

Status and Needs of Environmental Education Related Organizations in Wisconsin: Results of the 2014 state-wide survey

A collaborative project from UW-Cooperative Extension, Wisconsin Center for Environmental Education, Wisconsin Association for Environmental Education & the 2014 Wisconsin Environmental Education Consortium

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I. Abstract

160 Wisconsin environmental education (EE) related organizations responded to the 2014 status and needs online survey. The survey and report of findings includes general information about the organizations, trends in participation, land management, use of technology, program evaluation, and professional development needs and offerings. EE related organizations in WI serve an average number of 10,251 program participants. These organizations have extensive reach and impact across the state. Findings illustrate how and why some organizations have been more successful than others. EE related organizations have identified needs in the areas of technical and on-the-ground assistance with land management, use of technology to enhance environmental and outdoor education, and professional development in many organizational management skills and EE subject areas. Assistance is also needed in program evaluation along with coordination or use of standardized evaluation methods across organizations. Findings and recommendations included in this report can be used to increase the operational capacities and impact of EE related organizations in WI.

II. Executive Summary and Recommendations

A discussion of findings from the analysis of the survey questions is presented here as an executive summary along with recommendations. Each of the survey questions, responses, and simple analyses are presented below in section IV of this report. This summary and related recommendations include general information and trends about environmental education (EE) related organizations in WI, land management at nature centers and outdoor facilities, use of technology in environmental education, program evaluation, and professional development.

General Information and Trends of EE Related Organizations

Questions 1-6 provided general information about the responding organizations. This information in the form of contact information and a list of programs offered by the responding organizations was used to update the state-wide inventory of EE related organizations. Question 6 also shows that there is a great diversity of programs offered by EE related organizations.

Questions 7 & 8 show the numbers of PK-12 students and adults that participated in programs at responding organizations in the last year. The mean number of program participants that were PK-12 students is 7,524. The mean number of program participants that were adults is 2,727. These results tell us that approximately 73% of the audience served by EE related organizations in WI is PK-12 students. Adding the mean number of PK-12 students and adults equals a total number of 10,251 average number of program participants at each organization in the last year. At 693 known organizations in the state-wide inventory of EE related organizations, this means that there were an extrapolated number of 7,103,943 program participants last year.

Responses to questions 9 & 10 show the trends and possible reasons for changes in participation in programs at EE related organizations in the last five years. 27% of organizations reported that participation numbers have greatly or slightly decreased in that time. 23% reported their participation numbers remained steady. 50% of the organizations reported their participation numbers slightly or greatly increased in the last five years. Simple thematic analysis of reasons for trends in participation numbers was conducted. Organizations that experienced great or slight decreases in participation attributed these changes to the following major themes: school budget decreases for field

trips and teacher professional development, the economy, loss of employees and volunteers because of funding, and competition from technology. Organizations that reported great or slight increases in participation attributed these change to the following major themes: marketing, advertising, awareness, increased funding, new staff, new facilities, partnerships and new programming.

Question 11 asked organizations to identify other organizations that they regularly partner with. This information was also used to update the state-wide inventory. Most organizations listed at least three different organizations that they regularly partner with. Individual responses varied across partnerships with different types of organizations. Further analysis of identified partnerships of EE related organizations is needed. A social network analysis, similar to work done by EE Capacity, may reveal which organizations operate as key organizations that help others succeed.

Recommendations:

- 1) Provide resources and processes for EE related organizations to strengthen partnerships with PK-12 schools, which is the majority of their audience.
- 2) Encourage EE related organizations to offer more adult and family programming to foster life-long learning. Provide these organizations with training to plan and implement these programs.
- 3) Recognize and promote EE related organizations in WI as a major and growing industry that serves over 7 Million program participants on a yearly basis. Improve marketing, advertising and awareness of EE related organizations and programs for all organizations with combined efforts and professional development.
- 4) Increase funding for schools to participate in EE programs at nature centers and related outdoor education organizations.
- 5) Create and offer new and relevant programs.
- 6) Facilitate partnerships between organizations – regional, state-wide networks and events.

Land Management at Nature Centers and Outdoor Facilities

73% of the respondent organizations own and/or manage land and/or facilities (Question 12). 63% of responding organizations to question 13 have a land, conservation, or forest management plan but only 53% of those management plans have been updated in the last five years (Question 14). Question 15 includes a list of various land management practices that are taking place at respondent organizations. Land management practices that are being implemented include: removal of invasive species, prescribed burns, accessible trail construction, trail and boardwalk construction and maintenance, storm water remediation, tree cutting/pruning, forestry mowing, tree planting, logging, wetland habitat improvements, erosion controls, construction of buffer/riparian zones, watershed remediation, prairie restorations and maintenance, oak savanna restoration, restorations of dune habitats, educational signage installation, gardening, composting, native species restoration, emerald ash borer management, and wildlife monitoring and management.

50% or more of the respondents identified all of the following areas where they could benefit from technical or consulting assistance (Question 16): invasive species (72%), forestry (63%), wetlands and ponds (59%), trails (53%), native prairies (52%), and wildlife (50%).

Recommendations:

- 1) Organizations should be provided assistance in updated land, conservation, or forest management plans, given that only 63% of organizations that own or manage land have a land management plan and only 53% of those plans have been updated in the past year.
- 2) Organizations are completing many diverse land management practices and can benefit from aligning those practices to land management plans. Increased numbers of volunteers

or groups to complete service projects will help organizations complete land management practices on planned schedules.

- 3) Technical and consulting assistance should be provided to organizations to help them complete land management practices. Six major areas were identified by respondents for assistance: invasive species, forestry, wetlands and ponds, trails, native prairies, and wildlife management practices.
- 4) Land management practices can be more directly tied to educational programming and used as site-based demonstrations of best practices.

Use of Technology in Environmental Education

Question 17 was designed to determine the opinion of organizations in the state as to whether they felt that technology should be integrated into outdoor environmental education programs. Only 1.38% of the respondents felt that technology should not be integrated into programming leaving the majority, 53.79%, to respond that they felt that “sometimes” should technologies be integrated and for the remainder, 44.83%, to express that they believe that technologies should be integrated.

Questions 18 and 19 asked respondents what type of technologies they were currently using and in what types of programs. The results of these two questions determined that the most popular technologies currently being used by respondents in programming were Cameras (67%) and GPS/Mapping Units (58%). Respondents most commonly used these technologies in PK-12 Environmental Education Programs (56%) and Outdoor Programs (48%).

Question 20 asked respondents what type of technologies they would be interested in using in future programs. 72% of respondents stated that they would be most interested in using Mobile Handheld Devices such as iPads or Android devices. Along with this, 55% of respondents stated that they would be interested in using Cameras and 55% of respondents also answered that they would be interested in using GPS/Mapping Units, showing that though these are currently the most popular forms of the technology they are also technologies that other organizations would be interested in using in the future.

Question 21 asked respondents various areas of interest they might have in regards to technology. 69% of respondents stated that they would be interested in learning “How to get technology at your center through grants”, showing that organizations are interested but funding to obtain new technologies is limited. Other high areas of interest were in “New program ideas for incorporating technology” (62%) and “Ways to incorporate technology into PK-12 programs” (52%). Both of these interest areas are very similar and show that respondents are curious in new program ideas specifically for, though not limited to, PK-12 programs.

Recommendations:

- 1) Provide resources for organizations on how to obtain technology through grants.
- 2) Facilitate partnerships between organizations currently using technology in their programming and those who are interested in using technology as an avenue for shared ideas.
- 3) Lead “hands on” workshops that provide ideas and further resources for technology integration in environmental education programming.
- 4) Conduct research on proper integration to determine ways to incorporate technology in environmental education programs.

Program Evaluation

Question 22 asked participants about their current evaluation practices. The most common responses (practices engaged in by over 50% of the respondents) were surveys of participants, parents,

teachers, or chaperones and observations during programs. While the purpose of these surveys and observations was not recorded, it is likely that they are used primarily to assess specific aspects of the programs, provide feedback to instructors and support staff, and improve offerings. Less common were focus groups (20%) and interviews (26%). While such qualitative approaches can yield rich data and valuable quotes, they are more time consuming to implement and the data are harder to compile and analyze. It is not surprising that fewer programs are using them. Perhaps the most interesting finding is that 20% of respondents are conducting pre- and/or post-tests of participant knowledge, attitudes, and behaviors. If collected according to accepted research protocols, these data could be very useful to the field of EE in Wisconsin as it makes the case for increased funding and legislative support.

Question 23 focused on satisfaction with current evaluation practices. The most common response (49%) was “neutral,” with the next highest (31%) being “satisfied.” Such results suggest that there are opportunities for improvement but not a strong sense of urgency or need in relation to program evaluation.

The next set of questions asked about outside help with evaluation. Question 24 revealed that only 17% of respondents had hired external evaluators and the majority (56%) were not interested in doing so. In contrast, 57% of respondents indicated that university students have been involved with research and evaluation at their site. Based on responses to Question 25, though, it appears that most of that involvement has been in the form of educational interns/volunteers, class visits, and citizen science/field research, rather than program evaluation. A few sites indicated that they have worked with M.S. or Ph.D. students and faculty.

Looking to the future, Question 26 asked about desired resources, with online materials, consulting services, and workshops offered as examples. Responses varied, with many falling into the categories of online resources and workshops. A few sites requested program-specific evaluation tools. Free or low cost resources, or quick to administer/analyze evaluation tools were requested by some, along with funding for evaluation efforts. Consultant services and collaboration with faculty and students were also mentioned.

Recommendations:

- 1) Provide opportunities for organizations to share evaluation resources, especially surveys and observation protocols, with each other to help everyone get the most out of the evaluation efforts they are already engaged in.
- 2) Provide online resources and workshops on valid, easy-to-implement evaluation techniques.
- 3) Foster connections between universities and nature centers and other EE related organizations to engage students in educational research, in addition to the more common field science and service learning activities.
- 4) Conduct additional research on how nature centers and EE related organizations are *using* evaluation data to improve and promote their work.
- 5) Choose or design and then implement the use of some common evaluation tools and methods to enable analysis and research findings across multiple organizations.

Professional Development Needs & Offerings

This section of the survey asked questions about professional development (PD) programs that EE related organizations currently offer for others in the field, EE subject topics and organizational skills topics in which their staff would benefit from training in and topics that their staff could lead training events, training for specific audiences, scheduling of training events, and barriers to participating in PD events. The majority, 56% of respondent organizations indicated that they do not offer PD for other EE

professionals. Those that do offer PD conduct trainings in the EE curriculum guides such as Project WILD/Aquatic WILD, Project Learning Tree, Project WET, Flying WILD, KEEP, LEAF, and WI Master Naturalist.

Respondents selected up to 23 different EE subject areas that their staff would benefit from training in. Some also listed other EE subjects areas in which they would like to receive training. The top EE subjects areas identified as PD needs were current environmental issues (52% of respondents), sustainable design/green technologies or buildings (51%), community action/service learning (50%), energy efficiency (49%), land use/conservation (48%), sustainability/resource consumption (47%), and drinking water/waste water (46%). The range for responses for all 23 different EE subject areas was between 23% and 52%. The range for responses for organizations that could lead PD in these 23 subject areas was between 2% and 36%.

Responding organizations selected up to 22 different organizational skills areas in which they would like to receive PD. Additional PD in other organizational skills areas were also identified by respondents. The top responses were use of technology to enhance environmental education (64% of responding organizations), grant writing (63%), accessibility & inclusion of people with disabilities (58%), fundraising (53%), public relations/marketing (52%), exhibit development (50%), digital presence/Facebook/Twitter/etc...(48%), and volunteer management (46%). The range for responses for all 22 different organizational skills areas was between 13% and 63%. The range for responses for organizations that could lead PD in these 22 organizational skills areas was between 2% and 28%.

Respondents requested training to help them with all audiences, early childhood through post-secondary and community members. Winter was the season identified as the best season for training sessions. Monday thru Friday were identified as the best days of the week. Mornings and afternoons were identified as preferences over evening times. Half day and full day training events were identified as preferences over multiple day events. Respondents listed barriers to their participation in PD or collaborative networking events. Cost/funding, schedule/availability/time, and travel were the major barriers identified.

Recommendations:

- 1) There is a great need for professional development for staff at EE related organizations both in the organizational skills areas and EE subject areas. The EE organizations are only currently providing PD to their colleagues on a limited basis. Other organizations such as universities and UW-Extension can fill this PD provider role and/or the EE organizations themselves could add PD to their programming.
- 2) Professional development needs exist in many different organizational skills areas and EE subject areas. The need is generally greater in organizational skills areas. EE related organizations indicated that they are able to lead PD sessions in some of these areas.
- 3) The top responses of indicated needs for PD in organizational skills areas and EE subject areas should be addressed by multiple providers and in multiple events over the next few years. The Wisconsin Association for Environmental Education can use results from questions 28 & 30 to recruit presenters and schedule sessions at the annual conference and winter workshop in these high needs areas. The Wisconsin Center for Environmental Education, UW-Stevens Point, other universities, UW-Extension, WI Department of Natural Resources and other similar organizations have additional capacities to offer PD sessions in these high needs areas. Shorter term training sessions can be embedded into regional networking meetings around the state.

- 4) For PD to be most accessible to staff at the responding organizations it should be low cost, involve limited travel, offered Monday-Friday, and scheduled as half day or full day events.
 - 5) PD needs in EE subject areas and organizational skills should be re-assessed every 3-5 years and areas indicated as high needs should be focus areas for PD providers, conferences, and regional events.
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III. Information about the Survey

A. Inventory Information

- Total known environmental education related organizations in Wisconsin (not including schools): 693 as of Nov. 2014
- Nature Centers: 114/693
- Other Organizations: 579/693

B. Survey Distribution

- Online survey sent by email to inventory contact list on January 10, March 21, and April 21, 2014 and announced in the Wisconsin Association for Environmental Education (WAE) and Wisconsin Center for Environmental Education (WCEE) newsletters during the winter and spring of 2014.
- During the spring 2014 survey distribution period, the current inventory at that time included email contacts for 427 organizations. The inventory did not have email contact information for the remaining organizations and some organizations were added to the inventory since the survey distribution.

C. Survey Responses

- Total Responses: 178
- Organizations that responded to the survey: 160 (160/427 = 37.47%)
 - 1 organization responded with only their organization name/information and was therefore not counted as a respondent.
 - 17 organizations responded twice (with different people or the same person). Multiple responses to the survey from the representatives of the same organization were combined into one response for that organization.
 - All of this information has been taken into account to determine the total of 160 organizations.
- Individuals that responded to the survey: 173
 - *5 individuals responded twice. Their responses were combined into one response.*
 - *This number has been taken into account to determine the total of 173 individuals above.*
- Other Notes:

- 1 organization responded that is not located in WI. This organization's data was removed from the final data set.
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IV. Survey Questions and Responses

General Information

1. Please begin by listing the name of your organization, your name and position, and email. This information will NOT be included in any reports, publications, or presentations.

2. Name of organization:

3. Your Name:

4. Position Title:

5. Email:

*For responses 1-5, respondent organizations' name, email and other identifying information has been not included in this report because of anonymous research protections procedures.

6. What are the major programs offered by your organization?

ID	#1	#2	#3	#4	#5
151	Modifications to municipal ordinances to accommodate green infrastructure for storm water control	Education and outreach on principles of place making	Advocacy for local transportation options		
159	Bald Eagle Ecology	Water Ecology/Cray fishing/Squish Hike	Sugar Bush		
4	Tours and Exhibit	Land Ethic Leader workshops	Landowner education		
168	PreK-12th grade field trips	Summer Camp	Public & Family Programs	School Fieldtrips	Trails and exhibits for drop-in visitors
77	Nature Kids- community outreach program for 3-6 year old children	School Field Trips- grades K-6;3	Summer Outdoor Exploration Camps- ages 5-13		
92	Environmental Education- Pond Ecology, Adventure Kayaking, Snowshoeing	Passive Recreation	Resource Management		
205	Public Libraries	State Parks	Humane Society		
177	Aquatics, Camping, Shooting Sports, Ecology/Conservation	Handicraft	High Adventure		
190	K-12 Field trips	Cabin Rental for group camp			
191	Guided Nature Hikes	Interpretive Programs	Nature Center		
7	School Forest	Native Prairie			
197	Outdoor Ethics using Leave No Trace principles				
195	Environmental Education	Outdoor Living Skills	Ropes & Challenges		
199	Power Hour / Education homework help	Character & Leadership development	Health & Life skills		
8	Animal Signs	Maple Syrup	Pond Study		
215	Museum Mobile in the schools	Adult Naturalists	Family natural history programs		
229	High Adventure tent camping with youth	On-site intergenerational family camp	Individual and group retreats	Wilderness Tripping	
229	Environmental Education PreK-12	Summer Camps and off grounds Adventure Camps	Weekend Retreats		
232	Wilderness Trips	Resident camp programming			
233	Youth environmental education opportunities	Resident Camp	Day Camp		
9	Summer Camp	Public Programs on no school days	Environmental Education (outreach to schools and ecology field trips)		
241	BA in Environmental Science	BA in Biology	BA in Geography		
242	Life in a Pine Log environmental	Summer Camp including environmental education	Weekly and monthly program content		

	<i>education exhibit</i>	<i>on local ecosystem</i>			
663	<i>Residential and one day environmental education programs to visiting schools and on-site charter school</i>	<i>Summer camps for kids, both open to the public and private camps/trips</i>	<i>Small group conferencing and elementary student camp themed after school programming</i>	<i>Retreats</i>	
261	<i>Recreational Sports - Lessons for Youth</i>	<i>Recreational Leagues - Adult & Youth</i>	<i>Enrichment Programs - Youth</i>		
11	<i>Ecology</i>	<i>Conservation</i>	<i>Horticulture</i>		
13	<i>Garden and Farm-based EE programs</i>	<i>Organic CSA Farm, Community Gardens, and Natural Areas</i>	<i>Professional Development programs for educators</i>		
278	<i>Environmental education for 10th and 11th grade students</i>	<i>Graduate program in partnership with UWSP</i>			
286	<i>Science (including astronomy)</i>	<i>History</i>	<i>Environment (especially water quality)</i>		
495	<i>Geology of the Area</i>	<i>History of the Area</i>	<i>Natural History of the park</i>		
290	<i>Education</i>	<i>Preservation</i>	<i>Compatible forms of Recreation (to site preservation)</i>		
293	<i>Educational hikes at our Nature Preserves for all age levels</i>	<i>Geology, Natural History of Door County</i>	<i>Flora and Fauna of Door County, Land Protection Tool and Practices</i>		
306	<i>Curriculum is aimed at academically gifted students</i>	<i>Prairie restoration project</i>			
573	<i>We serve 4K-12th Grades exclusively</i>	<i>All curriculum is by teachers request</i>	<i>Environmental Education / WI History / Art/ Team Building/</i>		
311	<i>Volunteer</i>	<i>Middle/High School field trips</i>	<i>Possible support to college-level research projects</i>		
314	<i>Science education</i>	<i>Nature classes</i>	<i>Horseback riding</i>		
319	<i>Annual Watershed Conference</i>	<i>Annual River Cleanup</i>	<i>School Programs</i>		
333	<i>Tours</i>	<i>Field work</i>			
316	<i>K-12 field trips at the Conservancy, linked to curriculum</i>	<i>Free, monthly, public programs at or regarding the Conservancy</i>	<i>High school service-learning projects in the Conservancy, linked to curriculum</i>		
331	<i>Monthly presentations by knowledgeable persons and agency representatives</i>	<i>Preservation and conservation of Black River watershed in Jackson County</i>	<i>Sponsor outdoor activities</i>		
341	<i>We partner with EE providers to educate youth and children about our watershed</i>	<i>Invasive species</i>	<i>Watershed health and action we can take to protect the watershed</i>		
207	<i>Canoes on Wheels (focus on youth education during river paddles)</i>	<i>Watershed-level scientific studies and information distribution to residents</i>	<i>Water quality monitoring for citizen scientists</i>		
347	<i>Character Building/Citizenship Training</i>	<i>Environmental Education</i>	<i>Health And Fitness</i>		
27	<i>Public policy advocacy</i>	<i>Direct services to our member land trusts to build capacity</i>	<i>Outreach</i>		

351	Troop experiences	Summer camp experiences	Weekend workshops and programs		
26	Managed Grazing	Aquatic Invasive Species	Buy Local, Buy Healthy		
363	School tours/environmental or horticulture education	Adult educational classes	Events		
374	Greenfield School and Urban Ecology Center/Participant School/Two annual trips per grade level	6th Bilingual Greenfield School and Wehr Nature Center/Wisconsin Forests Activity Field Trip: monthly guided visits to the Center	6th Bilingual Greenfield School and UW-Stevens Point Treehaven / Northern Exposure		
377	School field trips on nature in the city	Family programs on nature in the city	Special events on nature in the city		
378	K-6 field trip program: It's Maple Sugarin' Time, 1906 School House, Spring Discovery, Cornucopia of Fall	Adult Education Series	Guided tours		
383	School Field Trips	Daycare/Summer Camp Programs	Public/Community Programs		
388	K-12 Education				
35	Public interpretive programs and special events	Environmental education programs	Volunteer work days / service learning		
36	Youth Day Camps	Community Breakfasts with Nature Program	School Group Field Trips		
691	Trail building	Restoration/Land Stewardship	Guided hikes		
393	Environmental Education Television and Videos	Online Education Network - www.intotheoutdoors.org/			
397	Environmental Education				
270	Recycling Education (In Your Hands: Recycle for Good!)	After School and Summer Camp Programming (EcoExploreres)	STEM Education (Environmental Commitment: Global to Local)		
41	Support for research related to natural resources (affordable housing, laboratory space, office space, labor)	Support for natural resources instruction (college credit courses, affordable housing, lab space, classroom space)	Support for natural resources outreach (classroom space, affordable housing) and free public outreach series		
39	Hausmann Nature Center Static Display Exhibits				
40	Ice Age Geology Field Trips	General Natural History	Outdoor Skills		
273	Campground amphitheater programs	Interpretive hikes	Drop-in Interpretive programs		
403	Hands-on Environmental Education for all ages	Environmental Education Camps	Credit classes for adults		
404	Environmental Club	Science Class			
406	Summer Camps	Retreats	Wilderness Trips		
408	None				

410	<i>Aquatic Invasive Species Program (Education, Monitoring, and Control)</i>	<i>St. Croix Headwaters Watershed Program (Education, Restoration, Protection)</i>	<i>Undergraduate Student Research in various scientific fields</i>		
413	<i>Various Great Lake-related topics</i>	<i>Fishing clinics</i>	<i>Talks/lectures at schools/colleges - various topics</i>		
422	<i>Teacher professional development</i>	<i>School forest consultation and guidance</i>	<i>Outdoor teaching consultation</i>		
426	<i>Lake user education</i>				
427	<i>Environmental education</i>	<i>Outdoor skills</i>			
37	<i>Leap into Lakes: mobile exhibit program focusing on early childhood math, science and environmental education with a local/regional focus on the area</i>	<i>Focus Field trips options for pre-K and school age children that focus on Forestry, Rooftop garden environments, local ecosystems and alternate energy</i>	<i>Exhibit spaces focusing on urban agriculture, alternate energy, green and sustainable design, historical and cultural gardening</i>		
432	<i>Naturalist lead field studies and overnight camping at the Madison School Forest for MMSD students</i>	<i>Naturalist lead field studies at the Cherokee Marsh Conservation Park for MMSD students</i>	<i>Naturalist lead field studies at the Owen Conservation Park for MMSD students</i>		
17	<i>Healthy Kids Summer Day Camp</i>	<i>Prime Time After-School Care</i>			
436	<i>PreK-college, environmental education programs, aligned to school science standards</i>	<i>Public informational programs, volunteer opportunities, meeting space</i>	<i>Summer camps, youth and family programs</i>		
439	<i>Environmental education</i>	<i>Land restoration</i>	<i>Volunteerism</i>		
47	<i>Renewable Energy Education</i>	<i>Energy Fair</i>	<i>Renewable energy conferences</i>		
49	<i>Monitor</i>	<i>Cleanup</i>	<i>Advocate</i>	<i>Various events/trainings pertaining to improving water quality</i>	
449	<i>Land Protection via Conservation Easements, Land Acquisitions, and Land Management</i>	<i>Nature Preserves open to the public</i>	<i>Environmental Education</i>		
50	<i>Youth recreation activities</i>	<i>Adult recreation activities</i>	<i>Senior Activities</i>		
456	<i>School field trips</i>	<i>Public educational programs for adults</i>	<i>Seasonal specialty festivals/fun days/expos</i>		
458	<i>Residential School Curriculum</i>	<i>Adult/Teacher Education</i>	<i>Restoration/Stewardship</i>		
466	<i>K-12 On-Site EE Programming</i>	<i>Public Programming - Interpretive and Recreational</i>	<i>Workshops and Day Camp Experiences for K-12 Participants</i>		
55	<i>Zoomobiles (offsite programs)</i>	<i>Zoo Classes and Zoo Tours (on-site programs)</i>	<i>Wild Encounters (on-site, behind-the-scenes type programs)</i>		
468	<i>Free eLearning Environmental</i>	<i>Teacher Professional Development Workshops</i>	<i>School District Green School Workshops and</i>		

