11-30-2008


Environmental Education Strategy for Nevada

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Executive Summary

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

- Fourteen people are near completion of the Fall Cohort workshop sessions toward partial achievement of the Nevada State Certification in Environmental and Interpretation Certification Program.
- Participation in the Michoacán Cultural Festival (500 people in attendance).
- Participation in the Day of the Dead: Life in Death Festival (over 11,000 in attendance).
- Development planning is near completion for the mobile exhibit program to support and deliver SNAP messages.
- Forever Earth was scheduled for 32 days and benefited 1077 individuals.
- Sixteen Discover Mojave Outdoor World events were conducted for 266 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.

One project has been identified: educational outreach to promote responsible OHV recreation. A core working group has been assembled to determine OHV Public Outreach goals, stakeholders and involvement, and initial action steps. This group, consisting of Jim Holland, Marilyn Petersen, Kevin Routsong, Sky McClain, Allison Brody, and Deb Reardon (facilitator) met for the first time on November 20, 2008 (meeting notes posted at http://grovesite.com).
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 take place once the scope of this project has been determined by the core OHV Public Outreach working group.

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

The OHV Public Outreach working group will meet on December 16, 2008 to review the draft OHV Map and provide feedback; agree on the level of involvement for State BLM & FS staff, Clark County and external partners and next steps for participation; agree on the geographic area for the OHV Map; provide input on elements of the draft OHV Education and Outreach proposal (based on the 11/20 meeting); and understand the Idaho and SoCal OHV Public Information projects so that the team may agree on elements to incorporate in the project.

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

The OHV Outreach working group is recommending the production of an OHV Information Packet, which will include a map detailing where people can legally ride, existing regulations for each area, and tips for riding responsibly and safely.

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.

Two REV events (Restoration, Education, and Volunteerism) were held this quarter, on November 15 and November 22, 2008. Education activities were delivered at each event to provide information and context for a Blackbrush seed restoration project.

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.

No progress has been made this quarter.
b. **Drawing upon the expertise of university faculty and staff, the PI/Project Manager will write assessment proposals to human-subject standards specified by UNLV’s Internal Review Board. These proposals will be completed by February 28, 2008 and February 2, 2011.**

This task refers to subsequent years. 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.**

This task refers to subsequent years. 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.**

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

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, Jennifer Haley and SNAP Conservation Education (CE) staff met in September 2008. A subsequent meeting, scheduled for December 2008, is needed to define project scope and goals, and develop a standardized set of metrics.

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.**

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

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).**

This project will be defined by August 31, 2009, and implemented during the 2009-2010 fiscal year.
c. SNAP Executive Director will provide briefings to the SNAP Board of Directors on proposed private sector educational projects.

No progress has been made this quarter.

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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.

A series of events around the theme “Families in Nature” will be planned with Winchester Cultural Center staff and Hispanic community members. The first in the series will be planned with the Michoacán Association, with PLI staff facilitating and providing resources and educational programming in support of these events. Agency staff members will be expected to provide staffing and resources at each event.

Cultural Specialist Irma Varela Wynants (with the Winchester Cultural Center) and others invited PLI and SNAP to participate in two additional events, identified as ideal venues to highlight SNAP messages: the Michoacán Cultural Festival (held October 4-5, 2008) and the Day of the Dead festival (held Nov. 1-2, 2008).

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.

Products and services for the Families in Nature days will be defined as planning proceeds with the Michoacán Association staff. A bilingual children’s activity, highlighting animals of the Mojave, was created for the Michoacán Cultural Festival. An ofrenda (described below) was designed and created for the Day of the Dead Festival.

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

Project Manager Allison Brody and SNAP Conservation Education (CE) member Amanda Rowland, worked with Ms. Wynants to define the PLI/SNAP participation in the Michoacán Cultural Festival and the 8th Annual Day of the Dead: Life in Death Festival. Both of these events were held at the Winchester Cultural Center.

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

More than 500 people attended the Michoacán Cultural Festival, a celebration of Michoacán Culture that featured food booths, dance troupes and other entertainment. PLI and SNAP created an activity-based booth at the event. The purpose of the booth was to inform people about the plants and animals that can be found in the public lands/natural areas surrounding Las Vegas; to make people feel welcome and excited to visit these places; to inform people about recreational activities at these places – what to do and how to do it; and to inform people about future “Family in Nature” days coming to Winchester Center. A children’s activity highlighted animals of the Mojave through “Animal Locomotion” activity stations. Bilingual materials were available, as well as Spanish-speaking facilitators.

An estimated 11,000 people attended the Day of the Dead festival. The Day of the Dead (Día de los Muertos) is a holiday celebrated mainly in Mexico and by people of Mexican heritage living in the United States and Canada. Traditions include building private altars (ofrendas) honoring the deceased, using sugar skulls, marigolds, and the favorite foods and beverages of the departed. Observance of the holiday in Mexican-American communities in the United States has become more important and widespread as the community grows numerically and economically.

Ms. Wynants helped to identify a way for SNAP messaging needs to be met through the cultural medium of this festival, and suggested culturally appropriate strategies for the creation of an ofrenda. First, it was decided to focus the message to meet one need: communicate the importance of safe practices in and around the water at Lake Mead NRA. Ultimately, the ofrenda was designed to tell the story about choices that people make. One side of the ofrenda depicted people that had chosen not to wear life jackets. These 10 skeletons were surrounded by empty bottles and cans. The contrasting side of the ofrenda depicted people that had made safe choices by wearing life jackets and hats, and using maps and sun screen. Staff was on-hand throughout the festival to talk about the importance of making safe choices when recreating on public lands.

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.

As reported in May 2008, this research project is being prepared for OMB review. The second draft of the OMB proposal (see attached) has been submitted to the SNAP Recreation team for final review.

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.


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.

Various members of Partners for Education about the Environment are involved with the creation of the Nevada Statewide Environmental Literacy Plan (posted at http://grovesite.com). This plan will be highlighted at the 2009 Our Places Tell Stories conference, to be held in the Reno/Tahoe area. The conference is being chaired by staff at Sierra Nevada Journeys. Each state must have an Environmental Literacy plan to be eligible for funding under the No Child Left Inside legislation.

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

Two priorities have been identified to help strengthen relationships with CCSD: (1) implement a Field Trip Transportation Strategy with the CCSD Transportation office; and (2) develop a plan for communicating to CCSD administrative staff the available expertise offered through the informal education sector.

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.

Project Manager Allison Brody has helped successfully implement the Clark County School District Field Trip Transportation Strategy with the educational collaborative CHOLLA (Connecting Hands Over Lifelong Learning Adventures), including the creation of a CHOLLA Field Trip Transportation Information book, containing site-specific information for each field trip location, and the creation of a step-by-step drop-down guide for planning and booking field trips (for teachers and office managers).

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.

Since this task was proposed, we have determined that conducting these pre- and post-surveys will constitute a social science research project. As the research project is funded by the federal government, we therefore must comply with the Paperwork Reduction Act and its implementing
regulations (5 CFR Part 1320) administered by the Office of Management and Budget (OMB). The OMB office began accepting new proposals October 2008. The OMB approval process is estimated to take from 6-12 months to complete. We therefore recommend developing the Public Awareness Campaign without first measuring resident awareness levels.

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.

At this time, it is expected that the theme and goals of the public awareness campaign will parallel that of the Mobile Exhibit project (see below).

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.

This task is on track for completion.

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

This task is on track for completion.

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

No progress has been made during this quarter.

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 planning for this mobile exhibit includes the following steps:
1. Gather input from SNAP Wilderness, Anti-Litter, Recreation, and CE teams
2. Facilitate Exhibit Development planning
   a) Identify target audience
   b) Develop theme and messages
   c) Create object-based stories
   d) Identify exhibit needs
3. Develop Exhibit, Operations, and Staff & Volunteer Training Plans
4. Develop Partnership/Use Plan (includes scheduling and maintenance) and Storage Plan
To this end, meetings were held with the SNAP Recreation and Wilderness teams on September 9, 2008; with the SNAP Anti-Litter team on September 24, 2008, and with the Conservation Education team on October 15, 2008 (see attached notes).

Following these input-gathering meetings, an exhibit development team was assembled, consisting of: Kathy August (BLM), Allison Brody (facilitator), Wilisha Daniels (PLI), Bob Loudon (FS), Patricia Mynster (FS), Amy Page (PLI), LaNelda Rolley (PLI), Amanda Rowland (SNAP), Wendy Smith (FWS), and Adriane Zacmanadis (Museum consultant). Five planning meetings have been held during October and November (meeting notes posted at http://grovesite.com), resulting in agreement on the following:

**Audience:** Current Users

**Theme:** Your community reaches beyond the built environment; whatever you do outside the built environment has an impact on your community (including emotional, biological, health, safety, and economic impacts).

