

11-30-2009

## Interagency Outdoor Education Programming: Quarterly Progress Report: Period Ending November 30, 2009

Margaret N. Rees

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

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### Repository Citation

Rees, M. N. (2009). Interagency Outdoor Education Programming: Quarterly Progress Report: Period Ending November 30, 2009. 1-33.

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**QUARTERLY PROGRESS REPORT**  
**University of Nevada, Las Vegas**  
**Period Ending November 30, 2009**

**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:

- Evaluation results from the NEEI Certification program were presented at the North American Association for Environmental Education (NAAEE) National Conference on October 9, 2009.
- *The Story of Gill* graphic novel has been printed; a media release/bookstore signing is in the planning stages.
- A total of 60 people participated in Families in Nature events at Red Rock Canyon National Conservation Area and Winchester Cultural Center.
- Registration has opened for the Our Places Tell Stories Conference, February 24 -27, 2010.
- Forever Earth was scheduled for 33 days and benefited 1,129 individuals.
- Thirteen Discover Mojave Outdoor World events were conducted for 204 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.**

The project identified and completed this year was Wilderness Awareness.

- 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 will be accomplished next 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.**

Allison Brody met with Sky McClain, SNAP Education Specialist, on September 8, 2009 to determine the best way to deliver Wilderness Awareness messages. It was agreed that Allison would meet with local artist Sharon Shafer, who has created a multimedia wilderness presentation that she delivers to a variety of audiences, including K-12 and adults. Her presentation, called “The Art of Nature: Images from the Wildlands of Southern Nevada,” reveals the beauty and grace of Southern Nevada’s wilderness areas through sketches, prints, music, and photographs.

Lori Headrick, Wilderness Team Project Manager, observed Sharon Shafer give her presentation on October 27, 2009 for Martha P. King elementary school. Lori Headrick then invited Ms. Shafer to give the presentation to the Wilderness Team on November 18, 2009. The Wilderness Team agreed that the presentation meets their need to promote awareness of Southern Nevada Wilderness areas and help develop future stewards of the lands.

Sharon Shafer and Allison Brody recommend that the team consider allowing SNAP and PLI develop education extensions to the presentation. By infusing natural history, fine arts, and science, Sharon Schafer's stunning presentation can deliver messages, give academic content and inspire southern Nevadan's to care for Nevada's wilderness areas.

- 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.**

PLI and SNAP Educators proposed to work with Sharon Shafer to provide supporting academic content for presentations to the following K-12 classrooms in the Clark County School District (where academically appropriate):

- 9th grade Environmental Studies and Sustainability - a required course for 75% of freshman in Clark County.
- 6th grade life science (state science standard unifying concept: organisms in their environment).
- Fine Arts courses throughout the district.
- Potential Service Learning projects with magnet schools actively seeking community partners especially in the integration of science and art.

As well as plan, create, and deliver the following Teacher Extension Activities (Extension of presentation): activities, lesson plans, resources, curricular connections, and other experiences for teachers to use which will be integrated across subject and grade lines. These will incorporate SNAP messages in ways that fulfill academic needs.

- 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.

No progress has been made this quarter.

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***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.**

Allison Brody presented evaluation results from the NEEI Certification program at the North American Association for Environmental Education national conference on October 9, 2009. A total of 35 people attended the presentation.

- 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 has been 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 has been 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 has been 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.***

Allison Brody will meet with agency staff in December 2009 to assimilate and collate data that the agencies have collected for the fiscal year that ended Sept. 30, 2009.

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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.**

Allison Brody attended the Las Vegas Tourist Guide Guild (<http://lvtgg.com/>) member meeting on October 26, 2009 to introduce SNAP, PLI, and NEEI programs and investigate the possibility of holding stakeholder meetings to identify training needs.

- 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).**

Due to low attendance (only three people were present) at the October 26 LV Tourist Guide Guild (LVTGG) meeting, it was decided to reschedule the presentation exploring training opportunities until December 14, 2009. Conversations with the president and a long-standing member revealed that the LVTGG members underwent a content-based training developed and delivered in-house by LVTGG members. There is not an immediate desire or interest in training provided by an outside party, such as SNAP or PLI. It seems important for PLI to establish a stronger relationship with this group before they will be open to training opportunities.

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

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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.**

Two projects are being implemented to deliver SNAP priority focus area messages to the Hispanic community: (1) the Families in Nature multicultural education program; and (2) the Hispanic Outreach program.

- 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.**

- (1) Two Families in Nature events were held this quarter (planning notes posted on Grovesite). Forty-five people attended an event that visited the Old Spanish Trails Park (Clark County) and Red Rock Canyon National Conservation Area on September 19, 2009. Fifteen people attended a

camping-themed event at Winchester Cultural Center on November 21, 2009. The outcomes of this latter event were to expand the comfort zone of a group that are primarily day users; decrease apprehension that people might be feeling over not knowing which activities are “right” and which are “wrong”; and to obtain feedback about this event and future events and the overall program. Agency staff that assisted in facilitation included Amanda Rowland, Virginia Ramos, Emily Montoya, Laura Brinson, and Gina Melee.

The planning team (Amanda Rowland, Tricia Mynster, Allyson Butler, Irma Wynants, Wilisha Daniels, and Ricky Covey) continues to engage in additional strategic planning for the Families in Nature program. The team participated in a national EEATP-funded Inclusivity Initiative meeting in conjunction with the North American Association of Environmental Education (NAAEE) National Conference in Portland, Oregon. The team worked with other initiative members to develop and deliver a “Lessons Learned” presentation at the conference on October 9, 2009.

The team also met with Maria Marinch, President of Language Sources, on November 13, 2009 to develop a communication plan, including identifying goals, objectives, and priority communication tools. The team is evaluating logo concepts to help us “brand” this program.

- (2) Language Sources and PLI staffed a booth at the *Vive tu Vida* health fair on October 25, 2009. The theme of the booth was exploring our public lands is part of a healthy lifestyle. Hector comics, tattoos, and masks were distributed.

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

This has been accomplished in previous quarters.

- 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 is an ongoing program, as described above.

