

Lake Superior National Estuarine Research Reserve Coastal Training Program **Strategic Plan**



Finalized April 2019

Program Context

Introduction to the Reserve

In 2010, the Lake Superior National Estuarine Research Reserve (Reserve) became the 28th addition to the National Oceanic and Atmospheric Administration (NOAA) National Estuarine Research Reserve System (NERRS). The Lake Superior Reserve is situated on the freshwater estuary at the confluence of the St. Louis River and Lake Superior. The St. Louis River was nominated for designation because it is the largest U.S. tributary to Lake Superior and forms the headwaters of the entire Great Lakes system.

The Reserve boundary encompasses more than 16,000 acres that include riparian and riverine habitat, riverine islands, emergent freshwater marshes, inter-dunal wetlands and scrub swamp, aspen, dry and hardwood forests, and open sand beach and dunes. The Reserve's four public entity landowning partners are Wisconsin Department of Natural Resources, City of Superior, Douglas County and the University of Wisconsin. Reserve boundaries and ownership of the four component areas therein are shown in the map below.

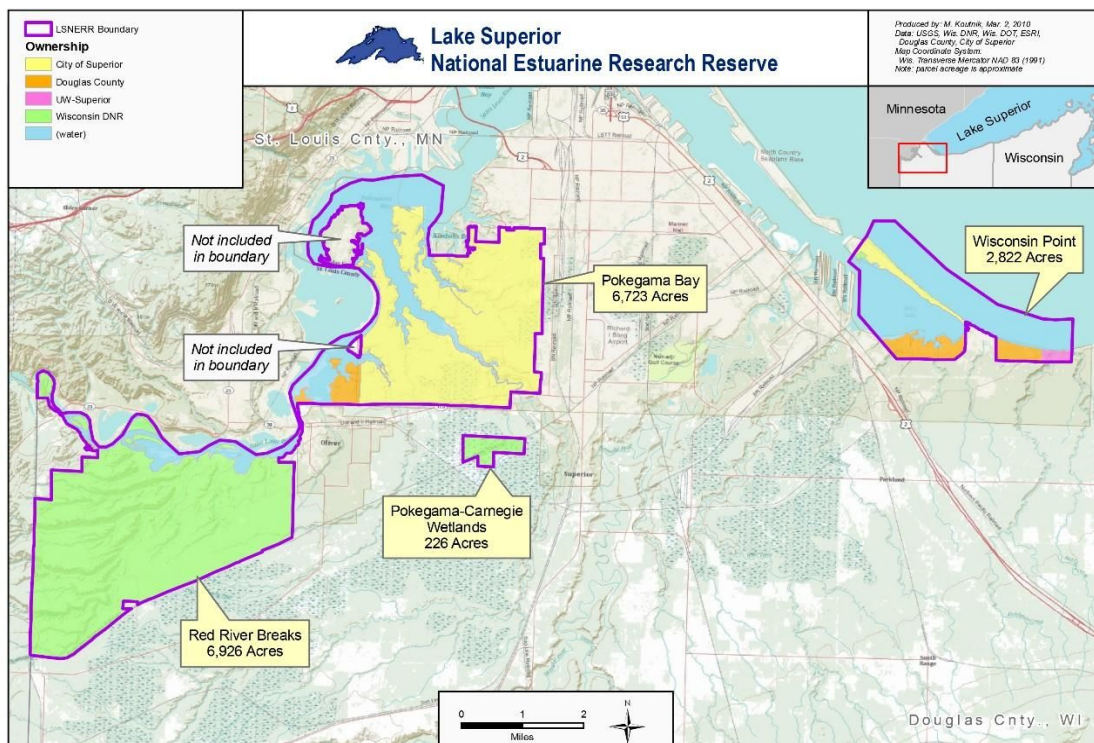
The Backdrop of the Twin Ports

The Lake Superior Reserve is situated near the "Twin Ports" cities of Duluth, Minnesota and Superior,

Wisconsin, which have become a regional retail and service center for northern Minnesota and northern Wisconsin. Multiple universities and colleges in the region, a large industrial port, two large medical facilities, energy and trade, as well as education and health services, contribute significantly to the overall coastal regional economy. Consistent gains in the tourism and recreation sector since 2010 have driven upward growth of the Great Lakes economy in the Twin Ports, in part due to the area enjoying a growing national profile as a hub for outdoor recreation enthusiasts.

From its headwaters location, the Port of Duluth-Superior is the largest and busiest port on the Great Lakes. The port and Superior Bay are uniquely protected by an 11-mile baymouth bar. Dredging operations that began in the late 1800s have deepened and widened the channels of the lower estuary for more than a century and have allowed for the growth of the shipping industry. Dredging also left a legacy of habitat loss and sediment contamination in the estuary. Since receiving an Area of Concern designation in 1987, the St. Louis River has been the target of massive coordinated remediation and restoration efforts that have involved a collaboration of government agencies, industry, tribal organizations, nonprofits and research entities.

Prior to European settlement, the region was home to the Fond du Lac Band of Lake Superior Chippewa and remains so today, with tribal reservation lands adjacent to the city of Cloquet approximately 20 miles west of Duluth, Minnesota. European settlement and



development of the area began in earnest in the mid-19th century. The population of the Twin Ports peaked in the first half of the 20th century. Today, 93 percent of residents of St. Louis and Douglas counties identify as white. One in five residents of Duluth and Superior live in poverty and non-white residents are more likely to experience poverty, mirroring the trends of urbanized areas generally in both Minnesota and Wisconsin.

Although the Lake Superior Reserve boundaries are located solely in the Wisconsin waters and lands, Reserve activities have a multi-state reach, and implications of the Reserve's research, education and outreach programming extend far beyond its mapped boundaries. The 1.8 million-acre St. Louis River watershed is primarily located within Minnesota, and there are common research and management questions that cross state and jurisdictional boundaries.

There is a need and demonstrated desire to collaborate across state boundaries by both Wisconsin and Minnesota partners, and an increasing focus on regional approaches to address and manage coastal issues faced by Western Lake Superior communities. The Coastal Training Program plays a key role in providing multi-jurisdictional programming and developing collaborative capacity and leadership to promote thoughtful management of coastal resources.

Coastal Training Program Introduction

The Lake Superior National Estuarine Research Reserve works in partnership to improve the understanding of Lake Superior's coast and estuaries. The Reserve addresses issues affecting the watershed through integration of research, education, outreach and stewardship. Across the NERES system, Coastal Training Programs exist to provide training and technical assistance to individuals who are responsible for making decisions that affect coastal resources, ensuring they have the knowledge and tools they need to address critical resource management issues of local concern.

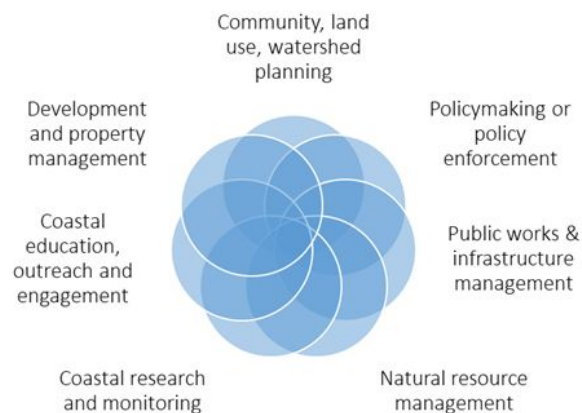
Mission

Lake Superior Reserve's Coastal Training Program (CTP) **transforms coastal decision makers into coastal leaders by providing skills training and collaborative learning opportunities that inspire thoughtful management of Lake Superior.**

Program Reach

All Reserve programming seeks to improve understanding of Lake Superior's coast and estuaries. The niche of the Coastal Training Program is a targeted audience of individuals and entities whose everyday responsibilities involve making decisions that impact the health of Lake Superior. A "coastal decision-maker" is someone who plans, manages or designs activities that impact the health of Lake Superior. There are coastal decision-makers operating across geographic and jurisdictional boundaries. Key coastal decision-makers include natural resource managers, community and land use planners, elected and appointed officials, municipal staff, environmental regulators, property developers, industry and commercial operators, consultant experts, and coastal researchers.

Coastal decision-maker areas of influence



Coastal decision-makers may be working in any one or more of these fields.

Decision-makers operate in various influence areas to impact coastal outcomes. CTP empowers a broad range of coastal decision-makers by providing training that links directly to their roles and influence areas. These roles may involve regulatory authority, oversight of planning and management activities, project design responsibility, and the power to mobilize political, social or financial resources.

It is the responsibility of the CTP Coordinator to bring pragmatic training opportunities and target them to an appropriate audience. Three useful tools in this endeavor are regular meetings of the program's Advisory Committee, conducting periodic needs assessments, and incorporating feedback from participant evaluations. A CTP Advisory Committee will be re-activated in 2019, and the Coordinator will draw heavily upon this group to

continuously refine the program niche and focus. A core goal of the 2019-2023 period is to determine whether a narrower definition of “decision-maker” will add value and focus to the program in this local context. Currently, “decision-maker” is broadly defined and has allowed for a wide range of partnerships and program directions, many of which arise opportunistically. This approach has proven valuable, but may be difficult to sustain over the longer term. The Advisory Committee will be asked to assist the CTP Coordinator in evaluating the trade-offs of maintaining a wide program audience and range of training topics versus a narrower program, tailored to a distinct audience range and/or specific coastal challenges.

Periodic formal needs assessment are a critical opportunity to assess the fit of current programming topics and methods, and are an important tool that can be used to match program strengths to priority local topics and key audiences. While the 2017 stakeholder survey has helped to inform general programming directions, a follow-up rigorous needs assessment will help provide clear direction to the CTP Coordinator around the appeal of specific training topics and delivery systems. The CTP Coordinator will initiate a new needs assessment process by early 2020, with a target completion date of mid-year 2021.

On an ongoing basis, the CTP Coordinator uses post-event evaluation metrics to measure the value and usability of training materials. Based on responses, the CTP Coordinator will adjust audience targeting and/or programming accordingly. The CTP Coordinator will always look for opportunities to build strong relationships with partners and stakeholders and stay connected with existing regional groups and initiatives.

2019-2023 Program Strategy

Priority Coastal Training Issues

In 2017, a survey of Reserve partners and stakeholders aimed to identify top priority coastal issues, key challenges and professional development opportunities that could be addressed through CTP. The most frequently cited top priority coastal issues identified by survey respondents included:

- **Climate change** (*climate impacts, adaptation, community resilience*)
- **Water quality** (*sediments, microplastics, contamination*)
- **Development patterns** (*shoreline conversion, habitat loss, changing land uses*)

These stakeholder-identified top priority issues have a high degree of alignment with the Priority Coastal Issues embedded in the Reserve’s strategic plan, which are Climate Change, Water Quality and Healthy Ecosystems, and Strengthening Community and Sense of Place.

The alignment of these priorities provides a clear mandate for programming that centers around issues of **changing climate and building local resilience**. Climate and disaster resilience are pressing issues faced by all coastal communities. Over the next 10 to 20 years, CTP aspires to provide the Twin Ports and surrounding region with visionary leadership and practicable frameworks for adapting to climate change and managing the emerging risks and hazards associated with a new coastal climate regime. The growing field of hazard planning and disaster response is new priority training area for coastal communities and for the Reserve system.

The 2017 stakeholder survey also identified areas where professional development and capacity-building can help to address coastal challenges. Respondents identified that **financial constraints, organizational capacity, and social and cultural resistance** are the most significant barriers to affecting change related to coastal community issues related to their work.

A crosswalk of system-wide CTP training topics and their relationship to Lake Superior Reserve CTP priorities (as identified in the stakeholder survey and Management Plan) is provided in Appendix A. The full results of the 2017 CTP stakeholder survey are included as Appendix B of this document.

CTP Integration with Reserve Goals

The goals of the Coastal Training Program will reflect and further the Reserve’s core strategic goals, which were updated in 2016 and will be reflected in the Reserve’s updated Management Plan.

Lake Superior Reserve’s Core Goals

- I. A Healthy Lake Superior
- II. A Strengthened Community and Sense of Place
- III. Outreach and Engagement are Innovative
- IV. The Twin Ports are Collaborating
- V. The Schools and Community Model Collaboration
- VI. The Learning Center is a Destination

Of the six Reserve goals, CTP directly influences the outcomes of Goals I-IV. The following section outlines how these four Reserve management goals can be met through specific CTP objectives and strategies.

Reserve Goal I: A Healthy Lake Superior

Reserve science and collaborations inform management and policy decisions that lead to healthy estuaries and a healthy Lake Superior.

►**CTP Objective I:** Coastal decision-makers have access to new knowledge and skills that will elevate their management of coastal systems.

2019-2023 Strategy 1: *Build program momentum around identified priority coastal issues.*

Building up core training events and maintaining program continuity and growth will be a central CTP focus for the 2019-2023 period. Priority coastal issues and key professional development opportunities identified by respondents in the 2017 stakeholder survey will guide program development initially, and new initiatives and training delivery strategies will be developed iteratively through evaluation and informal assessment of stakeholders and partners.

Based on responses to the survey, Reserve management priorities and NERRs-wide objectives, key areas of CTP training focus will include: **climate preparedness** at the local and regional level; improving **habitat and water quality**; connecting **land use decisions** to coastal impact; making coastal information **relevant, accessible and meaningful**; building collaboration and capacity **across geographies**; and **effective communication strategies**.

The Reserve has a reputation for responsive action and leadership on coastal issues. As such, CTP should be receptive to **emergent community issues and training needs** as they arise.

The CTP Coordinator, in collaboration with other Reserve staff, will seek opportunities to **streamline access to coastal information and management tools**. This includes experimenting with innovative ways of housing and sharing coastal information, through digital and traditional formats. Web-based story-mapping and data dashboards are two emerging tools for visual communication that CTP will explore to convey detailed information to decision-makers.

Objective I.1 Target: From 2019 to 2023, 70 percent of CTP trainings will fall under the “Highest” or “High” priority ranking identified in Appendix A.

2019-2023 Strategy 2: *Program content and methods will encourage the incorporation of social science metrics and expertise into coastal decision-making.*

Coastal management occurs in the context of social, economic, cultural and institutional circumstances, and **coastal decision-making is enhanced by the application of social science**. Decision-makers may be especially motivated by or sensitive to the human dimensions elements of coastal management. Coastal training itself is impacted by social factors. In order to emphasize realistic pathways to action for decision-makers, the CTP Coordinator must build and maintain strong relationships with partners and decision-makers and remain mindful of the **cultural and political context** in which decisions are made.

CTP will support the Reserve and NERRS-wide efforts to integrate social science into research, monitoring, education and outreach efforts. Specifically, CTP will: include **social science expertise** on its Advisory Committee; host or provide trainings that **address social science theory and skills**; partner with and support research efforts that seek to describe or explain the **coastal system through a social lens**; support **social science monitoring efforts** and conveying these findings to decision-makers; **apply facilitation best practice** to Reserve-led events.

Objective I.2 Target: From 2019 to 2023, apply at least one of the social science efforts listed above every year.

Reserve Goal II: A Strengthened Community and Sense of Place

Members of the community develop a strong sense of place, based on the ecological, social, cultural and economic values of the Lake Superior watershed.

►**CTP Objective II:** Lake Superior coastal communities have increased their capacity to manage hazards and are planning for uncertain future conditions.

2019-2023 Strategy: *Facilitate trainings, planning efforts, and cross-jurisdictional conversations that directly relate to resilience building at a regional scale.*

Great Lakes coastal communities face new risks and hazards in a changing climate. CTP will prioritize **climate**

change response and **regional resilience building** at the core of its programming, complementing efforts undertaken by the Reserve's education and research programs. The CTP will provide structured opportunities that bring decision-makers together from the Twin Ports area and surrounding coastal communities around issues relating to climate change and its implications for Lake Superior communities, emphasizing the importance of **regional collaboration and learning**. CTP will partner with agencies and initiatives that can reach a **targeted regional audience** of decision-makers. CTP trainings will be **grounded in local challenges** and locally-significant science-based information, and where appropriate will highlight case studies and demonstrations of community resiliency from analogous locations that can serve as a model for Twin Ports coastal managers. CTP will offer **skill-building training** in the critical arenas of **risk communication** and **stakeholder facilitation**, underscoring the importance of applying effective communication strategies when addressing the complexity of climate change challenges at the person-to-person level. In coordination with the Reserve's research and monitoring efforts and by engaging with the People and Places Workgroup, **CTP will support an increase in social science and monitoring of social indicators** which may offer insights into community vulnerability and resilience priorities.

Objective II Target: From 2019 to 2023, a minimum of 8 trainings delivered through CTP addressing NERRS priority issue "Changing Climate."

Reserve Goal III: Outreach and Engagement are Innovative

The audience for Reserve programming is expanded and engaged in response to partner needs and emerging issues.

►**CTP Objective III:** Coastal decision-makers are empowered to act in the best interest of coastal and estuarine resources.

2019-2023 Strategy: *Show (rather than tell) decision-makers how to apply knowledge and skills through demonstration-based trainings.*

Successful coastal training should **cultivate relevance and meaning** for decision-makers around priority coastal issues. To accomplish this, decision-makers need to be given an opportunity to **contextualize the knowledge and skills** delivered through CTP. Trainings should incorporate some element of **demonstration** that pulls

training content out of the theoretical realm and into the real world. A demonstration element could include:

- Presentation of **case studies, success stories and/or lessons learned** from other communities facing similar coastal challenges;
- A **place or field-based component** illustrating a coastal phenomenon firsthand;
- **Workshopping a challenging problem** in a collaborative setting;
- Inclusion of **participatory engagement** asking attendees to draw upon their own experience and learn from each other in a group setting;
- Technical assistance in **best practice application** (i.e., ordinance revision, low-impact design, etc)

An intended outcome of CTP is skills and knowledge application in practice. Context-building through demonstration-based trainings will help inspire and empower decision-makers to act, **as they establish that pragmatic responses are possible** in the face of real coastal challenges.

Objective III Target: From 2019 to 2023, at least 90 percent of training participants report intent to apply knowledge or skills.

Reserve Goal IV: The Twin Ports are Collaborating

Regional collaboration/cooperation between cities, counties, states, governments, tribes, citizens and businesses is strengthened across boundaries to improve habitat and water quality.

►**CTP Objective IV:** Decision-makers capitalize on the Reserve's unique ability to operate across jurisdictions to address issues of coastal importance at both a local and regional scale.

2019-2023 Strategy 1: *Prioritize training opportunities that can be applied across jurisdictions and/or draw from a regional audience.*

While highly specialized events targeted to a specific group or jurisdiction may be an excellent use of CTP capacity, CTP and the Reserve are **uniquely situated** to offer collaborative learning opportunities that reach both Minnesota and Wisconsin audiences, and can target participants from across government sectors and geographies. As such, **CTP should leverage this position to bring decision-makers together** who would not otherwise have an opportunity to engage with each

other, to build regional capacity to address coastal challenges.

