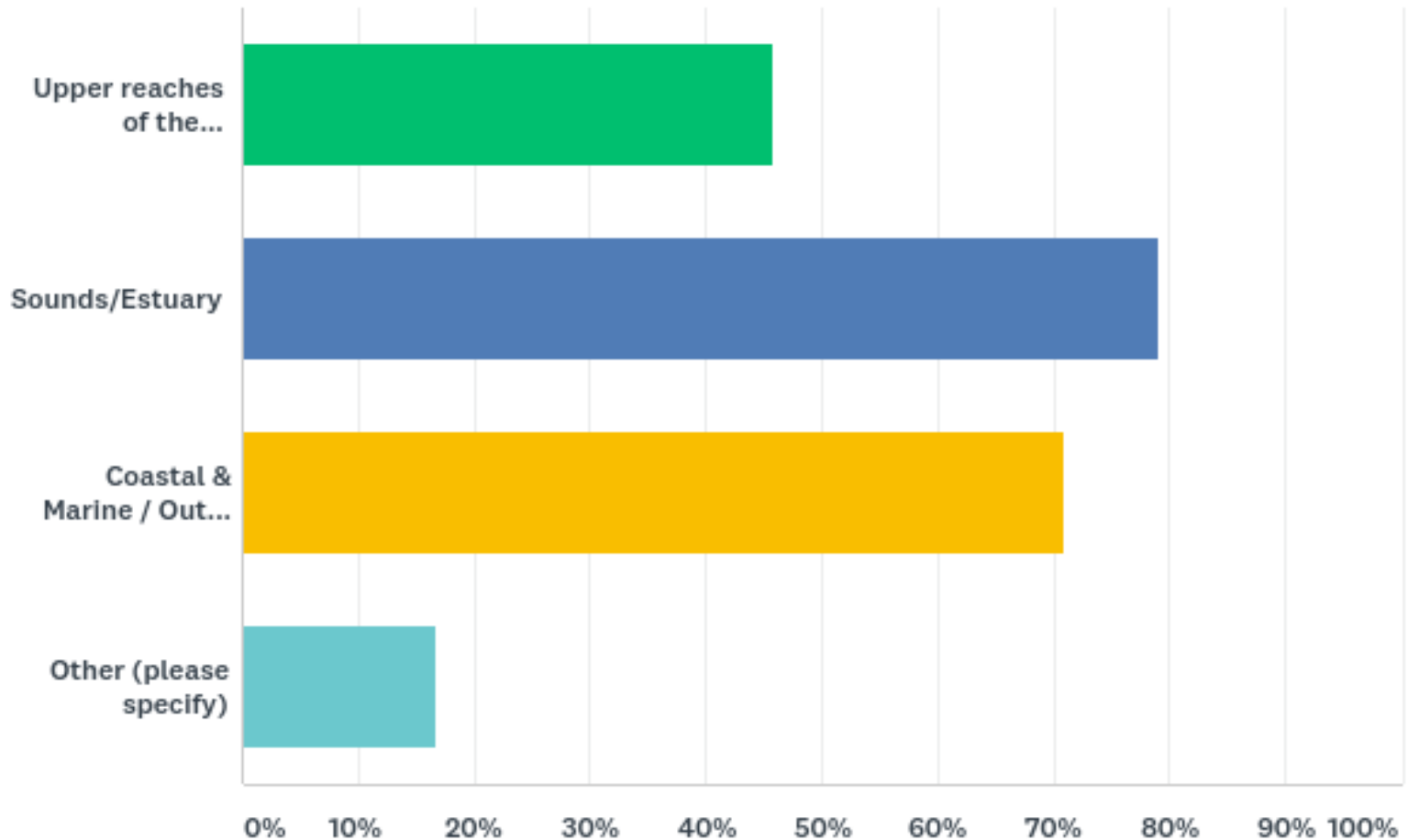
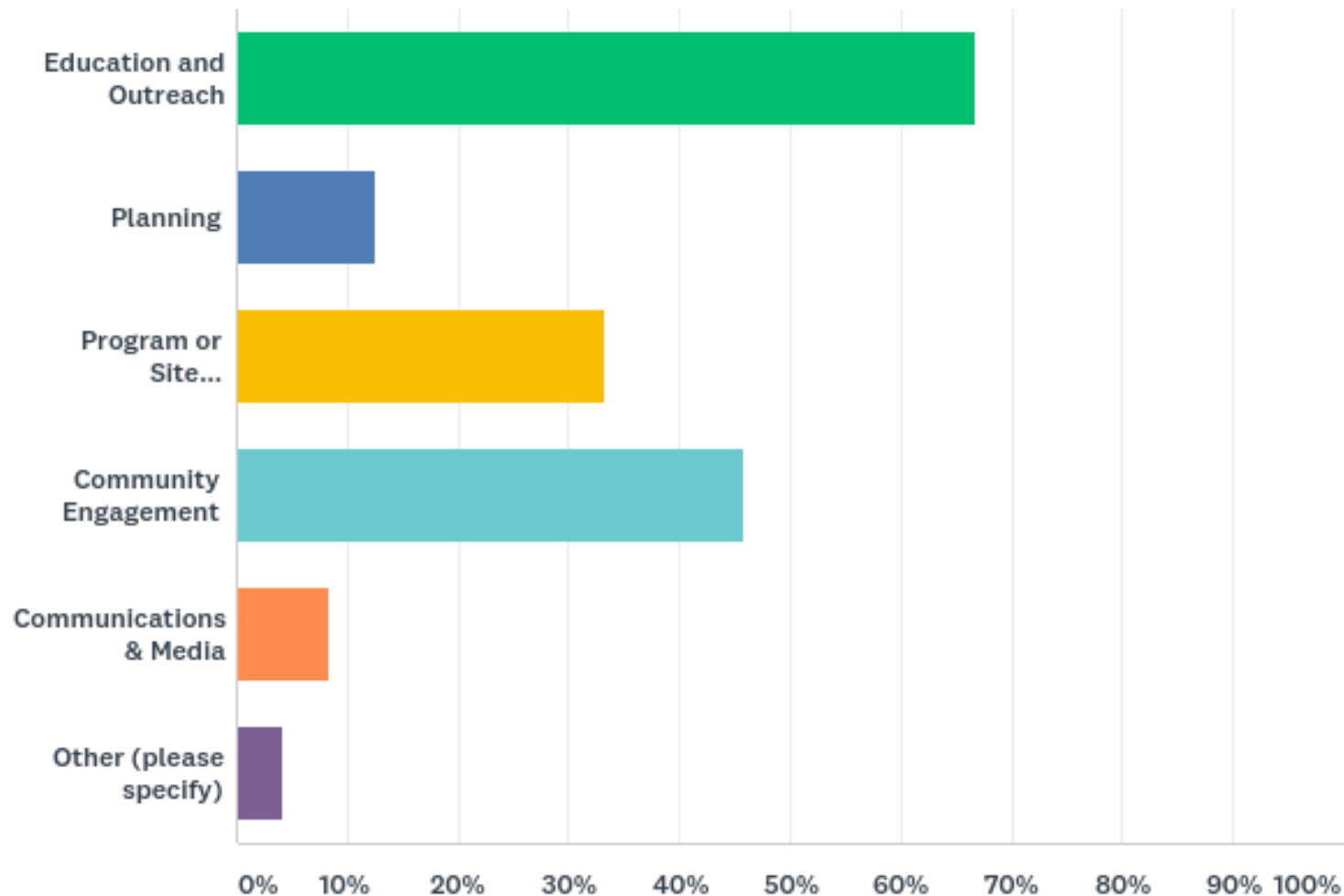