- 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.**

A conference call held on September 4, 2009 with Deb Reardon (project manager, SNAP Recreation Team), Allison Brody, Jim Gramman (OMB representative with the NPS Social Science program),

and Maria Marinch (Language Sources) revealed the need to hire a research firm prior to OMB approval. PLI has initiated this process.

- 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.

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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 [www.enviroedexchange.org](http://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.**

Allison Brody is facilitating a Professional Development subcommittee for CHOLLA. The Committee met on October 14 to review results from a front-end needs assessment for professional development (CHOLLA Professional Development Committee Meeting Notes posted on Grovesite). A total of 26 CHOLLA members responded to the on-line survey, identifying three training priorities:

1. Outreach strategies (12 members chose this = 41% of respondents)
2. Service Learning (9 members, 31%)
3. Marketing Programs (7 members, 24%)

Two-thirds of respondents said that they would prefer training to be offered as part of the CHOLLA meeting.

Allison Brody (PLI), Anne Grisham (Director, Magnate Schools), Mary Pike (Director, CPDD), Amy Page (PLI), and Amanda Rowland (SNAP) presented a training on Service Learning on November 17, 2009 (see attachment).

- 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 and Ellen Anderson attended the November 17 CHOLLA meeting.

- 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.**

Allison Brody, Amy Page, Amanda Rowland, and CPDD staff are part of a statewide committee, headed by Richard Vineyard, the Science Director for Nevada Department of Education, to develop Nevada's Environmental Literacy Plan. This plan, called the GreenPrint Plan, will allow the state to be eligible for federal funding through the upcoming No Child Left Inside legislation. Considerable progress was made to this end during a planning meeting held in Reno on November 12, 2009. This

plan will create a framework for environmental education and interpretation efforts throughout the state, including Southern Nevada and CCSD.

Allison Brody, LaNelda Rolley, and Paula Garrett (PLI) printed and released the “Story of Gill,” the first of the “Mojave is Home” graphic novel series designed to connect children with SNAP agency public lands. The graphic novel will also be available on-line ([www.discovermojave.org](http://www.discovermojave.org)).

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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.***

- a. Conduct pre- and post-surveys to measure resident awareness levels. Pre-survey to be completed by August 31, 2008. Post-surveys to be completed by July 31, 2009 and April 30, 2010.**

The SNAP Education Team has agreed to meet on December 4, 2009 to develop a communication plan that will provide direction for this task.

- b. PLI and SNAP staff will participate in the development of a public awareness campaign, which includes but is not limited to creative strategy, production, distribution and evaluation. Campaign development will be completed by August 31, 2008 and implemented by January 5, 2009.**

Progress on this cannot be made until the SNAP Education Team provides strategic direction. A meeting has been scheduled for December 4, 2009 for this purpose.

A proposal has been accepted by the Rivers, Trails and Conservation Assistance Program (RTCA) to facilitate a collaborative to work together to create, develop, and implement a Southern Nevada Children’s Outdoor Bill of Rights. A proposed work plan (see attached) will be presented to the SNAP Education team for approval on December 4. Allison Brody, Daphne Sewing, and Deb Reardon have created this draft plan, which includes holding three youth focus groups and a larger stakeholder meeting. The draft format for the youth focus group and a draft list of potential stakeholders are attached.

- c. PLI staff, in coordination with SNAP and agency staff, will develop a media plan and budget for the implementation of the public awareness campaign. This will be complete by January 5, 2009.**

Progress on this cannot be made until the SNAP messages have been approved and the SNAP Education Team provides strategic direction.

- d. PLI and SNAP staff will develop promotional vehicles to reach target audiences onsite by January 5, 2009.**

Progress on this cannot be made until the SNAP messages have been approved and the SNAP Education Team provides strategic direction.

- e. PLI staff will produce a written assessment report of the effectiveness of the public awareness program. This will be completed by May 2010.**

This task refers to the fourth quarter of this year.



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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.**

The Mobile Exhibit Project Planning Report (posted on Grovesite) has been submitted to the SNAP Executive Director, the SNAP Education team, and the SNAP Board. Allison Brody, Angelina Yost, and Jennifer Haley met with the SNAP Board on November 20, 2009, seeking approval for the project, but no decision was made at that time.

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

*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.**

This was completed May 2009. Updates and were presented to the SNAP Education team on November 9, 2009. A total of 13 members of the third cohort completed coursework on August 2009 and are currently completing capstone projects.

The NEEI Certification program was highlighted at the NAAEE national conference in Portland, OR on October 9, 2009. Allison Brody served on several panel discussions talking about the successes, challenges, and evaluation protocols for the NEEI program. NAAEE has released accreditation standards, which will be reviewed by the Program Committee in January 2010.

- 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.**

Planning team meetings have been held September 30 and October 28, 2009 (notes posted on Grovesite). The planning team approved and released the “Save the Date” postcard, the OPTS 2010 registration packet, and a scholarship application process and form ([www.enviroedexchange.org](http://www.enviroedexchange.org)).

### SUMMARY OF YEAR 3 (ROUND 6) DELIVERABLES – CE&I

| Year 3 Deliverables<br>(June 2009 – May 2010)   | Percent Complete as of<br>November 30, 2009 | Plan for Completion  |
|---|---|--|
| <b>Project 1 – Task 1</b>   |   |  |
| a. Identify at least one project each year to focus efforts.  | 100%  | Completed: Wilderness Awareness  |
| 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. | 20%   | SNAP Educators and PLI will present a Wilderness Outreach plan to the Wilderness team December 9.                      |
| c. Determine the best set of delivery systems for each project.   | 20%   | This will be identified in the Wilderness Outreach Plan.   |
| d. Key user groups and best educational methodologies will be identified for each project.  | 20%   | This will be identified in the Wilderness Outreach Plan.   |
| e. CE&I products and services for the focus project will be created and implemented.  | 20%   | These will be identified in the Wilderness Outreach Plan.  |
| <b>Project 1 – Task 2</b>   |   |  |
| a. Produce assessment proposals and reports for at least two CE&I products or services.   | 100%  | Evaluation results for the NEEI Certification Program were presented at the NAAEE National Conference on Oct. 9, 2009. |
| <b>Project 1 – Task 3</b>   |   |  |
| Document number of people reached by CE&I programs and services of the four federal agencies and cooperating partners.  | 75%   | Data will be compiled during the third quarter.  |
| <b>Project 1—Task 4</b>   | 5%  | A project has been identified: develop a training plan for Southern Nevada Tourism sector                              |
| <b>Project 1 – Task 5</b>   |   |  |
| a. Identify project for delivering SNAP priority focus area messages to Hispanic community.   | 100%  | Families in Nature program; outreach tools and events.   |
| b. Create and implement project.  | 100%  | Two Families in Nature events and one outreach event were staffed this quarter.  |
| <b>Project 1 – Task 6</b>   |   |  |
| a. Administer educators' listserv/blog.   | Continuous                                  |  |
| b. Facilitate CHOLLA meetings.  | 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                                  | The Nevada Environmental Literacy plan is being written; "The Story of Gill" has been released.                        |

