| Advancing Scientific Understanding | Reduce causes of OAH |
| --- | --- |
| * Research on eel grass and benefits that it has on reduce $CO_2$ in water | * Working towards a statewide ban on plastic bags |
| * Research more drastic measures | * Statewide polices on Styrofoam |
| * Search for shellfish that are more resilient to OA or genetically modify other organisms to become more resilient | * Shellfish business leaders drive alternative energy opportunities |
| * Kelp forest research and planting | * Benefit selfish industry by mitigation existing OA |
| * Research what other plants can be used as blue carbon that do not create invasive species issues | * Reducing residue effects of OA by increasing beneficial behaviors |
| * Ocean plant endophytes can help mitigate green house gasses (i.e. kelp, sea grasses, eel grasses) | * Increase gas taxes and tax breaks for electric or low emission vehicles |
| * Research potential impacts from competing factors ($CO_2$ and other ocean chemistry measurements) | * Timber / pulp mills should buy into research and monitoring |
| * Incorporate dynamics of soil/sediment respiration in $CO_2$ emission modeling and research | * Simple carbon footprint reduction workshops |
| * Use organisms that can sequester carbon, then remove them from the marine environment | * Awards or tax credits to reducing carbon footprints a certain amount |

| Build Adaptation and Resiliency | Expand Public Support |
| --- | --- |
| * Work towards harvesting goals / yields that are based on science, not best economic yields | * Nature interpreters |
| * Marine reserves / no take zones state wide support | * Educate people / towns on the benefits of marine protected areas based on science reasoning |
| * Using sub regions to create their own action plans that will ten report to the higher committee | * Pacific oyster dye off used for public awareness |
| * Plant seagrasses | * Educated in schools. Starting at a younger level across the board, then building the understanding |
| * Create innovative programs to encourage diversification of coastal ecosystems | * Volunteer programs and outreach similar to the watershed council |
| * Transition fishing boats to touring boats | * Children programs |
| * Form collaborations of like minded stakeholders to further develop blue carbon programs | * Work with schools to produce outreach tools that let them model future impacts of OA |
| * Incorporate adaptation management systems not conservation efforts | * Involve kids in recovery efforts for abalone |
| | * Increase public awareness and reduce costs |
| | * In coastal regions, near marine protected areas, and all schools increase basic education on OA |
| | * Ocean OA alliance kids program |
| | *Educate people on what is happening in marine systems |
| | * Public awareness - puts a face to the problem like a terrestrial systems do with species like tigers or pandas |
| | * Need to learn about the oceans in schools more so then terrestrial systems |
| | * Begin to incorporate an education module in school systems early on based on ocean ecosystems - especially in Midwest states and inland regions |

**Build Support**

* Chose a "sister" country with similar views and issues to develop a combined solutions to reduce co2 on land and the ocean

* Gov. campaigns to encourage CF reduction

* Fund scientific research projects with a emotional connection to promote public awareness campaigns

* Work with the XPRIZE to develop an to promote OA modeling and mitigation

* Social media usage complaining

* Ocean Literacy

* Sister Oceans - competition to save oceans the most "Environmental Olympics"