Q3 Select the portion of APNEP region that your engagement and stewardship efforts are primarily focused (check all that apply):



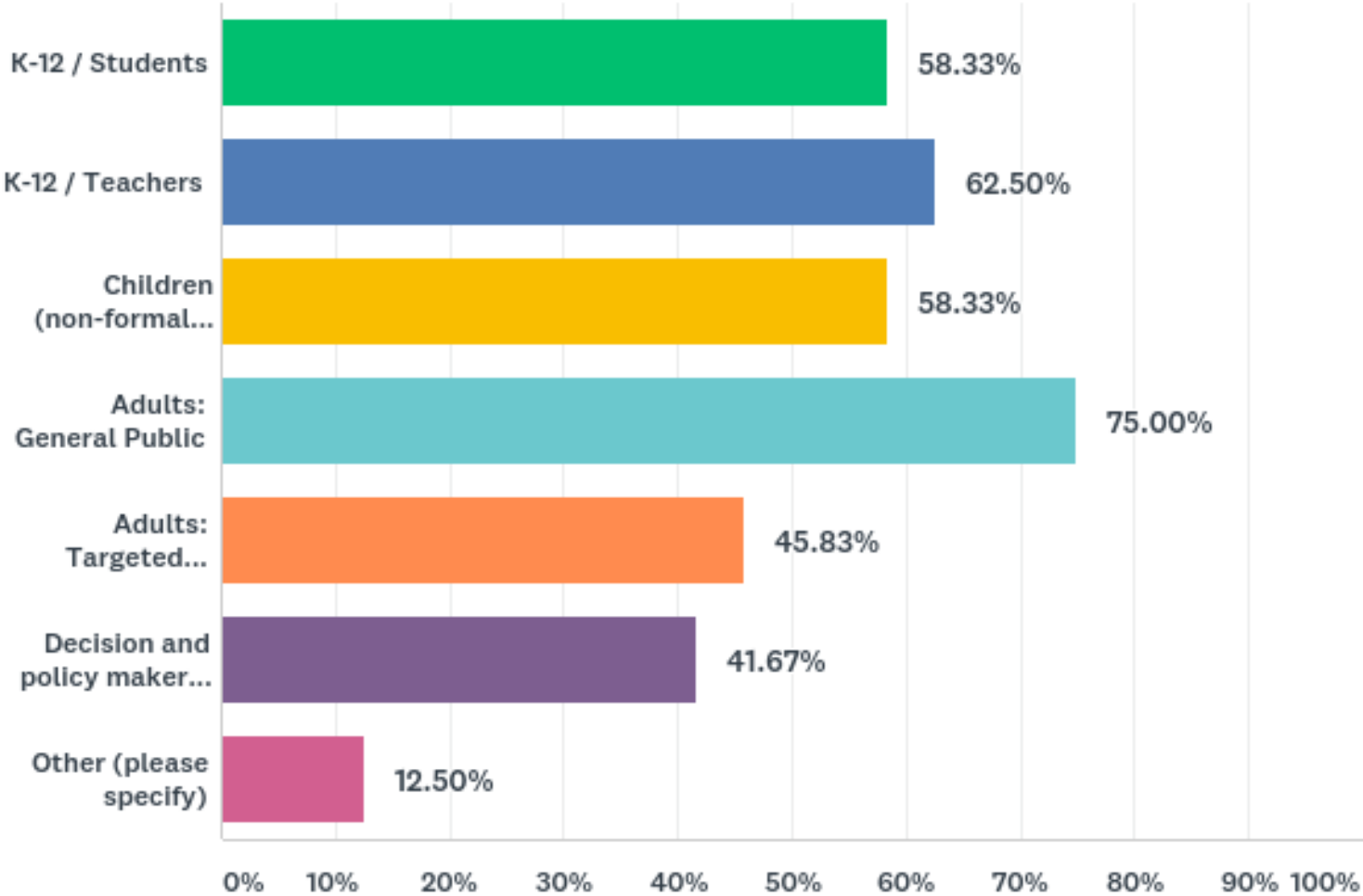
Pretty good distribution – no cause for further action based on this I think

Q4 Select the option that best describes the primary role of your current position:



