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## Education in the Environment: A Strategy for Continued Interagency Outdoor Education Programming: Quarterly Progress Report: Period Ending February 28, 2011

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**QUARTERLY PROGRESS REPORT  
University of Nevada, Las Vegas  
Period Ending February 28, 2011**

**Cooperative Agreement Number H8R07060001  
Task Agreement Number J8R07070004**

**Education in the Environment:  
A Strategy for Continued Interagency Outdoor Education Programming**

**Executive Summary**

Highlights of the university's focused efforts during the past three months include the following:

- One Families in Nature events was held, benefitting approximately 25 people.
- Presentations were given about the Nevada Children's Outdoor Bill of Rights to senior staff at Clark County Parks and Recreation and to the Southern Nevada Regional Open Space and Trails working group.
- A total of 12 people completed all requirements and successfully graduated from the Nevada State Certification in Environmental Education and Interpretation program.
- Forever Earth was scheduled for 29 days and served 975 people.
- Discover Mojave Outdoor World events were conducted for 235 people.

**CONSERVATION EDUCATION AND INTERPRETATION**

The following progress has been made toward CE&I project objectives in this quarter:

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***Project 1 - Task 1. Assist CI teams in the implementation of at least three educational projects.***

- a. **Identify at least one project each year to focus on from the following areas of strategic importance to SNAP: litter prevention, responsible OHV recreation, wilderness, and/or restoration. Agency personnel, including SNAP CI teams, will assist in the identification of these educational projects, providing necessary information and guidance. Project identification will be completed by August 31 of each year.**

The project identified for this year is a graphic novel with an anti-litter/desert dumping theme.

- b. **SNAP Executive Director and PLI staff will work with SNAP Board of Directors to determine focus areas and context of delivery of messages for these focus areas.**

The SNAP Education Team has approved this project.

- c. **PLI staff, appropriate agency staff, and other experts will determine the best set of delivery systems for each area of strategic importance. Possible delivery systems include brochures, kiosks, multi-media products, billboards, electronic devices such as MP3 players etc.**

The delivery system identified is a graphic novel entitled “Trashed.”

- d. **Key user groups and best educational methodologies will be identified for each project, drawing upon the expertise of university faculty and staff. This will be completed by October 31 of each year.**

The topic of desert dumping is probably most appropriate for students in middle school and high school.

- e. **CE&I products and services for the focus project will be created and implemented by PI/Project Manager Allison Brody with assistance from the UNLV graduate student, Curriculum Development Personnel, Media Relations, and Web Communications. UNLV fiscal and clerical personnel will assist the PI/Project Manager with ordering, tracking, and documenting the purchase and delivery of required materials, supplies, and equipment. Agency personnel will assist in product development, review, and execution within their agency educational programs. Examples of possible projects include brochures, interpretive signs, web site content, multi-media products, curricula, and/or programs delivered by CE&I staff. Each project will be completed by May 31 of each year.**

The first draft of “Trashed” has been reviewed and approved by the SNAP Education and Anti-Litter teams. Comments have been incorporated into the final draft.

The graphic novel will be accompanied by education pages to provide more in-depth coverage of the issue of desert dumping and its effects on Mojave desert wildlife. High school students working with Heather Whitesides, a PLI staff member working with the SNAP Anti-Litter team, were unable to develop the education pages for this graphic novel. Project Manager Allison Brody, is working with graphic novel author Paula Garrett to develop this section.

The associated curricular materials for the graphic novel: “Gill, the Gila Monster Who Found a New Home” are being finalized, with six Teacher Kits being assembled. These were highlighted at a booth and presentation given at the Southern Nevada Math and Science Teachers Association annual conference, January 21-22, 2011. The Clark County School District Office of Curriculum and Professional Development have endorsed these kits and have agreed to house them and be responsible for distribution to teachers.

***1 – Task 2. Produce assessment proposals and reports for at least two CE&I products or services.***

- a. **Identify data collection protocols for assessment of CE&I projects in priority focus areas: litter prevention, responsible OHV recreation, wilderness, and/or restoration. This activity for the selected focus area will be completed by November 30, 2007 and November 30, 2010.**

No progress has been made this quarter.

- b. **Drawing upon the expertise of university faculty and staff, the PI/Project Manager will write assessment proposals to human-subject standards specified by UNLV’s Internal Review Board. These proposals will be completed by February 28, 2008 and February 2, 2011.**

No progress was made this quarter.

- c. **Assessment end results will be cooperatively determined with the PLI staff, SNAP Executive Director, SNAP Board and appropriate agency staff.**

No progress was made this quarter.

- d. **Collect and analyze data, using UNLV faculty and research assistants as needed. PI/Project Manager, with assistance from the UNLV graduate student and hourly personnel, will produce a written report by May 31, 2008 and May 31, 2011.**

No progress was made this quarter.

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***Project 1 – Task 3. Document number of people reached by CE&I programs and services of the four federal agencies and cooperating partners.***

This has been completed. A follow-up meeting originally scheduled for September 10, 2010 with Angelina Yost (USFWS), Janis Kadlec, Sky McClain, and Ellen Anderson was canceled by SNAP. An effort to reschedule this meeting for January 2011 was unsuccessful.

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***Project 1 – Task 4. Work with at least one private sector group to implement at least two educational projects.***

- a. **Identify two or more projects for delivering SNAP priority focus area messages to at least one private sector group. Examples of private sector groups interfacing with public lands include tour companies, concierge associations, and housing developers. Examples of projects that incorporate SNAP messages could be the development of a training program for a tour company or an interpretive plan for a trail system through a housing development. Agency personnel, including SNAP CI team members, will provide necessary information and guidance. SNAP Executive Director will work with PLI to develop concepts for private sector educational programs. At least one project will be identified by August 31, 2008, and an additional project will be identified by August 31, 2009.**

It has been recommended by SNAP that this deliverable be deleted.

- b. **CE&I products and services for the focus project will be created and implemented by PI/Project Manager, with assistance from the Curriculum Development Personnel, the UNLV graduate student, and Media Relations. UNLV fiscal and clerical personnel will assist the PI/Project Manager with ordering, tracking, and documenting the purchase and delivery of required materials, supplies, and equipment. Agency personnel will assist in project execution. Each project will be completed by May 31 of each year (2008 and 2010, respectively).**

It has been recommended by SNAP that this deliverable be deleted.

- c. **SNAP Executive Director will provide briefings to the SNAP Board of Directors on proposed private sector educational projects.**

It has been recommended that this deliverable be deleted.

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***Project 1 – Task 5. Work with the Hispanic community to implement at least two educational projects.***

- a. PLI staff, in coordination with the appropriate agency staff, will identify at least one project for delivering SNAP priority focus area messages to Hispanic community by convening one or more stakeholder meetings. Examples of potential projects include interpretive projects and educational programs delivered at community events. Project identification will be completed by January 31, 2009.**

One “Families in Nature” event was held this quarter, consisting of a field trip to the Red Rock Canyon National Conservation Area on February 26, 2011 (attended by approximately 25 people). An event planned for January 26, 2011, was cancelled by Camp Lee, a Clark County-run facility located in the Spring Mountains NRA. Camp Lee sustained significant damage during various weather systems in January.