	<i>Education Curricula Set to NAAEE Standards, WI Art & Design Standards and NGSS Next Generation Science Standards</i>		<i>Green SchoolYard Workshops & Design of Outdoor Classrooms & Schoolyard Habitats</i>		
56	<i>Environmental Education Days offered in Spring, Fall, and Winter</i>	<i>K-12 school programs geared towards nature and heritage education</i>	<i>Fundraising events (1 major fundraiser each month about 8 months a year)</i>		
471	<i>Community environmental education programs</i>	<i>Trips and excursions</i>	<i>Citizen Science</i>		
482	<i>Lake Superior Stewardship programs</i>	<i>Earth Partnership for Schools programs and teacher institutes</i>	<i>Culture and Climate Change programs</i>		
484	<i>Children's EE activity on weekend mornings during the summer months</i>	<i>Educational nature movie 2 evenings per week during the summer months</i>			
485	<i>Tree planting</i>	<i>Stocking fish and fish habitat in our local ponds</i>	<i>Trout stream on our property</i>		
59	<i>Educational Interactive Animal Programs</i>	<i>Educational Outreach Programs</i>	<i>Public demonstrations</i>		
60	<i>Annual Dinner for our membership</i>	<i>Go Green - Service learning workday for girl scouts</i>	<i>Volunteer workdays March through November</i>		
497	<i>Paper Making</i>	<i>River and Locks</i>	<i>Tree to Tissue</i>		
61	<i>Outdoor camp experience</i>	<i>Youth development</i>	<i>Leadership development</i>		
7	<i>Wildlife rehabilitation</i>	<i>Educational outreach</i>	<i>Consulting and education for sustainability educational outreach programs</i>		
508	<i>Leave no Trace</i>	<i>Hunter Safety</i>	<i>Scouting advancement program</i>		
62	<i>Outdoor environmental education programming</i>	<i>Public school pilot and demonstration programming</i>	<i>Training for educators and program providers</i>		
516	<i>Educational school programs</i>	<i>Public programs</i>	<i>Scout and youth group programs</i>		
520	<i>Advocacy for renewable energy projects</i>	<i>Collaboration on clean renewable energy initiatives</i>			
687	<i>Family weekend programs</i>	<i>School Field Trips</i>	<i>Special Events</i>		
64	<i>Environmental education field trips for schools</i>	<i>Summer nature camp for children</i>	<i>Environmental education</i>		
527	<i>Education</i>	<i>Research</i>	<i>Land Preservation & Restoration</i>		
534	<i>Water quality monitoring</i>	<i>Capacity building for local non-profit organizations</i>	<i>Developing partnerships</i>		
535	<i>Environmental Education (K-6)</i>	<i>Agriculture Education (K-6)</i>			
65	<i>Weekend workshops</i>	<i>Learn to Hunt deer</i>	<i>High School Independent Studies program</i>		
66	<i>Preschool (k3 and k4</i>	<i>Field trips for school</i>	<i>Family and Adult</i>	<i>Raptor Education</i>	

	on site)	groups	education programs		
692	Guided Naturalist Programs (indoor/outdoor)	Self-Guided Tours of the Museum	Special Events (Candlelight Hike Festival)		
539	Environmental Education through the CAVOC school forest outdoor classroom				
540	Project WILD, Project Learning Tree, Project WET, Leopold Education Project and LEAF; scout merit badges	Landowner programs focused on forestry management	Family programs such as an annual rendezvous focused on late 18th century lifestyles and skills		
89	Environmental Education Summer Workshop every other summer				
548	Ecology class				
546	Protection of surface water quality	Protection of groundwater quality	Protection of soils		
24	Camp	Healthy living	Healthy Wellness		
550	Youth Sports	Adult Sports	Enrichment Classes		
551	Wildlife management	Habitat management			
693	Camp counselor	Support staff			
447	Hunters Safety, High School Trap Shooting, Youth Sporting Clays	Pheasant Youth Hunt	Scouting Camporees	Pheasant Youth Hunt	
592	Tours of the 1845 Bevans Lead Mine	Exhibits on home and business at the Rollo Jamison Museum			
71	Nature center open to visitors daily mid-June-mid September	Nature hikes and classes weekly for adults and children July -Mid August			
564	Land protection	Research	Education		
569	Clean boats, Clean waters	Shoreline monitoring (adopt a shoreline)	Library assistance on AIS		
96	One day of open houses at natural sites in Ozaukee				
582	Multi-day natural resources workshop for K-12 schools	Family and youth natural resources and outdoor skills day programming	Adult multi-day natural resources and outdoor skills workshops		
72	Stream Monitoring	Aquatic Invasive Species management	Maintaining the river trail		
584	Free naturalist led walks every weekend	Paid guided tours for schools and others	Summer camp k-6		
73	G-WOW Changing Climate, Changing Culture climate literacy programs	Paddle the Pearls aquatic invasive training program (on-the-water)	Coastal wetland ecology and watershed restoration programs (on-the-water and field based)		
538	Environmental education field trips	Nature themed summer camp	Nature themed weekend youth retreats		
408	Ph.D. in Freshwater Sciences	M.S. in Freshwater Sciences	Professional Science Masters in Freshwater Sciences		
76	Outreach and education about	Host workshops and trainings to increase AIS	Purple Loosestrife Beetle Bonanza project		

	<i>aquatic invasive species (AIS) to schools and at children's' events</i>	<i>awareness</i>			
588	<i>Garden education for adults</i>	<i>Garden education for children</i>	<i>Leadership training for adults</i>		
594	<i>Grades 3-5 State history in mid nineteenth century</i>				
603	<i>Volunteer stream monitoring (a variety of opportunities)</i>	<i>Storm drain stenciling</i>			
33	<i>Field trip destination for all WSD students pre k-8th grade annually</i>	<i>Facility can be used/rented by groups from community</i>	<i>Summer school campus for middle school transition course</i>		
391	<i>School Programs</i>	<i>General Public Programs</i>	<i>Special Events related to natural resources</i>		
606					
78	<i>K-12 school field trips</i>	<i>Summer programming for grades 3-6</i>			
621	<i>Public programs - hikes, presentations</i>	<i>On-site requested programs - schools, organizations, tour groups, workshops</i>	<i>Off-site requested programs - organizations, community events</i>		
631	<i>Wildlife rehabilitation</i>	<i>Wildlife education utilizing power point and live animals</i>			
79	<i>Annual Conference</i>	<i>E-Newsletter</i>	<i>Winter Workshop</i>		
80	<i>FlyingWILD</i>	<i>Bird monitoring</i>	<i>Annual meeting and conference</i>		
647	<i>K-12 sustainability and environmental education programs for teachers and schools</i>	<i>Sustainability and environmental education curriculum resources</i>	<i>Networking and support for community-based sustainability and environmental education</i>		
81A	<i>Resource lending</i>				
651	<i>Project WILD, Project WET</i>	<i>EEK - Environmental Education for Kids</i>	<i>State Parks, State Wildlife Conservation Education Centers, Mackenzie Environmental Education Center, AIS, air, waste management</i>		
82	<i>Investigations of geology and hydrogeology</i>	<i>Publication and presentation of results of investigations (to stakeholders mainly)</i>	<i>Outreach to community, UW-sponsored groups, K-16 teachers, students</i>		
38	<i>Community engagement and service</i>	<i>General education and information</i>	<i>Continuing education for professional credential maintenance</i>		
83	<i>Professional Development</i>	<i>PK-12 energy education curriculum</i>	<i>Home, School, Community Energy Education</i>		
664	<i>Saturday Learning Series lectures</i>	<i>USS Cobia Submarine Overnight Program</i>	<i>PK-12 School Programs</i>		
667	<i>Administration of DNR's statewide school forest program</i>	<i>Providing resources and professional development to school forest educators</i>	<i>Networking school forest educators with each other</i>		
648	<i>Monthly newsletter, quarterly professional journal</i>	<i>Monthly field trips</i>	<i>Annual convention</i>		

81B	<i>Conference</i>	<i>Newsletter and webpage</i>	<i>Email updates</i>		
85	<i>Personal interpretive services-guided hikes, programs, events</i>	<i>Wisconsin Explorer program</i>	<i>Other non-personal interpretive services-exhibits, signs, publications, other media</i>		
675	<i>Private Wetland Landowner Outreach re: wetlands protection, conservation, management, restoration</i>	<i>Local Government Outreach re: wetlands conservation</i>	<i>Annual Wetland Science Conference</i>		
25	<i>Day Camp</i>	<i>Trips and Residential Programming</i>	<i>Overnight/Group Rental options</i>		
220	<i>Day and Resident Camps</i>	<i>Adventure Trips/Teen Programming</i>	<i>School/Youth Groups</i>		
87	<i>Traditional Summer Camp</i>	<i>Conference and Retreat Groups</i>			
681	<i>Climbing</i>	<i>Teambuilding</i>	<i>Wetlands study</i>		
683	<i>Summer Camp</i>	<i>Environmental Education</i>	<i>Conference Groups</i>	<i>Outdoor Education</i>	
680	<i>Summer overnight camp and day camp</i>	<i>Year-round team building and environmental education for kids and adults</i>	<i>Conference, retreat, and meeting space</i>		
689	<i>Residential and Day Summer Camp</i>	<i>Residential Outdoor & Environmental Education trips</i>	<i>Groups and Conferences Retreats</i>		
160	<i>School Programs -- on grounds and outreach</i>	<i>Fee-based public programming</i>	<i>Theater-based conservation education</i>		

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

7. Approximately how many PK-12 students participated in your programs during the last year?

Survey Results:

Statistics	Number of Students
Total Responses	152
Mean	7524
Mode	0
Median	2000
Min.	0
Max.	190000

8. Approximately how many adults participated in your programs in the last year?

Survey Results:

Statistics	Number of Adults
Total Responses	149
Mean	2727
Mode	500
Median	500
Min.	0
Max.	75000

**9. How would you characterize overall participation in your programs in the last five years?
Numbers of participants have...**

Possible Responses:

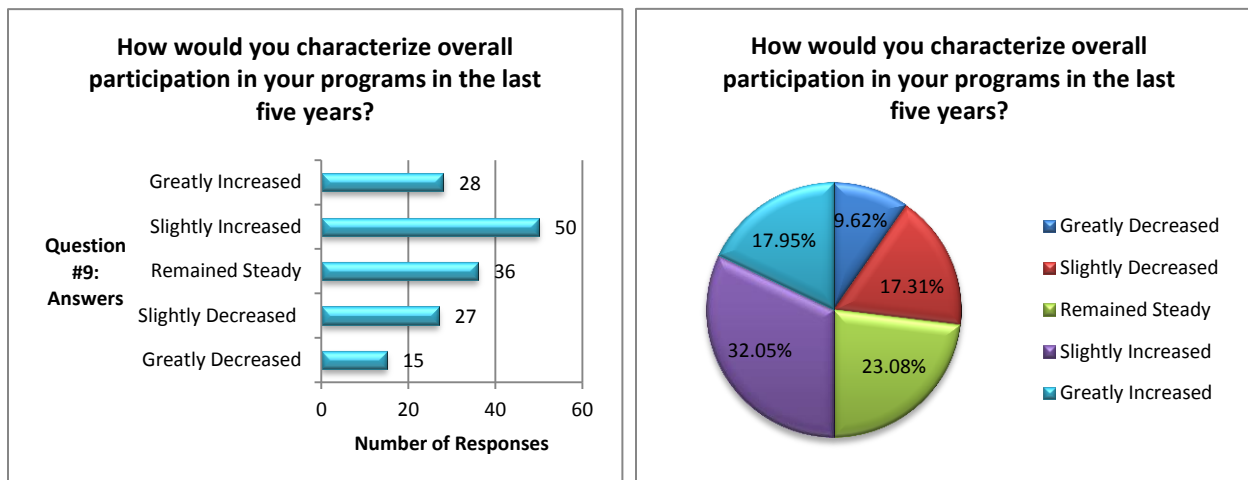
- *Greatly decreased (1)*
- *Slightly decreased (2)*
- *Remained steady (3)*
- *Slightly increased (4)*
- *Greatly increased (5)*

Survey Results:

Question Answers	Number of Responses	Percentage of Responses
Greatly Decreased	15	9.62%
Slightly Decreased	27	17.31%
Remained Steady	36	23.08%
Slightly Increased	50	32.05%
Greatly Increased	28	17.95%
Total Responses	156	

Score Total: Organizations Response	Mean	Mode
517	3.23125	4

Charts/Graph



10. If your participation numbers have changed, what factors do you believe account for this change?

Possible Responses:

- Greatly decreased (1)
- Slightly decreased (2)
- Remained steady (3)
- Slightly increased (4)
- Greatly increased (5)

Listed Responses:

Score	Theme	#10 If your participation numbers have changed, what factors do you believe account for this change?
1	Act 10, School Budgets, Teacher Retirements	<i>Passage of Act 10 causing massive teacher retirements, budget cuts to school districts causing field trip cuts</i>
1	Lack of interest	<i>Lack of interest in the curriculum for students</i>
1		<i>We are a school. I'm not sure what you are looking for. Our student body remains the same.</i>
1	Establishing new partnerships	<i>Partnerships and individual teacher work establishing new partnerships</i>
1	Retention of staff	<i>Retention of positive hard working staff.</i>
1	Budget, Retention of staff, competition, marketing, lack of collaborations	<i>Budget problems, loss of staff/director, competition from newer programs, lack of good branding/marketing, no concerted effort by volunteer board/City</i>
1	Lack of new programs, advertising	<i>Lack of exciting new programming targeted to young people and families (excluding school field trips), lack of consistent advertising</i>
1	Funding, staffing	<i>Agency funding and staffing</i>
1	People busy, don't care	<i>People are too busy and don't care</i>
1	Positive experience	<i>Positive experience</i>
1	Less pre-service teachers	<i>Smaller pre-service teacher enrollments at the college</i>
1	Burn-out, need new volunteers	<i>Burn-out and no new volunteers</i>
1	Need opportunities to deliver programs to large audiences	<i>Opportunities to deliver programs to larger statewide audiences</i>
1	Economics - lack of funds for schools and families	<i>Economics, including inability of families to pay fees and schools dealing with budget cuts</i>
1	Lack of consistency and relationships	<i>The organization has struggled with consistency and relationship building, which are the main foci to bring about growth in 2014 and beyond.</i>
2	School budget decreases	<i>Public school budget decreases</i>
2	Economic recovery	<i>Economic recovery</i>
2	Post grant opening slump	<i>Post- grant-opening slump</i>
2	Other options for youth	<i>Other Program Alternatives, more organized options, youth staying indoors more, electronics etc...</i>
2		<i>Unsure</i>
2	Loss of employees, budget	<i>We lost a full time educator in 2010 that the DNR hasn't replaced yet. It is harder to hire and retain good part time staff, due to low wages.</i>
2	School budget decreases	<i>Decrease in school budgets for field trips</i>
2	Trends in church participation	<i>We are a religiously affiliated camp and it follows the trends seen in the churches.</i>
2	Lack of advertising to teachers	<i>Lack of information provided to current and new teachers about our programs</i>
2	Economy	<i>Economy, market saturation, and reduced and/or eliminated government incentives</i>
2	Economic downturn, competition with other	<i>Economic downturn, too much competition with other community events (not necessarily other nature centers)</i>

	community events	
2	Commitment of time from participations	<i>Campers don't seem to want to commit to a designated time frame.</i>
2	Staff reductions	<i>Our staff was reduced by one full time position. learn to hunt programs are available everywhere</i>
2	Social apathy, electronics	<i>Societal apathy and electronic entertainment in competition with outdoor education and fun</i>
2	Building new center	<i>The building of the new 'Green Design Center on the property in 2005.</i>
2	Less school trips	<i>Wish I knew. Some was drop in school field trips</i>
2	School budget decreases	<i>School budgets</i>
2	School budget decreases	<i>School funds lacking, free tours increased numbers</i>
2	More choices, school budget decreases	<i>Larger diversity of choices for participants to do; decreased funding for field trips</i>
2	Technology	<i>Less need for hard copy resources. More use of technology (internet, etc.) instead.</i>
2	School politics and budget	<i>PDP, politics, school budget, school support</i>
2	Variable	<i>Numbers come from survey responses, depends on who responds.</i>
2	Less PD funds for teachers	<i>Less money and time available for professional development for the teachers we provide services to.</i>
2	Economy	<i>Economy is still a factor. We get a lot of requests for financial assistance.</i>
2	Economy	<i>Economy</i>
2	School budget decreases	<i>Fee-based and school slightly decreased due to economy and school budgeting</i>
3	Up and down participation	<i>Trends in the Lutheran Church--camping took a dip and is now on the rise again, Less interest in camping, more interest in service trips</i>
3	Funding decrease	<i>1+ Million Annual Visitors/10-14,000 program participants, + non-personal services. Change: Funding Decrease</i>
3	Non-formal increase, school decrease	<i>Interp. and event numbers increased and EE numbers decreased due to issues with school funding / buses etc.</i>
3	Lack of funding	<i>Lack of funding for dedicated position employment</i>
3	Variable by year	<i>Slightly lower some years, as we have some groups that come every other year</i>
3	Networking	<i>People passing along my contact information</i>
4	Awareness, program opportunities	<i>Increased awareness, increased program opportunities</i>
4	Changes in staff and responsibilities	<i>Staff change, responsibility focus</i>
4	Economic recovery	<i>The slow growth of the economy</i>
4	Program tied to reward	<i>Leave No Trace is becoming part of advancement</i>
4	Customized programming	<i>More customized programming</i>
4	Family funds	<i>Money - lack of, insurance and bus costs, choosing to spend on whole family instead of one campers</i>
4	Leadership change, price restructuring	<i>Leadership change and pricing restructure.</i>
4	Increase program quality, understanding of school needs	<i>Increased quality of programming and a better understanding of school needs</i>
4	Good reputation	<i>Program has been around for a while now so it's more well-known, gaining a reputation</i>
4	New program	<i>New program and the word is getting out</i>
4	Advertising, diverse program offerings	<i>Better advertising, more diverse offering of programs</i>
4	More events, publicity	<i>More events, better publicity</i>
4	Environmental attitudes	<i>People's attitude towards healthy food and a healthy environment</i>
4	Current & relevant topics	<i>Adult class attendance slightly increased due to more current and relevant topics</i>
4	Promotion, Facebook	<i>Better promoting of programs, Facebook</i>
4	Awareness	<i>People becoming more aware of our programs and site</i>
4	Online education	<i>Integration of our online education network with television and videos</i>
4	New programs, grants	<i>New programs due to new grants</i>
4	Marketing and advertising	<i>Ability to market and advertise the programs</i>

4	Advertising, word of mouth	<i>Increase due word of mouth</i>
4	New program funding	<i>Funding for new programs</i>
4	Marketing	<i>Increased marketing</i>
4	Collaboration	<i>Collaborative efforts with specific groups.</i>
4	New facilities, programming	<i>Opening new Visitor Center and Outdoor Classroom facility in April 2011. Changed direction of programming and outreach efforts.</i>
4	New personnel	<i>We hired an additional teacher; allowed us to book more programs. Also, adults are included in the number above; we do not separate kids vs adults</i>
4	Marketing, low fees, facility upgrades, trained staff, new programs	<i>Greater marketing and overall awareness of organization; low/no program costs (particularly for school and youth programs), facility upgrades, better organized and trained staff, change in program offerings</i>
4	Awareness, internet marketing	<i>People are more aware of the programs we offer via the internet</i>
4	Advertising	<i>Advertising, Groupon sales and referrals</i>
4	Publicity, field trips	<i>Outreach, Publicity, Word of Mouth, Field Trips</i>
4	Marketing, new staff	<i>Press releases for public events were submitted to more media outlets, word of mouth, change of staffing, having a booth at other local events</i>
4	Annual event	<i>Increased our focus on engaging citizens and businesses with an annual event</i>
4	Program design and offerings	<i>Creativity in program design and offerings</i>
4	New staff, funding	<i>New staff member; new funding source</i>
4	Marketing	<i>An interesting category. While overall numbers seem steady, we likely have seen a decrease in per-program attendance (but we've offered more programs). Better marketing</i>
4	Marketing, public relations, more programs	<i>Increased public relations, word of mouth; increased public program offering</i>
4	Community programs	<i>Opening more activities to the community through community education programs</i>
4	Advertising, volunteer recruitment	<i>Better advertising and volunteer recruitment</i>
4	Community programs	<i>More public and community programs</i>
4	New programs, marketing, interest	<i>Started new programs, better at outreach, increased interest in growing food</i>
4	More programs	<i>More programs offered</i>
4	Promotion, locations	<i>Better promotion, better locations</i>
4	Networking, better marketing	<i>Greater networking and improved communication about programs</i>
4	Expansion of programs and staff	<i>Expansion of programs and staff</i>
4	Staff increases	<i>Increased staffing at properties</i>
4	Social media, advertising	<i>Reaching more people through social media (numbers not included in educational contacts)</i>
4	Marketing to new communities	<i>Growing outreach, new communities</i>
4	Economy	<i>Economy, more competition, resources</i>
4	Increased class sizes	<i>Growing class sizes</i>
5	Funding increase	<i>Better funding for programs</i>
5	Expansion of facilities and programs, funding, marketing	<i>Physical & Programming Expansion, subsidies and grants to help fund programs for schools, Marketing, promotion, new offerings</i>
5	New facilities, programming	<i>5 years ago we were just beginning many of our programs and opening our facility</i>
5	Increases programs and service area	<i>Increased programming and expanded geographic scope of services.</i>
5	New programs and facilities	<i>Increased offerings and expanded facilities</i>
5	Awareness, increases staff and volunteer resources, funding	<i>Increased awareness of our programs, increased staff and volunteer resources available, private funding increased</i>
5	Staff increases, new facility	<i>More staff and another building for hosting classes.</i>
5	New programs	<i>Increased efforts and programs</i>
5	Marketing, Facebook,	<i>Better outreach efforts, new Facebook page, new service learning initiatives, Promotion of our</i>

	promotion with schools	<i>school field trips by local school district and better advertising for Conservancy Days.</i>
5	Partnerships	<i>Education and outreach activities by the organization/partnering with EE providers</i>
5	Partnerships	<i>We are better able to identify partnering organizations</i>
5	New staff	<i>Hiring a Naturalist to add programming.</i>
5	School expansion	<i>Our school has been growing.</i>
5	Organization, efficiency of events	<i>Added capacity for the Alliance, better organizational structure, efficient and well organized events</i>
5	New facility	<i>We opened a new building in 2010 that is over 3x times the size of our old space and therefore we are able to serve greater numbers</i>
5	Marketing	<i>Outreach, awareness, marketing</i>
5	Volunteer recruitment focus	<i>Dedicated staff time towards volunteer recruitment and retainment</i>
5	Marketing to schools, funding	<i>Proactive outreach to different school groups to let them know these opportunities are available; funding availability for bussing & port-a-potties</i>
5	Economics, advertising	<i>Word of Mouth, Economic Incline</i>
5	Funding, grants	<i>2013 TEDx STEAM by Design; 2012 GREEN STEM Innovator of National Environmental Education Foundation, NEXT.cc Water and Nature Journey development</i>
5	Innovations in processes	<i>Innovations in process (optimizing small group process using paired-learning, having an adult Visitor's Group that functions as a training group)</i>
5	More competition	<i>Increased competition, cost/price, physical inactivity</i>
5	More participants	<i>More Trap Shooters and sporting Clays</i>
5	Advertising	<i>Advertising increase,</i>
5	Awareness	<i>Increased awareness of school since its inception</i>
5	Networking,	<i>We have broadened our network in part by increasing opportunities for participation, by building credibility of the program through sound science and s</i>
5	New staff and programs	<i>Additional staffing and new programming</i>
5	Staff culture	<i>Change in staff culture</i>

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

11. Please list the names of other EE organizations you regularly partner with (regionally, state-wide, or nationally).

Listed Responses:

ID	Other Organization Aid
159	Heckrodt Wetland Reserve, High Cliff State Park, Bubolz Nature Preserve
168	Nature Net & partners, WAEE, SEEK (MN), NAAEE, University of Wisconsin (various departments & programs)
77	NEWNA
92	Bay Beach Wildlife Sanctuary, Botanical Gardens.
190	Wisconsin, UWEC, WDNR, ANCA, BSA and GSA, Sierra Club, ADK and wild lands charter school
197	Leave No Trace, Tread Lightly!
199	WI - Wisconsin
8	UW - extension
215	National Resources Foundation of Wisconsin, St. Croix National Scenic Riverway, National Park Service
229	Watchable Wildlife, New Vision Wilderness, National Parks
229	WAEE, Archery in the schools, US fish and Wildlife, USDA
232	ACA
233	WI
9	UW-Extension, conservation clubs in Sheboygan County, and the Sheboygan River Basin Partnership and WDNR
241	Hawthorn Hollow Nature Center, Harborside Academy, Earth Partnership for Schools, The Ecological Society of America
242	Golden Sands Resource Council, Farmshed, UW-Stevens Point
663	Boys and Girls Clubs, Stevens Point YMCA, Wisconsin Center for Environmental Education, Upham Woods
13	UW Extension, UW Arboretum, Nature Net/ALNC, WI Center for EE, UW Nelson Institute, UW Environmental Design Lab, WAEE, MMSD, Life Lab, FoodCorps
278	Wisconsin Green & Healthy Schools, WAEE, Green Schools Alliance, Green Schools National Network
495	International Crane Foundation, Leopold Foundation, Bat Conservation of Wisconsin, Loon Watch
290	TNC, DC Land Trust, WAEE, NEWNA
293	The Ridges, The Nature Conservancy, DNR, USFWS, Whitefish Dunes State Park, Peninsula State Park, Crossroads Environmental Center
306	WEEB (for grant to restore prairie)
333	Madison Audubon, Clean Lakes Alliance, River Alliance of WI
316	Rock River Coalition, WDNR, WAEE, Dane County, grant funding through WEEB
331	Department of Natural Resources, River Alliance, Ho-Chunk Nation, UW-Extension, School District of Black River Falls
341	Natures Classroom, Inc/Camp Timber-lee, Camp Edwards. Mulwonago And East Troy School districts- all located in our watershed Wisconsin
207	National Park Service (interpretive ranger staff), Namekagon River Partnership, Cable Natural History Museum
347	Wiscorps, DNR, Trailblazer Program, NRA, NOLS/Leave No Trace
351	Aldo Leopold Nature Center, Myrick Hixon EcoPark, Marsh Haven Nature Center, USFWS
26	WI Environmental Education Board (WEEB), Trust Local Foods, various Lake Associations in NE WI
363	WEEB, Stanley Smith Horticultural Trust
374	Wehr Nature Center, UW-Extension (Nature in the Parks) and UW-Stevens Point (Treehaven), Urban Ecology Center
377	Due to loss of educator, secretary, and ranger (none replaced yet), I haven't had time for partnering in EE in the last few years.
378	Gateway Technical College, Carthage College, UW-Parkside, Monarch Watch, Xerces Society. Hoy Audubon
383	other local nature centers
388	Aldo Leopold Foundation, Wisconsin Green Schools Network, LEAF
36	WDNR
691	Aldo Leopold Foundation, Leave No Trace
393	PLT, Project WET, Untamed Science, The Wild Classroom, WEEB, WCEE, NSTA

270	Trees For Tomorrow, U.S. Forest Service Urban Connections
41	Wisconsin, UW-Trout Lake Station, Oneida County UW-Extension, UW-Madison Dept. of Forest & Wildlife Ecology
39	Milwaukee Public Schools Recreation Division, Ice Age Trail Alliance, Friends of WI State Parks/Lapham Peak, Natural Resources Foundation
40	Riveredge Nature Center and other Wis. DNR facilities
273	Wildlife in Need Center, Oconomowoc, WI; coworkers within WI DNR
403	Wildcat Mountain State Park, The Kickapoo Woods Coop, Valley Stewardship Network
404	WI
406	Land Conservation Dept, DNR, 4H
410	DNR, Lake Superior NERR, UWextension, Lake Associations
413	Urban Ecology Center, Alliance for the Great Lakes, Riverkeepers, UW Extension, Schlitz audubon Center, Ozaukee County Treasures program.
422	KEEP, Green and Healthy Schools, Trees For Tomorrow, Earth Partnership for Schools,
426	Hunt Hill Audubon camp
427	Friends of MacKenzie, Nature Net, Wisconsin Wildlife Federation,
37	Several UW departments, Wisconsin DNR, Forest Products lab, Nature Net organizations
432	Friends of the Madison School Forest, Friends of Cherokee Marsh, UW Arboretum, Madison Audubon Society, Wisconsin LEAF, DNR Forestry, Natural Areas
436	WAAE, Sheboygan County Conservation Assn, Sheboygan Audubon, UWEX.
439	SEWISC, OWLT
47	Midwest Solar Training Network, ASES, NABCEP, MSTC
49	WI DNR, Riveredge Nature Center, Keep Greater Milwaukee Beautiful
449	DNR, FWS, Myrick Hixon Ecopark
458	Camp Timber-Lee, Camp Edwards, WI DNR, Waukesha County Land Trust, Kettle Moraine Land Trust, The Nature Conservancy
466	National Wildlife Refuges
468	NEEF National Environmental Education Foundation, Earth Day Nelson Institute, WEE, AIA Outdoor Classroom National Webinars,
471	Trees for Tomorrow, Conserve School (not often for both of these, maybe only once or twice a year), WDNR, Bird Clubs
482	NAI, NAAEE
59	National Network of Oceanic Climate Change Interpretation,
60	Treasures of Oz, Western Great Lakes Bird & Bat Observatory, Ozaukee County, Riveredge, SE Wis Invasive Species Consortium, Gathering Waters, Schlitz
497	Ecos Fox Valley, Boy/Girl Scouts
61	Mukwonago River Friends
7	National wildlife rehab. association, proteus packaging, ozaukee treasures network, riveredge nature center...and more
62	EarthPartnership, Hayward Community Schools, St. Croix River Association, Gathering Waters, National Park Service, Boy Scouts
516	Chicago Wilderness, Mighty Acorns, Sierra Club Southeast Gateway Group, Hoy Audubon, and the Kenosha/Racine Land Trust
520	Clean Wisconsin, Sierra Club, Environment Wisconsin, Citizens Utility Board, Environmental Law & Policy Center
687	Other Wisconsin State Parks
527	Mequon Nature Preserve, Schlitz Audubon Nature Center, Urban Ecology Center, Lac Lawrann Conservancy (West Bend)
534	County land and water conservation departments and some nature centers
535	Wisconsin Green School Network (Field Biologist Program); Local FFA; UW Extension; Horicon Marsh
66	National Audubon, Mequon Nature Preserve, Urban Ecology Center, Riveredge Nature Center, Wehr Nature Center, Havenwoods
692	Central Wisconsin Environmental Station, UWSP Museum of Natural History, WCEE, Treehaven
540	Kenosha/Racine Land Trust; Wisconsin Woodland Owners Association
89	Woodland Dunes, DNR, Soil and Water Conservation
546	DNR, WAV, WLWCA
550	Madison Audubon Society, Dane County Parks
551	UW-SP, UW-MWC, WAAE, KEEP, LEAF, State Parks, WCEE, ALAS, Horicon marsh, Crex Meadows, Sandhill, WSO, Navarino
447	WEEF, ARGYLE ROD & GUN CLUB ,NWTF, BSA
592	WI Wisconsin

564	NAI
96	Ozaukee Washington Land Trust, Ozaukee County Planning and Parks + 70 others in Ozaukee Treasures Network.
582	WDNR, LEAF, USFS, Northwoods Wildlife Center, North Lakeland Discovery Center
72	Wisconsin DNR, UW-Extension, Dane Co Office of Lakes and Watersheds
584	Nature net, Science Alliance
73	Aldo Leopold Nature Center, US Forest Service, Apostle Islands National Lakeshore, Great Lakes Indian Fish and Wildlife Commission
538	Aldo Leopold Foundation, University of Wisconsin-Stevens Point College of Natural Resources, Nature Net, Wisconsin Dells Parks and Recreation Dept.
76	NERR, UWEX, WDNR, Douglas County Conservation Team
603	Nature centers across the state, volunteer water monitoring programs across the country
33	WAAE
391	Horicon Marsh Bird Club, Friends of Horicon Marsh Education and Visitor Center, Horicon National Wildlife Refuge, Marsh Haven Nature Center
78	High Cliff State Park, Heckrodt Wetland Reserve, Niagara Escarpment Resource Network
621	Ridges Sanctuary, Crossroads at Big Creek, The Clearing, Potawatomi, Newport, Rock, Peninsula Island State Park, WDNR Parks,
79	WEEB, WEEF, Conserve School, WCEE, EE in Wisconsin, NAAEE Affiliates
80	WAAE, Wisconsin Society for Ornithology, Audubon
647	LEAF, KEEP, GHS, WI Green Schools, WAAE, WEEB, WEEF, Extension, NAAEE, National Green Schools,
81A	WI Center for Environmental Education, WI DPI, WI DNR
651	WAAE, WCEE, PLT, LEAF, Project WILD, Project WET, Nature Net Members, UWEX, ARROW, AFWA, WWF, Sea Grant, WCBM, School Forests, Milwaukee Public Museum
82	UW science alliance, BTC Promega, WSST, ARMS, WID
38	CESA 10, Midwest Renewable Energy Association, KEEP, WasteCap Resource Solutions, UW-Extension
83	WCEE & LEAF, WEEF, WAAE, GHS
664	Woodland Dunes Nature Center and Preserve, Lakeshore Natural Resource Partnership
667	LEAF, DNR, WAAE, WEEB, WCEE, DPI EE, GHS, Green Schools Network, Sustainable Forest Resource Mgmt Network
648	Bird City Wisconsin, WBCI, Wisconsin Audubon Council
81B	WAAE
85	National Park Service
675	UW Extension
25	Wisconsin
220	CWES, Ledge View Nature Center
87	MN
680	Dakota County Parks, Voyageur Outward Bound, YMCA Camp Ihduhapi, YMCA Camp Widjiwagan
689	YMCA Camp Minikani (our sister camp)

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Land Management at Nature Centers and Outdoor Facilities

12. Does your organization own and/or manage land and/or facilities? If no, skip to next page (section).

Possible Responses:

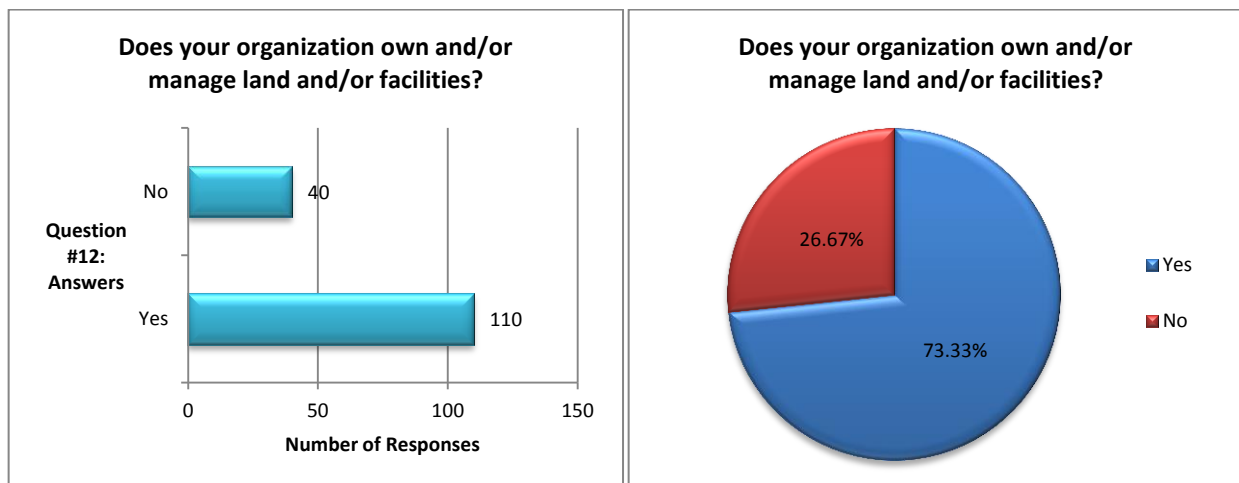
- Yes (2)
- No (1)

Survey Results:

Question Answers	Number of Responses	Percentage of Responses
Yes	110	73.33%
No	40	26.67%
Total Responses	150	

Score Total: Organizations Response	Mean	Mode
260	1.734694	2

Charts/Graphs:



13. Does your organization have a land management plan (also known as a conservation or forest management plan)? If no, skip to #15.

Possible Responses:

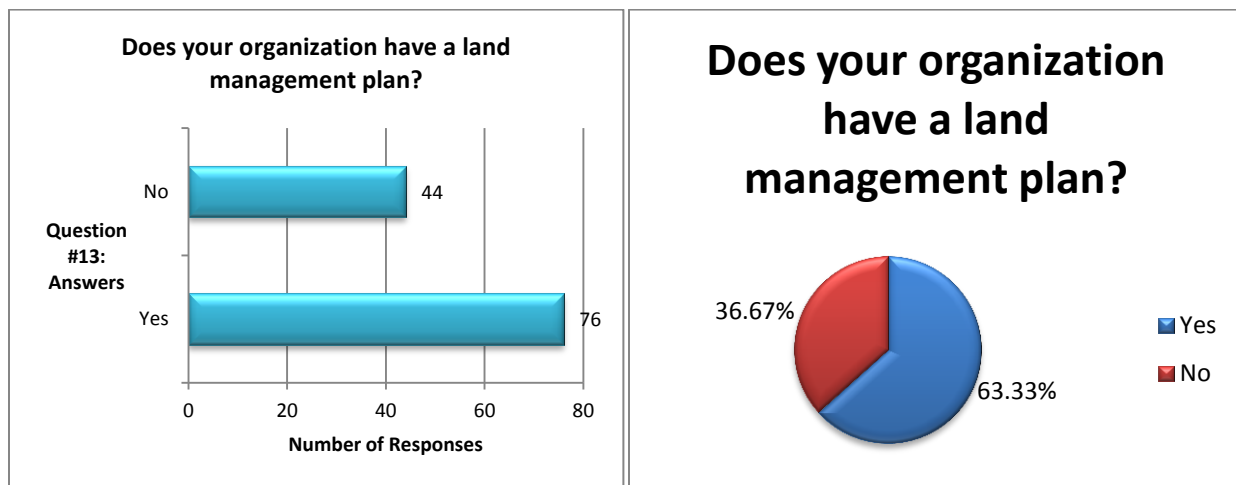
- Yes (2)
- No (1)

Survey Results:

Question Answers	Number of Responses	Percentage of Responses
Yes	76	63.33%
No	44	36.67%
Total Responses	120	

Score Total: Organizations Response	Mean	Mode
196	1.633333	2

Charts/Graphs:



14. Has your land management plan been updated in the last five years?

Possible Responses:

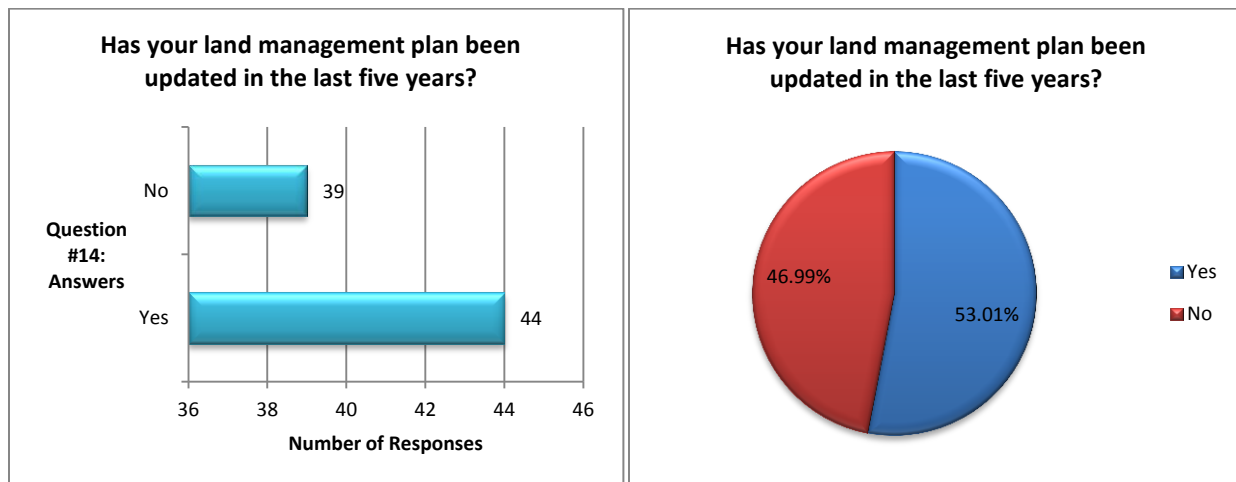
- Yes (2)
- No (1)

Survey Results:

Question Answer	Number of Responses	Percentage of Responses
Yes	44	53.01%
No	39	46.99%
Total Responses	83	

Score Total: Organization Responses	Mean	Mode
127	1.53012	2

Chart/Graphs:



15. What types of land management or improvement projects have been implemented by your organization in the last year?

Listed Responses:

ID	Response
159	removal of invasive spp (buckthorn, garlic mustard) spreading native woodland seeds
4	Too many to list and our stewardship staff is better suited to answer this in detail if you need it.
168	Updating land management plan, invasive removal, prescribed burn, ongoing restoration efforts, phenology garden, handicap accessible trail, signage, Accessible trails, new dock and bridge, invasives removal, stormwater remediation, prairie burns
92	Logging, wetland habitat enhancement
177	Timber harvesting, development of program areas.
190	Invasive species removal
191	Public facility, invasive management, prairie restoration, trail improvements
7	trails
197	Tree cutting and steps replacing erosion control devices on trails
195	Creating a buffer zone at our lakefront
229	invasive pulling, burning, planting,
232	Forestry management. Selective logging.
9	forest management and pond management
663	Recent tree removal for the building of a new cabin and bath house
261	Riverbanks, trails
13	woodland and tallgrass prairie restoration management, edible landscaping, soil regeneration, tree care/pruning, farming, gardening
278	Selected cutting to improve diversity, expansion of single track trails, expanded gardens
286	trail expansion and invasive species remed.
495	Prescribed burns, invasive species
290	Too Many To List
293	forest restoration, dune thistle restoration, invasive species removal, education signage installation at preserves, building of trails/parking areas
573	Prairie mowing
311	forestry management, invasive control
314	Extensive logging & lake study by the DNR
316	Prairie/oak savanna restoration including burns and invasive removal
347	Erosion Projects, Trail Improvment, Timber Cut Planning
377	invasives removal, tree/shrub planting
378	Forest and prairie restoration
36	Increased the land we protect by 80 additional acres
691	Forestry mowing, burns, prairie and savannah restoration, invasive species control
397	Invasive species removal
270	trees planted, raised garden beds, additional compost bin, invasive specie management (hand removal)
39	Invasive Removal, Native Species Restoration
40	forest thinnings, EAB control, tree plantings, prairie burns, invasive species control
403	Streambank restoration, invasive species eradication, trail improvement, forestry inventory
404	Eagle Scouts have done work on trails. Students have cleared buckthorn.
406	prairie management, timber harvest and cleanup
413	short grass pariaire maintenance/establishment
427	invasive species removal, controlled burns

432	Invasive species removal
436	Signage, new ski trails, updating challenge course, prairie burn, invasive removal
439	buckthorn removal, wetland creation, prairie planting, tree planting, wildlife monitoring, salamander translocation, forestry mowing, invasive control
449	Prescribed Burning, Habitat Improvement, Wetland, Prairie, Savanna Restoration
456	Prairie burn, select timber cutting
458	Invasive species removal
56	Pond work, and invasive tree removal
471	we only manage the facilities, as we are located on NHAL State Forest Land- we lease our site and have upgraded the buildings, roads, and 12 mi trails, planning for expanded native gardens and shoreline restoration
482	Invasive species control and management, native species planting
60	Tree planting, wetland restoration, invasive removal, grassland planting, stream bank and bluffstabilization, trail building, wildlife monitoring
7	control of invasive species planting more trees
508	Select Harvest and erosion control projects
62	wetland and prairie/savanna restoration
687	Burning, cutting, planting, spraying, dam replacement
64	invasive plant removal, planting of native species, watershed remediation
527	invasive species removal, habitat inventories, land restoration (plantings - tree & prairies)
534	wetlands
65	multiple habitat maintenance
66	EAB management, Invasive management using goats
692	Boardwalk repair/maintenance, invasive species management (buckthorn, water milfoil), prescribed fire, freshwater marsh re
539	timber harvesting, lodge construction, parking, driveway, paving
540	MFL, CRP, prairie burns, invasives control
546	prairie restoration
24	this is needed
551	Trails
693	native prairie management, trout stream management, evasive species management
447	Prairie Planting & Burning
564	Invasive species, inventories, management of key species
584	Brush removal, invasives removal, prescribed burns, plantings
538	Invasive species control, deer herd management
588	Own 1.5 acres in Milwaukee for growing food.
33	Forestry (scheduled harvesting of red pine/white pine and oak wilt abatement)
621	Invasive species control, preservation research, timber harvest, trail maintenance,
651	numerous properties
667	Many SF do have mgmnt plans, however, others do not.
648	control of garlic mustard and other invasives
85	timber harvest, burns, invasives removal, planting, prairie/savanna restoration, trail restoration, water management structures, campground improvemen
25	Erosion control
683	Flood abatement, prairie restoration
680	minor prairie maintenance and some buckthorn and garlic mustard removal. Our plan needs a lot of work.

16. Which of the following land management topics/projects may you benefit from technical or consulting assistance with?

Possible Responses:

- *Wetlands and Ponds*
- *Native Prairies*
- *Forestry*
- *Trails*
- *Invasive Species*
- *Wildlife*
- *Site Layout/Utilization*
- *Rivers and Streams*
- *Other, please list*

Survey Results:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Wetlands and Ponds	51	14%	59%
Native Prairies	45	12%	52%
Forestry	54	15%	63%
Trails	46	13%	53%
Invasive Species	62	17%	72%
Wildlife	43	12%	50%
Site Layout/Utilization	23	6%	27%
Rivers and Streams	31	8%	36%
Other, please list	13	4%	15%
Total Responses	368		
No Answer	74		
Total Responding Organizations	86		

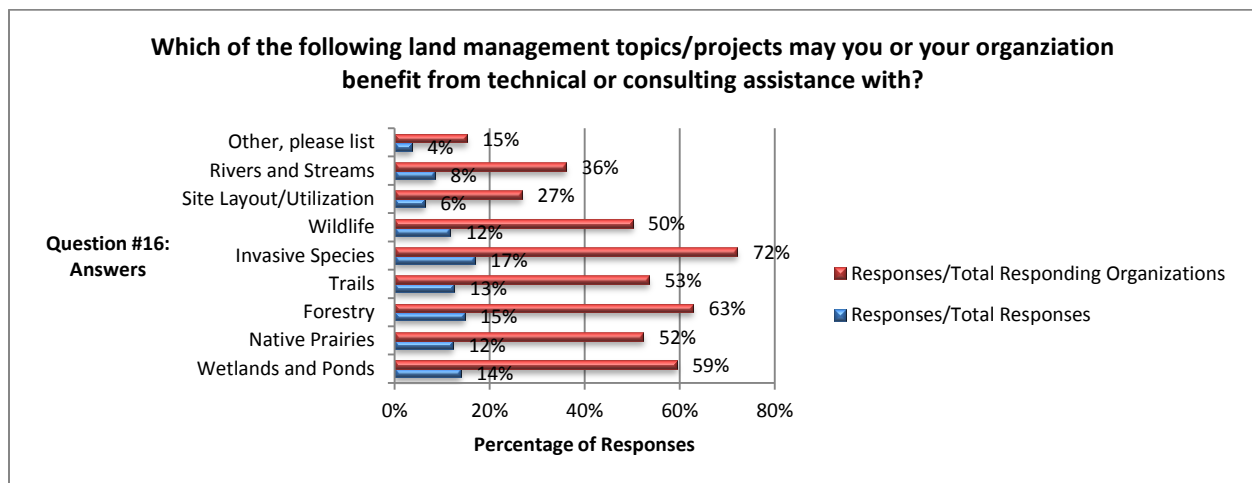
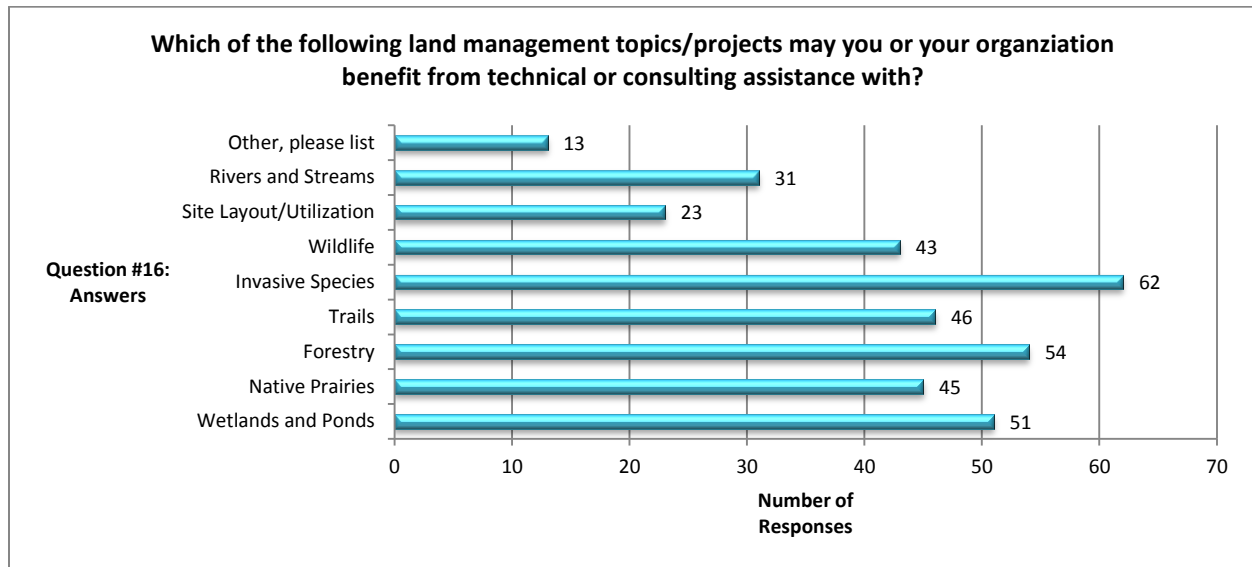
Other Listed Responses:

ID	Other: Responses
177	Overall conservation plan.
195	Lakefront soil erosion
13	Restoration Agriculture/Permaculture
290	Boots on Ground Needed More than Consultants
270	Urban Forest
458	Farm & Garden
65	Interpretive Trail near classroom
564	Key species like dwarf lake iris, how to integrate management tech with visitor use, off trail family experiences
584	We are always learning, doing research.
588	Farming/Gardening

621	NA - have entire WDNR to consult with
85	None - We have our own in-agency experts
680	Erosion Management

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Charts/Graphs:



Use of Technology in Environmental Education

17. Do you feel that nature centers and similar organizations should use technology in outdoor environmental education programs?

