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Education in the Environment: A Strategy for Continued Interagency Outdoor Education Programming: Quarterly Progress Report: Period Ending May 31, 2008

Margaret N. Rees

University of Nevada, Las Vegas, peg.rees@unlv.edu

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FOURTH QUARTER PROGRESS REPORT WITH ANNUAL REPORT

University of Nevada, Las Vegas

Period Ending May 31, 2008

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:

- Progress was made on three projects to meet Southern Nevada Agency Partnership (SNAP) strategic messaging needs: an anti-litter exhibit, a volunteer restoration program with educational components, and activity stations to tell the story of Lee Meadows restoration efforts.
- 175 people attended the Our Places Tell Stories conference March 4-6, 2008.
- The Nevada State Environmental Education and Interpretation Certification Program will be launched beginning June 17, 2008.
- Forever Earth was scheduled on 51 days involving 1985 individuals.
- Discover Mojave Outdoor World conducted seven events for 152 participants.

CONSERVATION EDUCATION AND INTERPRETATION

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

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.**

This task was completed during the first quarter.

- 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.**

This task was completed during the first quarter.

- 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.**

1. **Anti-Litter Exhibit.** The Las Vegas Natural History Museum exhibit designers have current purview over exhibit progress.
 2. **Restoration, Education, Volunteerism (REV).** Educational frameworks and lesson plans were completed during the second quarter.
 3. **Lee Meadows Interpretive Project.** This task was completed and described during the first and second quarters.
- 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.**

This task was completed during the first quarter.

- 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.**

1. **Anti-Litter Exhibit.** The Las Vegas Natural History Museum exhibit designers have current purview over exhibit progress.
2. **REV.** A REV Project on invasive weed removal was successfully accomplished in April 2008.
3. **Lee Meadows Interpretive Project.** Lee Meadows Activity Stations were revised as indicated by formative assessments conducted in December 2007 and January 2008 ([see Lee Meadows Assessment Report](#)).

Accomplishments for Task 1 – Year 1

1. **Anti-Litter Exhibit.** An anti-litter exhibit was planned through a collaborative effort among the Interagency Anti-Litter and Desert Dumping Team, Project Managers Allison Brody and Daphne Sewing, and Las Vegas Natural History Museum staff. The exhibit will be installed in the Las Vegas Natural History Museum. The theme for the exhibit is: “Littering affects our environment and you can choose to help.”
2. **REV.** The Interagency Volunteer and Restoration Teams collaborated with Allison Brody to create a program called REV (Restoration, Education, and Volunteers). This program synergizes restoration, volunteerism and education to facilitate meaningful action, understanding, and long-term commitment.
3. **Lee Meadows Interpretive Project.** Allison Brody and Daphne Sewing are working with Forest Service staff to plan a unique interpretive experience at Lee Meadows, an area in the Spring Mountains National Recreation Area that is a popular destination for Las Vegas families. A series of activity stations will not only engage families in a guided discovery of the natural world, but will also lead to an understanding of Forest Service efforts to restore the meadow.

Project 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.**

This has been completed for the Lee Meadows Interpretive Project.

- 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.**

An assessment proposal was included in the second quarterly report for the Lee Meadows Interpretive Project.

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

This has been completed for the Lee Meadows Interpretive Project.

- 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.**

An assessment report has been completed ([see Lee Meadows Assessment Report](#)) and the Lee Meadows Activity Stations have been revised accordingly.

Accomplishments for Task 2 – Year 1

- 1. Lee Meadows Interpretive Project.** A formative assessment plan was approved by agency staff to test proposed Lee Meadows Activity Stations and indicate changes needed to content and/or design to make the stations more effective. This assessment was conducted in December 2007 and January 2008, during which observations were made on participant's level of engagement, focus, and challenge; and to ascertain whether participants learned something new about plants and animals by participating in the Activity Stations. The data from these observations were compiled and analyzed, an assessment report was produced, and the Lee Meadows Activity Stations were revised accordingly.
- 2. The Our Places Tell Stories Conference.** Evaluation forms were created, with agency staff input and review, to measure the overall success of the conference as well as each individual session. Incentives were provided for conference participants to complete these evaluations. Evaluation results have been compiled and included as an attachment to this report.

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

This task refers to subsequent years. No progress has been made this quarter.

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 PI 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.

Two projects have been identified:

1. The Mountain's Edge Explorer's Interpretive Trail.
2. Initial conversations have been held with several Las Vegas Tourist Guides Guild members and other tour operators to explore the possibility of creating a tour guide-specific training program to cover topics including: natural history, cultural history, geology, responsible recreation, communication techniques, and SNAP public lands messages. One tour operator, from Black Canyon River Adventures, will be participating in the Nevada Certification in Environmental Education and Interpretation Program this summer.

- 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 2009, respectively).**

A draft interpretive plan has been developed, and draft sign text written for several signs to be located along four trails at Explorer's Peak (<http://groups.yahoo.com/group/MountainsEdgeExplorers/>). Sign text will include anti-litter, *Tread Lightly!* and *Leave No Trace* messaging.

However, the Explorer's Club has not been able to meet this quarter, and, as a guest in the process, Dr. Brody is not in a position to dictate the progress or implementation of the project.