**Thematic title:** Expand horizons, experience community . . . naturally

**Messages:**

1. The Natural and cultural environment
   - Your community reaches into the natural world: get to know your neighbors (which include other recreational users, cultures, animals, plants—someone out there is using the desert too)
   - Nevada’s natural environment is a living, dynamic landscape that our quality of life depends upon.

2. Sense of Place
   - Our places tell your stories
     - Your place and the way you view and relate with the Mojave matters because it is my place too – other people use the desert as well
   - Our Mojave, Our Home, Your Choice
   - The Mojave is where your life is happening: Make it personal – make it home

3. Impacts
   - The Mojave is yours . . . . don’t desert it!
     - Take it personally – Value the Mojave’s natural and cultural resources for future generations (= call to action)
   - Choose your story – your choices matter
   - We’re all connected -- Healthy communities depend on healthy environments
     - Healthy communities benefit economically from healthy environments
     - Healthy communities are safe communities – how can you be safe when you go out

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

Allison Brody is working with SNAP CE member Sky McClain to deliver Responsible OHV Recreation messages to Moapa high school driver education participants (students and teachers). Activities will be used from the Off-Highway Responsible Recreation curriculum, previously developed for the CCSD high school driver education classes.

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.

The NEE&I Certification Handbook, including finalized course syllabi and protocols, is available at http://grovesite.com.

Many members of the Summer 2008 cohort are on track to graduate during a ceremony scheduled for December 18, 2008. Other members are anticipated to finalize internships in time to graduate with the Fall 2008 cohort in April 2009.

A Fall 2008 cohort attracted 14 participants, who will finish coursework on December 9, 2008 and begin internships in January 2009.

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.

Project Manager Allison Brody is on a planning team that is exploring the possibility of working with the organization Sierra Nevada Journeys to host a Spring 2009 conference in the Reno/Tahoe area. Initial ideas for a conference theme have been developed (see attached: Our Places Tell Stories Conference Theme – Toward Environmental Literacy in Nevada).
## Summary of Year 2 (Round 6) Deliverables – CE&I

<table>
<thead>
<tr>
<th>Year Two Deliverables (June 2008 – May 2009)</th>
<th>Percent Complete as of August 31, 2008</th>
<th>Plan for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project 1 – Task 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identify at least one project each year to focus efforts.</td>
<td>100% for Year 2</td>
<td>One project has been identified: responsible OHV recreation.</td>
</tr>
<tr>
<td>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.</td>
<td>0% for Year 2</td>
<td>This will be completed in early 2009.</td>
</tr>
<tr>
<td>c. Determine the best set of delivery systems for each project.</td>
<td>30% for Year 2</td>
<td>A planning team has been assembled to determine this.</td>
</tr>
<tr>
<td>d. Key user groups and best educational methodologies will be identified for each project.</td>
<td>75% for Year 2</td>
<td>A planning team has been assembled to determine this.</td>
</tr>
<tr>
<td>e. CE&amp;I products and services for the focus project will be created and implemented.</td>
<td>0% for Year 2</td>
<td>This will be completed by May 2008. In addition, two REV projects were completed this quarter.</td>
</tr>
<tr>
<td><strong>Project 1 – Task 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Produce assessment proposals and reports for at least two CE&amp;I products or services.</td>
<td>This refers to subsequent years</td>
<td>This task refers to subsequent years – no progress has been made this quarter.</td>
</tr>
<tr>
<td><strong>Project 1 – Task 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document number of people reached by CE&amp;I programs and services of the four federal agencies and cooperating partners.</td>
<td>0% for Year 2</td>
<td>Data collection protocols will be identified December 2008.</td>
</tr>
<tr>
<td><strong>Project 1—Task 4</strong></td>
<td>Complete for Year 1</td>
<td>Will identify and implement additional project beginning in August 2009.</td>
</tr>
<tr>
<td><strong>Project 1 – Task 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identify project for delivering SNAP priority focus area messages to Hispanic community.</td>
<td>100%</td>
<td>One project has been identified: to plan and deliver a series of events around the theme of “Families in Nature” with the Clark County Winchester Cultural Center.</td>
</tr>
<tr>
<td>b. Create and implement project.</td>
<td>15%</td>
<td>Initial ideas for Families in Nature Days will be fleshed out during planning in December, 2008.</td>
</tr>
<tr>
<td><strong>Project 1 – Task 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Administer educators’ listserv.</td>
<td>Continuous</td>
<td>Listserv postings and associated website updates have been completed.</td>
</tr>
<tr>
<td>b. Facilitate Partners for Education about the Environment meetings.</td>
<td>Continuous</td>
<td>Environmental Literacy Planning</td>
</tr>
<tr>
<td>c. Appropriate agency staff will attend Partners for Education about</td>
<td>Continuous</td>
<td>SNAP CE staff is involved with Environmental Literacy planning and OPTS planning.</td>
</tr>
</tbody>
</table>
the Environment meetings.

d. Implement stated goals (see overview section) for Partners for Education about the Environment.

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Two NEE&amp;I cohorts on schedule for completion</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>CHOLLA Transportation strategy implemented</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>CHOLLA matrix of program offerings initiated</td>
<td></td>
</tr>
</tbody>
</table>

**Project 1 – Task 7**

Develop a media plan and budget for the implementation of the public awareness campaign. This will be complete by January 5, 2009

10%  

A Request for Proposals/Marketing and Communications Scope of Services has been drafted and submitted.

**Project 1 – Task 8**

 Coordinate the development and construction of three-dimensional museum-quality exhibits with graphical elements and supporting educational materials

35%  

Exhibit Development is partially complete.

**Project 1 – Task 9**

Investigate potential delivery systems for integrating SNAP messages into the Clark County School District.

10%  

Will work with SNAP CE team to plan and coordinate this deliverable.

**Project 1 – Task 10**

Develop a Nevada State EE&I Certificate Program and conduct an Our Places Tell Stories Conference.

100%  

Two cohorts near completion. OPTS successfully held March 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 task was completed in the first quarter for Year 2.

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

Training had been scheduled for September 4, 2008. Due to scheduling conflicts for many of the personnel, the training was re-scheduled and conducted on October 7, 2008 for all boat crew and program facilitators from the Public Lands Institute and National Park Service. Man overboard and fire drills were conducted as well as training on the standard operating procedures.

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, 1066 passengers benefited from educational programming during 30 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 24 and 26; October 10, 17, 27, and 29; and November 5, 14, 21, 2008) learned about Lake Mead’s water use cycle (fourth-grade) and suitability of Lake Mead’s habitat for razorback suckers (fifth-grade).
- The Nevada Council for History Education hosted a teacher workshop aboard Forever Earth on September 27, 2008.
- Cumorah Academy utilized Forever Earth to conduct a staff in-service training (October 3, 2009) and to provide field trips for their seventh-grade students (October 28, 2009) and fifth-grade students (October 30, 2009).
- UNLV’s Education Outreach conducted two classes aboard Forever Earth. On October 11, 2008, Dr. Wanda Taylor taught a class on Lake Mead’s geology, and an Elderhostel class was conducted on October 20, 2008.
- High school students from Burk Horizon High School (October 16, 2008) and Legacy High School (November 7, 2008) learned about invasive species by participating in the Alien Invaders activities. The students from Legacy High School were deaf and accompanied by sign language interpreters.
- On October 21, 22, and 23, 2008, fourth-grade students from Gene Ward Elementary School learned about Lake Mead’s water use cycle.
• Fourth- and fifth-grade students from Reedom Elementary School (November 3, 12, and 18, 2008) learned about Lake Mead’s water use cycle (fifth-grade) and suitability of Lake Mead’s habitat for razorback suckers (fifth-grade).
• Personnel from the Las Vegas Wash Coordinating Committee facilitated activities for fifth-grade students from Mabel Hoggard Elementary School (November 6, 2008) and the House of Knowledge (November 25, 2008).
• On November 8, 2008, fifth-grade student members of the Paradise Elementary School Environmental Science Club participated in a Science and Art Adventure as part of the Discover Mojave Outdoor World program.
• Fourth-grade students from Guy Elementary School learned about Lake Mead’s water use cycle on November 13 and 17, 2008.
• Youth from Westcare (November 22 and 24, 2008) participated in Science and Art Adventures, Discover Mojave Outdoor World events, aboard Forever Earth.

