, and quality.	4 votes

Sarasota, FL **9/14/05**	**Science-Based Prioritization and Decision Making (management)** o Focus efforts on ecosystem-based governance o Science-based prioritization o Prioritize efforts based on sound science o Science-based decision making / managing resources o Science-based decision making o Lake Okeechobee Management – affects two estuarine systems, one of which is in Gulf as well as many terrestrial systems that ultimately spill into Gulf o Prioritization based on science, not emotion o Influence of developers over local governments	3 votes
	Dead Zone	3 votes
	Coastal Hazards (hurricanes) o Pre- and post-disaster planning o Hurricane damage and recovery (i.e. last nights TV said environmentalists stopped the building of a flood gate for New Orleans)	2 votes
	Fisheries and Overfishing o Fisheries and habitat protection o Overfishing	2 votes
	Government Ineptitude o Leaders need to be more responsible in keeping laws o Lack of government (federal, state, local) commitment to protecting and restoring Gulf of Mexico o Government ineptitude with using sound science to determine policies (as in global warming as untrue) o Governmental ineptitude o Lack of immediacy, lack of accountability, (ineptitude of government)	2 votes
	Ecosystem Valuation (valuation of resources) o Redefining the value of resources o Poor/ no ecosystem valuation o Better definition of value of resources (i.e. tie to education and funding)	2 votes
	Alteration of Freshwater Flows into Estuaries o Alteration of natural quality, quantity, and timing of freshwater flows to estuaries o Alteration of freshwater flows into estuaries	2 votes
	Oil / Gas/ Mining o Oil exploration in Gulf o Phosphate mining	1 votes
	Global Climate Change (including greenhouse gases) o Global climate change participation by U.S. o Global climate change/ rising sea level o Rising water levels o Increasing greenhouse gases	1 votes
	Littering o Trash and fishing line in the environment (and ways to clean it up/ reduce it)	0 votes
	Dumping and Industrial Waste o Discharge, runoff, dumping, washing out into Gulf of chemicals, fluids, and junk o Stop dumping phosphate leftovers into bay and Gulf of Mexico o Industry and other pollution (sugar, phosphate, oil and gas, golf courses, lawns)	0 votes

Galveston, TX **9/20/05**	**Land Use Planning/Lack of Land Use Planning** o Land use planning o Land use planning – not enough habitat/wetlands/coastal prairie set aside o Lack of planning authority o Lack of coastal land use planning o Reactive planning instead of proactive planning in regards to upstream land management practices that impact coastal areas and Gulf of Mexico	15 votes
	Water Quality (WQ) Pollution (nonpoint source/nutrient loading/hypoxia) o Pollution o Water condition (quality, pollution, hypoxic zone) o Nonpoint source pollution o The "Dead Zone" o Nutrient runoff o Nutrient loading o Pollution control	14 votes
	Habitat Loss/Habitat Fragmentation/Preservation o Coastal habitat degradation or destruction (primarily wetlands loss) o Wetland loss o Wetland protection/restoration o Habitat loss/destruction o Wetland and habitat loss o Habitat loss (specifically estuarine nursery losses) o Habitat loss (estuary, deep water, upland, etc.) o Habitat fragmentation o Habitat restoration o Habitat preservation	7 votes
	Population Growth and Development (including sprawl) o Population growth o Coastal sprawl – second homes, vacation rentals, habitat loss, failing/non-functioning septic systems o Coastal development/urban sprawl o Coastal over development promoted by federally subsidized flood and windstorm insurance	5 votes
	Lack of Knowledge/Awareness/Education o Lack of understanding of ecosystem processes and relationships o Lack of education on ocean issues o Lack of awareness o Lack of awareness of connectivity to Gulf o Ecosystem understanding o Public education	4.5 votes
	Lack of Funding/Funding by Crisis o Funding o Lack of funding o Unbalanced funneling of funding instead of investing in prevention and research o Serious underfunding of ocean sciences – specifically in the Gulf of Mexico	4 votes
	Freshwater Inflows	2 votes
	Fisheries (overfishing and by-catch)	1.5 votes
	Coastal Erosion	1 vote
	Oil and Gas (Liquid Natural Gas (LNG), open loop, rigs) o Offshore open-loop LNG terminals o Oil rigs and LNG – impact on Gulf health and recreation	1 vote

