Welcome to the 2017 National Conference for the Alliance of Natural Resource Outreach and Service Programs (ANROSP)!

Updated July 31, 2017

Tuesday, September 19

8am to noon – BOD Meeting @ World Forestry Center
*Posters & Silent Auction Set up 11am – 12:00pm

12:00 - Registration & Meeting Opens at noon

12:30 – **Welcome Luncheon**

1:00 – **Keynote/Orientation Session**

The Discovery of Oregon's Natural History

❖*Ellen Morris Bishop, retired geologist, http://www.ellenmorrisbishop.com/*

Ellen is a co-author of the OMN online course chapter on Oregon geology, author of Oregon geology texts and an avid nature photographer. She is a great communicator and could easily weave Oregon's natural history with its amazing geological past and present. This might make a great kick-off presentation to orient everyone around Oregon's landscape, via her knowledge of geology and her photography.

2:00 – Tour of **World Forestry Center & Hoyt Arboretum**

Founded in 1966, the World Forestry Center (WFC) is a nonprofit organization dedicated to creating and inspiring champions of sustainable forestry. Based in Portland, Oregon, the WFC provides critical programs in convening and professional development of global leaders and practitioners in forestry and related fields. Through its World Forest Institute Program, the WFC has hosted public and private forest professionals from over 40 countries to advance research, networking, and knowledge exchange.

WFC's Discovery Museum was opened in 1971 to educate the general public about local and global forests and sustainable forestry. Magness Memorial Tree Farm, a premier demonstration forest located near Sherwood, Oregon, offers a hands-on outdoor approach to environmental learning.

WFC's board, staff and global network of partners, work together to make WFC an epicenter of collaborative activity, where similarly focused organizations work together toward local and international solutions to climate change and forest health.

3:00 – Break

3:30 – **Technical Sessions** (5 presentations – 30 minutes each)

ANROSP Speed Dating: Learning by Talking

❖*Bindu Bhakta, Extension Natural Resources Educator, Michigan Conservation Stewards Program and Mary Pearl Meuth, Program Coordinator, Texas Master Naturalist Program*

Participants of the 2017 ANROSP Conference represent a wide variety of experiences/roles in the world of Master Naturalist programs and ANROSP. Whether you consider yourself a beginner and have little experience with Master Naturalist programs and/or ANROSP, or you are a seasoned program pro, there is something for everyone in this session focusing around a series of lively "learning" dates centered on specific Master Naturalist-related topics of interest. Participants will be assigned a first date in which they will buzz about a specific topic. When you hear the bell/gong, it is time to switch dates! After a series of dates, extended conversations, networking, and friendships are guaranteed to spill outside this session throughout the duration of the conference.

Topics may include (maybe we can ask conference participants to submit topics so we can customize session based on their interests):

- What is your program's greatest strength?
- What does your program need for future growth?
- What are you looking to learn about from other Master Naturalist programs during this conference?
- Where do you want more of your volunteer service to be applied in your state?
- What do you spend the majority of your time doing?
- How would you like to spend the majority of your time doing?
- How does your program prepare volunteers to engage in and contribute to citizen science efforts?

Is It Local?: Building a community- based OMN program presence

❖*Brandy Saffell, Extension Program Coordinator, Oregon State University Master Naturalist Program and Jason O'Brien, Extension Program Coordinator, Oregon State University Master Naturalist Program*

The Oregon Master Naturalist program, previously run statewide by a single coordinator, has spent the past two years piloting a local program model. In the pilot model, an off-campus OSU Extension program coordinator has organized the field training, developed a chapter of program graduates, offered continuing education opportunities, and collaborated with outside agencies on OMN-related projects- all within the Portland Metro region. The Portland-centric field training produced 20 graduates, most of which continue to volunteer within the region where the training took place. The chapter meets quarterly, and in the spring of 2017 began offering continuing education workshop opportunities throughout the year. There is also a chapter steering committee composed of program graduates to aid with the direction of program development in the region. For example, the steering committee designed and implemented a statewide online OMN directory; contacted the entire list of program graduates to assist with volunteer placement and to interview them about their OMN experience; and began a branding development campaign for the Portland Metro chapter. The local program coordinator also collaborated with a soil and water conservation district (SWCD) on a pollinator-monitoring program in exchange for

program funding (i.e. a potential future program funding model). The Portland Metro program has had many successes and continues to evolve, but we have reached a critical point where: (1) we are nearing the end of our pilot funding period; (2) we need direction in how to continuing building an impactful local program model; and (3) we need guidance on how to sustain a local program with limited university financial support. This presentation will lay out the details of our local program pilot's past and present, and leave time for a group conversation of where we can take our program in the future.

Capacity Building: How do you get what you need to do what you do?

❖*Wanda MacLachlan, Program Coordinator, Maryland Master Naturalist Program and Joy Rafey, Maryland Master Naturalist Program*

Capacity building is often defined as "the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world." Learn from your peers how Master Naturalist organizations engage in capacity building, and participate in a Q&A.

Beyond Volunteer Hours – Determining Non-Service Hour Values of Master Naturalist Programs

❖*Becky Sapper, Director, Wisconsin Master Naturalist Program and Sabrina Drill, Associate Director, California Naturalist*

Master Naturalist programs typically evaluate their programs largely based on volunteer service; usually through hours reported or efforts achieved through volunteer service (acreage restored, miles of trails maintained, educational programs or education contacts, breadth of citizen science project participation, etc.). Sabrina Drill, California, and Becky Sapper, Wisconsin, will discuss other aspects that they have observed in their Master Naturalist programs that are also of value. They will share examples to support the facts that Master Naturalist programs are used for personal development, such as increased mental happiness and a higher aspect of human well-being, personal educational growth, as well as for more tangible professional development, resume building, and employment networking.