Objective IV.1 Target: From 2019 to 2023, at least two CTP events per year will reach a multi-state audience.

2019-2023 Strategy 2: *Extend the reach of CTP programming beyond the immediate Twin Ports area.*

The coastal leadership capacity-building that CTP offers can be of value to Lake Superior communities **outside of the direct vicinity of Duluth and Superior**. The CTP Coordinator will pursue opportunities to bring training and resources to **south shore communities and jurisdictions within the St. Louis River and Nemadji watersheds**, whose land use and stormwater practice also impact Lake Superior and estuarine health. Programs will be delivered in partnership with Minnesota and Wisconsin SeaGrant and Coastal Programs, as well as regional working groups (Regional Stormwater Protection Team and Twin Ports Climate Coalition).

Objective IV.2 Target: From 2019 to 2023, CTP will extend programming reach to at least three new communities outside the immediate Twin Ports area.



Program Delivery

Looking back at the history of the Reserve's CTP programming, training workshops have been a very common format for delivery. Appendix C provides a full list of CTP events from the past five years. Based on the outcomes of the 2017 stakeholder survey, half and full-day workshop formats are popular, valuable to participants, and will continue to be a primary program delivery mode. Over the next five years, the CTP Coordinator will work

to expand program delivery styles and establish an expanded concept of "training" that includes more collaborative learning opportunities and facilitation.

From 2019 to 2023, CTP will strive to achieve the following program delivery objectives:

- **Increase place-based (field trip) learning.** By 2020, CTP will implement an on-the-water estuary orientation training designed specifically for elected and appointed officials.
- **Work toward developing the Reserve website as a portal for resources that inspire quality coastal management.** CTP can respond to identified stakeholder needs by consolidating and simplifying disparate information relevant to local coastal management. Leverage the power of ArcGIS Online and other web applications to develop information portals that can be hosted on the Reserve website.
- **Increase cross-sector Reserve programming.** Lake Superior Reserve's CTP works closely with the other Reserve sectors. Ideally, CTP efforts will highlight the work of other Reserve program sectors, align programming toward common Reserve outcomes, and gather valuable information about gaps and needs to inform the Education, Research and Monitoring program activities.
- **Incentivize training participation.** CTP will seek continuing education and/or professional organization credits for training attendance, and offer unique and engaging event formats (including place-based learning).
- **Expand the function of CTP workshops beyond a traditional one-way "inform" training model.** Sometimes, "training" in the traditional sense will not be the right way to engage decision-makers. When it comes to complex coastal issues, valuable learning opportunities come in the form of consensus-building and collaborative visioning or problem solving. CTP should capitalize on the Reserve's objective non-agency role to serve in a convening capacity where that can help to push coastal problem-solving forward. CTP may engage social science professionals in the design of facilitated events.
- **Elevate the profile of Reserve resources and the Barkers Island campus by making frequent use of them for CTP programming.** These include the Estuary and classroom, Reserve vessels, and eventually the new dormitory space on the Reserve campus. The completion of a dormitory will be a tremendous resource for CTP as it can be used to house guest speakers, visiting professionals and/or training attendees.

► **Develop a multi-day climate resilience training event.** This event will aim to bring different climate change communities of practice together, and focus on demonstrating best practice and case studies of resilience. This event will have a regional attendee draw, and will engage close program partners who share climate change objectives and outreach goals.

► **Explore web-based content delivery** where appropriate to reach stakeholders, especially where distance learning may be appropriate.

Program Evaluation

Post-event evaluations are required for all CTP events. At minimum, evaluations will include required NERRS metrics and reporting requirements; additional evaluation metrics may be added as needed to capture information specific to a particular event. The CTP Coordinator will review performance metrics quarterly to assess program effectiveness and opportunities to improve programming to meet NERRS CTP goals as well as the targets associated with strategies in this Plan.

Program evaluation also occurs informally, through participant conversations and observation of events. The CTP Coordinator will strive to maintain a record of informal notes, observations and “lessons learned” from every event.

From 2019 to 2023, CTP will strive to achieve the following program evaluation objectives:

► **By 2021, CTP will conduct a follow-up 5-year program needs assessment survey.** The survey will expand on the format of the 2017 stakeholder assessment (Appendix B) to gather data around gaps and changing needs of program stakeholders. The stakeholder survey will be sent electronically to CTP program partners, past program participants, and decision-makers who fall under the scope of the program’s intended reach.

► **CTP will explore ways to streamline assessment with close program partners.** This may include creating a combined metrics evaluation with Minnesota and Wisconsin SeaGrants, and/or other agencies who have required outcomes reporting.

► **Qualitative assessment will be valued.** The CTP Coordinator will incorporate the results of open-ended assessment and interviews with partners and stakeholders into programming decisions.

► CTP will implement **long-term monitoring** for select training events, tracking outcomes around training or event impact 6 months to three years following the event. Monitoring may consist of repeated surveys and/or participant interviews. Long-term monitoring efforts should be applied to programming that features in-depth workshopping or ongoing series-based events, rather than short-duration or one-time trainings.

Program Resources and Partnerships

Staffing

A full time staff person (the CTP Coordinator) implements the Lake Superior Reserve Coastal Training Program. In reality, successful program delivery is an effort reliant upon strong external partnerships and additional support from Reserve staff. The CTP Coordinator routinely seeks assistance from other Reserve staff to help with program logistics.

► Beginning in 2019, the CTP Coordinator will seek to **augment the program’s capacity by hiring a student** who can help with aspects of program implementation, including logistical coordination and/or evaluation.

Program Partnerships

Strong partnerships have historically guided and supported CTP, either through the offering of expertise, logistical support, joint funding, program participation, or all of the above. Core program partners include both Minnesota and Wisconsin SeaGrant programs and Coastal Management Programs, UW-Extension (now under UW-Madison), as well as program support from NOAA’s Office for Coastal Management and Digital Coast. Close programmatic and advisory relationships have been forged between the Reserve and the City of Superior. Expected partnership roles for core partners are described as follows:

SeaGrant and Coastal Programs (MN and WI): Continued CTP Advisory board presence is expected from these institutions. A shared coastal focus and NOAA affiliation has led (and will continue to lead) to joint programming, particularly as relates to resilience and climate adaptation. SeaGrants and the Coastal Programs are both key “connectors” (to research, funding opportunities, training participants and community groups).

NOAA Office for Coastal Management: The Reserve's CTP will continue to take advantage of the programming support offered through NOAA OCM, both through established Digital Coast training courses (and opportunities to build off those core courses) but also through piloting new programming with the support of learning services staff.

Division of Extension at UW-Madison: The Reserve's state partner supports CTP administratively through access to tools, resources and spaces that can be used to develop and administer trainings. Connections to Extension educators and the UW research community are critical for sourcing training expertise and developing science-based programming. The Reserve's organizational relationship to the newly-defined Natural Resources Institute is likely to create synergies and opportunities. In particular, CTP will be able to team with other outreach-oriented individuals within the institute to develop training strategies, share networks across the state and expand programming reach, and collaborate on funding requests.

City of Superior: Historically the CTP Coordinator has worked closely with Superior municipal staff (most specifically with Environmental Services, Parks and Recreation, and Planning) to assess local training needs and opportunities to co-develop courses, tours, and connect with local officials. Municipal staff serve in an advisory capacity to CTP and the Reserve, and the CTP Coordinator is a member of several committees initiated by City of Superior staff.

Minnesota Land Trust: The Reserve and the Minnesota Land Trust are natural programmatic and advisory partners due to shared interest in habitat management and placemaking in the St. Louis River estuary. The Land Trust is a valuable connector for CTP programming that is tied geographically to work in the St. Louis River estuary.

Many additional agencies, entities and individuals have contributed to the success of CTP programming. A full list of standing CTP partnerships is listed in Appendix D.

► In the 2019 to 2023 period, CTP will continue to maintain relationships with its established partners through **joint programming development** and maintaining a presence at partner functions and initiatives. The CTP Coordinator will also pursue new connections to entities who may have an interest in supporting CTP programming. Building a stronger connection with Douglas County is a priority over the next five years.

► The CTP Coordinator will **maintain involvement in regional collaborations** like the Regional Stormwater Protection Team and the Twin Ports Climate Coalition, who share outcome goals with the Reserve and whose memberships comprise many of the very decision-makers who influence the health of the estuary and Lake Superior.

CTP Advisory Committee

A committee composed of partners, community leaders and experts serves a special advisory role to CTP. The CTP Advisory Committee meets 2-4 times per year to review program strategy and direction, planned program activities, and to make recommendations to improve outcomes and program success. Currently the CTP Advisory Committee is not active, but in the past has been composed of members representing many professional realms with expertise comprising stormwater management, land use planning, coastal community education, climate change, water and natural resource management. The most recent membership of the Advisory Committee is included in Appendix E. Additional working groups may be formed around specific CTP tasks or initiatives, drawing members who have specialized related expertise or experience.

► As the Advisory Committee is reinstated in 2019, the CTP Coordinator will explore opportunities to include social science expertise and political or community leadership to this body.

External resources and funding

CTP will also leverage national resources, including the NERRS CTP sector and NERRS-wide working groups, NOAA's Digital Coast and Learning Services resources. National professional organizations, such as the American Planning Association and the National Disaster Preparedness Training Center, may have applicable training, research and expertise to lend in areas such as emergency planning, health impact assessment, and beyond.

The CTP Coordinator will monitor and selectively pursue grant opportunities for CTP and other sectors of the Reserve in order to advance capacity and programming goals. Where appropriate and where mutual program goals are present, the CTP Coordinator can support partners in

their grant writing pursuits. No more than one quarter of the CTP Coordinator's time should be spent on grant writing or funding pursuits.

Marketing Strategy

The Coastal Training Program has used many resources to manage contacts and advertise events. As technologies have advanced and the Reserve website has been updated, marketing methods will continue to be fine-tuned, guided by the following objectives.

- ▶ A **contact database** has been developed, and will be **maintained going forward**. A database allows the CTP Coordinator to quickly sort, filter, and **intentionally reach out** to individuals associated with the program. The database will also help the CTP Coordinator develop target email lists to advertise programming, solicit feedback, and send out program information.
- ▶ The CTP Coordinator will deliver a **bi-annual newsletter** that updates partners and stakeholders on program developments, highlights success stories and establishes the context for the program.

▶ With recent updates to the Reserve website, CTP has capacity to **host program-specific information** on its webpage. At minimum, on the Reserve's website CTP will establish an online schedule or calendar of events, post event summaries, and cross-link to external resources. By 2023, the CTP webpage will host a **program dashboard** that showcases program outcomes and demonstrates its impact on decision-makers. Examples of trainings and events will be shared to convey the story and the purpose of CTP to a wide audience.

▶ Online and printed materials for CTP program marketing will be developed with the aid of the Reserve's Marketing and Communications staff to ensure a professional, unified look. Materials will conform to the Reserve's graphic design guidelines and will therefore **contribute to Reserve branding goals**.

▶ CTP events will be advertised and highlighted through the Reserve's expanding **social media outlets**.



Appendix A

Crosswalk of CTP Training Topics and Lake Superior Reserve CTP priority topics for the 2019-2023 strategic planning period. “Highest”, “High”, “Somewhat” or “Less” ranking implies the degree of priority of this topic area within the Reserve CTP strategic context. This ranking draws heavily from the 2017 Stakeholder Survey & Reserve Management Plan as a reference for prioritization guidance, but also considers emergent local and system-wide topics of importance.

CTP Training Topic	LSNERR CTP Priority Level
Climate Adaptation	Highest
Coastal Hazards & Disasters	Highest
Communications Skills	Highest
Land Use & Development Issues	Highest
Low Impact Design/Green Practices	Highest
Process Skills	Highest
Risk and Resiliency	Highest
Stormwater Management	Highest
Watershed & Floodplain Management	Highest
Harmful Algal Blooms	High
Leadership Skills	High
Restoration Science	High
Shoreline Change	High
Water Quality Issues	High
Wetlands & Coastal Ecology	High
Biodiversity Conservation	Somewhat
Climate Mitigation	Somewhat
Ecosystem Services	Somewhat
Ecotourism	Somewhat
Environmental Monitoring	Somewhat
Instrumentation & Software Skills	Somewhat
Invasive Species	Somewhat
Ports Marina Docks Management	Somewhat
Visitor Use Issues	Somewhat
Coastal Geomorphology	Less
Ecosystem-based Management	Less
Fauna & Flora Taxonomy/ID	Less
Fisheries & Fisheries Management	Less
Wildlife & Wildlife Management	Less

Appendix B

Results of 2017 CTP Stakeholder Survey

Results of CTP Stakeholder Survey

Coastal Training Survey

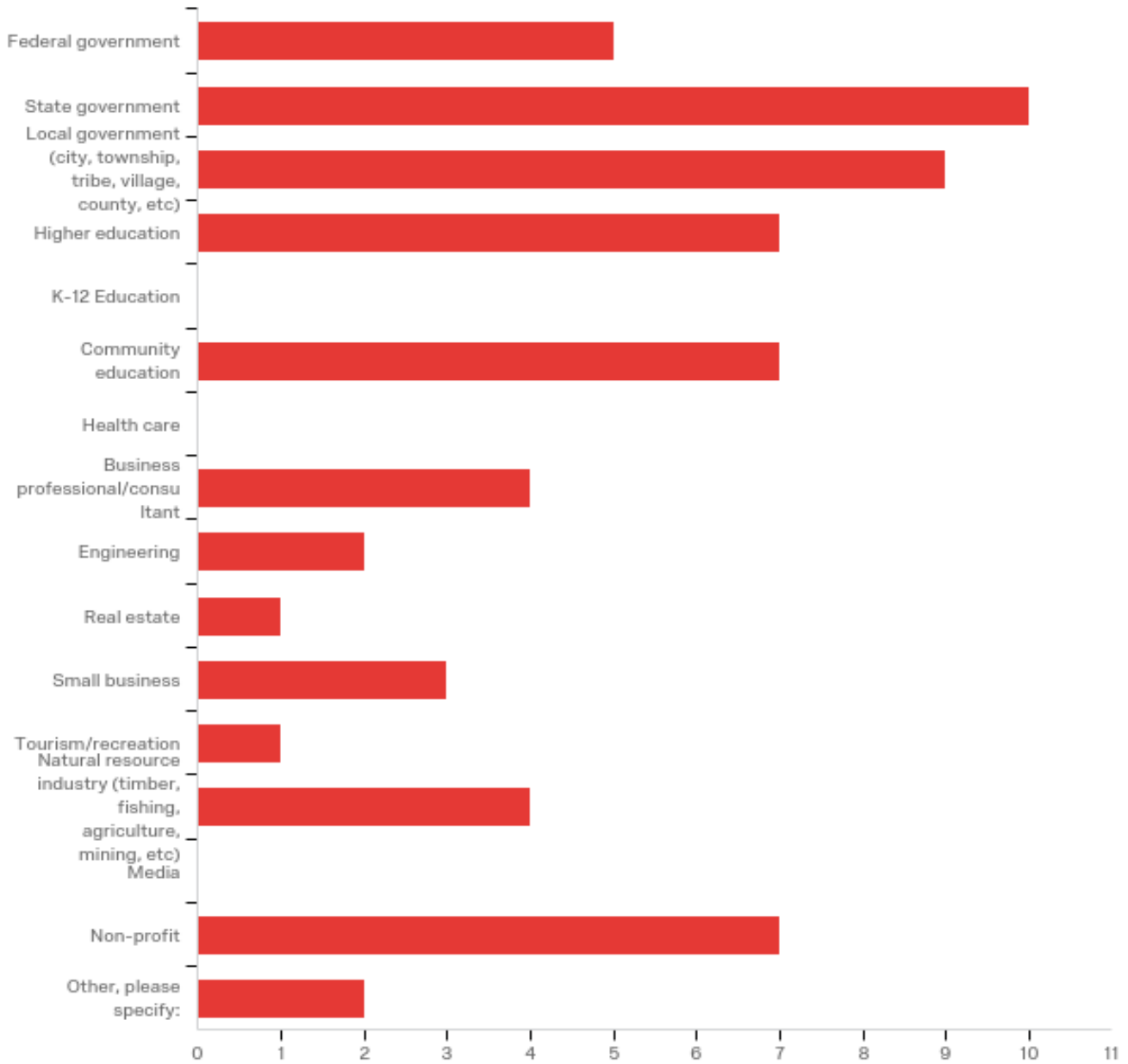
March 21st 2017, 8:19 am CDT

Q1 - In your professional opinion, what are the top (3) priority coastal issues?

Top issue	Second issue	Third issue
Shoreline erosion	Sedement deposit from rivers and streams	Chemicals and salt in run-off
Commercial and rec boating joint waterway use	Impace of increased kayaking-like activities to environment	Winter salt into the lake
Clean water	Safe harbors	Coast Guard protection
Shoreline development and mitigation	water levels and flooding	Costal wetlands and invasive species
natural shoreline preservation	natural shoreline remediation/restoration	community support (understanding) for shoreline protection
Overdevelopment	Nutrients and microplastics	Access
Water Quality	Invasive Species	Non-point pollution
micro plastics	invasive species	water quality
shoreland erosion	shoreland overdevelopment	invasive species
Climate Change	Plastic microparticles and synthetic fibers	Infrastructure updating: sewers sewage treatment plants
stormwater runoff	invasive species	
Climate Change resiliency	riparian health	climate change adaptation
erosion	water quality	Plastics
Program Funding	Water Quality	Invasive Species
non-public shoreline	erosion	
Human impacts on estuary and near shore Lake Superior	understanding near shore dynamics	long term estuary monitoring
Water quality, preventing pollution	Climate Change	legacy contaminants
Global warming	Habitat loss/land use	Water quality/pollution
Rising water levels due to climate change	Predicted increase in urban living near coastal communities	Loss of habitat for shorebirds such as piping plover
climate change	invasive species	nonpoint source pollution
Scientific literacy (all ages; elected officials; many businesses)	Watershed - Development-Weather (climate) - Wildlife Habitat- Water Quality links	Ecoservices/Natural Capital/Quality of Life analyses, trends, etc

Better understanding of hydrodynamics - including need for better bathymetry data	Affect of structures on sediment transport	Nutrient dynamics in the nearshore
Sediment at river mouths	climate change	invasive species
Water quality	Pollution control	Waste discharge
Climate Adaptation	Coastal Hazards	Smart Growth
habitat protection and restoration	watershed stability and tributary flows	location of commercial, residential development
Contamination of sediment and surface water including legacy contamination ,point source, and no-point source inputs	Invasive species	emerging contaminants and pharmaceuticals in waste streams and receiving waters and sediments
Climate change effects	invasive species	public tourism
Urban runoff	Preservation of wetlands	Wild rice habitat
habitat loss	climate change	contaminants
Coastal Forest restoration	Coastal development pressure	Runoff
shoreline converted to hard surface/riprap	contamination from treated wastewater and runoff	sustainable ways to enjoy/capitalize on the Lake and river
development beyond capacity to withstand impact	wetland conservation	habitat conservation
Climate change	Flood events/runoff	
Development/Habitat Loss	Invasive Species	Climate Change
bluff erosion	watershed planning	development

Q2 - In which sector(s) do you work? (You may choose more than one.)