(NOTE: See attached for a listing of all Forever Earth trips conducted during the 2nd Quarter.)

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Group Type</th>
<th>Trip Purpose</th>
<th>Length of Trip</th>
<th># of Adults</th>
<th># of Students</th>
<th>Total Pass.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 24</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>9</td>
<td>28</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>10</td>
<td>27</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Sept. 27</td>
<td>Education Teacher Workshop</td>
<td>4 hrs.</td>
<td>21</td>
<td>0</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Education Staff In-service</td>
<td>5 hrs.</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>28</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Education Class offering</td>
<td>7 hrs.</td>
<td>19</td>
<td>0</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>36</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>9</td>
<td>29</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Oct. 20</td>
<td>Education Elderhostel Class</td>
<td>5 hrs.</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>19</td>
<td>31</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Education Student Field Trip</td>
<td>3.5 hrs. (2 trips)</td>
<td>14</td>
<td>32</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>14</td>
<td>38</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Grade</td>
<td>Type</td>
<td>Duration</td>
<td>Date 1</td>
<td>Date 2</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>----------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>Goldfarb Elementary (5th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>27</td>
<td>35</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Cumorah Academy (7th grade)</td>
<td>Education Student Field Trip</td>
<td>4.5 hrs.</td>
<td>7</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Goldfarb Elementary (5th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Cumorah Academy (5th grade)</td>
<td>Education Student Field Trip</td>
<td>4.5 hrs.</td>
<td>6</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>Nov.  3</td>
<td>Reedom Elementary (5th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>9</td>
<td>27</td>
<td>36</td>
</tr>
<tr>
<td>Nov.  5</td>
<td>Goldfarb Elementary (4th/5th grade split)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Nov.  6</td>
<td>Mabel Hoggard Elementary (5th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>7</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>Nov.  7</td>
<td>Legacy High School (High School)</td>
<td>Education Student Field Trip</td>
<td>3.5 hrs. (2 trips)</td>
<td>11</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>Nov.  8</td>
<td>Paradise Environmental Science Club</td>
<td>Education Outdoor World Event</td>
<td>5 hrs.</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Reedom Elementary (5th grade)</td>
<td>Education Student Field Trip</td>
<td>3 hrs. (2 trips)</td>
<td>9</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Guy Elementary School (4th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (3 trips)</td>
<td>20</td>
<td>54</td>
<td>74</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Goldfarb Elementary School (4th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>13</td>
<td>22</td>
<td>35</td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Greenspun JHS (7th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>36</td>
<td>44</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>Guy Elementary (4th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (3 hrs.)</td>
<td>14</td>
<td>63</td>
<td>77</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Reedom Elementary (4th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>13</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Goldfarb Elementary (5th grade)</td>
<td>Education Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Westcare</td>
<td>Education Outdoor World Event</td>
<td>5 hrs.</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>Westcare</td>
<td>Education Outdoor World Event</td>
<td>4.5 hrs.</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
</tbody>
</table>

**TOTALS for 2nd Education --**

- 30 groups
- 127 Education
- 331
- 735
- 1066
Education in the Environment: A Strategy for Continued Interagency Outdoor Programming
Quarterly Report: Year 2 • Quarter 2

<table>
<thead>
<tr>
<th>quarter</th>
<th>Education hrs.</th>
<th>172 Education hrs.</th>
<th>TOTALS for Year 2 (to date)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.


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 Year 1.

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, 2009.

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

No progress was made on this activity in this quarter. This will be completed by February 28, 2009.

g. Identify and purchase any needed program materials, supplies, equipment, and/or visual aids required for delivering the curriculum.

Purchases are made throughout the year as needed. This will be completed by May 31, 2009.

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

This will be completed by February 28, 2010.

i. Identify and purchase any needed program materials, supplies, equipment, and/or visual aids required for delivering the curriculum.

This will be completed May 31, 2010.

j. 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 1. The assessment report for Year 2 is on task for completion by August 31, 2009.

**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.

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.

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 activity was completed for Year 1; another letter will be distributed during the third quarter of Year 2. A presentation is scheduled for participants of the Lake Mead Science Symposium, January 18-19, 2009.

**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).

This task was completed 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.

Two agency trips were scheduled in the second quarter, bringing the total to eight trips for Year 2. Forever Earth boat crew and program facilitators from the Public Lands Institute and the National Park Service participated in emergency drills on October 7, 2008.

On October 14, 2008, Project Manager Daphne Sewing hosted members of a National Park Service national tourism initiative and Forever Resorts executives and personnel aboard Forever Earth. A brief overview of the program was given, highlighting the numerous partners involved in the program.

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Group Type</th>
<th>Trip Purpose</th>
<th>Length of Trip</th>
<th># of Adults</th>
<th># of Students</th>
<th>Total Pass.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 7</td>
<td>Public Lands Institute</td>
<td>Agency Emergency Drills</td>
<td>3.5 hrs.</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>
Oct. 14 | Forever Resorts/NPS | Agency | Familiarization Event | 2 hrs. | 0 | 0 | 0
---|---|---|---|---|---|---|---
TOTALS for 2nd quarter | Agency | Agency - 2 groups | Agency - 5.5 hrs. | 11 | 16 | 27 | 0
---|---|---|---|---|---|---|---
TOTALS for Year 2 | Agency | Agency - 13 groups | Agency - 143 hrs. | 109 | 16 | 141 | 0

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.

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.

In the second quarter, transportation funding was provided for 19 field trips.

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.

Project 2 – Task 7. Implement additional program assistance.

PI/Project Manager Daphne Swing, 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 Forever Earth program.

This will be done by May 31, 2010.

Additional Work Accomplished For This Project

On November 18, 2008, a media event was held aboard Forever Earth to highlight the presentation of a $10,000 grant award from REI to Outside Las Vegas Foundation on behalf of Forever Earth. The grant will be used to cover bus transportation for schools near the Henderson and Summerlin stores to participate in Forever Earth field trips.

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 2 (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, 16 events were conducted for 266 participants (see table below).

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>GROUP</th>
<th># of PARTICIPANTS</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., Sept. 24</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>11</td>
<td>Kayaking I</td>
<td>Lake Mead NRA</td>
</tr>
<tr>
<td>Wed., Oct. 1</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>11</td>
<td>Fishing I</td>
<td>Sunset Park</td>
</tr>
<tr>
<td>Wed., Oct. 8</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>12 x 2 = 24</td>
<td>Fishing II</td>
<td>Sunset Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Art Adventure</td>
<td></td>
</tr>
<tr>
<td>Thurs., Oct. 9</td>
<td>Jackie Gaughan and Al Snyder Girls and Boys Clubs</td>
<td>23</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Wed., Oct. 15</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>10</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Sat.-Sun., Oct. 25-26</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>7</td>
<td>Camping I</td>
<td>Red Rock Canyon National Conservation Area</td>
</tr>
<tr>
<td>Wed., Oct. 29</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>10</td>
<td>Bird Watching I</td>
<td>Sunset Park</td>
</tr>
<tr>
<td>Thurs., Nov. 6</td>
<td>Westcare Girls</td>
<td>9</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Sat., Nov. 8</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>4</td>
<td>Science and Art Adventure</td>
<td>Forever Earth, Lake Mead NRA</td>
</tr>
<tr>
<td>Fri., Nov. 14</td>
<td>Paradise Elementary 2&lt;sup&gt;nd&lt;/sup&gt; and 4&lt;sup&gt;th&lt;/sup&gt; graders</td>
<td>59</td>
<td>Intro. to Birding</td>
<td>Sunset Park</td>
</tr>
<tr>
<td>Fri., Nov. 14</td>
<td>Westcare Boys</td>
<td>9</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Wed., Nov. 19</td>
<td>CCSD – Brinley MS Physical Education</td>
<td>25</td>
<td>Hiking</td>
<td>Red Rock Canyon National</td>
</tr>
</tbody>
</table>
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 task was completed during the first quarter. The assessment report for Year 2 is on track for completion by August 31, 2009.

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.

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.

Possibilities for two activities will be explored for addition to the Outdoor World program:

- An outdoor rock climbing experience on public lands is being researched to add to the indoor introductory experience currently offered.
- A mountain biking activity on public lands is also being explored.

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.

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 May 31 of each year.
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 first 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 work was completed on this task during the first quarter.

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

Project Manager Daphne Sewing worked with personnel from the Red Rock Interpretive Association to provide a series of activities for members of the Jackie Gaughan and Al Snyder Boys and Girls Clubs. Additional activities will be scheduled in the spring for these clubs.