- b. CE&I products and services for the focus project will be created and implemented by PI/Project Manager, with assistance from the Curriculum Development Personnel, the UNLV graduate student, and Media Relations. UNLV fiscal and clerical personnel will assist the PI/Project Manager with ordering, tracking, and documenting the purchase and delivery of required materials, supplies, and equipment. Agency personnel will assist in project execution.**

About 25 people attended the Families in Nature field trip this quarter. Activities included geocaching, geology yoga, and pastel art with a geology theme (planning documents listed on Grovesite). Although 50 people RSVP’ed for the trip, inclement weather (rain, wind, and snow) probably prevented several families from attending.

- c. PLI staff, in collaboration with agency staff, will identify additional potential projects or services suggested by follow-up stakeholder meetings.**

The Families in Nature planning team (Allison Brody, Irma Wynants, Amanda Rowland, Jennell Miller, and Allyson Butler) have produced a communication packet, including a flier and information sheet explaining the program (posted on Grovesite), and a multi-media animated slide show featuring program highlights from the participant’s perspectives. This multi-media production will be featured at a reception celebrating the success of the program, planned for March 26, 2011, at Winchester Cultural Center.

- d. PI/Project Manager, with assistance from the Curriculum Development Personnel, the UNLV graduate student, Media Relations, general clerical support, and agency personnel will create and implement one additional program or service for the Hispanic community, evaluating success and documenting milestones in a written report.**

The Families in Nature planning team is developing a photographic exhibit telling the story of the Families in Nature program. This exhibit will be displayed at the Winchester Cultural Center art gallery on March 26, 2011 in conjunction with the presentation of a multi-media animated slide show at the March 26, 2011 Reception celebrating the success of the program. A list of invitees, including

the participants of past programs, is included in the report (see attachment: Invitation List for Families in Nature Reception).

- e. **PI/Project Manager will enlist the services of professional social researchers to create and implement a survey and monitoring program of the Hispanic community. Initial survey will focus on visitors to areas selected by the SNAP Board of Directors. Preliminary survey results will be provided to the SNAP Board of Directors as they become available. The results will be used to guide Hispanic messaging and outreach program development and implementation. The messaging and outreach program will be implemented by PI/Project Manager Allison Brody, with assistance from contracted marketing specialists, the UNLV graduate student, Media Relations, and Web Communications. UNLV fiscal and clerical personnel will assist the PI/Project Manager with ordering, tracking, and documenting the purchase and delivery of required materials, supplies, and equipment. Agency personnel will assist in product development, review, and execution within their agency educational programs. Agency personnel will assist in project development and implementation.**

The SNAP Hispanic Outreach Proposal, including the proposed phone survey and focus group questions, has been submitted for OMB review. It is now being recommended by NPS Social Science Review team that the survey protocols be revised to replace the focus groups with additional questions on the phone survey.

- f. **A database will be created by contracted personnel, and the results of the survey and monitoring program will be entered into this database. A step-by-step resource guide for connecting with Hispanic communities will be completed based on this research by January 31, 2011.**

It has been recommended by SNAP that this deliverable be deleted.

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*Project 1 – Task 6. Maintain and participate in area-wide cooperative CE&I effort.*

- a. **Administer educators' listserv/blog on a monthly basis, with assistance of Media Relations and Web Communications personnel and input from agency staff.**

Postings and associated information can be viewed at <http://blog.enviroedexchange.org/> and [www.enviroedexchange.org](http://www.enviroedexchange.org).

- b. **Attend bi-monthly meetings of CHOLLA, a collaborative group of Clark County School District personnel and informal educators and from more than 20 informal education organizations in the Las Vegas area, including representatives from each of the four federal agencies.**

Updates for the Las Vegas Science Festival were given at the November 2010 CHOLLA meeting.

- c. **Appropriate agency staff will attend Partners for Education about the Environment meetings and work to collaboratively to identify regional education focus and efforts.**

Amanda Rowland (NPS/SNAP) continues to facilitate CHOLLA meetings.

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***Project 1 – Task 7. Develop Public Awareness Campaign to inform residents about the benefits of our public lands; encourage residents to learn about the plants, animals, rocks, and the natural and cultural history of Southern Nevada; and motivate people of all ages to responsibly explore outdoor recreational opportunities on public lands.***

The Nevada Children’s Outdoor Bill of Rights Alliance met on December 16, 2010, to discuss the initiative, including how the website and campaign materials are performing ([www.nvoutdoorkids.org](http://www.nvoutdoorkids.org)) and need for staff training and communication.

Allison Brody has presented COBOR updates and a COBOR Awareness power point to the Regional Open Space and Trails working group (January 18, 2011) and to the Clark County Parks and Recreation Dept. senior staff meeting (February 9, 2011).

A proclamation has been drafted to have all residents of the State pledge to get outdoors, connected to nature, and be physically active (see attachment: COBOR Proclamation).

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***Project 1 – Task 8. Develop Mobile Exhibit program to deliver SNAP messages.***

- a. PI/Project Manager will coordinate the development and construction of three-dimensional museum-quality exhibits with graphical elements and supporting educational materials, with assistance from the Curriculum Development Personnel, the UNLV graduate student, and Media Relations. SNAP and agency staff will assist in project development and implementation, message and graphic design development, and with the design of quality assurance protocols to ensure the consistent and effective use of the exhibit program. This will be completed by May 31, 2010.**

Progress continues to be made with content pieces (see attachment, SNAP Mobile Exhibit Impact Section), media files (procured with the cooperation of Sarah Otero, SNAP Visual Media Specialist), and photography (see attachment: photo shoot schedule for SNAP Mobile Exhibit).

John Good, Exhibit Designer for the SNAP Mobile Exhibit, presented updates for the SNAP Education Team on Friday, January 7, 2011.

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***Project 1 – Task 9. Investigate potential delivery systems for integrating SNAP messages into the Clark County School District.***

This task was completed in Year 2.

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***Project 1 – Task 10. Develop a Nevada State EE&I Certificate Program and conduct an Our Places Tell Stories Conference.***

- a. PI/Project Manager, in cooperation with the Nevada Natural Resource Education Council, will facilitate the implementation of the Nevada State Certification Program for Environmental Education and Interpretation (NEE&I). Certification program components will include: recruitment and registration of Certificate Program participants; four workshops for Certification program participants; mentor-training workshops; and supervised internships for Certification program participants. SNAP and agency staff will provide review of certificate standards. Curriculum will be developed for the pilot program by May 31, 2008.**

Twelve people graduated from the fourth quarter of the NEE&I program on January 14, 2011. SNAP Education Team member Kevin Turner gave remarks during the ceremony.