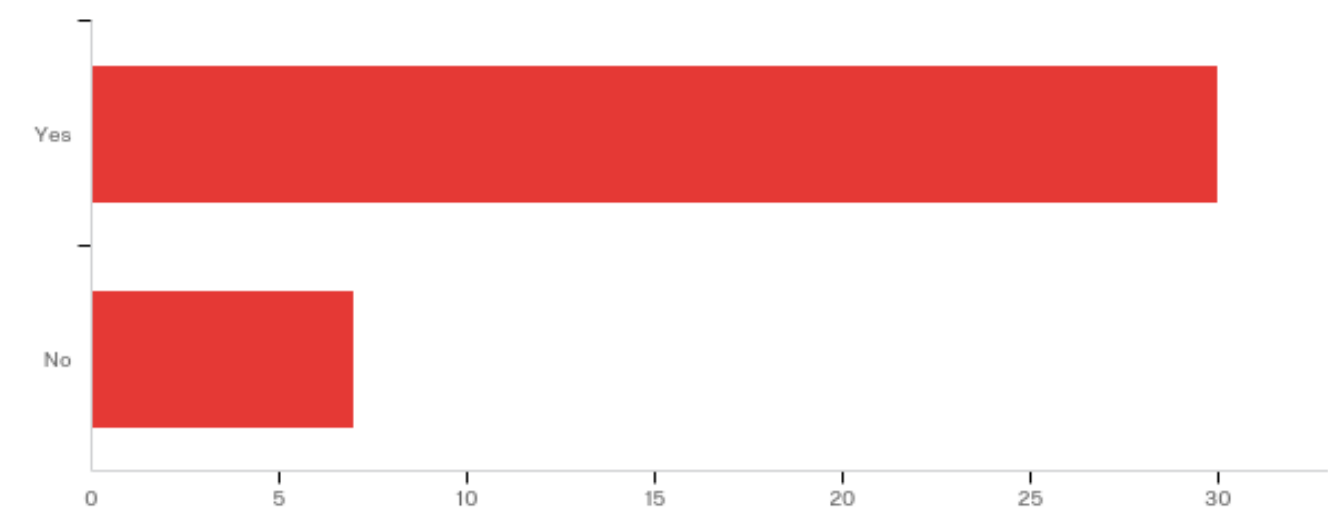
#	Answer	%	Count
1	Federal government	13.89%	5
2	State government	27.78%	10
3	Local government (city, township, tribe, village, county, etc)	25.00%	9
4	Higher education	19.44%	7
5	K-12 Education	0.00%	0

6	Community education	19.44%	7
7	Health care	0.00%	0
8	Business professional/consultant	11.11%	4
9	Engineering	5.56%	2
10	Real estate	2.78%	1
11	Small business	8.33%	3
12	Tourism/recreation	2.78%	1
13	Natural resource industry (timber, fishing, agriculture, mining, etc)	11.11%	4
14	Media	0.00%	0
15	Non-profit	19.44%	7
16	Other, please specify:	5.56%	2
	Total	100%	36

Other, please specify:

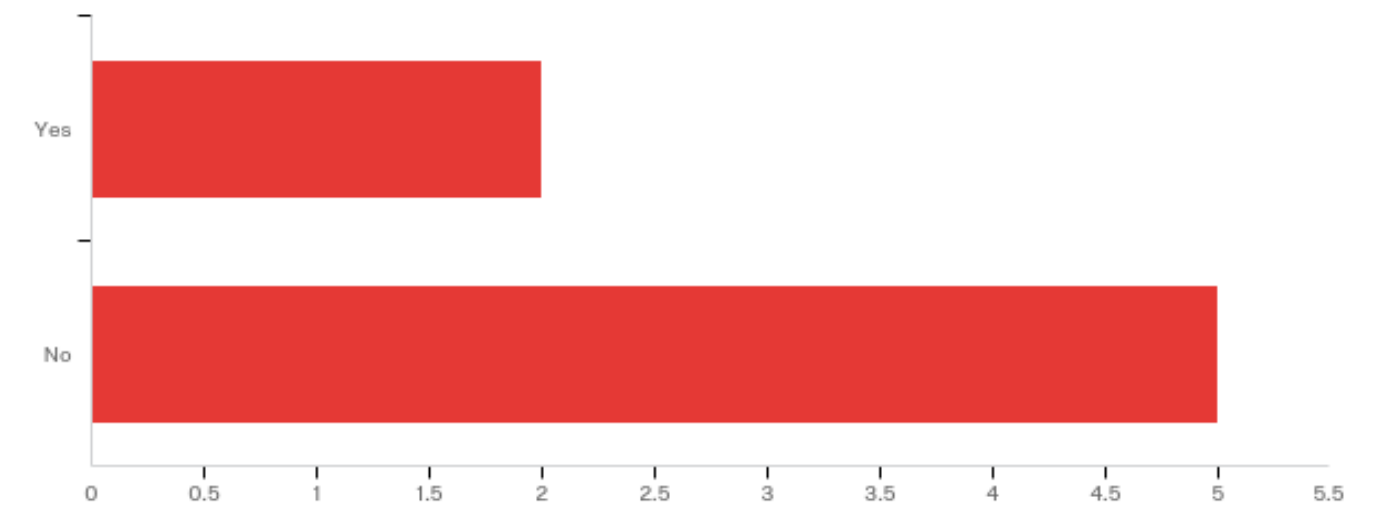
Other, please specify:
Grain Terminal
Minnesota Master Naturalist volunteer

Q3 - In your professional capacity, do you work to address coastal issues that affect the public?



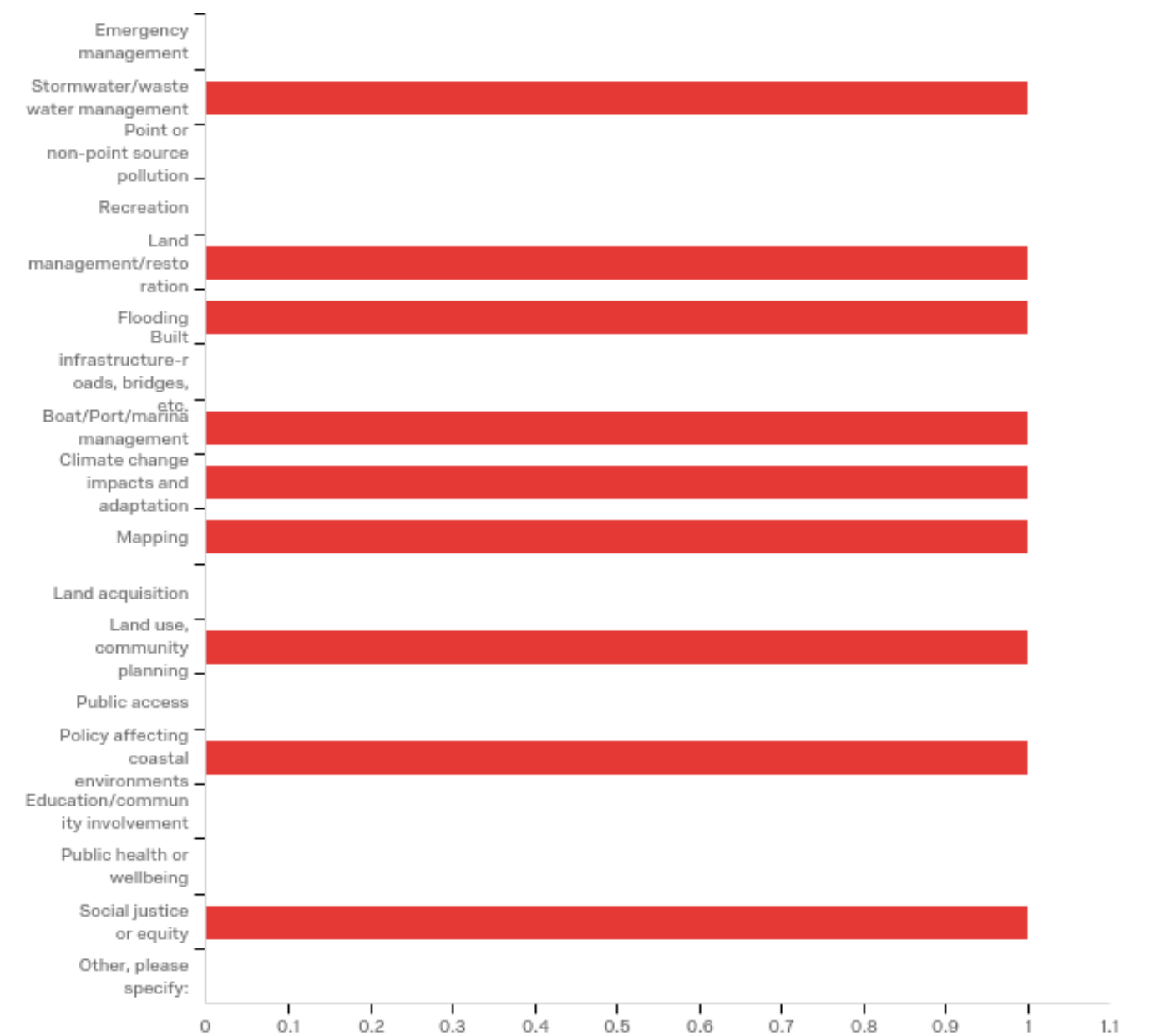
#	Answer	%	Count
1	Yes	81.08%	30
2	No	18.92%	7
	Total	100%	37

Q5 - Would you like to address coastal issues?



#	Answer	%	Count
1	Yes	28.57%	2
2	No	71.43%	5
	Total	100%	7

Q6 - Which coastal issues would you like to address in your professional capacity? (You may choose more than one.)



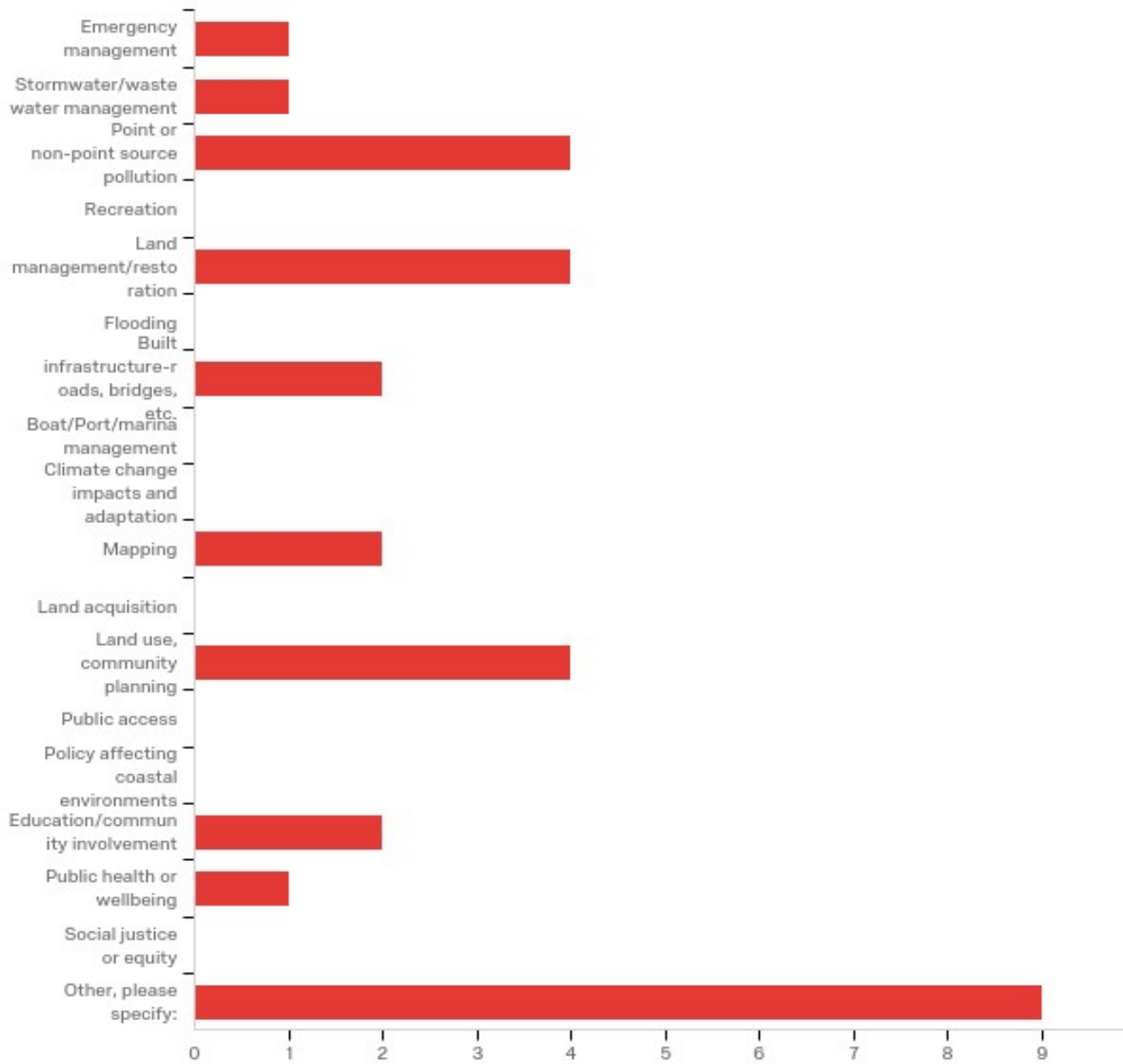
#	Answer	%	Count
1	Emergency management	0.00%	0
2	Stormwater/wastewater management	50.00%	1
3	Point or non-point source pollution	0.00%	0
4	Recreation	0.00%	0

5	Land management/restoration	50.00%	1
6	Flooding	50.00%	1
7	Built infrastructure-roads, bridges, etc.	0.00%	0
8	Boat/Port/marina management	50.00%	1
9	Climate change impacts and adaptation	50.00%	1
10	Mapping	50.00%	1
11	Land acquisition	0.00%	0
12	Land use, community planning	50.00%	1
13	Public access	0.00%	0
18	Policy affecting coastal environments	50.00%	1
14	Education/community involvement	0.00%	0
15	Public health or wellbeing	0.00%	0
16	Social justice or equity	50.00%	1
17	Other, please specify:	0.00%	0
	Total	100%	2

Other, please specify:

Other, please specify:

Q7 - Choose the primary issue that you focus on in your work.



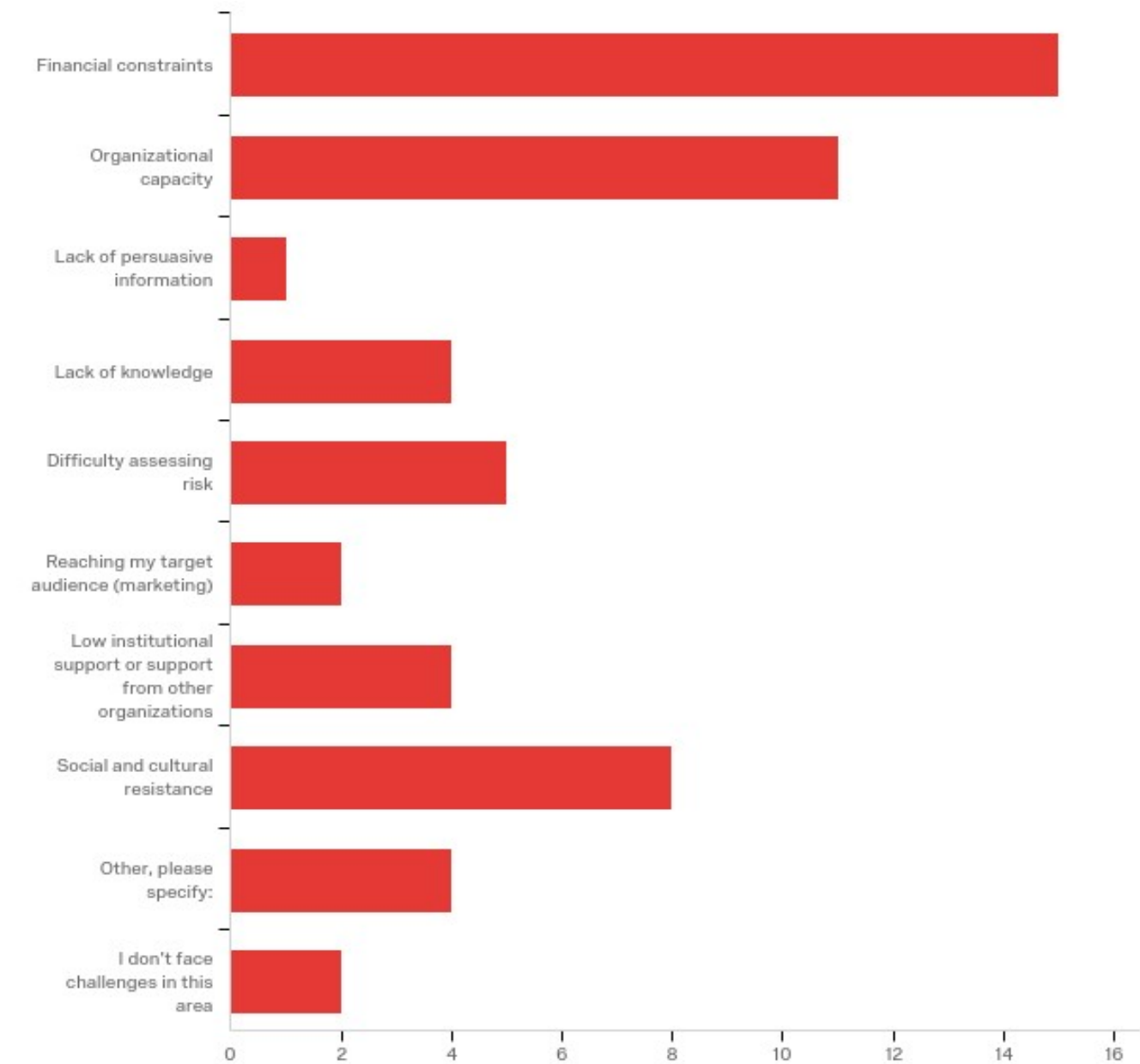
#	Answer	%	Count
1	Emergency management	3.33%	1
2	Stormwater/wastewater management	3.33%	1
3	Point or non-point source pollution	13.33%	4
4	Recreation	0.00%	0
5	Land management/restoration	13.33%	4

6	Flooding	0.00%	0
7	Built infrastructure-roads, bridges, etc.	6.67%	2
8	Boat/Port/marina management	0.00%	0
9	Climate change impacts and adaptation	0.00%	0
10	Mapping	6.67%	2
11	Land acquisition	0.00%	0
12	Land use, community planning	13.33%	4
13	Public access	0.00%	0
18	Policy affecting coastal environments	0.00%	0
14	Education/community involvement	6.67%	2
15	Public health or wellbeing	3.33%	1
16	Social justice or equity	0.00%	0
17	Other, please specify:	30.00%	9
	Total	100%	30

Other, please specify:

Other, please specify:
developing indicators for the coastal great lakes, connecting channels.
community development education
LAMP implementaton
My volunteer efforts have focused on many of the above
habitat restoration
water quality monitoring
Water resource assessment, protection, and restoration
Watershed Management
Tribal Historic Preservation

Q8 - What are the most significant challenges you face in affecting change in the area of [QID7-ChoiceGroup-SelectedChoicesTextEntry]? (You may choose more than one.)