Efforts completed by conservation volunteers, such as Master Naturalists, are not thoroughly studied for their long-term impacts on the environment or increased understanding of our states' natural resources. While we often use a dollar figure to value volunteer service, how do we place a value on: professional naturalist job development, human well-being, an acre restored, a bat population monitored, or interpretive program given at a state park?

There are numerous reasons why participants from Master Naturalist training courses may not show volunteer hours or continued involvement in the program. Master Naturalist programs have several demonstrated aspects of value that are above and beyond volunteer service hours. Sabrina and Becky will engage conference participants in brainstorming additional aspects that they may have observed and techniques to capture these additional values to show programmatic success.

Building a Nonprofit for Your Master Naturalist Initiative

❖*Michele Richards, President, Pennsylvania Master Naturalist*

To start a nonprofit or not. What are the benefits, challenges and alternatives? In this session, you will learn some of the basic things to consider when starting a nonprofit organization to house your natural resource outreach and service program, as well as resources and tools to help you through the early stages of the process and in your current planning. Attendees will gain insight into the mechanics, and costs, of initiating a nonprofit organization and obtaining nonprofit and Federal tax-exempt 501(c)(3) status.

6:30pm – **Welcome Reception** @ World Forestry Center
Posters Session & Silent Auction Bidding

7:00pm – **Dinner & Annual Member Meeting** @ World Forestry Center

Wednesday, September 20

Breakfast at AC Portland

7:30 – Take TriMet to World Forestry Center (approx 20 minute ride on Red Line)

8:00 – **Opening Presentation for Day 2** @ World Forestry Center

Exploring The Intertwine, Integrating the Built and Natural Landscapes in the Portland-Vancouver Metropolitan Region

❖*Mike Houck, Executive Director, Urban Greenspaces Institute*

Mike Houck will describe the evolution of The Intertwine, the Portland-Vancouver regional system of parks, trails, and natural areas the roles The Intertwine Alliance plays in expanding and managing the system. The Alliance is working to protect biodiversity and watershed health, inside and outside the region's urban growth boundaries, across the urban and rural landscapes. The Intertwine region extends from the north fork of the Lewis River in Clark County, Washington south to the Molalla and Pudding River watersheds and from the foothills of the coast range to the Cascade Mountains.

The Intertwine Alliance is a coalition of more than 160 nonprofit organizations, watershed councils, state and federal agencies, cities and counties, local park providers, and local natural resource agencies all of whom are working collaboratively to implementing The Intertwine Vision. The Alliance is engaged in Conservation Education; Acquisition of Natural Areas and Trail Corridors; Active Transportation; Conservation (restoration and creation of a bi-state regional conservation strategy); and defining the Regional System with local, state and regional park providers.

9:00 – **Technical Sessions** (5 presentations – 30 minutes)

Oregon Brings the Master Naturalist Program to Youth through Collaborative Partnerships

❖*Emily Anderson, 4-H Youth Development Educator, Oregon State University Extension Service and Emily McDonald-Williams,*

Oregon's new "4-H Junior Master Naturalist" (JrMN) program is an exciting collaboration between Oregon Master Naturalist and the 4-H Youth Development program. JrMN introduces youth to local natural areas with a combination of indoor and field based hands-on activities. Youth who complete this educational series become certified "Junior Master Naturalists."

The Junior Master Naturalist program was developed as an extension of the Oregon Master Naturalist (OMN) program in collaboration with the OMN Director. As a new, innovative, non-traditional program for Oregon 4-H, it contributes significantly to the diversity of offerings both in and out of school. It highlights Extension's ability to collaborate between program areas and work cooperatively to meet the needs of communities. While there are long-standing Master Naturalist programs in over 40 states, there have only been a handful of attempts to create a comprehensive Junior Master Naturalist program for youth. Oregon's is the first of its kind, hopefully serving as a model for other states as it grows in the future.

This presentation will introduce participants to the newly created Junior Master Naturalist program. 4-H faculty have designed the program to turn the natural science concepts presented in the long-standing adult Oregon Master Naturalist program into a fun and engaging program for youth. The curriculum includes six in-depth units including, 1) an introduction to the ecoregions of Oregon, 2) geology and soils, 3) watersheds and water resources, 4) Oregon's forests, 5) fish, wildlife, and insects, and 6) marine habitats and science.

The curriculum is flexible to be adapted to local environments, encouraging a very place-based, experiential educational opportunity. In addition to exploring the program's syllabus, participants will learn how to create a robust Junior Master Naturalist program in their state with a combination of field trips, classroom lessons, and positive youth development principles. Instructors will share recommendations for program leadership with options including, partnering with 4-H, recruiting community partners, and identifying qualified volunteers. Additionally, the group will explore a variety of program design options to personalize the program for any group's individual make-up. For example, JrMN can be set up as an after-school program, in-school series, day camp program, residential camp experience, or a series of Saturday sessions.

Participants will be given the complete curriculum outline with links to each resource needed for the Junior Master Naturalist lessons. Instructors will show them how to navigate the websites to download materials and where to purchase hard copies as desired. Participants will leave feeling prepared to replicate the program in their own state using the tools and materials provided in the session.