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

When complete, the final interpretive plan and sign plan will be presented to the SNAP Executive Director.

Accomplishments for Task 4 – Year 1

1. **Mountain's Edge Explorer's Interpretive Trail.** The Mountain's Edge development encompasses a natural feature called Explorer's Peak, which is adjacent to BLM land. In July 2007, Focus Property enlisted the aid of PI/Project Manager Allison Brody to help the Mountain's Edge Explorer's Club plan, design, evaluate, and install interpretive signs along three trails leading up Explorer's Peak. Progress has been made throughout the year. Sign text will include anti-litter, *Tread Lightly!* and *Leave No Trace* messaging.

2. **Training Program for Clark County Tour Guides.** Many tour operators visit public lands sites throughout Clark County, including Red Rock Canyon NCA, Lake Mead NCA, and the Spring Mountains NRA. An important opportunity exists to influence the content and messages given during these tours. To this end, the possibility is being explored to develop and implement a training program specifically designed for Southern Nevada Tour Guides.

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.**

Aspects of this project will be identified based on information collected through a survey of the Clark County Hispanic community. This survey, created from research goals approved by the SNAP Board on April 18, 2008 ([see Hispanic Outreach Research Goals](#)), has been reviewed by SNAP agency staff, and is being prepared for OMB review ([see Draft Hispanic Survey](#)).

- 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.**

No progress has been made this quarter.

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

No progress has been made this quarter.

- 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.**

No progress has been made this quarter.

- 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 research goals for this survey and monitoring program have been approved by the SNAP Board on April 18, 2008 ([see Hispanic Outreach Research Goals](#)). The survey has been reviewed by SNAP agency staff, including members of the Recreation Team, and is being prepared for OMB review ([see Draft Hispanic Survey](#)). A series of information sessions were recommended by the SNAP Board. These sessions will serve to introduce community leaders to the Education about the Environment Hispanic Outreach efforts, generate (or increase) awareness, garner support, and result in establishing important partnerships for on-going project implementation. A preliminary Outreach List has been approved by the SNAP Executive Director ([see Hispanic Outreach Information Sessions](#)).

- 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.**

This task refers to subsequent years. No progress has been made this quarter.

Accomplishments for Task 5 – Year 1

A Hispanic Outreach Survey and Monitoring Plan has been developed, including research goals, a draft survey, and an outreach plan for community leaders.

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

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

Listserv postings and associated information can be viewed at www.enviroedexchange.org.

- b. Facilitate bi-monthly meetings for Partners for Education about the Environment, a collaborative group of informal educators from more than 20 informal education organizations in the Las Vegas area, including representatives from each of the four federal agencies.**

The Our Places Tell Stories Conference held March 4-6, 2008, took the place of the March Partners for Education about the Environment meeting. A Partners for Education about the Environment Meeting was held on May 28, 2008 (meeting agenda and notes available on <http://grovesite.com>).

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

The Our Places Tell Stories conference was attended by agency staff from all four federal agencies.

- d. Implement stated goals (listed below) for Partners for Education about the Environment with assistance from Media Relations, general clerical support, agency personnel, and the UNLV graduate student.**

Goals:

1. Maximize effectiveness of Education about the Environment efforts by coordinating support resources.

- Projects include: the Hispanic Community Outreach survey, an educator's resource website (www.enviroedexchange.org), and the Our Places Tell Stories conference.
2. Improve skill and knowledge of providers of Education about the Environment.
 - Nevada State Certification in Environmental Education and Interpretation
 - Our Places Tell Stories conference.
 3. Celebrate our successes with the southern Nevada community.
 - Projects include the Our Places Tell Stories conference and the educator's resource website (www.enviroedexchange.org).

Accomplishments for Task 6 – Year 1

- Listserv postings occurred each month during Year 1.
- Partners for Education about the Environment met four times, with several additional meetings held by subcommittees (OPTS Planning and Partners for Environmental Cultural Connectedness).
- *¡Bienvenido Amigos! Spanish for Our Environment*, was held January – February 2008, providing customized language tools to foster effective linguistic and cultural communication when interacting with Spanish speakers.
- The Our Places Tell Stories conference was held March 4-6, with 175 participants.
- The Nevada State Certification in Environmental Education & Interpretation Program has been developed and piloted, and will launch in June 2008.

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.

This task refers to subsequent years. No progress has been made this year.

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

PI/Project Manager Allison Brody will oversee the design, development, and implementation of a mobile exhibit to provide education about public lands. Education goals might include wilderness education, fire prevention, responsible recreation, and the general promotion of public lands and their stewardship.

The following scope of work has been developed to begin the planning process for this mobile exhibit:

1. Identify and evaluate potential options for a mobile exhibit. For example, a mobile exhibit might consist of a self-contained exhibition and event trailer with components designed by the manufacturer. Alternatively, exhibit components might be designed and fabricated by a local partner, then hauled around in a trailer. Evaluate options based on:
 - Features
 - Exhibit components available
 - Capacity – visitor flow, square foot of exhibit space, etc.
 - Flexibility of each option. That is, can exhibit text/components be changed out? What are approximate costs (e.g., fabrication) associated with these changes?
 - Advantages and disadvantages
 - Is there a leasing option?
 - Estimated cost of construction and off-set by partners participation
 - Plan for relocation to event locations

2. Identify and evaluate options for the administrative aspects of a Mobile Exhibit Program. These aspects might include housing for the exhibit, scheduling exhibit for events, staffing needs, etc.