Activities have also been planned for physical education students from five Clark County School District middle schools. Hayden Ross, Physical Education Facilitator, has expressed interest in a long-term partnership with the Public Lands Institute to provide more activities for schools.

d. Highlight partner contributions on website.

This activity will be completed by May 31 of each year.

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.

ADDITIONAL WORK ACCOMPLISHED FOR THIS PROJECT

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.

Outdoor World activities have been scheduled for physical education students from five middle schools in Clark County School District. The activities will be conducted through the remainder of the school year and include hiking, kayaking, and rock climbing. Public land sites for these activities include Lake Mead National Recreation Area and Red Rock National Conservation Area.

STATUS OF YEAR 2 (ROUND 6) DELIVERABLES – FOREVER EARTH & OUTDOOR WORLD
<table>
<thead>
<tr>
<th>Year Two Deliverables (June 2008 – May 2009)</th>
<th>Percent Complete as of August 31, 2008</th>
<th>Plan for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOREVER EARTH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project 2 – Task 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Revise SOP.</td>
<td>100%</td>
<td>Operational changes will be identified during scheduled boat training and facilitators training and incorporated into the SOP.</td>
</tr>
<tr>
<td>b. Provide training on SOP for boat crew.</td>
<td>100%</td>
<td>Training was held on October 7, 2008.</td>
</tr>
<tr>
<td>c. Update and maintain website.</td>
<td>20%</td>
<td>Updates will be made as needed.</td>
</tr>
<tr>
<td><strong>Project 2 – Task 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Schedule a minimum of 25 educational trips.</td>
<td>168%</td>
<td>Additional reservations will occur throughout the school year.</td>
</tr>
<tr>
<td>b. Produce 2008/2009 edition of FE curriculum.</td>
<td>30%</td>
<td>This is scheduled for completion by May 31, 2009.</td>
</tr>
<tr>
<td>c. Develop additional 5th grade curriculum.</td>
<td>20%</td>
<td>This will be completed during the 3rd quarter.</td>
</tr>
<tr>
<td>d. Purchase program materials, supplies, and visual aids.</td>
<td>10%</td>
<td>Visual aid and equipment needs have been identified for the 2008/2009 school year.</td>
</tr>
<tr>
<td>e. Develop partnership for integrating data collected by high school students into existing research data base.</td>
<td>0%</td>
<td>Craig Palmer and others will be working with the project manager to develop plan for this element.</td>
</tr>
<tr>
<td>j. Produce written assessment report of participants in Forever Earth curricula.</td>
<td>100%</td>
<td>Completed.</td>
</tr>
<tr>
<td><strong>Project 2 – Task 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Distribute information about Forever Earth to researchers in regional area.</td>
<td>20%</td>
<td>This will done in the third quarter.</td>
</tr>
<tr>
<td>b. Schedule 3 scientific research trips on Forever Earth.</td>
<td>0%</td>
<td>These will be scheduled throughout the year.</td>
</tr>
<tr>
<td>c. Purchase needed research supplies and equipment.</td>
<td>0%</td>
<td>Purchases will be made dependent on needs identified by researchers.</td>
</tr>
<tr>
<td><strong>Project 2 – Task 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Schedule Forever Earth as a mobile visitor center twice per month during June, July, and August.</td>
<td>83%</td>
<td>NPS scheduled five trips during the first quarter.</td>
</tr>
<tr>
<td><strong>Project 2 – Task 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Schedule a minimum of 6 trips for agency purposes.</td>
<td>183%</td>
<td>Completed.</td>
</tr>
<tr>
<td><strong>Project 2 – Task 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Produce report “Transporting Students to Public Lands for Field Trips.”</td>
<td>100%</td>
<td>This task was completed during Year 1.</td>
</tr>
<tr>
<td>b. Provide bus transportation funds for 35 student field trips.</td>
<td>83%</td>
<td>This will occur as the school year progresses.</td>
</tr>
<tr>
<td><strong>Project 2 – Task 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Determine delivery system.</td>
<td>30%</td>
<td>Currently working with Allyson Butler, Graduate Student, to analyze potential delivery systems.</td>
</tr>
<tr>
<td><strong>OUTDOOR WORLD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project 3 – Task 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Develop a schedule of events for the year.</td>
<td>80%</td>
<td>Draft schedule will be modified as more events are scheduled by partners.</td>
</tr>
<tr>
<td>b. Conduct a minimum of 25 events.</td>
<td>152%</td>
<td>Current partners indicated they will schedule more events throughout the year.</td>
</tr>
<tr>
<td>c. Produce written assessment report</td>
<td>100%</td>
<td>Completed.</td>
</tr>
<tr>
<td>Project 3 – Task 2</td>
<td>Description</td>
<td>Completion Status</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>a. Identify a new recreational event to be developed.</td>
<td>100%</td>
<td>Two activities are being targeted: an outdoor rock climbing experience and mountain biking.</td>
</tr>
<tr>
<td>b. Develop curriculum for the selected recreational event.</td>
<td>0%</td>
<td>This is expected to occur during the second and third quarters.</td>
</tr>
<tr>
<td>c. Field test new event curriculum.</td>
<td>0%</td>
<td>This is expected to occur during the third quarter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project 3 – Task 3</th>
<th>Description</th>
<th>Completion Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify potential new partners.</td>
<td>100%</td>
<td>Completed.</td>
</tr>
<tr>
<td>b. Contact potential partners.</td>
<td>100%</td>
<td>Completed.</td>
</tr>
<tr>
<td>c. Formulate a minimum of one new partnership.</td>
<td>600%</td>
<td>Four new partnerships were established in the first quarter.</td>
</tr>
<tr>
<td>d. Highlight partner contributions on website.</td>
<td>20%</td>
<td>New partners will be highlighted on website. This is expected to occur during the second quarter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project 3 – Task 4</th>
<th>Description</th>
<th>Completion Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Determine delivery system to increase scope of program.</td>
<td>30%</td>
<td>Will work with Allyson Butler, Vista Volunteer, to analyze potential delivery systems.</td>
</tr>
</tbody>
</table>

Submitted by:

Margaret N. Rees
Principal Investigator

November 30, 2008
OMB Proposal
Expedited Approval for NPS-Sponsored Public Surveys

1. **Project Title**
   - Submission Date: 
   - Assessing Hispanic Recreational Use Patterns, Attitudes, and Needs in Clark County, Nevada

2. **Abstract:**
   Over the past twenty years, Hispanics have achieved over 25% of the overall population in Clark County, Nevada. The seven million acres of public lands surrounding Las Vegas provide abundant recreational opportunities; although many of the local Hispanic community do visit these sites, the Federal land managing agencies may not be presenting the most welcoming atmosphere. For example, most media materials are only available in English, and few staff members have the skills or ability to communicate with this audience. As well, many assumptions are made about what rules, which may not be posted but are enforced, should already be "known."

   A quantitative research project will help shape an outreach plan targeting the Clark County Hispanic community. Developing a sophisticated understanding of this audience will allow us to create messages to reinforce appropriate behaviors and influence undesirable behaviors, such as the creation of culturally-appropriate anti-litter messages.

   (not to exceed 150 words)

3. **Principal Investigator Contact Information**
   - **First Name:** Allison
   - **Last Name:** Brody
   - **Title:** Project Manager, Conservation Education and Interpretation
   - **Affiliation:** Public Lands Institute, Univ. of Nevada, Las Vegas
   - **Street Address:** 4505 Maryland Pkwy, Box 452040
   - **City:** Las Vegas
   - **State:** NV
   - **Zip code:** 89154-2040
   - **Phone:** 702-895-5097
   - **Fax:** 702-895-5166
   - **Email:** Allison.brody@unlv.edu

4. **Park or Program Liaison Contact Information**
   - **First Name:** Deborah
   - **Last Name:** Reardon
   - **Title:** Outdoor Recreation Planner, RTCA
Program

Park: Lake Mead NRA

Park Office/Division: Lake Mead National Park

Street Address: 4701 North Torrey Pines Drive

City: Las Vegas   State: NV   Zip code: 89130

Phone: 702-839-5579   Fax: 702-839-5599

Email: Deborah_reardon@nps.gov
Project Information

5. Park(s) For Which Research is to be Conducted:

Lake Mead National Recreation Area, Red Rock Canyon National Conservation Area, Desert National Wildlife Refuge Complex, Spring Mountains National Recreation Area.

6. Survey Dates:

04/01/2009 (mm/dd/yyyy) to 08/01/2009 (mm/dd/yyyy)

7. Type of Information Collection Instrument (Check ALL that Apply)

- Mail-Back Questionnaire
- On-Site Questionnaire
- Face-to-Face Interview
- Telephone Survey
- Focus Groups
- Other (explain)

8. Survey Justification:

(Use as much space as needed; if necessary include additional explanation on a separate page.)