|   |      |  |
|---|------|--|
| <b>Project 1 – Task 7</b>   |      |  |
| Develop a media plan and budget for the implementation of the public awareness campaign.  | 25%  | Awaiting SNAP Education Team approval and direction. |
| <b>Project 1 – Task 8</b>   |      |  |
| Coordinate the development and construction of three-dimensional museum-quality exhibits with graphical elements and supporting educational materials | 45%  | Awaiting SNAP Board approval.                        |
| <b>Project 1 – Task 9</b>   |      |  |
| Investigate potential delivery systems for integrating SNAP messages into the Clark County School District.   | 100% | Completed.   |
| <b>Project 1 – Task 10</b>  |      |  |
| Develop a Nevada State EE&I Certificate Program and conduct an Our Places Tell Stories Conference.  | 100% | A third cohort are completing capstone assignments.  |

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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 3.

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

Training was held on September 29, 2009.

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

This activity is on-schedule to be completed by May 31 of each year, as needed.

***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 second quarter, 1114 passengers benefited from educational programming during 32 trips aboard Forever Earth. These are detailed in the following table. Highlights of Forever Earth educational use included:

- Fourth and fifth-grade students from Goldfarb Elementary School (September 8, 9, 10, 11, and 17; October 22 and 23; and November 9 and 20, 2009) learned about Lake Mead's water use cycle (fourth-grade) and suitability of Lake Mead's habitat for razorback suckers (fifth-grade).
- Fourth-grade students from West Prep Elementary School learned about Lake Mead's water use cycle on September 23, 24, and 25, 2009).
- The Public Lands Institute conducted facilitator training aboard Forever Earth on September 29, 2009. Emergency boat drills were also performed for all facilitator staff and boat crew.
- High school students from Burk Horizon High School (October 1, 2009) learned about invasive species by participating in the Alien Invaders activities.
- UNLV's Educational Outreach conducted two classes aboard Forever Earth. On October 3, 2009, UNLV Geoscience faculty taught a class on Lake Mead's geology, and an Elderhostel class was conducted on October 26, 2009.
- On October 8 and 9, 2009, fifth-grade students from Matt Kelly Elementary School learned about the suitability of Lake Mead's habitat for razorback suckers.
- On October 10, 2009, students from Bob Miller Middle School participated in activities focusing on the quagga mussel invasion and Lake Mead's geology.
- Seventh grade students from Bridger Middle School participated in geology activities on October 14, 15, and 16, 2009. The new shore activity was field tested with this group.
- GATE students from several CCSD schools participated in the Alien Invaders activities on October 20, 2009.
- Fifth-grade students from Reedom Elementary School learned about the suitability of Lake Mead's habitat for razorback suckers (October 21, 27, and 28; and November 19, 2009).
- On October 25, 2009, fifth-grade students from Lake Mead Christian Academy learned about the suitability of Lake Mead's habitat for razorback suckers.
- Students from Foothill High School learned about quagga mussels and Lake Mead's geology on field trips conducted on November 3, 6, and 10, 2009.
- On November 23, 24, and 25, 2009, fourth-grade students from Keller Elementary School learned about Lake Mead's water use cycle.

*(NOTE: See attached for a listing of all Forever Earth trips conducted during the 2nd<sup>d</sup> Quarter.)*

#### **Forever Earth Education Trips – Year 3 (Round 6), 2nd Quarter**

| <b>Date(s)</b> | <b>Group</b>             | <b>Group Type</b> | <b>Trip Purpose</b> | <b>Length of Trip</b> | <b># of Adults</b> | <b># of Students</b> | <b>Total Pass.</b> |
|----------------|--------------------------|-------------------|---------------------|-----------------------|--------------------|----------------------|--------------------|
| 8-Sep          | Goldfarb ES (5th grade)  | Education         | Student Field Trip  | 4 hrs. (2 trips)      | 12                 | 30                   | 42                 |
| 9-Sep          | Goldfarb ES (5th grade)  | Education         | Student Field Trip  | 4 hrs. (2 trips)      | 6                  | 28                   | 34                 |
| 10-Sep         | Goldfarb ES (5th grade)  | Education         | Student Field Trip  | 4 hrs. (2 trips)      | 12                 | 30                   | 42                 |
| 11-Sep         | Goldfarb ES (5th grade)  | Education         | Student Field Trip  | 4 hrs. (2 trips)      | 10                 | 28                   | 38                 |
| 17-Sep         | Goldfarb ES (4th grade)  | Education         | Student Field Trip  | 4 hrs. (2 trips)      | 15                 | 30                   | 45                 |
| 21-Sep         | Goldfarb ES (5th grade)  | Education         | Student Field Trip  | 4 hrs. (2 trips)      | 9                  | 28                   | 37                 |
| 23-Sep         | West Prep ES (4th grade) | Education         | Student Field Trip  | 4 hrs.                | 5                  | 19                   | 21                 |
| 24-Sep         | West Prep ES (4th grade) | Education         | Student Field Trip  | 4 hrs.                | 5                  | 20                   | 25                 |

