

APPENDIX A

**MATRIX OF EXISTING MARINE AND FISHERIES
COMMUNICATION EFFORTS**

APPENDIX B

MATRIX CATEGORY DESCRIPTIONS

Descriptions of “Topics Covered”

Climate Change covers sea level rise, adaptation, mitigation, ocean acidification, coral bleaching, and reef restoration

Fisheries Management covers annual catch limits, size restrictions, seasonal closures, commercial aspects of fishing, various methods of take (including sand/corals/stars as souvenirs), fishing regulations, and management of fish and invertebrate stocks

History and Culture covers roles of fishers; associated industries such as trap-making, barrel-making, ship-making; economies of fishing; role of fish markets; role of fishing in commerce; fishing as an occupation; self-determination; cultural resources of protected areas; navigation and trade routes; history of communication; uses of place; heritage of marine resources; underwater habitats; connections between humans and marine environment; relationship with marine environment; historic and prehistoric culture; and fishing tournaments

Invasive Species covers both marine and terrestrial invasive, non-native species, generally defined as those species that destroy native habitat, cause erosion, or outcompete native species and impact local populations

Marine debris and land-based sources of pollution covers marine debris (defined generally as fugitive gear, plastics, and other waste commonly found in the water or on beaches) and land based sources of pollution (defined generally as illegal dumping, commercial and industrial waste, and other materials that can leach into aquifers or otherwise affect watersheds)

Marine Ecology covers protected resources (e.g., sea turtles, marine mammals, etc.); coral reefs; seagrass; other benthic ecology; uses, worth, threats to, and conservation of marine resources; marine creature identification and ecology; ocean health; seabirds; origins and ecology of sand; migration patterns; and predator ecology

Policy and Decisionmaking covers fundamentals of marine protected areas; roles of federal and local governing agencies; careers in conservation and regulation; legislative representation; resource protection strategies; and threatened, endangered and migratory species regulation

Sustainable Marine Uses covers recreational uses, sustainable boating practices, safe snorkeling practices, fundamentals of marine stewardship, stewardship of natural places, sustainable seafood, anchoring and mooring, and boating safety

Watershed covers erosion, sedimentation, health and maintenance, relationship between land resources and marine areas, landscapes, rain gardens, seasonal waterways, cover crops, soil and water conservation, and watershed restoration

Water Quality covers water cycle, safe water, clean water, threats, conservation, and cistern water safety

Wetland Ecology covers mangroves, sandy beaches, seashores, and salt ponds, wetland and coastal birds, and wetland landscapes

Descriptions of “Audience Groups”

Businesses covers business owners, managers, staff, including those associated with restaurants, retail, construction, and other major industries (e.g., distilleries, oil and gas)

General Public includes nearly every person regardless of their land use patterns, residency, or engagement with natural resources

Policymakers and Management covers senators, legislature, judicial, law enforcement, national and local elected representatives, and MPA and fisheries managers

Property Owners includes homeowners, residents, farmers, and ranchers

Resource Users covers boaters, fishers, divers, snorkelers, and beachgoers

Students covers grade school through university students

Teachers covers both formal (e.g., elementary school teachers) and informal (e.g., camp counselors) educators

Visitors covers those USVI residents who travel between the islands for business and recreation, as well as people from outside the USVI who come to the islands for business or vacation and typically stay in beachfront resorts or arrive via cruise ship

Descriptions of “Methods”

Classroom or Lecture includes informal discussion, classroom instruction, public lecture, lesson plans, slide presentations taking place in typical, indoor classroom or lecture settings

Experiential Learning includes walks, hikes, field trips, kayaks, snorkels, bird watching, and on-site workshops

Internship or Volunteerism includes the training and development of a short or long term staff member as an intern or volunteer. Interns are generally defined as short-term employees who are either paid or provided with class credit, while volunteers are unpaid and are not provided with class credit in any formal manner

Museum or Place-based Learning includes permanent or rotating exhibits or displays, location specific activities such as plantations or slave markets

Print Media covers newspaper stories, brochures, posters, and pamphlets, etc.

Public Event includes races, beach parties, tournaments, festivals, fairs, and community meetings, etc. held in public spaces (e.g., parking lots, parks, beaches)

Social Media includes online media like Facebook, Twitter, YouTube, Pinterest, and phone apps, etc.

Website is identified separately from social media but includes information available from more static websites, which can include blog posts, research results, or research documents available for download

APPENDIX C

COMMUNICATION METHODS SURVEY

Name _____
Organization _____
Role _____

Communication Methods

1) How do you CURRENTLY get information related to your role?

- | | | |
|---|---|---|
| <input type="checkbox"/> Telephone/cell phone | <input type="checkbox"/> Facebook (general) | <input type="checkbox"/> RSS Feeds |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Twitter | <input type="checkbox"/> Bulletin Boards |
| <input type="checkbox"/> Verbal/Word of Mouth | <input type="checkbox"/> Other Social
Networking Sites | <input type="checkbox"/> Facebook: VI Citizen's Action
Network |
| <input type="checkbox"/> VI Moving Center Online
Forum | <input type="checkbox"/> Newspaper: Daily
News, VI Source, St.
Croix Avis | <input type="checkbox"/> Facebook: St. Croix Think
Tank |
| <input type="checkbox"/> Pinterest | <input type="checkbox"/> Magazines | <input type="checkbox"/> Facebook: VI Action Group |
| <input type="checkbox"/> Instagram | <input type="checkbox"/> Newsletters | <input type="checkbox"/> Movie Theatre Ads |
| <input type="checkbox"/> Agency/Organization Websites (specify) _____ | | |
| <input type="checkbox"/> Television (specify channels) _____ | | |
| <input type="checkbox"/> Other (specify) _____ | | |

2) How would you RATHER get information related to your role?