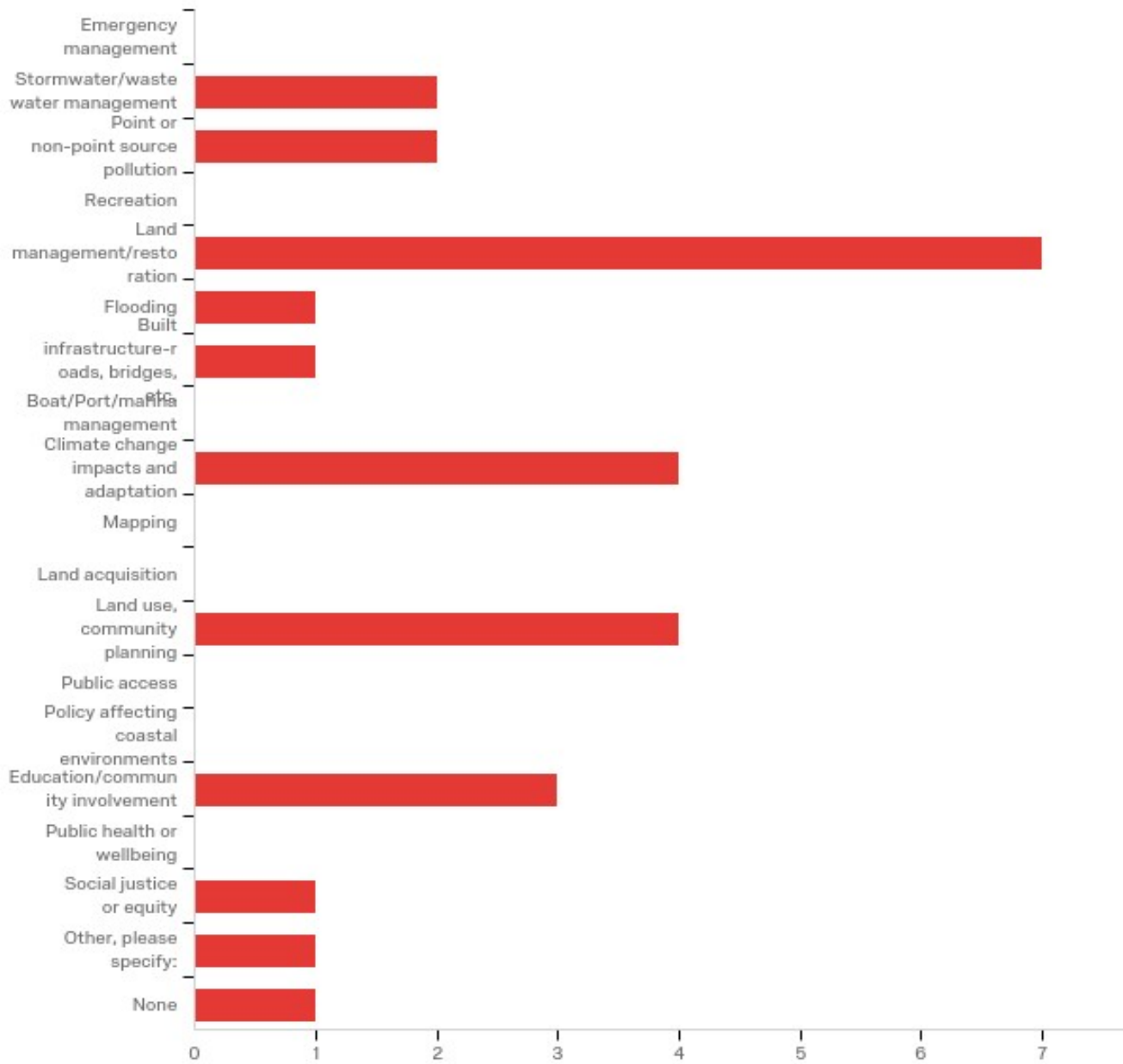
#	Answer	%	Count
1	Financial constraints	51.72%	15
2	Organizational capacity	37.93%	11
3	Lack of persuasive information	3.45%	1
4	Lack of knowledge	13.79%	4
5	Difficulty assessing risk	17.24%	5

6	Reaching my target audience (marketing)	6.90%	2
7	Low institutional support or support from other organizations	13.79%	4
8	Social and cultural resistance	27.59%	8
9	Other, please specify:	13.79%	4
10	I don't face challenges in this area	6.90%	2
	Total	100%	29

Other, please specify:

Other, please specify:
Monitoring to determine nonpoint source effects on aquatic systems and to evaluate change as a result of BMP implementation. Monitoring design and capacity
Lack of support for watershed approaches
Training, data silos and lack of centralized web based data storage
institutional alignment of various agencies

Q9 - What is the next coastal issue that you focus on in your work?



#	Answer	%	Count
1	Emergency management	0.00%	0
2	Stormwater/wastewater management	7.41%	2
3	Point or non-point source pollution	7.41%	2
4	Recreation	0.00%	0
5	Land management/restoration	25.93%	7

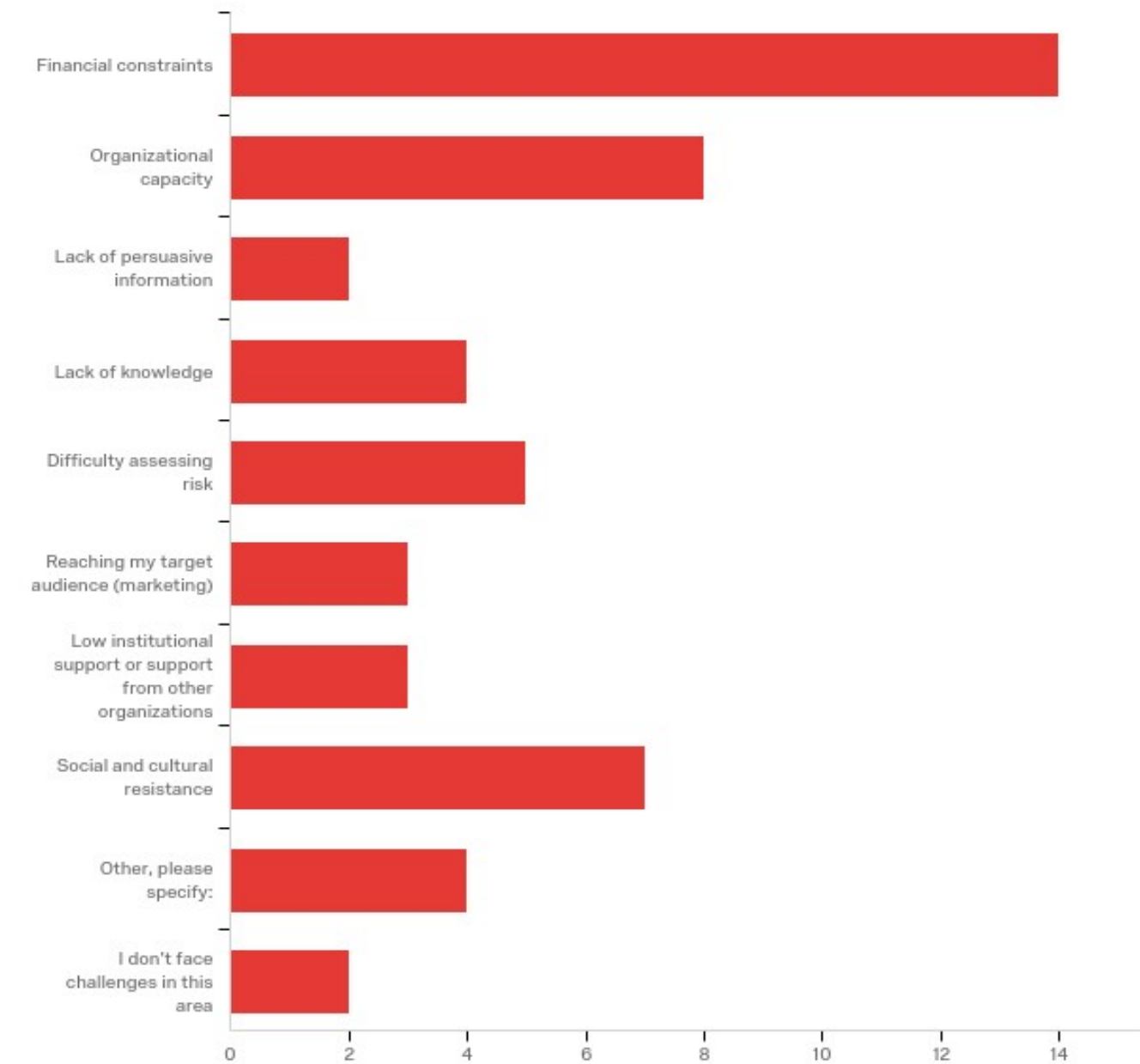
6	Flooding	3.70%	1
7	Built infrastructure-roads, bridges, etc.	3.70%	1
8	Boat/Port/marina management	0.00%	0
9	Climate change impacts and adaptation	14.81%	4
10	Mapping	0.00%	0
11	Land acquisition	0.00%	0
12	Land use, community planning	14.81%	4
13	Public access	0.00%	0
19	Policy affecting coastal environments	0.00%	0
14	Education/community involvement	11.11%	3
15	Public health or wellbeing	0.00%	0
16	Social justice or equity	3.70%	1
17	Other, please specify:	3.70%	1
18	None	3.70%	1
	Total	100%	27

Other, please specify:

Other, please specify:

Work with federal agencies in environmental impacts from their proposed undertakings.

Q10 - What are the most significant challenges you face in affecting change in the area of [QID9-ChoiceGroup-SelectedChoicesTextEntry]? (You may choose more than one.)



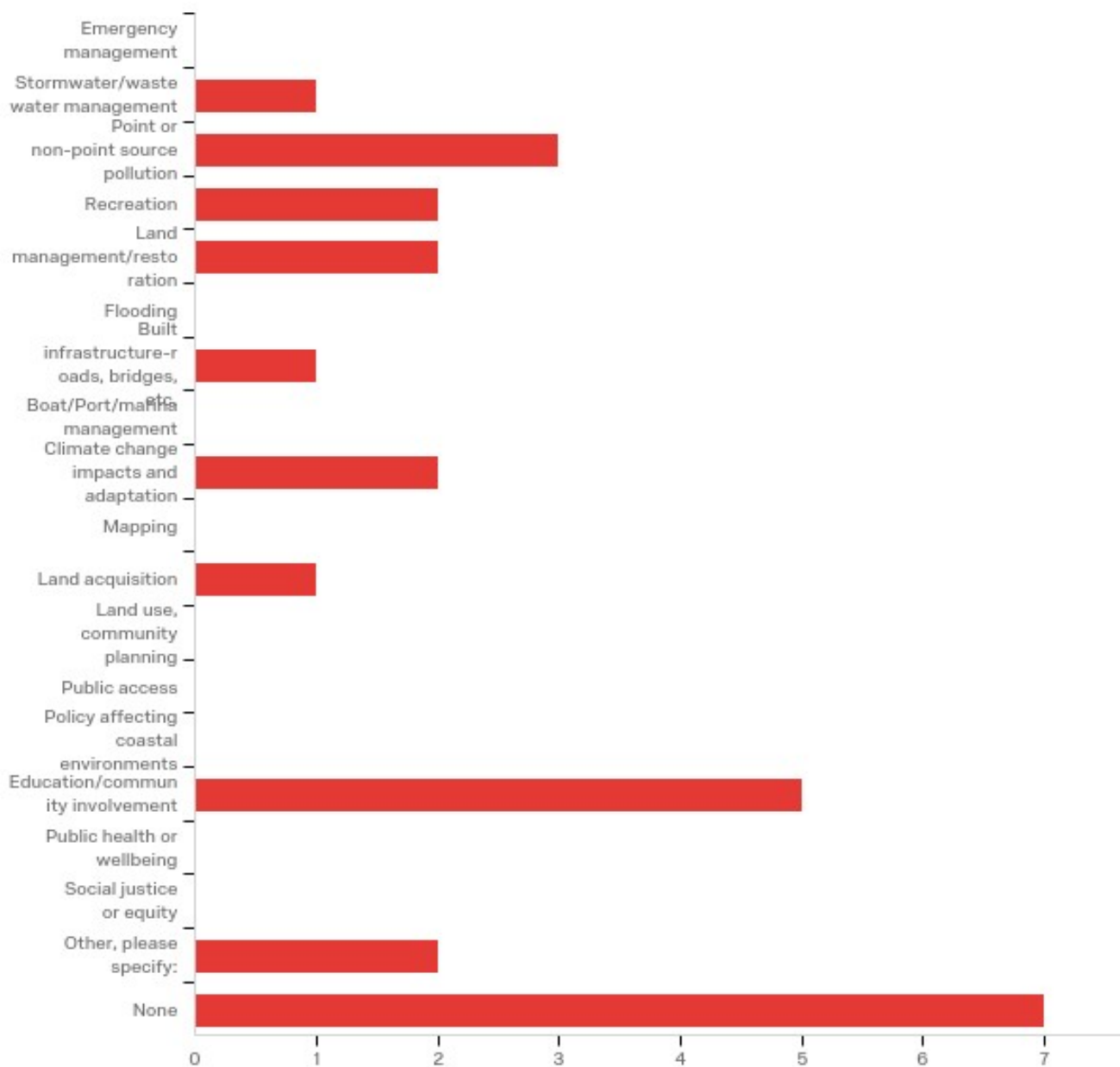
#	Answer	%	Count
1	Financial constraints	53.85%	14
2	Organizational capacity	30.77%	8
3	Lack of persuasive information	7.69%	2
4	Lack of knowledge	15.38%	4
5	Difficulty assessing risk	19.23%	5

6	Reaching my target audience (marketing)	11.54%	3
7	Low institutional support or support from other organizations	11.54%	3
8	Social and cultural resistance	26.92%	7
9	Other, please specify:	15.38%	4
10	I don't face challenges in this area	7.69%	2
	Total	100%	26

Other, please specify:

Other, please specify:
Trump Administration Policy
getting participation from a wide cross section of citizens
Engineering capacity to design and oversee projects.
Communities needing technical resources to aid in land use and community planning

Q11 - What is the next coastal issue that you focus on in your work?



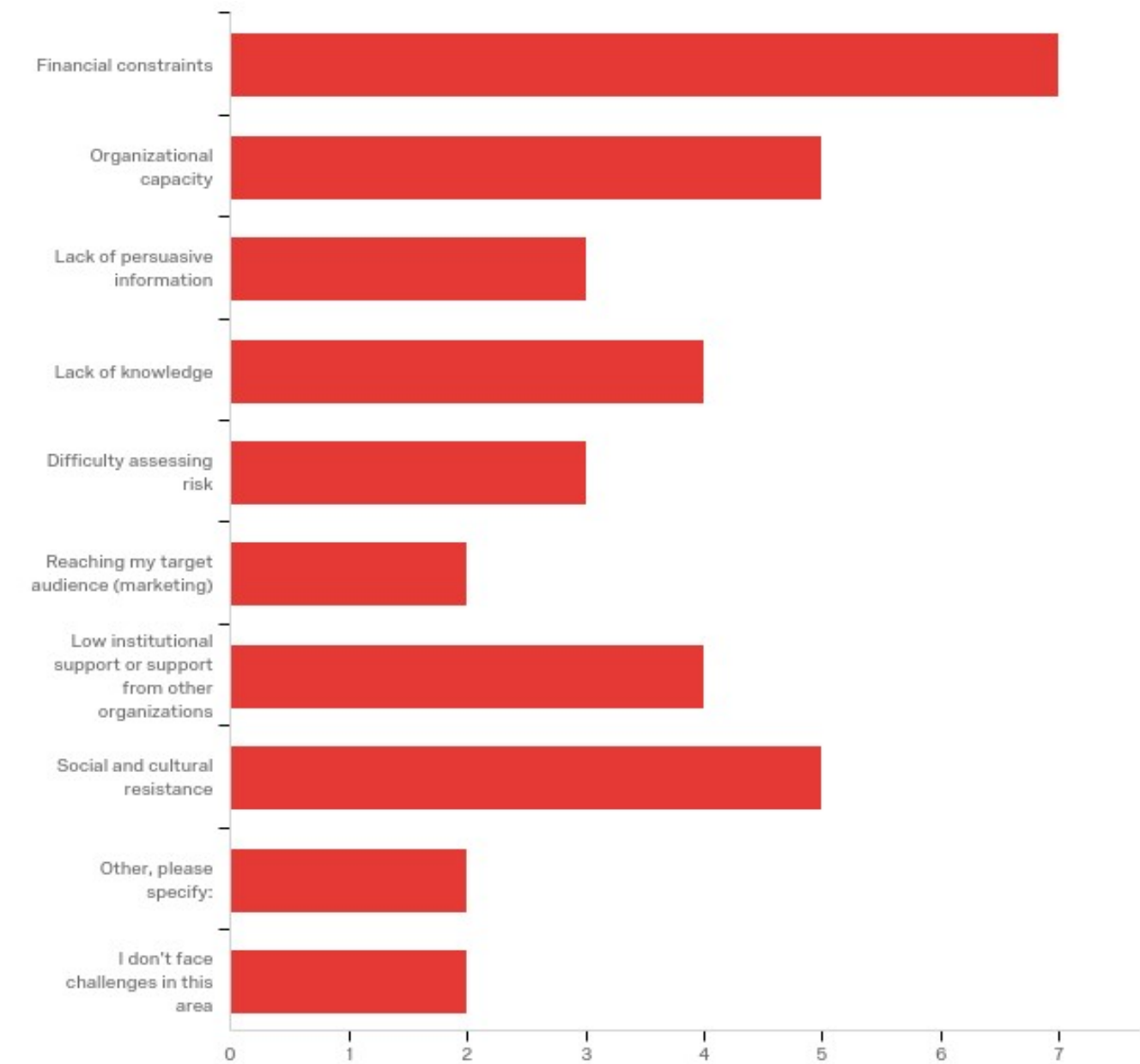
#	Answer	%	Count
1	Emergency management	0.00%	0
2	Stormwater/wastewater management	3.85%	1
3	Point or non-point source pollution	11.54%	3
4	Recreation	7.69%	2
5	Land management/restoration	7.69%	2

6	Flooding	0.00%	0
7	Built infrastructure-roads, bridges, etc.	3.85%	1
8	Boat/Port/marina management	0.00%	0
9	Climate change impacts and adaptation	7.69%	2
10	Mapping	0.00%	0
11	Land acquisition	3.85%	1
12	Land use, community planning	0.00%	0
13	Public access	0.00%	0
19	Policy affecting coastal environments	0.00%	0
14	Education/community involvement	19.23%	5
15	Public health or wellbeing	0.00%	0
16	Social justice or equity	0.00%	0
17	Other, please specify:	7.69%	2
18	None	26.92%	7
	Total	100%	26

Other, please specify:

Other, please specify:
organizational development
U.S. Army Core of Engineers has jurisdiction only on water, as a lead agency what about the none water territory.