|                                    |   |                               |                      |                               |            |             |             |
|------------------------------------|---|-------------------------------|----------------------|-------------------------------|------------|-------------|-------------|
| 25-Sep                             | West Prep ES (4th grade)                | Education                     | Student Field Trip   | 4 hrs.                        | 5          | 21          | 26          |
| 29-Sep                             | Public Lands Institute                  | Education                     | Emergency Drills     | 2 hrs.                        | 12         | 0           | 12          |
| 1-Oct                              | Burk Horizon HS (High School)           | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 10         | 37          | 47          |
| 3-Oct                              | UNLV Educational Outreach               | Education                     | Community Field Trip | 4.5 hrs.                      | 23         | 0           | 23          |
| 8-Oct                              | Matt Kelly ES (5th grade)               | Education                     | Student Field Trip   | 4 hrs.                        | 6          | 12          | 18          |
| 9-Oct                              | Matt Kelly ES (5th grade)               | Education                     | Student Field Trip   | 4 hrs.                        | 8          | 14          | 22          |
| 10-Oct                             | Bob Miller MS (6th-8th grade)           | Education                     | Student Field Trip   | 4 hrs.                        | 9          | 10          | 19          |
| 14-Oct                             | Bridger MS (7th grade)                  | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 6          | 48          | 54          |
| 15-Oct                             | Bridger MS (7th grade)                  | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 6          | 47          | 53          |
| 16-Oct                             | Bridger MS (7th grade)                  | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 10         | 40          | 50          |
| 20-Oct                             | CCSD GATE (5th grade)                   | Education                     | Student Field Trip   | 4 hrs.                        | 4          | 20          | 24          |
| 21-Oct                             | Reedom ES (5th grade)                   | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 9          | 27          | 36          |
| 22-Oct                             | Goldfarb ES (4th grade)                 | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 8          | 29          | 37          |
| 23-Oct                             | Goldfarb ES (4th grade)                 | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 12         | 25          | 37          |
| 26-Oct                             | UNLV Elderhostel                        | Education                     | Field Trip           | 4.5 hrs.                      | 25         | 0           | 25          |
| 27-Oct                             | Reedom ES (5th grade)                   | Education                     | Field Trip           | 3.5 hrs. (2 trips)            | 10         | 24          | 34          |
| 28-Oct                             | Reedom ES (5th grade)                   | Education                     | Field Trip           | 3 hrs.                        | 5          | 21          | 26          |
| 29-Oct                             | Lake Mead Christian Academy (5th grade) | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 13         | 25          | 38          |
| 3-Nov                              | Foothill HS (9th grade)                 | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 8          | 34          | 42          |
| 6-Nov                              | Foothill HS (9th grade)                 | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 9          | 32          | 41          |
| 9-Nov                              | Goldfarb ES (4th grade)                 | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 12         | 28          | 40          |
| 10-Nov                             | Foothill HS (9th grade)                 | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 8          | 30          | 38          |
| 19-Nov                             | Reedom ES (5th grade)                   | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 13         | 29          | 42          |
| 20-Nov                             | Goldfarb ES (4th grade)                 | Education                     | Student Field Trip   | 4 hrs. (2 trips)              | 13         | 30          | 43          |
| <b>TOTALS for 2nd quarter</b>      |   | <b>Education -- 32 groups</b> |                      | <b>Education - 125.5 hrs.</b> | <b>318</b> | <b>796</b>  | <b>1114</b> |
| <b>TOTALS for Year 3 (to date)</b> |   | <b>Education -- 50 groups</b> |                      | <b>Education - 190 hrs.</b>   | <b>523</b> | <b>1229</b> | <b>1758</b> |

**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.

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 are 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, 2010.

**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 7<sup>th</sup> 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).**

Three trips were conducted in the first 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.**

One agency trip was scheduled in the second quarter, bringing the total to three trips for Year 3. On November 18, 2009, the National Park Service conducted a familiarization trip for participants in the Pacific West Region Public Affairs Conference.

**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. |
|--------------------------|-----------------------|-----------------------------|----------------------|------------------|-------------|---------------|-------------|
| Nov. 18                  | National Park Service | Agency                      | Familiarization Trip | 6 hrs.           | 15          | 0             | 15          |
| <b>TOTALS for Year 3</b> |                       | <b>Agency-<br/>6 groups</b> |                      | <b>28.5 hrs.</b> | <b>63</b>   | <b>0</b>      | <b>63</b>   |

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

PI/Project Manager Daphne Sewing, 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 28 field trips.

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

PI/Project Manager Daphne Swing, 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 draft schedule of activities for Year 3 (Round 6) has been developed (*see attached*). Interest from recreation and community centers and other groups to schedule additional activities will be reflected in subsequent revisions of this 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, 13 events were conducted for 204 participants (see table below).

Three activities (kayaking, indoor rock climbing, and geocaching) were conducted for participants from the Neighborhood Recreation Center, North Las Vegas Parks and Recreation Department, on September 26, November 7 and 10, 2009.

Members of the Environmental Science Club at Paradise Professional Development School participated in five activities: kayaking, indoor rock climbing, geocaching, bird watching, and camping. The camping event occurred at Red Rock Canyon National Conservation Area. In addition to camping, participants also hiked, rock scrambled, and met a Bureau of Land Management ranger for an interpretive talk.

Physical education students from Keller Middle School, Miller Middle School, and Northwest Career and Technical Academy participated hiking activities at Lake Mead National Recreation Area and Red Rock Canyon National Conservation Area (November 4, 10, and 14, 2009). The activities are connected to the schools' Project Adventure curriculum.



A geocaching activity was conducted for members of an afterschool Outdoor Adventure Club at Fertitta Middle School on November 16, 2009.

A Families in Nature event conducted at Winchester Cultural Center on November 21, 2009, focused on camping basics such as constructing a tent, “Leave No Trace” Principles, and cooking techniques.