Local Phenology Leaders: Creating successful natural resource volunteers through citizen science

❖*LoriAnne Barnett, Education Coordinator, USA National Phenology Network*

Natural resource organizations seek to connect the public with meaningful real-world experiences, related to critically important topics like climate change. Citizen science is powerful when place-based observations are made via repeated visits to view the change in plant and animal life cycles (phenology) over time.

USA National Phenology Network's (USA-NPN; usanpn.org) Nature's Notebook (NN; naturesnotebook.org) Professional and Citizen Science Program teaches volunteers how to make careful, long-term observations of the natural world, in a static location, using rigorous scientific protocols. NN delivers real-world data which volunteers can use to educate others about seasonal change and begin discussion about the potential impacts of climate change upon our planet's ecosystems.

Master Naturalist volunteers are invited to participate in the USA-NPN's Local Phenology Leader (LPL) 50-hour Certification Program and are invited to join the Local Phenology Leader Community of Practice - designed to connect volunteers, educators, and conservation practitioners with the public via citizen science. The innovative $50, 50-hour 10-week online course teaches program planning and community engagement and is appropriate for MN advanced training. It increases volunteer educator confidence in the field, leading to an accurate dataset and a vibrant local volunteer corps.

The course provides enough training to support skills for LPLs to design and lead a NN phenology monitoring program (Local Phenology Projects (LPPs). Often volunteers interested in citizen science have difficulty obtaining support from staff or

scientists at popular natural areas or research stations given limitations on their time. This course empowers them to become community leaders in science in collaboration with community conservation leaders.

The LPL Certification has facilitated collaboration between site staff and volunteers in many locations. Course content includes how to use NN, modules for advanced training on phenology protocols, sustainable community program planning to involve underserved audiences, and evaluation and reporting for connecting phenology observation to concepts like climate change. The course also introduces volunteers to a wealth of resources available for summarizing and visualizing observational data to track phenology and participant engagement. Course deliverables include opportunities to develop creative, locally useable resources.

The NPN has thus far hosted four cohorts, certifying 54 individuals (~15 are certified Master Naturalists), representing 49 LPPs. An ongoing action-oriented evaluation process will be shared with the conference audience. Evaluation data demonstrates 100% of participants appreciate the opportunity to communicate with cohort members and staff and would recommend it to colleagues; 90% report having valuable, useable deliverables; and 80% report the course helping them view using a citizen science program differently. Other reported impacts include opportunities to connect to county conservationists and other new community audiences; benefits for improving job scope and performance; understanding/knowledge of how to use phenology in a climate change discussion; and a better understanding of effective methods for recruiting and managing volunteers. The end result: educators with a sense of place and belonging to the LPL Community, as well as strategies to reach across programmatic boundaries within and external to one's organization.

Preparing and supporting instructors of Master Naturalist courses

❖*Andrea Lorek Strauss, Extension Educator, University of Minnesota Extension and Amy Rager, Program Director, Minnesota Master Naturalist*

The success of Master Naturalist courses depends heavily on instructors. Instructors must be content experts, effective teachers, safe field trip leaders, consistent communicators and constructive liaisons between course participants and sponsoring organizations and agencies. Who are the best people to fill all these roles and how can Master Naturalist programs best prepare and support them in this key role? This presentation will begin by describing the Minnesota Master Naturalist program's approach to course instruction, including instructor qualifications, training, coaching and evaluation processes. Then we will invite discussion of instruction models used by other programs, considering the pros and cons of each.

10:30 – Break in between sessions * Posters Session & Silent Auction Bidding

Cultivating Local Leadership in the Virginia Master Naturalist Program

❖*Michelle Prysby, Virginia Master Naturalist Program Director, Virginia Tech/Virginia Cooperative Extension and Terri Keffert, Virginia Master Naturalist Volunteer Coordinator AND Tiffany Brown, Virginia Master Naturalist Project Associate*

In a chapter-based Master Naturalist program with essentially no local staff, the volunteers serving on the chapter boards and running local activities are the linchpins of the program. Data from our 2013-2014 needs assessment and anecdotal evidence

indicate that the administrative burdens placed on local volunteers are a challenge, and our current strategic plan lists "improving the efficiency and effectiveness of chapter management practices" as one of our primary goals. In 2016, we held our first set of "Leadership Days", training events intended to provide support for chapter board members, share best practices for chapter management, and promote networking within and among chapter leaders. More than 90% of the participants agreed that participating in a Leadership Day made them feel more supported as a VMN chapter board member and that it gave them new ideas they plan to implement in their chapters. In addition, 85% agreed that their participation made them feel more likely to continue serving as a board member. Given this success, we are planning similar events for 2017. Other strategies we are using to support local volunteer leaders include developing handbooks for each of the major board roles, holding webinars on specific administrative topics, improving our annual reporting process, and promoting the use of a chapter coordinators listserv.

Addressing controversial issues in Master Naturalist courses

❖*Andrea Lorek Strauss, Extension Educator, Minnesota Master Naturalist*

Teaching about natural resource topics often raises controversial issues. How instructors handle these issues can either create a compelling educational experience or leave audiences feeling confused, disillusioned, and cynical. The issues themselves are often sensitive and multi-dimensional. Add the politics of our sponsoring organization/agency positions on the issues. Compound this with widely divergent participant values and experiences on the issues. Now you have a potentially explosive situation!

