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Evaluation of Marine Outreach and Education USVI Style: Improving Fishing Community Awareness and Compliance

An Evaluation Prepared for
National Oceanic and Atmospheric Administration
Fisheries Service

SEPTEMBER 30, 2015

MARINE OUTREACH & EDUCATION USVI STYLE

Blue Earth Consultants, LLC

Photo Credits:

Left:
St. John
Location: U.S. Virgin Islands, St. John
Photo date: 2007 May
Photographer: Anoldent (flickr)

Right top:
Man with nets and fish
Photographer: iStock.

Right bottom:
Reef scene
Location: U.S. Virgin Islands, St. Croix
Photo date: 2003 October
Photographer: NOAA CCMA Biogeography Team

Acknowledgements

DISCLAIMER: While we have made every effort to ensure that the information contained in this report is accurate, complete, and obtained from reliable sources, Blue Earth Consultants, LLC makes no guarantee of the completeness and accuracy of information provided by all project sources.

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Acronyms and Abbreviations

ACL	**Annual Catch Limit**
Blue Earth	**Blue Earth Consultants, LLC**
CCR	**Commercial Catch Report**
CFMC	**Caribbean Fisheries Management Council**
CRCP	**Coral Reef Conservation Program**
CZM	**Coastal Zone Management**
DEE	**Division of Environmental Enforcement**
DFW	**Division of Fish and Wildlife**
DOA	**Department of Agriculture**
DPNR	**Department of Planning and Natural Resources**
IFCACP	**Improving Fishing Community Awareness and Compliance Project**
MOES-VI	**Marine Outreach and Education Virgin Islands Style**
NGO	**Non-governmental Organization**
NMFS	**NOAA's National Marine Fisheries Service**
NOAA	**National Oceanic and Atmospheric Administration**
NOAA Fisheries Service	**NOAA's National Marine Fisheries Service**
STT	**St. Thomas**
STX	**St. Croix**
USVI	**U.S. Virgin Islands**

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Introduction and Evaluation Purpose

The Marine Outreach and Education Virgin Islands Style (MOES-VI) brand acts as an umbrella to a number of projects. The Improving Fishing Community Awareness and Compliance Project (IFCACP) is one of these projects. The MOES-VI IFCACP is a collaboration between the National Oceanic and Atmospheric Administration's (NOAA) Coral Reef Conservation Program (CRCP), NOAA's National Marine Fisheries Service (NMFS or NOAA Fisheries Service), U.S. Virgin Islands (USVI), Department of Planning and Natural Resources (DPNR), and the Caribbean Fisheries Management Council (CFMC). DPNR hosts the MOES-VI IFCACP implementation with support from the CRCP USVI Fisheries Liaison.

The MOES-VI IFCACP addresses key USVI priorities around building awareness and understanding of management, rules, and regulations relevant to USVI, including ways to encourage accurate reporting at the community level, which in turn leads to better informed management decisions and greater application of conservation-driven actions. Core workshop topics include annual catch limits (ACLs), commercial catch data, and commercial catch reports (CCR). Within DPNR, several divisions contribute to the MOES-VI IFCACP including the Division of Fish and Wildlife (DFW), Division of Environmental Enforcement (DEE), and Coastal Zone Management (CZM). The CFMC also partners with DPNR to

Photo 1: Fishers listening to a presentation on catch reports in the St. Thomas workshop (Lia Ortiz)

support implementation of the project. In addition to building fishers' awareness, the project works toward improving DPNR technical and staff capacity to implement an efficient fisher licensing and registration process. Since their inception in 2012, the workshops have grown to include partner organization presentations from other agencies and non-governmental organizations (NGOs), such as additional DPNR divisions, St. Croix East End Marine Park, NOAA CRCP, NOAA Fisheries Service Southeast Fisheries Science Center, U.S. Coast Guard, and Ecotrust, Inc. Workshops and registration for commercial fishers' licenses occur over a 3-day period by appointment during the second and third weeks of July each year.

NOAA Fisheries Service's Southeast Regional Office hired Blue Earth Consultants, LLC (Blue Earth) to develop and implement an evaluation tool in 2015 and following years as a mechanism to assess the effectiveness of the annual MOES-VI IFCACP fisher registration workshops.

The following report shares findings from the evaluation of the 2015 MOES-VI IFCACP fisher registration workshops held in St. Croix (STX), USVI, during the second week of July, and in St. Thomas (STT), USVI,

during the third week of July. Blue Earth assessed the effectiveness of the new fisher registration process and training module, and the following report aims to help inform DPNR, NMFS and NOAA CRCP as they make adjustments and refinements to their MOES-VI IFCACP program and workshops. The report describes the development and implementation of the evaluation methodology and tool, the results of the evaluations completed by fishers, Blue Earth staff observations during the workshops, and recommendations for changes or improvements to the fisher registration and workshop processes.

Evaluation Objectives

Blue Earth, with support from the project steering committee comprised of representatives from NOAA (CRCP and NMFS) and DPNR (see Appendix A "*2015 Steering Committee Members*" for a full list), developed short- and long-term evaluation objectives following Kirkpatrick's four levels (see text box to the right describing the four levels).

These short- and long-term objectives are described in more detail below. The long-term objectives will need to be assessed through future workshop evaluations to measure fisher behavior change and continued workshop effectiveness. The data gathered to analyze these long-term objectives will be more comprehensive if there is continued, regular collaboration and communication between partners. The 2015 evaluation survey design and questions focused on addressing the short-term objectives. Please refer to Appendices B and D for the "*St. Croix 2015 Survey Tool*" and "*St. Thomas 2015 Survey Tool*," along with the Spanish versions in Appendices C and E.

Kirkpatrick's Four Levels*

One of the most widely used and popular methodologies for the evaluation of training programs is known as "The Four Levels of Learning Evaluation."

Blue Earth used a slightly simplified and modified version of Kirkpatrick's Four Levels of evaluating trainings to evaluate the MOES-VI: IFCACP program and workshops.

The four levels include:

- Level 1 Reaction: Measures how participants reacted to the training, experience, instructor, and venue, as well as relevance of topics, and quality of content and instruction.

- Level 2 Learning: Measures how much participants have learned and the uptake of learning objectives.

- Level 3 Behavior: Evaluates change in attitude and behavior based on the training received.

- Level 4 Results: Evaluates effectiveness of the training and achievement of outcomes.

In our recommendations, we suggest questions for Level 3 and 4 to be asked in 2016 to help link the registration process and workshop to changes in awareness, compliance, and stewardship.

*Kirkpatrick, D.L. (1998). Evaluating Training Programs: The Four Levels. San Francisco: Berrett-Koehler.

Short-term Objectives for July 2015 Survey

- Evaluate workshop registration and fishers' reaction to the registration (e.g., communication, process, expediency) (*Reaction*)

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- Evaluate workshop training and fishers' reaction to the training experience (e.g., instructor(s), venue, topical relevance, content, overall quality) (*Reaction*)
- Evaluate fishers' reaction to ongoing experience with management agencies and offices, including enforcement officers (*Reaction*)
- Evaluate fishers' level of acquired knowledge and awareness of management and compliance topics covered during the workshop (*Learning*)
- Evaluate fishers' primary source(s) of information on management and enforcement topics outside of the annual workshop (*Learning*)
- Evaluate fishers' understanding of how management efforts and enforcement lead to protection and increased sustainability of fishery resources (*Learning*)
- Identify what other topics fishers' would like covered during future workshops to improve learning (*Learning*)

Long-term Objectives for July 2016 Survey

- Evaluate fishers' potential change in attitude towards compliance with reporting requirements following participation (*Behavior*)
- Evaluate fishers' potential change in attitude towards compliance with fishing regulations following participation (*Behavior*)
- Evaluate fishers' potential change in attitude and behavior towards communication and engagement with management agencies and offices following participation (*Behavior*)
- Evaluate fishers' potential change in compliance with reporting requirements (completion of reports, sharing of data, and timeliness) following participation (*Behavior*)
    1. Sub-objective: Understand if introduction of electronic reporting, including training on new technology, would improve compliance with reporting requirements (*Behavior*)
- Evaluate fishers' potential change in compliance with fishing regulations following participation (*Behavior*)
- Evaluate fishers' potential change in behavior (including compliance with reporting, and adherence to fishing regulations) following participation (*Behavior*)
- Evaluate workshops' effectiveness in addressing identified goals and objectives of increased awareness, compliance, and accuracy with fisheries reporting and legal requirements (*Results*)
    1. Example sub-outcome: Assess change in level of understanding and knowledge fishers express in survey before and after workshop presentations
    2. Example sub-outcome: Assess increase in percent of fishers returning catch information monthly
- Evaluate workshops' effectiveness in producing key outcomes (e.g., improved completion and accuracy of required fishing forms) (*Results*)

Methodology

To develop an evaluation methodology and create the evaluation tool for the July 2015 workshops, Blue Earth reviewed relevant past workshop materials, monitoring materials, and evaluation products. Blue Earth worked with the project steering committee in meeting calls and advised on the development of an evaluation methodology and survey tool for 2015 that fit the needs of NOAA Fisheries Service's Southeast Regional Office and to also be used in future annual workshops. By utilizing the Kirkpatrick Four-level Training Evaluation model (as described above), evaluation goals, objectives, and questions were developed to link to the workshop learning objectives and registration process. Through assessment of both qualitative and quantitative data, the four levels of reaction, learning, behavior, and results were captured through the workshop evaluation. In addition, we created and shared a framework to be used to capture workshop observations and notes from partner engagement (Appendix F "*Consultant Observations Framework*").

A rapid assessment was conducted on potential evaluation platforms (see section "*Web-based Evaluation Tools*" and Appendix G "*2015 Rapid Assessment of Evaluation Platforms,*" which is an Excel file attachment). The 2015 workshop data were analyzed through a Microsoft Excel tool, and these data and results are shared in a set of Excel documents (see Appendix H for the "*Excel Analysis Tool Overview*"). The Excel evaluation tool utilizes separate tabs for the multiple choice and open-ended data entries and is programmed to generate example data graphs on a following tab, all of which can be used in future workshops (see Appendices I, J, and K for the "*Blank Excel Analysis Tool with Instructions,*" "*St. Croix 2015 Excel Analysis Tool,*" and "*St. Thomas 2015 Excel Analysis Tool*" respectively, all of which are Excel file attachments). As a final tab in the evaluation tool, there are instructions on how to add dropdown naming choices if new multiple choice questions are added or a previous year's questions are revised.

Blue Earth staff traveled and participated in all 18 workshops, three workshops per day over a three day period on each island. During each fisher workshop, Blue Earth staff explained and disseminated the 13-question evaluation tool to the fishers. With the help of NMFS staff, some evaluation tools were explained and translated into Spanish for fishers, as needed. We collected and organized the evaluation data for compilation and analysis after each workshop session and used the consultant observation framework to systematically track observations of the registration process, workshop delivery, and discussions with partners (see Appendix F

Photo 2: St. Croix fishers listening to a presentation on the Endangered Species Act (Lia Hibbert)

"*Consultant Observations Framework*" and Appendices B and D for the "*St. Croix Survey Tool*" and "*St.

Thomas Survey Tool," along with the Spanish versions in Appendices C and E). We shared an outline of the final evaluation report with the project steering committee for their approval. Following outline approval, Blue Earth compiled, analyzed, interpreted, and synthesized the evaluation data into this draft report.

MOES-VI Workshop Fisher Perception Findings

The findings below represent analyses from 94 out of a total of 94 STX fishers and 100 out of a total of 100[1] STT fishers and fisher helpers who completed surveys during the workshops on each island (see Appendix L "*2015 Evaluation Report Combined Figures*" for all combined STX and STT graphs in this report). During the STX workshops, a total of 20 Spanish surveys were completed, and no Spanish surveys were completed during the STT workshops.

Level 1 Reaction

Fishers were asked six evaluation questions to measure how they reacted to the workshop experience, registration process, instructors, and venue, as well as relevance of topics, quality of content, learning environment, and instruction. Below are the 2015 short-term reaction objectives for the July 2015 survey:

- *Evaluate workshop registration and fishers' reaction to the registration (e.g., communication, process, expediency)*
- *Evaluate workshop training and fishers' reaction to the training experience (e.g., instructor(s), venue, topical relevance, content, overall quality)*
- *Evaluate fishers' reaction to ongoing experience with management agencies and offices, including enforcement officers*

Communication and Registration Process

Fishers were asked how they learned about the workshop registration and selected sources from the following list: resource management officers/staff phone call, other fishers, newspaper, email, agency websites, social media, text message, and television/radio. Most fishers received information about the workshop from DPNR staff calling them (primary source of outreach for 2015 workshops) or discussing the workshops with them in person (71% of STX fishers, 85% of STT fishers); the second most common way of receiving information about the workshop and other fisheries management information was from other fishers (27% of STX fishers, 21% of STT fishers) (Figure 1).[2] Fishers also noted that they received information from newspapers and television and radio, and few noted learning about the workshop from social media. In STX, a few fishers mentioned learning about the workshop from email, agency websites, and text messages (all less than 3%). Note, there was not a formal strategic social

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[1] This number represents a combination of fishers and fisher helpers. There were 96 fishers registered in STT, and four STT fisher helpers (e.g., deck hands) also completed workshop evaluations.
[2] The percentages for both STX and STT are higher than 100% because some fishers noted they received workshop information from more than one source.

media, email, or text message component for the 2015 workshop announcements, so communication through these means may have come from independently from agency staff or other fishers.

Figure 1. How Fishers Learned About the Workshop
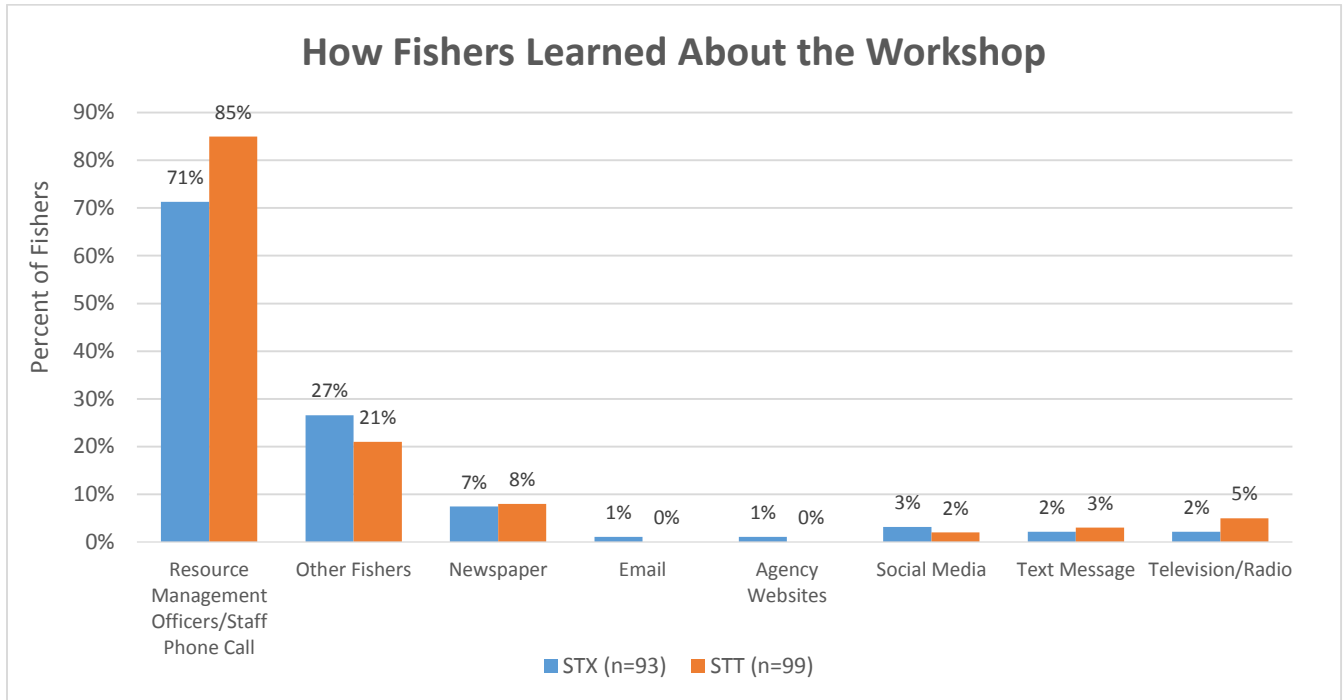
For the workshop scheduling and appointment process, fishers were asked to rank the effectiveness of the appointment process on a scale of 1 to 5 (1 Not Effective, 2 A Little Effective, 3 Somewhat Effective, 4 Effective, and 5 Very Effective). The majority of both STX and STT fishers indicated that scheduling was "Very Effective" or "Effective" (73% of STX fishers, 83% of STT fishers) (Figure 2). Less than 4% of fishers indicated the appointment scheduling process and availability was "Not Effective" (3% of STX fishers, 1% of STT fishers).[3]

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[3] Many fishers' phone numbers were outdated, so they were unreachable via phone in 2015.