Possible Responses:

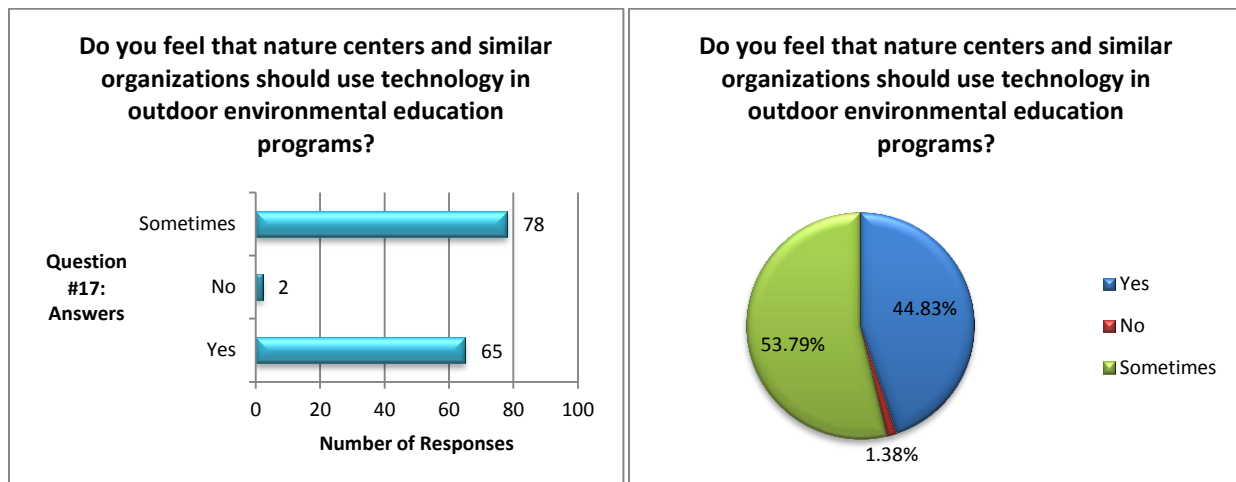
- Yes (3)
- Sometimes (2)
- No (1)

Survey Results:

Question Answer	Number of Responses	Percentage of Responses
Yes	65	44.83%
No	2	1.38%
Sometimes	78	53.79%
Total Responses	145	

Score Total: Organization Responses	Mean	Mode
353	2.20625	2

Charts/Graphs:



18. What types of technologies are currently used in your programs at your site? Select all that apply.

Possible Responses:

- *Computer Classroom*
- *GPS/Mapping Units*
- *Scientific Probeware (Vernier, Pasco, etc.)*
- *Mobile Handheld Devices such as iPads, iPods, SmartPhones, etc...*
- *Cameras (Photo or Video)*
- *None*
- *Other, please specify*

Survey Results:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Computer Classroom	30	9%	21%
GPS/Mapping Units	83	26%	58%
Scientific Probeware	21	7%	15%
Mobile Handheld Devices	47	15%	33%
Cameras	96	30%	67%
None	16	5%	11%
Other, please specify	30	9%	21%
Total Responses	323		
No Answer	17		
Total Responding Organizations	143		

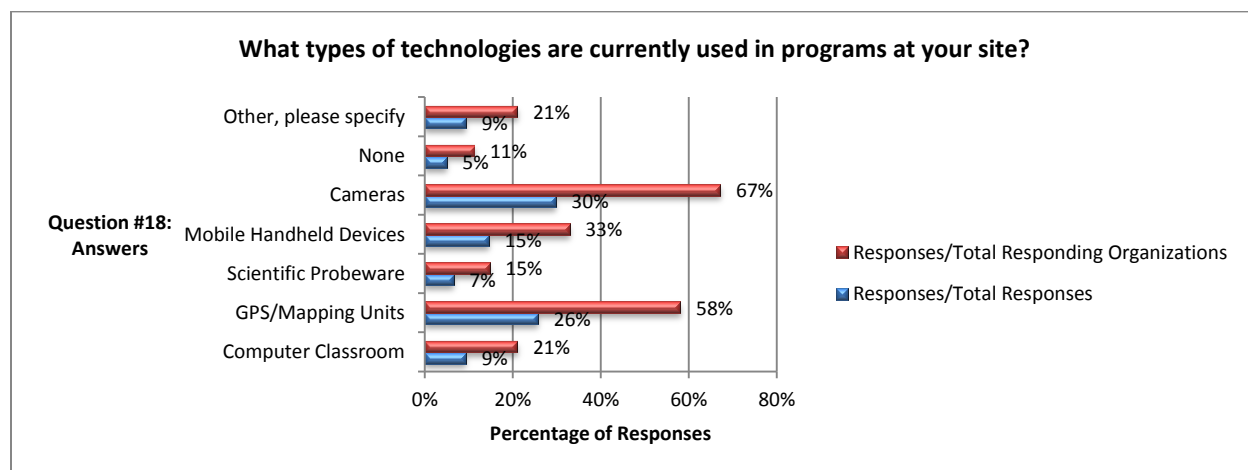
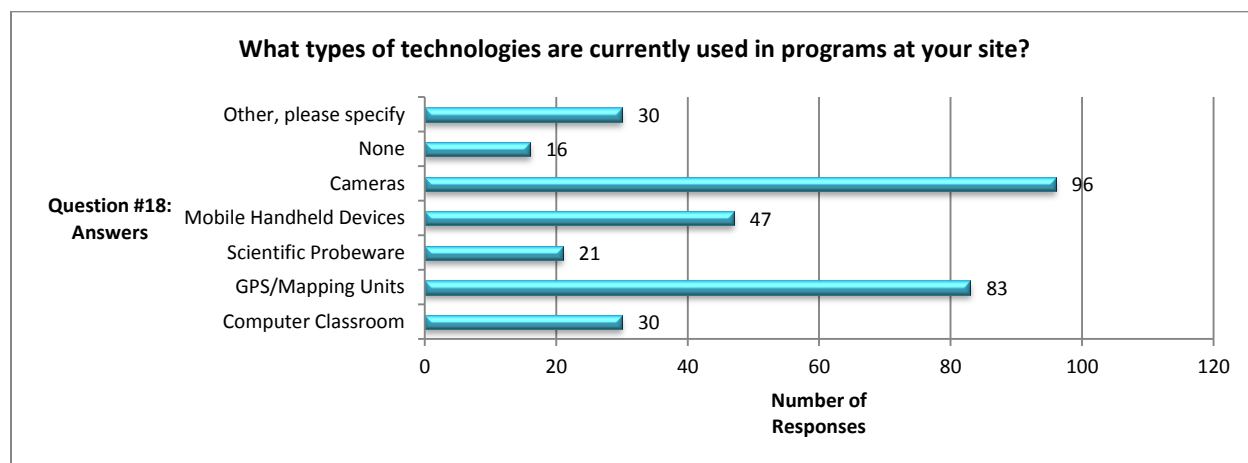
Other Listed Responses:

ID	Other: Responses
168	Touch screen, digital curricula, green screen, science on a sphere (NOAA
205	Bat Detector
197	Power Point presentations and National Parks video
8	Anabat detector, PowerPoint presentations
229	fiber optic star board, PowerPoint
663	Ken a Vision system
314	electrophoresis, microscopy
331	Laptop and projector
341	anything and everything that works
36	PowerPoint presentations
273	planning to purchase iPod or tablet in 2014
49	Field Computers, water quality monitoring devices
55	touch-screen display

468	Sound recorders
484	Projector
497	Microscopes
62	traditional cultural objects and processes
66	it's limited overall...we could use so much more than we do
71	Digital Microscope
73	Website, interactive touch screen kiosks
538	LCD projector and lap top computer for large group presentations
588	PowerPoint
603	Don't have a specific site, as we're not a nature center or classroom.
78	Interactive Kiosks
621	Mobile Tour
651	Podcast
81B	Depends on the presenter
683	Star Labs
680	PowerPoint
160	Microscopes

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Charts/Graphs:



19. What types of programs do you incorporate technology into? Select all that apply.

Possible Responses:

- *PK-12 Environmental Education Programs*
- *Outreach Programs at Schools*
- *Outreach Programs in the Community*
- *Interpretive Programs*
- *Night Programs*
- *Indoor Programs*
- *Outdoor Programs*
- *Nature Hikes*
- *Amphitheater Programs*
- *None*
- *Other, please specify*

Survey Results:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
PK-12 Environmental Education	79	18%	56%
Outreach Programs at Schools	34	8%	24%
Outreach Programs in the Community	47	11%	33%
Interpretive Programs	38	9%	27%
Night Programs	30	7%	21%
Indoor Programs	53	12%	38%
Outdoor Programs	67	16%	48%
Nature Hikes	42	10%	30%
Amphitheater Programs	14	3%	10%
None	13	3%	9%
Other, please specify	15	3%	11%
Total Responses	432		
No Answer	19		
Total Responding Organizations	141		

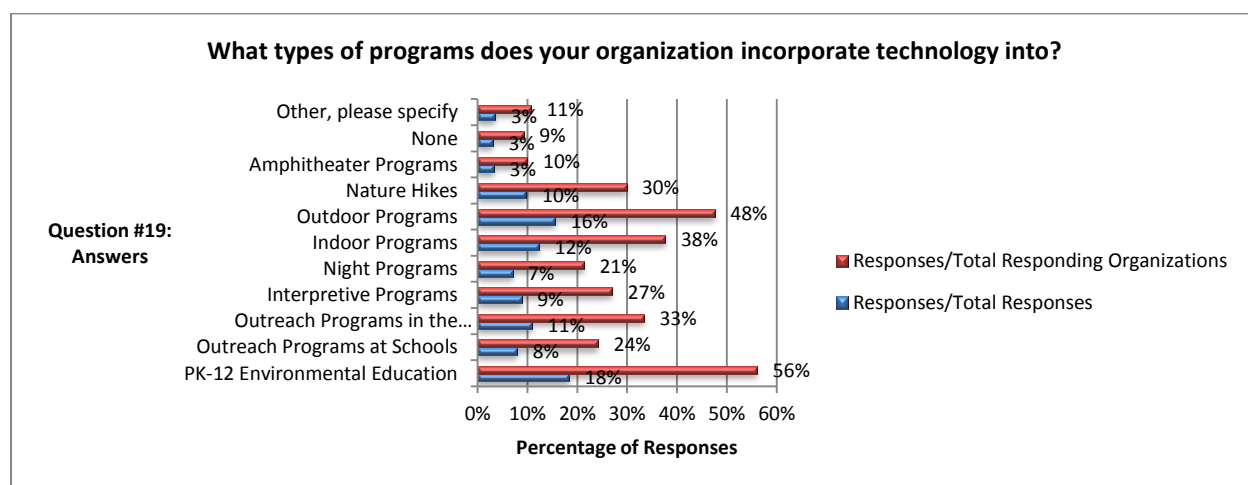
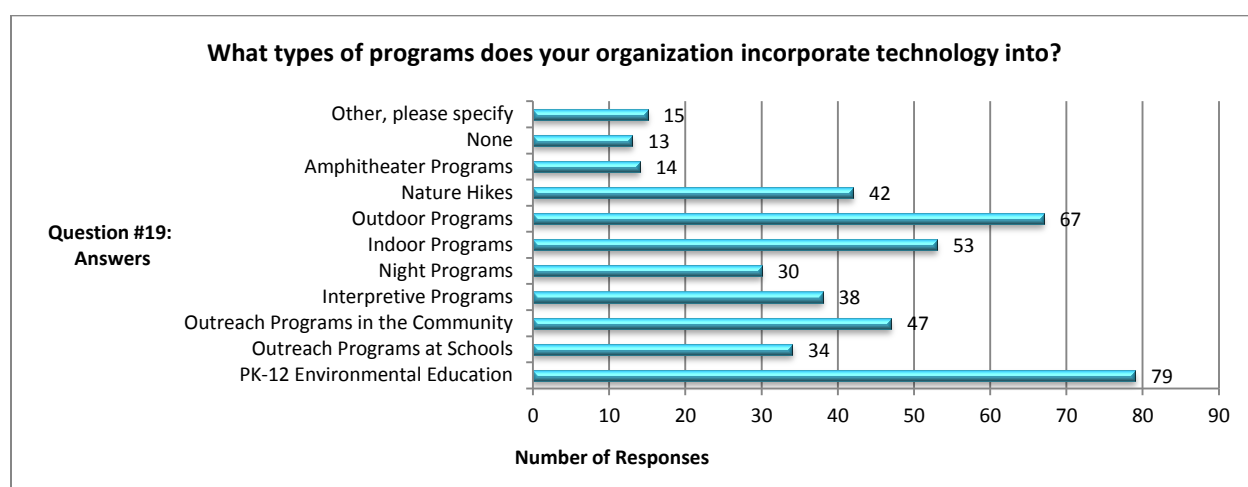
Other Listed Responses:

ID	Other: Responses
4	Our intern program
314	Camps
341	Our partners do all of these
207	Canoe-based lake and river paddles

374	Mathematics and forestry measurements
378	Some adult
422	Teacher professional development
456	Citizen-based monitoring projects
482	Teacher Institutes
484	Amphitheater Programs
564	Citizen Science Monitoring
584	Earth partnership for schools, not listed above, trains teachers, using some technology
588	Adult Education
647	Teacher Education and Networking
81B	Conference presentations/workshops

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Charts/Graphs:



20. Which of the following forms of technology would you be interested in using at your nature center in the future? Select all that apply.

Possible Responses:

- *Computer Classroom*
- *GPS/Mapping Units*
- *Scientific Probeware (Vernier, Pasco, etc.)*
- *Mobile Handheld Devices such as iPads, iPods, SmartPhones, etc...*
- *Cameras (Photo or Video)*
- *None*
- *Other, please specify*

Survey Results:

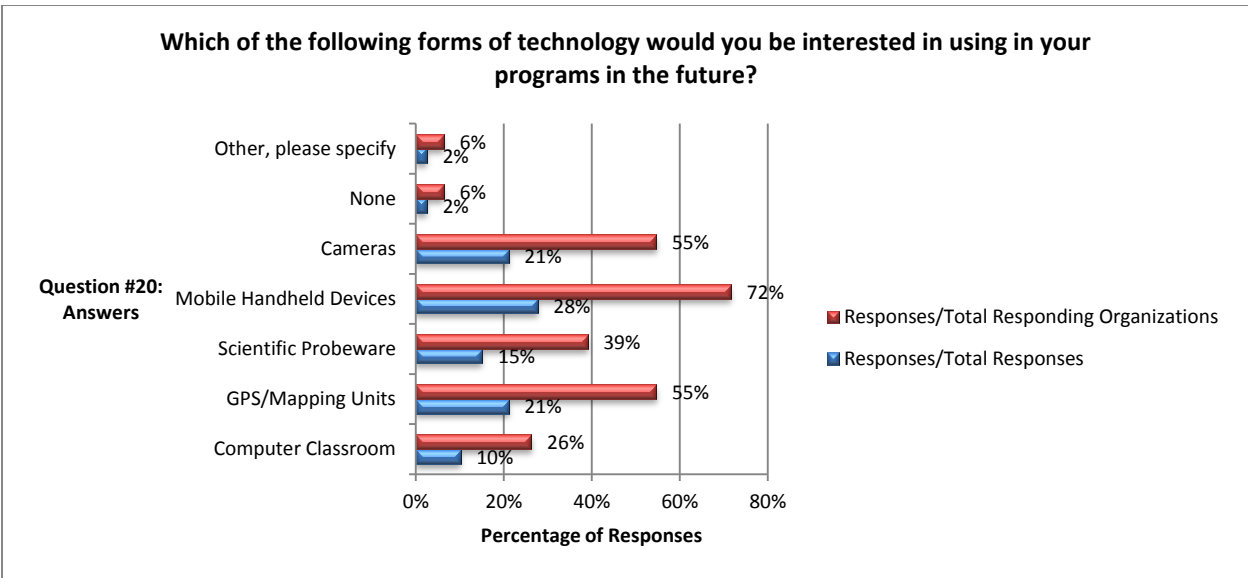
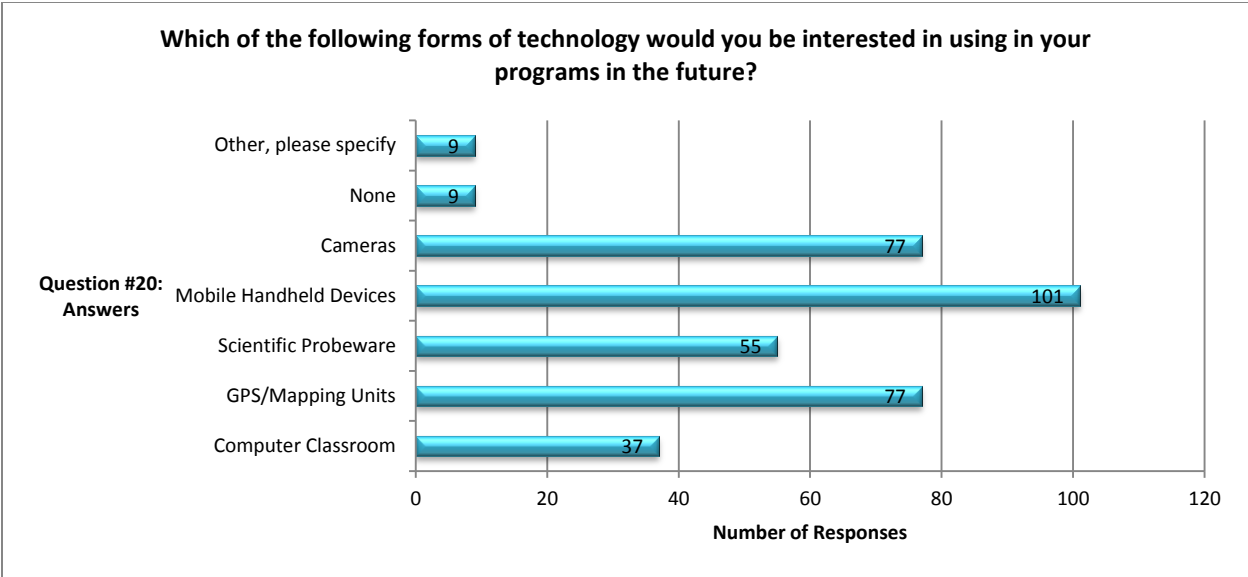
Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Computer Classroom	37	10%	26%
GPS/Mapping Units	77	21%	55%
Scientific Probeware	55	15%	39%
Mobile Handheld Devices	101	28%	72%
Cameras	77	21%	55%
None	9	2%	6%
Other, please specify	9	2%	6%
Total Responses	365		
No Answer	19		
Total Responding Organizations	141		

Listed Responses:

ID	Other: Responses
197	Continue to use the outdoors as the class room with hands on activities
286	we hope to get a Smart Board
374	calipers, clinometers, diameter tapes, measurement instruments
17	unsure how to incorporate
449	Water Quality Monitoring
458	Water Quality Monitoring
76	water quality monitors for measuring stream health; GPS/Mapping Units
78	Whiteboard
689	Identiflyer (electronic bird calls), StarLab

*Those organizations who responded with "none", "0", or no answer are not included in this table.

Charts/Graphs:



**21. Which of the following areas would like to learn more about in regards to technology?
Select all that apply.**

Possible Responses:

- *How to get technology at your center through grants?*
- *Ways to incorporate technology into PK-12 programs?*
- *Ways to incorporate technology into public programs?*
- *New program ideas for incorporating technology?*
- *None*
- *Other, please specify*

Survey Results:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
How to get technology at your center through grants	99	29%	69%
Ways to incorporate technology into PK-12 programs	75	22%	52%
Ways to incorporate technology into public programs	54	16%	38%
New program ideas for incorporating technology	89	26%	62%
None	17	5%	12%
Other, please specify	5	1%	3%
Total Responses	339		
No Answer	16		
Total Responding Organizations	144		

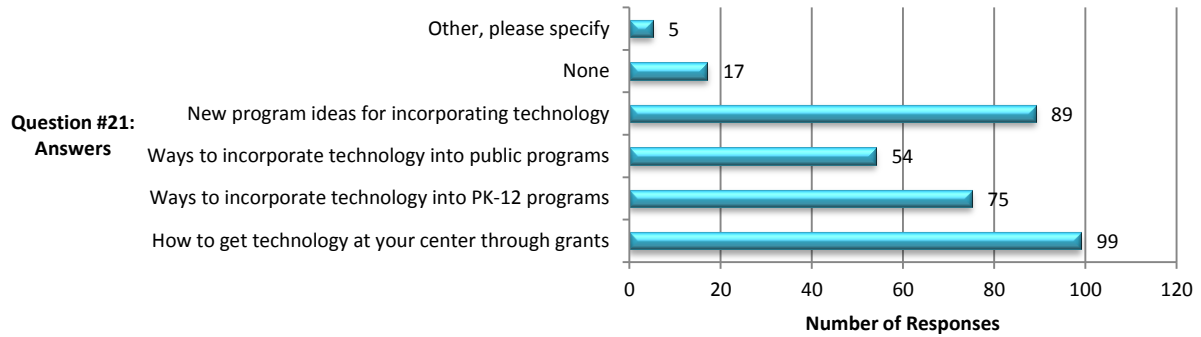
Other Listed Responses:

ID	Other: Responses
197	Leave No Trace currently has on-line awareness training
229	WiFi outside
449	Training opportunities for our Outreach Coordinator
468	How to be invited to deliver more digital fluency + Environmental Education Workshops
687	How to use it all

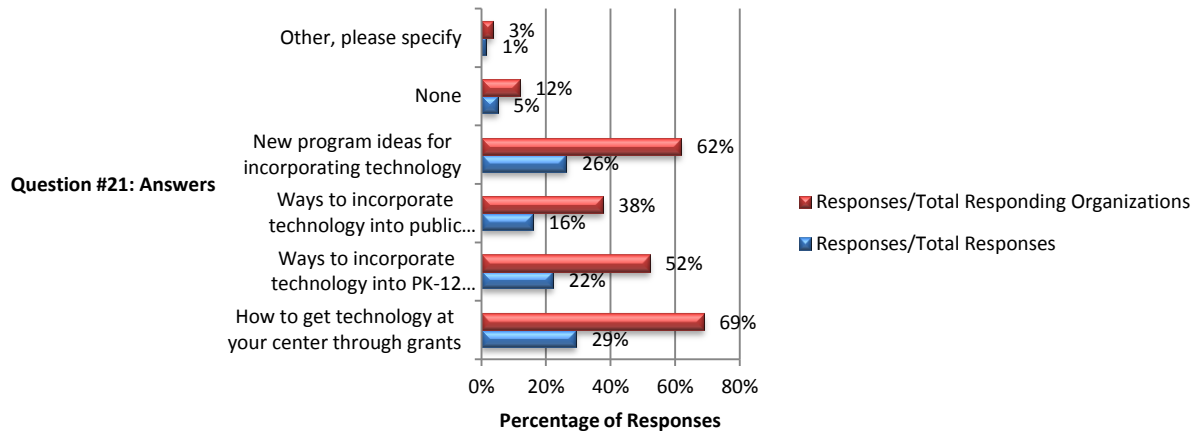
*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Charts/Graphs:

Which of the following topics would you like to learn more about in regards to technology?



Which of the following topics would you like to learn more about in regards to technology?