We propose delivering a questionnaire that will help distinguish public lands users from non-public lands users and some basic information about their profile. The goals of this research project include:

- To identify specific practices that will create valuable visitor experiences for the Clark County Hispanic community, and to determine how federal agencies may meet the needs and expectations of the Hispanic community;

- To understand the barriers that prevent Clark County Hispanics from visiting public land sites;

- To understand the reasons why members of the Hispanic community visit public lands and their current use patterns and preferences;

- To determine the key messages and methods of communication that will reach the Hispanic community and identify ways to effectively communicate to Hispanics about active participation with public lands sites – to recreate, to discover and to protect;

- To identify and characterize specific audiences within the Hispanic community that are using public lands;

- To determine the messages that will help us influence behaviors, and create a better understanding of the Las Vegas Hispanic community’s perception of rules and regulations for public lands.

We will first introduce community leaders to our Hispanic Outreach efforts by holding meetings with key leaders to introduce the survey and overall outreach plan. The initial research will consist of a “mall stop” survey designed to fulfill these goals, while allowing for participants to be divided into public land users and non-users. After the survey has been delivered and the results analyzed, the second step will be to tailor an outreach program...
targeted specifically to this audience. This outreach program will result in

Bibliography
Chavez, D.J. 2000. Invite, Include, and Involve! Racial groups, ethnic
    groups, and leisure. In Allison, M.T. and Schneider, I.E. (eds).
    Diversity and the Recreation Profession: Organizational Perspectives.
    Hispanics in southern California. Western J. of Applied Forestry, 17(3):
    129-133.
Chavez, D.J. 2005. Latinos and public lands in California. California Parks
    minority experiences and perspectives. General Technical Report,
    Golden Gate National Recreation Area, Golden Gate National Parks
    Conservancy. San Francisco, CA: San Francisco State University.
    Angeles County residents using undeveloped natural areas. 1998.

9. Survey Methodology: (Use as
    much space as needed; if
    necessary include additional
    explanation on a
    separate page.)

(a) Respondent universe: The research design calls for two distinct stages
    of data collection, a Random Digital Dial (RDD) quantitative telephone
    survey of Hispanic/Latino adults residing in Clark County, Nevada,
    followed by a qualitative focus group of Hispanic/Latino ‘public lands
    users’. This multi methods approach facilitates the development of a
    ‘public lands user’ profile based on data gathered during the telephone
    survey (permitting extrapolation to the respondent universe) and the
    analysis of more specific outreach program elements during the
    administration of a of a Hispanic/Latino ‘public lands user’ focus group.

    The respondent universe for the telephone survey is defined as all
    Hispanic/Latino adults residing in Clark County, Nevada. It is important,
    given the objectives of the research, to operationalize the universe in
    broad terms. This will allow the research team to develop a thorough
    profile of public lands users and non-users based on key demographic
    and descriptive variables. The respondent universe for the focus group
    phase of the research design is defined as Hispanic/Latino ‘public lands
    users’, as identified during the telephone survey.

(b) Sampling plan/procedures: The telephone survey will be administered
    using a Random Digital Dial (RDD) frame of Hispanic/Latino residents
    in Clark County. The sample frame will be compiled by matching
    telephone exchanges and deliverable address records with
    Hispanic/Latino surnames. The database will contain names, addresses,
    and telephone contact information for each record in the sample frame.
    Data sources for RDD listed sample include, but may not be limited to;
    local carrier records, real estate filings, utility and transactional data, and
other institutional sources. Customary incidence rates for RDD listed sample range from fifty to sixty percent. The sample will also be screened to ensure random selection within households by requesting participation from the adult within the household whose birthday follows next in the calendar year. Additionally, the sample will be screened to ensure that the selected survey participant self identifies as being of Hispanic/Latino ethnicity.

The RDD sample frame administration based on listed records with Hispanic/Latino surnames allows for broad based inclusion while qualifying for the need to reach a distinct segment of the general population. The research team considered an alternative sampling method - constructing a sample frame based on the density of Hispanic/Latino households within Census tracts or blocs. However, in the context of this study, there are legitimate concerns with applying sampling parameters based on geography (i.e. Census blocs or tracts). More specifically, sampling based on geographic density may introduce an unknown level of bias since if it is assumed that decision making processes for parks and recreation use or public lands visitation in general may be influenced by proximity to certain sites or establishments. RDD sample generation based on listed records matched to residents with Hispanic/Latino surnames functions as a superior form of random selection, allowing for researchers to monitor participation based on geographic location while neutralizing concerns with respect to bias introduction through sampling protocols based on Hispanic/Latino population densities in certain geographic areas.

The focus group participants will be sampled based on the random selection of telephone survey participants who meet the established criteria of a ‘public lands user’ and who agree to be re-contacted for purposes of focus group recruitment. The research team will include a survey question that queries participants, with the appropriate focus group purpose descriptions and confidentiality non-disclosures, to opt-in to a list of potential focus group participants. From this group of potential participants, the research team will select every ‘nth’ record for purposes of identifying and designating focus group attendees. This process will be repeated until approximately ten to twelve individuals have been selected and confirmed as focus group participants. The research team recommends that a viable incentive be offered during the recruitment process in order to encourage participation among potential focus group attendees.

(c) Instrument administration: The telephone survey instrument will be administered as a Computer Assisted Telephone Interview (CATI) survey. CATI systems are capable of displaying pre-programmed instruments in conjunction with any fixed route logic sequences for purposes of live, real time survey administration. CATI systems are
capable of cataloguing call dispositions, or call outcomes, in order to monitor response and cooperation rates and to establish other quality control parameters. Additionally, later model CATI systems also allow for multilingual survey administration, if necessary, allowing for the presentation of survey content in languages other than English. All CATI systems are equipped with sample frame random selection modules, calling up every pre-programmed “nth” record for administration.

The telephone survey instrument will be administered by a team of highly trained, professional interviewers. Interviewers will undergo a rigorous training program that will include but may not be limited to lessons in cultural sensitivity, proper interviewing techniques, and best practices in terms of avoiding extraneous statements and questions that may prompt or lead respondents or otherwise bias interviews. The interviewer team will include a sufficient ratio of bi-lingual (English to Spanish) interviewers in consideration of the study universe (Hispanic/Latino residents in Clark County).

The focus group instrument will be administered by a professionally trained moderator in a semi-structured discussion format. Focus group participants will be asked to respond to study topics as presented by the moderator from a pre-compiled discussion guide. The moderator may ask additional probing or follow up questions to the group or to individual focus group participants based on initial responses. The discussion guide will be constructed based on consultation with the research team and project contacts at PLI.

(d) Expected response rate/confidence levels: The research team will apply the American Association for Public Opinion Research (AAPOR) standard matrix with respect to measuring survey response and cooperation rates. The AAPOR format is widely recognized as the industry standard for monitoring and reporting survey response rates. The research team proposes to collect a statistically valid sample size of (N=400) completed interviews. The associated maximum sampling error rate for a total of 400 interviews is +/-5.0% at a 95% level of confidence. The expected minimum response rate for this survey is between 35-40%.

(e) Strategies for dealing with potential non-response bias: In order to maximize the telephone survey response rate the research team will set call dispositions that qualify for up to eight contact attempts per record, including one follow up to initial refusal records. Interviewers will propose scheduling a callback for a more convenient date and time (within the survey period) for respondents who initially refuse participation. The survey administration dates and times will also be scheduled in order to maximize the response rate. That being said, the research team will conduct interviews during six hour weekday evening shifts and eight hour weekend shifts. In this way, the research time will mitigate decreasing response rates derived from non response bias.
associated with the inability to reach intended respondents due to varying work schedules or availability limitations. Additionally, survey instrument length will have a direct relationship to the survey response rate, especially as it pertains to mid-terminates and breakaways. The research time will make every effort to construct a survey instrument that demonstrates a pre-tested average interview length of between ten to twelve minutes.

The research team will also encourage an appreciable response rate through clear and concise interview instructions, reviewing confidentiality requirements, explaining the objectives of the survey, and offering opportunities to continue surveys at a later date/time in order to prevent mid-terminates or breakaways.

(f) Description of any pre-testing and peer review of the methods and/or instrument (recommended): The telephone survey instrument will be internally and externally pre-tested prior to the commencement of data collection activities. The research team, along with representatives of PLI, will conduct peer reviews and proxy interviews to test the logic sequence of survey variables, clarity of content verbiage, and average interview length. The survey instrument for both the telephone survey and the focus group will be translated to Spanish for administration purposes. The translated versions of the survey will also be pretested internally by bilingual research associates and project team members.