Figure 2. Effectiveness of Workshop Appointment Scheduling Process and Availability of Appointments

Workshop Appointment Scheduling Process and Availability of Appointments

Legend: STX (n=93) STT (n=98)
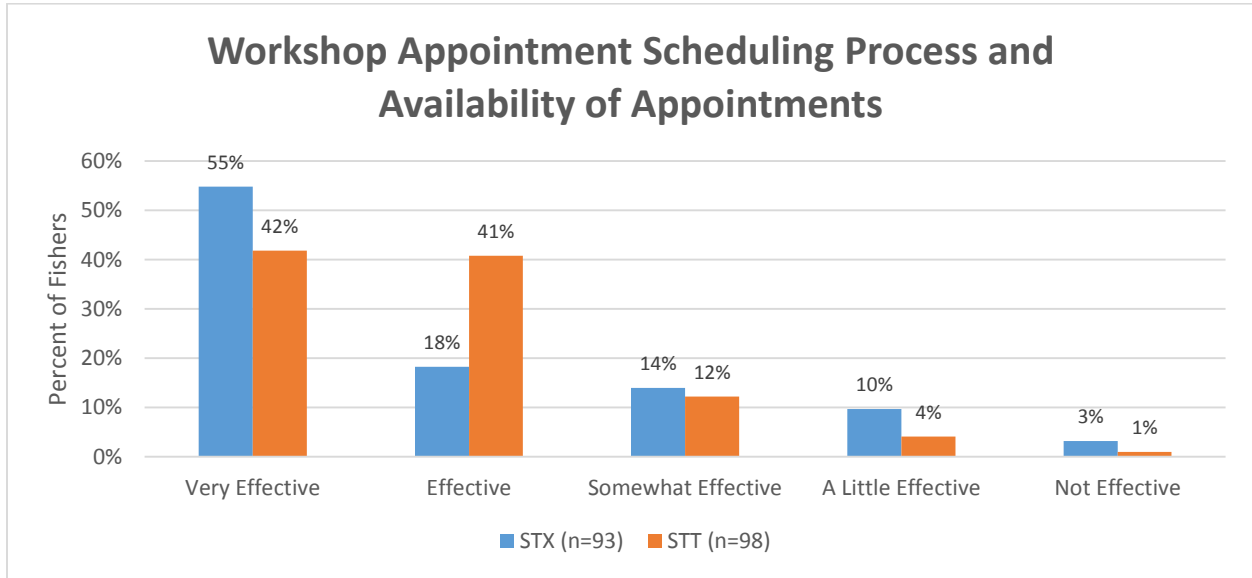
Fishers rated how useful/helpful the overall workshop content and information shared was on a scale of 1 to 5 (1 Not Useful/Helpful, 2 A Little Useful/Helpful, 3 Somewhat Useful/Helpful, 4 Useful/Helpful, and 5 Very Useful/Helpful). The majority of fishers ranked the workshop content and information shared as "Very Useful/Helpful" or "Useful/Helpful" (74% of STX fishers, 79% of STT fishers) (Figure 3). Only 7% of STX fishers[4] and 1% of STT fishers indicated the workshop content and information shared was "Not useful/Helpful."

Figure 3. Usefulness/Helpfulness of Workshop Content and Information Shared

Workshop Content and Information Shared

Legend: STX (n=92) STT (n=100)

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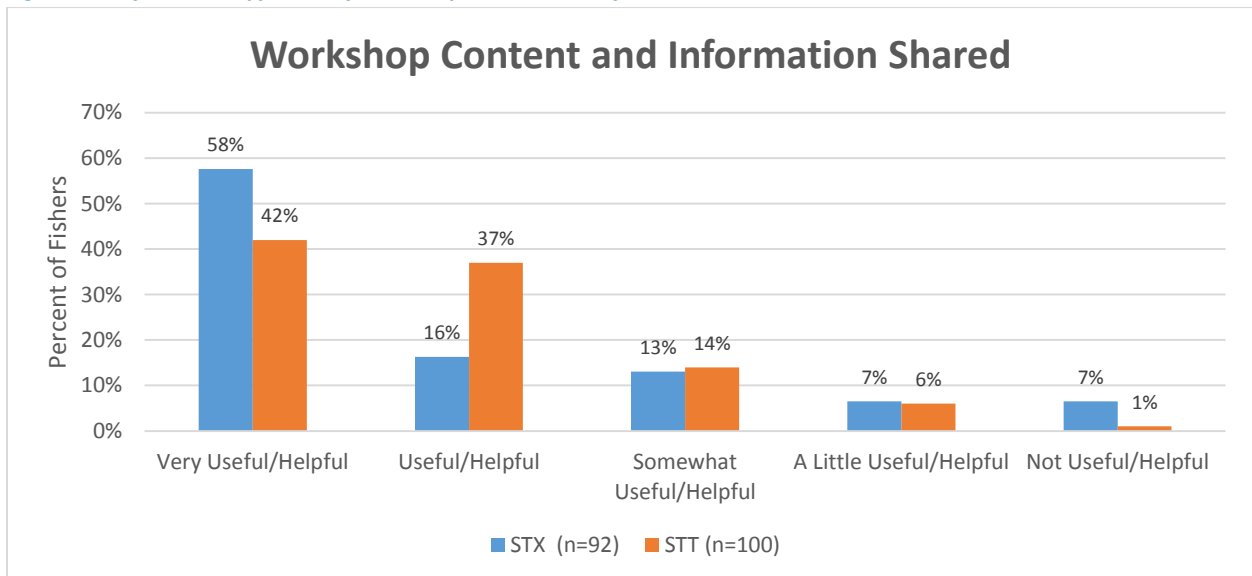
[4] The higher percentage in STX could be due to language barriers.

Workshop Experience/Effectiveness

Fishers were asked to select the top three aspects they liked most about the workshop from the following: venue, topics addressed, advice received, permit registration, instructors, staff relations, presentations, demonstration/activity, refreshments, and handouts (Figure 4). For STX fishers, their top three favorite workshop components were "Topics Addressed" (39%), "Staff Relations" (35%), and "Advice Received" and "Presentations" (both at 30%), while the least favorite aspect was "Refreshments" (7%). For STT fishers, their top three favorite workshop components were "Topics Addressed" (53%), "Presentations" (49%), and "Instructors" (34%), while the least favorite aspect was the "Demonstration/Activity" (5%).

Figure 4. Favorite Workshop Aspects
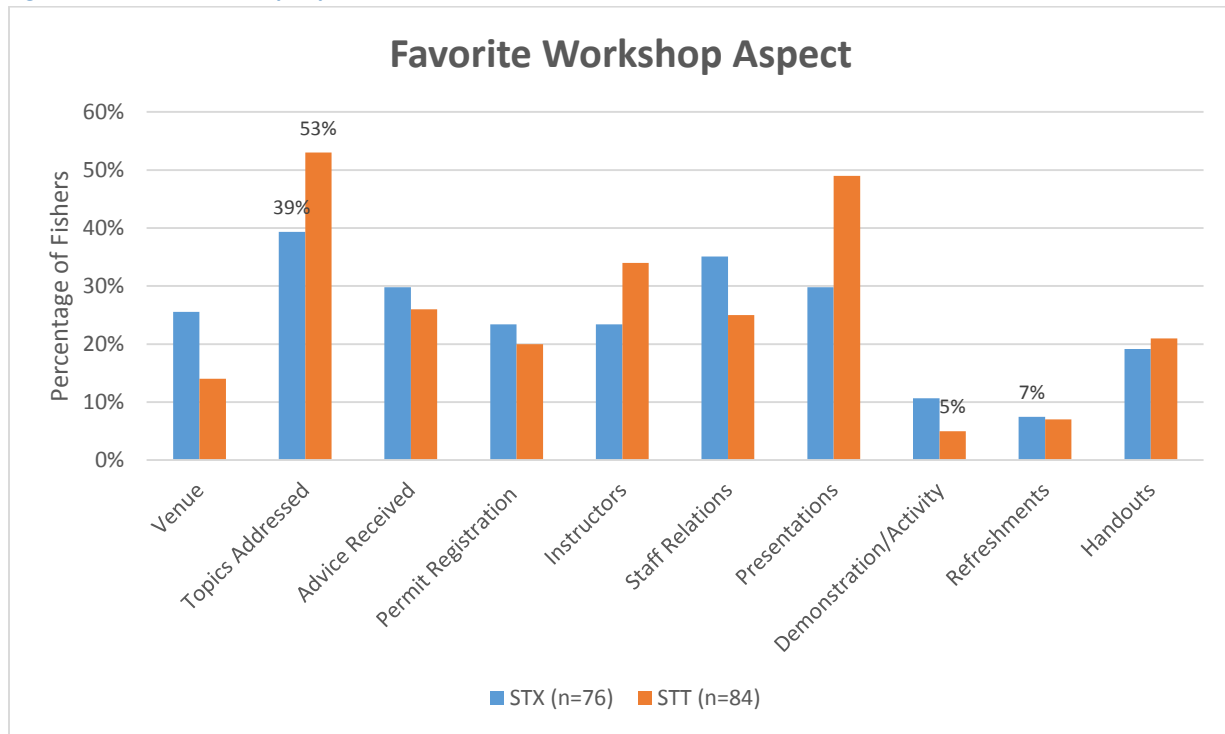
When asked to rank the workshop elements (instructors/speakers, venue, relevance of workshop topics, time spent on workshop, and quality of workshop) of their workshop experience on a 1 to 5 scale (1 Not Effective, 2 A Little Effective, 3 Somewhat Effective, 4 Effective, and 5 Very Effective), fishers from both STX and STT overall had an "Effective" average rank for all the aspects listed (Figure 5). The highest average ranking for STX was "Venue" (4.1), while STT was "Instructors/Speakers" (4.2).

Figure 5. Average Ranking of Experience Effectiveness with Workshop Elements

Average Ranking of Experience Effectiveness with Workshop Elements
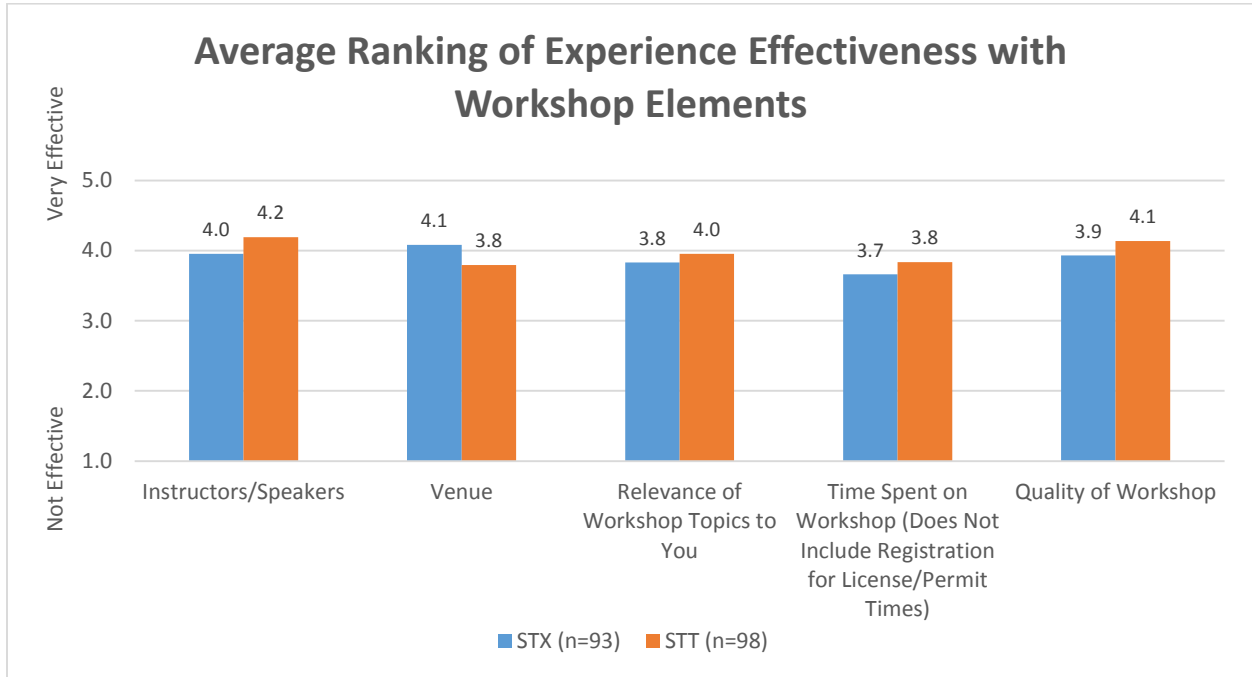
Effectiveness of Experience with Management and Enforcement Agencies/Organizations

Overall, of the STX and STT[5] fishers who ranked management and enforcement agencies/organizations (listed below) on a scale of 1 to 5 scale (1 Not Effective, 2 A Little Effective, 3 Somewhat Effective, 4 Effective, and 5 Very Effective) based on effectiveness of their experiences with these groups, all the rankings ranged from "Somewhat Effective" to "Very Effective." Agency/Organization choices included:

- Caribbean Fisheries Management Council (CFMC)
- DPNR Coastal Zone Management
- DPNR Division of Environmental Enforcement
- DPNR Division of Fish and Wildlife
- National Park Service
- NOAA Coral Reef Conservation Program
- NOAA Fisheries Protected Resources Division
- NMFS Southeast Fisheries Science Center
- NMFS Highly Migratory Species
- NOAA Sustainable Fisheries Division
- The Nature Conservancy
- U.S. Coast Guard

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[5] STT fishers were not asked about DPNR St. Croix East End Marine Park Office, as the organization does not apply to the island of STT.

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Fishers marked "Unsure" for a specific agency/organization if they had no experience with or had not heard of the agencies/organizations. For STX, fishers ranked the "DPNR Division of Fish and Wildlife" as the most effective experience with a management and enforcement agency (4.1 out of 5), while 43% were unsure or unfamiliar about "The Nature Conservancy" (Figure 6). STT fishers ranked the "U.S. Coast Guard" as the most effective experience (4.4 out of 5), while 29% were unsure or unfamiliar about both the "NMFS Highly Migratory Species" and "NOAA Sustainable Fisheries Division" (Figure 7).