Planning is underway for an Introductory Training course for new Volunteer Education Specialists. This training will be held in June or July 2011 (see attachment: Volunteer Education Specialist Position Description). This training will utilize several elements developed for the NEE&I program workshops, including segments on questioning, age appropriateness, learning theory, relevancy, group management, and others.

- b. PI/Project Manager will facilitate the planning and implementation Our Places Tell Stories conference. Conference components will include: identification and invitation of speakers, including a keynote; recruitment and registration of participants; creation of conference program; and facility logistics (food, rooms, set-up, etc.). The conference will be held on March 4-6, 2008. If sufficient sponsorships are procured, it will be possible to hold an additional conference before May 2010.**

This task has been completed.

#### SUMMARY OF YEAR 4 (ROUND 6) DELIVERABLES – CE&I

| Year Two Deliverables<br>(June 2010 – May 2011)   | Percent Complete as of<br>Feb. 28, 2011 | Plan for Completion                                     |
|---|---|---|
| <b>Project 1 – Task 1</b>   |   |   |
| a. Identify at least one project each year to focus efforts.  | 100%                                    | Completed: a graphic novel on desert dumping.           |
| b. SNAP Executive Director and PLI staff will work with SNAP Board of Directors to determine focus areas and context of delivery of messages for these focus areas. | 100%                                    | SNAP Litter team and SNAP Education team has approved.  |
| c. Determine the best set of delivery systems for each project.   | 100%                                    | Approved: graphic novel.                                |
| d. Key user groups and best educational methodologies will be identified for each project.  | 100%                                    | Approved: middle-high school with education extensions. |
| e. CE&I products and services for the focus project will be created and implemented.  | 85%                                     | Final draft in process                                  |
| <b>Project 1 – Task 2</b>   |   |   |
| a. Produce assessment proposals and reports for at least two CE&I products or services.   | 150%                                    | No progress made this quarter                           |
| <b>Project 1 – Task 3</b>   |   |   |
| Document number of people reached by CE&I programs and services of the four federal agencies  | 100%                                    |   |



|   |            |  |
|---|------------|--|
| and cooperating partners.   |            |  |
| <b>Project 1—Task 4</b>   |            | Allison Brody has been directed not to complete this deliverable.  |
| <b>Project 1 – Task 5</b>   |            |  |
| a. Identify project for delivering SNAP priority focus area messages to Hispanic community.   | 100%       | Families in Nature program; Super Hector comic books; participating in outreach events.  |
| b. Create and implement project.  | In process | Continue delivering Families in Nature program and developing additional Super Hector comic books. Created communication packet for potential funders. Developing photographic exhibit featuring Families in Nature. |
| <b>Project 1 – Task 6</b>   |            |  |
| a. Administer educators' listserv/blog.   | Continuous |  |
| b. Participate in CHOLLA.   | Continuous |  |
| c. Appropriate agency staff will attend CHOLLA meetings.  | Continuous |  |
| d. Implement stated goals (see overview section) for Partners for Education about the Environment.  | Continuous |  |
| <b>Project 1 – Task 7</b>   |            |  |
| Develop a media plan and budget for the implementation of the public awareness campaign. This will be complete by January 5, 2009                     | 100%       | Children's Outdoor Bill of Rights media plan presented to SNAP Board; approved by COBOR planning team and SNAP Education team.   |
| <b>Project 1 – Task 8</b>   |            |  |
| Coordinate the development and construction of three-dimensional museum-quality exhibits with graphical elements and supporting educational materials | 60%        | Design plan to be finalized and implemented in the coming quarter.   |
| <b>Project 1 – Task 9</b>   |            |  |
| Investigate potential delivery systems for integrating SNAP messages into the Clark County School District.   | 100%       |  |
| <b>Project 1 – Task 10</b>  |            |  |
| Develop a Nevada State EE&I Certificate Program and conduct an Our Places Tell Stories Conference.  | 100%       | 18 people are participating in the fourth cohort of the NEEI program.  |

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## FOREVER EARTH PROGRAM

The following progress has been made toward Forever Earth project objectives in this quarter.

***Project 2 – Task 1. Coordinate and schedule Forever Earth uses.***

**a. Revise Forever Earth Standard Operating Procedures (SOPs; Sewing et. al., 2006) and produce revised SOP edition.**

This task was completed in the first quarter for Year 4.

**b. Provide training on revised SOPs for boat captains and deckhands. This activity will be completed by September 30 of each year.**

The next training is planned for April 2011. Facilitator training was held on February 25, 2011.

**c. Maintain Forever website and update content.**

This activity is on-schedule to be completed by May 31 of each year, as needed. Transition language is ready to post on website to re-direct community members to Jennifer Haley post task agreement.

***Project 2 – Task 2. Schedule and deliver educational programming for a minimum of 25 trips.***

**a. Coordinate with Clark County School District teachers as well as private school teachers and home school educators to schedule a minimum of 25 educational trips on Forever Earth. This will be completed by May 31 of each year.**

In the third quarter, 975 passengers benefited from educational programming during 29 trips aboard Forever Earth. These are detailed in the following table. Highlights of Forever Earth educational use included:

- Fourth grade students from Clark County’s Forbuss ES, Hal Smith ES, and Guy ES learned about Lake Mead’s Water Use Cycle.
- Fifth graders from Clark County’s Goldfarb ES, Kelly ES, Park ES, Eva Wolfe ES, Hayden ES, Darnel ES, and Lummis ES learned about the suitability of Lake Mead as a habitat for the Razorback Sucker.
- The Springs Preserve Youth Advisory Council explored invasive species and investigated quagga mussels at Lake Mead on board Forever Earth in preparation for a service preparation.
- Professional Organizations used the Forever Earth experience including UNLV’s Educational Outreach Department for the use of Eagle Watching and Bird Viewing.

*(NOTE: See attached for a listing of all Forever Earth trips conducted during the 3<sup>rd</sup> Quarter.)*

### Forever Earth Education Trips – Year 4 (Round 6), 3<sup>rd</sup> Quarter

| Date(s) | Group                      | Group Type | Trip Purpose       | Length of Trip | # of Adults | # of Students | Total Pass. |
|---------|----------------------------|------------|--------------------|----------------|-------------|---------------|-------------|
| 1-Dec   | Goldfarb ES<br>(5th grade) | Education  | Student Field Trip | 4 hrs.         | 2           | 29            | 31          |
| 3-Dec   | Kelly ES (5th Grade)       | Education  | Student Field Trip | 3.5 hrs.       | 2           | 20            | 22          |