Q12 - What are the most significant challenges you face in affecting change in the area of [QID11-ChoiceGroup-SelectedChoicesTextEntry]? (You may choose more than one.)



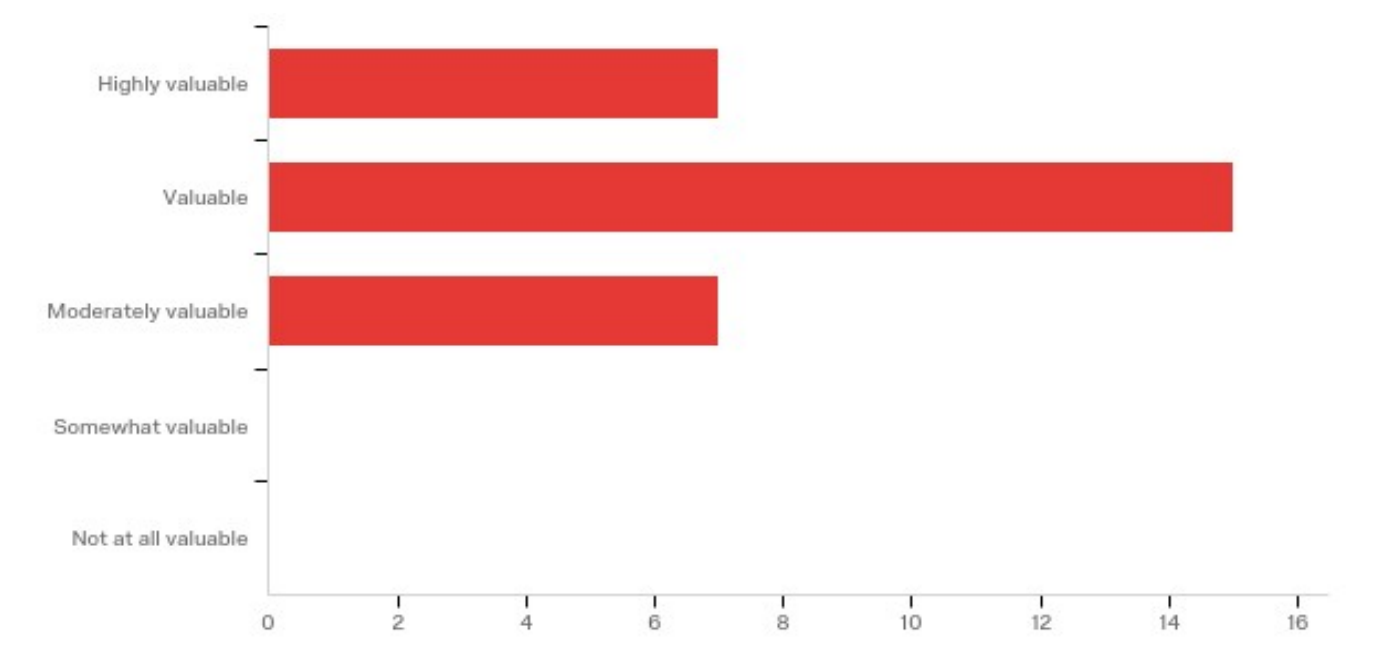
#	Answer	%	Count
1	Financial constraints	36.84%	7
2	Organizational capacity	26.32%	5
3	Lack of persuasive information	15.79%	3
4	Lack of knowledge	21.05%	4
5	Difficulty assessing risk	15.79%	3

6	Reaching my target audience (marketing)	10.53%	2
7	Low institutional support or support from other organizations	21.05%	4
8	Social and cultural resistance	26.32%	5
9	Other, please specify:	10.53%	2
10	I don't face challenges in this area	10.53%	2
	Total	100%	19

Other, please specify:

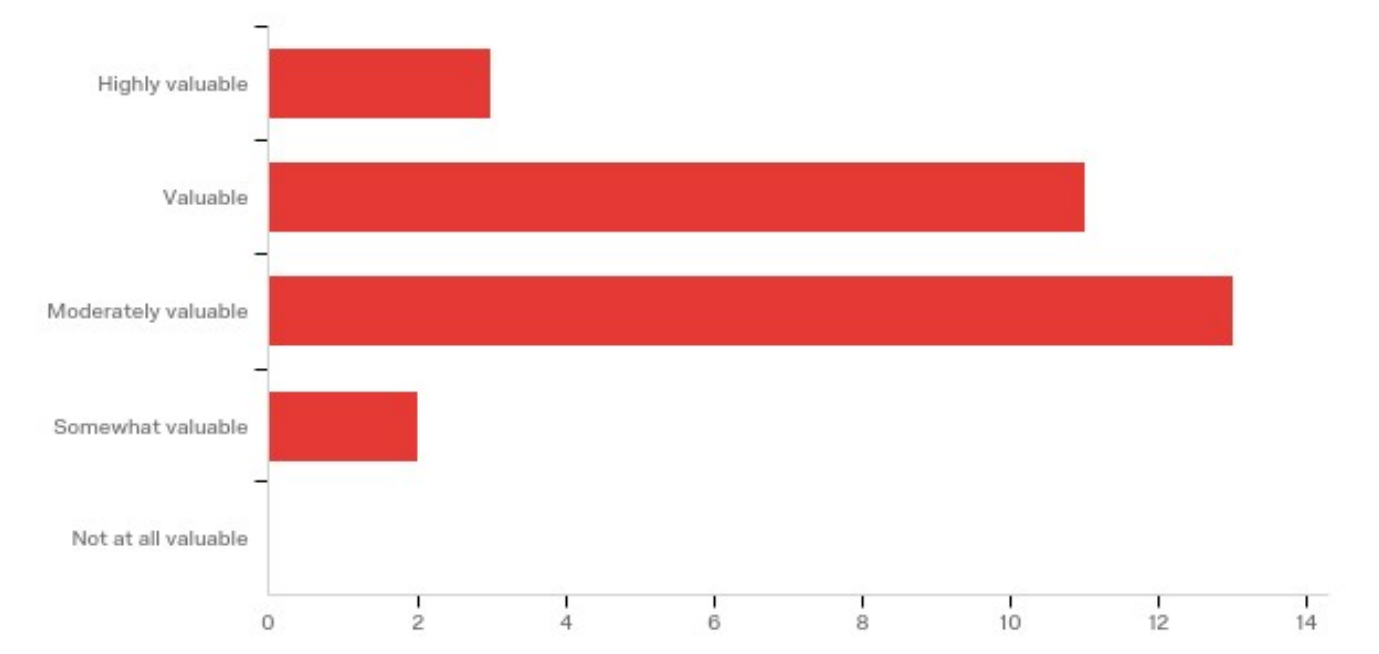
Other, please specify:
Trump Administration Policy
Lack of Watershed Plans

Q13 - How valuable would you find professional development opportunities focused on how to work with the public to create behavioral changes?



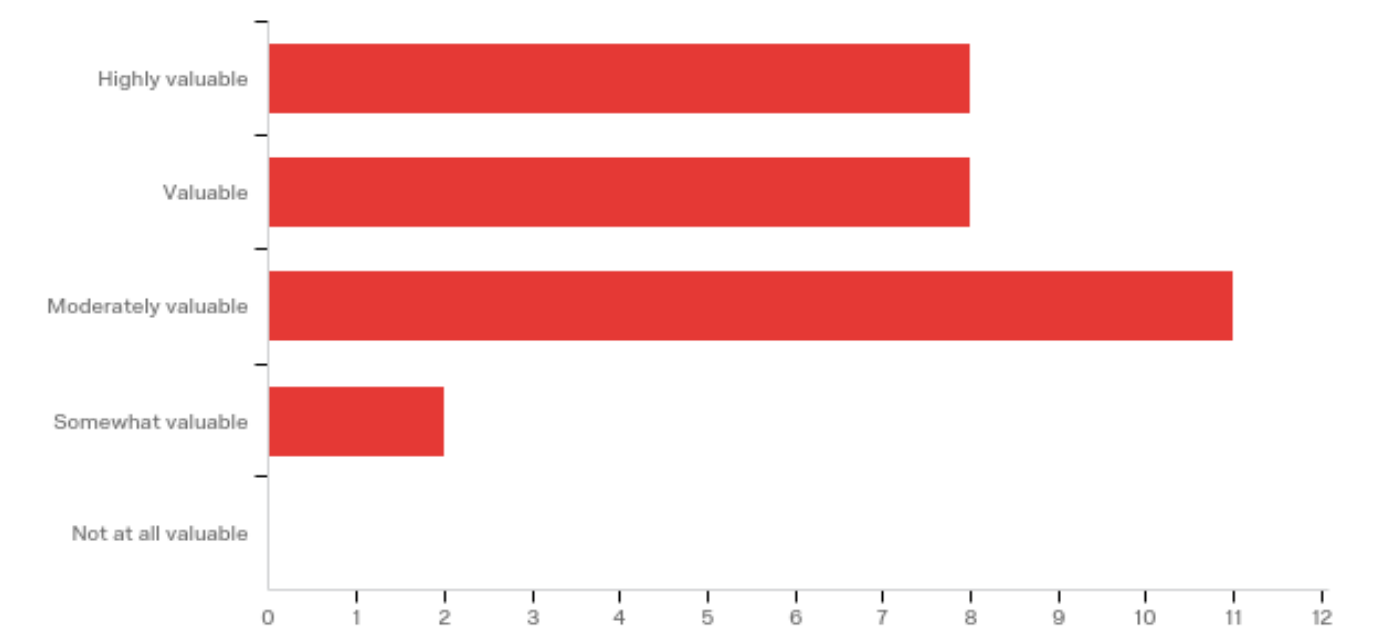
#	Answer	%	Count
1	Highly valuable	24.14%	7
2	Valuable	51.72%	15
3	Moderately valuable	24.14%	7
4	Somewhat valuable	0.00%	0
5	Not at all valuable	0.00%	0
	Total	100%	29

Q14 - How valuable would you find professional development opportunities focused on how to change organizational culture?



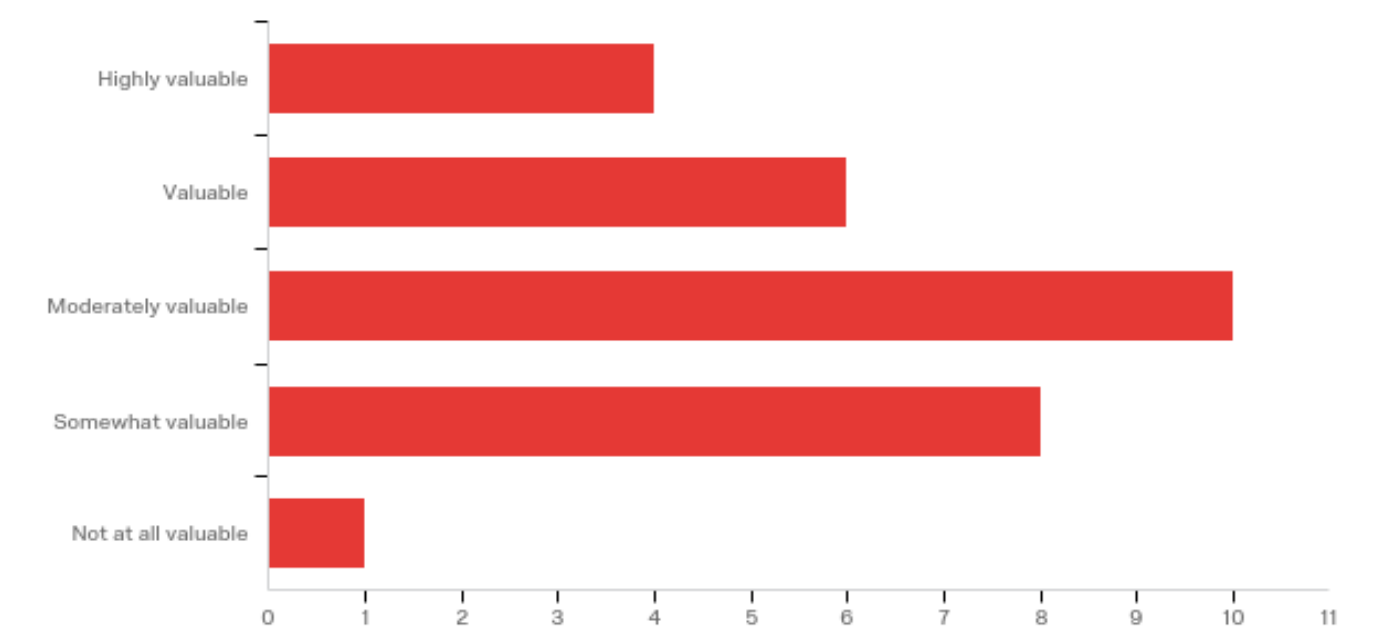
#	Answer	%	Count
1	Highly valuable	10.34%	3
2	Valuable	37.93%	11
3	Moderately valuable	44.83%	13
4	Somewhat valuable	6.90%	2
5	Not at all valuable	0.00%	0
	Total	100%	29

Q15 - How valuable would you find professional development opportunities focused on how to access data, graphics and information to support coastal community initiatives?



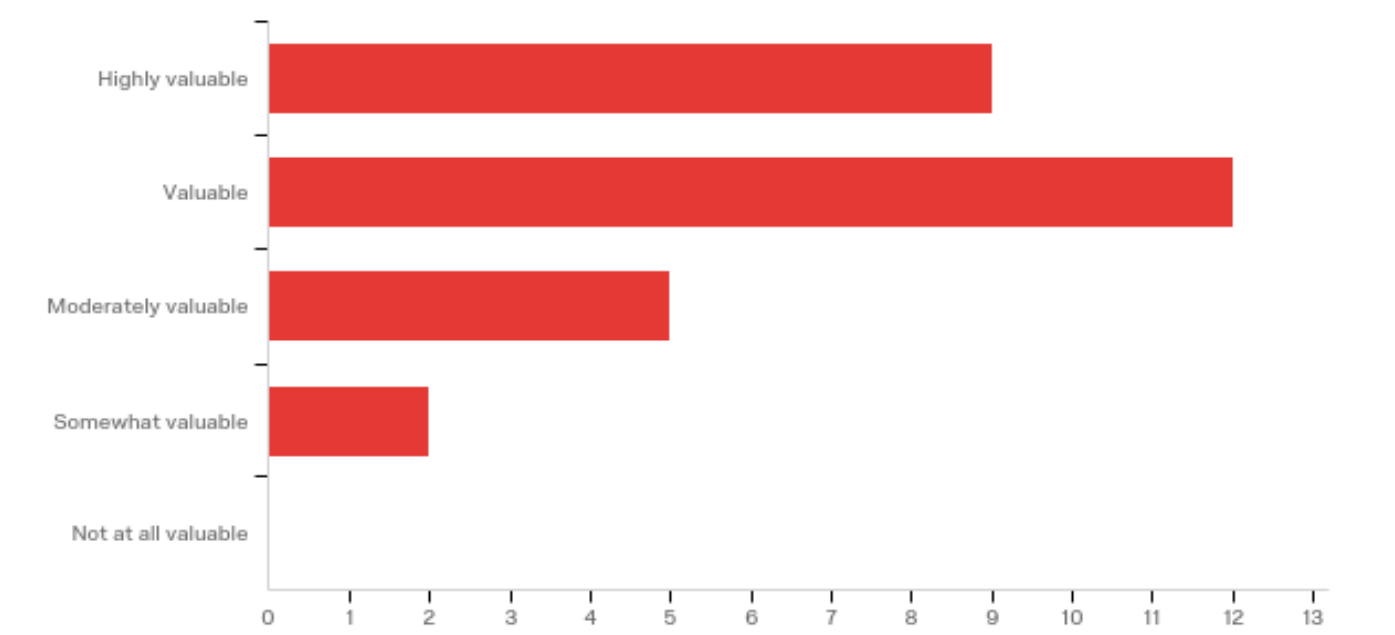
#	Answer	%	Count
1	Highly valuable	27.59%	8
2	Valuable	27.59%	8
3	Moderately valuable	37.93%	11
4	Somewhat valuable	6.90%	2
5	Not at all valuable	0.00%	0
	Total	100%	29

Q16 - How valuable would you find professional development opportunities focused on how to develop effective social marketing campaigns?