Figure 6. St. Croix (STX): Average Ranking of Effectiveness of Experience with Management and Enforcement Agencies/Organizations
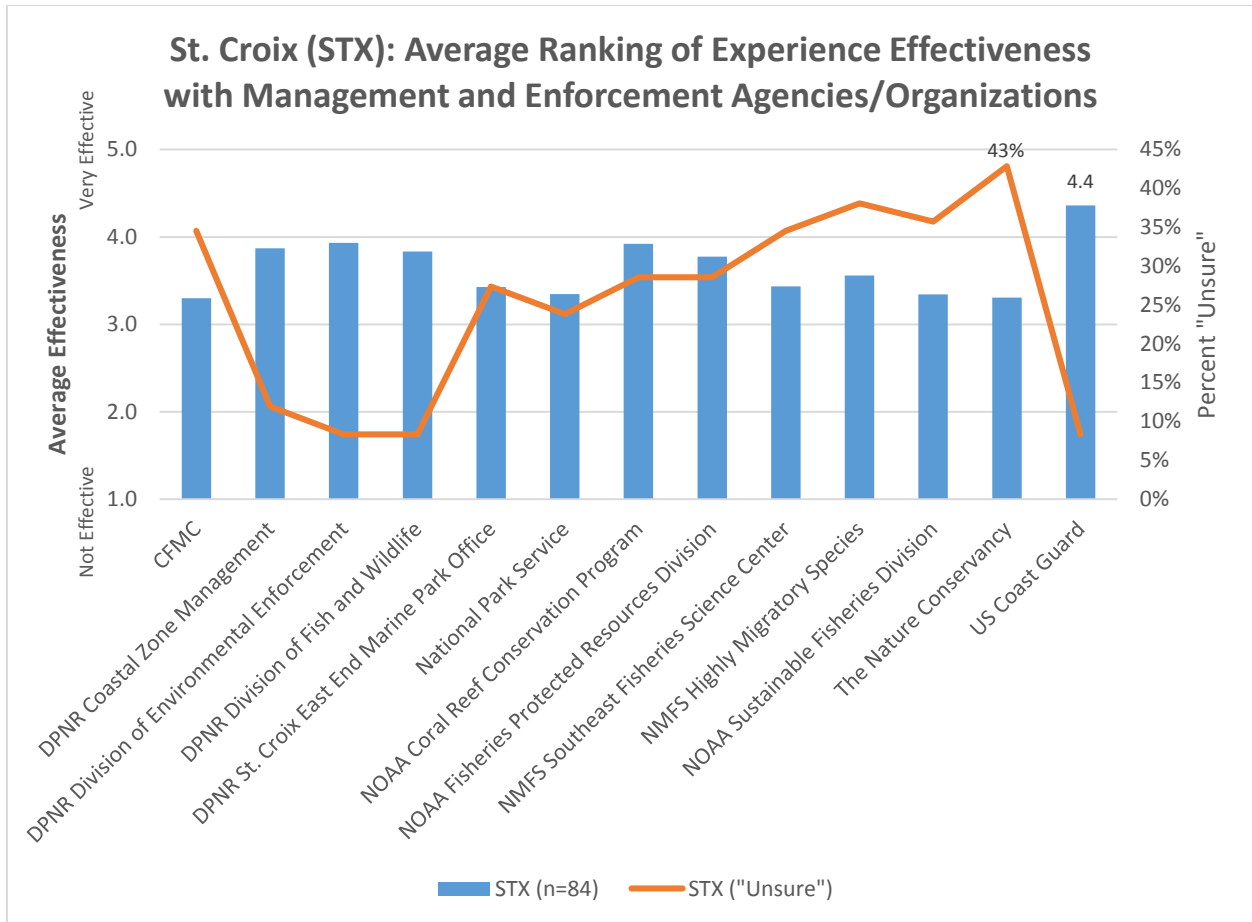
Figure 7. St. Thomas (STT): Average Ranking of Effectiveness of Experience with Management and Enforcement Agencies/Organizations
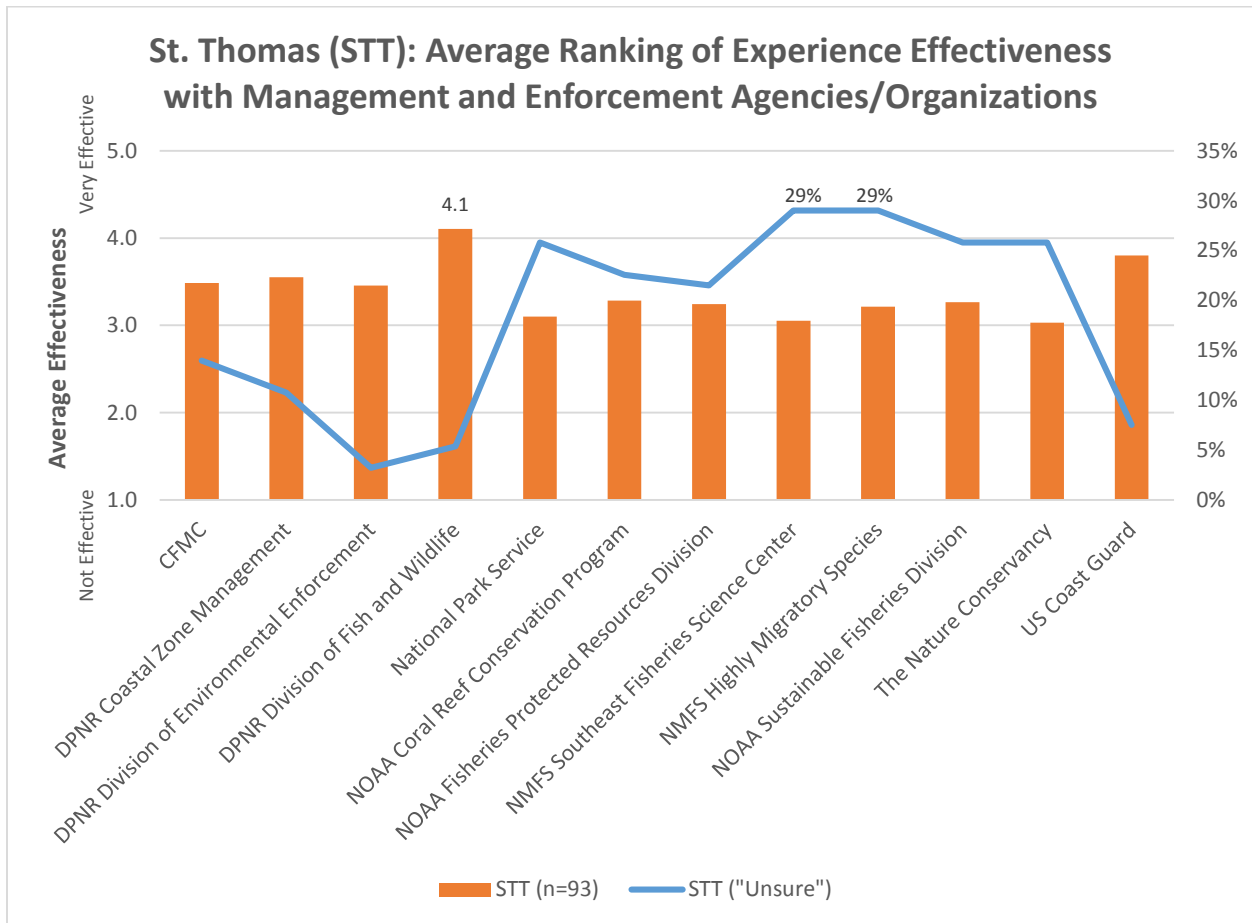
Level 2 Learning

Fishers were asked four evaluation questions to measure how much knowledge and awareness of management and enforcement topics they acquired and their uptake of workshop learning objectives. Below are the 2015 short-term learning objectives:

- *Evaluate fishers' level of acquired knowledge and awareness of management and compliance topics covered during the workshop*
- *Evaluate fishers' primary source(s) of information on management and enforcement topics outside of the annual workshop*
- *Evaluate fishers' understanding of how management efforts and enforcement lead to protection and increased sustainability of fishery resources*
- *Identify what other topics fishers would like covered during future workshops to improve learning*

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Level of Acquired Knowledge

Fishers rated their level of understanding on a scale of 1 to 5 (1 No Understanding, 2 Limited Understanding, 3 Moderate Understanding, 4 Strong Understanding, and 5 Strong Understanding) on the following workshop topics: annual catch limits, catch reporting requirements, how to accurately report catch using CCR forms, existing fishing regulations, Endangered Species Act, and U.S. Coast Guard mandatory fisheries inspections process. Both STX and STT fishers

Photo 3: St. Thomas/St. John fishers in the 2015 workshop (Lia Hibbert)

experienced an average level of positive change in understanding (level of understanding before the workshop subtracted from level of understanding after the workshop) of all workshop topics (Figure 8). Both fishers in STX and STT experienced the highest average change in understanding on the topic of "U.S. Coast Guard Mandatory Fisheries Inspection Process" (.51 and .68 respectively), followed by "Annual Catch Limits" (STT .59), "How to Accurately Report Catch Using CCR Forms" (STT .58), "Endangered Species Act (ESA)" (STX .45), and "Existing Fishing Regulations" (STX .37).

Figure 8. Average Change in Understanding of Workshop Topics

Average Change In Understanding of Workshop Topics

Topic	STX (n=88)	STT (n=97)
Annual Catch Limits	0.33	0.59
Catch Reporting Requirements	0.33	0.56
How to Accurately Report Catch Using CCR Forms	0.34	0.58
Existing Fishing Regs	0.37	0.41
ESA	0.45	0.48
U.S. Coast Guard Mandatory Fisheries Inspection Process	0.51	0.68

(Y-axis: Average Change in Understanding, scale 0 to 0.8)

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Preferred Sources of Information

Fishers were asked how they prefer to receive information on management and enforcement topics from selecting from the following list: resource management officers/staff, other fishers, newspaper, email, agency websites, social media, text message, and television/radio (Figure 9, 10) and to rank these preferred sources of information on a scale of 1 to 8 (1 Most Preferred and 8 Least Preferred) (Figure 11).[6] Similar to the communication process and how fishers received information about the workshop, STX fishers ranked on average their most preferred source of information as "Resource Management Officers/Staff" (1.3), followed by "Television/Radio" (2.6), and "Other Fishers"(2.9). Fishers in STT ranked on average their most preferred source of information as "Resource Management Officers/Staff" (2.8), followed by "Other Fishers" (3.1), and "Email" (3.8).

Figure 9. Preferred Sources of Information on Management and Enforcement Topics for St. Croix (STX) Fishers

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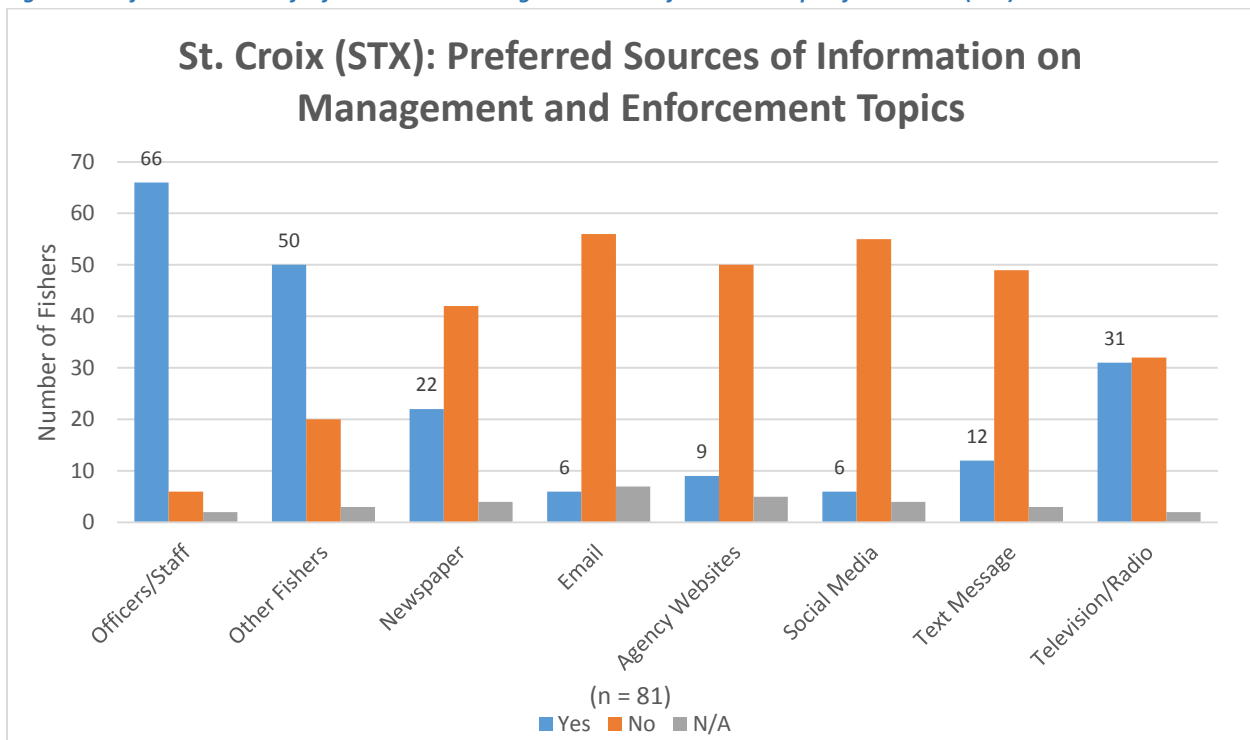
[6] Some fishers noted/ranked that they prefer information from more than one source.

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Figure 10. Preferred Sources of Information on Management and Enforcement Topics for St. Thomas (STT) Fishers

St. Thomas (STT): Preferred Sources of Information on Management and Enforcement Topics

(n = 89)
■ Yes ■ No ■ N/A

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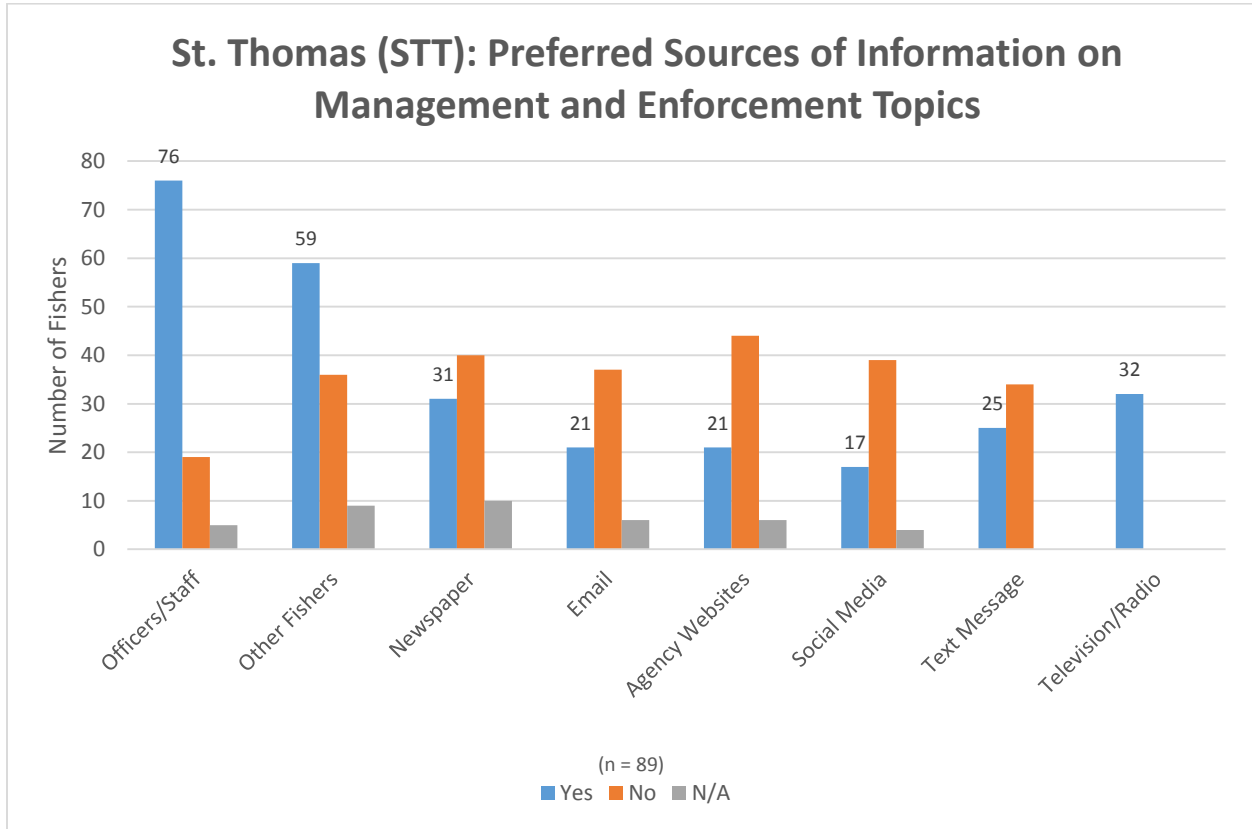
Figure 11. Average Ranking of Preferred Sources of Information on Management and Enforcement Topics