|                                    |   |                         |                    |                      |     |      |      |
|------------------------------------|---|-------------------------|--------------------|----------------------|-----|------|------|
| 4-Dec                              | Springs Preserve Youth Advisory Council | Education               | Student Field Trip | 3.5 hrs.             | 1   | 16   | 17   |
| 6-Dec                              | Park ES (5th Grade)                     | Education               | Student Field Trip | 4 hrs.               | 4   | 29   | 33   |
| 7-Dec                              | Park ES (5th Grade)                     | Education               | Student Field Trip | 4 hrs.               | 4   | 27   | 31   |
| 8-Dec                              | Park ES (5th Grade)                     | Education               | Student Field Trip | 4 hrs                | 7   | 31   | 38   |
| 9-Dec                              | Park ES (5th Grade)                     | Education               | Student Field Trip | 4 hrs                | 4   | 33   | 37   |
| 14-Dec                             | Eva Wolff ES (5th Grade)                | Education               | Student Field Trip | 4 hrs                | 6   | 25   | 31   |
| 15-Dec                             | UNLV Educational Outreach               | Education               | University Class   | 4 hrs                | 20  |      | 20   |
| 21-Jan                             | Forbuss ES (4th Grade)                  | Education               | Student Field Trip | 4 hrs                | 10  | 29   | 39   |
| 24-Jan                             | Hal Smith ES (4th Grade)                | Education               | Student Field Trip | 4 hrs                | 7   | 27   | 34   |
| 25-Jan                             | Hal Smith ES (4th Grade)                | Education               | Student Field Trip | 4 hrs                | 10  | 32   | 42   |
| 26-Jan                             | Hal Smith ES (4th Grade)                | Education               | Student Field Trip | 4 hrs                | 6   | 31   | 36   |
| 27-Jan                             | Hal Smith ES (4th Grade)                | Education               | Student Field Trip | 4 hrs                | 7   | 32   | 39   |
| 28-Jan                             | Hayden ES (5th grade)                   | Education               | Student Field Trip | 4 hrs                | 5   | 39   | 44   |
| 1-Feb                              | Forbuss ES (4th Grade)                  | Education               | Student Field Trip | 4 hrs                | 6   | 27   | 33   |
| 3-Feb                              | Las Vegas Wash Committee                | Education               | Student Field Trip | 4 hrs                | 10  | 26   | 36   |
| 4-Feb                              | Darnell ES (5th Grade)                  | Education               | Student Field Trip | 4 hrs                | 4   | 31   | 35   |
| 8-Feb                              | Lummis ES (5th grade)                   | Education               | Student Field Trip | 4 hrs                | 7   | 24   | 31   |
| 9-Feb                              | Lummis ES (5th grade)                   | Education               | Student Field Trip | 4 hrs                | 7   | 27   | 34   |
| 10-Feb                             | Lummis ES (5th grade)                   | Education               | Student Field Trip | 4 hrs                | 7   | 28   | 35   |
| 11-Feb                             | Lummis ES (5th grade)                   | Education               | Student Field Trip | 4 hrs                | 8   | 28   | 36   |
| 14-Feb                             | Wolfe ES (5th Grade)                    | Education               | Student Field Trip | 4 hrs                | 6   | 25   | 31   |
| 15-Feb                             | Wolfe ES (5th Grade)                    | Education               | Student Field Trip | 4 hrs                | 7   | 28   | 35   |
| 16-Feb                             | Guy ES (4th Grade)                      | Education               | Student Field Trip | 4 hrs                | 7   | 31   | 38   |
| 17-Feb                             | Guy ES (4th Grade)                      | Education               | Student Field Trip | 4 hrs                | 9   | 32   | 41   |
| 22-Feb                             | Wolfe ES (5th Grade)                    | Education               | Student Field Trip | 4 hrs                | 6   | 21   | 27   |
| 23-Feb                             | Guy ES (4th Grade)                      | Education               | Student Field Trip | 4 hrs                | 7   | 28   | 35   |
| 24-Feb                             | Guy ES (4th Grade)                      | Education               | Student Field Trip | 4 hrs                | 6   | 28   | 34   |
|                                    |   |                         |                    |                      |     |      |      |
|                                    |   | 29                      |                    |                      |     |      | 975  |
| <b>TOTALS for Year 4 (to date)</b> |   | Education -- 114 groups |                    | Education - 453 hrs. | 560 | 1923 | 2481 |

**b. Review and revise existing Forever Earth curricula (Sewing et. al, 2006) and produce 2007-2008 Edition. This will be completed by May 31 of each year, beginning in 2008.**

The 2007-2008 Edition was completed by May 31, 2008.

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The 2008-2009 Edition was completed by May 31, 2009.

The 2009-2010 Edition is on schedule to be completed by May 31, 2010.

**c. Drawing upon the expertise of university faculty and staff, develop and produce one additional curriculum module for sixth-grade students.**

This activity was completed in Year 1.

**d. Identify and purchase any needed program materials, supplies, equipment, and/or visual aids required for delivering the curriculum. This will be completed by May 31, 2008.**

This activity was completed in Years 1 and 2.

This activity is on-going as items were identified throughout Year 3. Visual aids and equipment needs have been identified for 2009/2010 school year. This task is on schedule to be completed by May 31, 2011.

**e. Develop a partnership with one of the agencies responsible for water quality monitoring for integrating data collection performed by high school students into an ongoing research database. This will be completed by May 31, 2008.**

This activity was not completed due to the low number of high schools scheduling field trips aboard Forever Earth. It was determined by the Curriculum Development Team to re-assign resources to on-going improvements and additional activities for the seventh grade Forever Earth curriculum.

**f. Develop one additional curriculum module for fifth grade students. This will be completed by May 31, 2009.**

This activity was completed in Year 2.

**g. Develop one additional curriculum module for fourth grade students. This will be completed by May 31, 2010.**

No progress was made on this task during the quarter. The task is on schedule to be completed by May 31, 2010.

**h. Working with agency personnel and drawing upon the expertise of university faculty and staff, produce a written assessment report that summarizes changes in student and teacher knowledge, attitudes, and performance and includes recommendations for program improvement. Utilize UNLV research assistants and faculty as needed to collect and analyze data.**

This task was completed in the first quarter for Year 3.

***Project 2 – Task 3. Schedule a minimum of three trips per year for research purposes.***

**a. Develop and distribute a letter of introduction and a program brochure to university, state, and federal researchers in Nevada, Arizona, and Utah to inform them of Forever Earth and its purpose. This will be completed by August 31, 2007.**

This activity was completed during Year 1.

**b. Coordinate with university, state, and federal researchers to schedule Forever Earth for a minimum of three scientific research trips. This will be completed by May 31 of each year.**

No progress was made on this activity in this quarter.

**c. Identify and purchase any needed research supplies and/or equipment. This will be completed by May 31 of each year.**

No progress was made on this activity in this quarter.

**d. Revise Forever Earth program brochure (Sewing and Miller, 2006) as necessary. Distribute a letter of introduction and program brochure to university, state, and federal researchers in Nevada, Arizona, and Utah to inform them of Forever Earth and its purpose.**

This task was completed in previous years.

*Project 2 – Task 4. Schedule Forever Earth as a mobile visitor center.*

**a. Coordinate with the Interpretive Division at Lake Mead National Recreation Area on a continuous basis to schedule Forever Earth at least twice per month during peak visitation (June, July, August of each year).**

No trips were planned during this quarter.