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

This task refers to subsequent years. No progress has been made this year.

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.**

Course curricula have been created based on core competencies, guidelines, indicators, and assessment strategies that have been agreed upon by the development team (documents available on <http://grovesite.com>). Sections of these courses were successfully piloted during three workshops that took place in the Our Places Tell Stories conference March 4-6, 2008.

A Certification Handbook, including Processes and Procedures for enrollment, program management, the supervised internship, and issue resolution, is in draft form (documents available on <http://grovesite.com>). A list of mentors and internship sites have been identified, and a mentor training class has been scheduled to take place on May 30, 2008.

The NEE&I Certification Program will launch on June 17, with 10-15 participants expected to enroll. Coursework will be completed on August 7, and the internships will be completed by November 15 (the schedule, admission packets, and additional information can be found at www.enviroedexchange.org).

Marketing has been accomplished via websites (www.enviroedexchange.org and Educational Outreach), fliers distributed at events such as the Our Places Tell Stories conference, and email lists. To date, 12 participants have registered to participate in the first cohort, including staff members from BLM and NPS. An NPS staff member is helping administer the program by serving on the Program Committee, and staff from USFS and USFWS are serving as mentors for the program.

- 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.**

175 participants attended the Our Places Tell Stories Conference, held March 4-6, 2008. A conference overview and summary can be found at <http://www.enviroedexchange.org/conf08/index.htm>, and evaluations of the conference and individual sessions are attached ([see Our Places Tell Stories Conference Evaluations](#)).

Accomplishments for Task 10 – Year 1

The Nevada State Certification in Environmental Education & Interpretation is scheduled to take place June 17-August 7. The program has been developed and is being administered by a state-wide team of professionals, including staff from BLM, NPS, USFS, and USFWS. Participants will complete 52 hours of coursework, followed by a 40 hour internship. Certification will prepare participants with the knowledge, practical skills, and experiences to work for each of the SNAP agencies -- as paid staff or as volunteers.

The 2008 Our Places Tell Stories conference, held March 4-6, provided 175 agency staff and community partners with useful and applicable professional development opportunities.

SUMMARY OF YEAR 1 DELIVERABLES – CE&I

| Year Four Deliverables (June 2007 – May 2008) | Percent Complete as of Feb. 29, 2008 | Plan for Completion |
|---|---|---|
| Project 1 – Task 1 | | |
| a. Identify at least one project each year to focus efforts. | 100% for Year 1 | Three projects have been identified: 1. Anti-Litter Exhibit, 2. Restoration, Education, Volunteerism (REV), and 3. Lee Meadows Interpretive Project. |
| 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% for Year 1 | |
| c. Determine the best set of delivery systems for each project. | 100% for Year 1 | |
| d. Key user groups and best educational methodologies will be identified for each project. | 100% for Year 1 | |
| e. CE&I products and services for the focus project will be created and implemented. | 100% for Year 1 | a. REV program successfully piloted in April 2008. b. Lee Meadows Interpretive Project Activity stations were piloted in 12/07 and 1/08, and revised text has been submitted for review. |
| | | |
| Project 1 – Task 2 | | |
| a. Produce assessment proposals and reports for at least two CE&I products or services. | 100% for Year 1 | Assessment proposal and report completed for the Lee Meadows Interpretive project. The Our Places Tell Stories conference evaluation results summarized. |
| Project 1 – Task 3 | | This task refer to subsequent years – no progress has been made this quarter. |
| Project 1—Task 4 | | |
| a. Identify projects for delivering SNAP priority focus area messages to at least one private sector group. | 100% for Year 1 | Two projects have been identified: The Mountain's Edge Explorer's Interpretive Trail, and a Southern Nevada Tour Guide training program |
| b. Implement project. | 65% | Mountain's Edge Explorer's Interpretive Trail: draft interpretive plan is complete, sign text is 40% complete. It is anticipated that the Explorer's Group will resume planning meetings in June 2008. |

| | | |
|--|-----------------|---|
| Project 1 – Task 5 | | Refers to subsequent years. |
| Project 1 – Task 6 | | |
| a. Administer educators' listserv. | 100% for Year 1 | Listserv postings and associated website updates have been completed. |
| b. Facilitate bi-monthly meetings for Partners for Education about the Environment. | 100% for Year 1 | |
| c. Appropriate agency staff will attend Partners for Education about the Environment meetings. | 100% for Year 1 | Staff attended from USFWS, NPS, and BLM. |
| d. Implement stated goals (see overview section) for Partners for Education about the Environment. | 100% for Year 1 | <ol style="list-style-type: none"> 1. NEE&I program successfully piloted and will launch June 2008. 2. ¡Bienvenido Amigos! Spanish for Our Environment was offered January 2008. 3. Our Places Tell Stories conference held March 2008. 4. Resources shared through Partners meetings, PECC meetings, and planned Hispanic Community Outreach survey. |
| | | |
| Project 1 – Tasks 7-9 | | These tasks refer to subsequent years – no progress has been made this quarter. |
| | | |
| Project 1 – Task 10 | 100% for Year 1 | <ol style="list-style-type: none"> 5. Our Places Tell Stories conference held March 2008 6. NEE&I program will launch June 2008. |

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 activity will be completed by August 31 of each year, beginning in 2008.