Average Ranking of Preferred Sources of Information
(1 = Most Preferred, 7 = Least Preferred)
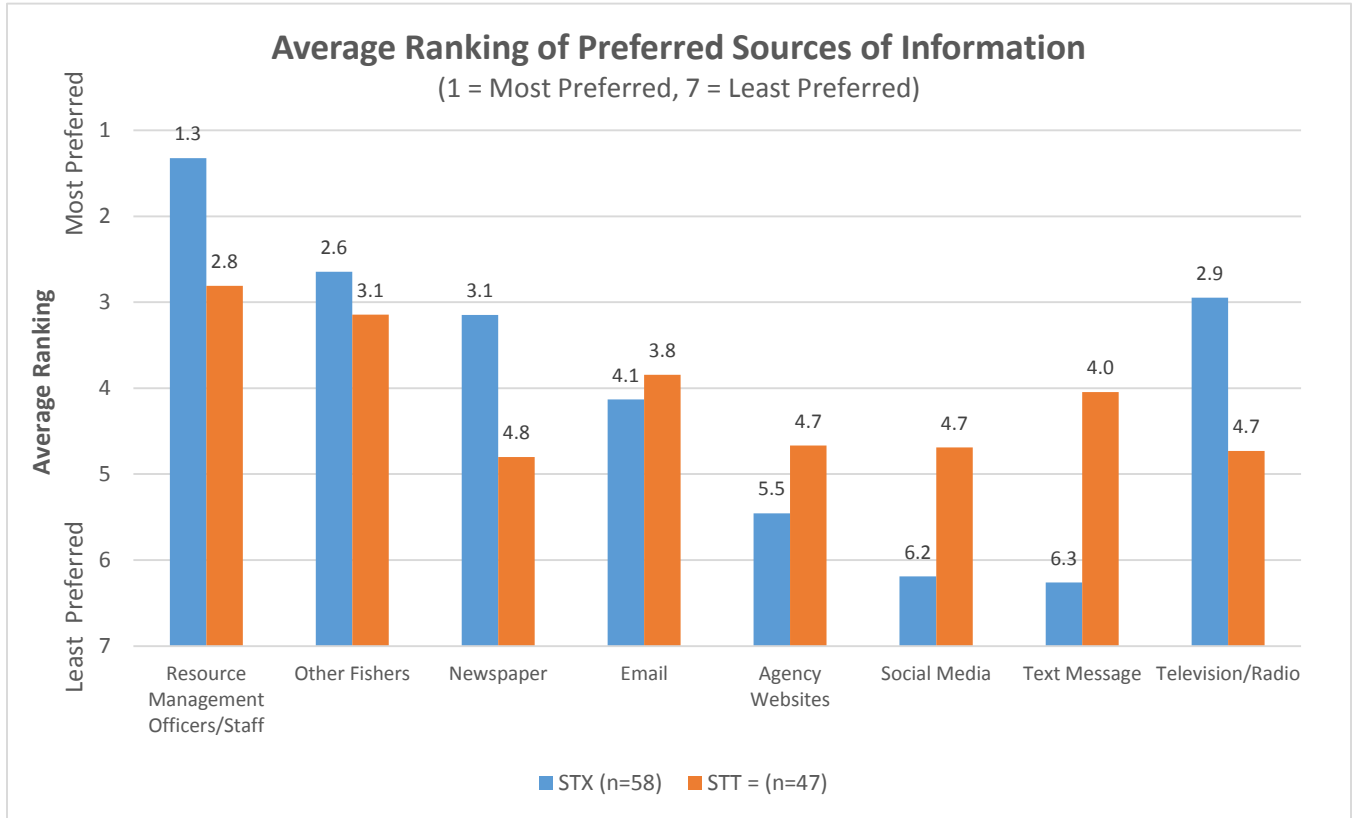
Fisher Perception of How Management Efforts and Enforcement Leads to Fisheries Protection and Sustainability

Fishers were asked to indicate which phrase ("Only Improved Management (e.g., research, education)," "Only Improved Enforcement (e.g., education on compliance, surveillance, violation fines)," or "Both Management and Enforcement of Fishery Resources" best describes what leads to increased fish/improved fisheries in the future. The majority of fishers from both the STX and STT workshops noted "Both Management and Enforcement of Fishery Resources" would lead to increased fish and improved fisheries in the future (73% and 86%, respectively) (Figure 12).

Figure 12. Fisher Perception of What Leads to Increased Fish/Improved Fisheries in the Future

Fisher Perception of What Leads to Increased Fish/Improved Fisheries in the Future

- Both Management and Enforcement of Fishery Resources: STX 73%, STT 86%
- Only Improved Enforcement (e.g. education on compliance, surveillance, violation fines): STX 14%, STT 8%
- Only Improved Management (e.g. research, education): STX 13%, STT 6%

Percent of Fishers

■ STX (n=84)   ■ STT (n=86)
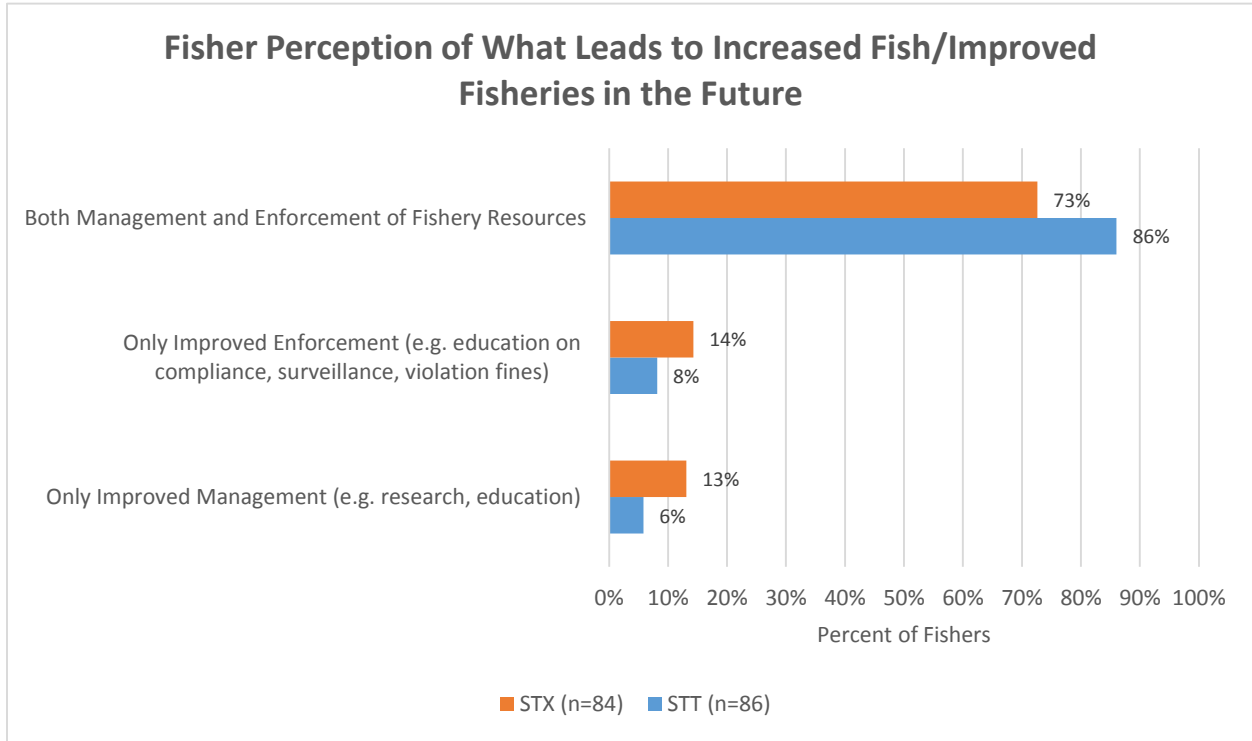
Requested Information for Future Workshops

In addition, fishers were asked an open-ended question on requested information/topics to cover in future workshops. Below is a side-by-side comparison of highlighted topics STX and STT fishers requested for future workshops (Table 1). Each highlighted topic below represents the view of one fisher.

Table 1. Requested Topics to Cover in Future Workshops

Requested Topics to Cover in Future Workshops	
St. Croix (STX)	**St. Thomas (STT)**
• Access to parks with fishing gear allowances (National Park Service) • Bylaws for catch seasons (e.g., conch) • Closures/Marine Protected Areas (when/where) • Commercial fisheries landing reports • Dissemination of study information • Dive fishing and use of nets • Dock improvement and port sampling reports • Fish aggregating devices (U.S. Coast Guard) • How and why fisheries work (e.g., juvenile fish, serrated fish species, invasive lion fish)	• Large fishing charter boats' catch reports • District Attorney Panels' updates on annual catch limit (ACL) stock standing • Endangered species • Enforcement of trawlers using baitfish • Revision of catch reports to streamline data collection information • Safety at sea (e.g., survival kits) • Seaweed issues (e.g. Sargassum) • U.S. Coast Guard/enforcement law and regulations • Waterproof container for required boat materials provided for all fishers

• No take zones vs. replenishment zones (e.g., foreign boat implications) • Turtle excluder devices (TEDs) and their implementation • Water mooring and regional buoys	

Level 3 Behavior

Fishers were asked one evaluation question to measure potential changes in attitude and behavior due to participation in the workshop.[7] Below are the 2016 long-term behavior objectives:

- *Evaluate fishers' potential change in attitude towards compliance with reporting requirements following participation*
- *Evaluate fishers' potential change in attitude towards compliance with fishing regulations following participation*
- *Evaluate fishers' potential change in attitude and behavior towards communication and engagement with management agencies and offices following participation*
- *Evaluate fishers' potential change in compliance with reporting requirements (completion of reports, sharing of data, and timeliness) following participation*
  - *Sub-objective: Understand if introduction of electronic reporting, including training on new technology, would improve compliance with reporting requirements*
- *Evaluate fishers' potential change in compliance with fishing regulations following participation*
- *Evaluate fishers' potential change in behavior (including compliance with reporting and adherence to fishing regulations) following participation*

Perceived Change in Compliance on Workshop Topics

Fishers were asked whether the workshop improved their understanding of and ability to comply with the following topics: accuracy and completeness of catch reporting documents, compliance with catch limits, compliance with Endangered Species Act regulations, compliance with existing regulations, and compliance with U.S. Coast Guard mandatory fisheries inspections requirements. They were able to select either "Improved," "No Change," or "Unsure." Fishers in STX had the highest perceived change on compliance with U.S. Coast Guard mandatory fisheries inspection requirements (52% improved), followed by accuracy and completeness of catch reporting documents (40%), and compliance with Endangered Species Act regulations (36%) (Figure 13). The highest perceived change for STT fishers was on accuracy and completeness of catch reporting documents and compliance with U.S. Coast Guard mandatory fisheries inspection requirements (both at 53% improved), followed by compliance with catch limits" (42%) (Figure 14).

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[7] To fully assess the behavior evaluation goals, learning objectives, and questions, the same evaluation questions should be asked again in 2016 to further link and build off the 2015 baseline information.

Figure 13. Perceived Change in Compliance on Workshop Topics for St. Croix (STX) Fishers

St. Croix (STX) Perceived Change in Compliance on Workshop Topics

(n = 79)

Improve | No Change | Unsure
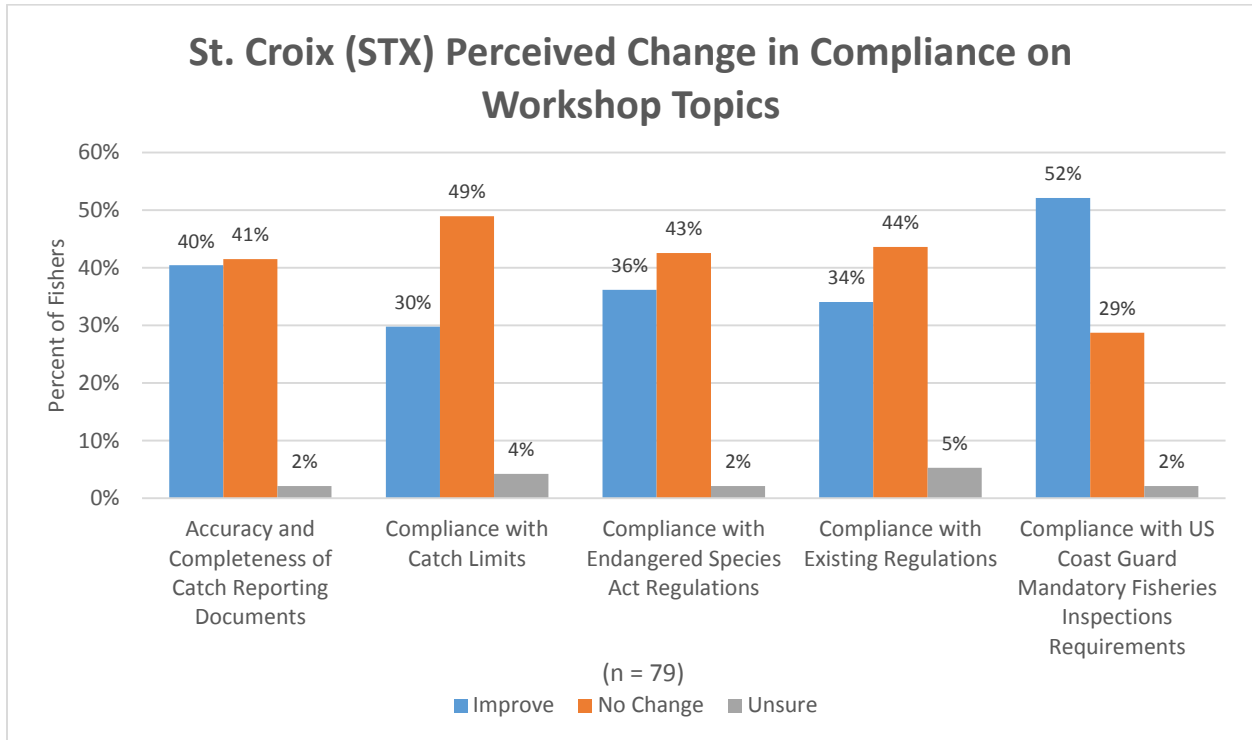
Figure 14. Perceived Change in Compliance on Workshop Topics for St. Thomas (STT) Fishers

St. Thomas (STT) Perceived Change in Compliance on Workshop Topics

(n = 90)

Improve | No Change | Unsure
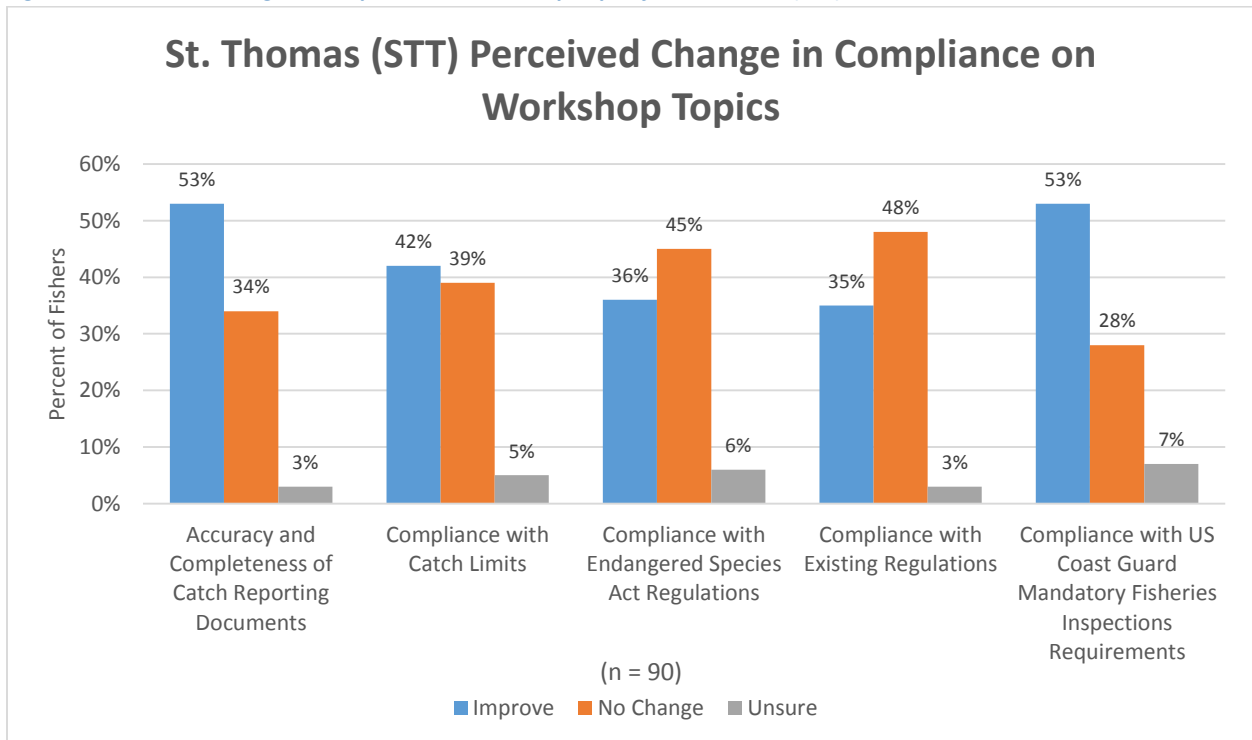
Level 4 Results

Fishers were asked four evaluation questions to measure each workshop's effectiveness in achieving goals, objectives, and outcomes.[8] Below are the 2016 long-term results objectives:

- *Evaluate workshops' effectiveness in addressing identified goals and objectives of increased awareness, compliance, and accuracy with fisheries reporting and legal requirements*
  - o *Example sub-outcome: Assess change in level of understanding and knowledge fishers express in survey before and after workshop presentations*
  - o *Example sub-outcome: Assess increase in percent of fishers returning catch information monthly*

Evaluate workshops' effectiveness in producing key outcomes (e.g., improved completion and accuracy of required fishing forms) See results under **Learning "Level of Acquired Knowledge"** (Figure 8) and **Behavior "Perceived Change in Compliance on Workshop Topics"** (Figure 13, 14) for more information.