What is the best way to handle these topics in a Master Naturalist course? Often, it would be easier to avoid controversies altogether. But to do so would fall short a valuable opportunity to help participants effectively engage with natural resource issues and proactively contribute to collaborative solutions.

This presentation will discuss approaches to addressing controversial issues at both the organizational and the instructional levels with an aim to prevent (when possible) and defuse (when necessary) contentious situations. Through group discussion and reflection exercises, participants will (1) analyze controversial issues with new perspectives, (2) consider how personal beliefs and values color even the most conscientious person's ability to be objective and (3) develop tools for preventing and responding to contentious situations in an educational setting.

12:00 – **Lunch** @ World Forestry Center

1:00 - **Field Trip** – **Columbia Gorge National Scenic Area** & **Bonneville Lock & Dam (USACE)**

Transition Time – 1 hour

Arrive 2:00 - *The Columbia River Gorge National Scenic Area protects the spectacular canyon where the Columbia River cuts through the Cascade Mountains - with cliffs and overlooks of Washington to the north and Oregon's mountains and waterfalls to the south. The Gorge is unique in its natural and cultural history, as well as its designation as a National Scenic Area.* (https://www.fs.usda.gov/main/crgnsa/home) *Bonneville Lock and Dam is located 145 river miles from the mouth of the Columbia River and about 40 miles east*

of Portland, Ore., near Cascade Locks, Ore., and North Bonneville, Wash.
(http://www.nwp.usace.army.mil/Locations/Columbia-River/Bonneville/)
Come explore the Columbia River Gorge, where lava and water define the land, and spend the afternoon with members of a local planning committee who started an Oregon State University Extension Master Naturalist program in this ecologically special region. You'll take in the breathtaking views from several overlooks and discover what makes this place unique. The Columbia River Gorge is a nationally designated Scenic Area that encompasses diverse ecological zones from temperate rainforest to oak woodlands and grasslands to dry shrub-steppe. The area has been shaped by massive floods - of basalt lava that spewed out of giant fissures 17 million years ago, and torrents of water during the last ice age 14,000 years ago. Today, the Columbia River, a major part of local culture, commerce and recreation, and the largest river to empty into the Pacific Ocean, flows through the Gorge as it drains 258,000 square miles of rugged mountains, rolling grasslands, and parched deserts, from its headwaters in British Columbia, Canada and parts of seven US states, including Idaho, Oregon, Washington, Montana, Nevada, Utah, and Wyoming.
Leave 5:00
Transition Time – 1 hour

6:00pm - Arrive Home to AC Portland

6:00 – 7:00 – **Free Time** - explore downtown Portland & evening on your own
Suggestions: http://www.gobytram.com/ - Aerial Tram

7:30 – Scheduled (Not Hosted) dinner at Grain & Gristle, 1473 NE Prescott St, Portland, OR 97211. www.grainandgristle.com

Thursday, September 21

Breakfast @ AC Portland

8:00 - Leave from AC Portland for Field Trip

8:00 - **Field Trip** – **Tualatin River National Wildlife Refuge**
Transition Time – 45 minutes
Arrive at 8:45 – *Located on the outskirts of Portland, OR, Tualatin River National Wildlife Refuge is one of only a handful of urban national wildlife refuges in the country. Situated within the floodplain of the Tualatin River, the Refuge comprises less than 1% of the 712 square mile watershed. Yet, due to its richness and diversity of habitats, the Refuge supports some of the most abundant and varied wildlife in the watershed.*
(https://www.fws.gov/refuge/Tualatin_River/)
The Tualatin River National Wildlife Refuge is part of a complex of 3 other Urban National Wildlife Refuges in the Portland-Vancouver (WA) area. Launched in 2015, the Urban Refuge Program embraces the conservation challenge of ensuring the ever-growing Portland-Vancouver Metro Area has a strong connection to the natural world. Tualatin River NWR is home to the Oregon Master Naturalist Program's very first and only local chapter. The Refuge brings together Master Naturalists from around the Portland metro area for quarterly meetings, where they learn from guest presenters and workshop instructors, share ideas and experiences with each other, and conduct chapter business. Several chapter members have become active volunteers for the Tualatin River NWR. During a visit to the Refuge, you'll hear from some of these volunteers and learn about the mission of this Refuge.
Leave at 10:00
Transition Time – 45 minutes – return to World Forestry Center

11:00 – **Technical Sessions** @ World Forestry Center (4 presentations – 30 minutes)

Small Woodland Owner Story Corp
❖*Valerie Grant, Assistant Professor (Practice), OSU Forestry and Natural Resources Extension and Tiffany Fegel,*

Storytelling is one of the oldest ways of sharing information and it is back in a big way. Alongside this is a booming movement to buy goods in, and support local communities. We want to capitalize on both of these phenomena by sharing information through the experiential learning lens of small woodland owners. Our hope is that this will reach people who are not familiar with Oregon's small woodland owners, so they can hear their stories.

Our approach is designed to help bridge the disconnect between the general public and forest management. At least, we are hoping this will make that connection a little easier, primarily for people who don't need to know about forest management necessarily, but can relate to a small property owner making a living through sustainable forest management.

This presentation describes our methodology for designing, recording and evaluating the use of digital storytelling as a social media tool to reach users of podcasts, radio, Facebook and more. The method is designed for Extension agents or other in-field professionals to produce peer reviewed digital outreach in the field, without the use of a recording studio.