Program Evaluation

22. Which of the following do you currently use to evaluate your programs? Select all that apply.

Possible Responses:

- *Participant surveys*
- *Parent, teacher, or chaperone surveys*
- *Pre-test, post-test of participant knowledge, attitudes, or behaviors*
- *Focus groups or discussions with participants*
- *Observation during the program*
- *Interviews*
- *Games, crafts, or other informal evaluation activities*
- *None*
- *Other, please specify*

Survey Results:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Participant Surveys	100	22%	68%
Parent, Teacher, or Chaperone Surveys	75	17%	51%
Pre-test, Post-Test of Participant Knowledge, Attitudes, Behaviors	30	7%	20%
Focus Groups or Discussions with Participants	29	6%	20%
Observations during the programs	116	26%	78%
Interviews	38	8%	26%
Games, crafts, or other informal evaluation activities	42	9%	28%
None	9	2%	6%
Other, please specify	11	2%	7%
Total # of Organization Responses	450		
No Answer	12		
Total Responding Organizations	148		

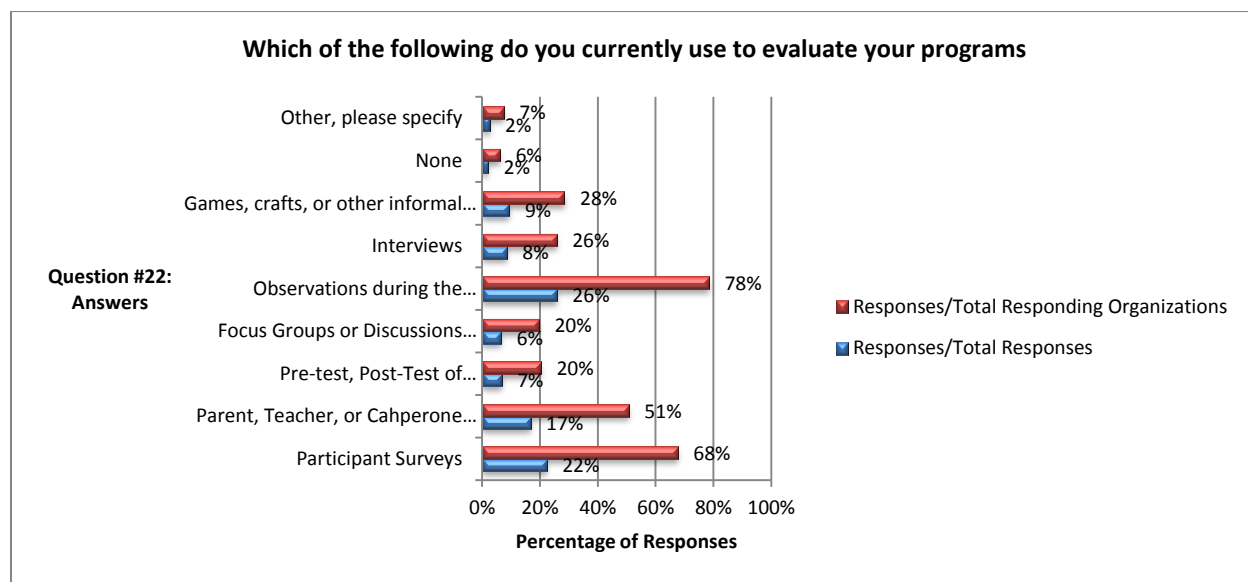
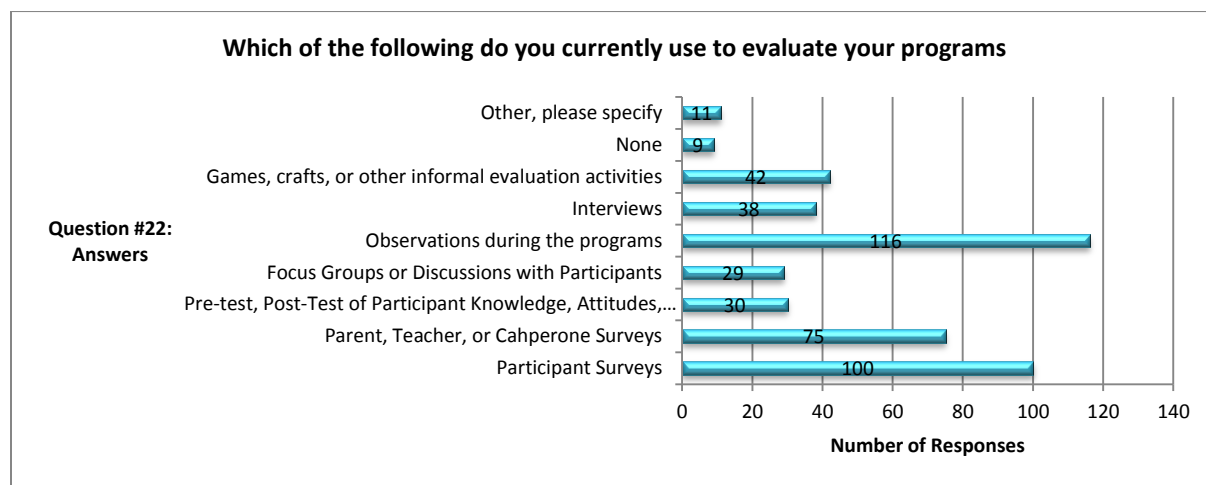
Other Listed Responses:

ID	Other: Responses
168	iClickers, anecdotal conversations
397	Online Feedback
341	Our partner schools and camps use these
85	Self-evaluation forms, peer/supervisor evaluation forms/interviews, special event evaluation forms
62	Sequential skill acquisition progress

374	Starting the 6th grade bilingual program
468	Teacher/student self evaluations
342	This is something we need to do more of. We could use help with this.
333	Turnout!
205	Volunteer Feedback
538	We are currently utilizing pre and post test for a technology study we are conducting

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Charts/Graphs:



23. How satisfied are you with your current evaluation efforts?

Possible Responses:

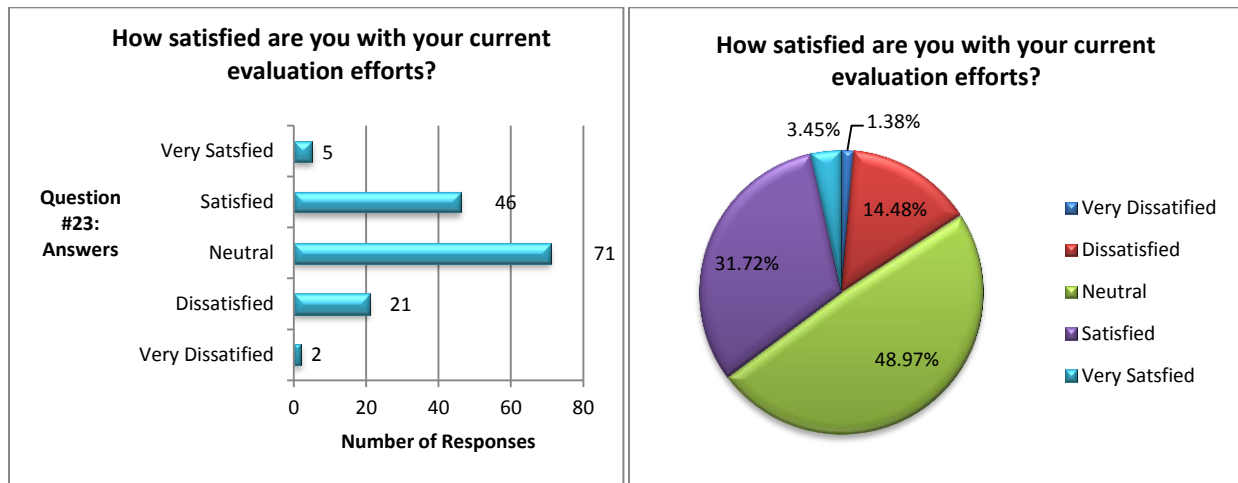
- *Very Dissatisfied (1)*
- *Dissatisfied (2)*
- *Neutral (3)*
- *Satisfied (4)*
- *Very satisfied (5)*

Survey Results:

Question Answers	Number of Responses	Percentages of Responses
Very Dissatisfied	2	1.38%
Dissatisfied	21	14.48%
Neutral	71	48.97%
Satisfied	46	31.72%
Very Satisfied	5	3.45%
Total Responses	145	

Score: Organization Responses	Mean	Mode
466	2.9125	3

Charts/Graphs:



24. Have you ever hired an external evaluator or evaluation company to evaluate your programs?

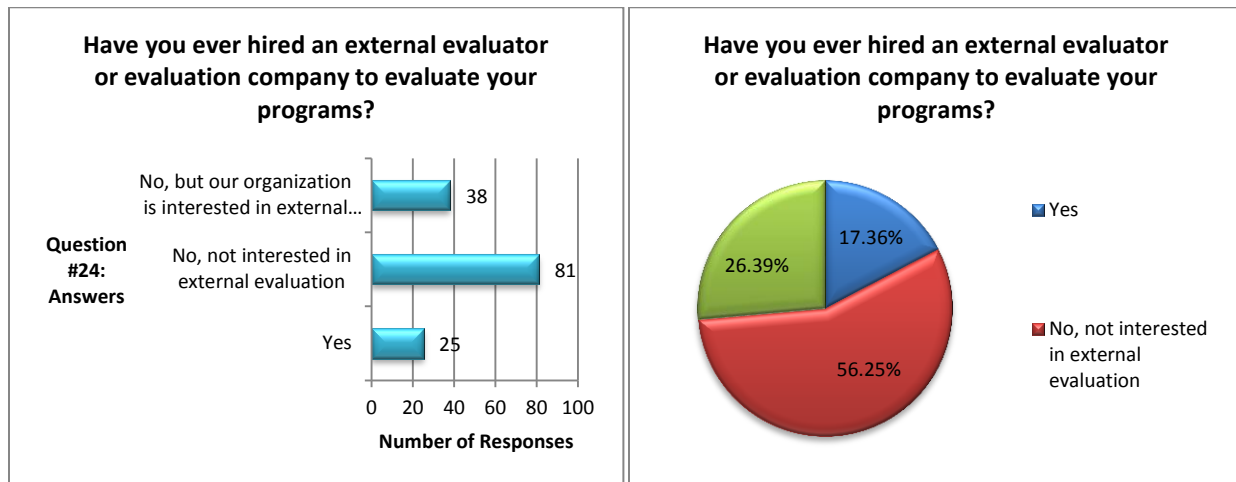
Possible Responses:

- Yes
- No, not interested in external evaluation
- No, but our organization is interested in external evaluation

Survey Results:

Question Answers	Number of Responses	Percentage of Responses
Yes	25	17.36%
No, not interested in external evaluation	81	56.25%
No, but our organization is interested in external evaluation	38	26.39%
Total Responses	144	

Charts/Graphs:



25. How have university students been involved with research and evaluation at your site?

Possible Responses:

- *Students Involved*
- *Students Not Involved*

Survey Results:

Question Answer	Number of Responses	Percentage of Responses
Students Involved	70	56.91%
Students Not Involved	53	43.09%
Total # of Organization Responses	123	

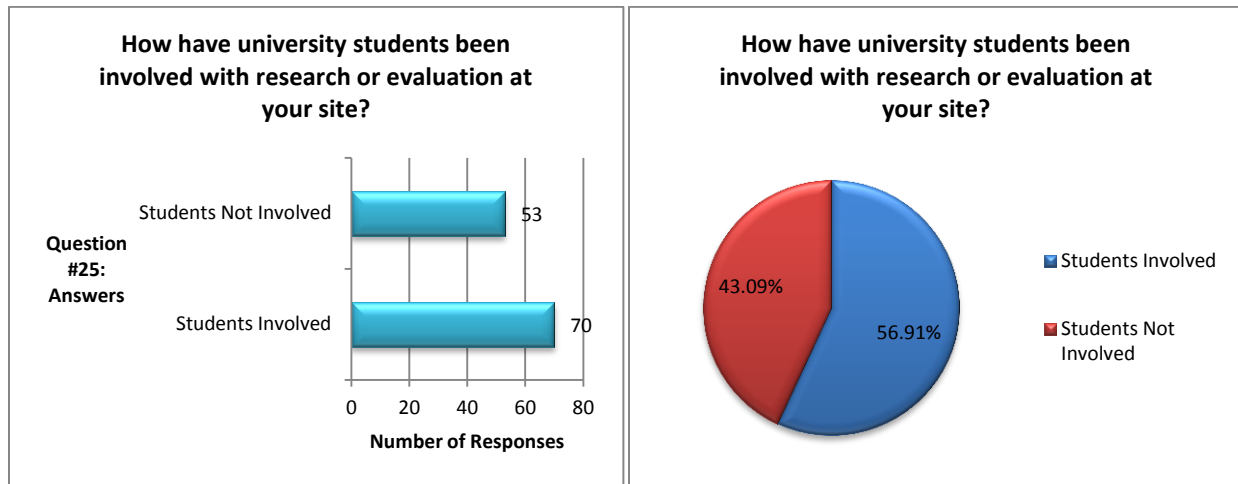
Other Listed Responses:

ID	Reponse
151	12
4	Two employees here did a Master's project using ALF. Various other research has been done using our lands.
168	We have had some graduate students assessing specific programs and projects over the years mainly in program development
77	unsure, but Lawrence University students continue to conduct research annually at our site
92	Local colleges conduct monitoring and surveys; from water quality to amphibians
177	No participation, however, we would welcome their participation!
190	College workers and volunteers have participated in grants through our Citizen Science Center and marketing interns have collected data on social medi
191	Deer enclosures
199	interns
215	Through our internships
229	Our summer guides are usually university students and we have university groups for retreats
229	One year internship, others from other camps come and see each other's programs.
233	We have had a number of Recreation Management university students as interns. Most of our university students have worked on the Programming side.
242	EE Students participate in program evalation as well as program development and delivery
663	Semester long environmental education practicum program, students provide feedback on programming. Two CWES graduate students also provide feedback
13	Extensively.
278	Through a partnership with UWSP
286	no....our participants hate surveys and evaluation. The main complaint on our surveys is that they have to complete surveys.
290	Research Grant, Various Interns #3 - no budget to hire sorry
293	Yes, UWGreen Bay and UW Stevens Point
306	they have not, but we may institute a school garden; we do use university students for our Science Olympiad team
311	previous studies on invasive species, water quality surveys and lab support, T&E surveys and reports
319	Have not in recent years
316	Restoration interns, high school field biology classes perform research projects in the Conservancy
331	graduate student attended a meeting at community meeting site to conduct a survey
341	We partner with Carroll University, UW Waukesha and Whitewater and researchers from UW Milwaukee and WDNR are active in the watershed
207	Have not done this historically. Plan to pilot in 2014 with graduate student.
351	yes
26	Internships
35	general rec trends, visitor usage
691	Infrequently used as interns in land management
39	Very little if at all
403	University students have been involved with research at our site, but not in evaluation
410	10-20 University students are hired every year to participate in ongoing research projects
413	various studies - water quality, soil evaluations

422	Through graduate projects related to LEAF.
37	We work with several departments such as Preschool Lab and Waisman center to create living labs and evaluation within our public spaces
432	A UW Madison Forestry Professor brings his classes out in spring and fall to the Madison School Forest.
436	Not on a consistent basis. I had summer staff from UWSP do a plant survey on one plot. 9 years ago.
439	50, yes, from 4 different colleges
49	Frequently involved with helping to organize river cleanups and to monitor water quality.
449	Sites are utilized for Master's These Research & class projects
456	Invertebrate inventories, exhibit planning
458	Education students do observation at our site, would like to increase involvement
468	University students research topics, links, and curricular development for all of NEXT.cc's journeys. They also
471	Little to date, existing plans to work with a UWSP group on plan development for handicapped accessible trails this spring.
484	Map making, geology research
60	We utilize a lot of interns (paid and unpaid) to help with research and site evaluation.
497	We have some volunteers that help with field trips and education. Also have had some volunteers help on Saturdays with general visitor services.
61	10
7	interns at our facility participate in both
62	yes
516	After a group leaves from a program, we discuss how the program went.
687	They created a visitor use survey that was administered.
534	as volunteers
65	University students conduct research and occasionally volunteer on our property
66	much work has been done with our nature preschool
692	Very little has been done with program evaluation, research is conducted by primarily the NRES 482 Practicum students who are delivering public progs.
89	Biology majors have a research class that is required.
551	UW-SP students have done some research projects for the wildlife classes, also students have helped out with teaching sessions.
564	member survey, research initiatives
569	yes
96	not doing research. Our evals are surveys. There is no targeted effort to use students to hand these out.
584	Research on education? One
76	In the process of setting up capstone projects with UW-Superior students to complete invasive species frequency surveys
588	We had an MPH student evaluate one of our programs to see if our gardeners were successful at growing their own food.
603	We have students who work in our office who have helped analyze results of our evaluations.
621	Use to have an internship program for a summer naturalist and invasive species control, University partners bring in students for research
79	Some have presented, student workers, some have volunteered
647	Starting to help with research and evaluation - data entry, survey distribution
81A	University students utilize our site, but do not do any research or evaluation
82	PhD and MS students work on projects funded and directed by our faculty
38	We have partnered with the UW-Milwaukee Service Learning Center to have a student help with a specific project.
83	grad students have done evaluation as their thesis
664	Yes
667	Not much at this point. I would love to have their assistance.
648	bird banding
85	Student projects to plan various aspects of interpretation at selected properties (i.e. signs, nature centers, etc.)
681	We are in the planning stage of evaluating the effectiveness of our programs in consideration to the amount of time dedicated to environmental education
683	We have some students do observations/internships out here, but not focused on evaluation.
680	I don't know of any that have participated, other than being summer camp counselors.

*Those organizations who responded with "none", "0", or no answer are not included in this table.

Charts/Graphs:



26. What resources (online materials, consulting services, workshops, etc...) are you looking for related to evaluation?

Listed Responses:

ID	Response
168	best practices for non-formal educators, improving response, a free workshop would be nice; also, resources for evaluation experts who are available for consulting on grant proposals
205	online materials
177	Unknown
190	workshops, webinars
191	online materials
7	online materials
197	Leave No Trace has on-line awareness training
195	Unknown
8	online or workshops
215	online and workshops
229	forms
9	workshops or online courses
663	workshops, consulting and online materials
13	Workshops.
290	Bike Survey - Research Grant \$ Available
293	sample program evaluations used for public hikes
316	Help determining how to evaluate with very little money
341	We would like access to all of these to further our outreach and messages on watershed health and people impacts and behavior change
207	On-line materials
347	Hands on consulting/site visits/online materials
351	not sure
26	Workshops
363	online materials, workshops
374	online materials. workshops, conferences, nature walks, courses at environmental centers
36	SURVEY MONKEY
691	Workshops
393	online feedback and download reports of activities
397	Waters education and consulting
270	online webinars, materials, templates, etc.
39	Unknown
40	workshops, consulting services
403	probably online materials
406	online materials?
410	online materials, workshops
37	any that are not overly expensive
432	Not sure what we might use. We are open to suggestions.
436	Consulting.
439	day programs
449	Funding to cover staff time for evaluation development
468	annual test score increase; increased attendance; increase aptitude for out door activities and careers; NSF grants
471	workshops or online materials
482	Pre-post participant survey methods
61	internships
7	not sure
62	additional collaboration with faculty and interns
516	Online materials to create an evaluation.
687	Online would be good
527	any resources are helpful to assist me in providing training to the staff in an attempt to encourage further evaluation
65	online materials
66	would be interested in workshops and/or consultation
89	on line materials

564	Don't know
73	Effective on-line tools
538	Hmmmmm, good question.
76	workshops, online materials
588	not sure what the options are
603	None. Have an avaluation unit here, in-house.
33	Ways to show measurable growth of participants, on an extremely limited time schedule!
78	Free online materials
621	Online materials
79	workshops, sessions on how to evaluate, data collection tools
80	Online resources
647	enhancing our own services - mostly time, but also consistent, broadly applicable instruments
651	Free or low cost services to conduct evaluations.
38	What is the most efficient and effective way to evaluate?
83	online, consulting
664	AAM, AMM, AASLH
667	Data collection and analysis
85	online materials, workshops, best practices
25	All of those listed would be of interest
220	Already have
680	I don't even know where to start.

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Professional Development Needs & Offerings

27. Which of the following professional development programs/workshops do you offer for other EE professionals? Select all that apply.

Possible Responses:

- *Project Learning Tree*
- *Project WILD/Aquatic WILD*
- *Project WET*
- *Leopold Education Project*
- *None*
- *Other, please specify*

Survey Results:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Project Learning Tree	20	11%	15%
Project WILD/Aquatic WILD	25	13%	19%
Project WET	19	10%	14%
Leopold Education Project	8	4%	6%
None	75	39%	56%
Other, please specify	43	23%	32%
Total Responses	190		
No Answer	26		
Total Responding Organizations	134		

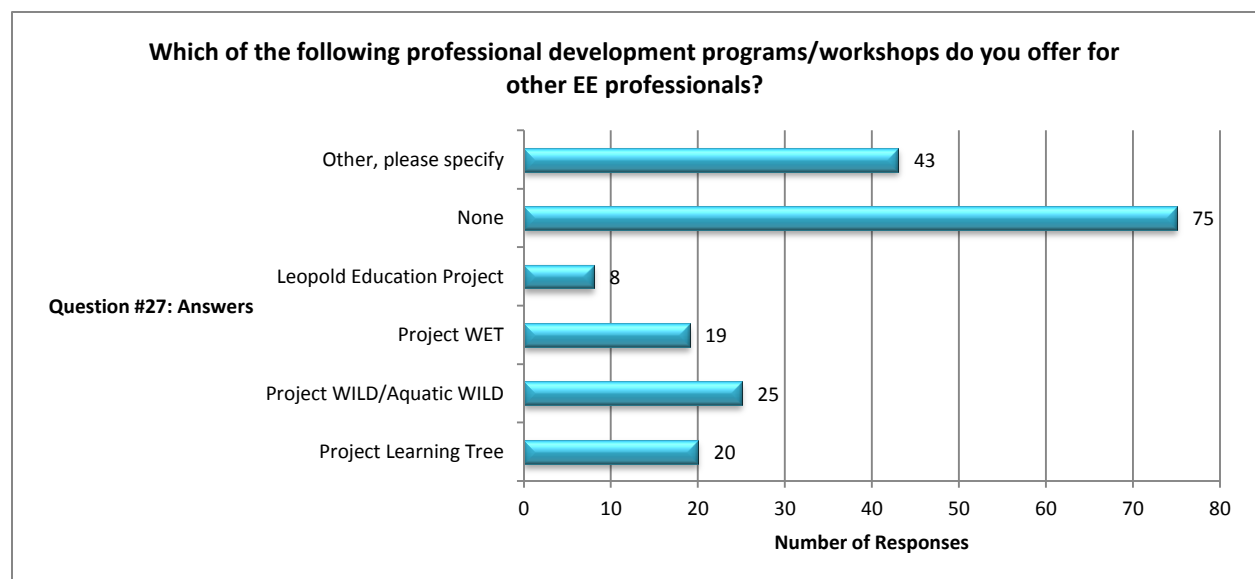
Other Listed Responses:

ID	Response
168	Aldo Leopold Nature Center/ Nature Net (Climate ED, and various other PD/workshops given by our staff and others)
195	ABEE
663	Environmental Education practicum as part of UWSP, Growing up Wild
13	We offer a range of PD programs/workshops related to farming, natural areas restoration, and EE.
290	UW X Master Naturalist Instructor
293	KEEP, LEAF
306	I'm not sure if this survey really relates to our school. I am a teacher who is interested in Green Schools & environmental stewardship, but I cannot speak for our staff
319	We participate in providing EE to teachers through the Earth Partnership for Schools Program
316	Haven't done these in a few years, but used to do one each year
341	WAV and hands on programs for monitoring
691	Crew Leadership Skills, trail building training, land stewardship training
393	All of our programs are online and offered to teachers and students
397	LEAF
40	Tailored workshops to meet a group's specific needs
403	Flying Wild

422	LEAF
432	PLT and LEAF for Madison teachers and naturalist educators
436	LEAF, KEEP
458	Would host any of these programs as funding allows
55	we offer those through a partner organization
468	NEXT.cc eLearning Resource
482	Earth Partnership for Schools, G-WOW Culture and Climate Change
7	our own that we provide that reflect multiple collaborative efforts
62	Visitor's Group participation embedded in youth programming
527	I am a trained facilitator in many of these, but have not yet offered them [here]; [we have] never offered them in the past
534	Water Action Volunteers Program: Exploring Streams
66	We used to offer these but interest has wained in recent years so we no longer offer them
692	WI Master Naturalist Program
96	we work with Ozaukee Treasures Network
582	Various Professional development - Natural Resources topics
584	Earth Partnership for schools, 25 hours of winter classes for naturalists
73	G-WOW Changing Climate, Changing Culture Institute; Earth Partnership for Schools Indigenous Arts and Sciences Watershed Restoration Institute
76	Trying to set up future classes through Continuing Ed. Office
603	I think this survey might apply to another type of program than I offer. Thus, I'm stopping answering so I don't mess up your results.
621	Certified Interpretive Guide (NAI); Wisconsin Master Naturalist; WDNR Angler Education
80	FlyingWILD, One Bird Two Habitats
647	LEAF, KEEP, GHS
651	Wisconsin Green and Healthy Schools
38	We offer continuing education opportunities for accredited professionals, such as LEED, AIA, professional engineering, and others. We are always looking for new ways to include other continuing education opportunities.
667	LEAF and customized inservices based on local SF needs
648	Flying Wild
81B	We offer these programs via our conference when presenters are willing.
85	Wisconsin Master Naturalist

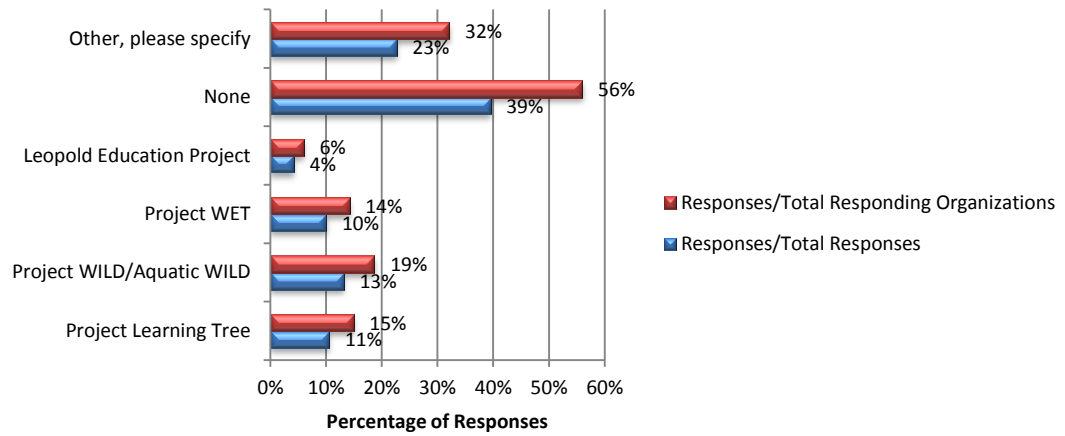
*Those organizations who responded with "none", "0", or no answer are not included in this table.