Once the internal review of the survey instrument has been conducted, a pilot test of the survey instrument will be performed with a randomly selected subgroup of the study sample frame. The survey instrument will again be tested for seamless transition between variables, the appropriateness of logic routings, clarity of content verbiage, and average interview length. Appropriate statistical tests may be performed following the pilot study in order examine the reliability of any scale measurements or other recommended adjustments to the survey instrument.

10. Total Number of Initial Contacts | Expected Respondents: 1000 | 400
11. Estimated Time to Complete Initial Contact | Instrument (mins.): 5-10 minutes
12. Total Burden Hours:

13. Reporting Plan: Survey results will be entered into a database for use by SNAP agencies. Principal Investigator Allison Brody will provide a narrative report describing survey analysis and results to the SNAP Board and agency personnel. The database will aid in the creation of a step-by-step resource guide, containing information and recommendations for Hispanic Outreach.
This resource guide will be distributed to SNAP Interagency teams, SNAP Conservation Education staff, and partner organizations. A copy of the survey report will be archived with the NPS Social Science Program for inclusion in the Social Science Studies Collection.
Gathering Input for the Mobile Exhibit
WILDERNESS/RECREATION TEAMS 9/17/2008
SUMMARY OF COMMENTS

1. What ideas do you have to create a mobile exhibit?
   - Immediate need is for current users to learn about public lands, wilderness, and being a responsible user
   - Must be wheelchair accessible
   - Be creative on the wrap
   - Show area attractions on the wrap
   - Provide top billing for the OHV user
   - Look at purchasing a trailer rather than an RV
   - Consider purchasing two displays

2. What messages would you like to include?
   - Recreational opportunities map
   - Showcase area attractions

3. What types of exhibits should be displayed?
   - Develop age-appropriate exhibits
   - Provide simulated experiences and emotions in exhibits
   - Make sure some exhibits are bilingual
   - Include an ATV as part of the exhibit
   - Make sure exhibit is ADA compliant, including the use of large print for the visually impaired.
ANTI-LITTER TEAM 9/24/2008
SUMMARY OF COMMENTS

1. What ideas do you have to create a mobile exhibit?
   - Use the inside to highlight the experience, the “WOW” experience. Disseminate information on the outside
   - Use interchangeable panels on the outside
   - Have an interactive “desert” game
   - Include group activities

2. What messages would you like to include?
   - The effects of litter on the environment
   - Make connection between animals and the environment
   - Show the pristine vs. “trashed” (cause and effect)
   - Include air quality message – recreation restrictions
   - Respect for the land and the elements
   - Law enforcement message – littering = fines
   - Use language that builds a personal connection (ownership) in taking care of the land
   - Explore, enjoy, and take care of it

3. What types of exhibits should be displayed?
   - Include some bilingual interpretation
   - Look at the changing day/night exhibit at the LAME visitor center to get an idea on using technology (check on repair/warranty for exhibits – should be easily maintained)
   - Look at multimedia exhibit at the Minute Man National Park in Concord, MA
   - Something exciting happens inside the exhibit – an experience, like a theater environment.
     Outside should be the panels, information – the stuff.
   - Flexible, interchangeable panels with specific exhibits, messages
   - Sounds, visual, interactive
   - Simulations that can be solved as a group
   - Immersion experiences – you are part of the experience
1. **What ideas do you have to create a mobile exhibit?**
   - Use the inside to highlight the experience, the “WOW” experience. Disseminate information on the outside
   - Use interchangeable panels on the outside
   - Have an interactive “desert” game
   - Include group activities
   - Target audience could be families, current users (the folks that are littering, using Wilderness areas, riding OHVs) – but could it also broad enough so that the exhibit can be used at a variety of events (e.g., earth fair, career days, NV Day, Jr. Ranger days, Women’s Health days, conferences)

2. **What messages would you like to include?**
   - The four messages we are held to are Anti-Litter, Wilderness, OHV Responsible Use, and Restoration
   - Responsible Recreation
   - Emphasize Enjoyment: Inspire, Fun → lead to respect
   - Respect the character of the land (e.g., sound)
   - Safety
   - Where can you go
   - Action steps for responsible use
   - What can You do? Take ownership for actions

3. **What types of exhibits should be displayed?**
   - How we relay the guidelines for responsible use shouldn’t be heavy-handed – these messages already exist in written form (e.g., Tread Lightly) – how else can we get these across?
   - Emotional connections can be made through sounds, other senses
   - Immersion experiences (e.g., Bowl of Fire, other cool places)
   - Experience through the eyes/perspective of the animals
   - Compare irresponsible use to what you should be doing
   - Video “games”
   - Simulations, e.g., through touch tables
   - Sequence of weather in the desert (a rainstorm)
Additional comments submitted from the Wilderness and Recreation Teams:

Recreation/OHV and Wilderness Team Comments gathered at our meeting September 17.

- Reconsider vehicle selection. Selection of vehicle (small RV) may not be the best choice since it has a low internal capacity for visitors and would only be able to carry small exhibits. Additionally, effective communication would happen outside of the vehicle, making larger exhibits necessary. Alternatives provided by the team include use of a trailer and interesting motorcycle, etc. if appealing to OHV users. Trailers are able to drop fully and carry larger exhibits.
- Communication is likely to occur outside of the vehicle. This should be the primary venue since we are trying to encourage people to go outside. There should be an ability to communicate outside effectively.
- Examine similar efforts to avoid duplication. This is already being done by Red Rock, Sloan and others. Is this a duplicative effort? Examine other efforts and do not duplicate.
- What is the process for decision making? How will Rec Team comments be considered? Identify audience more clearly.
- Identify the audience(s) and ensure that the vehicle(s) appeal to different audiences. One vehicle cannot appeal to school kids in an urban setting and existing OHV users in an outdoor setting.

My additional comments:
Physical accessibility would be limited into and inside an RV, RV doors are small like a regular door into a house (32 inches), not a drop down door like on a trailer. How would someone in a wheelchair get into the RV? Wheelchair lifts are quite expensive.
The most immediate need of the teams is to reach current users about responsible use, not school age children.
The teams would like to see a comparison between this proposal and the information provided to users of Federal lands by existing mobile exhibits.
Only RVs were considered under this proposal, the teams believe that a trailer would provide for more flexibility, mobility, and longer life.
It appears that this is a one-size-fits-all approach and the content of the exhibits was not outlined.
Saying that women can not handle trailers runs counter to many women's experience.
The handout we received listed only the RV option. This seemed to contradict the assertion that no final decision on vehicles have been made.

Thanks for the opportunity to comment....Carol

Allison, Great! It would be good if we could use this mobile exhibit as a visitor contact station near the waterfront in different locations at Lake Mead. Could it be used that way? Jennifer

This message I believe will depend on Audience and what we what to emphasize. Overall the "big Idea" should be that Our Public Lands are exciting places which offer a variety of ways to explore, enjoy, and protect.

1.
Diversity of environments in a desert Wilderness offers more than just a hiking area. Individuals and Families of all kinds do and can find satisfaction in their public lands. Where and what are "public/federal lands" and how do they differ? Jobs for the public lands. Energy transfer - waste not, want not (don't trash Nevada) and the natural energy cycles.

Recreational opportunities. History - cultural and resource management, i.e., mining, petroglyphs, etc. Safety on Public Lands. Water in the desert. Plants and animals.

no motorized vehicles in designated Wilderness areas 2. stay on the trails 3. pack out your trash.

Bilingual groups. Community events and groups. School groups (especially PE, Science, Historical) every day visitors to our areas who don't know about other locations.

The mobile exhibit could basically be seen as a touchstone for public lands. When people have built a relationship with it, it will have built up a respect level with the public - picking priority events and audience will be key to the success of this respect. It should be used on a variety of events health, to recreational events. If priority is the audience we might want to talk to different audiences to see if they would like it to be there? Will this exhibit be able to be at trailheads or campgrounds or museum parking lots?

current users of public lands

Accessible YES! Bilingual text YES !. I see that there should be more than one "look" for the interior /exterior of the mobile exhibit depending on the event to allow different messages to be displayed. There needs to be something that's not static which can attract and allow visitors to interact with, like a video/ and /or game. Banners which may be attached to the side and stick up above the "trailer", Simple Questions which you can lift up to reveal and answer. There needs to be brochures, information to go, or at least information to hand out to know where they can get further information. "How about a camera that projects the visitor onto an area that shows " who belongs in our public lands" sort of a green screen thing. Maybe that they can print off and take home a photo of themselves in a scene setting. If there was enough $ for linking up a satellite/GPS system with internet GeoRanger capabilities, they could explore what is nearby. "utilized the GeoRanger" Resource. Lastly there could be some sales items available for times when folks are bonded ( or for "volunteers" with cooperating association) This could be a little more difficult.