The Small Woodland Owner Story Corp project goal is to provide awareness and knowledge of Oregon's small woodland owners motivations and diverse management objectives. The digital stories will provide cultural information about this population which will aid in preserving the stories and management objectives of woodland owners, communities, and serve as an archive for future generations. Through creating and sharing this unique content we aim to strengthen bonds with constituents and stakeholders, reach new platforms of media and serve an urban audience.

Getting Acquainted with Washington's Four Native Pines

❖*Susan Ballinger, Wenatchee Naturalist, Chelan-Douglas Land Trust and Wenatchee Valley College Continuing Education*

The fresh scent of pine will fill the air, transporting you to Washington's eastside Cascade Mountains. Using samples, we will explore cones, seeds, needle and bark patterns, and learn about the natural history of ponderosa, lodgepole, western white, and whitebark pines. You will create your own learning aids to make it easy to identify and distinguish each species. The talk will highlight how each species is uniquely adapted to thrive in an ecosystem that includes summer drought and wildfire. During the workshop, you'll get to try out a variety of hands-on learning styles in a collaborative setting.

From Outdoors to Online: Unanticipated Directions for Utah Master Naturalist

❖*Mark Larese-Casanova, Extension Assistant Professor, Utah Master Naturalist*

Utah Master Naturalist (UMN) has had a decade of success educating volunteers, K-12 teachers, nonformal educators, and amateur naturalists about the importance of Utah's watershed, desert, and mountain ecosystems. Although UMN increases appreciation, knowledge, and skills to promote stewardship of the natural world, the program has been beset by insufficient expertise to meet the demand for field courses across the state. Each UMN field course is five days long, and requires considerable time and resources from highly trained educators. Despite living in close proximity to world-renowned natural areas such as Bears Ears National Monument, many rural populations in Utah are unable to access UMN courses due to remoteness and lack of local expertise.

Environmental educators know well the importance of spending more time in nature. But, what if a key to increasing understanding and appreciation of nature among a greater number of people is to spend less time outdoors and more time online? This challenge of reaching a larger and broader audience is being addressed through developing and delivering three asynchronous online UMN courses that teach the fundamental concepts of the course curricula. In exchange, field courses are shortened to two or three days in length to reinforce the core concepts in a field setting. This future direction for UMN, in which every participant will complete the online course, and then may achieve a higher level of certification by attending a shorter in-person field course, will educate a broader audience of Utah residents, especially those in remote rural areas of the state. Online UMN courses will also serve as educational opportunities for tourists who visit Utah's natural areas, such as National and State Parks, each year.

The design and development process of the first online UMN course, Desert Explorations, is incorporating online learning best practices and elements of engaging learning modules from similar online programs. Progress on the piloting of the course in September will be presented.

Arizona Master Naturalist Program: An opportunity for utilizing an EE framework

❖*LoriAnne Barnett, Statewide Coordinator, Arizona Master Naturalist Program*

Master Naturalist education offers important opportunities to bridge content knowledge and critical thinking. Participants are life-long learners skilled in informal (self-directed) methods and enroll to further their knowledge, often seeking nostalgic reminders of college measures of success through memorizing place-based information designed to demonstrate expertise.

While formal education methodologies are valuable for training the next generation of natural resource volunteers, even more important is ensuring learning is applicable to becoming a successful volunteer. Today, informal learners have ready access to content through the internet and connections to experts at local universities, libraries, and related non-profits. A better use of Master Naturalist training time is teaching volunteers soft-skills needed to relate to others. Volunteer coordinators seek self-starters who can deliver synthesized environmental content with only basic supervision or assistance to get up to speed.

The Arizona Master Naturalist Program (AZMN) restarted after some years of absence. Needs assessments indicated stakeholder interest if content is relevant enough to enhance existing docent programs, many of which have realized value in providing directed natural history education to volunteer candidates.

This presentation provides an overview of AZMN, describes curriculum designed to enhance learner synthesis skills, and shares short-term outcomes from year one.

The first cohort was educated in partnership with the Pima County, AZ Natural Resources, Parks and Recreation Environmental Education Program. They provided in-kind contributions of space and paid staff time to host and teach several topics, in return for recruiting volunteers. The AZMN statewide coordinator volunteered 100% of her time (200+ hours) to develop the curriculum. 25 students were enrolled in the course and 22 finished.

The systems-based natural history curriculum focuses on standardized environmental education (naaee.org). Key concepts include interpretive skills, public speaking, hands-on activities, reflective practice, understanding bias, education vs. advocacy, and application of content volunteer service. Participants engaged in program planning activities, inspiring them to take leadership of sustainable programs with clear outcomes. The course included 60 hours of class time and 1-3 hours per week of homework to increase critical thinking. A collaborative in-class mid-term required presentations related to volunteer projects. A capstone project encouraged participants to delve deeper into content areas and various participant learning styles – term papers, narrated PowerPoints or creative piece were accepted. Evaluation will track long-term volunteer success - measuring outcomes on first, third, and fifth year anniversaries of participant certification.

Preliminary results indicate 91% of 22 participants are pleased with course format. 100% of participants rated weekly content effective or very effective. 40% of

students provided weekly feedback and generated well-thought out clarification questions. Students report, “I love this course. It challenged the way I think, educate, interact, interpret, and present nature. It’s been so informative and 'practical'.” “I appreciate that we are being trained to think in terms of the big picture, that we need to consider cross-promotion between agencies... to ensure ... our work serves the greater good of science, public awareness and sustainability of our desert”.