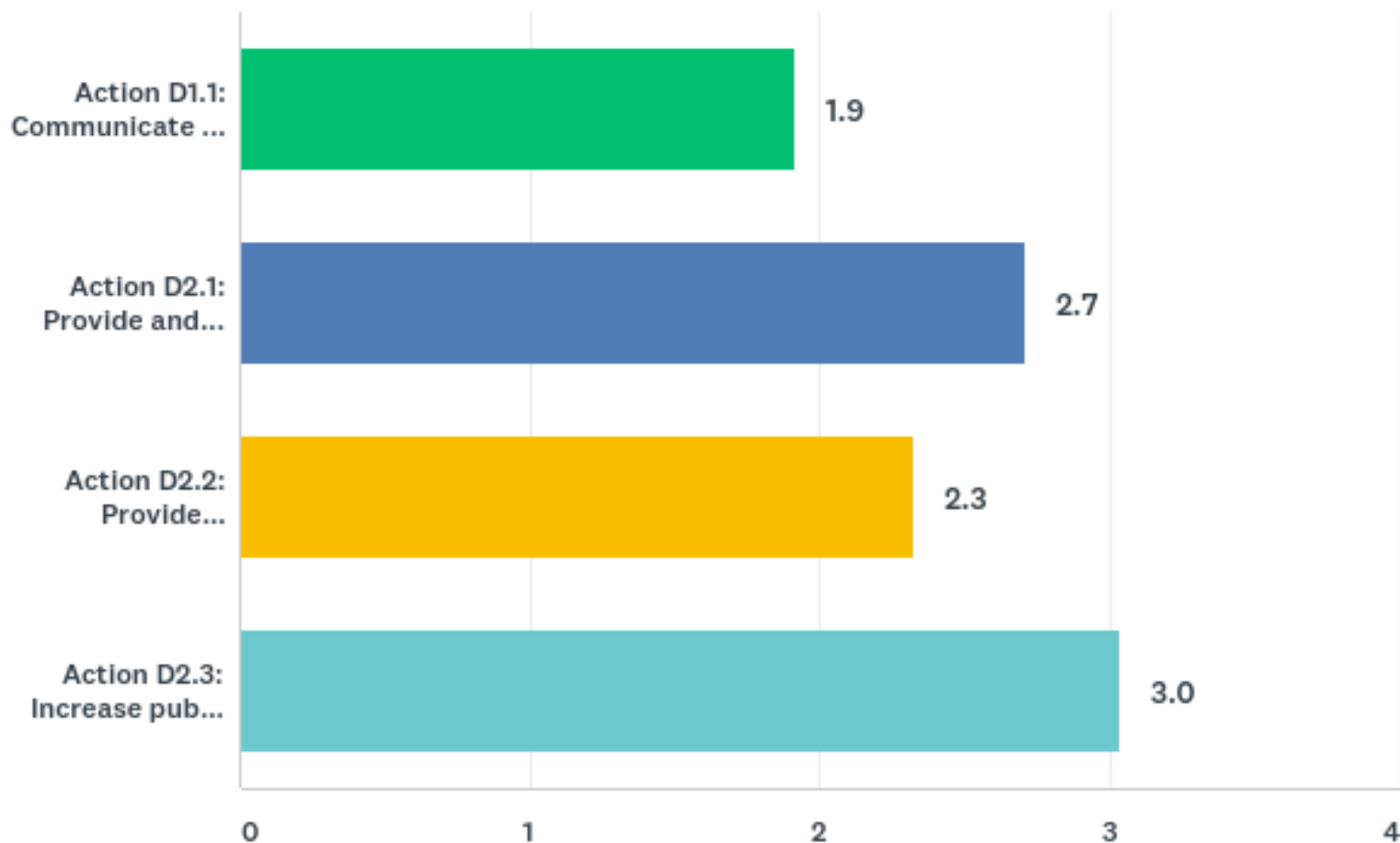
V. Few planners – parallels our difficulties in getting local governments to engage. Also v. few media/comm people but I'm betting many of these organizations have comm people as well.

Q5 What is the target audience for the programs and projects you conduct in your position?
Please check all that apply.

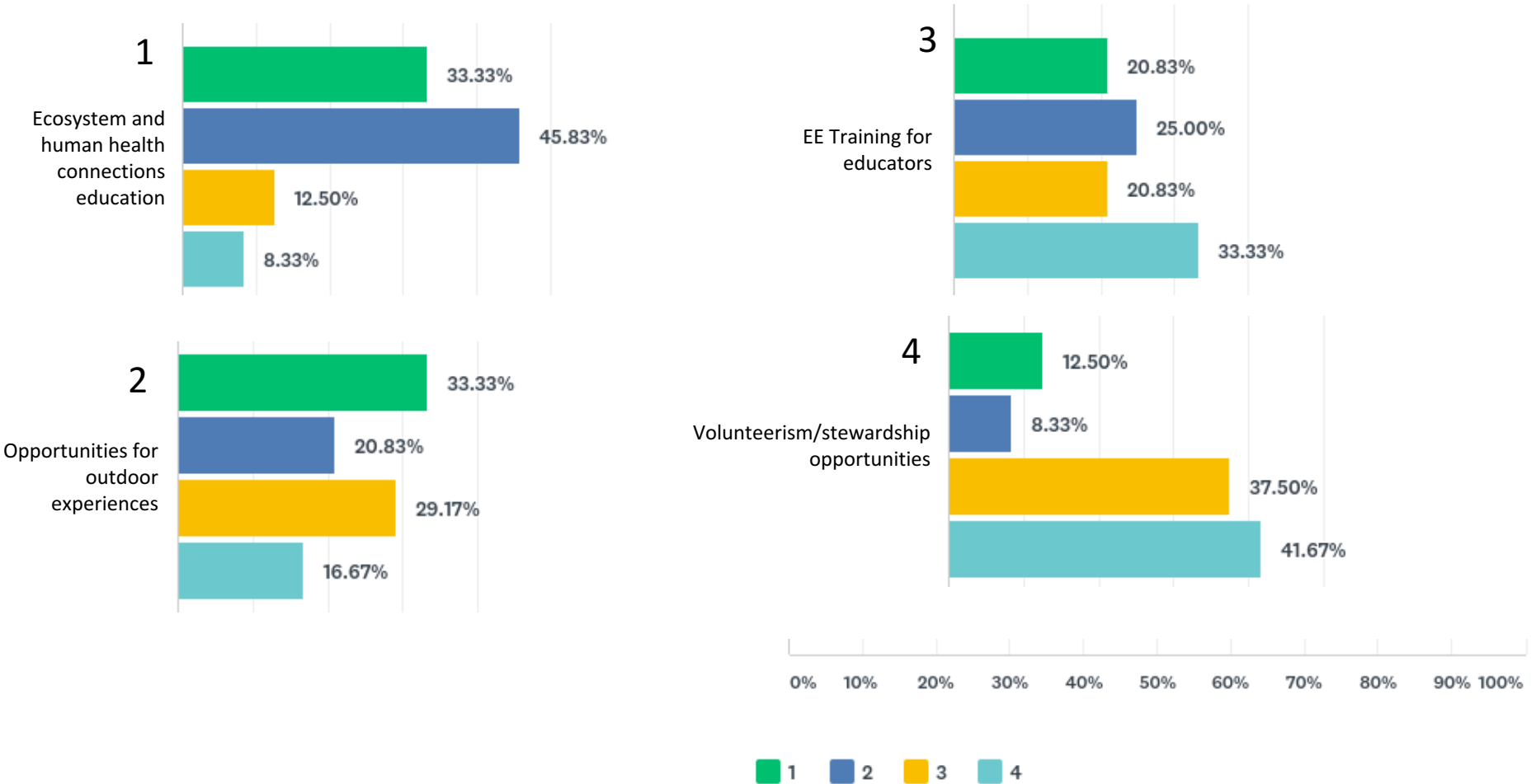


Same issue as previous question – fewer decision and policymakers as audience than other categories

Q7 Rank the actions assigned to this team in order of importance with respect to additional resources, programs, or projects needed to fill gaps in the APNEP region (1=Most Needed, 4=Least Needed).