### Discover Mojave Outdoor World Schedule – 2nd Quarter, Year 3 (Round 6)

| DATE                               | GROUP   | # of PARTICIPANTS       | ACTIVITY         | LOCATION                                   |
|------------------------------------|---|-------------------------|------------------|--|
| Sat., Sept. 26                     | Neighborhood Recreation Center, NLV             | 19                      | Kayaking I       | Lake Mead NRA                              |
| Wed., Oct. 7                       | Environmental Science Club, Paradise Elementary | 12                      | Kayaking I       | Lake Mead NRA                              |
| Wed., Oct. 14                      | Environmental Science Club, Paradise Elementary | 9                       | Rock Climbing I  | Nevada Indoor Climbing Center              |
| Wed., Oct. 28                      | Environmental Science Club, Paradise Elementary | 10                      | Geocaching       | Sunset Park                                |
| Wed., Nov. 4                       | Keller Middle School                            | 25                      | Hiking           | Lake Mead NRA                              |
| Wed., Nov. 4                       | Environmental Science Club, Paradise Elementary | 10                      | Birdwatching I   | Sunset Park                                |
| Sat., Nov. 7                       | Neighborhood Recreation Center, NLV             | 17                      | Rock Climbing I  | Nevada Indoor Climbing Center              |
| Sat.-Sun., Nov. 7-8                | Environmental Science Club, Paradise Elementary | 8                       | Camping I        | Red Rock Canyon National Conservation Area |
| Tues., Nov. 10                     | Miller Middle School                            | 20                      | Hiking           | Lake Mead NRA                              |
| Tues., Nov. 10                     | Neighborhood Recreation Center, NLV             | 20                      | Geocaching       | Hartke City Park                           |
| Fri., Nov. 13                      | Northwest CTA High School                       | 22                      | Hiking           | Red Rock NCA                               |
| Mon., Nov. 16                      | Fertitta MS Outdoor Adventure Club              | 12                      | Geocaching       | Fertitta MS Campus                         |
| Sat., Nov. 21                      | Families in Nature                              | 20                      | Camping Basics   | Winchester Cultural Center                 |
| <b>TOTALS for 2nd Quarter</b>      | <b>7 Groups</b>                                 | <b>204 participants</b> | <b>13 Events</b> |  |
| <b>TOTALS for Year 2 (to date)</b> | <b>13 Groups</b>                                | <b>958 participants</b> | <b>27 Events</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. The assessment report for Year 3 is on track for completion by August 31, 2010.

**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.

***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.**

An additional fishing activity is being investigated at the request of the U.S. Fish and Wildlife Service.

**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.**

No progress was made on this task during the quarter.

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

Project Manager Daphne Sewing worked with one new partner this quarter. A series of activities were planned for the Neighborhood Recreation Center, North Las Vegas Parks and Recreation Department. Additional activities are being planned.

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 Daphne Sewing, 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.

**ADDITIONAL WORK ACCOMPLISHED FOR THIS PROJECT**


Two undergraduate students in a UNLV outdoor recreation and education class taught by Dr. Beth Barrie assisted with activities conducted for the Paradise Environmental Science Club. As volunteers, they provided support to activity facilitators and helped with group management. The students received credit in the class for their participation.

## STATUS OF YEAR 3 (ROUND 6) DELIVERABLES – FOREVER EARTH & OUTDOOR WORLD

| Year 3 Deliverables<br>(June 2009 – May 2010)   | Percent Complete as<br>of<br>November 30, 2009 | Plan for Completion   |
|---|--|---|
| <b>FOREVER EARTH</b>  |  |   |
| <b>Project 2 – Task 1</b>   |  |   |
| a. Revise SOP.  | 100%   | Operational changes will be identified during scheduled boat training and facilitators training and incorporated into the SOP.              |
| b. Provide training on SOP for boat crew.   | 100%   | Training was held on September 29, 2009.  |
| c. Update and maintain website.   | 80%  | Updates will be made as needed.   |
| <b>Project 2 – Task 2</b>   |  |   |
| a. Schedule a minimum of 25 educational trips.  | 184%   | Additional reservations will occur throughout the school year.  |
| b. Produce 2009/2010 edition of FE curriculum.  | 60%  | This is scheduled for completion by May 31, 2010.   |
| c. Develop additional 6 <sup>th</sup> grade curriculum.   | 100%   | Completed.  |
| d. Purchase program materials, supplies, and visual aids.   | 50%  | Visual aid and equipment needs have been identified for the 2009/2010 school year.  |
| e. Develop partnership for integrating data collected by high school students into existing research data base. | 0%   | This project was determined to be unnecessary.  |
| f. Develop additional 5 <sup>th</sup> grade curriculum.   | 100%   | Completed.  |
| g. Develop additional 4 <sup>th</sup> grade curriculum.   | 20%  | On schedule for completion by May 31, 2010.   |
| h. Produce written assessment report of participants in Forever Earth curricula.                                | 100%   | Completed.  |
| <b>Project 2 – Task 3</b>   |  |   |
| a. Distribute information about Forever Earth to researchers in regional area.                                  | 100%   | Completed during Year 1.  |
| 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 visitor center twice per month during June, July, and August.             | 50%  | NPS scheduled five trips during the first quarter. Two were cancelled due to lack of boat crew and safety considerations due to high winds. |
| <b>Project 2 – Task 5</b>   |  |   |
| a. Schedule a minimum of 6 trips for agency purposes.   | 50%  | These will be scheduled throughout the year.  |
| <b>Project 2 – Task 6</b>   |  |   |
| a. Produce report "Transporting Students to Public Lands for Field Trips."                                      | 100%   | This task was completed during Year 1.  |
| b. Provide bus transportation funds for 35 student field trips.   | 114%   | This will occur as the school year progresses.  |
| <b>Project 2 – Task 7</b>   |  |   |

|  |      |   |
|--|------|---|
| a. Determine delivery system.  | 50%  | Currently working with Allyson Butler, to analyze potential delivery systems.                     |
| <b>OUTDOOR WORLD</b>   |      |   |
| <b>Project 3 – Task 1</b>  |      |   |
| a. Develop a schedule of events for the year.                                  | 80%  | Draft schedule will be modified as more events are scheduled by partners.                         |
| b. Conduct a minimum of 25 events.   | 108% | Current partners indicated 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.  | 50%  | New partners will be highlighted on website. This is expected to occur during the second quarter. |
| <b>Project 3 – Task 2</b>  |      |   |
| a. Identify a new recreational event to be developed.                          | 50%  | A new fishing activity is being explored.   |
| b. Develop curriculum for the selected recreational event.                     | 20%  | 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 fourth quarter.  |
| <b>Project 3 – Task 3</b>  |      |   |
| a. Identify potential new partners.  | 50%  | Completed.  |
| b. Contact potential partners.   | 0%   | Completed.  |
| c. Formulate a minimum of one new partnership.                                 | 100% | One new partnerships was established in the second quarter.                                       |
| d. Highlight partner contributions on website.                                 | 20%  | New partners will be highlighted on website. This is expected to occur during the second quarter. |
| <b>Project 3 – Task 4</b>  |      |   |
| a. Determine delivery system to increase scope of program.                     | 50%  | Will work with Allyson Butler to analyze potential delivery systems.                              |