This task refers to subsequent years. No progress has been made this year.

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

This activity was accomplished in earlier quarters.

c. Maintain Forever Earth website and update content.

Minor revisions to the website were made throughout Year 1.

Accomplishments for Task 1 – Year 1

1. Training for Forever Earth crew and staff. Two training sessions were provided for UNLV's Forever Earth crew and staff and National Park Service personnel. Drills were conducted for man overboard, fire, and collision situations.

2. Minor revisions to Standard Operating Procedures. Throughout the year, Forever Earth crew and staff made minor adjustments to these procedures. These changes will be incorporated into the next edition, on schedule for completion by August 31, 2008.

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 fourth quarter, 1985 passengers benefited from educational programming during 50 trips aboard Forever Earth. To date this project year, a total of 82 educational trips have occurred on Forever Earth.

The trips are detailed in the table on page 13. Highlights of Forever Earth educational use included:

- On March 3, 10, 11, 16, and 26, 2008, fifth-grade students from Darnell Elementary School learned about native Colorado River fish species during the “Finicky Fish Finish Last” program aboard Forever Earth and participated in shore activities.
- On March 19, 2008, students from J.D. Smith Middle School’s Afternoon All Stars program participated in a Science and Art event as part of Discover Mojave Outdoor World. National Park Service interpreter, Sky McClain, also led students and adults on a short hike in the Kingman Wash area.
- High school students from the Southeast Career Technical Academy participated in the “Alien Invaders” program on March 13, 2008. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- Fifth-grade students from Lummis Elementary School learned about native Colorado River fish species during the “Finicky Fish Finish Last” program aboard Forever Earth and participated in shore activities on March 27, 28, 31, and April 3, 2008.
- On April 2, 28, May 2, 19, 28, and 29, 2008, fifth-grade students from Martha P. King Elementary School learned about native Colorado River fish species during the “Finicky Fish Finish Last” program aboard Forever Earth and participated in shore activities.
- On April 4, 2008, fifth-grade students from Cumorah Academy learned about native Colorado River fish species during the “Finicky Fish Finish Last” program aboard Forever Earth.
- Seventh-grade students from Cumorah Academy learned about Lake Mead’s water quality and water-use cycle during activities aboard Forever Earth on April 7, 2008.
- Sixth-grade students from Grant Sawyer Middle School participated in the “Alien Invaders” program on April 8, 2008. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- On April 9, 2008 sixth-grade students from Bailey Middle School participated in the “Alien Invaders” program. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- On April 10, 11, 17, and 18, 2008, fifth-grade students from Robert Taylor Elementary School learned about native Colorado River fish species during the “Finicky Fish Finish Last” program aboard Forever Earth.

- On April 12, 2008, UNLV's Educational Outreach program conducted a class aboard Forever Earth on the geology of Lake Mead. The class was facilitated by Dr. Wanda Taylor, a professor in the Geosciences Department.
- Fourth-grade students from Grant Bowler Elementary School participated in the "Just Passing Through! The Water Cycle!" program aboard Forever Earth and in shore activities on April 15 and 21, 2008.
- Seventh-grade students from Garrett Middle School (April 22 and 23, 2008) learned about Lake Mead geology during activities in the "GSI: Geo-Scene Investigation" program aboard Forever Earth and on shore.
- On April 9, 2008 sixth-grade students from Roy Martin Middle School participated in the "Alien Invaders" program aboard Forever Earth and on shore. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- Members of the Las Vegas Wash Coordination Committee facilitated a program of activities with fifth-grade students from Mabel Hoggard Elementary on April 25, 2008.
- Fourth-grade students from Goldfarb Elementary School participated in the "Just Passing Through! The Water Cycle!" program aboard Forever Earth and in shore activities on April 29 and May 1, 2008.
- On April 30, 2008, fourth- and fifth-grade GATE (Gifted and Talented Education) students from Hayden Elementary and Perkins Elementary Schools participated in the "Alien Invaders" program. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- On May 5, 16, and 30, 2008, fifth-grade students from Jeffers Elementary School learned about native Colorado River fish species during the "Finicky Fish Finish Last" program aboard Forever Earth and participated in shore activities.
- Eighth-grade students from Sedway Middle School participated in the "Alien Invaders" program aboard Forever Earth and on shore on May 6, 2008. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- On May 7, 9, and 14, 2008, sixth-grade students from Hyde Park Middle School participated in the "Alien Invaders" program aboard Forever Earth and on shore. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- Fifth-grade students from Tom Williams Elementary School learned about native Colorado River fish species during the "Finicky Fish Finish Last" program aboard Forever Earth and participated in shore activities on May 8, 2008.
- On May 10, 2008, high school students enrolled in a marine science class at Cimarron-Memorial High School participated in the "Alien Invaders" program aboard Forever Earth and on shore. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- Fifth-grade students from William Wright Elementary School learned about native Colorado River fish species during the "Finicky Fish Finish Last" program aboard Forever Earth and participated in shore activities on May 13 and 27, 2008.
- On May 15, 2008, sixth-grade students from Bridger Middle School participated in the "Alien Invaders" program aboard Forever Earth and on shore. Students learned about invasive species and how quagga mussels are impacting Lake Mead.
- Fifth-grade students from Bendorf Elementary School learned about native Colorado River fish species during the "Finicky Fish Finish Last" program aboard Forever Earth and participated in shore activities on May 21, 2008.
- Fourth-grade students from Hal Smith Elementary School participated in the "Just Passing Through! The Water Cycle!" program aboard Forever Earth and in shore activities on May 22, 2008.
- On May 31, 2008, fourth- and fifth-grade GATE (Gifted and Talented Education) students from Tobler Elementary School participated in the "Alien Invaders" program aboard Forever Earth and on shore. Students learned about invasive species and how quagga mussels are impacting Lake Mead.

