

COASTAL CONNECTIONS



VOLUME 7, ISSUE 2

A BIMONTHLY PUBLICATION FOCUSED ON TOOLS FOR COASTAL RESOURCE MANAGERS

APRIL / MAY 2009

C O A S T A L
M A N A G E M E N T
P R O F I L E



Emilie Hauser
Estuary Training Program
Coordinator,
Hudson River National
Estuarine Research Reserve
(NERR)

Where you live: Kingston,
New York, which is on
the Hudson River.

Job description: I provide
science-based information
and trainings for local
officials, resource managers,
and others concerned about
the Hudson's 153-mile
tidal estuary.

Issues of importance
include climate change,
watershed protection,
biodiversity, and
safeguarding submerged
aquatic vegetation. Our
courses also emphasize
process skills and social
science skills. As part of
that goal, the Hudson River
NERR has hosted a number
of NOAA Coastal Services
Center trainings—Project
Design and Evaluation,
Public Issues and Conflict
Management, and others.

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FOCUS

PROJECT DESIGN AND EVALUATION

Design exceptional projects that produce measurable results.

Some of the most successful resource management projects are born when a coastal professional experiences a flash of insight or an inspired idea. But not every inspired idea leads to a successful project outcome. A project that begins with great fanfare can sink like a stone, while another project surpasses modest expectations to achieve exceptional success.

What distinguishes the two initiatives? Did the successful project team simply have the better idea? Or is it something in the planning and execution that contributes to a superior outcome?

According to Ann Weaver, a trainer with the National Oceanic and Atmospheric Administration (NOAA) Coastal Services Center, good project design requires a distinct set of skills and techniques. "The participants in our Project Design and Evaluation (PDE) course don't need us to teach them how to manage coastal resources—they are already experts at that," says Weaver. "But we are able to teach them strategies for designing coastal management projects with a higher likelihood of success—projects that are ambitious but also realistic, with objectives that are specific and measurable."

Manna Jo Greene—an environmental action director for the nonprofit organization Clearwater and also a member of New York's Hudson Valley Smart Growth Alliance (HVSGA)—has experienced firsthand the benefits of PDE training.

Greene is a veteran in sustainable development issues with more than two decades of experience in environmental advocacy. However, after attending the Center's PDE course, she realized "in retrospect that my project approach was entirely intuitive but lacked context, clarity, and organization. The PDE course helped me to see each project within the context of the organizational mission—and specific short- and long-term goals—of Clearwater's Environmental Advocacy Department."

Greene was especially gratified to learn about the "logic model" course component. "What a fabulous tool," she says. "My HVSGA partner and I used it to outline sustainability goals for the Hudson Valley and to define HVSGA's part in achieving them. In two days, we had created a master plan that is clearly articulated and easy to understand, and we're sharing the process with the other HVSGA members."

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Profile continued from Page 1

Education: Combined B.S. in astronomy and geology from Mount Holyoke; M.S. in earth and space sciences from Stony Brook University.

Leisure and volunteer activities: I'm a trustee at the local library and am also on the board of the League of Women Voters. I like to ice skate and cross-country ski—and for the first time this year, I was able to run two sprint triathlons.

Family: Adult children Karen, 25, and Royce, 21.

Emilie Hauser's husband of 29 years, Michael Corey, died of a brain tumor in 2006. "When my husband was ill, I became his primary caregiver and had to work part-time for a while. I was fortunate to be working at Hudson River NERR—my colleagues were, and are, so understanding."

Hauser engages in outdoor and volunteer activities, such as advocating for people who are dealing with brain tumors. "But I consciously avoid becoming too busy, because it's very important to take the time to experience the grief and not to sidestep it," she says.

One upcoming event holds special meaning this year, the 400th anniversary of Henry Hudson's voyage on the river that bears his name. "Some friends are helping me to take my late husband's antique ice boat (circa 1869) out of storage, and I'm going to sail it on the Hudson," says Hauser. "I'm really looking forward to that."

Focus continued from Page 1

What Is a Logic Model?

A logic model is a flow diagram of the project that lists resources, activities, products, and outcomes, all connected through "cause-effect" links [see the illustration below]. The logic model is extremely useful because it forces the project team to define the long-term outcome first and then systematically work backward to define each step that is necessary to achieve that aim.