Submitted by:

  
 Margaret N. Rees  
 Principal Investigator

November 30, 2009

Date

# **Service Learning Professional Development Training for CHOLLA**

## Service Learning Presentation to CHOLLA, November 17, 2009.

Objectives: define service learning and present essential components of service learning. Following scenario activity, Mary Pike presented the importance of Service Learning to help CCSD achieve the “21<sup>st</sup> Century Learning” initiative. Anne Grisham spoke to the importance of Service Learning to Magnate Schools. Amanda Rowland discussed the S.L. project she is managing through SNAP. Allison Brody discussed the OPTS Conference pre-conference Service Learning Workshop on February 24, and asked:

What did you discover about Service Learning? What do you still want to know?

Responses:

| WHAT I DISCOVERED   | WHAT I STILL WANT TO KNOW   |
|---|---|
| Difference between community service and SL and the criteria  | Brainstorm particular opportunities for CHOLLA sites  |
| SL must be connected to curriculum  | How to initiate a SL project with community and my site   |
| SL must have duration   | Examples of SL projects   |
| SL has 8 components   | Examples of culminating events  |
| SL is not just community service; must have ties to curriculum and has a beginning, a middle, and an end  | Examples of SL projects   |
| Must be an on-going event tied to curriculum, preferably student-initiated  | How to get involved as a facility/site  |
| (AWESOME!) I really feel like I understand what SL is now and the difference between SL and community service   | I always need more!   |
| Definition and components of SL (love the reflection piece)   | How can teachers outside of magnate schools and CTA's get involved?   |
| SL requires a long program, with some sort of curriculum, that has student input and drive to accomplish something  | How do you form relevant, long-lasting relationships with groups re: service learning                               |
| Learned more specifics about what SL is   | Would like to learn more about pursuing funding for SL projects, planning strategies that incorporate student voice |
| It is generated by a question that involves research, a plan and involvement of students from beginning to end – with collaboration with community partners in an on-going effort to make a measurable change or impact | How do I brainstorm and get involved as a potential community partner?  |
| Better understanding of details of SL   | More information on how to instigate  |
| SL is more than just providing service and involves standards   |   |
| How SL differs from community service, and what SL is   | More real-world examples  |
| Some of the aspects of SL   | Good examples of SL projects and how to put it into effect  |

|   |  |
|---|--|
| Better idea of what SL is and the main indicators                                     | How others are interpreting this topic – projects that have manifested as a result |
|   | More examples of SL projects at various ages                                       |
| Began to separate SL from community service, based on its characteristics             |  |
| This was so informative! Didn't know what SL was! Answered so many questions, thanks. |  |
| The definition  | Examples, practicum  |



## **Public Lands “Bill of Rights” proposed work plan**

| Deliverables   | Timeline                            | RTCA Hours |
|--|-------------------------------------|------------|
| <b>Work Plan</b>   |                                     |            |
| Kick off meeting   | Oct                                 | 3          |
| Develop Work Plan collaboratively with UNLV  | Nov                                 | 2          |
| SNAP Education Team approval of Work Plan  | Dec 4 <sup>th</sup>                 | 1          |
| <b>Develop “menu” for Southern NV Children’s Outdoor Bill of Rights through research and youth workshop.</b>   |                                     |            |
| Facilitate conference call with Ray Murray, NPS Partnerships, to learn from the CA Kids Bill of Rights planning process.   | Nov                                 | 3          |
| Research other Kids Bill of Rights initiatives.  | Nov-Dec                             | 4          |
| Assist in identifying potential classes/youth groups for youth workshop.   | Nov                                 | 1          |
| UNLV to approach school/organization and obtain permission; target diverse group.  | Nov                                 | 0          |
| Develop agenda for youth workshop collaboratively with UNLV.<br><i>Ideas: picture sort (which would you choose, what do you think about this picture), focus groups, identify trends that kids value (i.e. social, active activity, environmental features)</i>  | Nov                                 | 5          |
| Facilitate youth workshop.   | Week of Dec. 14 <sup>th</sup> (TBD) | 4          |
| Develop youth workshop summary.  | Dec                                 | 3          |
| <b>Facilitate workshop in order to: 1) reach agreement on Southern NV Children’s Outdoor Bill of Rights and 2) initiate collaborative partnership.</b>   |                                     |            |
| Assist in the identification of stakeholders, who will be invited by UNLV.   | Nov                                 | 2          |
| Develop workshop agenda collaboratively with UNLV.   | Dec                                 | 6          |
| Facilitate workshop, where the draft Bill of Rights will be developed.   | Early Jan                           | 5          |
| Develop workshop summary and send revised Bill of Rights to SNAP Graphics for editing current draft.   | Early Jan                           | 4          |
| UNLV facilitates SNAP Board review, edits and approval   | Jan                                 | 1          |
| <b>Facilitate Action Planning Workshop &amp; and attend Bill of Rights celebration/signing ceremony at Our Places Tell Stories Conference.</b>   |                                     |            |
| Develop workshop agenda collaboratively with UNLV.   | Jan                                 | 8          |
| Facilitate workshop, where the community will: 1) develop a list of existing programs, facilities and natural playspaces that implement the Bill of Rights, 2) identify gaps in programs, natural playspaces, etc. and brainstorm ideas to fill the gaps and 4) identify community partners that may assist with long-term implementation. | Feb                                 | 6          |
| Attend Richard Louv signing ceremony.  | Feb                                 | 2          |
| Develop Action Planning Workshop summary.  | March                               | 4          |
| <b>Assist with Southern Nevada Kids Bill of Rights marketing plan and website development.</b>   |                                     |            |
| Develop marketing plan. Support website development, which may include facilitating agreement on website goals, developing website outline and/or content, etc.  | April-Sept.                         | 16         |

## **Draft Youth Focus Group agenda for Public Lands “Bill of Rights”**

***Our public lands surrounding the Las Vegas valley hold inspiring natural and cultural treasures for us to enjoy today; create lasting memories for tomorrow; and take care of forever.***

Kids Bill of Rights – goals for youth workshop:

Youth provide input on what types of experiences should be in a Kid's Outdoor Bill of Rights, as well as suggestions for the age by which kids should have all these experiences.