Galveston, TX **9/20/05**	**Invasive Species**	1 vote
	Government Indifference	1 vote
	Public Access o Recreational access – public access points	1 vote
	Contaminated Seafood	1 vote
	Dredging and Dredge Spoil Management	1 vote
	Loss of Biodiversity	0 votes
	Enforcement o Enforcement to control/manage nonpoint source pollution o Sporadic Clean Water Act enforcement (lack of regulation of "isolated" wetlands)	0 votes
	International Cooperation	0 votes
Port Aransas, TX **1/19/006**	**Coastal Habitats (preservation, loss, etc.)** o Loss of coastal habitat to development o Degradation of wetlands o Habitat destruction; seagrass loss o Destruction of wetlands o Loss of coastal wetlands and habitat o Coastal wetlands o Wetland/seagrass habitat loss/impairment o Passes and wetlands o Estuaries and wetlands o Habitat destruction, degradation along coast and bay system o Loss of coastal habitats – includes wetlands and coastal submerged habitats (affects many species & storm protection) – causes may be erosion, subsidence, development, storm/climate o Habitat preservation and restoration o Preservation of coastal habitats (wetlands, dune systems, sensitive uplands like riparian zones and coastal prairie); preserving integrity of these habitats; conservation easements, buying of land for preservation o Habitat restoration o Habitat modification (wetlands, endangered species) o Habitat preservation and conservation; conservation easements, buying of land for preservation o Habitat conservation	24 votes
	Population Growth and Development o Population growth o Population density along coasts o Population control o Overuse of coastal areas o Responsible coastal development o Coastal overdevelopment/population pressures o Coastal community development; loss of coastal habitats from development; need to conserve habitats through acquisition o Control of coastal development o Unplanned development along shorelines and river drainages o Linking county/community input into smart growth along the coast and working on ecosystem services o The urbanization of Texas Barrier Islands o Lack of long-term comprehensive land use and development planning	18 votes

Port Aransas, TX **1/19/006**	**Education at all Levels (K-12, public)** o Lack of education (public and K-12) o Lack of education and involvement of the local population o Local ignorance of natural sciences and systems at work in area o Lack of adequate K-12 marine education o Deficient education on environmental issues o Credibility; helping the community understand how to identify what information is accurate, credible, and what they can/should do – what action can they take o Public education (marine science issues) o Public awareness of the environmental issues o Education ocean science/environment o Communication; effective methods of communicating accurate information to members of the community to facilitate and speed up goal setting and action; looking long-term, not short-term	14 votes
	Balancing Environmental and Economic Interests/Impacts o Balancing demands on coastal zones; political/economic/environmental/scientific; increase funding and incentives to study/protect/understand importance of area o Balance between economics and ecology o Balancing the environment with its economic impact to local communities and the state o Balancing environmental vs. economic impact o Socioeconomic impacts	14 votes
	Water Quality (nutrient loading, nonpoint source) o Improving water quality (from nonpoint source pollution particularly including storm water) o Nutrient loading o Nutrification/ eutrophication o Site-specific water quality standards o Nonpoint source pollution o Stop pollution o Water pollution due to environment's degradation o Pollution control	11 votes
	Freshwater Inflow o Freshwater inflow alteration o Freshwater inflow o Freshwater input management (bays and estuaries) o Water releases o Providing adequate fresh water inflows to coastal bays and estuaries o Freshwater inflow from lake and Gulf pf Mexico o Freshwater inflow to bays and estuaries o Reduction of freshwater inflows due to inner population needs o Freshwater inflow needs of estuaries	11 votes
	Social and Economic Pressures Overriding Science o Local/governing agencies ignoring responsible conservation (money talks) o Development (public opinion) over-riding scientific expertise o Ignoring scientific input over cash input o Economic goals over-riding scientific knowledge and environmental needs o Public opinion (based on bias and feelings) is over-riding scientific expertise	7 votes
	Funding o Greater funding for agencies tasked with enforcing current laws and regulations o Increased funding for better science o Improved funding for enhancing measurements (physical, biological, chemical, geological) of coastal ocean environment (bays, estuaries, coastal, to open ocean of Gulf of Mexico)	5 votes