Areas of Improvement for Workshop Process

Fishers were asked two additional short open-ended questions regarding ways to improve and change the workshop/appointment processes in the future. Below is a side-by-side comparison of highlighted areas of improvement that STX and STT fishers requested for future workshops, categorized by venue/location/refreshments, instructors/speakers/presentations, and fisher experience (Table 2). Within each category, the areas of improvement are bulleted from highest to lowest by the number of fishers who listed each area in parentheses.

Table 2. Areas of Improvement for Future Workshops

Areas of Improvement for Future Workshops	
St. Croix (STX)	**St. Thomas (STT)**
Venue/Location/Refreshments • Utilize smaller groups for current venue (11) • Utilize bigger venue space for the group size (4) *Instructors/Speakers/Presentations* • Make Spanish translations for all presentations and materials available (8) • Cover new presentation topics (3) • Multiple day workshop with details on each subject (1) *Fisher Experience* • Put all fishers in one room at same time (5) • Shorten survey/workshop (5) • More time for questions and to give feedback (4)	*Venue/Location/Refreshments* • Utilize a bigger venue with free parking (2) • Organize a workshop on St. John (1) • Provide healthier refreshments (1) *Instructors/Speakers/Presentations* • Have all agencies in one location and present at workshops (e.g., DOA, Department of Licensing and Consumer Affairs) (6) • More detailed presentations (e.g., personalize specific fishing types, enforcement laws) (4) *Fisher Experience* • Organize workshops less frequently - every other year (2) • Implement an online system to submit catch reports (1)

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[8] To fully assess the behavior evaluation goals, learning objectives, and questions, the same evaluation questions should be asked again in 2016 to further link and build off the 2015 baseline information.

• Use mail to send information instead of in-person workshop (3) • More frequent updates/communication besides annual workshop (1)	• Install drop box for catch forms at DOA (1) • More time for questions and engagement with fishers and discussion on changes (1) • Organize workshops more frequently - more than once a year (1) • Use email instead of in-person workshop (1)

Differences Identified Between Islands

Overall, the evaluation revealed many similarities among the fishers between both islands. However, there were a few areas that surfaced as differences between the two islands. Although both STX and STT fishers ranked their average experience effectiveness with all listed management and enforcement agencies/organizations as "Somewhat Effective" to "Very Effective," STX fishers had a higher average ranking on the majority of mutual agencies/organizations (10 out of 12 mutual agencies/organizations) in comparison with STT (Figure 6, 7).

Another difference identified between the islands pertains to the average change in understanding of workshop topics. Fishers in STT consistently had a higher average change in level of acquired knowledge on the workshop topics than STX fishers, which may be due to the language barrier in STX (Figure 8).

A further difference between the two islands was on the perceived change in compliance for workshop topics. As reviewed above, STT fishers, who had a higher average change in understanding of workshop topics, also were likely to improve their compliance on more workshop topics (3 out of 5 topics) as compared to STX fishers (1 out of 5 topics) (Figure 13, 14).

MOES-VI Workshop and Fisher Registration Consultant Observations

To capture workshop and fisher registration observations, Blue Earth utilized the framework approved by the steering committee prior to the workshops. This framework systematically tracked observations of the registration process, workshop delivery, and discussions with partners (see Appendix F for the Consultant Observations Framework).

St. Croix

Blue Earth captured observations (strengths and challenges/limitations) of the STX workshop and fisher registration process, as well as notes from partner engagement throughout the workshop process. These tracked observations of the registration process, workshop delivery, and discussions with partners helped inform recommendations shared later in this evaluation report. Below is an overview highlighting the strengths and challenges/limitations of the STX workshop

Photo 4. St. Croix fishers gathered in workshop room (Lia Ortiz)

and fisher registration, organized by the following categories: venue/location/refreshments, instructors/speakers/presentations, time spent on workshop (not including registration), fisher experience, and partner feedback. Please note that some workshop or fisher registration observations did not apply to all categories.

Venue/Location/Refreshments

Strengths regarding the venue/location/refreshments in STX included the part of the venue space enabling more opportunity for informal interaction with fishers. The challenges encompassed a lack of outreach and communication announcing the workshops and small workshop space for presentations.

St. Croix (STX) Workshop and Fisher Registration Consultant Observations	
Venue/Location/Refreshments	
STRENGTHS	**Workshop** • Better workshop flow with enforcement representative present to answer fisher questions • Helpful/useful to have second room to support more informal interactions **Fisher Registration** • Separate room allowed fishers to congregate for informal conversations

CHALLENGES/LIMITATIONS	**Workshop** • Distraction with other DPNR staff trying to conduct work in the workshop room • Lack of healthier refreshment options • Small space in each room o Crowded waiting room for meet-and-greet where not all fishers (large groups) could fit in space **Fisher Registration** • New process of registering fishers causing potential delays and long wait times, i.e. picture taking for IDs every year rather than every three years • Lack of banners/flyers to announce fisher registration workshops • Lack of a fishers' helpers[9] registration database • Lack of other potential location options

Instructors/Speakers/Presentations

Strengths regarding the instructors/speakers/presentations in STX included the presentation material and interaction time between presenters and fishers. Challenges encompassed the presentation style and lack of Spanish-language translations on materials.

Instructors/Speakers/Presentations	
STRENGTHS	**Workshop** • Fishers appreciate hearing about the previous year's survey performance on fishing economics (e.g., reporting what was heard) • Fishers able to ask questions before and after workshop about presentation content • Flexibility with presenters, as current events may cause need for changes in schedule • Instructors/presenters engage with fishers • Interns[10] brief fishers on workshop process at check in • Presentation of overall message and justification of new rules first, followed by group discussion to help increase fisher understanding of rule changes
CHALLENGES	**Workshop** • Different logistic capabilities in both locations • Lack of Spanish translation; almost 1/3 of fishers did not understand the English presentations • Need recommendation for a translator • Potential difficulty in fishers' ability to understand instructors with accents • Presentation style did not support active participation with fishers

Time Spent on Workshop (not including registration)

Strengths regarding the time spent on the workshop (not including registration) in STX included the timely workshop rotations (after the first day). Some challenges encompassed workshop delay times on the first day and significant wait time for fishers.

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[9] The term "helpers" is used to describe people that help the fishermen/captains on the boat (e.g., deck hands).
[10] The term "interns" is used to describe DFW summer interns who assisted with workshop logistics.

Time Spent on Workshop (not including registration)	
STRENGTHS	**Workshop** • Intake process improved over the course of the workshops • Quick rotation between workshops helped keep everything on schedule **Fisher Registration** • Fisher files pulled when they arrived to prepare for registration upon exiting the workshop • Helpers' pictures taken while fishers were engaged during workshops
CHALLENGES	**Workshop** • Delay of workshop on the first day due to presentations going overtime and causing significant fisher wait time

Fisher Experience

Strengths regarding fisher experience in STX included fisher willingness to fill out the workshop evaluations, availability of instructors to ask questions, and timely workshop rotations. Some challenges encompassed workshop delay times, workshop evaluation length, and complex presentation themes and topics.

Fisher Experience	
STRENGTHS	**Workshop** • Fisher willingness to fill out workshop evaluation survey with assistance of staff • Helpers' interested in workshop information since they are the ones fishing/selling on boat • Instructor availability for fishers to ask questions • Migration between rooms providing order to the meeting • Quick rotation by third day • Smaller groups worked well
CHALLENGES	**Workshop** • Complex themes and topics • Fishers unhappy with delayed start; some arrived 30 minutes before appointment but then workshop already ½ hour behind • Long workshop evaluation survey

Partner Feedback

Some strengths regarding partner feedback in STX included the good organization of workshops by NOAA CRCP Fisheries Liaison, presentation teaching style, and instructor knowledge of presentation content. Some challenges encompassed fisher wait time, lack of consistency with registration between islands, and technical problems (e.g., loss of database).

	Partner Feedback
STRENGTHS	**Workshop** • Change (from previous year) in style of presentations from lecture to teaching style • Helpful workshop staff available to help fishers fill in the evaluation • Instructor knowledge of presentation content • More time and opportunity to engage (e.g., staff actually needed to pull fishers away from other staff to start workshop) • Size of workshops (small size) • Well-organized format and detailed support from NOAA CRCP Fisheries Liaison helps make workshops happen
CHALLENGES/LIMITATIONS	**Workshop** • Lack of communications between DEE and DFW agencies • Lack of capacity (e.g., staffing) often presents issues and would be worsened if NOAA CRCP Fisheries Liaison role is not filled or DFW/DEE staff is not fully committed to coordinate and implement future workshops • Limited budget did not allow for local food for the amount of people • Need better outreach engagement methods with fishers besides the workshop evaluation • Need funding for workshop announcement banner to hang on fence of DFW, DEE, and fish market areas • Need healthier refreshment options • Need to create press releases whenever there is a change in local regulations/requirements to consistently raise awareness with fishers • Need steady and long-term agency communication with fishers to increase cooperation • Not enough outreach/communication to fishers from enforcement representatives and agency leadership • Relationship with some outspoken fishers • Small venue size • Staff go out of the way for fishers, but not many fishers show up to workshop **Fisher Registration** • Different process noted between both islands; need more consistency with licensing process • Late fishers caused delays, and others had to wait • Loss of database/corrupted file led to longer registration process, needed to rebuild the system

St. Thomas

Blue Earth captured observations (strengths and challenges/limitations) of the STT workshop and fisher registration process, as well as notes from partner engagement throughout the workshop process. These tracked observations of the registration process, workshop delivery, and discussion with partners helped inform recommendations shared later in this evaluation report. Below is an overview highlighting the strengths and challenges/limitations of the STT workshops and fisher registration, organized by the following categories: venue/location/refreshments, instructors/speakers/presentations, time spent on workshop (not including registration), fisher experience, and partner feedback. Please note that some workshop or fisher registration observations did not apply to all categories.

Venue/Location/Refreshments

Strengths regarding the venue/location/refreshments in STT included close proximity of the enforcement office to the workshop and additional staff assistance. Some challenges encompassed external distractions and lack of outreach and communication with fishers prior to workshops.

St. Thomas (STT) Workshop and Fisher Registration Consultant Observations	
Venue/Location/Refreshments	
STRENGTHS	**Fisher Registration** • Additional staff support with the processing of fishers at DEE • Close proximity to enforcement office helpful (quick walk), and the separation between offices helped with flow of moving fishers around
CHALLENGES/LIMITATIONS	**Workshop** • Airport noise distractions during the workshop • Lack of equipment created bottleneck in workshop flow • Less interaction among participants and staff since venue did not have second room • Limited budget did not allow for local food for the amount of people • Need healthier refreshment options • No workshop on St. John • Not enough staff support overall for workshop portion • Payment for parking beyond the validation time • Signage for meeting room unclear • Small room size; took a while to get out of room **Fisher Registration** • DFW office closed off and on for several weeks leading up to meeting, fishers were thus unable to call and ask questions/get answers ahead of meeting and several fishers went to the DFW Red Hook office for the meeting and were subsequently late to workshop • Need banners/flyers for registration workshop announcements • Need to develop a fisher's helpers registration database • Size of groups too large for the space, hampers ongoing operations with all fishers present; this is mostly due to the presence of helpers and fishers bringing their wives and children to the workshop

Instructors/Speakers/Presentations

Strengths regarding the instructors/speakers/presentations in STT encompassed the availability of instructors/speakers and workshop scheduling flexibility (e.g., instructor presentations). Some challenges included the absence of key agency representatives to engage with fishers and lack of scheduled time for fishers to ask questions.

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Instructors/Speakers/Presentations	
STRENGTHS	**Workshop** • Fishers able to ask questions if needed because instructors were available • Fishers willingness to fill out workshop evaluation survey with staff assistance • Flexibility with presenters as current events may cause need for changes in schedule • Instructors/presenters interactions with fishers • Presentation of overall message and justification of new rules first, followed by group discussion to help increase fisher understanding of rule changes
CHALLENGES/LIMITATIONS	**Workshop** • Different capabilities in both locations, need consistency • Director's absence noted by fishers during the workshop • Presentation from DFW went longer than expected with questions and needs to be downsized • Need more time for fisher questions and answers • Need to reiterate terms and not just use the acronyms in presentations • Potential difficulty in fishers' ability to understand instructors with accents • Presentation text too small on DFW presentation, could not read clearly • Presentation times/instructors not consistent • Removal of helpers may not be productive, as some wanted to hear the presentations • Some instructors were not available on all days to talk through presentations (other instructors filled in for them), so fishers potentially were not made aware of all the same information • Instructors not confirmed on agenda two months prior to registration should not be included for planning purposes • Need complete open communication between DPNR and NOAA CRCP Fisheries Liaison to ensure consistency in planning, coordination, and implementation • Need better prepared staff for conflict resolution in the event that a conflict arises as to avoid staff's unnecessary outbursts and condescending tones when addressing fishers and each other

Time Spent on Workshop (not including registration)

Strengths regarding the time spent on the workshop (not including registration) in STT encompassed the diverse information covered within the workshop duration and transitions between presentations. Some challenges included overlap between workshops due to venue restrictions, equipment limitation, and distractions and workshop delays.

Time Spent on Workshop (not including registration)	
STRENGTHS	**Workshop** • Information coverage and diverse topics • Smooth transitions between presentations enabled time for questions at end of some presentations

CHALLENGES/LIMITATIONS	**Workshop** • Transition time between workshops since registration also occurred in the same room **Fisher Registration** • Complication with helper registration since not tracked; fishers do not always report number of helpers accurately • Differences between islands related to obtaining DOA's signature for licenses, i.e. fishers in STT must obtain a DOA license, but this is not a requirement in STX • Distraction during workshop by collecting permit cards and licenses inside same room; occurred with late fishers • Equipment limitation; need additional computer and printer to help speed up process • Need additional staff involved and trained to address registration and work tasks (currently rests on one individual) • St. John fisher issues on getting licenses signed off in STT due to logistical limitations

Fisher Experience

Strengths regarding fisher experience in STT included fisher appreciation of information shared and willingness to fill out evaluation with staff assistance and availability. Some challenges encompassed lack of outreach and communication with fishers and limited agency presence in St. John.