Who:

1. SNWA / Springs Preserve, High School students (juniors, seniors) (week of Dec. 18 tentative)
2. J.D. Smith Afternoon Allstars, middle school students (Dec. 14 tentative)
3. Winchester teen program (tentative Dec. 12)

### **Planning: Parameters for Choosing Pictures**

- Not a lot of equipment needed
  - General
  - Experiences that can create memories
  - Experiences that occur outside
1. Brief intro to the idea that there are inspiring natural and cultural treasures and that experiencing these are important.
  2. Explain what a Bill of Rights is. We would like to create a Children's Bill of Rights for experiences in the outdoors.
  3. Sort pictures: which experiences do you think will be fun, inspiring, engaging, important, memorable? Which belong on an Outdoor Bill of Rights for Kids?
    - a. Sort
    - b. Choose top three favorites
    - c. Why? What has your experience been? What is missing?
  4. What is the appropriate age range?
  5. Need a way to get at cultural heritage question.
  6. Closure: when we use your ideas to develop the Outdoor Bill of Rights, what are some ways to help you and other kids do these things? Is it through Boys and Girls Clubs, Rec. Centers, Saturday programs, school programs, Scouts, Springs Preserve (or All Stars, Winchester)?

# **Forever Earth Trip Schedule Year 3, 2<sup>nd</sup> Quarter**

### Forever Earth Trips – Year 3 (Round 6), 2nd Quarter

| Date(s) | Group                                   | Group Type | Trip Purpose         | Length of Trip     | # of Adults | # of Students | Total Pass. |
|---------|---|------------|----------------------|--------------------|-------------|---------------|-------------|
| 8-Sep   | Goldfarb ES (5th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 12          | 30            | 42          |
| 9-Sep   | Goldfarb ES (5th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 6           | 28            | 34          |
| 10-Sep  | Goldfarb ES (5th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 12          | 30            | 42          |
| 11-Sep  | Goldfarb ES (5th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 10          | 28            | 38          |
| 17-Sep  | Goldfarb ES (4th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 15          | 30            | 45          |
| 21-Sep  | Goldfarb ES (5th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 9           | 28            | 37          |
| 23-Sep  | West Prep ES (4th grade)                | Education  | Student Field Trip   | 4 hrs.             | 5           | 19            | 21          |
| 24-Sep  | West Prep ES (4th grade)                | Education  | Student Field Trip   | 4 hrs.             | 5           | 20            | 25          |
| 25-Sep  | West Prep ES (4th grade)                | Education  | Student Field Trip   | 4 hrs.             | 5           | 21            | 26          |
| 29-Sep  | Public Lands Institute                  | Education  | Emergency Drills     | 2 hrs.             | 12          | 0             | 12          |
| 1-Oct   | Burk Horizon HS (High School)           | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 10          | 37            | 47          |
| 3-Oct   | UNLV Educational Outreach               | Education  | Community Field Trip | 4.5 hrs.           | 23          | 0             | 23          |
| 8-Oct   | Matt Kelly ES (5th grade)               | Education  | Student Field Trip   | 4 hrs.             | 6           | 12            | 18          |
| 9-Oct   | Matt Kelly ES (5th grade)               | Education  | Student Field Trip   | 4 hrs.             | 8           | 14            | 22          |
| 10-Oct  | Bob Miller MS (6th-8th grade)           | Education  | Student Field Trip   | 4 hrs.             | 9           | 10            | 19          |
| 14-Oct  | Bridger MS (7th grade)                  | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 6           | 48            | 54          |
| 15-Oct  | Bridger MS (7th grade)                  | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 6           | 47            | 53          |
| 16-Oct  | Bridger MS (7th grade)                  | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 10          | 40            | 50          |
| 20-Oct  | CCSD GATE (5th grade)                   | Education  | Student Field Trip   | 4 hrs.             | 4           | 20            | 24          |
| 21-Oct  | Reedom ES (5th grade)                   | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 9           | 27            | 36          |
| 22-Oct  | Goldfarb ES (4th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 8           | 29            | 37          |
| 23-Oct  | Goldfarb ES (4th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 12          | 25            | 37          |
| 26-Oct  | UNLV Elderhostel                        | Education  | Field Trip           | 4.5 hrs.           | 25          | 0             | 25          |
| 27-Oct  | Reedom ES (5th grade)                   | Education  | Field Trip           | 3.5 hrs. (2 trips) | 10          | 24            | 34          |
| 28-Oct  | Reedom ES (5th grade)                   | Education  | Field Trip           | 3 hrs.             | 5           | 21            | 26          |
| 29-Oct  | Lake Mead Christian Academy (5th grade) | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 13          | 25            | 38          |
| 3-Nov   | Foothill HS (9th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 8           | 34            | 42          |
| 6-Nov   | Foothill HS (9th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 9           | 32            | 41          |
| 9-Nov   | Goldfarb ES (4th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 12          | 28            | 40          |
| 10-Nov  | Foothill HS (9th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 8           | 30            | 38          |
| 18-Nov  | National Park Service                   | Agency     | Familiarization Trip | 6 hrs.             | 15          | 0             | 15          |
| 19-Nov  | Reedom ES (5th grade)                   | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 13          | 29            | 42          |
| 20-Nov  | Goldfarb ES (4th grade)                 | Education  | Student Field Trip   | 4 hrs. (2 trips)   | 13          | 30            | 43          |

|   |                  |   |  |  |            |             |             |
|---|------------------|---|--|--|------------|-------------|-------------|
| <b>TOTALS<br/>for 2nd<br/>quarter<br/>(to date)</b> | <b>33 groups</b> | Education --<br>32 groups<br>Agency -<br>1 group  |  | Education -<br>125.5 hrs.<br>Agency -<br>6 hrs.  | <b>333</b> | <b>796</b>  | <b>1129</b> |
| <b>TOTALS<br/>for Year<br/>3<br/>(to date)</b>      | <b>56 groups</b> | Education --<br>50 groups<br>Agency -<br>6 groups |  | Education -<br>190 hrs.<br>Agency -<br>28.5 hrs. | <b>588</b> | <b>1229</b> | <b>1817</b> |