Using the logic model gives project planners an advantage when seeking resources and funding, says Emilie Hauser, the estuary training program coordinator for the Hudson River National Estuarine Research Reserve (NERR), which has hosted several Center PDE trainings.

"More and more, private foundations and government sponsors expect funding applicants to evaluate effectiveness by measuring specific indicators that show their products or programs have an impact on the target audience or resource."

Simply put, the logic model forces managers to think logically about what they want to achieve and how to get there. In the process, they find ways to collect measurable data on the target audience and resource. Consequently, those data enable managers—

or funders—to better evaluate project progress or success.

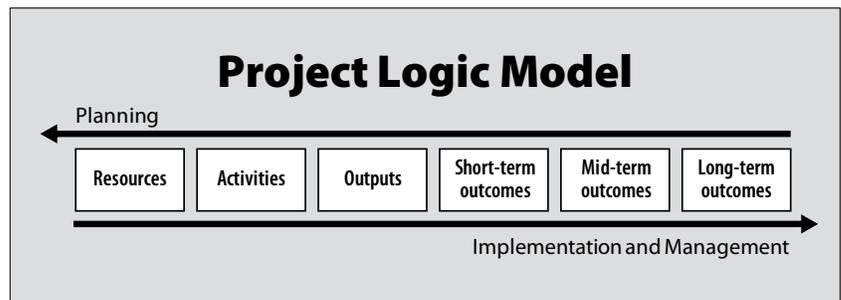
Another advantage of the logic model is its efficiency. "I have known people who used the logic model and—after defining the resources and activities needed to reach that outcome—saw that the long-term project outcome was not achievable as written. They were able to adjust the desired outcome to something that was achievable, rather than spending lots of time and resources to no purpose," says Weaver.

Participants in the PDE course are expected to write their project objectives in language that is as specific as possible. The following sample demonstrates how attention to detail encourages project managers to remain accountable and realistic:

Objective: "Fifty percent of the coastal zone management (CZM) programs will have three or more staff members capable of using GIS by 2010."

Language is . . .

- Specific – The phrase "capable of" is used because project planners cannot control actual GIS use, only the capability of CZM programs to use GIS.
- Measurable – ("Fifty percent of programs will have three or more . . .")



During the project planning phase, users of the logic model define the long-term outcome first and then work backward to define each step necessary to achieve that aim. During the implementation and management phase, the steps are reversed.

- Audience-directed and issue-driven – Fulfilling the objective will obviously enhance the GIS capabilities of CZM programs.
- Realistic and ambitious – Cost-effective GIS training is available through the NOAA Coastal Services Center. [Writers of this objective should cite data showing that a significant percentage of CZM programs lack at least three staff members trained in GIS.]
- Time-bound – Objective will be met by 2010.

Assessment and Evaluation Is Ongoing

The logic model of a project is a valuable aid, but it must be adaptable to new developments. The implementation and management phase [see left-

to-right arrow in illustration] provides the project designer with repeated opportunities to refine project details and evaluate project success at every stage.

A PDE learning tool that can be used by the planner in the initial phases—and as a touchstone throughout the project—is known by the acronym ADDIE [spelled out vertically below]:

- **Assessment and Analysis:** Who is my target audience? What issue am I trying to impact? What knowledge, skills, or behaviors need to change? What is the best way to accomplish the objective?
- **Design:** Outline the project, define goals and objectives, decide on the activity milestones and resources

needed for achievement, and develop an evaluation plan.

- **Development:** Select the content and structure of learning materials, the appropriate delivery methods, and the proper sequence of delivery methods for best results.
- **Implementation:** First, pilot the project. Then implement it based on the results of the needs assessment, as well as the criteria spelled out during project design and development.
- **Evaluation:** Use the appropriate type(s) of evaluation, evaluate at the correct levels of impact, evaluate the project's merit and worth, and make project decisions based on the evaluation results.