- | | | |
|---|---|---|
| <input type="checkbox"/> Telephone/cell phone | <input type="checkbox"/> Facebook (general) | <input type="checkbox"/> RSS Feeds |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Twitter | <input type="checkbox"/> Bulletin Boards |
| <input type="checkbox"/> Verbal/Word of Mouth | <input type="checkbox"/> Other Social
Networking Sites | <input type="checkbox"/> Facebook: VI Citizen's Action
Network |
| <input type="checkbox"/> VI Moving Center Online
Forum | <input type="checkbox"/> Newspaper: Daily
News, VI Source, St.
Croix Avis | <input type="checkbox"/> Facebook: St. Croix Think
Tank |
| <input type="checkbox"/> Pinterest | <input type="checkbox"/> Magazines | <input type="checkbox"/> Facebook: VI Action Group |
| <input type="checkbox"/> Instagram | <input type="checkbox"/> Newsletters | <input type="checkbox"/> Movie Theatre Ads |
| <input type="checkbox"/> Agency/Organization Websites (specify) _____ | | |
| <input type="checkbox"/> Television (specify channels) _____ | | |
| <input type="checkbox"/> Other (specify) _____ | | |

APPENDIX D

FOCUS GROUP AGENDAS

AGENDA

Marine Outreach and Education USVI Style

April 8, 2014

The Curriculum Center, St. Croix

NOAA Coral Reef Conservation Program

9:00 – 9:45am

Introductions and Start-up

- Purpose and goals of the focus group
- Introductions of attendees
- Establishing ground rules and agenda for the day

Bob and Lia

9:45-10:15am

Freelisting Exercise

- "Please list all of the education programs that you can easily remember."
- "Going back through your list, for each one, please list:
 - Topic/focus of outreach
 - Primary user group
 - Method(s) of outreach
 - Challenges to its continued success"

Bob and
Stev

10:15-12:00pm

Outreach and Education Program Discussion

- Activities Matrix presentation and discussion
- Methods of outreach: your experience (pen and paper exercise)
- Dot voting: Focusing the discussion
 - Which programs are the most effective?
 - Which programs do you want to be more effective?
- Group discussion
 - What was picked and why?
 - Individual and/or organizational knowledge:
 - What are the major challenges faced by your organization and/or its respective programs? In your opinion, why do they exist?
 - What are the major successes of your organization and/or its respective programs? In your opinion, how did you achieve these successes?
 - If you could change one aspect of outreach, education, and communication for your organization, what would it be? Why?

Bob, Stev,
and Jenn

12:00-12:45pm

Lunch

- Break for lunch
-
-

12:45-1:00pm

Social Networks

- Communication methods questions (handout)
- Who do you (or your organization) depend on for information related to your (or your organization's) role in education, outreach, and communication? Please list the organizations, agencies, and/or companies that provide you with information.
- With which organizations, agencies, and/or companies do you (or your organization) work most closely as part of your education, outreach, and communication efforts? Please list them.
- What specific user groups do you (or your organization) target with your education, outreach, and communication efforts? Please list them.

Bob and
Stev

1:00-3:45pm

Small Group Breakout and Reporting

- Groups focused on the following topics:
 - Climate change (Jenn)
 - Fishing impacts (Bob)
 - Land-based sources of pollution (Stev)
 - Recreational use (and misuse) (Peter)
- Discussion of the following questions:
 - Where do you see the future state of education, outreach, and communication in the USVI related to your topic?
 - Challenges to existing or proposed education, outreach, and communication programs?
 - Gaps of existing or proposed education, outreach, and communication programs?
 - What are untapped or underutilized resources?
 - What kinds of funding opportunities exist (i.e. grants, specific entities)?
 - Is general awareness lacking? How can awareness be improved?
 - What are the most appropriate strategies for a communications framework? How should communications be conducted?
 - What are initial actions steps for addressing gaps?
- Reporting to everyone by small groups

Bob, Stev,
Jenn, and
Peter

3:45-4:00pm

Closing and Thanks

- Discussion of overall trends
- Summary of action items, if applicable
- Thanks and farewell

Bob and Lia

AGENDA

Marine Outreach and Education USVI Style

April 10, 2014

DPNR Main Conference Room, St. Thomas

NOAA Coral Reef Conservation Program

9:00 – 9:45am

Introductions and Start-up

- Purpose and goals of the focus group
- Introductions of attendees
- Establishing ground rules and agenda for the day

Bob and Lia

9:45-10:15am

Freelisting Exercise

- "Please list all of the education programs that you can easily remember."
- "Going back through your list, for each one, please list:
 - Topic/focus of outreach
 - Primary user group
 - Method(s) of outreach
 - Challenges to its continued success"

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3:45-4:00pm

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Bob and Lia