*Project 2 – Task 5. Provide Forever Earth for agency purposes for a minimum of six trips per year.*

**a. Coordinate on a continuous basis with local, state, and federal agencies to schedule Forever Earth for a minimum of six trips per year. This will be completed by May 31 of each year.**

No agency trips were planned during this quarter. A total of seven trips have occurred this year.

**Forever Earth Agency Trips – Year 3 (Round 6), 2<sup>nd</sup> Quarter**

| Date(s)           | Group | Group Type         | Trip Purpose | Length of Trip | # of Adults | # of Students | Total Pass. |
|-------------------|-------|--------------------|--------------|----------------|-------------|---------------|-------------|
| TOTALS for Year 3 |       | Agency -- 7 groups |              | 28.5 hrs.      | 86          | 0             | 86          |

*Project 2 – Task 6. Provide funding for student field trips to public land sites.*

PI/Project Manager Amy Page, with the assistance from UNLV staff, will coordinate and disburse transportation funding for field trips to public lands by Clark County School District students.

**a. Produce a written report on Transporting Students to Public Land Sites for Field Trips. The report will include recommendations for future implementation.**

This activity was completed during Year 1.

**b. During the 2007-2008 school year, provide transportation funding for a minimum of 15 field trips to public lands.**

This activity was completed during Year 1.

**c. During the 2008-2009 school year, provide transportation funding for a minimum of 35 field trips to public lands.**

This activity was completed during Year 2.

**d. During the 2009-2010 school year, provide transportation funding for a minimum of 35 field trips to public lands.**

In this quarter, funding for bus transportation was provided for 27 field trips making 81 total paid transportation trips this year.

***Project 2 – Task 7. Implement additional program assistance.***

PI/Project Manager Amy Page, with assistance from Project Planner Allyson Butler, will evaluate, and to the extent possible, implement a volunteer or other workforce structure to increase the scope of delivery and impact of the program.

**a. Determine and, to the extent possible, implement the most efficient, high quality delivery structure for the Forever Earth program.**

This task is on schedule to be accomplished by May 31, 2010.

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### DISCOVER MOJAVE OUTDOOR WORLD

The following progress has been made toward Outdoor World project objectives in this quarter.

***Project 3 – Task 1. Conduct a minimum of 25 Outdoor World events annually.***

**a. Coordinate and develop a schedule of events for the year. This will be completed by September 30 of each year.**

A schedule for the remaining months of this task agreement is completed. Four CCSD Outdoor Adventure Schools; six CCSD Safe Routes to Schools participating schools, and one community organization is scheduled to participate in DMOW in quarter four. These groups will be visiting the Spring Mountains, Red Rock Canyon, Lake Mead National Recreation Area, Ash Meadows, and Corn Creek. One groups will be going to the Indoor Rock Climbing Gym.

**b. Utilize UNLV students and staff, volunteers, and federal agency personnel to conduct a minimum of 25 events. This will be completed by May 31 of each year.**

In this quarter, nine events were conducted for 235 participants (see table below).

Activities included Hiking and Geocaching and Snowshoeing for area CCSD middle and high school physical education students.

### Discover Mojave Outdoor World Schedule – 3<sup>rd</sup> Quarter, Year 3 (Round 6)

| DATE  | GROUP   | # of PARTICIPANTS   | ACTIVITY             | LOCATION   |
|---|---|---------------------|----------------------|--|
| Thursday, Dec. 2                                | Swainston MS<br>Physical Education<br>Students    | 27                  | Hiking<br>Geocaching | Calico Tanks<br>Trail, Red Rock<br>Canyon NCA                  |
| Tuesday, Dec. 7                                 | Lawrence JHS<br>Physical Education<br>Students    | 26                  | Hiking<br>Geocaching | Calico Tanks<br>Trail, Red Rock<br>Canyon NCA                  |
| Thursday,<br>January 27                         | West CTA<br>Physical Education<br>Students        | 26                  | Snowshoe Hike        | Mary Jane Falls<br>Trailhead area,<br>Spring Mountains<br>NRA  |
| Monday,<br>January 31                           | West CTA<br>Physical Education<br>Students        | 26                  | Snowshoe Hike        | Mary Jane Falls<br>Trailhead Area,<br>Spring Mountains<br>NRA  |
| Wednesday,<br>February 2                        | Southwest CTA<br>Physical Education<br>Students   | 26                  | Snowshoe Hike        | Mary Jane Falls<br>Trailhead area,<br>Spring Mountains<br>NRA  |
| Thursday,<br>February 3                         | West CTA<br>Physical Education<br>Students        | 21                  | Snowshoe Hike        | Mary Jane Falls<br>Trailhead Area,<br>Spring Mountains<br>NRA  |
| Wednesday,<br>February 9                        | Veterans CTA<br>Physical Education<br>Students    | 28                  | Snowshoe Hike        | Mary Jane Falls<br>Trailhead area,<br>Spring Mountains<br>NRA  |
| Wednesday,<br>February 16                       | Desert Oasis HS<br>Physical Education<br>Students | 28                  | Snowshoe Hike        | Mary Jane Falls<br>Trailhead area,<br>Spring Mountains<br>NRA  |
| Wednesday,<br>February 23                       | Orr MS<br>Physical Education<br>Students          | 27                  | Snowshoe Hike        | Mary Jane Falls,<br>Trailhead Area,<br>Spring Mountains<br>NRA |
| <b>TOTALS for<br/>3rd Quarter (to<br/>date)</b> | <b>Groups</b>                                     | <b>Participants</b> | <b>Events</b>        |  |
|   | <b>9</b>  | <b>235</b>          | <b>9</b>             |  |
| <b>Year to Date</b>                             | <b>39</b>   | <b>1890</b>         | <b>43</b>            |  |

**c. Draw upon the expertise of university faculty and staff to produce a written assessment report that summarizes changes in participant knowledge, attitudes, and performance and includes recommendations for program improvement. Utilize UNLV research assistants as needed to collect and analyze data. This will be completed by August 31 of each year, beginning 2008.**

This task was completed during the first quarter.

**d. Maintain website to highlight program activities and partner contributions and update content as necessary. Website content will be evaluated regularly by agency staff. This will be completed by May 31 of each year.**

Updates to the website were made this quarter; additional updates will be made throughout the year. Transition language is ready to be placed on website to re-direct community members to SNAP for information on the future of this program.

*Project 3 – Task 2. Develop a minimum of one new Outdoor World activity each year.*

**a. UNLV and agency staff will work together to identify the type of recreational activity to develop into an additional event for targeted youth audience. This will be completed by August 31 of each year.**

In quarter three, the Outdoor World worked with staff at Ash Meadows to develop some events on Wildlife Refuges for the purposes of connecting youth to these valuable places as well as building relationships for managers at those sites for future events and projects. The first trip is scheduled for March 17<sup>th</sup> with GIS students from West Career and Technical Academy. Additional planning and trips are planned for Corn Creek.

**b. Develop curriculum (goals, objectives, programs, activities, locations, etc.) for the selected recreational activity. This activity will be completed by January 31 of each year.**

This task is on schedule to be completed.