Charts/Graphs:



Which of the following professional development programs/workshops do you offer for other EE professionals?

**Question #27:
Answers**



28. EE Subject Areas –In the first column select all of the specific EE programming areas in which you or your staff would benefit from training. In the second column select all of the specific EE programming areas in which you or your staff could lead training workshops.

Possible Responses: (Benefit from Training or Could Lead Training In)

- *Air Quality*
- *Astronomy*
- *Backpacking/Leave No Trace*
- *Birds*
- *Community Action/Service Learning*
- *Composting/Vermicomposting*
- *Current Environmental Issues*
- *Drinking Water/Waste Water*
- *Energy Efficiency*
- *Gardening/Agriculture/Soils*
- *Geocaching/Orienteering*
- *Geology/Fossils*
- *Land Animals*
- *Land Use/Conservation*
- *Litter/Recycling*
- *Natural History*
- *Plants*
- *Sustainability/Resource Consumption*
- *Sustainable Design/Green Technologies or Buildings*
- *Team Building/Ropes Courses*
- *Water Cycle*
- *Water Quality/Aquatic Ecology/Fish*
- *Water Sports/Kayaking/Canoeing*
- *Other*

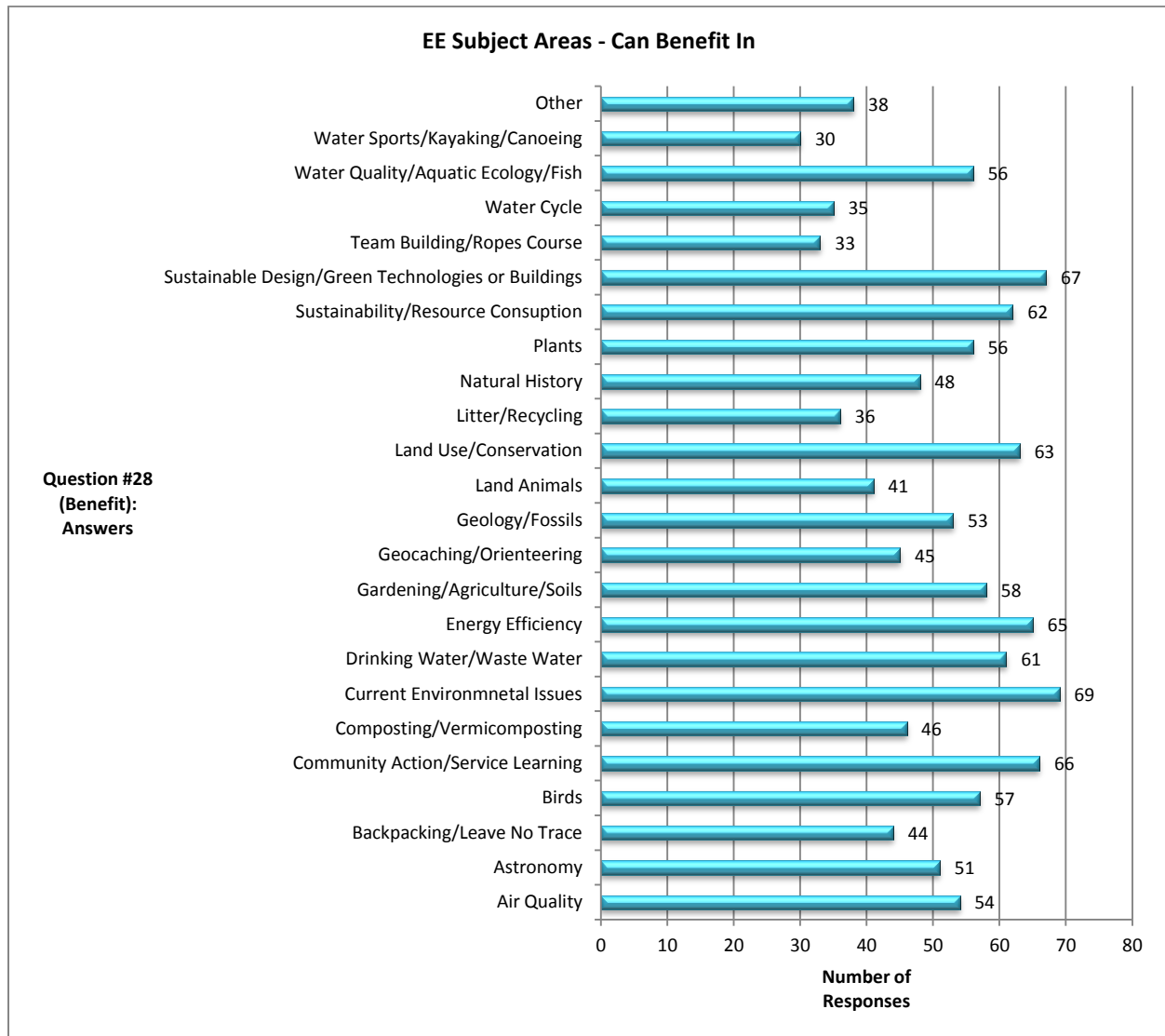
Survey Results:

Can Benefit From Professional Development In:

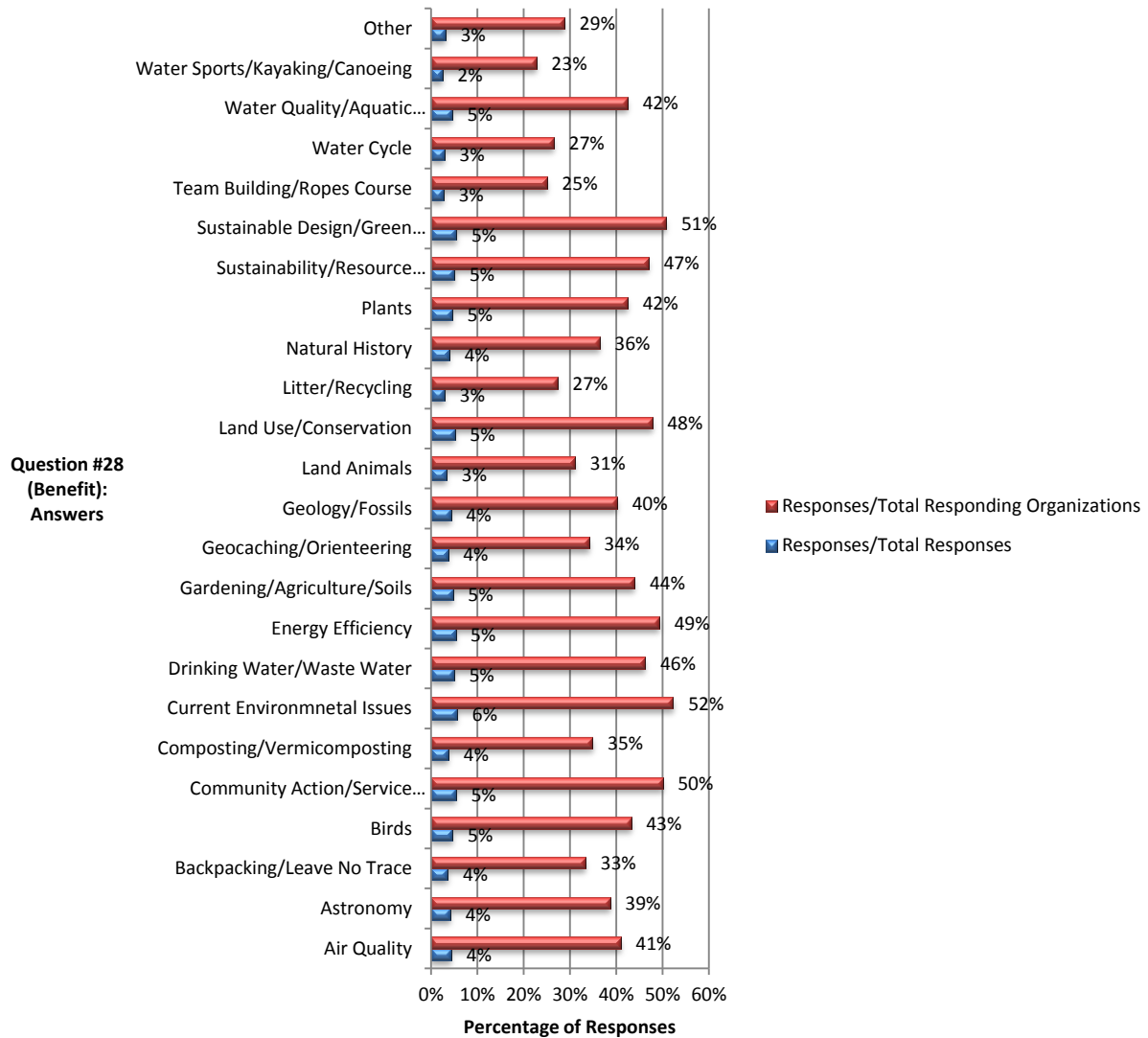
Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Air Quality	54	4%	41%
Astronomy	51	4%	39%
Backpacking/Leave No Trace	44	4%	33%
Birds	57	5%	43%
Community Action/Service Learning	66	5%	50%
Composting/Vermicomposting	46	4%	35%

Current Environmental Issues	69	6%	52%
Drinking Water/Waste Water	61	5%	46%
Energy Efficiency	65	5%	49%
Gardening/Agriculture/Soils	58	5%	44%
Geocaching/Orienteering	45	4%	34%
Geology/Fossils	53	4%	40%
Land Animals	41	3%	31%
Land Use/Conservation	63	5%	48%
Litter/Recycling	36	3%	27%
Natural History	48	4%	36%
Plants	56	5%	42%
Sustainability/Resource Consumption	62	5%	47%
Sustainable Design/Green Technologies or Buildings	67	5%	51%
Team Building/Ropes Course	33	3%	25%
Water Cycle	35	3%	27%
Water Quality/Aquatic Ecology/Fish	56	5%	42%
Water Sports/Kayaking/Canoeing	30	2%	23%
Other	38	3%	29%
Total Responses	1234		
No Answer	28		
Total Responding Organizations	132		

Charts/Graphs:



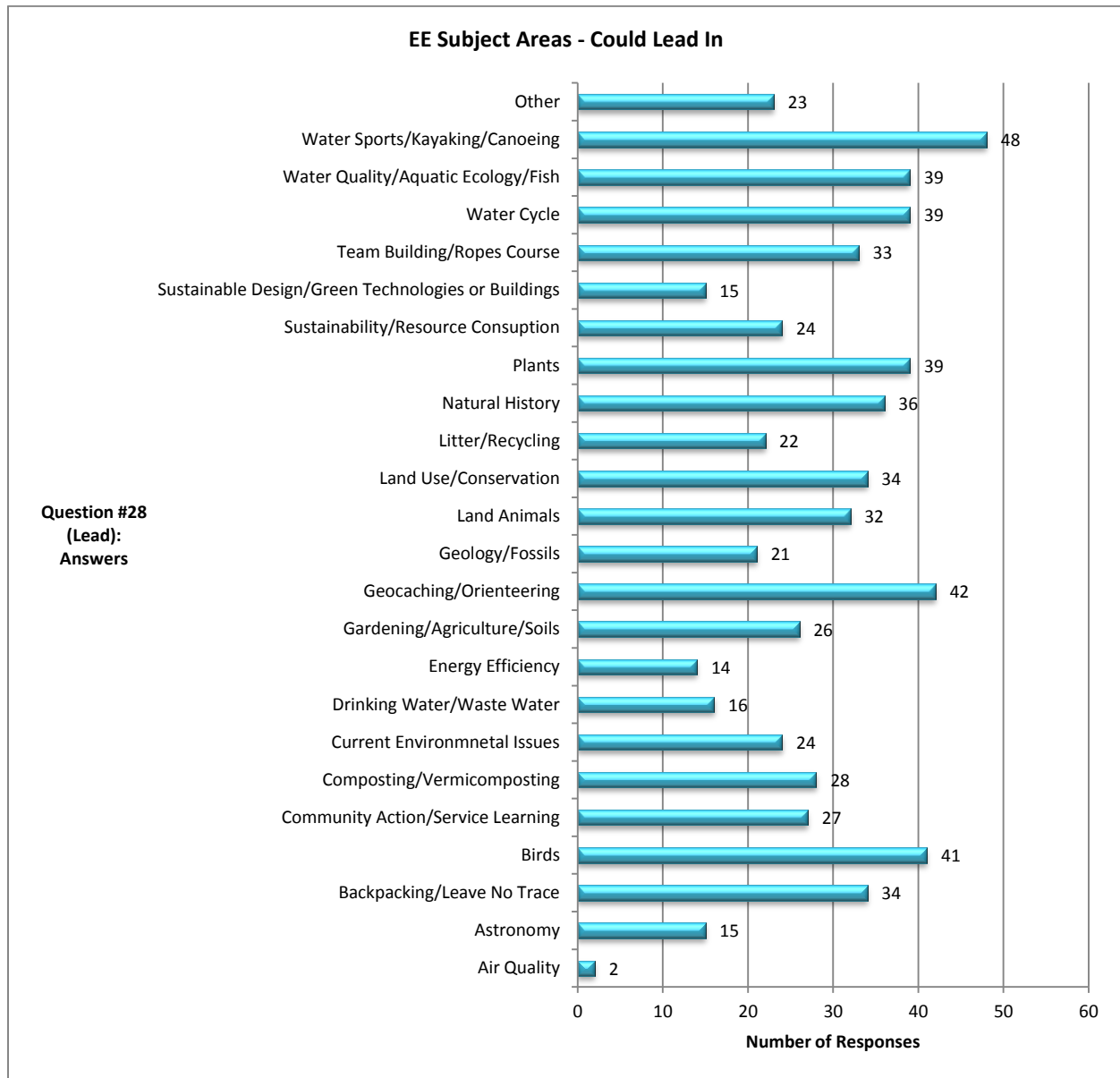
EE Subject Areas - Can Benefit In

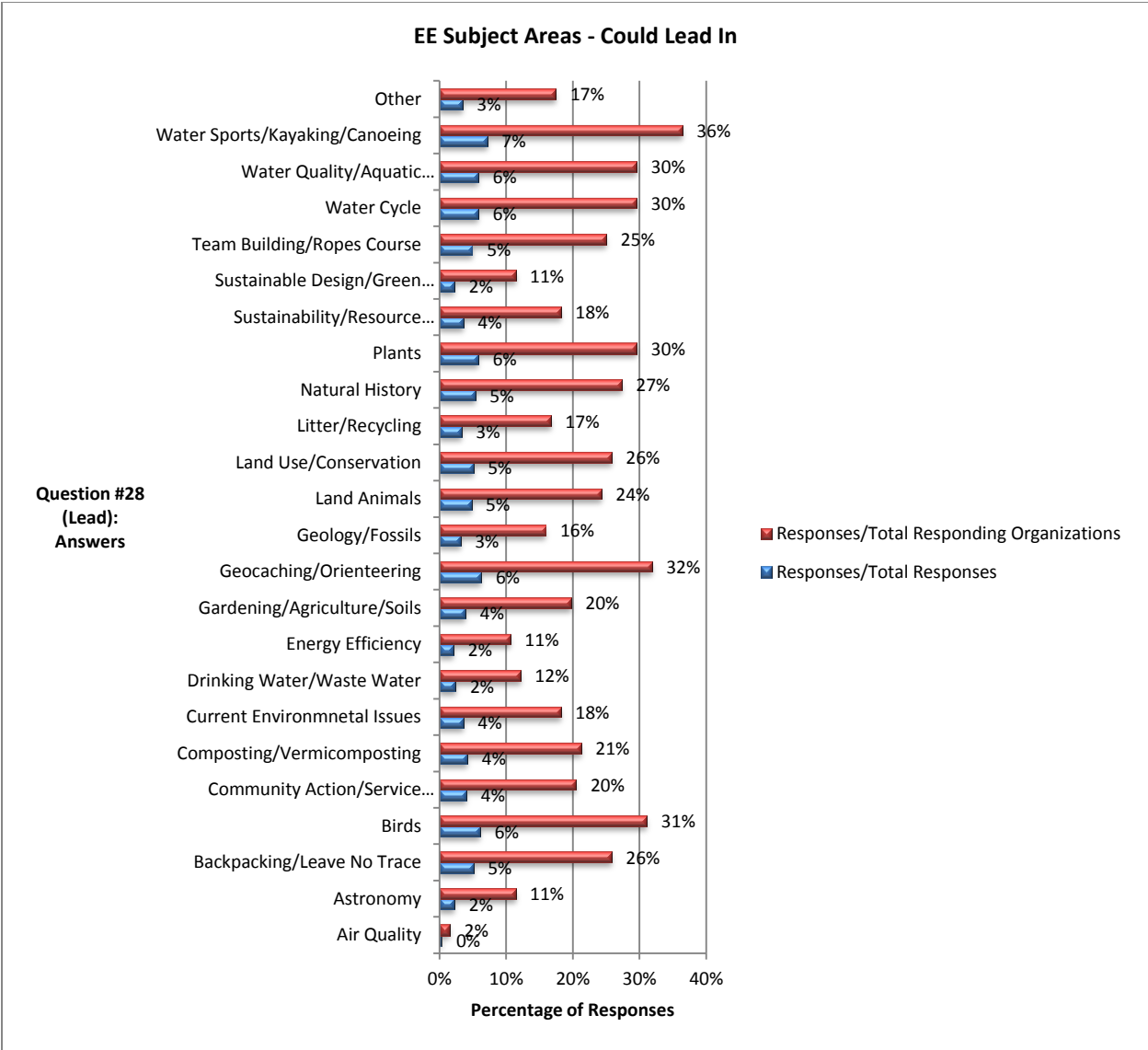


Could Lead Professional Development In:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Air Quality	2	0%	2%
Astronomy	15	2%	11%
Backpacking/Leave No Trace	34	5%	26%
Birds	41	6%	31%
Community Action/Service Learning	27	4%	20%
Composting/Vermicomposting	28	4%	21%
Current Environmental Issues	24	4%	18%
Drinking Water/Waste Water	16	2%	12%
Energy Efficiency	14	2%	11%
Gardening/Agriculture/Soils	26	4%	20%
Geocaching/Orienteering	42	6%	32%
Geology/Fossils	21	3%	16%
Land Animals	32	5%	24%
Land Use/Conservation	34	5%	26%
Litter/Recycling	22	3%	17%
Natural History	36	5%	27%
Plants	39	6%	30%
Sustainability/Resource Consumption	24	4%	18%
Sustainable Design/Green Technologies or Buildings	15	2%	11%
Team Building/Ropes Course	33	5%	25%
Water Cycle	39	6%	30%
Water Quality/Aquatic Ecology/Fish	39	6%	30%
Water Sports/Kayaking/Canoeing	48	7%	36%
Other	23	3%	17%
Total Responses	674		
No Answer	28		
Total Responding Organizations	132		

Charts/Graphs:





29. Please list any other specific EE programming areas you or your staff would benefit from training or could lead training in.

Listed Responses:

Can Benefit From Professional Development In:

ID	Other Responses
168	I think we all could benefit from additional trainings for professional growth and ideas. Climate and climate change - some staff could lead, some staff need more training
205	Wildlife conservation
195	Insects
8	Wild Edible Plants, Mushrooms
229	Creating community events
9	wetland, forest and winter ecology
290	Invasives Management
293	Land Conservation, Grant writing for land conservation activities
207	Use of technology on multi-day paddles
27	community engagement
374	forest walks
691	trail building
393	household hazardous waste
432	Forest Ecology, Wetland Ecology
17	gardening
436	Forestry, community leadership, adult EE.
468	Outdoor Classroom Planning; School Yard Habitat; Urban Agriculture Beds; Green Cities; Walking
471	Training in: Native Plantings/Gardens.
482	Culture and Climate Change training curriculum training
7	coexisting with wildlife
447	Shooting Sports
96	we have NO staff
584	Restoration of ecological communities, would benefit from learning theory, child development
621	Staff/volunteer management; budgets,
80	Increasing diversity in programming
647	Forestry, land management
651	E-cycling, Citizen-Based Monitoring, Invasives, Conservation Education
82	Hydrogeology. water supply
667	Forestry Education; invasive species
85	Could benefit from training in advanced plant/wildlife identification, could lead training in outdoor skills including geocaching, outdoor cooking, et
683	Lead-Nature Photography
689	Cultural History, Night Hikes, Nature Hikes, Winter Recreation, Basic Outdoor Survival, Wetlands, Physical Geography of Landscapes, Tree ID
160	Conservation biology -- small population management

*Those organizations who responded with "none", "0", or no answer are not included in this table.

Could Lead Professional Development In:

ID	Other Responses
4	Values based discussion facilitation/land ethic
40	Ice age geology
422	Lead Forestry related programs
37	Lead workshops on early learning EE
56	Lead winter camping, wild edibles/foraging, wilderness skills
471	Native plantings/gardensNative Plantings/Gardens. We conduct several monitoring surveys and program, bat monitoring, water level monitoring, picture post surveys, shoreline bird surveys, CBM opps
497	History of the Fox River, Forestry and the Paper Industry, Science behind paper

7	Coexisting with Wildlife
62	Lead training in culturally based ecological sustainability
447	Shooting Sports
584	Restoration of ecological communities
73	Climate change literacy integrating TEK (traditional ecological knowledge) with climate science, marketing EE programs
76	Aquatic invasive species training
79	Wisconsin's Plan for Environmental Literacy
651	E-cycling, Citizen-Based Monitoring, Invasive, Conservation Education
82	Hydrogeology, Water Supply
667	Forestry Education, invasive species
683	Lead Nature Photography
160	Conservation biology -- small population management

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

30. Organizational Skills Areas – In the first column select all of the specific organizational skills in which you or your staff would benefit from training. In the second column select all of the specific organizations skills in which you or your staff could lead training workshops.