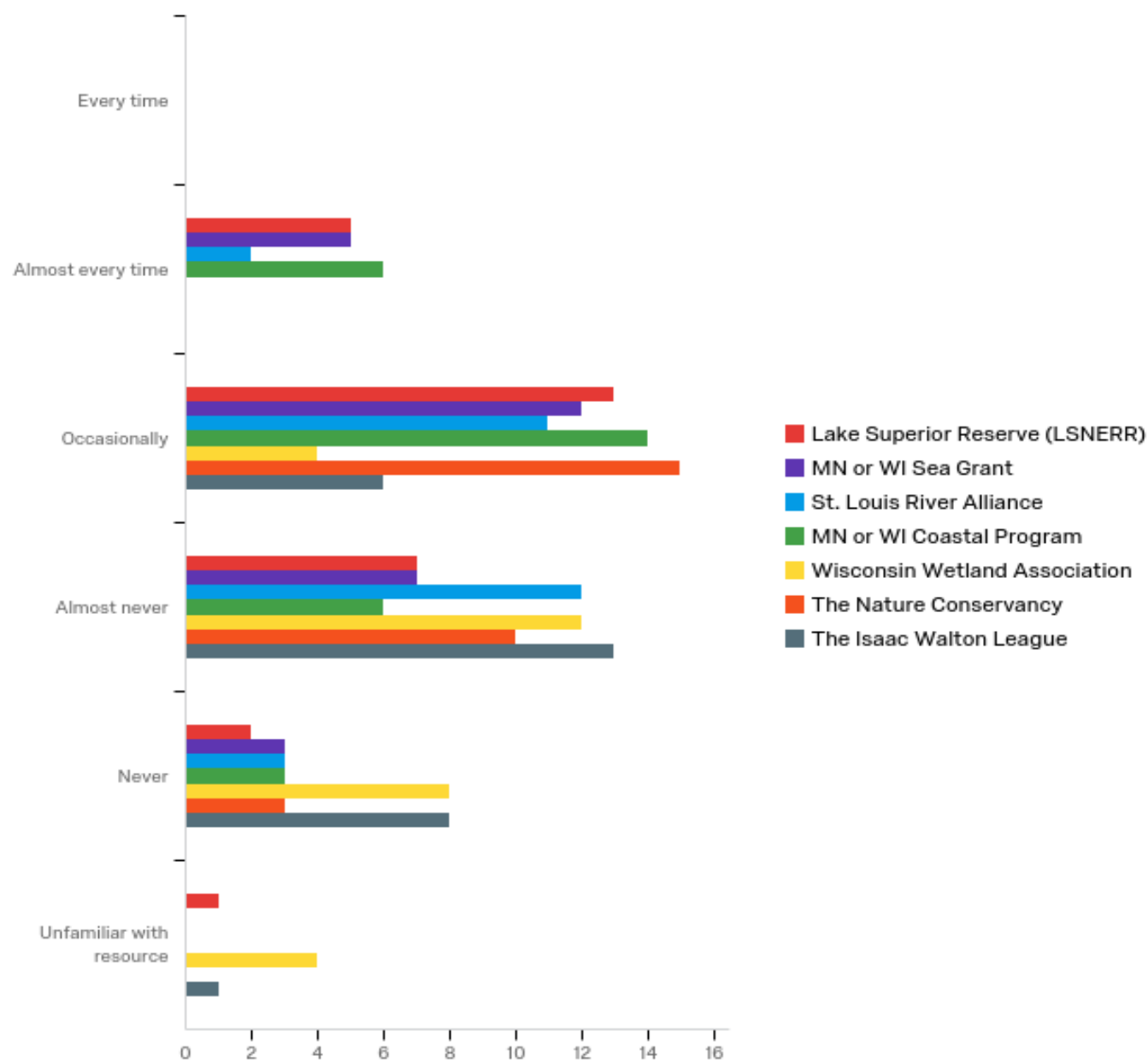
#	Answer	%	Count
1	Highly valuable	13.79%	4
2	Valuable	20.69%	6
3	Moderately valuable	34.48%	10
4	Somewhat valuable	27.59%	8
5	Not at all valuable	3.45%	1
	Total	100%	29

Q35 - How valuable would you find professional development opportunities focused on how to incorporate scientific research into policy development?



#	Answer	%	Count
1	Highly valuable	32.14%	9
2	Valuable	42.86%	12
3	Moderately valuable	17.86%	5
4	Somewhat valuable	7.14%	2
5	Not at all valuable	0.00%	0
	Total	100%	28

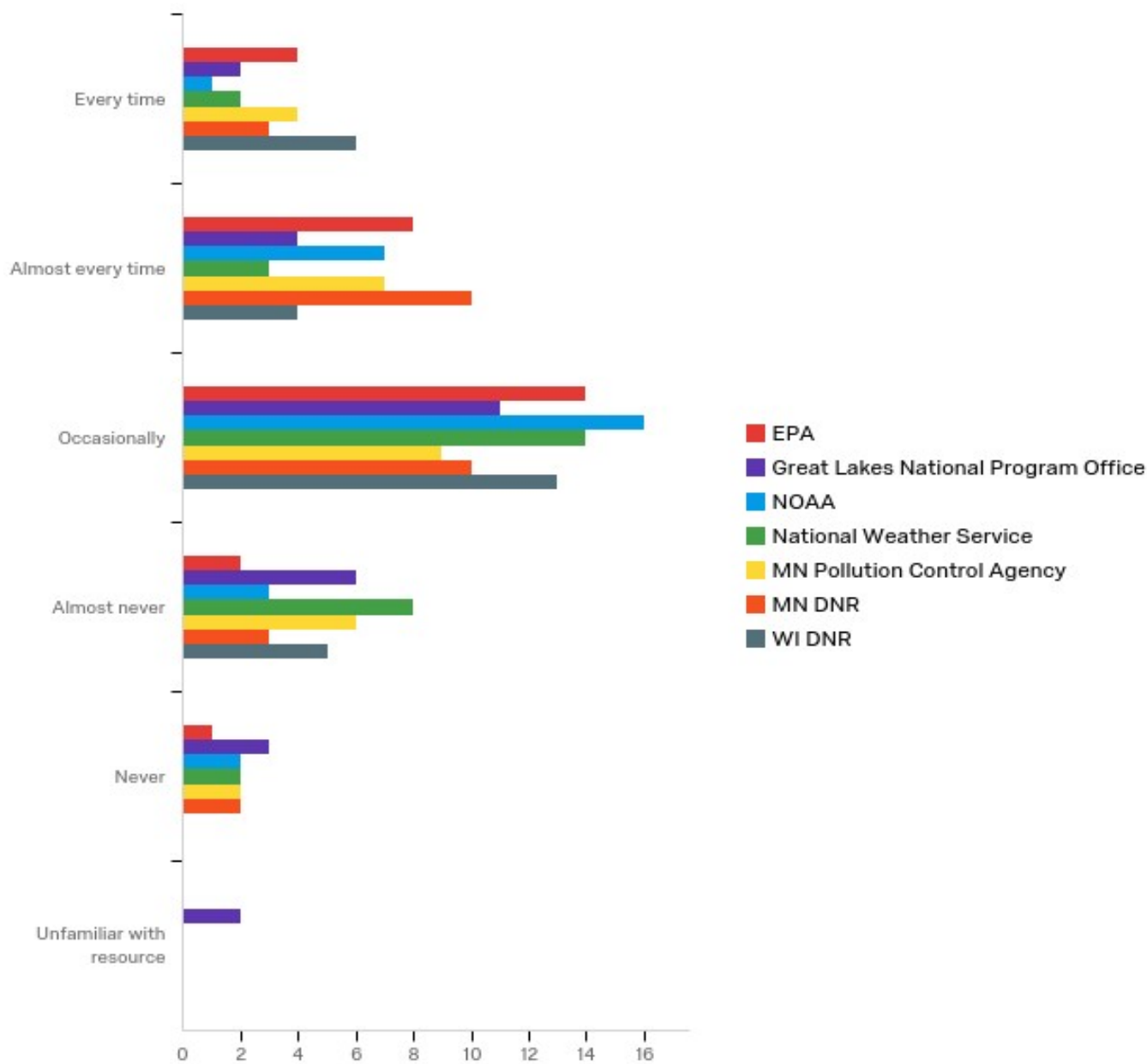
Q17 - When you are looking for information to support decisions, how often do you use the following environmental resources?



#	Ques tion	Ever y time		Almo st ever y time		Occa siona lly		Almo st neve r		Neve r		Unfa milia r with reso urce		Total
1	Lake Supe rior Rese	0.00 %	0	17.8 6%	5	46.4 3%	13	25.0 0%	7	7.14 %	2	3.57 %	1	28

	rive (LSN ERR)													
2	MN or WI Sea Gran t	0.00 %	0	18.5 2%	5	44.4 4%	12	25.9 3%	7	11.1 1%	3	0.00 %	0	27
3	St. Louis River Allia nce	0.00 %	0	7.14 %	2	39.2 9%	11	42.8 6%	12	10.7 1%	3	0.00 %	0	28
4	MN or WI Coas tal Progr am	0.00 %	0	20.6 9%	6	48.2 8%	14	20.6 9%	6	10.3 4%	3	0.00 %	0	29
5	Wisc onsi n Wetl and Asso ciati on	0.00 %	0	0.00 %	0	14.2 9%	4	42.8 6%	12	28.5 7%	8	14.2 9%	4	28
6	The Natu re Cons erva ncy	0.00 %	0	0.00 %	0	53.5 7%	15	35.7 1%	10	10.7 1%	3	0.00 %	0	28
7	The Isaac Walt on Leag ue	0.00 %	0	0.00 %	0	21.4 3%	6	46.4 3%	13	28.5 7%	8	3.57 %	1	28

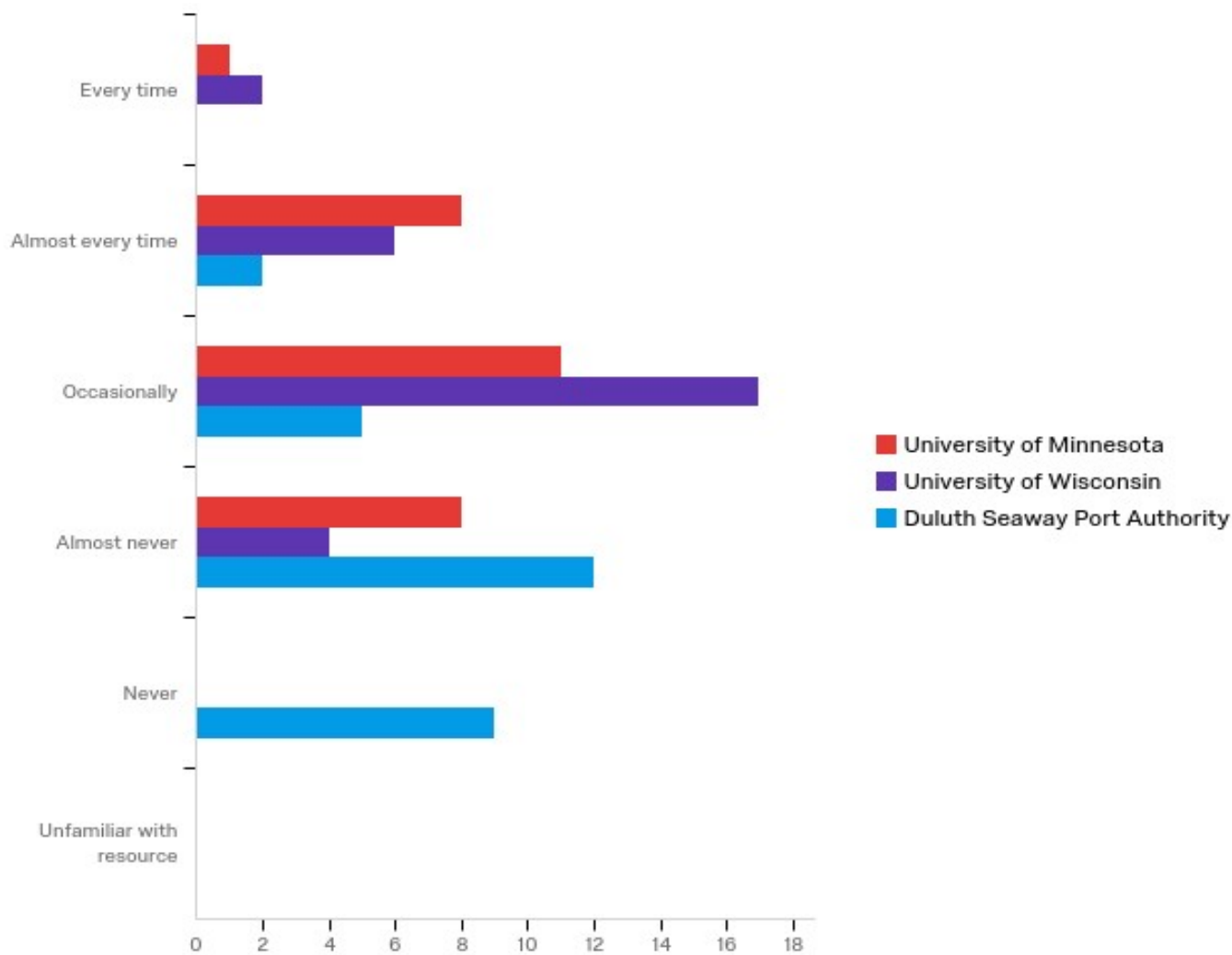
Q32 - When you are looking for information to support decisions, how often do you use the following federal and state resources?



#	Ques tion	Ever y time		Almo st ever y time		Occa siona lly		Almo st neve r		Neve r		Unfa milia r with reso urce		Total
1	EPA	13.7 9%	4	27.5 9%	8	48.2 8%	14	6.90 %	2	3.45 %	1	0.00 %	0	29
7	Grea t	7.14 %	2	14.2 9%	4	39.2 9%	11	21.4 3%	6	10.7 1%	3	7.14 %	2	28

	Lake s Nati onal Progr am Offic e													
2	NOA A	3.45 %	1	24.1 4%	7	55.1 7%	16	10.3 4%	3	6.90 %	2	0.00 %	0	29
6	Nati onal Weat her Servi ce	6.90 %	2	10.3 4%	3	48.2 8%	14	27.5 9%	8	6.90 %	2	0.00 %	0	29
3	MN Pollu tion Cont rol Agen cy	14.2 9%	4	25.0 0%	7	32.1 4%	9	21.4 3%	6	7.14 %	2	0.00 %	0	28
4	MN DNR	10.7 1%	3	35.7 1%	10	35.7 1%	10	10.7 1%	3	7.14 %	2	0.00 %	0	28
5	WI DNR	21.4 3%	6	14.2 9%	4	46.4 3%	13	17.8 6%	5	0.00 %	0	0.00 %	0	28

Q33 - When you are looking for information to support decisions, how often do you use the following higher education and private sector resources?



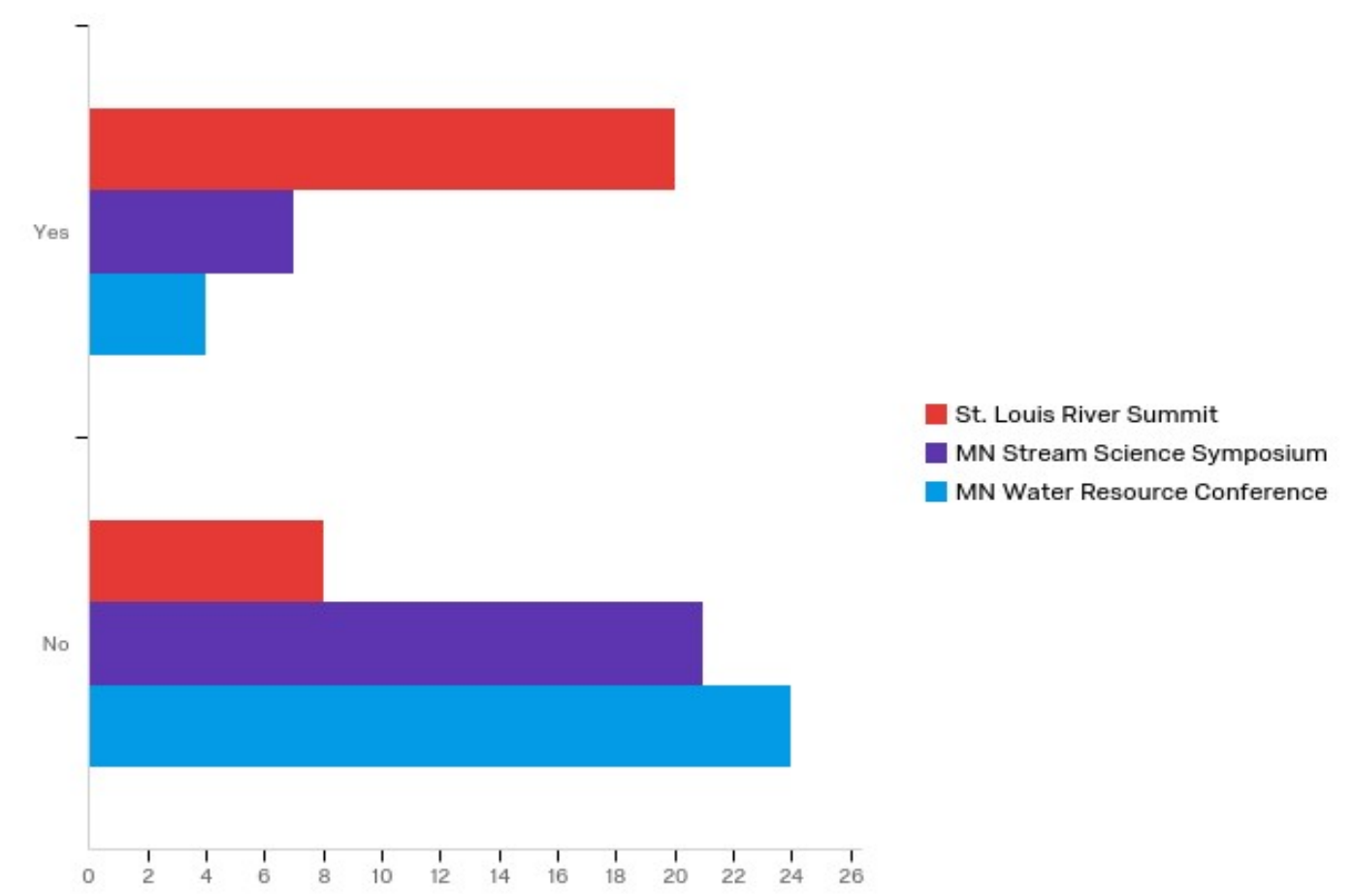
#	Ques tion	Ever y time		Almo st ever y time		Occa siona lly		Almo st neve r		Neve r		Unfa milia r with reso urce		Total
1	Univ ersit y of Minn esot a	3.57 %	1	28.5 7%	8	39.2 9%	11	28.5 7%	8	0.00 %	0	0.00 %	0	28
2	Univ ersit	6.90 %	2	20.6 9%	6	58.6 2%	17	13.7 9%	4	0.00 %	0	0.00 %	0	29

	y of Wisc onsi n													
3	Dulu th Seaw ay Port Auth ority	0.00 %	0	7.14 %	2	17.8 6%	5	42.8 6%	12	32.1 4%	9	0.00 %	0	28

Q19 - Please list your top (3) sources for information for decision-making regarding coastal resources in your profession.