Will this exhibit be able to be at trailheads or campgrounds or museum parking lots? Will this exhibit be able to host events or just be part of a hosted event. Can it be stand alone? Will it be able to house internet use? The handouts should be housed in this exhibit, but the exhibit also have the answer if we do not have the exact resource for the question. Contact information for specialists, websites, etc.

photos....contrast good use with irresponsible use. Spanish text also.
Our Places Tell Stories Conference
Theme for 2009: Toward Environmental Literacy in Nevada
What makes Nevadans environmentally literate? Answering this question will help our state guide its citizens toward a better understanding of and behavior toward our natural world. We know that “80% of Americans are heavily influenced by incorrect or outdated environmental myths … [and] just 12% of Americans can pass a basic quiz on awareness of energy topics . . . [and] after three decades of school-based environmental education programs, only one-third of American adults can pass a simple test of environmental knowledge with a grade equivalent to A, B, or C.” (Environmental Literacy in America, 2005). These alarming trends hold similarly in Nevada.

State-wide focus groups were held March – October 2008 with more than 80 Nevadans from 30 different organizations and institutions. These focus groups began to articulate what knowledge, values, and actions that environmentally literate Nevadans should, in principal, possess (see “The GreenPrint Plan: Creating The Roadmap to Environmental Literacy”). One challenge, then, is identifying the path that we need to take to get there. Another challenge is identifying which key target audiences the roadmap is written for.

First, Nevada’s “GreenPrint” plan will be a resource for non-formal education providers to understand how current and future programs address the knowledge, values, and actions we’re trying to instill in our citizens. It describes in detail the knowledge, values, and actions required of us and it provides recommendations for how we get there.

Second, the “Nevada Environmental Literacy Plan” (as mandated by the No Child Left Inside legislation) will be an action plan for guiding our state’s educational system toward an environmentally literate state. It will address educational standards, relevance to state graduation requirements, professional development programs for teachers, support that the state Department of Education will provide, and a description of the implementation of the plan.

The Nevada GreenPrint Plan will form the basis for Nevada’s statewide 2009 Our Places Tell Stories Conference, to be held May 14-16 in Lake Tahoe. The conference will examine Environmental Literacy in our state and provide resources for non-formal educational providers. What kinds of programs and experiences will contribute toward making Nevadans environmentally literate? Open to both formal and non-formal educators, the first two days of the 3-day conference will first focus on non-formal educational organizations. Conference participants will take part in a program reflection activity to gain insights into how their program offerings currently address specific knowledge, values, and actions related to environmental literacy. Based on this reflection, participants will be able to choose among various threads and sessions in the conference that will give them specific tools to strengthen their institution’s ability to foster environmental literacy. Tentative themes include: Program Planning, Forming & Sustaining Community Partnerships, Diverse Audiences, Fundraising, Service-Learning, Organizational Best-Practices, and Evaluation. On the third day of the conference, participants will have the opportunity to attend activities and programs around the Lake Tahoe area. This will be an opportunity for networking opportunity for both formal and non-formal educators as they share ideas, best practices, and aspirations.
Forever Earth Trip Schedule
Year 2, 2\textsuperscript{nd} Quarter
## Forever Earth Trips – Year 2 (Round 6), 2nd Quarter

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Group Type</th>
<th>Group</th>
<th>Trip Purpose</th>
<th>Length of Trip</th>
<th># of Adults</th>
<th># of Students</th>
<th>Total Pass.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 24</td>
<td>Education</td>
<td>Goldfarb Elementary (4th grade)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>9</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Education</td>
<td>Goldfarb Elementary (4th grade)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>10</td>
<td>27</td>
<td>37</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>Education</td>
<td>Nevada Council for History Education</td>
<td>Teacher Workshop</td>
<td>4 hrs.</td>
<td>21</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Education</td>
<td>Cumorah Academy</td>
<td>Staff In-service</td>
<td>5 hrs.</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Agency</td>
<td>Public Lands Institute</td>
<td>Emergency Drills</td>
<td>3.5 hrs.</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Education</td>
<td>Goldfarb Elementary (5th grade)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Education</td>
<td>UNLV Education Outreach</td>
<td>Class offering</td>
<td>7 hrs.</td>
<td>19</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Agency</td>
<td>Forever Resorts/NPS</td>
<td>Familiarization Event</td>
<td>1.5 hrs.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Oct. 16</td>
<td>Education</td>
<td>Burk Horizon High School (High School)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>36</td>
<td>44</td>
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<tr>
<td>Oct. 17</td>
<td>Education</td>
<td>Goldfarb Elementary (4th grade)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>9</td>
<td>29</td>
<td>38</td>
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<tr>
<td>Oct. 20</td>
<td>Education</td>
<td>UNLV Education Outreach</td>
<td>Elderhostel Class</td>
<td>5 hrs.</td>
<td>25</td>
<td>0</td>
<td>25</td>
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<tr>
<td>Oct. 21</td>
<td>Education</td>
<td>Gene Ward Elementary (4th grade)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>19</td>
<td>31</td>
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<tr>
<td>Oct. 22</td>
<td>Education</td>
<td>Gene Ward Elementary (4th grade)</td>
<td>Student Field Trip</td>
<td>3.5 hrs. (2 trips)</td>
<td>14</td>
<td>32</td>
<td>46</td>
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<tr>
<td>Oct. 23</td>
<td>Education</td>
<td>Gene Ward Elementary (4th grade)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>14</td>
<td>38</td>
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<tr>
<td>Oct. 27</td>
<td>Education</td>
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<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
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<td>Oct. 28</td>
<td>Education</td>
<td>Cumorah Academy (7th grade)</td>
<td>Student Field Trip</td>
<td>4.5 hrs.</td>
<td>7</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Education</td>
<td>Goldfarb Elementary (5th grade)</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>30</td>
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<tr>
<td>Oct. 30</td>
<td>Education</td>
<td>Cumorah Academy (5th grade)</td>
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<td>4.5 hrs.</td>
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<td>20</td>
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<tr>
<td>Nov. 3</td>
<td>Education</td>
<td>Reedom</td>
<td>Student Field</td>
<td>4 hrs.</td>
<td>9</td>
<td>27</td>
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<td>Date</td>
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<td>Education</td>
<td>Trip</td>
<td>Duration</td>
<td>Days</td>
<td>Total</td>
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<td>Nov. 5</td>
<td>Goldfarb Elementary (5th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
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<td>36</td>
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<td>Nov. 6</td>
<td>Mabel Hoggard Elementary (5th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>7</td>
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<td>Nov. 7</td>
<td>Legacy High School (High School)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>3.5 hrs. (2 trips)</td>
<td>11</td>
<td>23</td>
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<td>Nov. 8</td>
<td>Paradise Environmental Science Club</td>
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<td>5 hrs.</td>
<td>5</td>
<td>4</td>
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<td>Nov. 12</td>
<td>Redom Elementary (5th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>3 hrs. (2 trips)</td>
<td>9</td>
<td>30</td>
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<td>Nov. 13</td>
<td>Guy Elementary School (4th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (3 trips)</td>
<td>20</td>
<td>54</td>
<td>74</td>
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<tr>
<td>Nov. 14</td>
<td>Goldfarb Elementary School (4th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>13</td>
<td>22</td>
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<tr>
<td>Nov. 15</td>
<td>Greenspun JHS (7th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>36</td>
<td>44</td>
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<td>Nov. 17</td>
<td>Guy Elementary (4th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (3 hrs.)</td>
<td>14</td>
<td>63</td>
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<td>Nov. 18</td>
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<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>13</td>
<td>28</td>
<td>41</td>
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<tr>
<td>Nov. 21</td>
<td>Goldfarb Elementary (5th grade)</td>
<td>Education</td>
<td>Student Field Trip</td>
<td>4 hrs. (2 trips)</td>
<td>8</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Westcare</td>
<td>Education</td>
<td>Outdoor World Event</td>
<td>5 hrs.</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>Westcare</td>
<td>Education</td>
<td>Outdoor World Event</td>
<td>4.5 hrs.</td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTALS for 2nd quarter**
- 32 groups
- Education: 30 groups
- Agency: 2 groups
- Total: 342