(NOTE: See [List of all Forever Earth trips](#) conducted during the 4th Quarter.)

Forever Earth Education Trips – Round 6 Year 1, 4th Quarter

| Date(s) | Group | Group Type | Trip Purpose | Trip Length | # of Adults | # of Students | Total # Pass. |
|---------|--|------------|---------------------|---------------------|-------------|---------------|---------------|
| 3-Mar | Darnell Elementary (5 th grade) | Education | Student Field Trip | 2.75 hrs. (2 trips) | 9 | 30 | 39 |
| 10-Mar | Darnell Elementary (5 th grade) | Education | Student Field Trip | 2.75 hrs. (2 trips) | 9 | 31 | 40 |
| 11-Mar | Darnell Elementary (5 th grade) | Education | Student Field Trip | 2 hrs. | 6 | 32 | 38 |
| 13-Mar | SE Career Technical Academy (High School) | Education | Student Field Trip | 3.5 hrs. | 3 | 22 | 25 |
| 19-Mar | JD Smith MS Afternoon All-Stars | Education | Outdoor World Event | 6 hrs. | 7 | 13 | 20 |
| 26-Mar | Darnell Elementary (5 th grade) | Education | Student Field Trip | 3 hrs. (2 trips) | 11 | 31 | 42 |
| 27-Mar | Lummis Elementary (5 th grade) | Education | Student Field Trip | 3.5 hrs. (2 trips) | 15 | 34 | 49 |
| 28-Mar | Lummis Elementary (5 th grade) | Education | Student Field Trip | 3.5 hrs. (2 trips) | 15 | 34 | 49 |
| 31-Mar | Lummis Elementary (5 th grade) | Education | Student Field Trip | 3.5 hrs. (2 trips) | 12 | 32 | 44 |
| 2-Apr | Martha P. King Elementary (5 th grade) | Education | Student Field Trip | 3.5 hrs. (2 trips) | 9 | 27 | 36 |
| 3-Apr | Lummis Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 8 | 33 | 41 |
| 4-Apr | Cumorah Academy (5 th grade) | Education | Student Field Trip | 4 hrs. | 6 | 18 | 24 |
| 7-Apr | Cumorah Academy (7 th grade) | Education | Student Field Trip | 4 hrs. | 6 | 19 | 25 |
| 8-Apr | Grant Sawyer Middle School (6 th grade) | Education | Student Field Trip | 3.75 hrs. (3 trips) | 13 | 56 | 69 |
| 9-Apr | Bailey Middle School (6 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 10 | 44 | 54 |
| 10-Apr | Robert Taylor Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. | 4 | 9 | 13 |
| 11-Apr | Robert Taylor Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. | 6 | 15 | 21 |
| 12-Apr | UNVL Educational Outreach | Education | Class Offering | 6.5 hrs. | 24 | 0 | 24 |
| 15-Apr | Grant Bowler Elementary (4 th grade) | Education | Student Field Trip | 3.5 hrs. | 18 | 55 | 73 |
| 16-Apr | Darnell Elementary (5 th grade) | Education | Student Field Trip | 3.5 hrs. (2 trips) | 8 | 31 | 39 |
| 17-Apr | Robert Taylor Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. | 4 | 12 | 16 |
| 18-Apr | Robert Taylor Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. | 5 | 14 | 19 |
| 21-Apr | Grant Bowler Elementary (4 th grade) | Education | Student Field Trip | 3.5 hrs. (3 trips) | 20 | 53 | 73 |
| 22-Apr | Garrett JHS (7 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 9 | 30 | 39 |
| 23-Apr | Garrett JHS (7 th grade) | Education | Student Field Trip | 4 hrs. | 6 | 21 | 27 |
| 24-Apr | Roy Martin Middle School (6 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 10 | 42 | 52 |
| 25-Apr | Mabel Hoggard Elementary (5 th grade) | Education | Student Field Trip | 7.5 hrs (2 trips) | 8 | 24 | 32 |
| 28-Apr | Martha P. King Elementary (5 th grade) | Education | Student Field Trip | 3.75 hrs. (2 trips) | 7 | 28 | 35 |
| 29-Apr | Goldfarb Elementary | Education | Student Field Trip | 4 hrs. | 8 | 41 | 49 |