1:00 – **Lunch** @ World Forestry Center
Posters Session & Silent Auction Bidding (Ends at 4:00pm)

2:00 – **Technical Sessions** (4 presentations – 30 minutes)

National Audubon Society's Community Science Programs- an overview of 4 citizen science programs and their scientific merit

❖*Brooke Bateman, Director of Climate Watch, Science Division, National Audubon Society*

The National Audubon Society has been at the forefront of community and citizen science since the first Christmas Bird Count over 100 years ago. I will highlight Audubon’s national community science programs, the Christmas Bird Count, The Great Backyard Bird Count, Hummingbirds at Home, and Climate Watch. Each program will be given an overview, and then I will spend time discussing the scientific merit of the data collected in these programs such as informing us on how birds are affected by climate change as reported in Audubon’s Bird and Climate Change Report.

More Than Monitors: Engaging the public to solve pressing questions about the management of nesting birds

❖*Robyn Bailey, NestWatch Project Leader, Cornell Lab of Ornithology, Citizen Science and Chelsea Benson,*

Citizen science is an increasingly popular way for adult learners to spend time outdoors, enjoy the company of likeminded others, and to effectively engage in scientific research. The primary motivations cited by participants include (1) contributing to science, and (2) conservation of vulnerable species, places, or systems; however, opportunities for citizens to put published results into practice are scarce. NestWatch is a long-term citizen science project that focuses on quantifying bird nesting success (www.NestWatch.org). After learning about nest identification and protocol, NestWatchers repeatedly visit a bird’s nest and report on nest contents, important dates, and nest outcome (success or failure). We will present case studies highlighting how participants in the project effectively collaborated with NestWatch staff to address two research questions of top priority to participants: (1) Do predator guards on nest boxes improve the likelihood of nesting success, and (2) is bird feeding linked to more successful nesting? The results of both of these studies can be immediately translated into local practices and disseminated throughout a community of environmental stewards. We will show how closing the feedback loop [citizens → data → scientists → reports → citizens] builds capacity and improves natural resource management on the ground.

Documenting Your Program's Impact with Habitat Network

❖*Rhiannon Crain, Project Leader, Habitat Network*

Habitat Network helps us learn about some of the most familiar and extensive habitats on the continent - living and working landscapes. To do this we need help from experts around the country--like master naturalists. Habitat Network invites people to document their wildlife-friendly practices and share successes with a growing community of people, from scientists to neighbors, interested in improving our relationship to nature.

Objectives

**Connect key naturalist stakeholders to Habitat Network as a resource for networking with their local communities and the natural areas they steward

**Provide a platform for documenting and sharing conservation efforts

**Inspire attendees to develop new ways of interacting with their program participants

**Help attendees add value to their volunteering experiences through contributions to a citizen-science project based on their ongoing work

**Introduce attendees to new tools and resources for planning and carrying out conservation measures aimed at wildlife in urban and residential areas

**Link attendees to the breadth of resources available at The Nature

**Conservancy and Cornell Lab of Ornithology

**Develop strategies for extending the reach and influence of conservation programs in local backyards or communities

In Habitat Network, people map green spaces, learn about potential ways to improve habitat, and track changes they, or others, have made in the landscape. Networking with other participants provides opportunities to share conservation strategies, challenges, and successes while showcasing these efforts to a wider public audience.

During the workshop, we'll discuss how Habitat Network can be put to use with volunteers to document existing conservation efforts, coordinate groups to meet larger objectives, and engage a broader audience--all while learning about urban ecology and the power of citizen science to amplify and connect otherwise isolated stewardship activity.

Participants in this workshop will have the chance to tryout creating a map if they bring laptops to the event. Attendees will be given resources to plan share their experience with their programs.

Twenty-Five Years of Master Naturalists! Lessons Learned from the Early Days

❖*Sue Kenney, Education and Outreach Coordinator, Natural Areas Dept, City of Fort Collins*

In November of 1992, the citizens of Fort Collins, passed a ballot measure to add a tax of ¼ of a cent on each dollar spent on purchases in the city to buy land for wildlife and conservation. The tax passed handily and collection started in January 1993. That year, the Natural Resources Citizen Advisory Board suggested that staff provide volunteers to educate children about these natural areas and that the volunteers be called "Master Naturalists." Colorado State University Extension Service Master Gardeners were well known, so this was a kind of play on words; however the Master Naturalist resemblance to that program is minimal.

In 1994, Sue Kenney was hired to organize and implement the Master Naturalist program. Drawing upon the many state and federal natural resources agencies located in Fort Collins, the first training session initiated a pattern that is still going today: classroom instruction by experts in their field, followed by staff-led field trips to City of Fort Collins natural areas. There were only a handful of natural areas then; now we have 49 natural areas covering about 43,000 acres of prairies, shrublands, foothills, and mountains.

Every year brought changes to the Master Naturalist Program, yet the core essentials have remained the same.

The City of Fort Collins Master Naturalists serve as educators only. The education mission to increase the public's awareness of natural areas, promote understanding of natural systems, and foster each individual's realization of the importance and meaning natural places add to our lives. Master Naturalist can also volunteer for stewardship tasks but their main volunteer duty is education and outreach in the community. Stewardship and service learning tasks are done by one-day (untrained) citizens.