**c. Field test new event curriculum, make changes, and finalize curriculum. This will be completed by May 31 of each year. This activity will be completed by January 31 of each year.**

This task is on schedule to be completed.

*Project 3 – Task 3. Develop a minimum of two partnerships that increase the impact of the program each year to assist in conducting Outdoor World events, providing financial assistance, or supplying the desired target audience of economically disadvantaged youth, ages 8-12.*

**a. UNLV, SNAP Executive Director, and SNAP Board of Directors work together to identify potential new partners.**

No progress was made on this task during the quarter.

**b. UNLV and appropriate agency staff, including the SNAP Board of Directors, will contact potential partners for intended purposes. This will be completed by October 31 of each year.**

The relationship developed with the Clark County School District's Outdoor Adventure grant manager has continued to be a positive partnership for this program. This relationship has covered transportation costs as well as substitute teacher costs for middle school and high school teachers bringing students on Outdoor World events. In Quarter Three Outdoor World has also partnered with the School-Community Partnership Office at CCSD for their Safe Routes to Schools campaign. Outdoor World Project Manager has also been in talks with The Las Vegas Junior Sailing Academy about possible collaborations.

**c. Formulate a minimum of one partnership. This will be completed by January 31 of each year.**



Amy Page is in the process of developing a relationship with West Career and Technical Academy, which will bring high school students to public lands as well as potentially allow for a continuation of the student/ teacher relationship with those land managers for volunteer opportunities and future projects.

The partnership with Clark County School District is ongoing to provide activities for physical education students in middle school and high school.

**d. Highlight partner contributions on website. This activity will be completed by May 31 of each year.**

This activity is on schedule for completion.

***Project 3 – Task 4. Implement additional program assistance.***

PI/Project Manager Amy Page, with assistance from Project Planner Allyson Butler, will evaluate and, to the extent possible, implement a volunteer or other workforce structure to increase the scope of delivery and impact of the program.

**a. Determine and, to the extent possible, implement the most efficient, high quality delivery structure for the Outdoor World program. This will be done by May 31, 2010.**

This task is on schedule for completion.

## FOREVER EARTH PROGRAM

### STATUS OF YEAR4 (ROUND 6) DELIVERABLES – FOREVER EARTH & OUTDOOR WORLD

| Year Four Deliverables<br>(June 2010 – May 2011)                                 | Percent Complete as of<br>Feb. 28, 2011 | Plan for Completion  |
|--|---|--|
| <b>FOREVER EARTH</b>   |   |  |
| <b>Project 2 – Task 1</b>  |   |  |
| a. Revise SOP.   | 100%                                    |  |
| b. Provide training on SOP for boat crew.  | 100%                                    | Training completed September, 2010.  |
| c. Update and maintain website.  | 0%                                      | Updates will be made as needed.  |
| <b>Project 2 – Task 2</b>  |   |  |
| a. Schedule a minimum of 25 educational trips.                                   | 100%                                    | Additional reservations will occur throughout the school year.                     |
| b. Produce 2010/2011 edition of FE curriculum.                                   | 0%                                      |  |
| d. Purchase program materials, supplies, and visual aids.                        | 70%                                     | Visual aid and equipment needs have been identified for the 2010/2011 school year. |
| h. Produce written assessment report of participants in Forever Earth curricula. | 100%                                    | Completed.   |
| <b>Project 2 – Task 3</b>  |   |  |
| b. Schedule 3 scientific research trips on Forever Earth.                        | 0%                                      | These will be scheduled throughout the year.                                       |
| c. Purchase needed research supplies and equipment.                              | 0%                                      | Purchases will be made dependent on needs identified by researchers.               |
| <b>Project 2 – Task 4</b>  |   |  |
| a. Schedule Forever Earth as a mobile  | 67% %                                   | NPS conducted four trips this summer.  |

|  |      |   |
|--|------|---|
| visitor center twice per month during June, July, and August.                  |      |   |
| <b>Project 2 – Task 5</b>  |      |   |
| a. Schedule a minimum of 6 trips for agency purposes.                          | 100% | These will be scheduled throughout the year.  |
| <b>Project 2 – Task 6</b>  |      |   |
| e. Provide bus transportation funds for 35 student field trips.                | 100% | Additional trips will be funded throughout the year.  |
| <b>OUTDOOR WORLD</b>   |      |   |
| <b>Project 3 – Task 1</b>  |      |   |
| a. Develop a schedule of events for the year.                                  | 100% | Draft schedule will be modified as more events are scheduled by partners.                         |
| b. Conduct a minimum of 25 events.   | 100% | Current partners indicate they will schedule more events throughout the year.                     |
| c. Produce written assessment report of participants in Outdoor World program. | 100% | Completed.  |
| d. Update and maintain website.  | 0%   | New partners will be highlighted on website. This is expected to occur throughout the year.       |
| <b>Project 3 – Task 2</b>  |      |   |
| a. Identify a new recreational event to be developed.                          | 100% | Will work on developing events on Wildlife Refuges.   |
| b. Develop curriculum for the selected recreational event.                     | 50%  | This is expected to occur during the second and third quarters.                                   |
| c. Field test new event curriculum.  | 0%   | This is expected to occur during the third quarter.   |
| <b>Project 3 – Task 3</b>  |      |   |
| a. Identify potential new partners.  | 100% | Completed.  |
| b. Contact potential partners.   | 100% | Completed.  |
| c. Formulate a minimum of one new partnership.                                 | 300% | Three new partnerships were established in the first quarter.                                     |
| d. Highlight partner contributions on website.                                 | 0%   | New partners will be highlighted on website. This is expected to occur during the second quarter. |
| a. Determine delivery system to increase scope of program.                     | 0%   | Will work with the project planner to analyze potential delivery systems.                         |

Submitted by:



Margaret N. Rees  
Principal Investigator

February 28, 2011

Date

Invitation List for  
Families in Nature Reception

| Name                         | Title                                   | Organization  | Affiliation/Why they should attend                                     |
|------------------------------|---|---|--|
| Paula Garrett                |   | UNLV Majorie Barrick Museum   | Previous guest facilitator   |
| Sandra Salinas               |   |   | Previous guest facilitator   |
| George Phillips              |   |   | Previous guest facilitator   |
| Amalia Sommer                |   |   | Previous guest facilitator   |
| Amber Heman                  |   |   | previous guest facilitator   |
| Janis Kadlec                 | Program Manager                         | Red Rock Canyon Interpretive Association                              | Previous guest facilitator   |
| Gina Melee                   | Park Ranger                             | Bureau of Land Management, Red Rock Canyon National Conservation Area | previous guest facilitator   |
| Alison Manwaring             |   | US Fish and Wildlife Service  | previous guest facilitator   |
| Lorena Navarro               |   |   | volunteer  |
| Christopher Roller           | Advocacy/State Health Alliance Director | American Heart Association/American Stroke Association                | Potential partner for health initiatives                               |
| John Good                    | President/CEO                           | Exhibit IQ  | Director of SciFest - partner for education initiatives                |
| Carol Campbell               | Vice President                          | Exhibit IQ  | SciFest - partner for education initiatives                            |
| Jennifer Szejbka             | District Coordinator                    | Conservation District of Southern Nevada                              | Potential Partner - interest promoting conservation in innovative ways |
| JT Reynolds                  | Executive Director                      | After-School All-Stars  | interest in recreation and innovative outdoor programming              |
| Mindy Meacham                | Health Educator                         | Southern Nevada Health District                                       | Potential partner for health initiatives                               |
| Deborah Reardon              |   | Rivers, Trails, and Conservation Assistance, National Park Service    | COBRA affiliated - outdoor initiatives                                 |
| Mauricia M.M. Baca           | Executive Director                      | Outside Las Vegas Foundation  | Potential Partner for outdoor initiatives                              |
| The Honorable David A Morrow | Administrator                           | Nevada Division of State Parks  | Potential partner as FIN prepares to go on trips to state parks        |
| Pat Williams                 | Community Outreach                      | Friends of Red Rock Canyon  | Previous funder/interested in innovative ways to do community outreach |
| Dr. Carolee Dodge Francis    | Assistant Professor                     | UNLV School of Community Health Sciences                              | Potential partner for health initiatives                               |
| Dr. Michelle Chino           | Associate Professor                     | UNLV School of Community Health Sciences                              | Potential partner for health initiatives                               |
| Dr. Mary Guinan              | Dean                                    | UNLV School of Community Health Sciences                              | Potential partner for health initiatives                               |

|                             |                                       |   |  |
|-----------------------------|---------------------------------------|---|--|
| Dr. Lawrence Sands          | Chief Health Officer                  | Southern Nevada Health District                                       | Potential partner for health initiatives                               |
| Peg Rees                    | Vice Provost of Educational Outreach  | University of Nevada, Las Vegas                                       |  |
| Bob Loudon                  |                                       | US Forest Service   | SNAP and trips to lands  |
| William Dickinson           | Superintendent                        | Lake Mead National Recreation Area                                    | SNAP and trips to lands  |
| Jennifer Haley              |                                       | National Park Service   | SNAP Education team and trip to lands                                  |
| Kevin Turner                | Chief of Interpretation and Education | National Park Service   | SNAP Education team and trip to lands                                  |
| Kate Sorom                  | Interpretive Park Ranger              | Bureau of Land Management, Red Rock Canyon National Conservation Area | SNAP Education team and trip to lands                                  |
| Mary Jo Rugwell             | District Manager                      | Bureau of Land Management   | SNAP and trips to lands  |
| Stephanie Phillips          | Deputy Forest Supervisor              | US Forest Service   | SNAP and trips to lands  |
| Amy Sprunger                | Refuge Manager                        | US Fish and Wildlife Service, Desert National Wildlife Refuge         | SNAP and trips to lands  |
| Kate Hanson                 | Executive Director                    | SNAP  | SNAP   |
| Patrick Gaffey              | Cultural Program Supervisor           | Winchester Cultural Center - Clark County Parks and Recreation        | Irma's boss, affiliated with winchester                                |
| Steven Corry                | Assistant Director                    | Clark County Parks and Recreation                                     | connected to winchester  |
| Mindy Meyers                | Manager, Recreation Division          | Clark County Parks and Recreation                                     | connected to winchester  |
| Cliff Fields                | Manager                               | Clark County Parks and Recreation                                     | connected to winchester  |
| Skip Kelley                 | Channel 4                             | Clark County  | connected to winchester  |
| Jane Pike                   | Director                              | Clark County Parks and Recreation                                     | connected to winchester  |
| The Honorable Oscar Goodman | Mayor                                 | City of Las Vegas   | Elected Official   |
| Chris Giunchigliani         | County Commissioner                   | District E  | Elected Official   |
| Billie Bastian              | Director                              | City of Las Vegas, Dept of Leisure Services                           |  |
| Deborah Reardon             |                                       | Rivers, Trails, and Conservation Assistance, National Park Service    | COBRA affiliated - outdoor initiatives                                 |
| Ryan's Express              |                                       |   |  |
| Pat Williams                | Community Outreach                    | Friends of Red Rock Canyon  | Previous funder/interested in innovative ways to do community outreach |
| LaNelda Rolley              | Marketing                             | UNLV Public Lands Institute   |  |

|                       |                                 |                                    |                                   |
|-----------------------|---------------------------------|------------------------------------|-----------------------------------|
|                       | Communications Specialist       |                                    |                                   |
| Brian Alvarez         | Curator                         | Las Vegas News Bureau Archives     |                                   |
| Eric Larson           | Outreach Specialist             | REI                                | Previous funder/in-kind donations |
| Otto Mérida           | President/CEO                   | Latin Chamber of Commerce          |                                   |
| Victoria Napoles-Laza | Senior Executive Vice President | Latin Chamber of Commerce          |                                   |
| Maria Marinch         | President                       | Language Sources                   | Partner/designed logo             |
| Ida Castillo          |                                 | US Fish and Wildlife               | Families in Nature team           |
| Irma Varela           | Cultural Specialist             | Clark County Parks and Recreation  | Families in Nature team           |
| Wynants               |                                 |                                    |                                   |
| Jennell Miller        |                                 | UNLV Public Lands Institute        | Families in Nature team           |
| Allison Brody         |                                 | UNLV Public Lands Institute        | Families in Nature team           |
| Allyson Butler        |                                 | UNLV Public Lands Institute        | Families in Nature team           |
| Amanda Rowland        |                                 | Southern Nevada Agency Partnership | Families in Nature team           |
| Virginia Ramos        |                                 | UNLV Public Lands Institute        | Families in Nature team           |
| Laura Wright          |                                 | National Park Service              | Families in Nature team           |
| Wilisha Daniels       |                                 | UNLV Public Lands Institute        | Families in Nature team           |
| Nicholle Hoza         |                                 | UNLV Public Lands Institute        | Families in Nature team           |
| Jessie Navarro        |                                 | National Park Service              | Families in Nature team           |
| Ricky                 |                                 | US Forest Service                  | Families in Nature team           |

OTHERS TO ADD

|                                     |                |                                |  |
|-------------------------------------|----------------|--------------------------------|--|
| Reveriano Orozco                    | President      | Michoacan Federation of Nevada |  |
| NEEI Certification Summer 10 Cohort |                |                                |  |
| Andy Taylor                         | writer         | The view newspaper             |  |
| Valdemar Gonzalez                   | Editor         | El Mundo newspaper             |  |
| Hernando Amaya                      | Editor         | El Tiempo newspaper            |  |
| Chris Roman                         | Director       | Entravision channel 15         |  |
| Rossana Romero                      | reporter       | Telemundo                      |  |
| Christina Barr                      | Director       | Nevada Humanities              |  |
| Christina Martinez                  | representative | Harry Read                     |  |
| Ruben Kihuen                        | Senator        |                                |  |