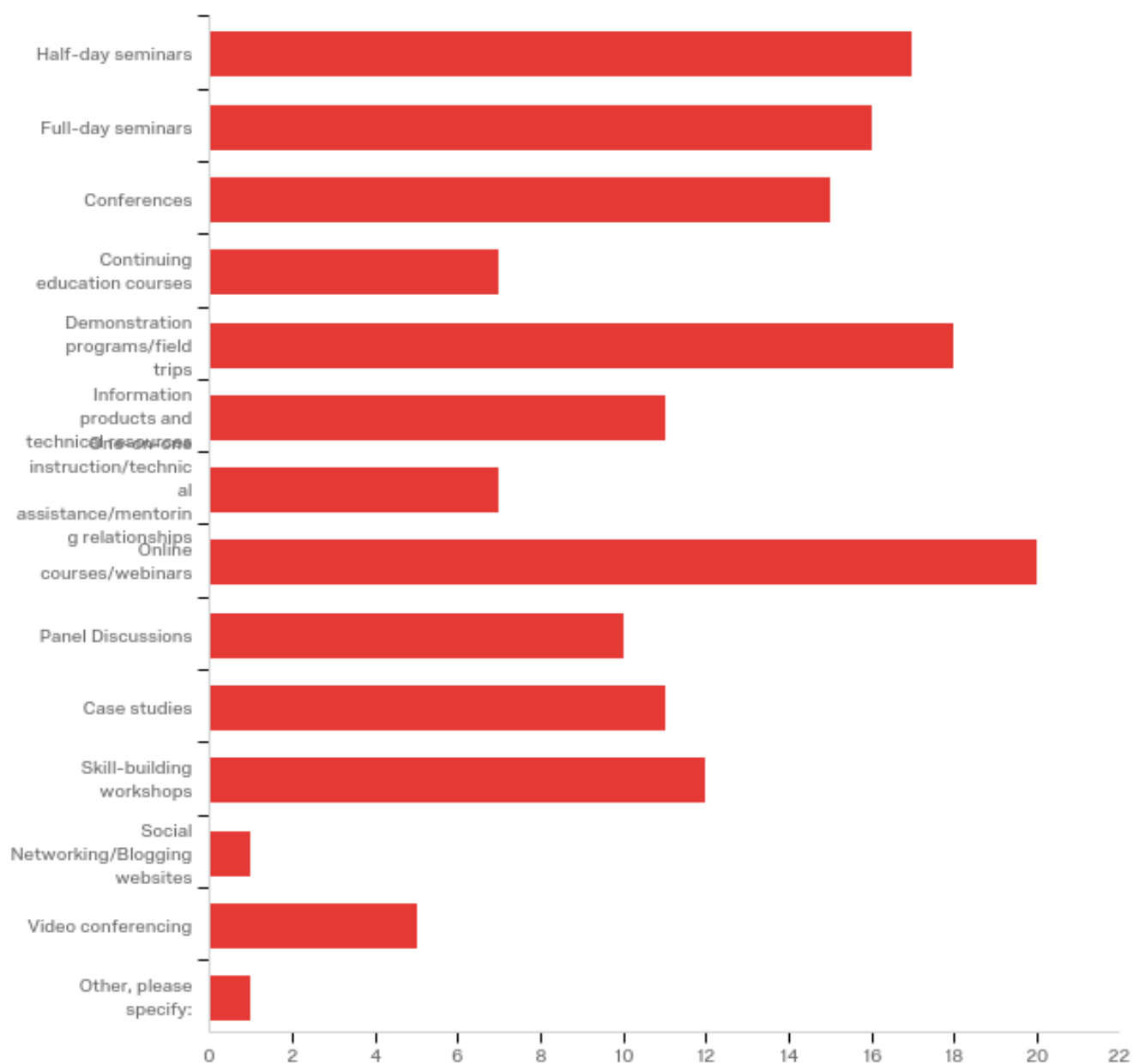
Top source	Second source	Third source
Federal agencies	State agencies	University research
Wisconsin Administrative Codes	Code of Federal Regulations	LSNERR
Peer reviewed literature	Resource-rich websites	Sea Grants
Native American Elders	NOAA	LSNERR
peer-reviewed journals	DNR	MPCA
university of wisconsin	wisconsin department of natural resources	county planning & zoning
USGS	Army Corp of Engineers	NOAA
LS NERR	St Louis River Alliance	Isaac Walton League
research publications	federal agencies	state agencies
dnr	epa	uw
LS Reserve	WI DNR/DOA	WI/MN land trusts
UW Sea Grant office	MN Sea Grant office	Wisconsin DNR
EPA	Association of State Wetland Managers	University of Minnesota
published literature	EPA	USGS
watershed analysis	local land use plans	state statutes
NOAA's Digital Coast	MN DNR	MN PCA
field visit	professional contacts	available GIS
GLIFWC	Internet	LSNERR
Univ of MN Extension	USFS	
Wisconsin DNR staff/website	local government (co-workers)	private consultants
State of Wisconsin (DNR, WCMP, WGNHS)	USDA- NRCS	City , County , Township Comprehensive and Hazard Mitigation plans
St. Louis River Alliance	EPA	MN DNR
WI Coastal Mgmt	WDNR	

Q18 - Have you attended, or are you planning to attend, the following conferences or workshops?



#	Question	Yes		No		Total
1	St. Louis River Summit	71.43%	20	28.57%	8	28
2	MN Stream Science Symposium	25.00%	7	75.00%	21	28
3	MN Water Resource Conference	14.29%	4	85.71%	24	28

Q20 - Please indicate the types of professional development formats that work best for you. (Select ALL that apply.)



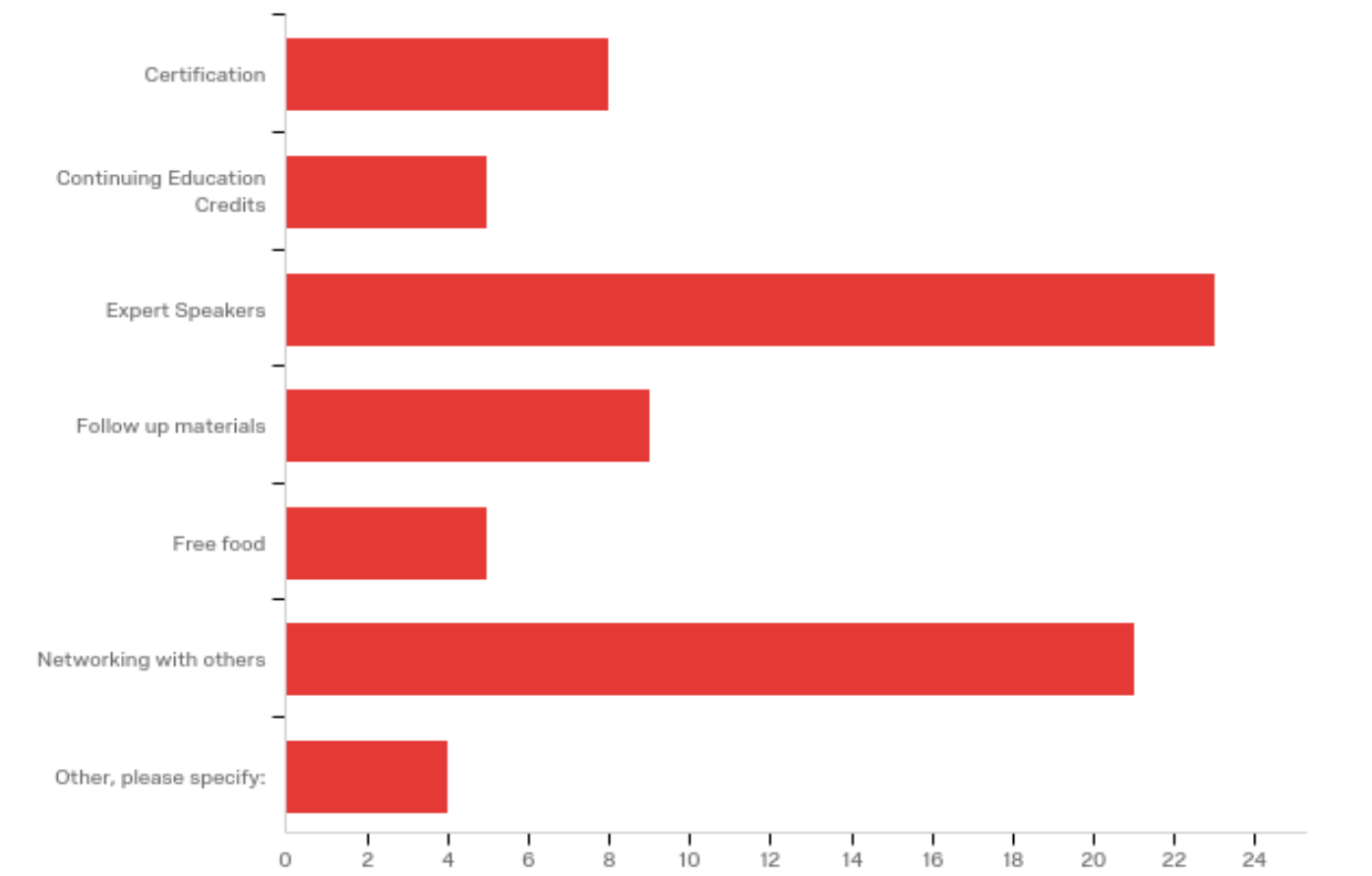
#	Answer	%	Count
1	Half-day seminars	62.96%	17
2	Full-day seminars	59.26%	16
3	Conferences	55.56%	15
4	Continuing education courses	25.93%	7
5	Demonstration	66.67%	18

	programs/field trips		
6	Information products and technical resources	40.74%	11
7	One-on-one instruction/technical assistance/mentoring relationships	25.93%	7
8	Online courses/webinars	74.07%	20
9	Panel Discussions	37.04%	10
10	Case studies	40.74%	11
11	Skill-building workshops	44.44%	12
12	Social Networking/Blogging websites	3.70%	1
13	Video conferencing	18.52%	5
14	Other, please specify:	3.70%	1
	Total	100%	27

Other, please specify:

Other, please specify:
Trade Publications, Books and manuals,

Q21 - Please select the incentives that encourage you to attend training. (Select ALL that apply.)

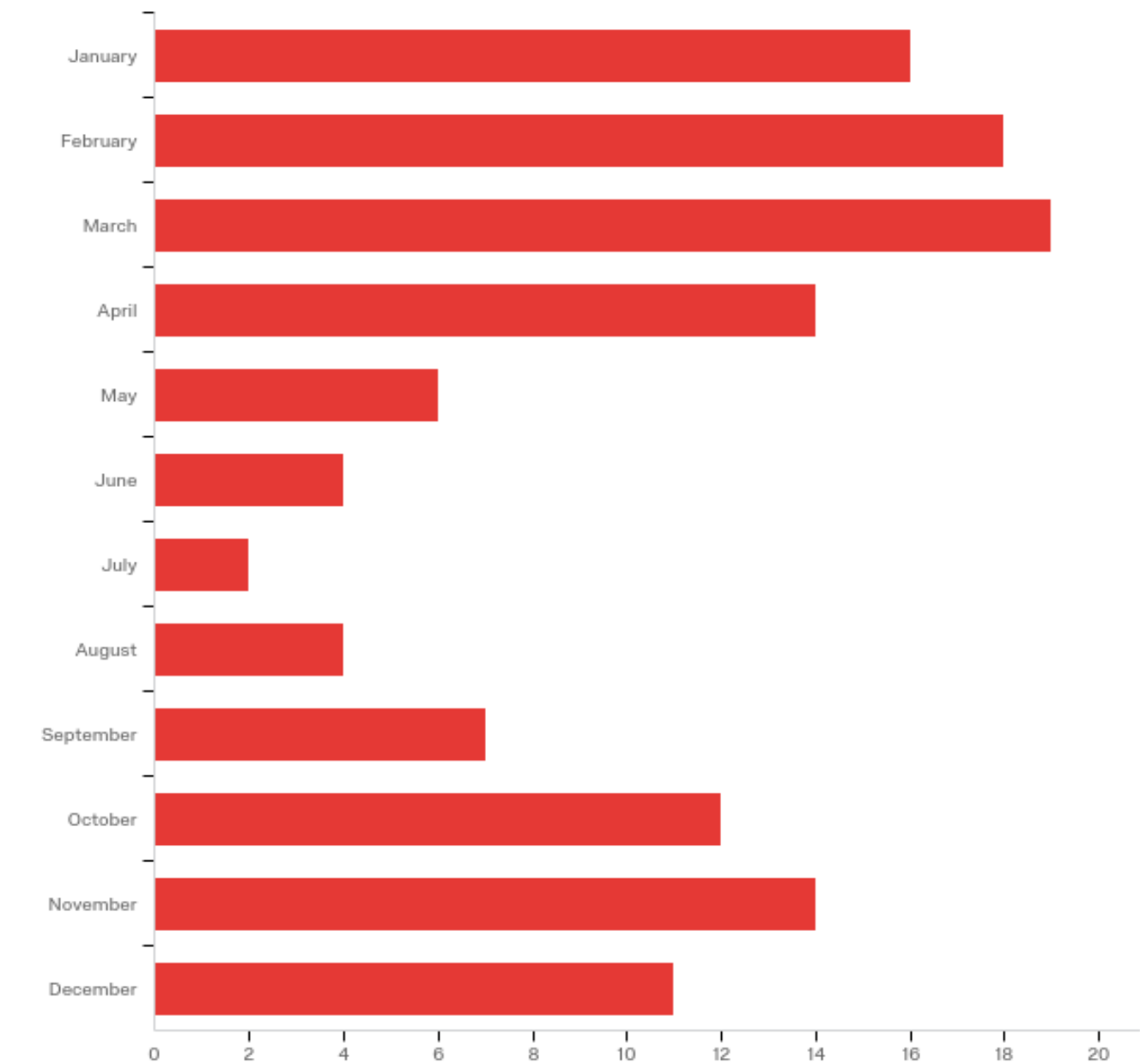


#	Answer	%	Count
1	Certification	29.63%	8
2	Continuing Education Credits	18.52%	5
3	Expert Speakers	85.19%	23
4	Follow up materials	33.33%	9
5	Free food	18.52%	5
6	Networking with others	77.78%	21
7	Other, please specify:	14.81%	4
	Total	100%	27

Other, please specify:

Other, please specify:
low or no cost
Subject relevant ot my work and fits my schedule
New information/approaches
low or no cost registration fees

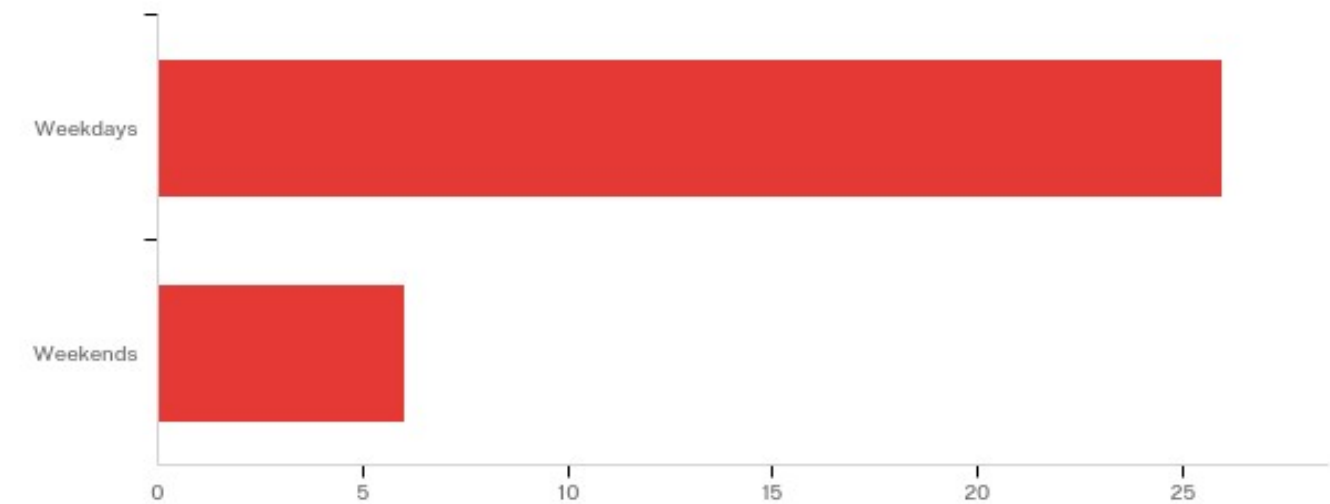
Q22 - Which months are the best for you to attend professional development events?
(Select ALL that apply.)



#	Answer	%	Count
1	January	59.26%	16
2	February	66.67%	18
3	March	70.37%	19
4	April	51.85%	14
5	May	22.22%	6

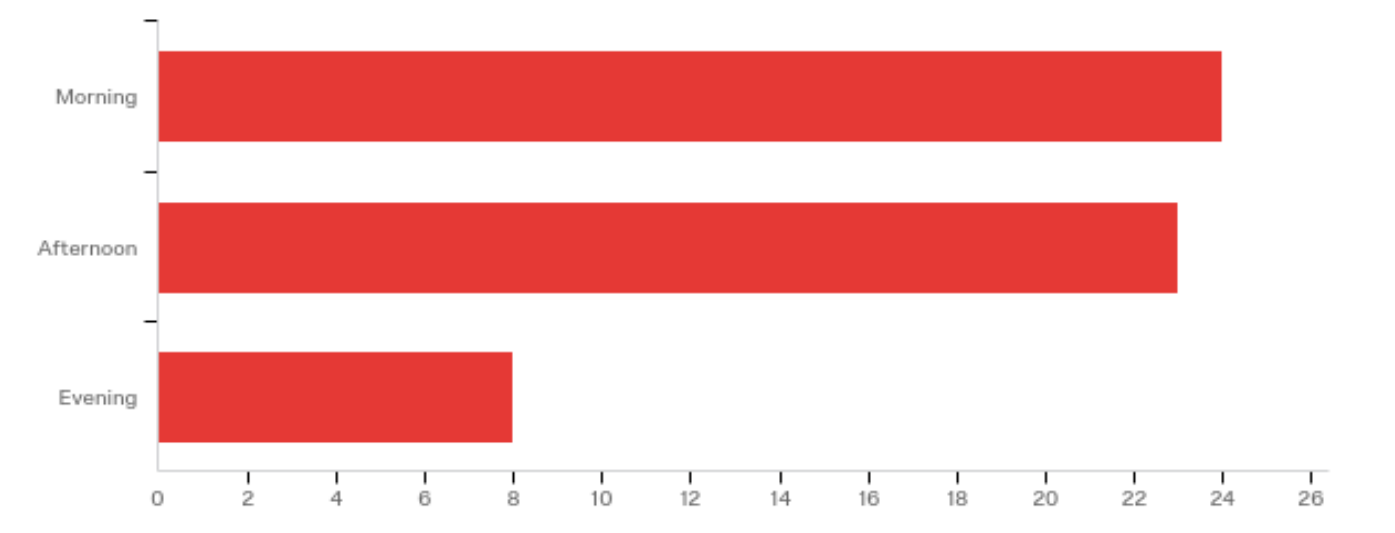
6	June	14.81%	4
7	July	7.41%	2
8	August	14.81%	4
9	September	25.93%	7
10	October	44.44%	12
11	November	51.85%	14
12	December	40.74%	11
	Total	100%	27

Q23 - What is the best type of day for you to attend training programs? (Select ALL that apply.)