| | | | | | | | |
|-------------------------------|--|------------------------------|--------------------|------------------------------|-------------|-------------|-------------|
| | (4 th grade) | | | (2 trips) | | | |
| 30-Apr | Hayden and Perkins ES (4 th and 5 th grade GATE) | Education | Student Field Trip | 3.75 hrs. | 4 | 14 | 18 |
| 1-May | Goldfarb Elementary (4 th grade) | Education | Student Field Trip | 3.75 hrs. (2 trips) | 10 | 38 | 48 |
| 2-May | Martha P. King Elementary (5 th grade) | Education | Student Field Trip | 3.75 hrs. (2 trips) | 13 | 30 | 43 |
| 5-May | Jeffers Elementary (5 th grade) | Education | Student Field Trip | 5.5 hrs. (2 trips) | 8 | 30 | 38 |
| 6-May | Sedway Middle School (8 th grade) | Education | Student Field Trip | 3.5 hrs. (2 trips) | 8 | 40 | 48 |
| 7-May | Hyde Park Middle School (6 th grade) | Education | Student Field Trip | 5 hrs. (3 trips) | 9 | 46 | 55 |
| 8-May | Tom Williams Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 10 | 21 | 31 |
| 9-May | Hyde Park Middle School (6 th grade) | Education | Student Field Trip | 5 hrs. (3 trips) | 6 | 48 | 54 |
| 10-May | Cimarron-Memorial High School (Marine Science Class) | Education | Student Field Trip | 3.5 hrs. (2 trips) | 6 | 29 | 35 |
| 13-May | William Wright Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 11 | 29 | 40 |
| 14-May | Hyde Park Middle School (6 th grade) | Education | Student Field Trip | 5 hrs. (3 trips) | 9 | 54 | 63 |
| 15-May | Bridger Middle School (6 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 8 | 43 | 51 |
| 16-May | Jeffers Elementary (5 th grade) | Education | Student Field Trip | 5.5 hrs. (2 trips) | 7 | 27 | 34 |
| 19-May | Martha P. King Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 10 | 25 | 35 |
| 21-May | Bendorf Elementary (5 th grade) | Education | Student Field Trip | 3.75 hrs. (2 trips) | 9 | 22 | 31 |
| 22-May | Hal Smith Elementary (4 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 13 | 27 | 40 |
| 27-May | William Wright Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 12 | 30 | 42 |
| 28-May | Martha P. King Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 16 | 23 | 39 |
| 29-May | Martha P. King Elementary (5 th grade) | Education | Student Field Trip | 4 hrs. (2 trips) | 11 | 25 | 36 |
| 30-May | Jeffers Elementary (5 th grade) | Education | Student Field Trip | 5.5 hrs. (2 trips) | 8 | 29 | 37 |
| 31-May | Tobler Elementary (4 th and 5 th grade GATE) | Education | Student Field Trip | 5 hrs. (2 trips) | 18 | 29 | 47 |
| TOTALS for 4th quarter | | Education – 50 groups | | Education 204.5 hrs. | 504 | 1481 | 1985 |
| TOTALS for Year 4 | | Education – 84 groups | | Education 353.75 hrs. | 1015 | 2158 | 3173 |

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.

Pre- and post-activities for the 4th grade curriculum were created during this quarter to complete the 2007-2008 Edition (*posted at <http://grovesite.com>*). Mary Sowder, UNLV graduate student, created these activities with review by the Forever Earth curriculum team.

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

Additional shore activities for the sixth-grade curriculum were field-tested during this quarter. Revisions were made and the activities were finalized for inclusion in the curriculum manual (*see attached*).

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.

Visual aids, program supplies, and needed equipment were purchased throughout the quarter and year as needed.

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.

The Southern Nevada Water Authority has expressed interest in this project. However, due to the low number of high school groups, this task element has not been finalized. Additional promotion with high school science teachers is warranted in order to complete this element.

f. Develop one additional curriculum module for fifth grade students.

This will be completed by February 28, 2009.

g. Develop one additional curriculum module for fourth grade students.

This will be completed by February 28, 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 will be completed by August 31 of each year, beginning in 2008.

Accomplishments for Task 2 – Year 1

1. Scheduled educational trips on Forever Earth. During Year 1, 50 educational trips were scheduled aboard Forever Earth benefiting 1481 students and 504 adults (1985 total passengers).

2. 2007-2008 Forever Earth Curriculum. Pre- and post-activities for the 4th grade module as well as additional shore activities for the 5th and 6th grade modules were created. Other minor revisions were made, and the 2007-2008 Curriculum Edition was completed on time.

3. Program supplies and equipment. Throughout the year, additional supplies, equipment, and visual aids were acquired as needed for delivering the curriculum.

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 task was completed in earlier quarters.

b. Coordinate with university, state, and federal researchers to schedule Forever Earth for a minimum of three scientific research trips.