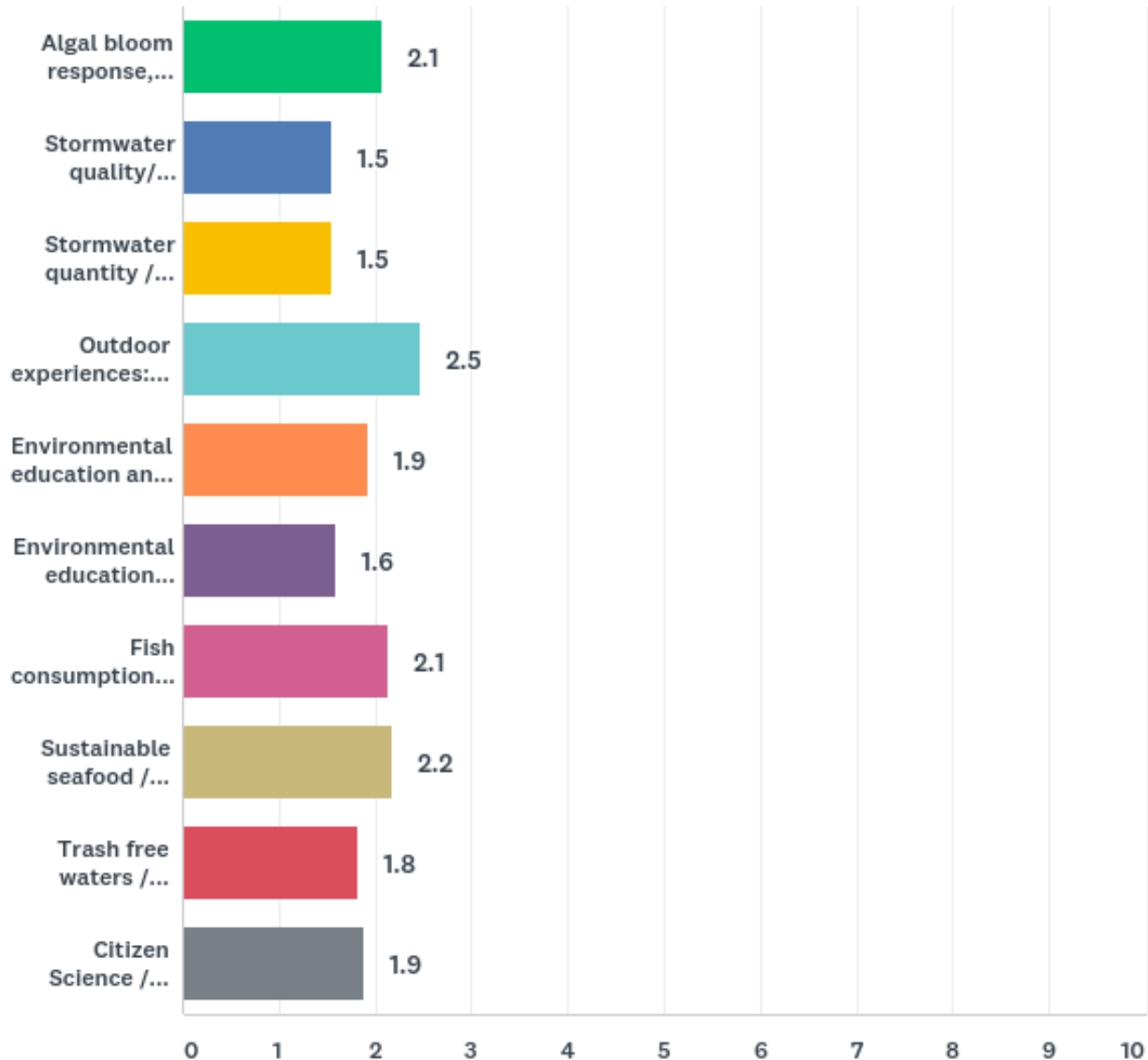


Q7 Rank the actions assigned to this team in order of importance with respect to additional resources, programs, or projects needed to fill gaps in the APNEP region (1=Most Needed, 4=Least Needed).



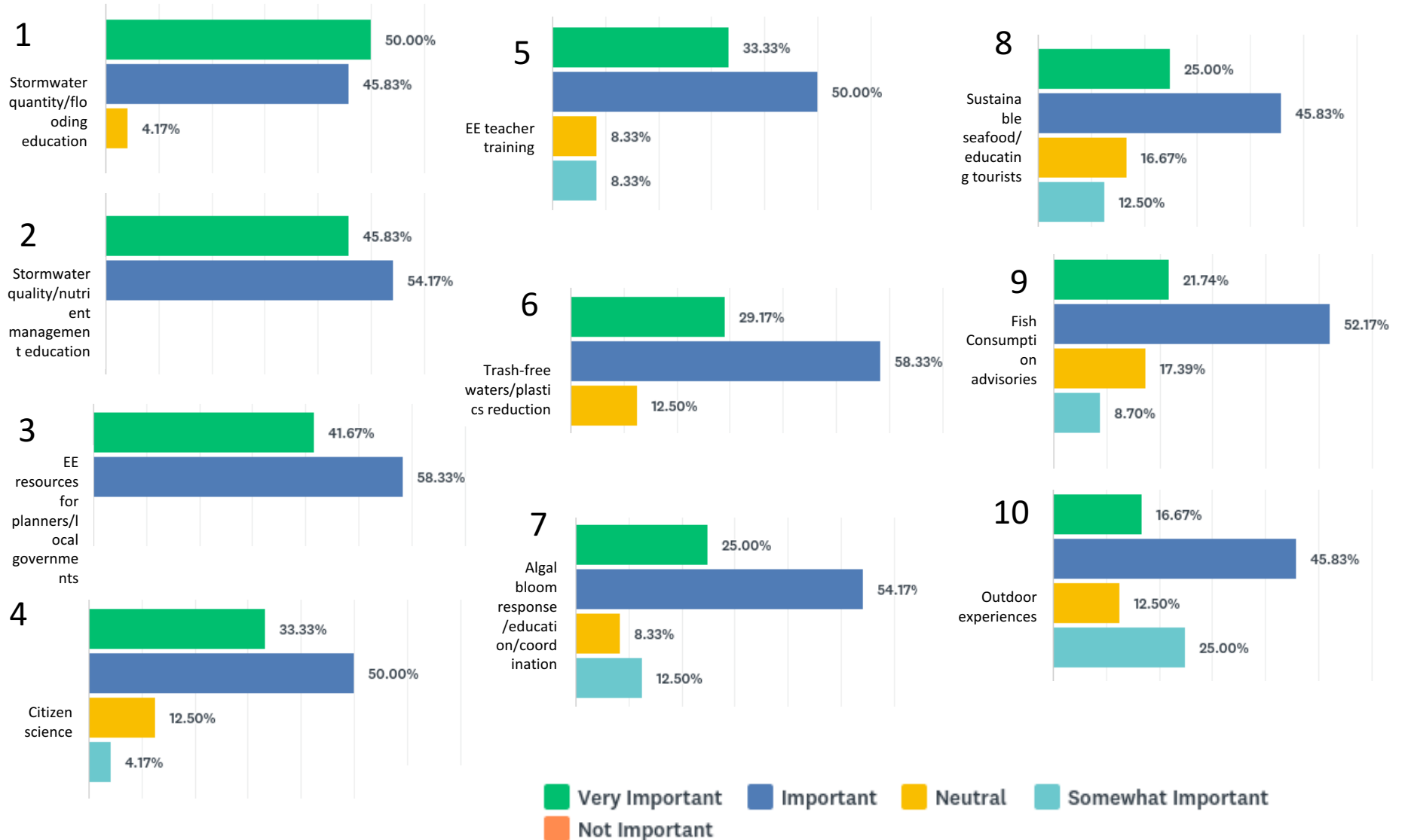
Breakdown shows that D2.3 and D2.1 are viewed as most needed, and D1.1 (stewardship & volunteerism) is least needed