Fisher Experience	
STRENGTHS	**Workshop** • Fisher willingness to fill out surveys and staff availability to assist • Most fishers, including helpers, appreciative of the information shared **Fisher Registration** • Good process of collecting cards right when fishers arrive • Only two-step process (front desk check in, then picture/signing new license card); five minutes long
CHALLENGES/LIMITATIONS	**Workshop** • Better outreach/communication by DPNR, as STT office was closed and some fishers were unaware • Fisher outbursts and acting out during workshop calls for staff to be trained in conflict resolution • Need Department of Agriculture, Department of Licensing and Consumer Affairs, and DPNR enforcement/administration present at workshops • Need fisher question and answer session • Too brief/rushed presentations **Fisher Registration** • Complaints from St. John fishers about DOA not signing forms • Fishers who arrive late (10+ minutes) disrupt everyone else • Need St. John workshop to increase interaction and have more of a presence • Lack of one-stop shop to include other USVI government departments that require permits/licenses necessary to obtain DPNR fishing licenses

Partner Feedback

Strengths regarding partner feedback in STT encompassed the good organization of workshops by NOAA CRCP Liaison and smooth registration processes for fishers. Some challenges included lack of internal/external communication, funding, and capacity/human resources.

Partner Feedback	
STRENGTHS	**Workshop** • Well-organized format and support from NOAA CRCP Fisheries Liaison helps make workshops happen **Fisher Registration** • Collection of all fisher information beforehand helped the process flow • Separating out helpers earlier helps smooth out process after workshop, as helpers usually take more time to register and complete paperwork • Smooth process since registration/licensing and workshop held in two different rooms
CHALLENGES/LIMITATIONS	**Workshop** • Fishers did not know where or how to contact staff when DFW office is closed • Internal steering committee communication problems contributed to issues related to tight agenda • Last minute communication internally via email • More tension with smaller groups • Outreach Coordinator for Enforcement not present at workshops to help facilitate communications **Fisher Registration** • Concern expressed that if NOAA CRCP Fisheries Liaison was not available, the workshops would not happen • Find funding for workshop announcement banner to hang on fence of DFW, DEE, and at fish markets • Lack of capacity and need a plan to supplement human resources • Need better outreach engagement methods with fishers besides evaluation survey and more engagement from enforcement • Need press release for fishers whenever there is a change in rules/regulations • Need steady communication over time from agencies for fisher cooperation

Recommendations

Recommendations for improving the overall workshop process are organized into three main categories: workshop, fisher registration, and evaluation tool.

Workshop

Workshop recommendations are further organized by the following categories: venue, communication and outreach, coordination and personnel, Spanish translation, and presentations.

Venue

1. **Increase capacity** of venue location by finding a larger space with equipment access/capability and also holding the STT workshop more conveniently in a mid-island location for fishers in St. John.

Communication and Outreach

2. **Improve existing outreach engagement plan** by announcing annual workshop and any changes (e.g., banners, press releases, and "workshop in progress" signs on doors) with formal commitment by partners to assist with plan implementation, as well as adding a social media aspect to the outreach engagement plan (e.g., Facebook posts on partner sites and websites, emails, text messages, and Radio public service announcements).

Coordination and Personnel

3. **Improve workshop process** by allowing a 15-30 minute transition time in between workshops, evaluating the scheduling order of outreach speakers on the agenda, and moving late fishers to the following workshop to avoid disruption.

4. **Engage and educate personnel on fishers** by assigning staff (e.g., Enforcement, agency leadership) to be present at workshops to answer questions and by participating in conflict resolution training prior to the workshops to increase capacity to deal with outspoken/controversial fishers.

5. **Develop a human resources plan** to help solve a potential lack of capacity and staff transitions/turnovers where new employees would need to be oriented on fisher registrations (e.g., training programs) with the involvement of the NOAA CRCP Fisheries Liaison.

Spanish Translation

6. **Strengthen fisher level of understanding** by providing Spanish translations for all materials, presentations, and facilitating an entire Spanish-language workshop session.

Presentations

7. **Expand presentations to be more interactive and include important workshop topics** that fishers would like to learn about, including fish ecology/sustainable fisheries 101, corals/reefs, and an enforcement panel including both local and Federal enforcement agencies.

Fisher Registration

Below are recommendations to improve the fisher registration process and to implement sustainable methods which can help support fisher compliance with rules and regulations.

8. **Streamline fisher registration process** by performing work ahead of time on the phone (e.g., confirming name, address, number of helpers), setting up registration portion outside of the workshop room, and making registration information available to fishers earlier.

9. **Improve fisher compliance** by implementing consistent licensing methods and tools on both islands, including placement of drop boxes in key locations, digital monitoring to timestamp and

print receipts at catch report drop box sites and approving licensing through the same agencies on islands (e.g., making Department of Agriculture licensing requirements consistent).

Evaluation Tool

Below are recommendations to improve the effectiveness of the evaluation tool and for potential changes to collection of information, reporting, and questions to ask. See also the following section, "*Future Considerations*," for more suggestions on future evaluation questions.

10. **Improve the workshop evaluation** by shortening and simplifying the survey (e.g., yes/no or improve/no change/unsure questions, straightforward themes and instructions, and brief tables), piloting the survey with other fishers before the workshop and adapting revisions, having staff available to help fishers fill out the survey, and reporting results of the evaluation to fishers the following year.

Future Considerations

Below are suggestions for improving evaluation of future workshops and assessing workshop options that may contribute to improved fisher compliance. These suggestions highlight web-based evaluation tools, potential future survey questions, and other options for building tools for evaluation of effectiveness based on the long-term objectives.

Web-based Evaluation Tools

Blue Earth conducted a rapid assessment on potential survey evaluation platforms and presented the assessment during a MOES-VI IFCACP Steering Committee Meeting in February 2015. We analyzed each evaluation platform based on the following features: organizing, collecting, exporting, analyzing, reporting, tablet application capability, and pricing. The full rapid assessment can be found in Appendix G. Below, we recommend three potential survey evaluation platforms based on the features listed above to be considered for future evaluations (Table 3). Since KoBo Toolbox offers an offline option and can be operated via a mobile application (a capability the Steering Committee expressed interest in for future evaluations), Blue Earth developed an informational one-pager overview on KoBo Toolbox, which includes quick-start instructions on how to create a survey within the platform (Appendix M).

Table 3. Recommended Potential Survey Evaluation Platforms

Platform	Pros	Cons
KoBo Toolbox	• Free • Offline option • Operates through web or mobile application • Different data collection apps within platform (e.g., Kobo Map) • Can be encrypted to protect sensitive data	• Basic reporting, most analysis must be done in other tools • Potential implementation issues with XML • Higher reliance on KoBo staff for support
Microsoft Excel/ Excel Online	• More analytical tools (e.g., analysis toolpak and functions built in)	• Excel Online surveys require internet

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	• Calculation of data (perform what-if analysis) • Better charting engine and SmartArt graphics than Access	• Limited relational database capability (primary key fields, control of data types, ability to use multiple tables) • Easy to make mistakes while manipulating data
Google Documents/ **Google Forms**	• Free • No restrictions on number of surveys, questions and responses • Completely mobile • Analysis collected in Google Sheets, real-time response information and charts	• Lack of wizard-driven survey creation and templates • Internet required • Currently cannot prevent people from taking the survey more than once

Potential Questions for Future Surveys

Below are suggested potential questions for future surveys that build on the long-term objectives (behavior and results). Please note that to fully assess the behavior evaluation goals, learning objectives, and questions, some of the same 2015 evaluation questions should be assessed again in 2016 to further link and build off the 2015 baseline information. See Appendices B and D for the 2015 Survey Tools.

Level 3: Behavior (Evaluate change in attitude and behavior based on the training received)

On a scale of 1 of 5, please **RATE** how useful this workshop will be in helping you follow catch reporting requirements.

Not Useful/Helpful	A Little Useful/Helpful	Somewhat Useful/ Helpful	Useful/ Helpful	Very Useful/Helpful
1	2	3	4	5

Below are statements regarding your attitude towards compliance after participating in this workshop. Please read each statement and indicate to what extent you agree or disagree. **Please circle Agree, No Opinion,** or **Disagree** below.

Statement	Disagree	No Opinion	Agree
I plan on sending in catch reports on time after attending this workshop.	Disagree	No Opinion	Agree
I understand how to follow fishing regulations after attending this workshop.	Disagree	No Opinion	Agree
I am MORE likely to communicate with management and enforcement agencies/organizations after this workshop.	Disagree	No Opinion	Agree
I feel an electronic reporting system would help me follow reporting requirements.	Disagree	No Opinion	Agree
I feel my communications with management and enforcement agencies/organizations have increased in the past year.	Disagree	No Opinion	Agree

I feel like my actions to follow fishing regulations have improved in the past year.	Disagree	No Opinion	Agree

Level 4: Results (Evaluate effectiveness of the training and achievement of outcomes)

Please indicate whether your participation in the workshop improved your compliance with the following topics in the past year. **Please circle Improved, No Change,** or **Unsure** below.

Actions	Improved	No Change	Unsure
Accuracy and Completeness of Catch Reporting Documents	Improved	No Change	Unsure
Compliance with Catch Limits	Improved	No Change	Unsure
Compliance with Endangered Species Act Regulations	Improved	No Change	Unsure
Compliance with Existing Regulations	Improved	No Change	Unsure
Compliance with US Coast Guard Mandatory Fisheries Inspections Requirements	Improved	No Change	Unsure
Submission of Catch Reports Monthly	Improved	No Change	Unsure

On a scale of 1 to 5, please **RATE** how effective the workshop was in helping you accurately complete required fishing forms.

Not Effective	A Little Effective	Somewhat Effective	Effective	Effective
1	2	3	4	5

Other Options for Evaluation of Effectiveness
Building on the long-term objectives (behavior and results) and partner feedback collected during the workshops, we highlight potential options for evaluating effectiveness of future workshops to improve fisher compliance.

• Interview fishers one-on-one to assess in-depth actions, barriers, and constraints to compliance.
• Develop consistent and uniform reporting system for all of USVI to ensure transparent and straight-forward processes.
• Monitor fisher compliance regularly (e.g., catch report submissions) and create baseline information system to be able to analyze changes in compliance over time.
• Build a sense of community between enforcement agents and fishers to promote compliance and carry out steady communication to sustain cooperation.
• Promote and consistently enforce the compliance program through incentives and disciplinary actions.
• Incorporate other data into evaluation process to strengthen and build effectiveness.

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Closing

This report documents findings and results from the 2015 workshop evaluation. The most pressing next steps are to continue monitoring and evaluating effectiveness of future workshops to build on the baseline information collected and synthesized in this evaluation report. Uptake of suggested recommendations from this evaluation to improve future workshops, as well as incorporation of other data sources, can play a role in increasing capacity and improving fisher compliance success. Additional assessment and strategic thinking may be needed to determine the best approach for implementation of the suggested recommendations.

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Appendices

Appendix A. 2015 Steering Committee Members

Name	Organization
Lia Hibbert	NOAA National Marine Fisheries Service
Lisamarie Carrubba	NOAA National Marine Fisheries Service
Roy Pemberton	USVI Department of Planning and Natural Resources – Division of Fish and Wildlife
Mekisha George	USVI Department of Planning and Natural Resources – Division of Fish and Wildlife
Thomas Dolan	USVI Department of Planning and Natural Resources - Division of Fish and Wildlife
Juan Cruz	USVI Department of Planning and Natural Resources - Division of Fish and Wildlife
Howard Forbes	USVI Department of Planning and Natural Resources – Division of Environmental Enforcement
Jessica Magras-Parris	USVI Department of Planning and Natural Resources – Division of Environmental Enforcement
Carlos Farchette	Caribbean Fisheries Management Council
Leslie Henderson	USVI Department of Planning and Natural Resources - Coastal Zone Management
Edward Schuster, Sr.	St. Croix Commercial Fishermen's Association
Julian Magras	St. Thomas Fishermen's Association

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Appendix B. St. Croix 2015 Survey Tool

Contact Information (optional)

Name: _____ Phone: _____ Email: _____

Thank you for your participation in today's workshop. Your feedback is invaluable, could you please fill out this brief survey so that we may improve this workshop as well as future workshops held in St. Croix. We look forward to reading your feedback and improving our workshops accordingly.

RANKING/BUBBLE IN/CIRCLE RESPONSE QUESTIONS:

1. How did you learn about today's registration workshop? Fill in the bubble for **ALL** sources of information on the workshop.

Source of Information	Fill Bubble for All Sources of Information
Resource Management Officers/Staff Phone Call	○
Other Fishers	○
Newspaper	○
Email	○
Agency Websites	○
Social Media	○
Text Message	○
Television/Radio	○
Other (Please fill in)	

2. On a scale of 1 to 5, please **RANK** the effectiveness of the workshop appointment process.

Topic	Ranking				
	Not Effective	**A Little Effective**	**Somewhat Effective**	**Effective**	**Very Effective**
Workshop Appointment Scheduling Process and Availability of Appointments	1	2	3	4	5

    If possible, please explain your rankings briefly (in 1-2 sentences):

3. On a scale of 1 to 5, please **RATE** how useful/helpful you found the overall content and information shared in today's workshop.

Not Useful/Helpful	A Little Useful/Helpful	Somewhat Useful/ Helpful	Useful/ Helpful	Very Useful/Helpful
1	2	3	4	5

    If possible, please explain your ranking briefly (in 1-2 sentences):

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4. On a scale of 1 to 5, please **RANK** the effectiveness of your workshop experience for each of the workshop elements described below:

Topic	Ranking				
	Not Effective	A Little Effective	Somewhat Effective	Effective	Very Effective
Instructors/Speakers	1	2	3	4	5
Venue/Location	1	2	3	4	5
Relevance of Workshop Topics to You	1	2	3	4	5
Time Spent on Workshop (Do Not Include Registration for License/Permit Times)	1	2	3	4	5
Quality of Workshop	1	2	3	4	5

If possible, please explain your rankings briefly (in 1-2 sentences):

5. On a scale of 1 to 5, please **RATE** your understanding before and after today's workshop for each of the topics listed below. (1 No Understanding; 2 Limited Understanding, 3 Moderate Understanding; 4 Strong Understanding, 5 Expert Understanding)

Topic	Before Workshop	After Workshop
Annual Catch Limits	1 2 3 4 5	1 2 3 4 5
Catch Reporting Requirements	1 2 3 4 5	1 2 3 4 5
How to Accurately Report Catch Using CCR Forms	1 2 3 4 5	1 2 3 4 5
Existing Fishing Regulations	1 2 3 4 5	1 2 3 4 5
Endangered Species Act	1 2 3 4 5	1 2 3 4 5
US Coast Guard Mandatory Fisheries Inspection Process	1 2 3 4 5	1 2 3 4 5

If possible, please explain your rankings briefly (in 1-2 sentences):

6. Please indicate which statement best describes what leads to increased fish/improved fisheries in the future? Choose **ONE** answer by filling in the bubble at left.

Statement	
◯	**Only Improved Management (e.g. research, education)**
◯	**Only Improved Enforcement (e.g. education on compliance, surveillance, violation fines)**
◯	**Both Management and Enforcement of Fishery Resources**

7. Please indicate whether today's workshop improved your understanding of and ability to comply with the following topics. **Please circle Improved, No Change, or Unsure below.**

Actions	Improved	No Change	Unsure
Accuracy and Completeness of Catch Reporting Documents	Improved	No Change	Unsure
Compliance with Catch Limits	Improved	No Change	Unsure

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Compliance with Endangered Species Act Regulations	**Improved**	**No Change**	**Unsure**
Compliance with Existing Regulations	**Improved**	**No Change**	**Unsure**
Compliance with US Coast Guard Mandatory Fisheries Inspections Requirements	**Improved**	**No Change**	**Unsure**

8. In addition to this annual workshop, what other sources provide you with information on management and enforcement topics? **Please circle Yes, No, or Not Applicable (N/A) below. In addition, please rank your preference 1-8** (1 indicated most preferred and 8 meaning least preferred) method of communication by writing your rank in the far right column.