Port Aransas, TX **1/19/006**	**Endangered Species** o Endangered species o Protect endangered species (this will automatically "take care of" many of the other concerns)	4 votes
	Beach Management/Maintenance o Beach management techniques that are destructive to wildlife and promote erosion o Sensible plan to use in beach maintenance	4 votes
	Lack of Enforcement o Lack of enforcement power regarding coastal management	3 votes
	Fisheries o Increased recreational fishing pressure in Aransas Bay (coastal bend) o Lack of ecosystem management approach to fisheries as opposed to single species management	3 votes
	Dumping o Marine debris o Dumping – illegal, beaches and into water, gulf and bays o Offshore dumping o Illegal dumping	3 votes
	Technology Informing Management o Integrate coastal ocean observing systems o Geospatial technology and ecosystem management o Incorporating GIS into management (ID habitats)	3 votes
	Ecosystem-Based Management (relationships and interconnectedness) o Citizen education of ecosystem management at regional and local (immediate) level o Quality control over aspects of Gulf of Mexico o Need to better understand the relationship between coastal habitat destruction and marine fisheries o Upstream/downstream social disconnect o Relationship between upstream/downstream better understood o Need to have better monitoring and management in an ecosystem-based format	3 votes
	Lack of Coordination (local, state, federal, international) o Lack of coordination between local, state and federal o Coordination (or lack of) between local/state/federal authorities o International cooperation efforts	2 votes
	Dredging and Sediment Management o Toxic waste from dredging o Regional sediment management o Dredging and beneficial use of dredged material o Regional sediment management	2 votes
	Lack of Science to Inform Management o Lack of scientific information to manage Gulf resources o Lack of scientific baseline data	2 votes
	Coastal Hazards Mitigation o Coastal hazard mitigation	2 votes
	Value of Ecosystem Services o Better/more information on the values of ecosystem services	2 votes

Port Aransas, TX **1/19/006**	**Erosion** o Land erosion o Degradation of the Gulf's coastline from pollution and erosion o Coastal erosion	1 vote
	Permitting o Permitting allowed to develop wetlands and shorelines	0 votes
	Oil and Gas o Oil and gas	0 votes
Mississippi - Alabama **PUBLIC SESSION** **1/31/06**	**Upstream Concerns (nutrient loading)**	6 votes
	Water Quality -- Including Bay Issues, Sewage Treatment, Development Impacts (e.g. red clay flowing into water bodies)	5 votes
	Polluter Pays – Industry Should Bear Burden of Pollution Costs (need mandates and regulations)	5 votes
	Agency Funding (enforcement)	4 votes
	Sustainability (overall issues, including fisheries)	4 votes
	Commercial Fishing with Nets	3 votes
	Strengthening Environmental Standards (and standardizing them across the states)	3 votes
	Liquid Natural Gas (LNG) Impacts on Water Quality	3 votes
	Relaxation of Offsite Mitigation Policies for Wetlands o Allow more low-level suburban wetlands to be developed in exchange for the protection of high-level coastal wetlands	3 votes
	Need Better Balance Between Economic and Environmental Impacts o road development decisions	2 votes
	More Access to Water Quality Testing Results and More Testing	2 votes
	Coastal Hazards	2 votes
	Septic Tanks (leaking into Gulf)	1 vote
	Offshore Development Needs Checks and Balances	1 vote
	Air Quality Impacts on Water Quality	0 votes
	Impoundment of Water Bodies to Create Reservoirs	0 votes
	Artificial Reefs (too many equal pollution – where did they go after the hurricanes)	0 votes
	Commitment and Funding from Federal Agencies for Gulf Needs	0 votes
	Development of Salt Domes	0 votes
	Impacts from Disposal of Dredge Material	0 votes