Q8 Categorize the following topics in order of importance with respect to additional resources, programs, or projects needed to fill gaps in the APNEP region. Note: these topics were brainstormed during discussions of primary CCMP actions assigned to the team.

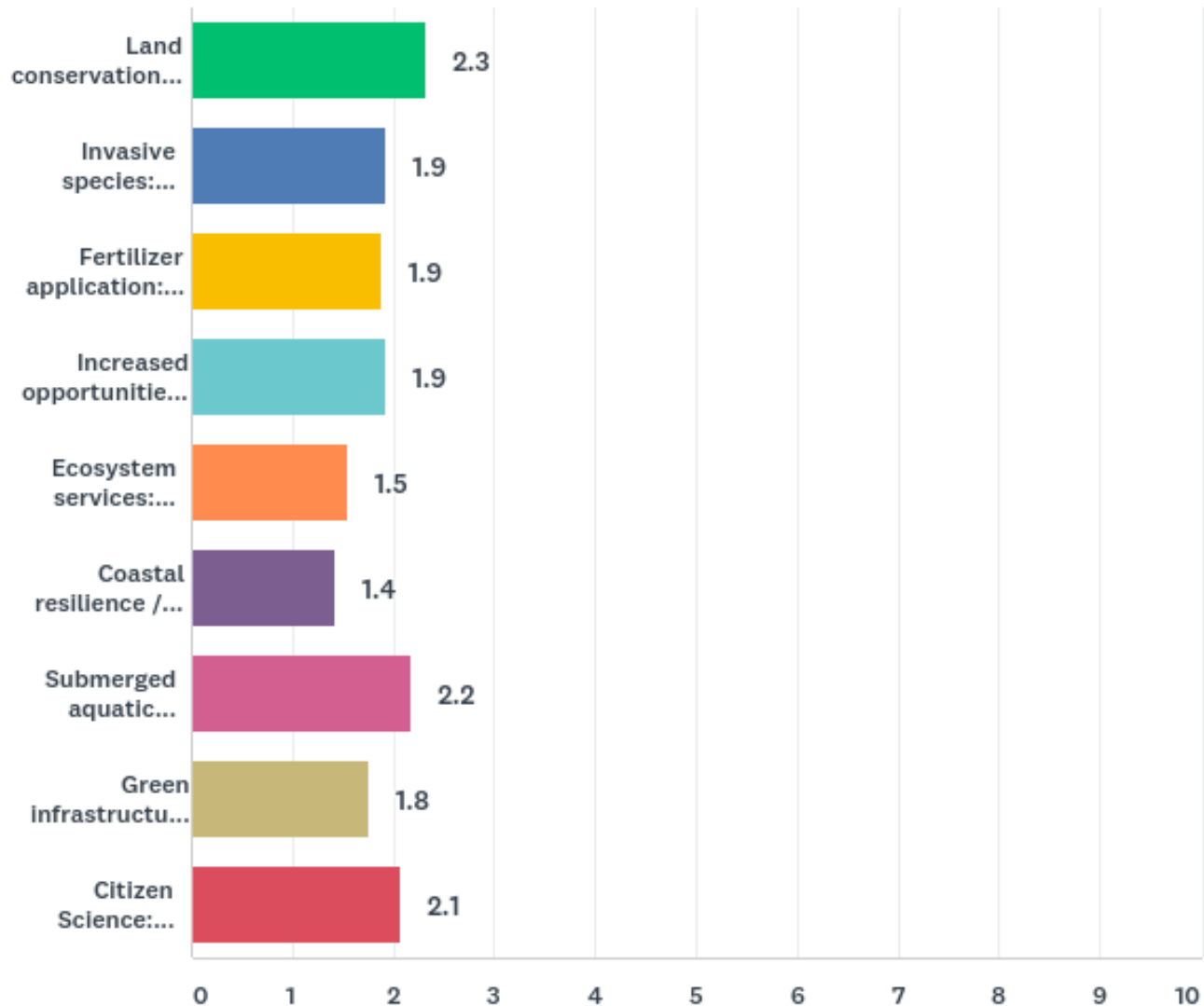


Weighted average is not informative – all categories are viewed as important