Source of Information	Yes	No	Not Applicable	Rank Preferred Method of Communication
Resource Management Officers/Staff	**Yes**	**No**	**N/A**	
Other Fishers	**Yes**	**No**	**N/A**	
Newspaper	**Yes**	**No**	**N/A**	
Email	**Yes**	**No**	**N/A**	
Agency Websites	**Yes**	**No**	**N/A**	
Social Media	**Yes**	**No**	**N/A**	
Text Message	**Yes**	**No**	**N/A**	
Television/Radio	**Yes**	**No**	**N/A**	
Other (Please fill in)				

9. What did you like most about today's workshop? Please circle your **TOP THREE** components

Venue	**Instructors**	**Refreshments**
Topics Addressed	**Staff Relations**	**Handouts**
Advice Received	**Presentations**	
Permit Registration	**Demonstration/Activity**	

10. On a scale of 1-5, could you **RANK** the effectiveness of your general experience with the following management and enforcement agencies/organizations on a continuous basis?

Agencies/Organizations	Ranking					
	Not Effective	A Little Effective	Somewhat Effective	Effective	Very Effective	Unsure
Caribbean Fishery Management Council	1	2	3	4	5	Unsure
Department of Planning and Natural Resources (DPNR) Coastal Zone Management	1	2	3	4	5	Unsure

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Agencies/Organizations	Ranking					
	Not Effective	A Little Effective	Somewhat Effective	Effective	Very Effective	Unsure
DPNR Division of Environmental Enforcement	1	2	3	4	5	Unsure
DPNR Division of Fish and Wildlife	1	2	3	4	5	Unsure
DPNR St. Croix East End Marine Park Office	1	2	3	4	5	Unsure
National Park Service	1	2	3	4	5	Unsure
NOAA Coral Reef Conservation Program	1	2	3	4	5	Unsure
NOAA Fisheries Protected Resources Division	1	2	3	4	5	Unsure
NOAA Fisheries (NMFS) Southeast Fisheries Science Center	1	2	3	4	5	Unsure
NMFS Highly Migratory Species	1	2	3	4	5	Unsure
NOAA Sustainable Fisheries Division	1	2	3	4	5	Unsure
The Nature Conservancy	1	2	3	4	5	Unsure
US Coast Guard	1	2	3	4	5	Unsure

If possible, please explain your rankings briefly (in 1-2 sentences):

SHORT RESPONSE QUESTIONS (Oral or Written):

11. In what ways could we improve this workshop in the future? Please explain briefly in 2-3 sentences.

12. In what ways would you change the workshops and the workshop appointment process? Please explain briefly in 2-3 sentences:

13. Is there anything in particular from today's presentation that you would like us to provide additional follow up information on and/or is there a topic you would like us to cover in future workshops?

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Appendix C. St. Croix 2015 Survey Tool (in Spanish)
Información de contacto (opcional)

Nombre: _____Teléfono: _____ Correo electrónico: _____

Gracias por su participación en el taller del día de hoy**.** Su opinión es muy valiosa. ¿Podría usted completar esta breve encuesta para permitirnos mejorar este taller, así como futuros talleres que se llevaran a cabo en Santa Cruz? Esperamos poder utilizar sus comentarios para mejorar nuestros talleres.

RELLENE LA BURBUJA/CLASIFIQUE/CIRCULE LA RESPUESTA:

1. ¿Cómo se enteró del taller de registración del día de hoy? Rellene la burbuja para **TODAS** las fuentes de información sobre el taller.

Fuente de Información	Rellene la burbuja para **TODAS** las fuentes de información
Oficiales de Manejo de Recursos/Llamada Telefónica del Personal	◯
Otros Pescadores	◯
Periódico	◯
Correo Electrónico	◯
Páginas de Internet de las Agencias	◯
Redes Sociales	◯
Mensaje de Texto	◯
Televisión/Radio	◯
Otro (por favor explicar)	

2. En una escala del 1 al 5, por favor **CLASIFIQUE** la eficiencia del proceso de citas del taller.

Tema	Clasificación				
	No Efectivo	**Poco Efectivo**	**Algo Efectivo**	**Efectivo**	**Muy Efectivo**
Proceso de programación de citas para el taller y disponibilidad de citas	1	2	3	4	5

   Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):

3. En una escala del 1 al 5, por favor, **EVALÚE** que tan útil/práctico encontró el contenido general y la información compartida del taller del día de hoy.

No Útil/Práctico	Un Poco Útil/Práctico	Algo Útil/Práctico	Útil/Práctico	Muy Útil/Práctico
1	2	3	4	5

4. Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):En una escala del 1 al 5, por favor **CLASIFIQUE** la efectividad de su experiencia en el taller para cada uno de los elementos descritos a continuación:

Tema	Clasificación				
	No Efectivo	Un Poco Efectivo	Algo Efectivo	Efectivo	Muy Efectivo
Instructores/Oradores	1	2	3	4	5
Lugar/Ubicación	1	2	3	4	5
Relevancia de los temas del taller para usted	1	2	3	4	5
Tiempo dedicado al Taller (No incluya el tiempo dedicado a la registración de licencia/permiso)	1	2	3	4	5
Calidad del Taller	1	2	3	4	5

Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):

5. En una escala del 1 al 5, por favor **EVALUÉ** su nivel de entendimiento antes y después del taller de hoy para cada uno de los temas listados a continuación. (1 No entendió, 2 Entendimiento Limitado, 3 Entendimiento Moderado, 4 Entendimiento Fuerte, 5 Entendimiento Experto)

Tema	Antes del Taller	Después del Taller
Límites de Captura Anual	1 2 3 4 5	1 2 3 4 5
Requisitos para Reportar lo Capturado	1 2 3 4 5	1 2 3 4 5
Como Reportar de Forma Precisa la Captura Utilizando los Formularios (CCR por sus siglas en inglés)	1 2 3 4 5	1 2 3 4 5
Reglamentos Existentes para la Pesca	1 2 3 4 5	1 2 3 4 5
Ley de Especies en Peligro de Extinción	1 2 3 4 5	1 2 3 4 5
Proceso de Inspección Obligatorio de la Guardia Costanera de los EE.UU.	1 2 3 4 5	1 2 3 4 5

Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):

6. Por favor indique que declaración mejor describe lo que conduciría a un aumento/mejoramiento de la pesca en el futuro. Escoja **UNA** contestación rellenando la burbuja a la izquierda.

Declaración	
○	**Soló con un mejor manejo (ej. investigación, educación)**
○	**Soló con una mejor aplicación de la ley (ej. educación sobre el cumplimiento del reglamento, vigilancia, multas por violación)**
○	**Mejorar ambos; tanto el manejo como la aplicación de la ley de los Recursos Pesqueros**

7. Por favor indique si el taller del día de hoy ha mejorado su conocimiento y capacidad para cumplir con los siguientes temas. A continuación por favor circule **Mejorado, Ningún Cambio** o **No Está Seguro**.

Acciones	Mejorado	Ningún Cambio	No está seguro
Exactitud e integridad de informes de los documentos de reporte de captura	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los límites de captura	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los Reglamentos de la Ley de Especies en Peligro de Extinción	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los Reglamentos Existentes	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los Requisitos de Inspección Obligatoria de la Guardia Costanera de los EE.UU.	**Mejorado**	**Ningún Cambio**	**No Está Seguro**

8. Además de este taller anual, que otros recursos le provee información sobre los temas de manejo y aplicación de los reglamentos existentes? A continuación por favor circule **Si, No** o **No Aplica (N/A). Además, por favor evalué el método de comunicación que usted prefiere del 1-8 (1 indicando el más preferido y el 8 indicando el menos preferido). Escriba su evaluación en la última columna a la derecha.**

Recurso de Información	Sí	No	No Aplica	Clasifique el Método de Comunicación Preferido
Oficiales/Empleados de Manejo de Recursos	**Sí**	**No**	**N/A**	
Otros Pescadores	**Sí**	**No**	**N/A**	
Periódico	**Sí**	**No**	**N/A**	
Correo Electrónico	**Sí**	**No**	**N/A**	
Páginas de Internet de las Agencias	**Sí**	**No**	**N/A**	
Redes Sociales	**Sí**	**No**	**N/A**	
Mensajes de Texto	**Sí**	**No**	**N/A**	
Televisión/Radio	**Sí**	**No**	**N/A**	
Otros (Por favor explique)				

9. ¿Qué fue lo más que le agrado del taller de hoy? Por favor circule **SUS MEJORES TRES** componentes principales

Lugar

Temas Abordados

Asesoramiento Recibido

Registración de Permiso

Instructores

Relaciones con el personal

Presentaciones

Demostración/Actividad

Refrigerios

Literatura, Folletos

10. En una escala de 1-5, ¿puede usted **CLASIFICAR** la efectividad de su experiencia en general con las siguientes agencias/organizaciones de manejo y orden público de forma continua?

Agencias/Organizaciones	Clasificación					
	No Efectivo	Un Poco Efectivo	Algo Efectivo	Efectivo	Muy Efectivo	No Está Seguro
Consejo de Administración Pesquera del Caribe (CFMC por sus siglas en inglés)	1	2	3	4	5	No Está Seguro
Departamento de Planificación y Recursos Naturales (DPNR por sus siglas en inglés) Manejo de la Zona Costanera	1	2	3	4	5	No Está Seguro
DPNR División del Cumplimiento con la Reglamentación Ambiental	1	2	3	4	5	No Está Seguro
DPNR División de Pesca y Vida Silvestre	1	2	3	4	5	No Está Seguro
DPNR Oficina del East End Marine Park en Santa Cruz	1	2	3	4	5	No Está Seguro
Servicio Nacional de Parques	1	2	3	4	5	No Está Seguro
Programa de Conservación de Arrecifes de Corales de la NOAA	1	2	3	4	5	No Está Seguro
División de Recursos Protegidos del Servicio Nacional de Pesquerías Marinas de la NOAA (NMFS por sus siglas en inglés)	1	2	3	4	5	No Está Seguro
NMFS Centro de Ciencias Pesqueras del Sureste	1	2	3	4	5	No Está Seguro
División de Especies Altamente Migratorias de NMFS	1	2	3	4	5	No Está Seguro
División de Pesquerías Sustentables de NMFS	1	2	3	4	5	No Está Seguro
The Nature Conservancy	1	2	3	4	5	No Está Seguro
Guardia Costanera de los EE.UU.	1	2	3	4	5	No Está Seguro

Si es posible, por favor explique sus clasificaciones brevemente (en 1-2 oraciones):

Preguntas de Respuesta Cortas (Oral es o Escritas)

11. ¿De qué manera podemos mejorar futuros talleres? Por favor explique brevemente en 2-3 oraciones.

12. ¿De qué manera usted cambiaria los talleres y el proceso de citas del mismo? Por favor explique brevemente en 2-3 oraciones.

13. ¿Hay algo en particular sobre las presentaciones de hoy que le interesaría que le proveamos información adicional y/o hay algún tema que a usted le interesaría que cubramos en futuros talleres?

Appendix D. St. Thomas 2015 Survey Tool

Contact Information (optional)

Name: _____ Phone: _____ Email: _____

Thank you for your participation in today's workshop. Your feedback is invaluable, could you please fill out this brief survey so that we may improve this workshop as well as future workshops held in St. Thomas. We look forward to reading your feedback and improving our workshops accordingly.

RANKING/BUBBLE IN/CIRCLE RESPONSE QUESTIONS:

14. How did you learn about today's registration workshop? Fill in the bubble for **ALL** sources of information on the workshop.

Source of Information	Fill Bubble for All Sources of Information
Resource Management Officers/Staff Phone Call	◯
Other Fishers	◯
Newspaper	◯
Email	◯
Agency Websites	◯
Social Media	◯
Text Message	◯
Television/Radio	◯
Other (Please fill in)	

15. On a scale of 1 to 5, please **RANK** the effectiveness of the workshop appointment process.

Topic	Ranking				
	Not Effective	**A Little Effective**	**Somewhat Effective**	**Effective**	**Very Effective**
Workshop Appointment Scheduling Process and Availability of Appointments	1	2	3	4	5

    If possible, please explain your rankings briefly (in 1-2 sentences):

16. On a scale of 1 to 5, please **RATE** how useful/helpful you found the overall content and information shared in today's workshop.

Not Useful/Helpful	A Little Useful/Helpful	Somewhat Useful/ Helpful	Useful/ Helpful	Very Useful/Helpful
1	2	3	4	5

    If possible, please explain your ranking briefly (in 1-2 sentences):

17. On a scale of 1 to 5, please **RANK** the effectiveness of your workshop experience for each of the workshop elements described below:

Topic	Ranking				
	Not Effective	A Little Effective	Somewhat Effective	Effective	Very Effective
Instructors/Speakers	1	2	3	4	5
Venue/Location	1	2	3	4	5
Relevance of Workshop Topics to You	1	2	3	4	5
Time Spent on Workshop (Do Not Include Registration for License/Permit Times)	1	2	3	4	5
Quality of Workshop	1	2	3	4	5

If possible, please explain your rankings briefly (in 1-2 sentences):

18. On a scale of 1 to 5, please **RATE** your understanding before and after today's workshop for each of the topics listed below. (1 No Understanding; 2 Limited Understanding, 3 Moderate Understanding; 4 Strong Understanding, 5 Expert Understanding)

Topic	Before Workshop	After Workshop
Annual Catch Limits	1 2 3 4 5	1 2 3 4 5
Catch Reporting Requirements	1 2 3 4 5	1 2 3 4 5
How to Accurately Report Catch Using CCR Forms	1 2 3 4 5	1 2 3 4 5
Existing Fishing Regulations	1 2 3 4 5	1 2 3 4 5
Endangered Species Act	1 2 3 4 5	1 2 3 4 5
US Coast Guard Mandatory Fisheries Inspection Process	1 2 3 4 5	1 2 3 4 5

If possible, please explain your rankings briefly (in 1-2 sentences):

19. Please indicate which statement best describes what leads to increased fish/improved fisheries in the future? Choose **ONE** answer by filling in the bubble at left.

	Statement
◯	**Only Improved Management (e.g. research, education)**
◯	**Only Improved Enforcement (e.g. education on compliance, surveillance, violation fines)**
◯	**Both Management and Enforcement of Fishery Resources**

20. Please indicate whether today's workshop improved your understanding of and ability to comply with the following topics. **Please circle Improved, No Change, or Unsure below.**

Actions	Improved	No Change	Unsure
Accuracy and Completeness of Catch Reporting Documents	Improved	No Change	Unsure

Compliance with Catch Limits	Improved	No Change	Unsure
Compliance with Endangered Species Act Regulations	Improved	No Change	Unsure
Compliance with Existing Regulations	Improved	No Change	Unsure
Compliance with US Coast Guard Mandatory Fisheries Inspections Requirements	Improved	No Change	Unsure

21. In addition to this annual workshop, what other sources provide you with information on management and enforcement topics? **Please circle Yes, No, or Not Applicable (N/A) below. In addition, please rank your preference 1-8** (1 indicated most preferred and 8 meaning least preferred) method of communication by writing your rank in the far right column.

Source of Information	Yes	No	Not Applicable	Rank Preferred Method of Communication
Resource Management Officers/Staff	Yes	No	N/A	
Other Fishers	Yes	No	N/A	
Newspaper	Yes	No	N/A	
Email	Yes	No	N/A	
Agency Websites	Yes	No	N/A	
Social Media	Yes	No	N/A	
Text Message	Yes	No	N/A	
Television/Radio	Yes	No	N/A	
Other (Please fill in)				

22. What did you like most about today's workshop? Please circle your **TOP THREE** component

Venue	Instructors	Refreshments
Topics Addressed	Staff Relations	Handouts
Advice Received	Presentations	
Permit Registration	Demonstration/Activity	

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23. On a scale of 1-5, could you **RANK** the effectiveness of your general experience with the following management and enforcement agencies/organizations on a continuous basis?