Mississippi - Alabama **2/1/006**	**Habitat Restoration, Degradation, Protection, Identifying Characterizing, and Saltwater Intrusion Impacts** o Preservation of natural ecosystems. o Watch the projects to further develop the Pearl River by placing two new dams in the Jackson, Mississippi (MS) reach of the river. These projects promise flood control while allowing riverfront development – "Shangrila." Two additional dams will cause low flow conditions in drought years that the downstream areas of the Pearl cannot sustain, including coastal marshes and estuaries in Louisiana (LA) and MS that depend on regular seasonal fresh water discharges o Land protection (riparian buffers, conservation easements, purchase outright). o Habitat preservation o Wildlife habitat concerns o Identification, quantification, and restoration of natural coastal habitats. o Loss of shoreline and wetland submerged aquatic vegetation (SAV) habitats to dredging/filling, development, channelizing, dams, etc. (including loss of riparian habitats that could serve as buffers). o Restoring wetlands, rivers, and estuaries.	20 votes
	Education and Outreach/Communication (includes sharing of monitoring data) o Expand education of key Gulf Coast environmental issues. Enlist speakers/ambassadors from community groups, nongovernmental organizations (NGOs), and industry as well as involved agencies to talk/teach at schools, civic groups, etc. Assist ambassadors with training/speaking tools to enable effective fact-based environmental education. o Educate all levels of society about the problems and solutions available based on relevant data. o Public education o K-12 education o The need for community outreach and education by using the university in state to do or assist in research and develop education/training programs. Start K-12 to help make people aware of problems. o Environmental education for K-college, coastal resource managers, general public Opportunities should be specifically designed for these audiences. This requires funding in the form of additional people/staff to take on new programs and projects. o Community education that targets adult audiences is traditional	18 votes
	Local Decision Makers/Leaders Balance Economic and Environmental Concerns/Goals (need to understand economic benefits and quality of life) o Education of public officials, elected and appointed regarding the repercussions of land use management decisions. o Balancing environmental and economic development. o Can local leaders come to an understanding of the economic benefits of quality of life? o How do we get our elected and appointed officials and business leaders from wanting more housing and shopping centers?	13 votes
	Invasive Species o Invasive exotics (aquatic and terrestrial plant and animal) o Remove invasives and restore habitats after removal. o Also included should be education to the general public about what invasives are, why they are bad, what you can do to get rid of them in your yard in an economically and environmentally sound method.	12 votes

Mississippi - Alabama **2/1/006**	**Water Quality (general) Including Pollutants other than Nutrients (such as mercury) as Well as Disease Concerns** o Water sampling for regulatory compliance o Adequate monitoring of water quality and real-time alerts of negative impacts, including spills (pollution and waste water), beach closings, fish and shell fish impacts. o Mercury and other pollutants (nutrients, sediments, algal blooms, low dissolved oxygen) o Presence of mercury in fish o Thermal pollution o We need better understanding of waterborne and seafood-borne diseases so that we can better mitigate adverse health impacts on tourism, water recreation, and seafood consumption. o Gulf water quality should address the following issues: o Saltwater intrusion o Red tides o Effects on seafood industry o Soil erosion impacts o Up-stream dumping issues o Septic and sewer systems	12 votes
	Population Growth and Development o Direct new population growth into city mixed use areas. o How do we reduce our population so we do not have these abundant problems? o Increased coastal populations and habitat loss due to development. o Unrestrained coastal zone development that assumes natural coastline erosion/deposition can be prevented. o Inland best management practices (BMP) implementation o Lack of appreciation for and enforcement of BMPs, especially in coastal zones. o Land protection/land use o Building codes o Sustainable coastal development o Coastal redevelopment and impact to the environment o Building codes needed as first measure o Local planning o Green building programs o Smart growth o Amendments to building codes are needed to provide better termite protection against Gulf-wide problems with Formosan termites.	8 votes
	Coastal Hazards (e.g., hurricanes, mitigation smart rebuilding and recovery) o Will we rebuild like we did after Camille, or take all the good planning and Federal Emergency Management Agency (FEMA) recommendations and rebuild wisely? o Hazard mitigation through environmental restoration o Pre-planning and coordination for coastal hazard mitigation (storm water buffers) o Unwise development in areas susceptible to storm surge o Pollutants – any new pollutants because of hurricanes	8 votes
	Restore, Preserve, and Support Coastal Communities and Working Waterfronts o Loss of water-born industries o Protection and preservation of indigenous coastal communities relative to coastal developmental and governmental regulations o Preservation of working waterfronts; water-dependent vs. water-enhanced use o Dredging, support of seafood industry, shipbuilding, tourism, coastal (land and water) clean-up	8 votes