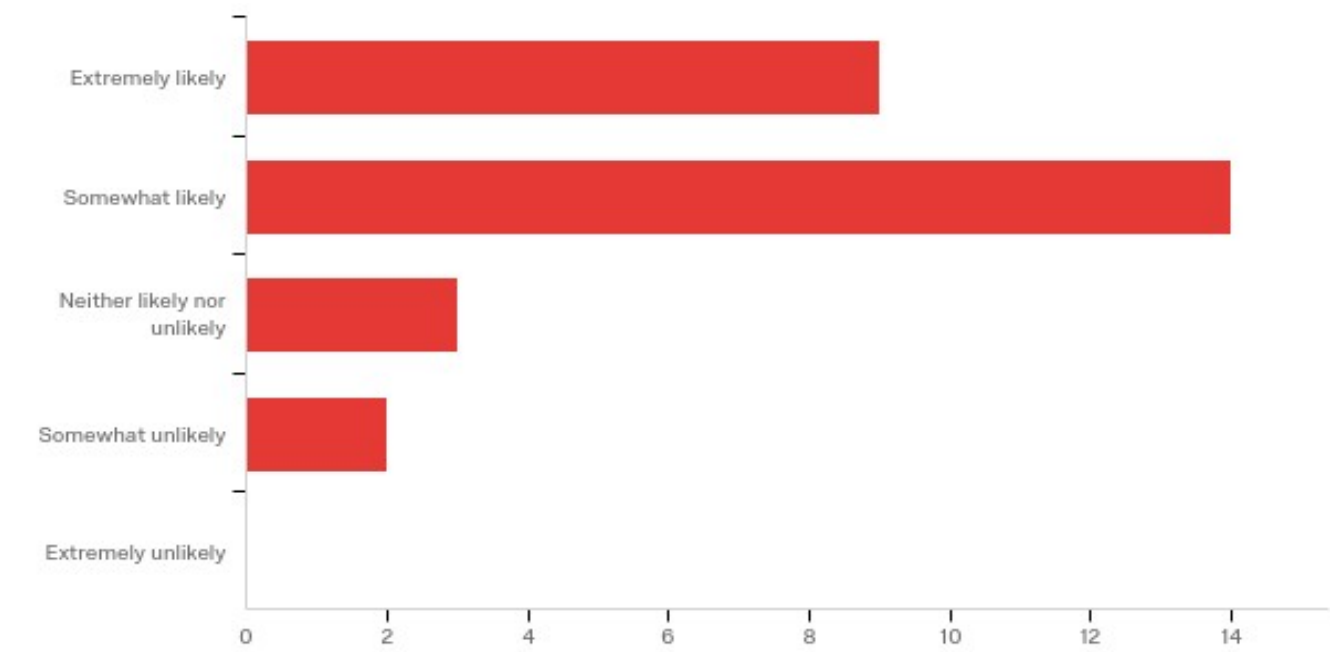
#	Answer	%	Count
1	Weekdays	96.30%	26
2	Weekends	22.22%	6
	Total	100%	27

Q24 - When is the best time of day for you to attend training programs? (Select ALL that apply.)



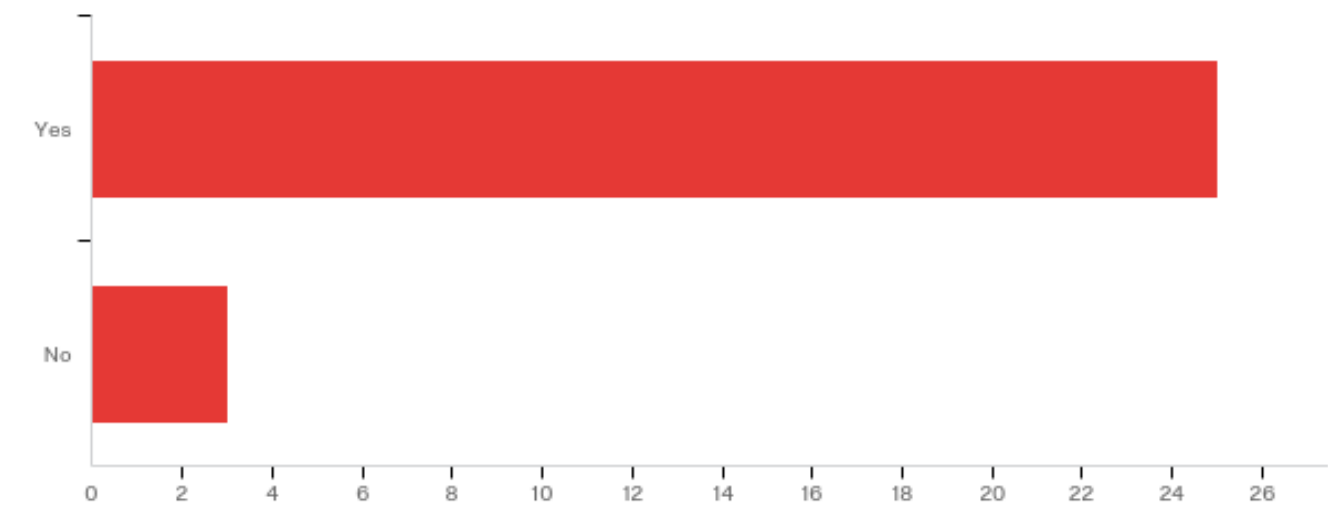
#	Answer	%	Count
1	Morning	88.89%	24
2	Afternoon	85.19%	23
3	Evening	29.63%	8
	Total	100%	27

Q25 - If professional development training programs focus on your areas of interest, how likely are you to attend in the future?



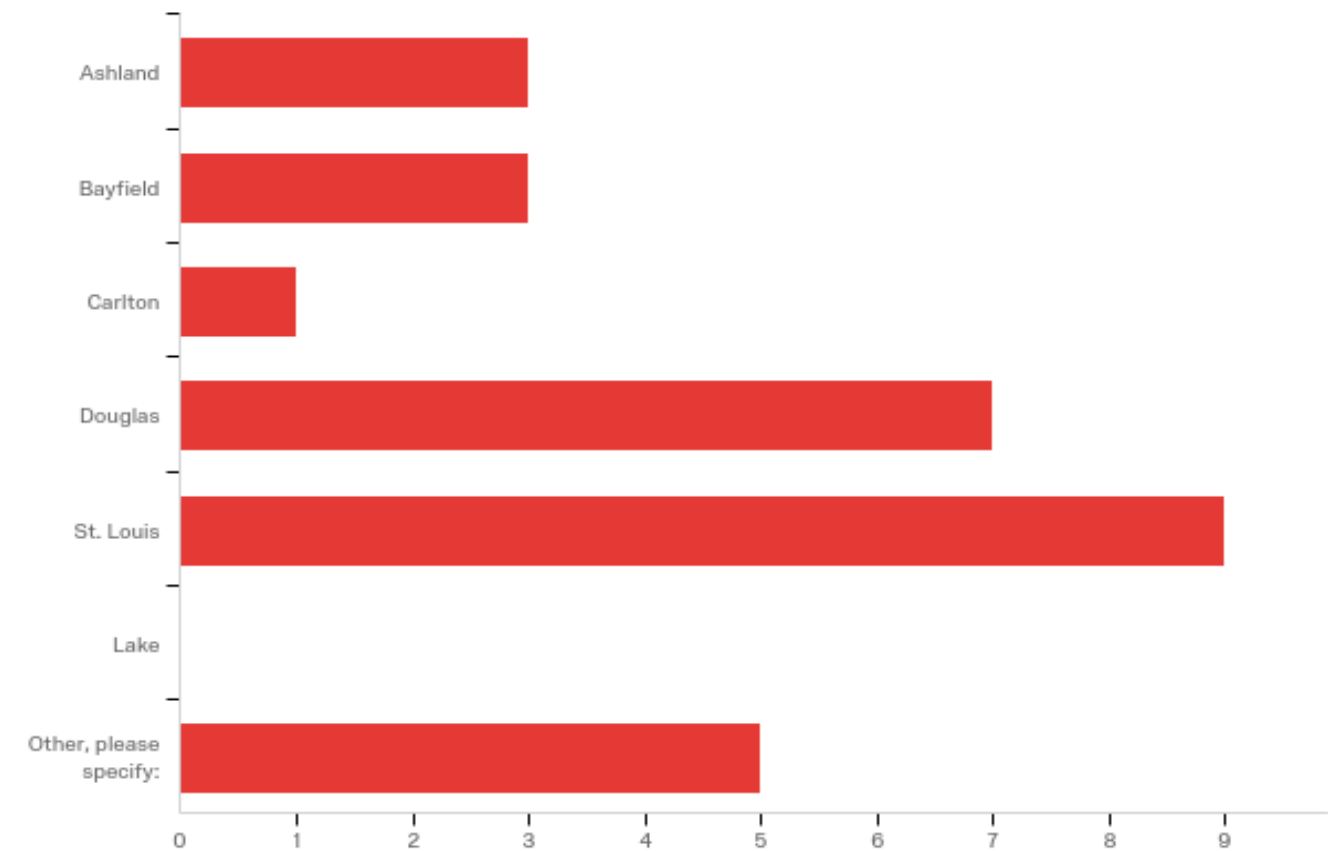
#	Answer	%	Count
1	Extremely likely	32.14%	9
2	Somewhat likely	50.00%	14
3	Neither likely nor unlikely	10.71%	3
4	Somewhat unlikely	7.14%	2
5	Extremely unlikely	0.00%	0
	Total	100%	28

Q26 - Do you attend training programs as part of your job?



#	Answer	%	Count
1	Yes	89.29%	25
2	No	10.71%	3
	Total	100%	28

Q27 - Please select the name of the county in which you work.

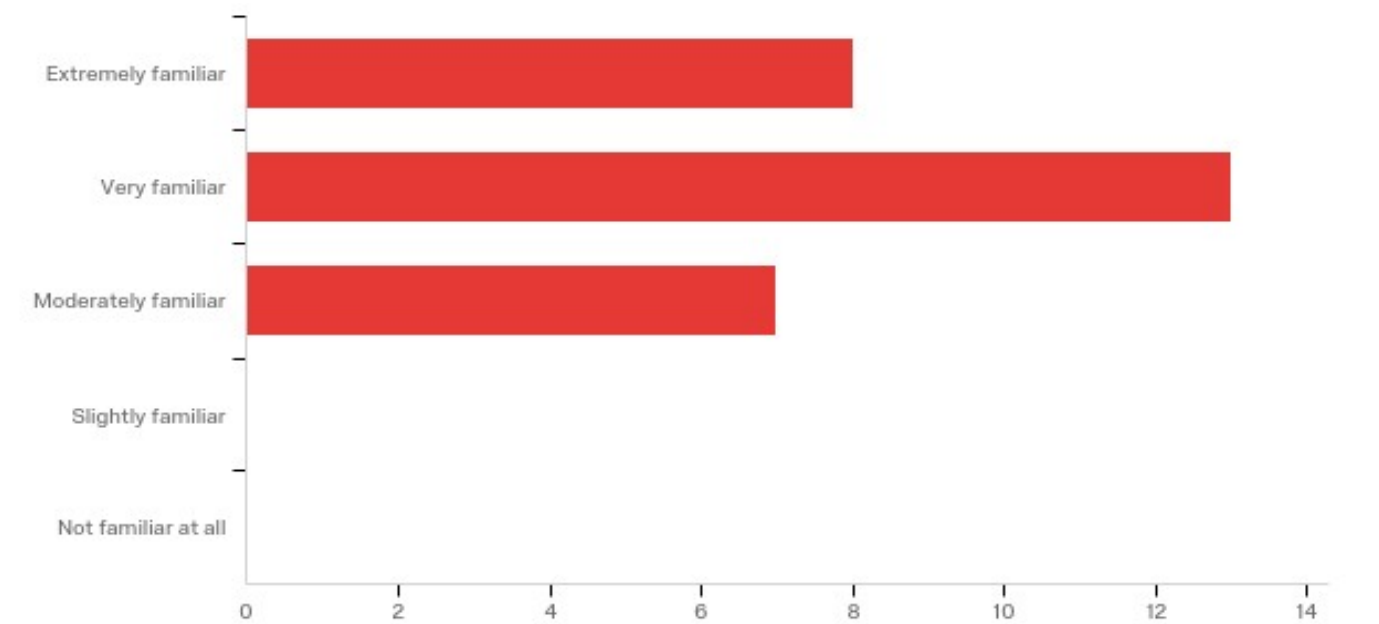


#	Answer	%	Count
1	Ashland	10.71%	3
2	Bayfield	10.71%	3
3	Carlton	3.57%	1
4	Douglas	25.00%	7
5	St. Louis	32.14%	9
6	Lake	0.00%	0
7	Other, please specify:	17.86%	5
	Total	100%	28

Other, please specify:

Other, please specify:
Carlton, St. Louis, and Douglas
Cook, Lake, St. Louis and Carlton
Pine, Kanabec, Aitkin, Mille Lacs
Office in St. Louis, work in Lake and Cook
My geography covers NW Wisconsin

Q28 - Before receiving this survey, how familiar were you with the Lake Superior Reserve (LSNERR)?



#	Answer	%	Count
1	Extremely familiar	28.57%	8
2	Very familiar	46.43%	13
3	Moderately familiar	25.00%	7
4	Slightly familiar	0.00%	0
5	Not familiar at all	0.00%	0
	Total	100%	28

Q29 - Did we miss any important ideas?

Did we miss any important ideas?
Opportunity to develop skills in these areas is important. However, it does not guarantee that the skills may be applied fully depending on the organization/agency that you work for (unfortunately). That is one additional potential issue with professional development training.
No.
No
I don't think so. You might ask a question or two about the education level of the participants in this survey. And then, you might ask a follow-up question about how, if applicable, their education relates to work being done at the NERR. And you could also ask whether they participate in any volunteer activities (i.e. sitting on committees or boards) and how, if applicable, that relates to the NERR as well. Thank you.
We always do.
I have attended trainings from the NOAA Coastal Services Center in the past and found the content and format very useful. Thank you for your consideration.
Stronger ties to Digital Coast, WI & MN Coastal Programs Two Digital Coast Trainings I'd be interested in. Climate Adaptation for Coastal Communities Seven Best Practices for Risk Communication
Suggested training topic: Wisc regulatory requirements and processes (ex. culverts, shoreline, grading); shoreline stabilization techniques/products that are PROVEN on both large and small scales

Appendix C

This table summarizes past Coastal Training Program events from 2011 through 2018.

Event date	Title of Event	Event Category	Event Hours
7/15/2012	Rain garden design workshop	Low Impact Design/Green Practices	2
8/14/2012	Climate Change and Wisconsin's Communities: Core Competency for Cooperative Extension Educators	Climate Adaptation	5
8/15/2012	Aquatic Invasive Species and Shoreland Buffers Workshop	Invasive Species	3
10/30/2012	Low Impact Development Workshop	Low Impact Design/Green Practices	6
7/25/2013	Low Impact Development Workshop	Low Impact Design/Green Practices	8
9/12/2013	Lake Superior Watershed Assessment of Wetland Services	Ecosystem Services	3
10/30/2013	Douglas County Watersheds and Their Wetlands: A Primer on Wetlands in the Lake Superior Basin	Ecosystem Services	3
1/28/2014	Wetland compensatory mitigation in the Lake Superior Basin	Watershed & Floodplain Management	3
3/26/2014	Douglas County Land Use Changes and Tax Base Impacts	Land Use & Development Issues	3
3/26/2014	Land use change impacts on assessment and tax base	Land Use & Development Issues	3
6/12/2014	Watershed-based planning: Next steps	Stormwater Management	3
3/4/2015	Project Design and Evaluation	Process Skills	14
3/6/2015	Application of Quality Assurance and Quality Control Principles	Water Quality Issues	7
9/17/2015	Water Words That Work	Communications Skills	6
11/20/2015	Twin Ports People and Places Forum	Ecosystem Services	5
12/2/2015	Community Vessel Needs Assessment	Ports Marina Docks Management	7
2/3/2016	St. Louis River Summit	Ecosystem-based Management	15.5
3/31/2016	Erosion Control for Consultants	Stormwater Management	8
4/5/2016	Mapping Ecosystem Services in the St. Louis River Watershed	Ecosystem Services	16
4/26/2016	Erosion Control for Contractors	Stormwater Management	7
8/4/2016	Superior Stormwater BMP Bus Tour	Stormwater Management	6
8/29/2016	Sustaining Coastal Landscapes and Community Benefits Webinar Series	Ecosystem Services	3
10/5/2016	Minnesota Coastal Conference 2016	Water Quality Issues	16
11/2/2016	Introduction to Systems Thinking and Collaborative Planning Workshop	Process Skills	4
12/1/2016	WinSLAMM Training	Stormwater Management	12
10/17/2018	Managing Visitor Use in Coastal and Marine Protected Areas	Visitor Use Issues	16
10/23/2018	Refinery Fire Science Debrief	Coastal Hazards and Disasters	3.5

Appendix D

Lake Superior Reserve Coastal Training Program Partners

Core CTP Program Partners	Ongoing and Developing Program Partnerships
<p>Wisconsin SeaGrant</p> <p>Wisconsin Coastal Program</p> <p>UW-Extension (now UW-Madison as of July 1, 2018)</p> <p>UW-Superior</p> <p>Minnesota SeaGrant</p> <p>Minnesota Coastal Program (DNR)</p> <p>NOAA Office for Coastal Management</p> <p>City of Superior - Environmental Services</p> <p>City of Superior - Parks, Recreation and Forestry</p> <p>City of Superior - Planning</p> <p>Minnesota Land Trust</p>	<p>Wisconsin DNR</p> <p>University of Minnesota Duluth</p> <p>City of Superior - Mayor's Office</p> <p>Douglas County (Extension, Land Conservation, Emergency Management, Forestry Parks & Recreation, Planning & Zoning, Health & Human Services)</p> <p>Extension Institute for Natural Resources</p> <p>Lake Superior Research Institute</p> <p>Large Lakes Observatory</p> <p>Natural Resources Research Institute (UMD)</p> <p>Minnesota DNR</p> <p>City of Duluth</p> <p>St. Louis River Alliance</p> <p>Northwest Regional Planning Commission</p> <p>Duluth Seaway Port Authority</p> <p>Fond du Lac Band of Superior Chippewa</p> <p>South St. Louis Soil and Water Conservation District</p> <p>U.S. EPA</p> <p>U.S. Fish and Wildlife Service</p> <p>Minnesota Pollution Control Agency</p> <p>Twin Ports Climate Coalition</p> <p>Harbor Technical Advisory Committee</p> <p>Regional Stormwater Protection Team</p> <p>NOAA Small Boat Program</p> <p>Superior-Douglas County Chamber of Commerce</p> <p>Wagner Zaun Architecture</p> <p>Bayfield County</p> <p>Carlton County</p> <p>St. Louis County</p>

Appendix E

Most recent membership of the CTP Advisory Committee, last active in 2016. The Committee will reconvene in 2019, with new membership. Additional membership roles and spots may be added by the CTP Coordinator.

Diane Nelson-Stormwater and Administrative Manager City of Superior Environmental Services	Jason Laumann, Senior Planner/Lake Superior Coastal Specialist Northwest Regional Planning Commission
Jane Anklam University of Wisconsin-Extension	Matt Steiger-Water Resources Management Specialist Wisconsin DNR
Kari Jacobson-Hedin-Watershed Specialist Fond du Lac Band of Lake Superior Chippewa	Kate Kubiak -- Conservation Specialist South St. Louis Soil and Water Conservation District
Jesse Schomberg-Coastal Communities and Land Use Planning Extension Educator Minnesota Sea Grant	Julie McDonnell-Coastal Program Specialist Minnesota Coastal Program
Matt TenEyck-Associate Researcher Lake Superior Research Institute	Open Wisconsin Coastal Program
Open Minnesota Land Trust	Open People and Places Workgroup