# COBOR Proclamation

## DRAFT COBOR RESOLUTION

WHEREAS, It has been well documented over the past few years that children have become increasingly detached from outdoor activities and are less physically active. Some of the problems arising from this phenomenon include increased rates of childhood obesity and diabetes; poor development of social skills; higher occurrences of attention deficit disorder; poor classroom performance; and vitamin-D deficiency; and

WHEREAS, There is growing evidence indicating that children are “smarter, more cooperative, happier and healthier when they have frequent and varied opportunities for free and unstructured play in the out-of-doors”; and

WHEREAS, Free play in natural areas seems to foster higher-level thinking abilities and creativity, as well as higher levels of self-discipline and self-esteem; and

WHEREAS, There are a variety of barriers that impact the ability of families to participate in outdoor activities, such as adults themselves not comfortable outdoors; lack of transportation and access; and lack of knowledge and skills about places to go and what to do; and

WHEREAS, Approximately 34 percent of Nevada children ages 10-17 are overweight or obese, and more than half, 54 percent, of Nevada high school students do not meet recommended guidelines for physical activity; and

WHEREAS, Many Nevada organizations and agencies already have programming and activities related to children in nature and keeping children physically active; and

WHEREAS, In January 2010, an alliance of local, state, and federal agencies and organizations came together to create the Nevada Children’s Outdoor Bill of Rights as a tool to communicate the benefits of being outside and physically active; and

WHEREAS, The Nevada Children’s Outdoor Bill of Rights states that:

***The children of Nevada have the right to discover and experience the outdoors through the following activities:***

- ***Create an outdoor adventure***
- ***Explore a trail***
- ***Camp under the stars***
- ***Go fishing***
- ***Discover nature***
- ***Explore Nevada’s heritage***
- ***Go on a picnic***
- ***Play in a park; in the water; in the snow; on the rocks***

RESOLVED BY THE SENATE OF THE STATE OF NEVADA, That the Nevada Legislature in recognition of the importance of increasing participation of all children in outdoor activities and promoting the health benefits of being active outdoors, does hereby support Nevada Children’s Outdoor Bill of Rights Day; and be it further

RESOLVED, That the Legislature urges all residents of this state to pledge to get kids outdoors, connected to nature, and physically active; and be it further

RESOLVED, That the Secretary of the Senate prepare and transmit a copy of this resolution to the Nevada Children’s Outdoor Bill of Rights Alliance, the Southern Nevada Agency Partnership, the Nevada Division of State Parks, and the Public Lands Institute at the University of Nevada, Las Vegas.



**Proposed Photo Shoot  
Schedule for SNAP Mobile  
Exhibit**

## Exhibit Wrap Film Schedule

| Location                | Subject                     | Recreation Type      | Contact/Confirm | Date        | Comments  |
|-------------------------|-----------------------------|----------------------|-----------------|-------------|---|
| Spring Mountains (FS)   | Jennifer, Ricky             | Snowshoe             | Allison         | February 24 |   |
|                         | family                      | Camping              | Eric from REI   | March 17    |   |
|                         | Family                      | Hiking               | Eric from REI   | March 17    |   |
| Corn Creek (FWS)        | Beth and family             | Wildlife viewing     | Allison         | March 17    |   |
|                         | Beth and family             | Hiking               | Allison         | March 17    |   |
| Lake Mead (NPS)         | Allison                     | Kayaking             | Allison         | March 14    |   |
|                         | Irma and family             | Picnicking           | Allison         | March 14    |   |
|                         | ??                          | Motorized watercraft | ??              |             |   |
| Cottonwood Trails (BLM) | REI                         | Mountain biking      | Eric from REI   | March 15    |   |
| BLM rock site           | REI                         | Rock climbing        | Eric from REI   | March 16    |   |
| BLM (To be determined)  | Brian Reardon + two friends |                      | Allison         | March 15    | Also checking to see if Marc Sanchez has photos |
| Red Rock Canyon (BLM)   | REI                         | Hiking on a trail    | Eric from REI   | March 16    |   |

# Volunteer Education Specialist Position Description

# Educate About the Environment

## As a Volunteer Education Specialist

The time you spend on Southern Nevada's public lands as a Volunteer Education Specialist will make a huge impact. Learn to motivate and teach others in your community to care for the amazing natural areas surrounding Las Vegas!

| Job Title                              | Volunteer Education Specialist  |
|--|---|
| <b>Description</b>                     | <p>Volunteer Education Specialists conduct education activities in two main areas: interpretive talks for informal groups of families and adults, and environmental education programs for school groups. This might include interpretive hikes; snowshoe walks; school field trips; campfire programs; or the like.</p> <p>Volunteer Education Specialists also assist in the development of educational materials and activities for students, adults, and families.</p> <p>Volunteer Education Specialists can choose to specialize and conduct education activities at one or more of the following locations: Lake Mead National Recreation Area, Desert National Wildlife Refuge, Red Rock Canyon National Conservation Area, or Spring Mountains National Recreation Area.</p> |
| <b>Activities and Responsibilities</b> | <p>Volunteer Education Specialists complete an Introductory Training Course, study selected readings about the natural and cultural history of Southern Nevada public lands, and accompany agency staff to gain knowledge and skills in conducting talks and programs. Volunteer Education Specialists benefit from coaching and mentoring opportunities with agency staff and other volunteers.</p> <p>Volunteer Education Specialists should commit to working at least four hours per month.</p>   |

|   |   |
|---|---|
| <p><b>Characteristics and Experiences</b></p>     | <p>Volunteer Education Specialists should be enthusiastic, willing to learn, and willing to teach others about the environment utilizing best practices. Experience in teaching, knowledge of local natural or cultural history, or understanding of informal science education can be helpful, but is not required.</p>  |
| <p><b>Supervision, Training, and Benefits</b></p> | <p>The Introductory Training Course will equip Volunteer Education Specialists with the knowledge, practical skills, and communication strategies to teach about nature and heritage-rich public lands. The 15 hour Training Course will explore best practices for giving interpretive talks, facilitating environmental education programs, and developing and leading a variety of other activities.</p> <p>Once Volunteer Education Specialists complete the Introductory Training Course, their agency supervisor will provide access to readings and materials to learn the natural and cultural history of their region of interest. Many Specialists will have additional opportunities for professional development.</p> <p>As a Volunteer Education Specialist, you will participate in lifelong learning adventures, help to ensure stewards of tomorrow, and promote responsible use of our public lands.</p> |
| <p><b>Staff Help</b></p>                          | <p>Volunteer Education Specialists also help agency staff with a variety of projects that further the mission and mandates of the agency. This might include helping conduct typical office business, staffing outreach booths, or staffing visitor centers.</p>  |
| <p><b>Becoming a Volunteer Ed. Specialist</b></p> | <p>Interested parties should fill out an application form and will be asked to participate in an informal interview process. All volunteers are subject to a background check.</p>  |