Mississippi - Alabama **2/1/006**	**Coordination and Cooperation (especially for regional land use planning, research and policy)** o Organizing Gulf of Mexico Alliance around sustainability. o Regional land use planning – mapping resources and using them to help guide development o All Gulf states, Mexico, and Cuba working together on Gulf of Mexico issues (e.g.: sharing information, setting common goals, interacting on research, economic development, and policy issues). o Cooperative land use planning	2 votes
	Air Quality o Air quality changes and risk assessment in natural and man-made disasters in coastal regions	2 votes
	Public Access and Green Space o Buffers, conservation space o Partner with Land trust to preserve green space to assist in solving some watershed and water quality problems. o Greenspace/public access and recreation	2 votes
	Sediment Supply and Distribution o Gulf-wide sediment management plan	1 vote
	Lack of Regulation o Lack of local government regulatory resources (funding, staff, expertise, political will) for managing land use	1 vote
	Political Reforms and Funding o Fear to speak up o Funding for Gulf of Mexico Alliance o Reform the MDEQ permit board. It is heavily weighted with executive branch appointees. For political reasons, this board cannot make tough decisions to deny permits when they should be denied. This throws all controversies to the chancery court system. This is ridiculous. Department of Environmental Quality should be able to make decisions when necessary. o Prioritize and target funding stream. Too much diversity creates a "watered down" approach to issues such that addressing them becomes ineffectual. o Pick your top needs. o Direct funding to them consistently o Don't get off track with "popular issues" that may arise along the way.	1 vote
	Water Quality, Nutrients, Storm Water and Wastewater o Under-regulated and engineered; public and private sewer districts. o Sewage infiltration and inflow resulting from the combination of extreme rainfall events and aging/failing wastewater infrastructure. o Monitor wastewater runoff and monitor nutrients entering the Gulf. o Nutrient enrichment and components that contribute to that (N and PO4). o Effects of nutrient loading, eutrophication, and hypoxia on water quality and ecosystem function o Storm water development and redevelopment. o Storm water pollution o Nutrient loading including nonpoint sources and sewage issues. o Reducing nutrient levels in bays, rivers, and estuaries.	1 vote

Mississippi - Alabama **2/1/006**	**Research and Modeling Needs** o Studies commissioned to identify key priority environmental issues for the Gulf based on data vs. anecdotal sensationalism by the media and some NGOs o Lack of baseline data o All stakeholders need to promote implementation and use of GCOOS – the Gulf of Mexico Coastal Ocean Observing System. Also, the nation's overall Integrated Ocean Observing System (IOOS) data needs to be "banked" at SSC. o Weather Research Forecast Model (WRF) for land fall hurricane tracking and intensity change over the Gulf of Mexico (storm surge, heavy precipitation, wind effects).	0 votes
Thibodaux, LA **2/21/006**	**Coastal Land Loss and Restoration (erosion, channelization, subsidence, sediment management, habitat loss)** o Want further talk on sediment delivery. What sources are available (particle size); source locations; efficient means of transporting sediments o Sediments diverted offshore, concentrations in the rivers decreasing o Hydrologic modification o Inability to decide how to divert sediment from the Mississippi River into degrading coastal waters to rebuild land lost to subsidence and coastal erosion. o Loss of sediment (non-beneficial use of dredged material, off-coast deposit) o Sediment/freshwater diversion into the Terrebonne estuary. Water into Bayou Lafourche, into Bayou Terrebonne o Prioritization of wetland habitats capable of cost-effective sustainable restoration efforts and public recognition that some areas will not be (sustainable) restored. o Cut government red tape on restoration projects; streamline permitting process; Real and immediate fines for damages.	38 votes
	Hurricane Protection o Hurricane protection o Comprehensive hurricane protection, including wetland protection, restoration, and construction o Better planning for and protection of the human species (increasingly) inhabiting the shorelines and coastal areas of the U.S. and world (GOM and LA specifically). o Hurricane protection o Flood control/hurricane protection. (protect inland habitats, people, infrastructure)	17 votes
	Education (formal and informal) and Outreach o Ignorance of coastal ecosystem values and importance o Educating the rest of the nation as to the importance of coastal wetlands maintenance o Education – educate the educators o Education – we need to push locally as well as on a state level for more information to be filtered to our schools and communities. People and students need to be reminded each day what we are doing in our parish and state to address the restoration of our coastal wetlands o Environmental literacy and public outreach efforts o Educational issue: how to convey the truth about the coastal crisis truthfully, but with hope for the future! o Environmental literacy (through informal and formal education) o Education/outreach (educating Louisiana. Louisiana educating the U.S.) o Formal wetland education both for educators and state school students (all levels) o Resistance by locals to conservation and restoration	17 votes
	Water Quality o High water quality standards and enforcement of these standards throughout the state and Gulf – including nutrient loading and the hypoxic zone. o Clean water is the foundation for the quality of life. How do we better address the importance of this fact? How do we better address the issues associated with man living near the seas? (waste water, solid waste, and pollution?) o Water pollution o Hypoxia o Pathogens, HABs, water quality	11 votes