Possible Responses: Benefit from Training or Could Lead Training In

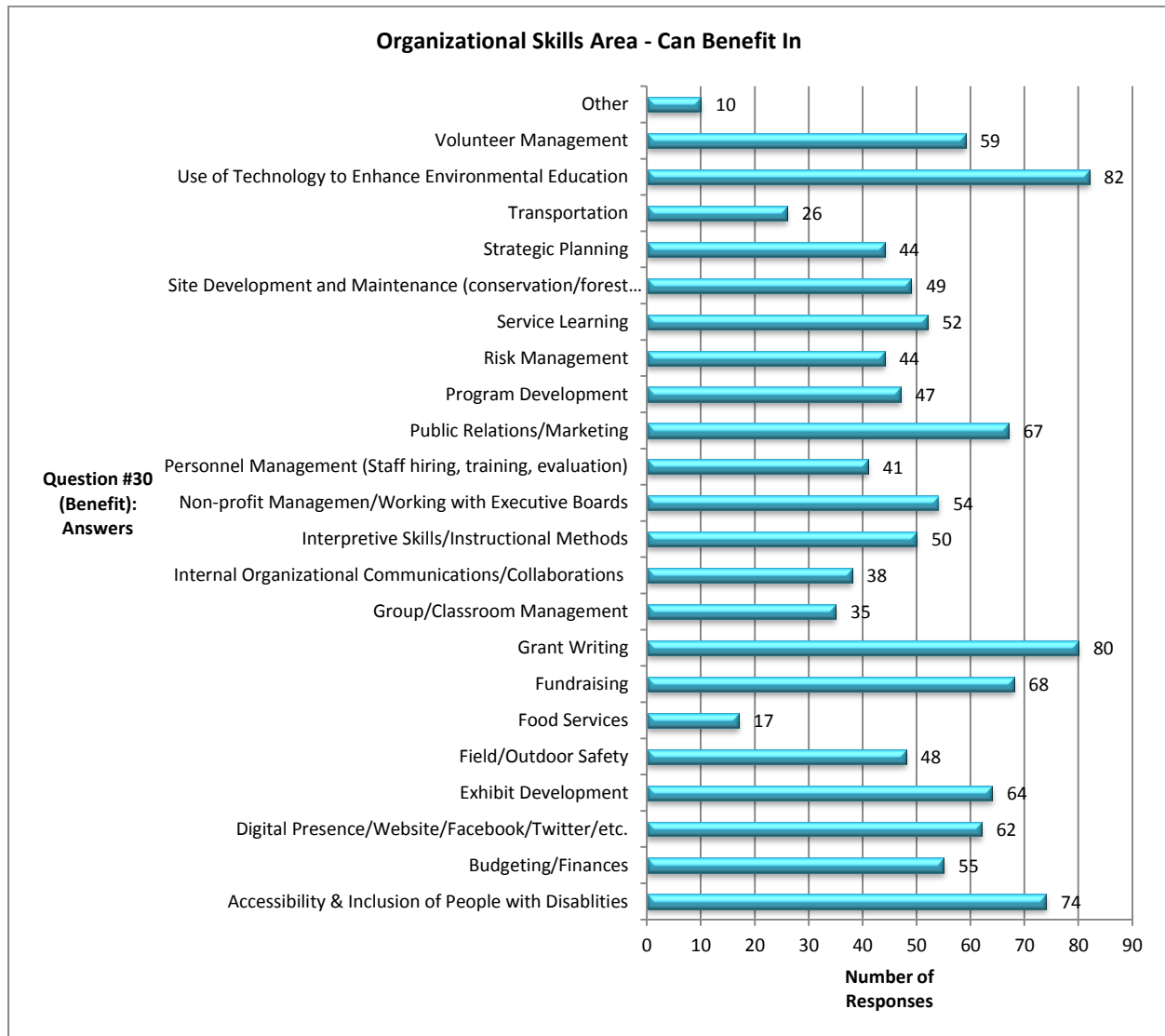
- *Accessibility & Inclusion of People with Disabilities*
- *Budgeting/Finances*
- *Digital Presence/Website/Facebook/Twitter/etc.*
- *Exhibit Development*
- *Field/Outdoor Safety*
- *Food Services*
- *Fundraising*
- *Grant Writing*
- *Group/Classroom Management*
- *Internal Organizational Communications/Collaborations*
- *Interpretive Skills/Instructional Methods*
- *Non-profit Management/Working with Executive Boards*
- *Personnel Management (staff hiring, training, evaluation)*
- *Public Relations/Marketing*
- *Program Development*
- *Risk Management*
- *Service Learning*
- *Site Development and Maintenance (conservation/forest management plans and projects)*
- *Strategic Planning*
- *Transportation*
- *Use of Technology to Enhance Environmental Education*
- *Volunteer Management*
- *Other*

Survey Results:

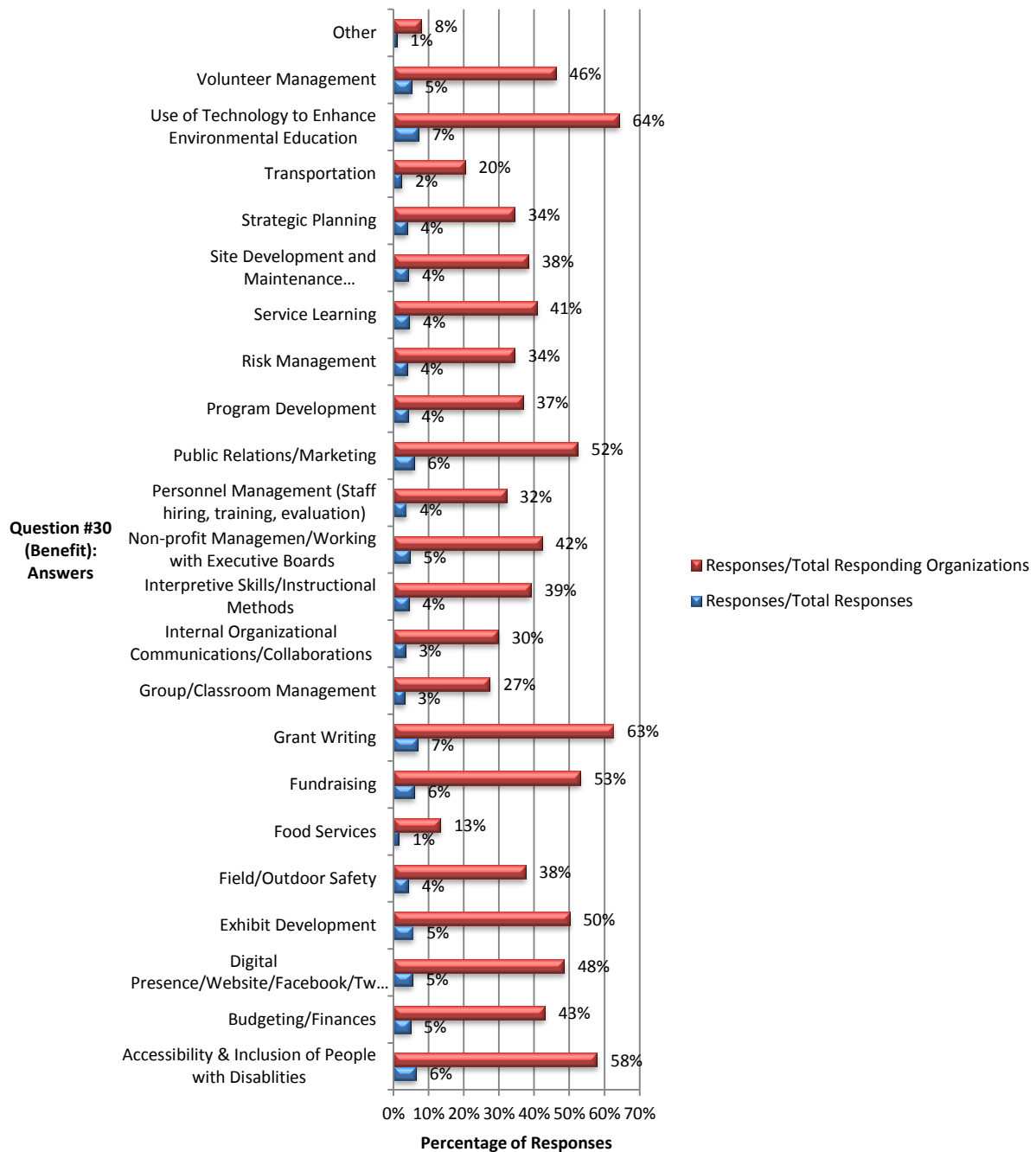
Question Answers	Number of Responses	Responses/ Total Responses	Responses/Total Responding Organizations
Accessibility & Inclusion of People with Disabilities	74	6%	58%
Budgeting/Finances	55	5%	43%
Digital Presence/Website/Facebook/Twitter/etc.	62	5%	48%
Exhibit Development	64	5%	50%
Field/Outdoor Safety	48	4%	38%
Food Services	17	1%	13%
Fundraising	68	6%	53%
Grant Writing	80	7%	63%

Group/Classroom Management	35	3%	27%
Internal Organizational Communications/Collaborations	38	3%	30%
Interpretive Skills/Instructional Methods	50	4%	39%
Non-profit Management/Working with Executive Boards	54	5%	42%
Personnel Management (Staff hiring, training, evaluation)	41	4%	32%
Public Relations/Marketing	67	6%	52%
Program Development	47	4%	37%
Risk Management	44	4%	34%
Service Learning	52	4%	41%
Site Development and Maintenance (conservation/forest management plans and projects)	49	4%	38%
Strategic Planning	44	4%	34%
Transportation	26	2%	20%
Use of Technology to Enhance Environmental Education	82	7%	64%
Volunteer Management	59	5%	46%
Other	10	1%	8%
Total Responses	1166		
No Answer	32		
Total Responding Organizations	128		

Charts/Graphs:

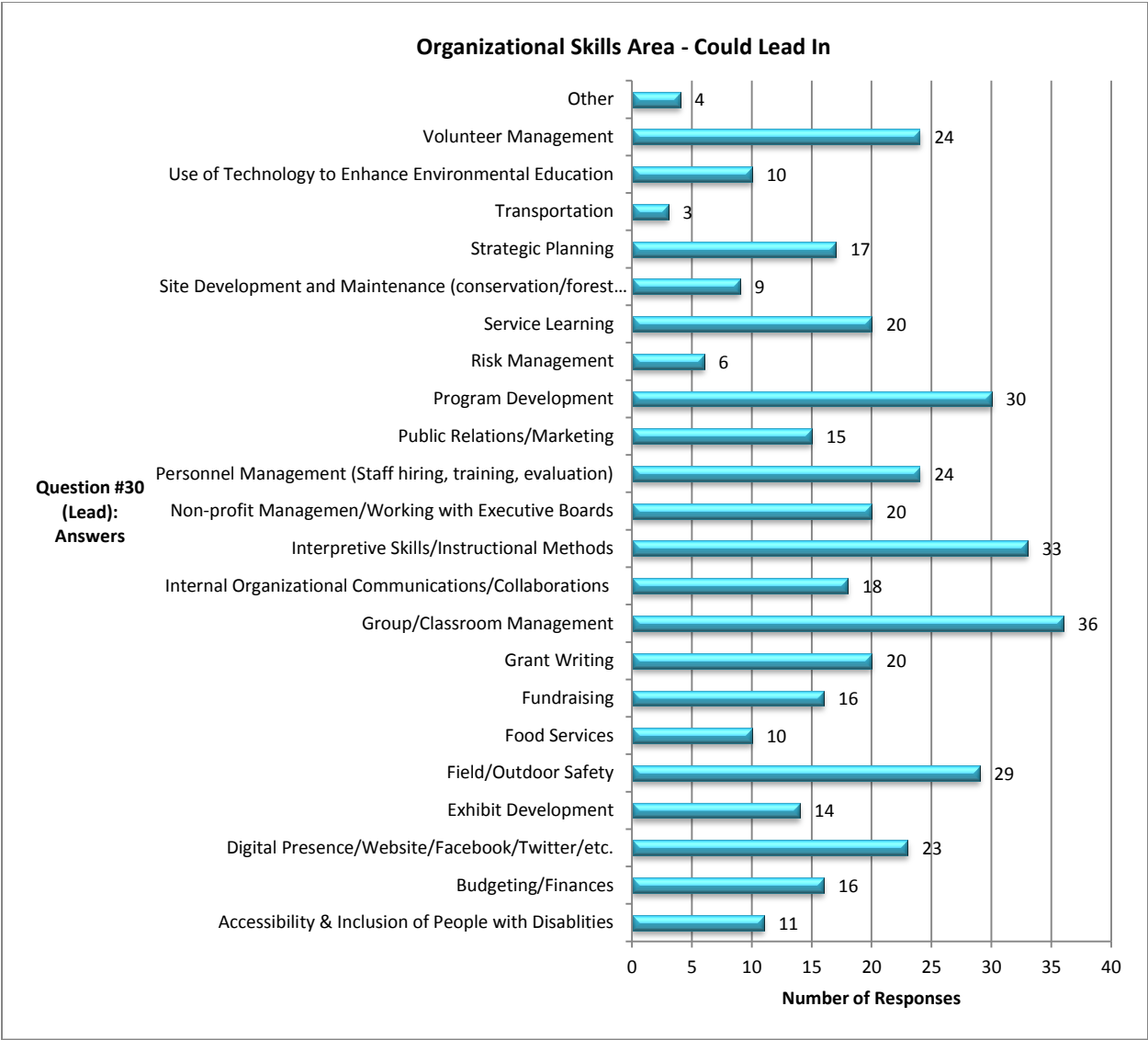


Organizational Skills Area - Can Benefit In

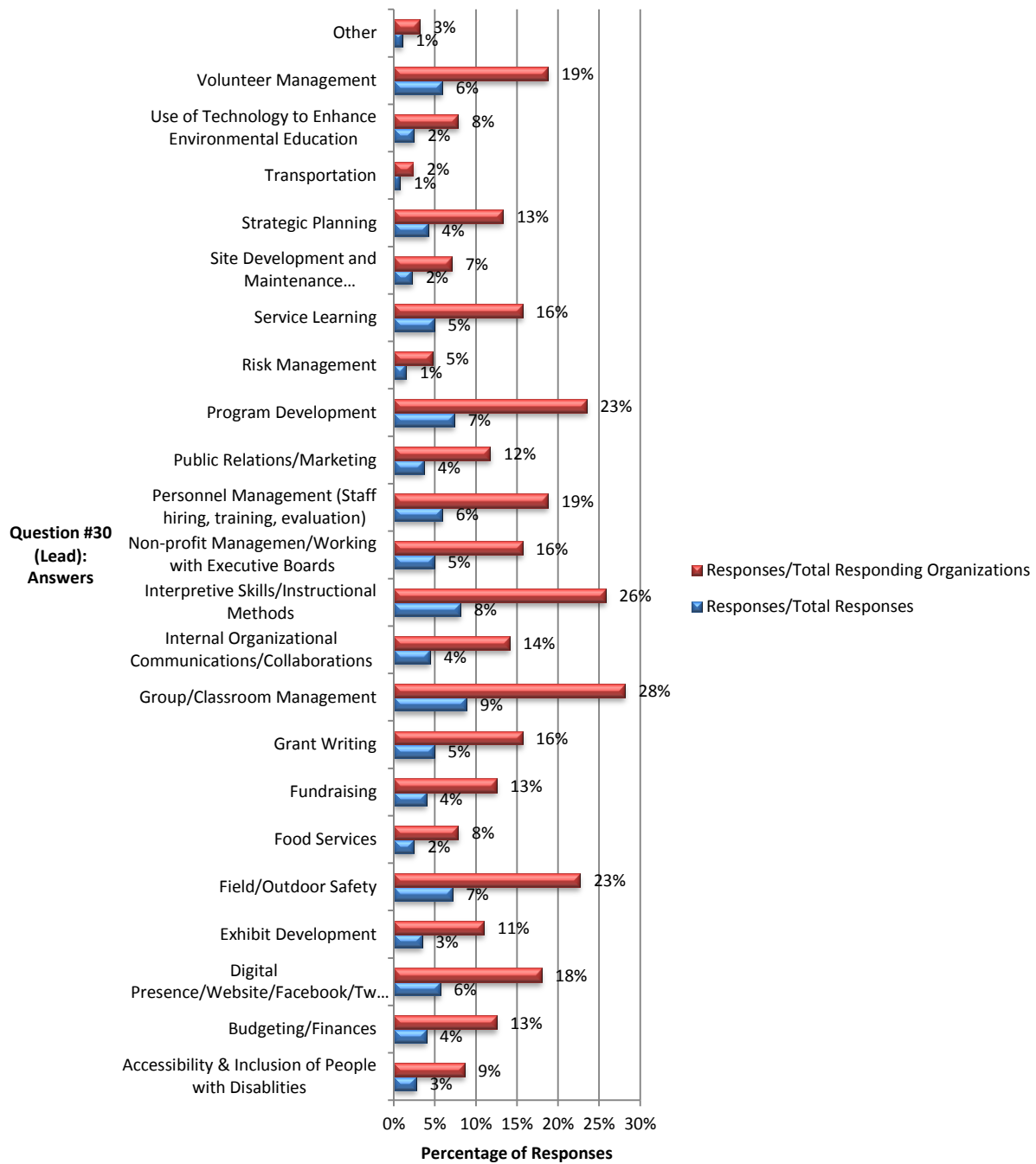


Could Lead Professional Development In:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Accessibility & Inclusion of People with Disabilities	11	3%	9%
Budgeting/Finances	16	4%	13%
Digital Presence/Website/Facebook/Twitter/etc.	23	6%	18%
Exhibit Development	14	3%	11%
Field/Outdoor Safety	29	7%	23%
Food Services	10	2%	8%
Fundraising	16	4%	13%
Grant Writing	20	5%	16%
Group/Classroom Management	36	9%	28%
Internal Organizational Communications/Collaborations	18	4%	14%
Interpretive Skills/Instructional Methods	33	8%	26%
Non-profit Management/Working with Executive Boards	20	5%	16%
Personnel Management (Staff hiring, training, evaluation)	24	6%	19%
Public Relations/Marketing	15	4%	12%
Program Development	30	7%	23%
Risk Management	6	1%	5%
Service Learning	20	5%	16%
Site Development and Maintenance (conservation/forest management plans and projects)	9	2%	7%
Strategic Planning	17	4%	13%
Transportation	3	1%	2%
Use of Technology to Enhance Environmental Education	10	2%	8%
Volunteer Management	24	6%	19%
Other	4	1%	3%
Total Responses	408		
No Answer	32		
Total Responding Organizations	128		



Organizational Skills Area - Could Lead In



31. Please list any other specific organizational skills areas you or your staff would benefit from training or could lead training in.

Listed Responses:

Can Benefit From Professional Development In:

ID	Other Responses
168	I think sometimes EE professionals have less formal training in HR related fields (risk management, hiring, training, volunteer management, etc).
8	Volunteer and Intern recruitment
663	Charter School Partnerships
341	Board Development
347	Crisis Management/Staff Management
85	Could use training in graphic design for signs and publications
689	Building Relationships with schools, students, teachers, and parents when groups are not on site; developing an engagement plan

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Could Lead Professional Development In:

ID	Other Responses
290	Interpretive Master Planning
316	We have developed a program with 9th grade biology (500 students) for service learning that could be shared in workshop setting.
62	Optimizing small collaborative group process using paired-learning; organizing curriculum by natural 1 cultural ecology
73	Interpretive program design, teacher professional development program design, costumed interpretation

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

32. Select all of the audiences you or your staff would benefit from training in which to better serve.

Possible Responses:

- *Early Childhood*
- *Elementary*
- *Middle School*
- *High School*
- *Post-Secondary (College/University)*
- *Community*
- *Other (please specify)*

Survey Results:

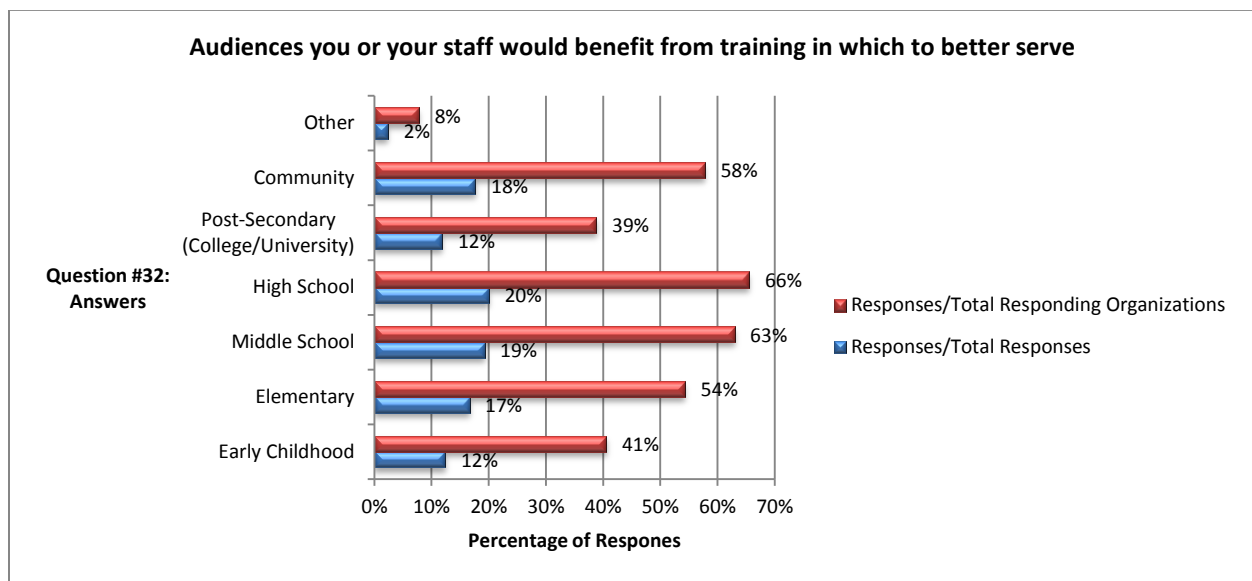
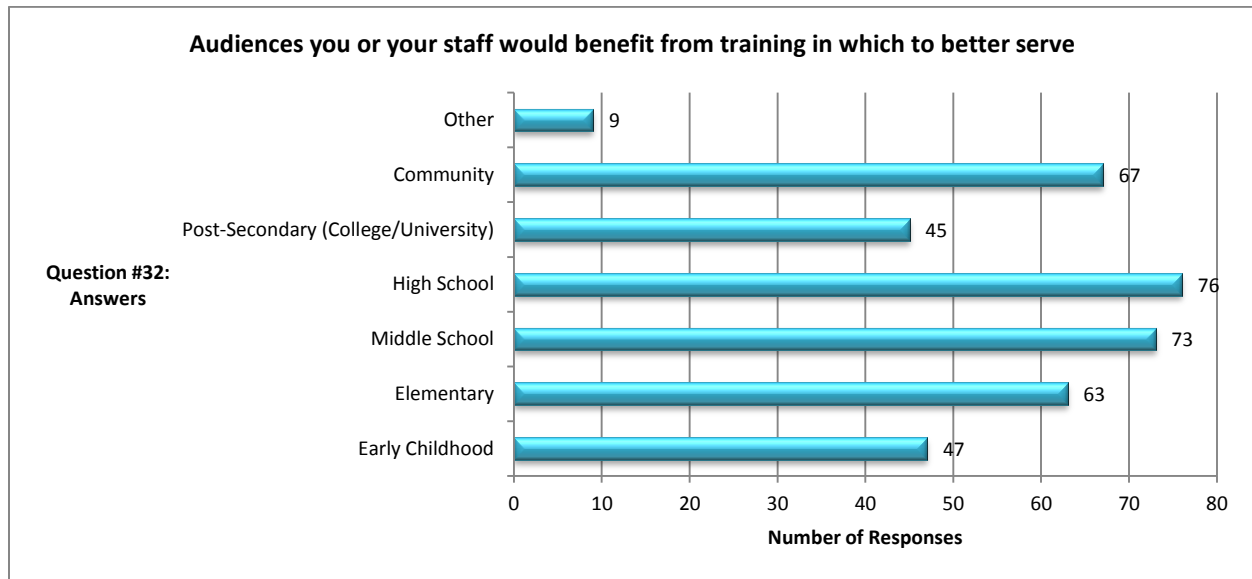
Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Early Childhood	47	12%	41%
Elementary	63	17%	54%
Middle School	73	19%	63%
High School	76	20%	66%
Post-Secondary (College/University)	45	12%	39%
Community	67	18%	58%
Other	9	2%	8%
Total Responses	380		
No Answer	44		
Total Responding Organizations	116		

Listed Responses:

ID	Other Responses
8	Senior Citizens, People with cognitive delays
229	Intergenerational/Family
290	Diverse Groups. Environmental Justice
293	Government
319	Professionals in the stormwater, wastewater, and land/water conservation fields
40	Other Educators
538	Special Needs
81B	Educators
85	People with disabilities, ESL visitors

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

Charts/Graphs:



33. Which season of the year is best for you and your staff to attend training sessions?

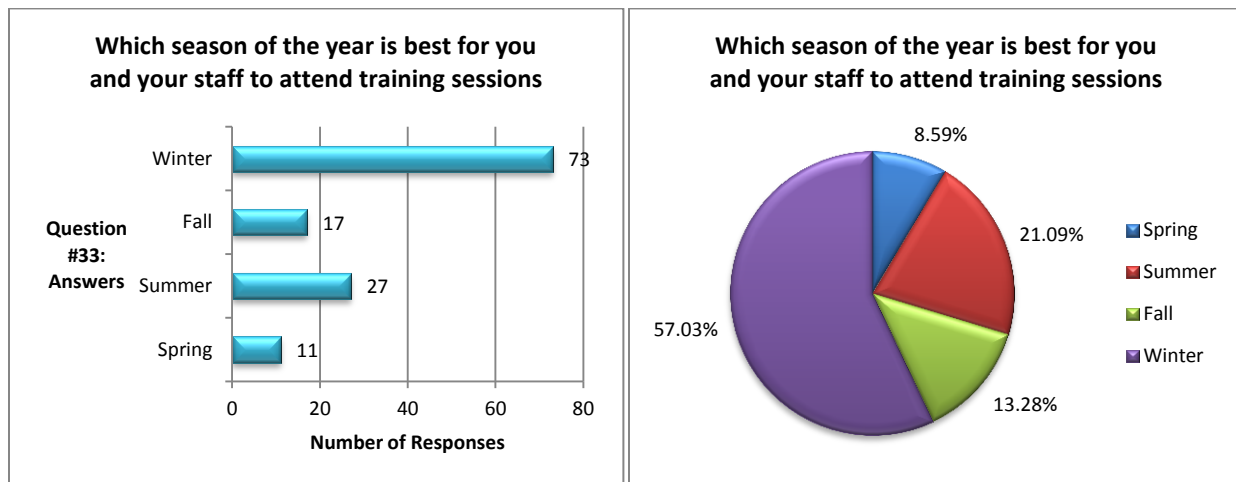
Possible Responses:

- *Spring*
- *Summer*
- *Fall*
- *Winter*

Survey Results:

Question Answers	Number of Responses	Percentage of Responses
Spring	11	8.59%
Summer	27	21.09%
Fall	17	13.28%
Winter	73	57.03%
Total Responses	128	

Charts/Graphs:



34. What are the best days of the week for you and your staff to attend training sessions?

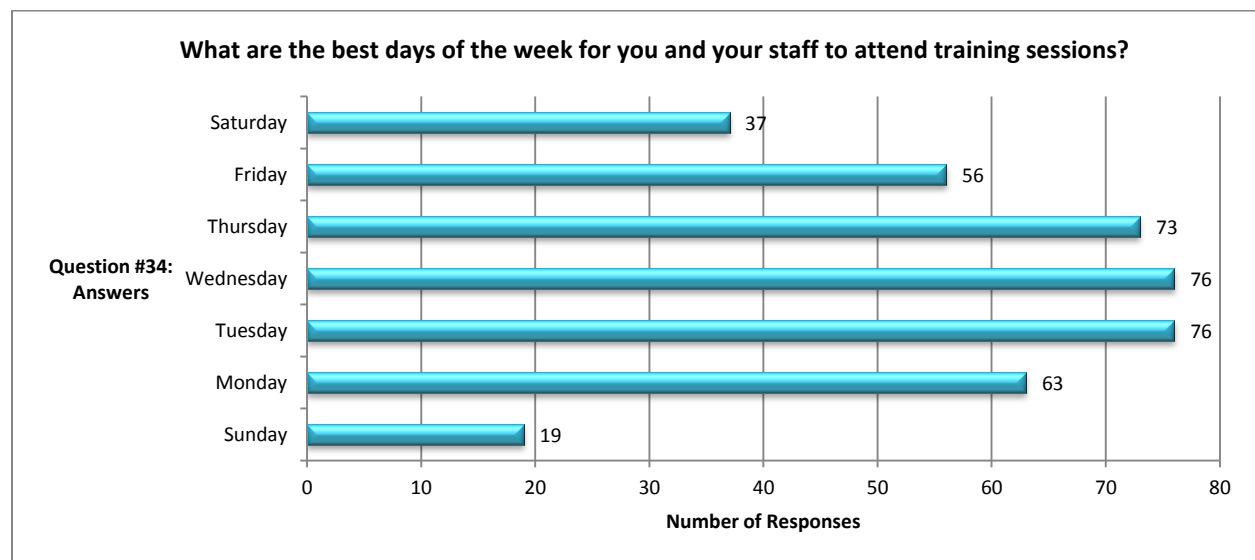
Possible Responses:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

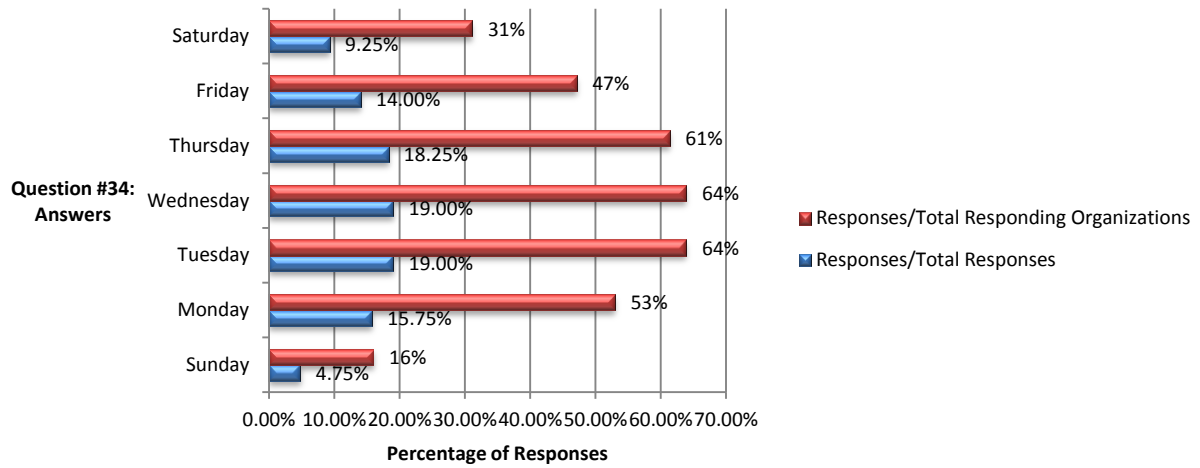
Survey Results:

Question Answer	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Sunday	19	4.75%	16%
Monday	63	15.75%	53%
Tuesday	76	19.00%	64%
Wednesday	76	19.00%	64%
Thursday	73	18.25%	61%
Friday	56	14.00%	47%
Saturday	37	9.25%	31%
Total Responses	400		
No Answer	41		
Total Responding Organizations	119		

Charts/Graphs:



What are the best days of the week for you and your staff to attend training sessions?



35. What are the best times of day for you and your staff to attend training sessions?

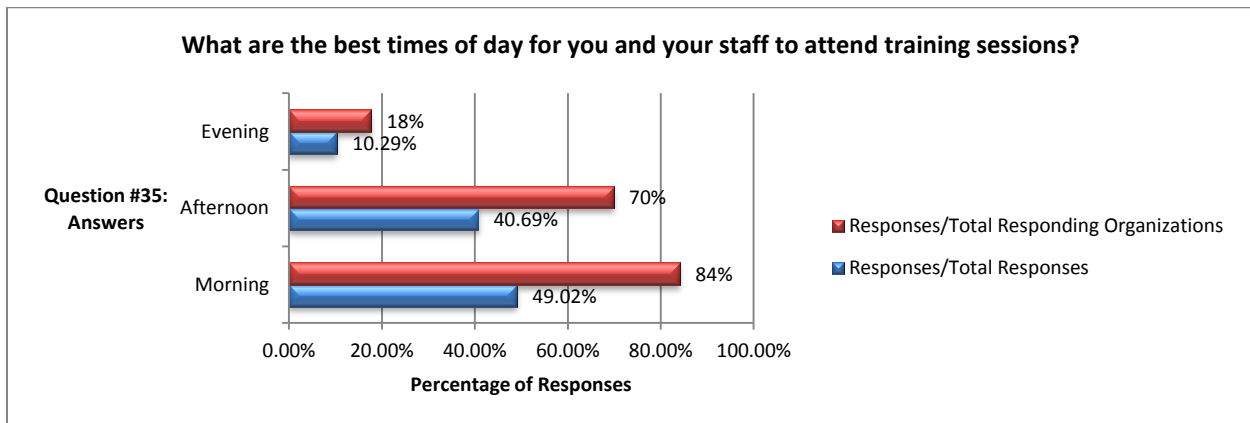
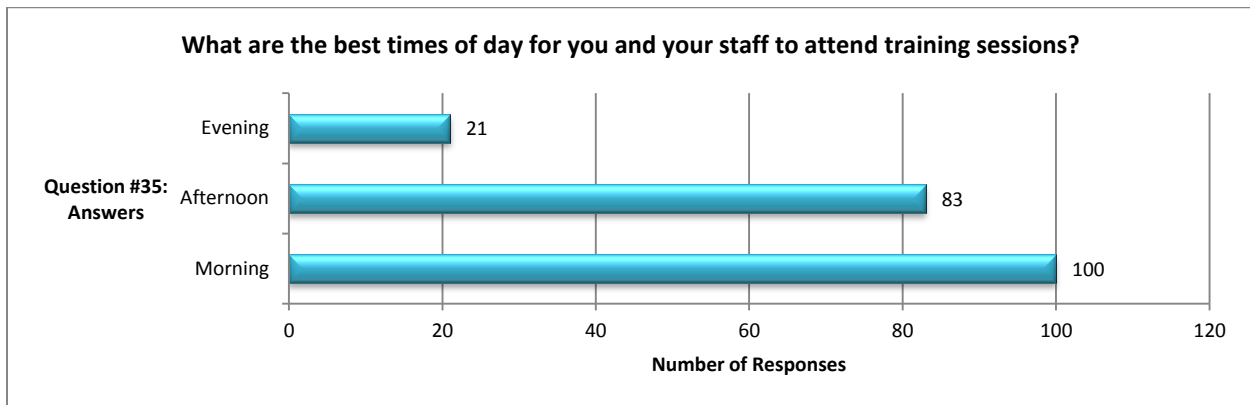
Possible Responses:

- *Morning*
- *Afternoon*
- *Evenings*

Survey Results:

Question Answers	Number of Responses	Responses/Total Responses	Responses/Total Responding Organizations
Morning	100	49.02%	84%
Afternoon	83	40.69%	70%
Evening	21	10.29%	18%
Total Responses	204		
No Answer	41		
Total Responding Organizations	119		

Charts/Graphs:



36. What is your preferred length of training sessions?

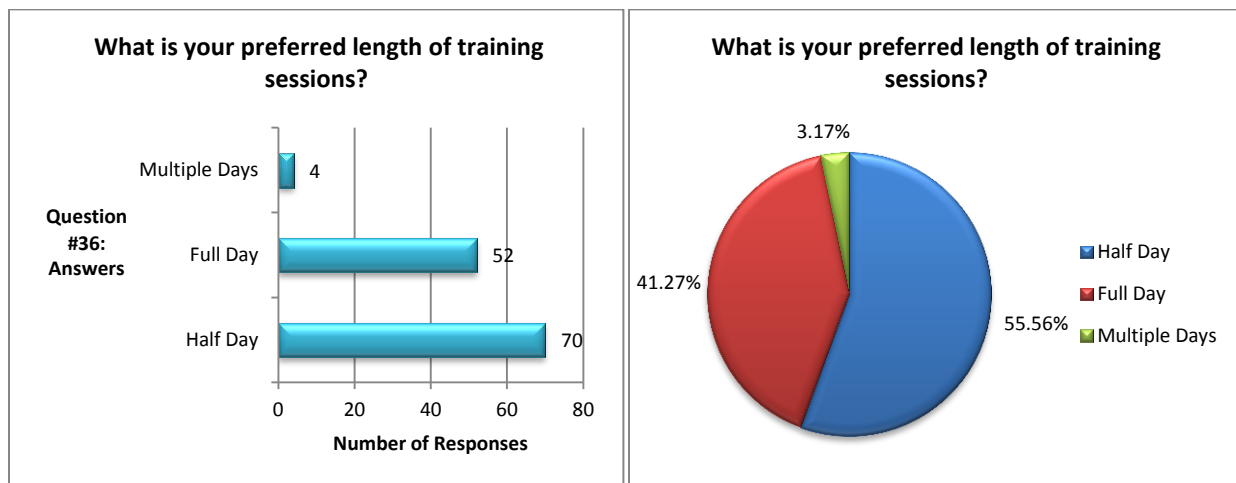
Possible Responses:

- *Half Day*
- *Full Day*
- *Multiple Days*

Survey Results:

Question Answers	Number of Responses	Percentage of Responses
Half Day	70	55.56%
Full Day	52	41.27%
Multiple Days	4	3.17%
Total Responses	126	

Charts/Graphs:



37. If you are interested and able to lead training sessions for other professionals please describe the facilities you have available for professional development programs.

*Responses to question 37 are not included in this report because of anonymous research protections procedures.

38. Are there any particular venues where you would be interested in attending professional development sessions?

*Responses to question 38 are not included in this report because of anonymous research protections procedures.

39. Are there any barriers that may prevent or limit your participation in professional development or collaborative networking experiences?

Listed Responses:

ID	Response
4	Limited time and need for resources
168	TIME!!! :) (and money). We often have a very small professional development budget and most of that is used for required trainings (FA/CPR, licensin), Transportation
205	Work full-time
190	no
7	Distance
8	cost and distance
229	not enough time/budget for continuing education
229	Outdoor Ed classes ramp up late March and run through May, then camp til August and OE until mid November
663	Available time
261	\$
495	time, cost
290	Budget/Tourist Season
293	time away from the office and fitting into work schedule
314	Time
319	cost
316	Time. My position is only 10 hours per week and I work another full-time job as well (Robinson Klug).
207	Travel-related expenses
347	Staff workload
26	My time is very limited; Teleconferencing is what we often utilize to conserve our partners time
363	cost of trainings, work time available to leave for trainings
374	full time job as a teacher
378	Budget & staff time
383	travel, workshop training costs
35	cost
691	scheduling
397	Time factor and needs to be approved by administration
270	location & cost
40	being able to leave site/lack of staffing and funding
273	seasonal employment
403	Distance
410	Programs are grant funded so travel/training budget is limited
413	time/workloads
426	No
37	Having the budget resources to travel and attend and pay staff for their time
436	We have no staff here, hard to get away. Need to plan in advance.
439	Distance to travel. Time. Very small staff :)
47	Our own class schedules, and other events.
449	Limited Staff time & funding
458	Schedule availability
55	special event committments; when i cannot leave site to attend programs
468	Density of schedule btwn. University teaching, professional architecture and environmental design practice and running educational nin profit, NEXT.cc
471	Funding/Priority Setting. Our location, north of minocqua, it's always such a trek to go anywhere in the state and events are rarely held this far north- travel costs for 501c3
482	Agency funding
484	Time and funding
59	Availability
508	Time
516	Travel distance.
687	Cost of attendance
64	small staff size limited the ability for any one to be off site
527	distance - it will be much more feasible to participate if the programs were provided within an 1-2 hour drive from our Center;

	funding
534	funding
66	Time and money
692	Time, cost, other responsibilities
550	cost
551	No
447	Schools think negativelt about shooting sports and scouting
71	Travel time and distance
564	Cost, travel time, schedule
582	Travel distance, cost
73	None
538	season
76	I have to be able to justify my attendance to any events according to my grant's deliverables.
588	Time!
621	time, funding and supervisor approval
79	Cost and long distance to travel
80	All of the current leadership in our organization is volunteer based and may have difficulty finding time to meet.
651	Work Priorities, availability
82	time
38	Our limitations are budget and number of staff, so our barriers are: when, where, and cost.
664	No
667	for SF educators, reimbursing sub and travel costs helps greatly
648	all volunteer organization, which is why i declined to guess on questions 7-12
85	Workload and funding
681	funding
683	Cost
680	Time and money.
689	Groups on site during the spring and fall; summer camp; season staff generally are only employed for one of those seasons per year
160	time and funding

*Those organizations who responded with “none”, “0”, or no answer are not included in this table.

V. Appendix: The Survey - List of all questions and possible responses

WI EE Status & Needs Survey

<https://survey.uwsp.edu/Print.aspx?SurveyID=l4Ll7n32&Title=Y&B...>

WI EE Status & Needs Survey

Purpose and Informed Consent

The purposes of this survey are to 1) investigate the status of environmental education (EE) in Wisconsin and 2) identify needs of EE organizations. Results will be used to facilitate communication, collaboration, and professional development to increase the quality and quantity of EE in WI. This survey is an effort of the newly forming WI Nature Centers Collaborative Network of nature centers and related organizations.

1. Consent to Use Responses for Research

Informed Consent to Participate in Human Subject Research

Dr. Steve Kerlin, Dr. Kendra Liddicoat, professors of environmental education (EE), and Joy Kacoroski, graduate student, at the University of Wisconsin-Stevens Point would appreciate your participation in a research study designed to assess the status of EE in Wisconsin and gather information on needs of EE organizations. You are being asked to complete a survey that should take approximately 15 minutes of your time.

We anticipate no risk to you as a result of your participation in this study. Individual responses will be kept strictly confidential. Only the researchers will have access to identifying information. We will not release any information that will identify you. All completed survey responses will be kept on a password protected computer or locked file cabinet in Dr. Kerlin's office. Only generalized information and findings from across the entire state will be shared in any possible publications or presentations.

While there may be no immediate benefit to you as a result of your participation in this study, it is hoped that we may gain valuable information about the status of EE in Wisconsin and needs of EE organizations in order to develop programs and initiatives to increase the capacity of EE in Wisconsin and provide professional development opportunities.

You may choose to skip any questions you like. If you want to withdraw from the study at any time you may do so without penalty simply by not submitting your responses or contacting Dr. Kerlin if you have already submitted responses.

Once the study is completed, we will share the generalized state-wide results with you. In the meantime, if you have any questions, please ask us or contact:

Dr. Steve Kerlin
Wisconsin Center for Environmental Education &
UW-Cooperative Extension
University of Wisconsin-Stevens Point
Stevens Point, WI 54481 (715) 346-4272
skerlin@uwsp.edu

If you have any complaints about your treatment as participant in this study, please call or write:

Dr. Jason R. Davis, Chair
Institutional Review Board for the Protection of Human Subjects
School of Business and Economics
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-4598

Although Dr. Davis will ask your name, all complaints are kept in confidence.

Your completion and submission of the survey to the researchers represents your consent to serve as a subject in this research.

This research project has been approved by the UWSP Institutional Review Board for the Protection of Human

General Information

1. Please begin by listing the name of your organization, your name and position, and email. This information will NOT be included in any reports, publications, or presentations.

2. Name of organization:

3. Your Name:

4. Position Title:

5. Email:

6. What are the major programs offered by your organization?

7. Approximately how many PK-12 students participated in your programs during the last year?

8. Approximately how many adults participated in your programs in the last year?

9. How would you characterize overall participation in your programs in the last five years? Numbers of participants have...

- *Greatly decreased*
- *Slightly decreased*
- *Remained steady*
- *Slightly increased*
- *Greatly increased*

10. If your participation numbers have changed, what factors do you believe account for this change?

- *Greatly decreased*
- *Slightly decreased*
- *Remained steady*
- *Slightly increased*
- *Greatly increased*

11. Please list the names of other EE organizations you regularly partner with (regionally, state-wide, or nationally).

Land Management at Nature Centers and Outdoor Facilities

12. Does your organization own and/or manage land and/or facilities? If no, skip to next page (section).

- *Yes*
- *No*

13. Does your organization have a land management plan (also known as a conservation or forest management plan)? If no, skip to #15.

- *Yes*

- *No*

14. Has your land management plan been updated in the last five years?

- *Yes*
- *No*

15. What types of land management or improvement projects have been implemented by your organization in the last year?

16. Which of the following land management topics/projects may you benefit from technical or consulting assistance with?

- *Wetlands and Ponds*
- *Native Prairies*
- *Forestry*
- *Trails*
- *Invasive Species*
- *Wildlife*
- *Site Layout/Utilization*
- *Rivers and Streams*
- *Other, please list*

Use of Technology in Environmental Education

17. Do you feel that nature centers and similar organizations should use technology in outdoor environmental education programs?

- *Yes*
- *Sometimes*
- *No*

18. What types of technologies are currently used in your programs at your site? Select all that apply.

- *Computer Classroom*
- *GPS/Mapping Units*
- *Scientific Probeware (Vernier, Pasco, etc.)*
- *Mobile Handheld Devices such as iPads, iPods, SmartPhones, etc...*
- *Cameras (Photo or Video)*
- *None*
- *Other, please specify*

19. What types of programs do you incorporate technology into? Select all that apply.

- *PK-12 Environmental Education Programs*
- *Outreach Programs at Schools*
- *Outreach Programs in the Community*
- *Interpretive Programs*
- *Night Programs*
- *Indoor Programs*
- *Outdoor Programs*
- *Nature Hikes*

- *Amphitheater Programs*
- *None*
- *Other, please specify*

20. Which of the following forms of technology would you be interested in using at your nature center in the future? Select all that apply.

- *Computer Classroom*
- *GPS/Mapping Units*
- *Scientific Probeware (Vernier, Pasco, etc.)*
- *Mobile Handheld Devices such as iPads, iPods, SmartPhones, etc...*
- *Cameras (Photo or Video)*
- *None*
- *Other, please specify*

21. Which of the following areas would like to learn more about in regards to technology? Select all that apply.

- *How to get technology at your center through grants?*
- *Ways to incorporate technology into PK-12 programs?*
- *Ways to incorporate technology into public programs?*
- *New program ideas for incorporating technology?*
- *None*
- *Other, please specify*

Program Evaluation

22. Which of the following do you currently use to evaluate your programs? Select all that apply.

- *Participant surveys*
- *Parent, teacher, or chaperone surveys*
- *Pre-test, post-test of participant knowledge, attitudes, or behaviors*
- *Focus groups or discussions with participants*
- *Observation during the program*
- *Interviews*
- *Games, crafts, or other informal evaluation activities*
- *None*
- *Other, please specify*

23. How satisfied are you with your current evaluation efforts?

- *Very Dissatisfied*
- *Dissatisfied*
- *Neutral*
- *Satisfied*
- *Very satisfied*

24. Have you ever hired an external evaluator or evaluation company to evaluate your programs?

- *Yes*
- *No, not interested in external evaluation*

- *No, but our organization is interested in external evaluation*

25. How have university students been involved with research and evaluation at your site?

- *Students Involved*
- *Students Not Involved*

26. What resources (online materials, consulting services, workshops, etc...) are you looking for related to evaluation?

Professional Development Needs & Offerings

27. Which of the following professional development programs/workshops do you offer for other EE professionals? Select all that apply.

- *Project Learning Tree*
- *Project WILD/Aquatic WILD*
- *Project WET*
- *Leopold Education Project*
- *None*
- *Other, please specify*

28. EE Subject Areas –In the first column select all of the specific EE programming areas in which you or your staff would benefit from training. In the second column select all of the specific EE programming areas in which you or your staff could lead training workshops.

- *Air Quality*
- *Astronomy*
- *Backpacking/Leave No Trace*
- *Birds*
- *Community Action/Service Learning*
- *Composting/Vermicomposting*
- *Current Environmental Issues*
- *Drinking Water/Waste Water*
- *Energy Efficiency*
- *Gardening/Agriculture/Soils*
- *Geocaching/Orienteering*
- *Geology/Fossils*
- *Land Animals*
- *Land Use/Conservation*
- *Litter/Recycling*
- *Natural History*
- *Plants*
- *Sustainability/Resource Consumption*
- *Sustainable Design/Green Technologies or Buildings*
- *Team Building/Ropes Courses*
- *Water Cycle*
- *Water Quality/Aquatic Ecology/Fish*
- *Water Sports/Kayaking/Canoeing*

- *Other*

29. Please list any other specific EE programming areas you or your staff would benefit from training or could lead training in.

30. Organizational Skills Areas – In the first column select all of the specific organizational skills in which you or your staff would benefit from training. In the second column select all of the specific organizations skills in which you or your staff could lead training workshops.

- *Accessibility & Inclusion of People with Disabilities*
- *Budgeting/Finances*
- *Digital Presence/Website/Facebook/Twitter/etc.*
- *Exhibit Development*
- *Field/Outdoor Safety*
- *Food Services*
- *Fundraising*
- *Grant Writing*
- *Group/Classroom Management*
- *Internal Organizational Communications/Collaborations*
- *Interpretive Skills/Instructional Methods*
- *Non-profit Management/Working with Executive Boards*
- *Personnel Management (staff hiring, training, evaluation)*
- *Public Relations/Marketing*
- *Program Development*
- *Risk Management*
- *Service Learning*
- *Site Development and Maintenance (conservation/forest management plans and projects)*
- *Strategic Planning*
- *Transportation*
- *Use of Technology to Enhance Environmental Education*
- *Volunteer Management*
- *Other*

31. Please list any other specific organizational skills areas you or your staff would benefit from training or could lead training in.

32. Select all of the audiences you or your staff would benefit from training in which to better serve.

- *Early Childhood*
- *Elementary*
- *Middle School*
- *High School*
- *Post-Secondary (College/University)*
- *Community*
- *Other (please specify)*

33. Which season of the year is best for you and your staff to attend training sessions?

- *Spring*

- *Summer*
- *Fall*
- *Winter*

34. What are the best days of the week for you and your staff to attend training sessions?

- *Monday*
- *Tuesday*
- *Wednesday*
- *Thursday*
- *Friday*
- *Saturday*
- *Sunday*

35. What are the best times of day for you and your staff to attend training sessions?

- *Morning*
- *Afternoon*
- *Evenings*

36. What is your preferred length of training sessions?

- *Half Day*
- *Full Day*
- *Multiple Days*

37. If you are interested and able to lead training sessions for other professionals please describe the facilities you have available for professional development programs.

38. Are there any particular venues where you would be interested in attending professional development sessions?

39. Are there any barriers that may prevent or limit your participation in professional development or collaborative networking experiences?