**TOTALS for Year 2 (to date)**
- 54 groups
- Education: 41 groups
- Agency: 13 groups
- Total: 538

**TOTALS for Year 2 (to date)**
- Agency: 13 groups
- Total: 1516
Discover Mojave
Outdoor World Schedule
Year 2
### Discover Mojave Outdoor World Schedule
#### Year 5 (June 1, 2008 – May 31, 2009)

<table>
<thead>
<tr>
<th>DATE</th>
<th>GROUP</th>
<th># of PARTICIPANTS</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., June 12</td>
<td>Valley View Recreation Center</td>
<td>27</td>
<td>Intro. to Photography</td>
<td>Valley View Recreation Center</td>
</tr>
<tr>
<td>Sat., June 14</td>
<td>General Public</td>
<td>184</td>
<td>Fishing I, Art Adventure</td>
<td>Lake Mead NRA</td>
</tr>
<tr>
<td>Tues., June 17</td>
<td>Las Vegas City Parks and Recreation Department</td>
<td>48</td>
<td>Intro to Bird Watching</td>
<td>Floyd Lamb Park</td>
</tr>
<tr>
<td>Mon., June 23</td>
<td>Westcare</td>
<td>6</td>
<td>Science and Art Adventure</td>
<td>Forever Earth, Lake Mead NRA</td>
</tr>
<tr>
<td>Wed., June 25</td>
<td>Valley View Recreation Center</td>
<td>31</td>
<td>Intro to Kayaking</td>
<td>Wells Pool, Henderson</td>
</tr>
<tr>
<td>Fri., June 27</td>
<td>Valley View Recreation Center</td>
<td>23</td>
<td>Kayaking I</td>
<td>Lake Mead NRA</td>
</tr>
<tr>
<td>Wed., July 2</td>
<td>Valley View Recreation Center</td>
<td>20</td>
<td>Hiking, Intro to Camping Skills</td>
<td>Spring Mountains NRA</td>
</tr>
<tr>
<td>Thurs., July 10</td>
<td>Valley View Recreation Center</td>
<td>21</td>
<td>Intro to Fishing</td>
<td>Valley View Recreation Center</td>
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<tr>
<td>Fri., July 11</td>
<td>Valley View Recreation Center</td>
<td>22 x2 = 44</td>
<td>Fishing I and Bird Watching I</td>
<td>Floyd Lamb Park</td>
</tr>
<tr>
<td>Sat., July 12</td>
<td>RecMobile</td>
<td>7</td>
<td>Science and Art Activities</td>
<td>Forever Earth, Lake Mead NRA</td>
</tr>
<tr>
<td>Tues., July 15</td>
<td>Sunrise Community Center</td>
<td>8</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Wed., July 16</td>
<td>Westcare</td>
<td>5</td>
<td>Kayaking I</td>
<td>Lake Mead NRA</td>
</tr>
<tr>
<td>Mon., July 21</td>
<td>Desert Breeze Community Center</td>
<td>21</td>
<td>Kayaking I</td>
<td>Lake Mead NRA</td>
</tr>
<tr>
<td>Fri., July 25</td>
<td>Valley View Recreation Center</td>
<td>26</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Wed., July 30</td>
<td>Westcare</td>
<td>9</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Mon., Aug. 4</td>
<td>Desert Breeze Community Center</td>
<td>16</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Sat., Aug. 9</td>
<td>Sunrise Community Center</td>
<td>2</td>
<td>Kayaking</td>
<td>Lake Mead NRA</td>
</tr>
<tr>
<td>Fri., Aug. 15</td>
<td>Desert Breeze Community Center</td>
<td>16</td>
<td>Hiking</td>
<td>Spring Mountains NRA</td>
</tr>
<tr>
<td>Tues., Aug. 19</td>
<td>Sunrise Community Center</td>
<td>7</td>
<td>Kayaking I</td>
<td>Lake Mead NRA</td>
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</table>

**TOTALS for 1st Quarter**

<table>
<thead>
<tr>
<th>7 Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>593 participants</td>
</tr>
<tr>
<td>22 Events</td>
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</tbody>
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Environmental
11
Kayaking I
Lake Mead NRA
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Details</th>
<th>Participants</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., Oct. 1</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>11</td>
<td>Fishing I</td>
</tr>
<tr>
<td>Wed., Oct. 8</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>12 x 2 = 24</td>
<td>Fishing II Art Adventure</td>
</tr>
<tr>
<td>Thurs., Oct. 9</td>
<td>Jackie Gaughan and Al Snyder Girls and Boys Clubs</td>
<td>23</td>
<td>Rock Climbing I</td>
</tr>
<tr>
<td>Wed., Oct. 15</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>10</td>
<td>Rock Climbing I</td>
</tr>
<tr>
<td>Sat.-Sun., Oct. 25-26</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>7</td>
<td>Camping I</td>
</tr>
<tr>
<td>Wed., Oct. 29</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>10</td>
<td>Bird Watching I</td>
</tr>
<tr>
<td>Thurs., Nov. 6</td>
<td>Westcare Girls</td>
<td>9</td>
<td>Rock Climbing I</td>
</tr>
<tr>
<td>Sat., Nov. 8</td>
<td>Environmental Science Club, Paradise Elementary</td>
<td>4</td>
<td>Science and Art Adventure</td>
</tr>
<tr>
<td>Fri., Nov. 14</td>
<td>Paradise Elementary 2nd and 4th graders</td>
<td>59</td>
<td>Intro. to Birding</td>
</tr>
<tr>
<td>Fri., Nov. 14</td>
<td>Westcare Boys</td>
<td>9</td>
<td>Rock Climbing I</td>
</tr>
<tr>
<td>Thurs., Nov. 20</td>
<td>Jackie Gaughan Boys and Girls Club</td>
<td>16</td>
<td>Outdoor Education Obstacle Course</td>
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<tr>
<td>Sat., Nov. 22</td>
<td>Westcare Girls</td>
<td>10</td>
<td>Science and Art Adventure</td>
</tr>
<tr>
<td>Mon., Nov. 24</td>
<td>Westcare Boys</td>
<td>13</td>
<td>Science and Art Adventure</td>
</tr>
<tr>
<td>Tues., Nov. 25</td>
<td>CCSD – JD Smith MS Physical Education</td>
<td>25</td>
<td>Rock Climbing I</td>
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</table>

**TOTALS for 2nd Quarter**

| 5 Groups | 859 | 16 Events |

Education in the Environment: A Strategy for Continued Interagency Outdoor Programming
Quarterly Report: Year 2 ● Quarter 2
<table>
<thead>
<tr>
<th>(to date)</th>
<th>Groups</th>
<th>participants</th>
<th>Events</th>
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</thead>
<tbody>
<tr>
<td>Tues., Dec. 2</td>
<td>JD Smith MS Afternoon All Stars</td>
<td>Science and Art Adventure</td>
<td>Forever Earth Lake Mead NRA</td>
</tr>
<tr>
<td>Wed., Dec. 3</td>
<td>Westcare Boys</td>
<td>Fishing I</td>
<td>Floyd Lamb Park</td>
</tr>
<tr>
<td>Sat., Dec. 6</td>
<td>Jackie Gaughan Boys and Girls Club</td>
<td>Science and Art Adventure</td>
<td>Forever Earth Lake Mead NRA</td>
</tr>
<tr>
<td>Tues., Dec. 9</td>
<td>Orr MS Afternoon All Stars</td>
<td>Science and Art Adventure</td>
<td>Forever Earth Lake Mead NRA</td>
</tr>
<tr>
<td>Tues., Feb. 10</td>
<td>CCSD – Miller MS Physical Education</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Tues., Feb. 17</td>
<td>CCSD – Smith MS Physical Education</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td><strong>TOTALS for 3rd Quarter (to date)</strong></td>
<td>Groups: 11</td>
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<tr>
<td>Tues., April 14</td>
<td>CCSD – Mack MS Physical Education</td>
<td>Rock Climbing I</td>
<td>Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td>Tues., May 12</td>
<td>CCSD – Keller MS Physical Education</td>
<td>Kayaking</td>
<td>Lake Mead NRA</td>
</tr>
<tr>
<td>Tues., May 19</td>
<td>CCSD – Mack MS Physical Education</td>
<td>Kayaking</td>
<td>Lake Mead NRA</td>
</tr>
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<td><strong>TOTALS for 4th Quarter (to date)</strong></td>
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<td>Events: 38</td>
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<td><strong>TOTALS for Year 2 (to date)</strong></td>
<td>Groups: 11</td>
<td>participants: 895</td>
<td>Events: 38</td>
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