No research trips were scheduled in this quarter.

c. Identify and purchase any needed research supplies and/or equipment.

No additional supplies or equipment were identified during 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.

Minor revisions were made to the program information flier in earlier quarters.

Accomplishments for Task 3 – Year 1

1. Forever Earth Program Brochure. Minor revisions were made to the program information flier.

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).

Activities related to this task were completed during the 1st quarter.

Accomplishments for Task 4 – Year 1

1. Mobile Visitor Center. During Year 1, The National Park Service scheduled Forever Earth on three occasions during the peak visitation months of June, July, and August. Lack of staffing prevented NPS interpreters from scheduling more dates.

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.

To date, a total of eight agency trips have occurred on Forever Earth.

- In the fourth quarter, Forever Earth was utilized on one occasion for agency purposes. On April 14, 2008, the Las Vegas Wash Coordinating Committee conducted a staff meeting to plan and review their field trip efforts and activities with Mabel Hoggard Elementary School. Details are provided in the following table.

Forever Earth Agency Trips – Round 6 Year 1, 4th Quarter

| Date(s) | Group | Group Type | Trip Purpose | Trip Length | # of Adults | # of Students | Total # Pass. |
|--|---------------------------------------|-------------------------|--|---------------------------|-------------|---------------|---------------|
| 14-Apr | Las Vegas Wash Coordinating Committee | Agency | Staff planning meeting for Hoggard field trips | 6 hrs. | 17 | 0 | 17 |
| TOTALS for 4th quarter | | Agency – 1 group | | Agency –6.0 hrs. | 17 | 0 | 17 |
| TOTALS for Year 1 | | Agency –8 groups | | Agency – 45.5 hrs. | 88 | 0 | 88 |

Accomplishments for Task 5 – Year 1

1. Agency trips aboard Forever Earth. During Year 1, a total of 8 trips were scheduled for agency purposes.

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

PI/Project Manager Daphne Sewing, with the assistance from the UNLV graduate student, 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.

A report, “Transporting Students to Public Land Sites for Field Trips,” has been completed (*see attached*). The report outlines transportation and makes recommendations for future implementation.

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

In this quarter, transportation funding was provided for 40 field trips. To date, funding has been provided for 45 field trips.

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

This will be done by May 31, 2009.

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

This will be done by May 31, 2010.

Accomplishments for Task 6 – Year 1

1. Transportation Report. A report was completed that outlined options for transporting students to public land sites for field trips. The report included recommendations for future implementation.

2. Transportation Funding for Field Trips. During Year 1, transportation funding was provided for 45 field trips on Forever Earth.

Project 2 – Task 7. Implement additional program assistance.

PI/Project Manager Daphne Sewing with assistance from the UNLV graduate assistant, 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 will be done by May 31, 2010.

ADDITIONAL WORK ACCOMPLISHED FOR THIS PROJECT

A modification to the existing agreement between Fun Country Marine, Inc. (Forever Resorts) and the Nevada System of Higher Education (on behalf of UNLV's Public Lands Institute) has been reviewed and finalized. The modification will extend the current agreement an additional three years and allow for continued operation of the Forever Earth program. The modification is currently being routed for signatures from both entities.

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 of activities for Round 6 Year 1 has been completed ([see Discover Mojave Outdoor World Schedule](#)).

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, seven events were conducted for 152 participants (see table below). These events were conducted for 4 different groups or programs: 2nd and 4th grade students from Paradise Elementary School; 4th grade students from Lunt Elementary; Afternoon All Stars from J.D. Smith Middle School; and RecMobile, a Clark County Parks and Recreation Department program.

Discover Mojave Outdoor World Schedule Round 6 Year 1, 4th Quarter

| DATE | GROUP | ACTIVITY | # of PARTICIPANTS | LOCATION |
|-------------------|---|-------------------------------------|-------------------|--|
| Fri., March 7 | Paradise Elementary 2 nd and 4 th grades | Introduction to Bird Watching | 40 | Sunset Park |
| Fri., March 14 | Lunt Elementary 4 th grade | Introduction to Bird Watching | 45 | Sunset Park |
| Wed., March 19 | Afterschool All Stars J.D. Smith Middle School | Science and Art Adventure | 13 | Forever Earth/Lake Mead |
| Sat., March 29 | RecMobile, Clark County Parks and Recreation Department | Bird Watching I | 15 | Floyd Lamb Park Desert National Wildlife Refuge |
| Sat., Apr. 12 | RecMobile, Clark County Parks and Recreation Department | Rock Climbing | 7 | Nevada Climbing Center |
| Sat., Apr. 19 | RecMobile, Clark County Parks and Recreation Department | Rock Climbing | 7 | Nevada Climbing Center |
| Sat., May 17 | RecMobile, Clark County Parks and Recreation | Kayaking I | 15 | Lake Mead National Recreation Area |

| | | | | |
|--|--------------------------|------------------|-------------------------|--|
| | Department | | | |
| Fourth Quarter Totals | 4 groups targeted | 7 events | 152 participants | |
| Round 6 Year 1 Totals (to date) | 7 groups targeted | 28 events | 496 participants | |

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 in 2008.

d. Maintain website to highlight program activities and partner contributions and update content as necessary. Agency staff will evaluate Website content regularly.