In 2017, Sue completed the 25th annual Master Naturalist Training. The training remains rigorous: more than 70 hours of classroom and field studies on ecology, biology, education and interpretation techniques, and gaining familiarity with many of the natural areas. A Master Naturalist Assistant Program was added in 2011; both programs are still going strong and remain popular.

In 2016, Master Naturalists delivered more than 300 programs to almost 10,000 people. These include school field trips with lessons that meet state standards, community programs to all ages from preschoolers and toddlers to seniors in retirement homes, and booths at community events. All programming is interactive, interpretive, and educational!

Come and learn about the changes, the pros and cons, and plans for the future regarding these topics:

- Statistics – Can an ever-increasing number of volunteers, hours, programs, etc. be maintained?
- Staffing – Convincing management that it cannot all be done by volunteers.
- Volunteer management – Recruitment and retention are always challenges.
- Volunteer database and tracking – We are now in the 21st century!
- Volunteer service – Should we broaden our focus?
- Master Naturalist Training – Lots of changes here; however, the core class structure remains the same as the first class.

4:00 - **Awards Ceremony**
End Meeting – 5pm
Evening - Travel Home

Presenters Biographies

Emily Anderson, 4-H Youth Development Educator, Oregon State University Extension Service

Emily Anderson is the 4-H Youth Development Educator in Lane County, Oregon with a passion for outdoor education. After completing the Oregon Master Naturalist certification process, she was inspired to bring the program to youth. Emily developed the "4-H Junior Master Naturalist" program in collaboration with OSU Extension colleagues and began implementation in 2016.

Emily McDonald-Williams, 4-H Educational Program Assistant

Emily McDonald-Williams is the 4-H Educational Program Assistant in Lane County, Oregon. With expertise in environmental education, she was hired to lead the Junior Master Naturalist program, among others, for new 4-H audiences. In her first year of programming, Emily engaged 55 students in the program through after-school programs, a four day residential camp, and Friday sessions for home-schooled youth.

Robyn Bailey, NestWatch Project Leader, Cornell Lab of Ornithology, Citizen Science

Robyn Bailey is the project leader for NestWatch. Based at the Cornell Lab of Ornithology, Robyn researches trends in nesting success using data provided by enthusiastic citizen scientists.

Chelsea Benson, NestWatch, Cornell Lab of Ornithology, Citizen Science

Chelsea Benson supports NestWatch participants and spearheads the program's youth curriculum resources.

Susan Ballinger, Wenatchee Naturalist, Chelan-Douglas Land Trust and Wenatchee Valley College Continuing Education

As a naturalist, Susan Ballinger is respected for her depth of knowledge and ability to inspire. Susan is the creator of the Wenatchee Naturalist program with the mission to cultivate awareness, understanding, and stewardship of the Wenatchee River region by developing an active corps of well-informed community volunteers. Born and raised in Montana, Susan developed a love of the outdoors that led to Masters degrees in Biology and Education and a career-long commitment to making science understandable to the non-scientist. She has worked as a public school science teacher, field biologist, curriculum writer, and college instructor. Susan currently holds a position at Chelan-Douglas Land Trust as a Conservation Fellow. Her passion for experiential learning is evident in the place-based elementary school curricula she implemented for grades K-5th at Wenatchee School District. Susan teaches a 50-hour Master Naturalist course each fall and has trained 168 Wenatchee Naturalists since 2012.

As a citizen scientist volunteer, she is involved in on-going field projects that utilize eBird for Chelan-Douglas Land Trust, Upper Basin Birders, Leavenworth Bird Fest and Washington State Audubon. Susan serves on the board for the Wenatchee Chapter Washington Native Plant Society.

LoriAnne Barnett, Education Coordinator, USA National Phenology Network

LoriAnne Barnett coordinates the USA-NPN's education activities, focused on engaging a variety of formal and non-formal audiences in experiential education and phenology via the Nature's Notebook program. She has worked in a number of educational settings over the last two decades, teaching both youth and adults the importance of place and connections to the natural world, and serves as an advocate for citizen science, education and stewardship of the land.
LoriAnne holds a B.A. in Environmental Studies from Shippensburg University in Pennsylvania and a M.A. in Environmental Science and Environmental Education from Prescott College in Arizona. She has led workshops on leadership development, Wilderness First Aid, outdoor adventure safety, and risk management. Her areas of expertise include youth development, curriculum development, and environmental education. Current Board service includes President of the Arizona Association for Environmental Education and founding board member of the Arizona Master Naturalist Association. "

Brooke Bateman, Director of Climate Watch, Science Division, National Audubon Society

Brooke Bateman is the Director of Climate Watch at the National Audubon Society, and received her PhD in Zoology and Tropical Ecology at James Cook University in Australia and postdoctoral experience with the University of Wisconsin-Madison. Brooke's research focuses on species distribution modeling, extreme weather, and climate change with a strong link to on-the-ground conservation and management actions, and since 2010 has led or contributed to 21 peer-reviewed publications. As the director of Climate Watch, Brooke works with community volunteers to better understand how North American birds are being affected by climate change.

Bindu Bhakta, Extension Natural Resources Educator, Michigan Conservation Stewards Program

NEED BIO

Rhiannon Crain, Project Leader, Habitat Network

Rhiannon Crain holds a B.S. in Ecology in Evolutionary Biology and received her Ph.D from the University of California, Santa Cruz and the Center for Informal Learning and Schools. She has worked with the Exploratorium, the Monterey Bay Aquarium, and the Cornell Lab of Ornithology Citizen Science Department to understand how informal learning opportunities

can support complex conservation thinking and activity. She currently leads a citizen science mapping project called Habitat Network that utilizes user-generated habitat maps to understand how to restore ecological function to residential landscapes at a meaningful scale.