Thibodaux, LA **2/21/006**	**Need for Implementation (prioritize and take action quickly)** o Coordination, integration of restoration planning and implementation	10 votes
	Need for Coordination (across agencies, industry, NGOs, and across restoration and enforcement efforts) o Lack of: communication, coordination, and understanding – between industry, NGOs, and agencies. I.e.: goals, objectives and commitments to the environments. Inability to find common ground for progress forward. o Disconnect (lack of coordination/enforcement) between coastal restoration efforts and coastal management efforts of regulated coastal activities. o BIG PROBLEM: The Corps of Engineers should not have a major role in any policy-making. Not appropriate. Corps should build no project without beneficial use of dredged material and mitigation for wetland impacts. They should be a technical service agency. Short-term solution: take Corps out of coastal restoration planning and National Resources Conservation Service (NRCS) also. Ultimate solution: put Corps under Environmental Protection Agency (EPA) or U.S. Fish and Wildlife Service (USFWS) o Concern: emphasis on consistency between/among participants.	9 votes
	Funding o Want further talk on the sharing of Office of Coast Survey (OCS) royalty revenues in the Gulf (fair share) for Gulf States as it is applied in the inland states (funding is a key). o Lack of funding for coastal restoration projects (a direct result of lack of political will) o Concern – assure monies to go beyond immediate steps (36 months 10 years) o Darin Lee needs a pay raise	9 votes
	Cultural Identity and Heritage o As an educator and native of Lafourche, I am worried that our young people will not be able to identify as young adults "who they are." It's not just land loss, but cultural identity loss. o Cultural heritage	9 votes
	Population Growth and Development o Unplanned urbanization is destroying coastal habitats and degrading water quality o Development o Best management practices – coastal communities are expanding and developing; populations are increasing, more development means more erosion, sedimentation, turbidity, etc.	5 votes
	Saltwater Intrusion o Saltwater intrusion on south LA agriculture crops, crawfish, rice, and sugar cane	4 votes
	Storm Effects on Local Fisheries, Habitats o Storm effects on local fisheries and habitats	4 votes
	Research and Data Access (habitat and species information) o Habitat mapping/conservation o Understanding the ecosystems and the species that makeup each. Ex: organisms that are found in the Mississippi River (fisheries) total biological profile of each species. We cannot manage what we don't understand. o Use new technologies for restoration projects o Data: not always easy to get from researchers	4 votes

Thibodaux, LA **2/21/006**	**Involve Stakeholders and Provide Transparency** o Existing, consensus-driven plans that involved all stakeholders need to be used now! We must use restoration projects that are acceptable to the public. o How do we engage the public's active participation in activities which promote the preservation and restoration of Louisiana's Coastal environment? Idea: adapt a marsh segment; bayou segment and make stewards responsible for their well-being. o Lack of transparency in the coastal restoration planning process. Talking heads develop these plans behind closed doors… then wave around a 600-page draft document for public comment.	3 votes
	Oil and Gas Pipeline Canals (contribution to wetland loss) o Oil and gas pipeline canals and their contribution to wetlands erosion	1 vote
	Political Will, Turf Battles o Are coastal zone residents valuable to the federal government as a whole? o Political turf battles; Congressional interest o Voting / public office / officials – get people to the polls. Politicians not pushing own agendas in laws, amendments, bills, and speeches. o Lack of political will	1 vote