Minor revisions have been made to the website throughout Year 1.

Accomplishments for Task 1 – Year 1

1. Conducted Events. During Year 1, 28 events were conducted for 496 participants. Seven different groups were targeted for these events.

2. Website Revisions. Minor revisions were made to the website throughout the year.

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.

A camping event was developed and field-tested in earlier quarters.

b. Develop curriculum (goals, objectives, programs, activities, locations, etc.) for the selected recreational activity.

This task has been completed for the camping event.

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

This activity has been completed for the camping event (*see attached*).

Accomplishments for Task 2 – Year 1

1. Camping event. Developing a camping activity was identified as a high priority during Round 4 activities. A camping event was field tested during the second quarter with fifth-grade students from Paradise Elementary participating in an after-school science program. Curriculum for this activity was then 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 work was completed on this task during the fourth 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.

This task was completed during the first quarter.

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

This task was completed during the first quarter.

d. Highlight partner contributions on website.

This activity was completed during the first quarter.

Accomplishments for Task 3 – Year 1

1. New partnerships. Three new partnerships were established during Year 1. Activities were conducted for Henderson City Parks and Recreation Department, North Las Vegas Parks and Recreation Department, and Afternoon All-Stars.

2. Re-established partnership. After two years of changes, RecMobile, a Clark County Parks and Recreation Department program, participated in Outdoor World activities during Year 1.

Project 3 – Task 4. Implement additional program assistance.

PI/Project Manager Daphne Sewing, with assistance from the UNLV graduate student, 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.

STATUS OF ROUND 6 YEAR 1 DELIVERABLES – FOREVER EARTH & OUTDOOR WORLD

| Year Four Deliverables (June 2007 – May 2008) | Percent Complete as of May 31, 2008 | Plan for Completion |
|--|---|---|
| FOREVER EARTH | | |
| Project 2 – Task 1 | | |
| b. Provide training on SOP for boat crew. | 200% | Trainings were conducted on September 6, 2007 and February 5, 2008. |
| c. Update and maintain website. | 100% | |
| Project 2 – Task 2 | | |
| a. Schedule a minimum of 25 educational trips. | 200% | Additional reservations will occur throughout the school year. |
| b. Produce 2007/2008 edition of FE curriculum. | 100% | Revisions to shore activities have been made; 6 th grade curriculum has been re-written to reflect quagga mussel discovery. The curriculum will be completed during the 4th quarter. |
| c. Develop additional 6 th grade curriculum. | 100% | Two shore activities have been created for the 6 th grade curriculum. |
| d. Purchase program materials, supplies, and visual aids. | 100% | Visual aid and equipment needs have been identified for the 2007/2008 school year. |
| e. Develop partnership for integrating data collected by high school students into existing research database. | 0% | Additional promotion of the Forever Earth program to high school science teachers is necessary to accomplish this task. This will be done during Year 2. |
| Project 2 – Task 3 | | |
| a. Distribute information about Forever Earth to researchers in regional area. | 100% | |
| b. Schedule 3 scientific research trips on Forever Earth. | 0% | Although several calls from interested research groups were received, no trips were scheduled during Year 1. |
| c. Purchase needed research supplies and equipment. | 0% | No purchases were identified. |
| Project 2 – Task 4 | | |
| a. Schedule Forever Earth as a mobile visitor center twice per month during June, July, and August. | 50% | NPS could only schedule three trips this summer due to staffing constraints. |
| Project 2 – Task 5 | | |
| a. Schedule a minimum of 6 trips for agency purposes. | 133% | More trips will be scheduled throughout the year. |
| Project 2 – Task 6 | | |
| a. Produce report “Transporting Students to Public Lands for Field Trips.” | 100% | |
| b. Provide bus transportation funds for 15 student field trips. | 300% | |
| Project 2 – Task 7 | | |
| a. Determine delivery system. | 50% | This task is to be completed by 2010. |
| OUTDOOR WORLD | | |
| Project 3 – Task 1 | | |
| a. Develop a schedule of events for the year. | 100% | |
| b. Conduct a minimum of 25 events. | 112% | |
| d. Update and maintain website. | 100% | Minor revisions to the website have been made throughout Year 1. |
| Project 3 – Task 2 | | |
| a. Identify a new recreational event | 100% | Completed. A camping experience has been |

| | | |
|--|------|--|
| to be developed. | | developed. |
| b. Develop curriculum for the selected recreational event. | 100% | |
| c. Field test new event curriculum. | 100% | Completed. |
| Project 3 – Task 3 | | |
| a. Identify potential new partners. | 100% | Completed. |
| b. Contact potential partners. | 100% | Completed. |
| c. Formulate a minimum of one new partnership. | 300% | Two new partnerships were established in the first quarter. |
| d. Highlight partner contributions on website. | 0% | This is scheduled for completion during the first quarter of Year 2. |
| Project 3 – Task 4 | | |
| a. Determine delivery system to increase scope of program. | 50% | This task is to be completed by 2010. |

Submitted by:

_____

Margaret N. Rees
Principal Investigator

June 2, 2008

Date