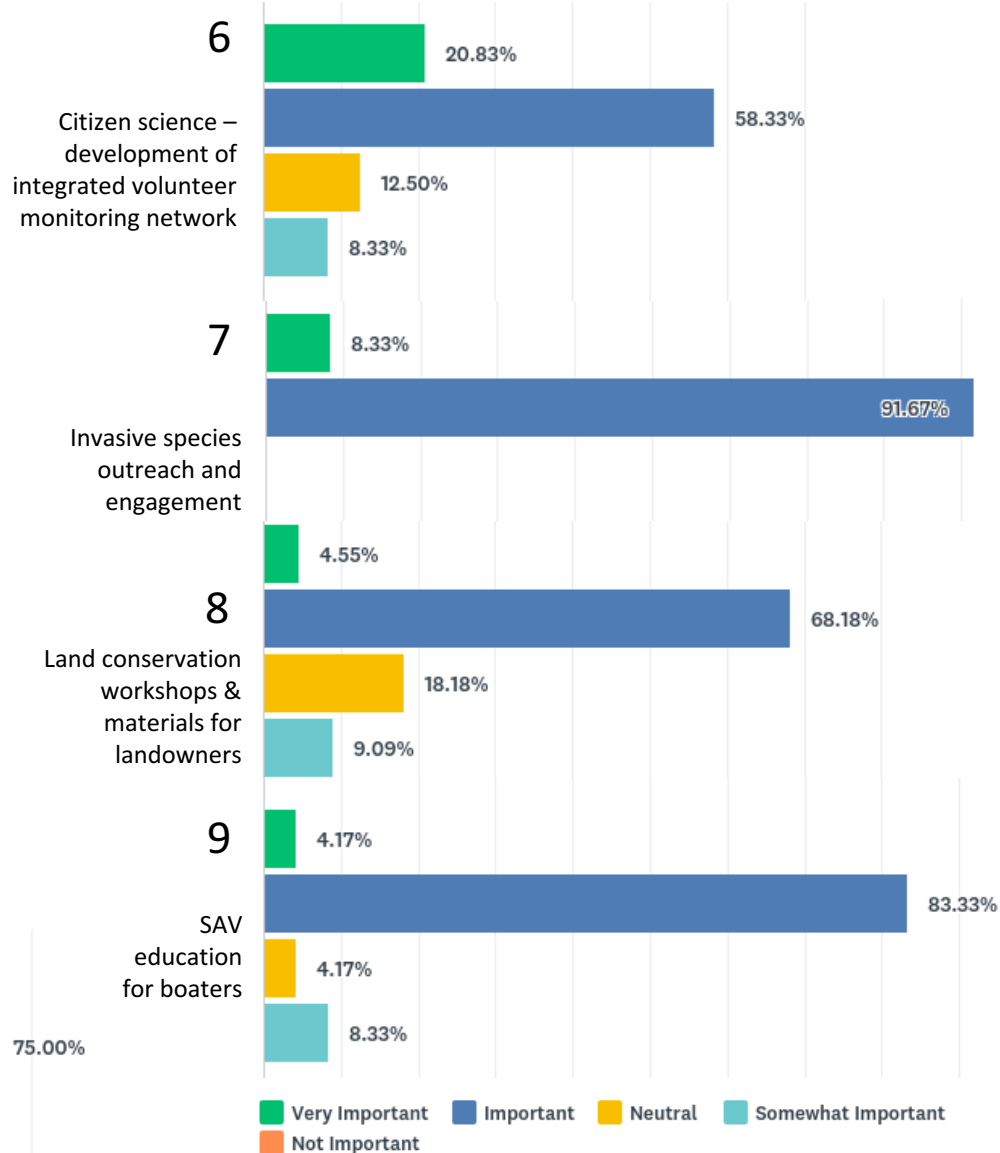
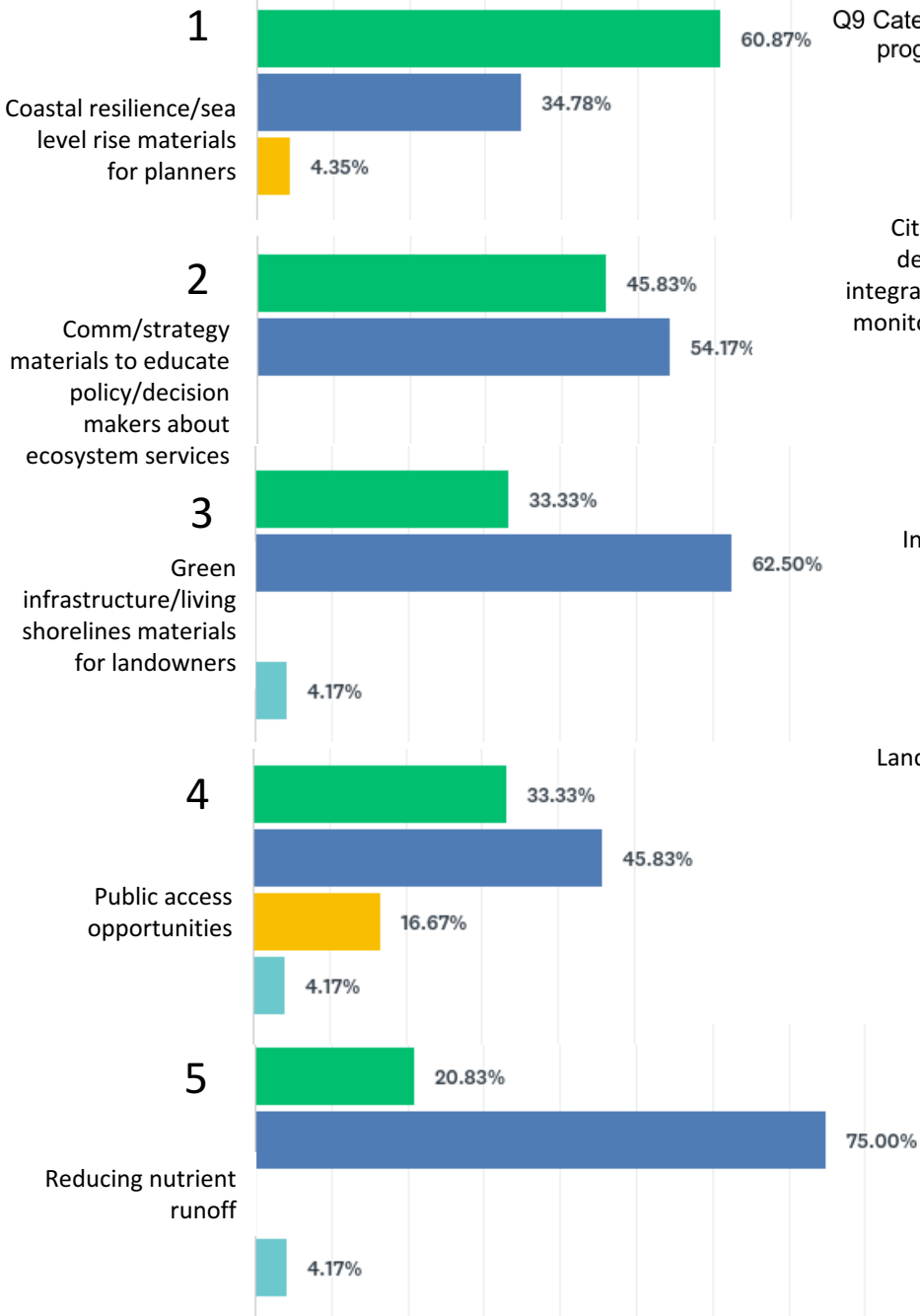
Q8 Categorize the following topics in order of importance with respect to additional resources, programs, or projects needed to fill gaps in the APNEP region. Note: these topics were brainstormed during discussions of primary CCMP actions assigned to the team.