The Human Factor in Coastal Resource Management

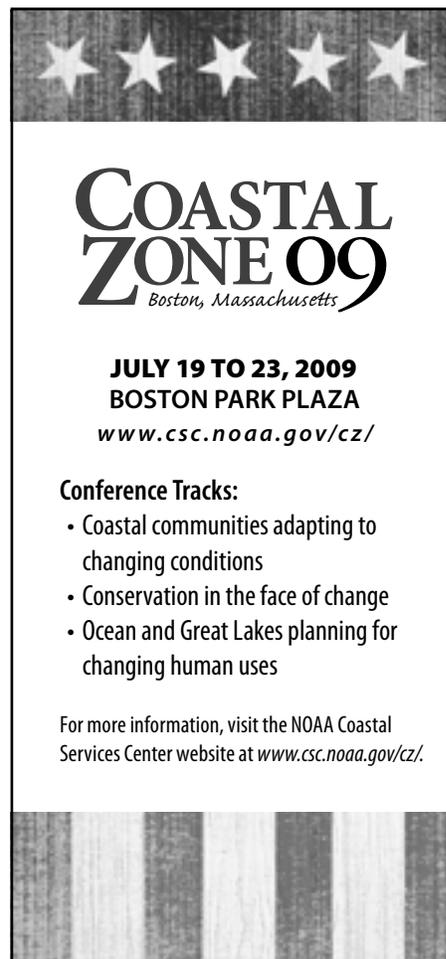
Looking for additional Center trainings to strengthen your process-building and social science skills? Check out the following courses at www.csc.noaa.gov/training/:

Negotiating for Coastal Resources – Participants learn how to use negotiation strategies to strengthen interagency relationships, overcome barriers to negotiation, recognize various negotiation styles, prepare for negotiation, and follow through on implementation and next steps.

Public Issues and Conflict Management – Participants increase skills in designing, conducting, and controlling meetings in public forums. They also enhance collaborative process skills and learn how to deal effectively with the media.

Needs Assessment Training – This on-line module helps participants make informed decisions about how and when to use needs assessments. Students learn how to develop assessment instruments such as surveys and questionnaires.

Managing Visitor Use in Coastal and Marine-Protected Areas – This course introduces a step-by-step process by which coastal managers can document and address conflicts among visiting populations within coastal areas.



COASTAL ZONE 09
Boston, Massachusetts

JULY 19 TO 23, 2009
BOSTON PARK PLAZA
www.csc.noaa.gov/cz/

Conference Tracks:

- Coastal communities adapting to changing conditions
- Conservation in the face of change
- Ocean and Great Lakes planning for changing human uses

For more information, visit the NOAA Coastal Services Center website at www.csc.noaa.gov/cz/.

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Coastal Connections is a publication of the National Oceanic and Atmospheric Administration Coastal Services Center, produced for the coastal resource management community. Each issue of this free bimonthly newsletter focuses on a tool, information resource, or methodology of interest to the nation's coastal resource managers.

Please send us your questions and suggestions for future editions. To subscribe or contribute to the newsletter, contact our editors at

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NEWS AND NOTES

CNMI Bottomfish Requirements Are Enacted

NOAA's National Marine Fisheries Service has established federal permitting and reporting requirements for all commercial bottomfish vessels in the U.S. Exclusive Economic Zone around the Commonwealth of the Northern Mariana Islands (CNMI). The new requirements help to prevent bottomfish depletion and bolster supplies of bottomfish to CNMI markets and seafood consumers. For more information, contact Brett Wiedoff at (808) 944-2272.

Magazine Spotlights Reserve's Rain Garden

A recent article in *BioCycle* magazine featured a rain garden stormwater solution at Old Woman Creek National Estuarine Research Reserve in Ohio. The rain garden is a joint project between the reserve and the Erie County Soil and Water Conservation District. It is used to educate homeowners about ways to reduce stormwater pollution and damage. To learn more, visit www.firelandtributaries.org/discover/rain_gardens.html.

Accolades

Members of the North Carolina Sea Grant communications team earned honors in the 2008 Excellence in Communications Awards from the North Carolina Association of Government Information Officers. *Coastwatch*, the program's flagship magazine, garnered several writing awards. Aquatic Invaders, a website toolkit developed by North Carolina Sea Grant and several state and national agency partners, was also honored. For more information, visit www.ncseagrant.org.

Tribute

Barbara Fegan, the founder of Coastweeks and the subject of a feature article in the December 2006/January 2007 edition of *Coastal Connections*, died in January at the age of 87. Coastweeks, a volunteer effort begun in 1982 to preserve the health of the coast, has grown to be an international event. Memorials in Barbara Fegan's name may be made to Mass Audubon's Wellfleet Bay Wildlife Sanctuary at www.massaudubon.org.