Agencies/Organizations	Ranking					
	Not Effective	A Little Effective	Somewhat Effective	Effective	Very Effective	Unsure
Caribbean Fishery Management Council	1	2	3	4	5	Unsure
Department of Planning and Natural Resources (DPNR) Coastal Zone Management	1	2	3	4	5	Unsure
DPNR Division of Environmental Enforcement	1	2	3	4	5	Unsure
DPNR Division of Fish and Wildlife	1	2	3	4	5	Unsure
National Park Service	1	2	3	4	5	Unsure
NOAA Coral Reef Conservation Program	1	2	3	4	5	Unsure
NOAA Fisheries Protected Resources Division	1	2	3	4	5	Unsure
NOAA Fisheries (NMFS) Southeast Fisheries Science Center	1	2	3	4	5	Unsure
NMFS Highly Migratory Species	1	2	3	4	5	Unsure
NOAA Sustainable Fisheries Division	1	2	3	4	5	Unsure
The Nature Conservancy	1	2	3	4	5	Unsure
US Coast Guard	1	2	3	4	5	Unsure

If possible, please explain your rankings briefly (in 1-2 sentences):

SHORT RESPONSE QUESTIONS (Oral or Written):

24. In what ways could we improve this workshop in the future? Please explain briefly in 2-3 sentences.

25. In what ways would you change the workshops and the workshop appointment process? Please explain briefly in 2-3 sentences:

26. Is there anything in particular from today's presentation that you would like us to provide additional follow up information on and/or is there a topic you would like us to cover in future workshops?

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Appendix E. St. Thomas 2015 Survey Tool (in Spanish)
Información de contacto (opcional)

Nombre: _____ Teléfono: _____ Correo electrónico: _____

Gracias por su participación en el taller del día de hoy**.** Su opinión es muy valiosa. ¿Podría usted completar esta breve encuesta para permitirnos mejorar este taller, así como futuros talleres que se llevaran a cabo en St. Thomas? Esperamos poder utilizar sus comentarios para mejorar nuestros talleres.

RELLENE LA BURBUJA/CLASIFIQUE/CIRCULE LA RESPUESTA:

1. ¿Cómo se enteró del taller de registración del día de hoy? Rellene la burbuja para **TODAS** las fuentes de información sobre el taller.

Fuente de Información	Rellene la burbuja para **TODAS** las fuentes de información
Oficiales de Manejo de Recursos/Llamada Telefónica del Personal	◯
Otros Pescadores	◯
Periódico	◯
Correo Electrónico	◯
Páginas de Internet de las Agencias	◯
Redes Sociales	◯
Mensaje de Texto	◯
Televisión/Radio	◯
Otro (por favor explique)	

2. En una escala del 1 al 5, por favor **CLASIFIQUE** la eficiencia del proceso de citas del taller.

Tema	Clasificación				
	No Efectivo	Poco Efectivo	Algo Efectivo	Efectivo	Muy Efectivo
Proceso de programación de citas para el taller y disponibilidad de citas	1	2	3	4	5

Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):

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3. En una escala del 1 al 5, por favor, **EVALÚE** que tan útil/práctico encontró el contenido general y la información compartida del taller del día de hoy.

No Útil/Práctico	Un Poco Útil/Práctico	Algo Útil/Práctico	Útil/Práctico	Muy Útil/Práctico
1	2	3	4	5

Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):

4. En una escala del 1 al 5, por favor **CLASIFIQUE** la efectividad de su experiencia en el taller para cada uno de los elementos descritos a continuación:

Tema	Clasificación				
	No Efectivo	Un Poco Efectivo	Algo Efectivo	Efectivo	Muy Efectivo
Instructores/Oradores	1	2	3	4	5
Lugar/Ubicación	1	2	3	4	5
Relevancia de los temas del taller para usted	1	2	3	4	5
Tiempo dedicado al Taller (No incluya el tiempo dedicado a la registración de licencia/permiso)	1	2	3	4	5
Calidad del Taller	1	2	3	4	5

Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):

5. En una escala del 1 al 5, por favor **EVALUÉ** su nivel de entendimiento antes y después del taller de hoy para cada uno de los temas listados a continuación. (1 No entendió, 2 Entendimiento Limitado, 3 Entendimiento Moderado, 4 Entendimiento Fuerte, 5 Entendimiento Experto)

Tema	Antes del Taller	Después del Taller
Límites de Captura Anual	1 2 3 4 5	1 2 3 4 5
Requisitos para Reportar lo Capturado	1 2 3 4 5	1 2 3 4 5
Como Reportar de Forma Precisa la Captura Utilizando los Formularios CCR	1 2 3 4 5	1 2 3 4 5
Reglamentos Existentes para la Pesca	1 2 3 4 5	1 2 3 4 5
Ley de Especies en Peligro de Extinción	1 2 3 4 5	1 2 3 4 5
Proceso de Inspección Obligatorio de la Guardia Costanera de los EE.UU.	1 2 3 4 5	1 2 3 4 5

Si es posible, por favor explique su clasificación brevemente (en 1-2 oraciones):

6. Por favor indique que declaración mejor describe lo que conduciría a un aumento/mejoramiento de la pesca en el futuro. Escoja **UNA** contestación rellenando la burbuja a la izquierda.

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Declaración	
◯	**Soló con un mejor manejo (ej. investigación, educación)**
◯	**Soló con una mejor aplicación de la ley (ej. educación sobre el cumplimiento del reglamento, vigilancia, multas por violación)**
◯	**Mejorar ambos; tanto el manejo como la aplicación de la ley de los Recursos Pesqueros**

7. Por favor indique si el taller del día de hoy ha mejorado su conocimiento y capacidad para cumplir con los siguientes temas. A continuación por favor circule **Mejorado, Ningún Cambio** o **No Está Seguro**.

Acciones	Mejorado	Ningún Cambio	No está seguro
Exactitud e integridad de informes de los documentos de reporte de captura	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los límites de captura	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los Reglamentos de la Ley de Especies en Peligro de Extinción	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los Reglamentos Existentes	**Mejorado**	**Ningún Cambio**	**No Está Seguro**
Cumplimiento con los Requisitos de Inspección Obligatoria de la Guardia Costanera de los EE.UU.	**Mejorado**	**Ningún Cambio**	**No Está Seguro**

8. Además de este taller anual, que otros recursos le provee información sobre los temas de manejo y aplicación de los reglamentos existentes? A continuación por favor circule **Si, No** o **No Aplica (N/A)**. **Además, por favor evalué el método de comunicación que usted prefiere del 1-8 (1 indicando el más preferido y el 8 indicando el menos preferido). Escriba su evaluación en la última columna a la derecha.**

Recurso de Información	Sí	No	No Aplica	Clasifique el Método de Comunicación Preferido
Oficiales/Empleados de Manejo de Recursos	**Sí**	**No**	**N/A**	
Otros Pescadores	**Sí**	**No**	**N/A**	
Periódico	**Sí**	**No**	**N/A**	
Correo Electrónico	**Sí**	**No**	**N/A**	
Páginas de Internet de las Agencias	**Sí**	**No**	**N/A**	
Redes Sociales	**Sí**	**No**	**N/A**	
Mensajes de Texto	**Sí**	**No**	**N/A**	
Televisión/Radio	**Sí**	**No**	**N/A**	
Otros (Por favor explique)				

14. ¿Qué fue lo más que le agrado del taller de hoy? Por favor circule **SUS MEJORES TRES** componentes principales

Lugar	**Instructores**	**Demostración/Actividad**
Temas Abordados	**Relaciones con el personal**	**Refrigerios**
Asesoramiento Recibido		**Literatura, Folletos**
Registración de Permiso	**Presentaciones**	

9. En una escala de 1-5, ¿puede usted **CLASIFICAR** la efectividad de su experiencia en general con las siguientes agencias/organizaciones de manejo y orden público de forma continua?

Agencias/Organizaciones	Clasificación					
	No Efectivo	Un Poco Efectivo	Algo Efectivo	Efectivo	Muy Efectivo	No Está Seguro
Consejo de Administración Pesquera del Caribe (CFMC por sus siglas en Ingles)	1	2	3	4	5	No Está Seguro
Departamento de Planificación y Recursos Naturales (DPNR por sus siglas en Ingles) Manejo de Zona Costanera	1	2	3	4	5	No Está Seguro
DPNR División de Cumplimiento con la Reglamentación Ambiental	1	2	3	4	5	No Está Seguro
DPNR División de Pesca y Vida Silvestre	1	2	3	4	5	No Está Seguro
Servicio Nacional de Parques	1	2	3	4	5	No Está Seguro
Programa de Conservación de Arrecifes de Corales de la NOAA	1	2	3	4	5	No Está Seguro
División de Recursos Protegidos del Servicio Nacional de Pesquerías Marinas de la NOAA (NMFS por sus siglas en inglés)	1	2	3	4	5	No Está Seguro
NMFS Centro de Ciencias Pesqueras del Sureste	1	2	3	4	5	No Está Seguro
División de Especies Altamente Migratorias de NMFS	1	2	3	4	5	No Está Seguro
División de Pesquerías Sustentables de NMFS	1	2	3	4	5	No Está Seguro
The Nature Conservancy	1	2	3	4	5	No Está Seguro
Guardia Costanera de los EE.UU.	1	2	3	4	5	No Está Seguro

Si es posible, por favor explique sus clasificaciones brevemente (en 1-2 oraciones):

Preguntas de Respuesta Cortas (Oral es o Escritas)

10. ¿De qué manera podemos mejorar futuros talleres? Por favor explique brevemente en 2-3 oraciones.

11. ¿De qué manera usted cambiaria los talleres y el proceso de citas del mismo? Por favor explique brevemente en 2-3 oraciones.

12. ¿Hay algo en particular sobre la presentación de hoy que le interesaría que le proveamos información adicional y/o hay algún tema que a usted le interesaría que cubramos en futuro talleres?

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Appendix F. Consultant Observations Framework

MOES-VI Workshop and Fisher Registration Consultant Observations

Reaction: Each workshops' registration process and reaction to the learning environment;

Learning: Fishers' level of acquired knowledge and awareness of management and enforcement topics as will be determined by steering committee for 2015 workshop learning objectives;

Behavior: Potential change in participants' attitude and behavior because of participation in the workshop; and

Results: Each workshops' effectiveness in achieving goals, objectives, and outcomes.

St. Croix/ St. Thomas

Site		Workshop Day	1 2 3 4	Date	
Workshop Strengths					
Venue/Location/Refreshments					
Instructors/Speakers/Presentation					
Time Spent on Workshop (Not Including Registration for License/Permit Times)					
Fisher Experience (rotation and time between workshops, survey process)					

Partner Feedback
Other/Overarching
Workshop Challenges and Limitations
Venue/Location/Refreshments
Instructors/Speakers/Presentations

Time Spent on Workshop (Not Including Registration for License/Permit Times)
Fisher Experience (rotation and time between workshops, survey process)
Partner Feedback
Other/Overarching

Fisher Registration
Venue/Location/Refreshments
Fisher Experience (rotation and time for registration process)
Time Spent on License/Permit Registration
Partner Feedback
Strengths

Weaknesses

Opportunities for Improvement and Lessons Learned
Opportunities for Improvement
Lessons Learned

Appendix G. 2015 Rapid Assessment of Evaluation Platforms (Excel attachment)

The 2015 Rapid Assessment of Evaluation Platforms identifies potential platforms that could be used for future workshop evaluations. Please refer to the separate Excel file attachment.

Appendix H. Excel Analysis Tool Overview

The 2015 workshop evaluations were analyzed in Microsoft Excel. If future workshops continue to use Excel (instead of the other recommended evaluation platforms), below are simple steps[11] to follow using the 2015 evaluation analysis tool that can be applied for future workshops. The current Excel Analysis Tool is organized by the following tabs: (1) Overview, (2) MultiChoice, (3) Oral_Open_Ended, (4) Analysis_Sheet_Examples, and (5) Dropdown_Naming.

1. Save the file and rename to current year.
2. Refer to tab (1) Overview for more details on definitions and tab overviews.
3. Enter all multiple choice data from paper workshop evaluations on tab (2) MultiChoice.
4. Enter all open-ended responses from paper workshop evaluations on tab (3) Oral_Open_Ended. Note, the participant name and phone number will be automatically updated from what was entered on tab (2).
5. Data from tab (2) will be automatically analyzed to produce graphs on tab (4) Analysis_Sheet_Examples. Note, if another type of graph is desired (e.g., pie graph versus bar graph):
   a. Click on the graph to be changed.
   b. Select "Design" under Chart Tools.
   c. Select "Change Chart Type"; Select chart type of choice.
6. Tab (5) lays out the dropdown naming choices on the multiple choice questions from tab (2). To change or revise the current multiple choice selections:
   a. Type in the revised/new multiple choices on the tab (5) to be referenced.
   b. Go to tab (2) and select the cells that will have the dropdown naming.
   c. After cells are selected, click on "Data", then "Data Validation".
   d. Click on "List" and select whether the choices are "list form" (e.g., Yes, No, N/A) or "number form" (e.g., 1, 2, 3).
   e. Click on "Source" which will bring you to the tab (5) and select the multiple choices listed for that question.

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[11] These instructions are also listed on the first tab of the Excel Analysis Tool file.

Appendix I. Blank Excel Analysis Tool with Instructions (Excel attachment)

The Blank Excel Analysis Tool with Instructions is a blank analysis template based off the 2015 analysis tool that is a "ready-to-go" file, where new workshop evaluation data can be entered. Please refer to the separate Excel file attachment.

Appendix J. St. Croix 2015 Excel Analysis Tool (Excel attachment)

The St. Croix 2015 Excel Analysis Tool contains data and analysis from the 2015 St. Croix workshops. Please refer to the separate Excel file attachment.

Appendix K. St. Thomas 2015 Excel Analysis Tool (Excel attachment)

The St. Thomas 2015 Excel Analysis Tool contains data and analysis from the 2015 St. Thomas workshops. Please refer to the separate Excel file attachment.

Appendix L. 2015 Evaluation Report Combined Figures (Excel attachment)

The 2015 Evaluation Report Combined contains the combined St. Croix and St. Thomas graphs used in this evaluation report. Please refer to the separate Excel file attachment.

Appendix M. KoBo Toolbox Overview

KoBo Toolbox is an integrated set of tools for building forms and collecting interview responses. Benefits of KoBo Toolbox include:

- Open-source: free to use and change, fully transparent
- Scalability: use multiple devices, aggregate results
- Remote administration: results can be synchronized automatically
- Robustness: works under difficult conditions, such as limited internet

Quick Start Overview

http://support.kobotoolbox.org/customer/portal/articles/1681498-quick-start-overview

1. Create account
2. Add form (create new or import form)
3. Develop survey questions
4. Save and exit form
5. Deploy form to finalize
6. Set project public: Forms **>** Project **>** [Project name] **>** Project settings **>** Share product publicly
7. Retrieve share link: Forms **>** Project **>** [Project name] **>** 'How to collect data on mobile device' **>** Retrieve the link under the QR barcode for public sharing
8. Enter data in browser: Forms **>** Project **>** [Project name] **>** Enter data in browser

Features
- Skip logic (ability to skip questions based on responses to previous questions), validation

- Basic question forms: single choice, multiple choice, open text, integer, decimal, date, time, date & time, GPS location, upload photo, record audio, record video, read a note, scan barcode, acknowledge, calculate value
- Add background documents to survey
- View data in tables
- Analyze frequencies, percentage of total respondents, mean (average), median, mode
- Download data in .xls, .csv, zip, .kml

Test Survey Link: https://m6q05.enketo.kobotoolbox.org/webform

**Note: More complex survey question formats are not a feature of KoBo Toolbox. For example, one survey question asking participants to rate 'before' and 'after' on a list of topics (A, B, C…) would not work. In order to do this, a 'before' question on Topic A would have to be a separate question from an 'after' question on Topic A, as well as a 'before' question on Topic B, etc.