Q9 Categorize the following topics in order of importance with respect to additional resources, programs, or projects needed to fill gaps in the APNEP region. Note: these topics are associated with secondary CCMP actions assigned to this team.

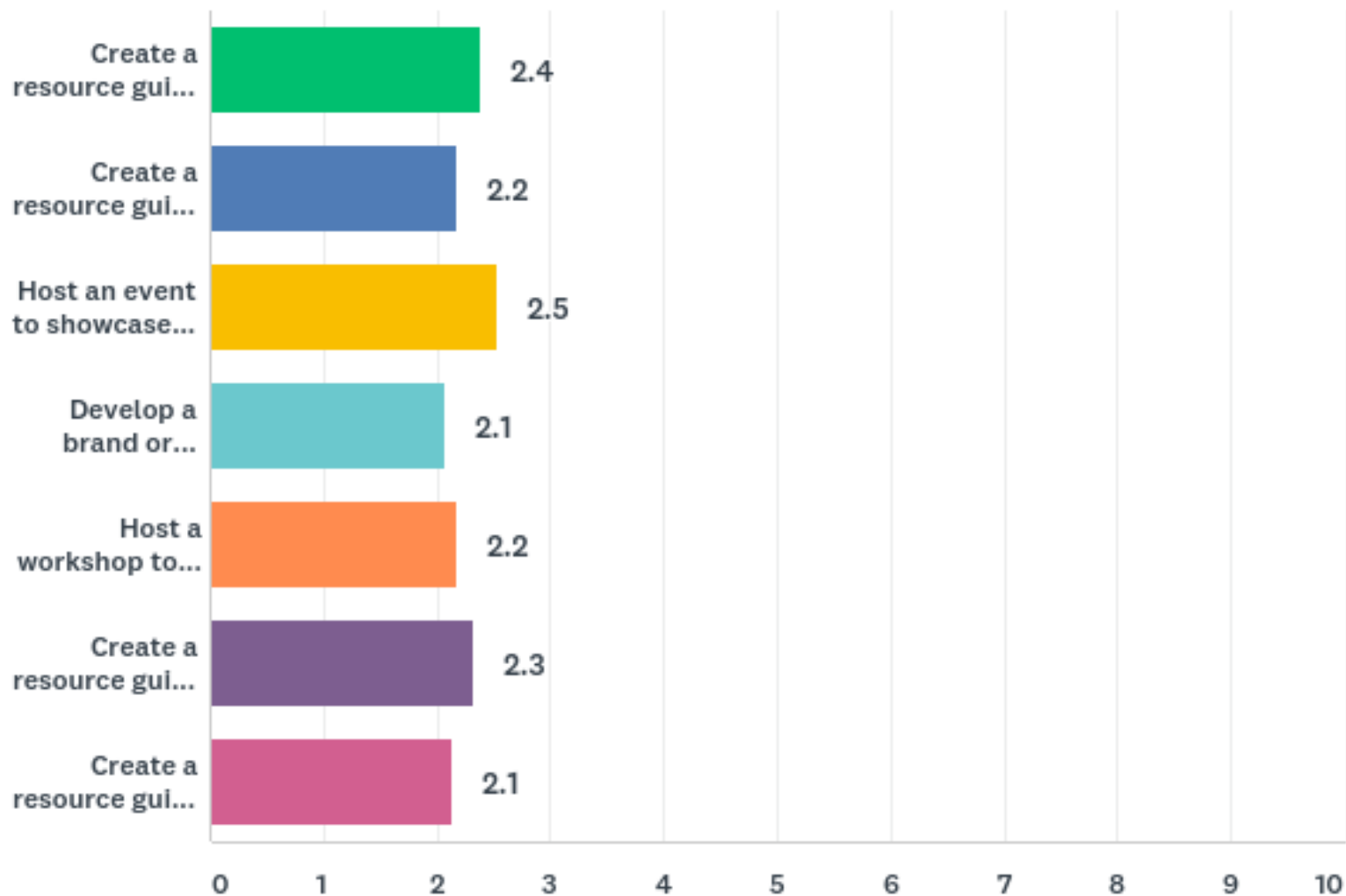


Q9 Categorize the following topics in order of importance with respect to additional resources, programs, or projects needed to fill gaps in the APNEP region. Note: these topics are associated with secondary CCMP actions assigned to this team.