# **Discover Mojave Outdoor World Schedule Year 3**



## Discover Mojave Outdoor World Schedule

### Year 3, Round 6 (June 1, 2009 – May 31, 2010)

(last updated 11/17/09)

| DATE                                     | GROUP  | # of PARTICIPANTS       | ACTIVITY                 | LOCATION                      |
|--|--|-------------------------|--------------------------|-------------------------------|
| Wed., June 10                            | Troop 143, Boy Scouts                              | 23                      | Geocaching               | Spring Mountains NRA          |
| Sat., June 13                            | General Public – Free Fishing Day                  | 307<br>125              | Fishing<br>Art Adventure | Lake Mead NRA                 |
| Sat., June 13                            | Troop 143, Boy Scouts                              | 47                      | Geocaching               | Spring Mountains NRA          |
| Fri., June 19                            | Valley View Recreation Center                      | 33                      | Kayaking I               | Lake Mead NRA                 |
| Sat., June 20                            | Winchester Cultural Center – Families and Nature   | 51                      | Nature activities        | Spring Mountains NRA          |
| Fri., July 10                            | Valley View Recreation Center                      | 24                      | Geocaching               | Sunset Park                   |
| Wed., July 15                            | Westcare – Boys                                    | 13                      | Kayaking I               | Lake Mead NRA                 |
| Sat., July 18                            | Winchester Cultural Center                         | 14                      | Kayaking I               | Lake Mead NRA                 |
| Mon., July 20                            | Camp Lee Canyon, Clark County Parks and Recreation | 46                      | Geocaching               | Spring Mountains NRA          |
| Wed., July 22                            | Westcare – Boys                                    | 6                       | Rock Climbing I          | Nevada Indoor Climbing Center |
| Fri., July 24                            | Valley View Recreation Center                      | 27                      | Rock Climbing I          | Nevada Indoor Climbing Center |
| Tues., July 28                           | RecMobile  | 13                      | Kayaking I               | Lake Mead NRA                 |
| Wed., Aug. 5                             | RecMobile  | 9                       | Rock Climbing I          | Nevada Indoor Climbing Center |
| Fri., Aug. 7                             | Valley View Recreation Center                      | 16                      | Hiking I                 | Spring Mountains NRA          |
| <b>TOTALS for 1<sup>st</sup> Quarter</b> | <b>6 Groups</b>                                    | <b>754 participants</b> | <b>14 Events</b>         |                               |
| Sat., Sept. 26                           | Neighborhood Recreation Center, NLV                | 19                      | Kayaking I               | Lake Mead NRA                 |
| Wed., Oct. 7                             | Environmental Science Club, Paradise Elementary    | 12                      | Kayaking I               | Lake Mead NRA                 |
| Wed., Oct. 14                            | Environmental Science Club, Paradise Elementary    | 9                       | Rock Climbing I          | Nevada Indoor Climbing Center |
| Wed., Oct. 28                            | Environmental Science Club, Paradise Elementary    | 10                      | Geocaching               | Sunset Park                   |
| Wed., Nov. 4                             | Keller Middle School                               | 25                      | Hiking                   | Lake Mead NRA                 |

|   |   |                         |                  |  |
|---|---|-------------------------|------------------|--|
| Wed., Nov. 4                            | Environmental Science Club, Paradise Elementary | 10                      | Birdwatching I   | Sunset Park                                |
| Sat., Nov. 7                            | Neighborhood Recreation Center, NLV             | 17                      | Rock Climbing I  | Nevada Indoor Climbing Center              |
| Sat.-Sun., Nov. 7-8                     | Environmental Science Club, Paradise Elementary | 8                       | Camping I        | Red Rock Canyon National Conservation Area |
| Tues., Nov. 10                          | Miller Middle School                            | 20                      | Hiking           | Lake Mead NRA                              |
| Tues., Nov. 10                          | Neighborhood Recreation Center, NLV             | 20                      | Geocaching       | Hartke City Park                           |
| Fri., Nov. 13                           | Northwest CTA High School                       | 22                      | Hiking           | Red Rock NCA                               |
| Mon., Nov. 16                           | Fertitta MS Outdoor Adventure Club              | 12                      | Geocaching       | Fertitta MS Campus                         |
| Sat., Nov. 21                           | Families in Nature                              | 20                      | Camping Basics   | Winchester Cultural Center                 |
| <b>TOTALS for 2nd Quarter (to date)</b> | <b>7 Groups</b>                                 | <b>204 participants</b> | <b>13 Events</b> |  |
| Tues., Dec. 1                           | JD Smith MS Afternoon All Stars                 |                         | Fishing/Hiking   | Forever Earth, Lake Mead NRA               |
| Wed., Dec. 9                            | Orr MS Afternoon All Stars                      |                         | Fishing/Hiking   | Forever Earth, Lake Mead NRA               |
| Mon., Dec. 14                           | Ober ES 3 <sup>rd</sup> grade                   |                         | Bird Watching    | Ober ES Campus                             |
| <b>TOTALS for 3rd Quarter (to date)</b> | <b>Groups</b>                                   | <b>participants</b>     | <b>Events</b>    |  |
| Thurs., March 18                        | CCSD - Woodbury Middle School                   |                         | Hiking           | Lake Mead NRA                              |
| Wed., March 24                          | Gibson Middle School                            |                         | Geocaching       | Sunset Park (or other location TBD)        |
| Wed., April 7                           | CCSD - Faiss Middle School                      |                         | Hiking           | Red Rock NCA                               |
| Tues., May 11                           | CCSD - Burkholder Middle School                 |                         | Kayaking         | Lake Mead NRA                              |
| Tues., May 18                           | CCSD - Basic High School                        |                         | Kayaking         | Lake Mead NRA                              |
| <b>TOTALS for 4th Quarter (to date)</b> | <b>Groups</b>                                   | <b>participants</b>     | <b>Events</b>    |  |
| <b>TOTALS for Year 3 (to date)</b>      | <b>13 Groups</b>                                | <b>958 participants</b> | <b>27 Events</b> |  |