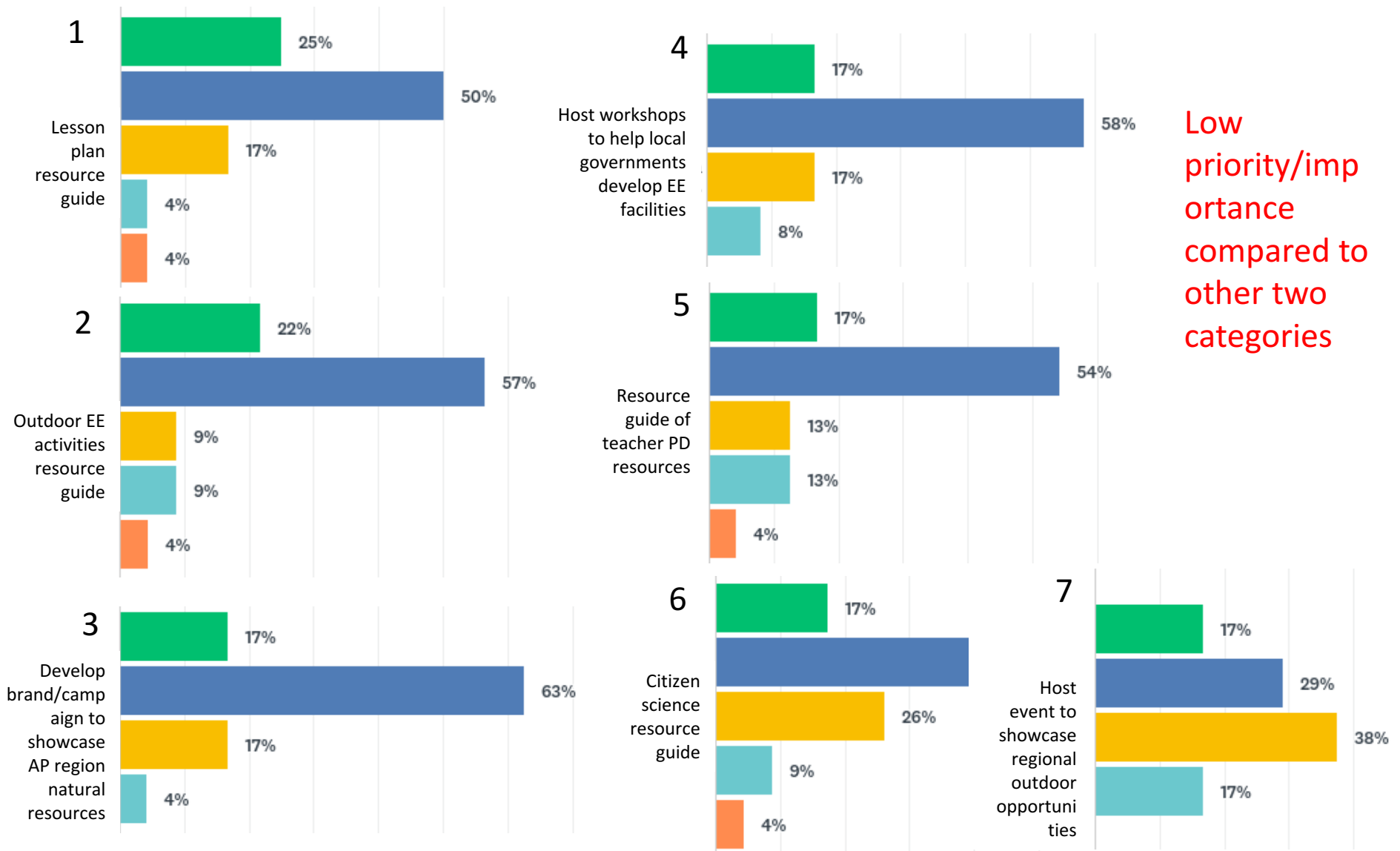


■ Very Important
 ■ Important
 ■ Neutral
 ■ Somewhat Important
 ■ Not Important

Q10 Categorize the following in order of importance to fill gaps and needs in the APNEP region. Outputs for the resources guides could include printed materials and/or online map based portals.



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Q11 Is there a need for additional resources or programming on any topics not discussed at recent team meetings? If so, please briefly describe:

I would like to see more collaboration between educators and outreach specialist.

Climate change, SLR and impacts to stormwater and wastewater infrastructure. Be great to think about an introductory symposium regarding these topics, with plans to work via COGs, researchers, etc on the back end to form agendas on how to move these problem areas forward. Could be 1 large event, with breakouts for coastal plain vs Piedmont communities or separately held events.

We are working on developing coastal sustainable and resilient landscaping programming/ projects - which will or can touch on several of the actions identified in the CCMP including fertier application, living shorelines, riparian area restoration/protection. Additional resources will be needed to help us move forward on these topics.

Develop video tutorials for native/ pollinator-friendly gardens specific for the APNER area. Maybe this is a tier 2 item that would fall under one of the guides already proposed, but I am suggesting it to ensure consideration.

What type of education and outreach presence does APNEP have on North Carolina's ferries? That seems like an ideal connection... captive audience already enjoying the resource... give them just a bit to make them care even more.

I think the most important item would be to continue to offer the teacher training workshop with UNC and to support other professional development opportunities for educators in the APNEP region. Providing small grants to schools would also be a priority.

Vibrio education, especially for people working or recreating in the brackish water areas.

Plugs for individual projects – should be able to be addressed through RFP process if they are relevant to team priorities

Q12 If you would like to elaborate on any of the topics covered in this survey please comment here:

We believe there are several ways to engage the public on HABs, bacteria, and other issues that affect public health in a meaningful way. Not only via education, but providing the tools necessary to begin to be apart of the policy decision making process to ensure necessary resources for the region moving forward are placed in federal and state budgets. Swim guide may be one of those options that could build into other citizen science and engagement opportunities (merge with SAV observations, HAB observations or collection, and so on).

Importance of HAB education

I think the continued effort to educate people on pHAB is important. In the last 2 to 3 years I have had several phone calls from the Chowan area. Some of these people are renting homes and have no knowledge of past events.

N.C. Division of Parks & Recreation would love to partner with APNEP for more guided paddling experiences that teach people about our estuarine resources.

Plugs for individual projects

We are also working on developing sustainable / resilient landscaping programming and projects that can help address several APNEP CCMP Actions including stormwater management and shoreline protection and restoration.

I really like the resource guide for teachers in the form of student workbooks that require minimum preparation for the teachers, but still deliver opportunities for learning about NC paired with curriculum objectives. (Place-based learning workbooks)

I think there are a lot of existing resource guides, and perhaps with limited funds, it would be better to amplify those rather than create something new.

Some of the items above in 5. Additional Resources and Needs, could be a coordinated effort with other state agencies/resources. Rather than have to be responsible to create an event, etc, are there natural partners with can piggy back with? Where can we get the most bang for the buck and reach the largest audiences?

Instead of print resources, it would be best to include sample lesson plans and links to resources on the APNEP website and network with teachers to use existing programs like Shad in the Classroom.

Don't duplicate effort; utilize existing resource guides and coordinate with other groups

Some of the suggestions above are already available through other means - Visit NC, NC-EE, etc. - we should be sure we're not reinventing the wheel!

Q13 Please provide any additional feedback or suggestions for this team moving forward:

RESPONSES

Might also be great if APNEP is the organizer / holder of shareable and updatable lists of current outreach / engagement projects (both short and long term) to avoid program overlap and also to ID areas where program materials could be shared with other community partners.

There is so many important issues, this is a huge undertaking for APNEP. Please let me know if we can help.

Just looking forward to hearing what others think so we can develop effective implementation strategies.

Here on the Roanoke, we appreciate APNEP's past support and would like to develop a closer connection & working relationship.

These sound great!

Maybe we should explore the idea of creating an "inter-gerational" project that takes place outside. It could be something that spans public schools, elected officials, the "public," and retirees. We would need expertise of everyone in the room but perhaps the educators could take the lead. This could fulfill several of the action items.

Keep communication consistent.

There are so many resources available but connecting teachers to the resources available is the challenge. Outreach to teachers in the region is important.

Thank you for all that you do.