Valerie Grant, Assistant Professor (Practice), OSU Forestry and Natural Resources Extension

Valerie is the North Coast Extension Forester for Oregon State University. She has a B.S. from California Polytechnic State University with a minor in agriculture communications and M.S. in Forestry from West Virginia University. She coordinated the West Virginia University Extension Service Woodland Welcome Wagon, a program designed for new woodland owners.

Tiffany Fegel, Woodland Manager and Women Owning Woodlands Coordinator, Oregon State University

Tiffany Fegel is the Master Woodland Manager and Women Owning Woodlands Coordinator for Oregon State University. She earned her B.S. in Natural Resources from Oregon State University with an emphasis in community outreach education, and her M.S. in Forestry from West Virginia University where she led a statewide forest stewardship Extension education program.

Mark Larese-Casanova, Extension Assistant Professor, Utah Master Naturalist

Mark Larese-Casanova is an Extension Assistant Professor at Utah State University where he directs the Utah Master Naturalist and Utah Nature Explorers programs. Mark's professional goal is to provide and support high quality nature education to promote appreciation for and stewardship of Utah's natural world.

Andrea Lorek Strauss, Extension Educator, Minnesota Master Naturalist

Presenter is an Extension Educator in Fish, Wildlife & Conservation Education at the University of Minnesota. She frequently trains formal and nonformal educators on how to teach effectively about a variety of environmental controversies.

Wanda MacLachlan, Program Coordinator, Maryland Master Naturalist Program

NEED BIO

Joy Rafey, Maryland Master Naturalist Program

NEED BIO

Michelle Prysby, Virginia Master Naturalist Program Director, Virginia Tech/Virginia Cooperative Extension

Michelle Prysby has led the Virginia Master Naturalist program for most of its 12 years of existence. She is an Extension faculty member in the Virginia Tech Department of Forest Resources and Environmental Conservation.

Terri Keffert, Virginia Master Naturalist Volunteer Coordinator

Terri Keffert has been a VMN volunteer for many years, but joined the program's staff as Volunteer Coordinator in 2016.

Tiffany Brown, Virginia Master Naturalist Project Associate

Tiffany Brown serves as the VMN Project Associate and, among her many activities, coordinates all events for the program."

Jason O'Brien, Extension Program Coordinator, Oregon State University Master Naturalist Program

Jason O'Brien is the statewide program coordinator for the Oregon Master Naturalist program. He coordinates the online course, as well as six field-based ecoregion courses across the state. He will be joined by members of the Portland Metro chapter steering committee (TBA).

Sabrina Drill, Associate Director, California Naturalist

Sabrina Drill is the Associate Director of the UC California Naturalist Program and Natural Resources Advisor for UC Cooperative Extension in Los Angeles and Ventura Counties. Her current areas of research and education include restoration of urban streams and native fishes, watershed/land use and habitat conservation planning, invasive species, and public participation in science as a tool to understand and steward urban ecosystems. In the California Naturalist Program, she focuses on expanding participation in the southern part of the state, and supporting development of a new workforce for conservation and stewardship through collaboration with conservation corps. Dr. Drill has conducted research in the western and northeastern US and the East African Great Lakes. She holds a Ph.D. in Geography and a Masters in Biology from UCLA, a B.S. in Biology from Virginia Tech, and an A.A. from Simon's Rock of Bard College.

Becky Sapper, Director, Wisconsin Master Naturalist Program

Becky Sapper is the Director of the Wisconsin Master Naturalist Program with the University of Wisconsin-Extension. Becky has been involved with the Wisconsin Master Naturalist Program since its inception in 2012 and became the director of the program in 2015. She worked with the founding director on the original model for Wisconsin's program, helping to write portions of the Wisconsin Master Naturalist course curriculum, Great Lakes Advanced Training curriculum, and co-leading a pilot volunteer training course. In addition to her director role, she continues to be an instructor for Volunteer Training courses. Becky is originally from southern Illinois and attended both Northland College and the University of Wisconsin-Stevens Point, where she majored in Wildlife Management and Biology. She worked

on stewardship, land protection and education efforts in northern Wisconsin for 10 years with The Nature Conservancy prior to her work with UW-Extension. Becky's work with UW – Extension also included efforts to establish and grow the Lake Superior National Estuarine Research Reserve. She served as the Assistant Reserve Manager until taking on the director role with the Wisconsin Master Naturalist Program in 2015.

Sue Kenney, Education and Outreach Coordinator, Natural Areas Dept, City of Fort Collins

Sue Kenney initiated the Master Naturalist Program in Fort Collins, CO in 1994 and has conducted annual training ever since. She holds a BS in Wildlife Biology and an MS in Zoology from Colorado State University. She loves to hear "Oh, wow! I didn't know that!" from her trainees and the public and especially likes adult audiences.

Poster Presentations

Susan Ballinger, Wenatchee Naturalist Program Director, Chelan-Douglas Land Trust and Wenatchee Valley College Continuing Education

Using "Learn 10" to Motivate Learning in a Master Naturalist Course

Inspired by the Minnesota Master Naturalist program element “Learn 10,” the Wenatchee Naturalist course was designed around a set of 100 common plants and animals, assembled into ten sets. The selected species are typically of local ecosystems, often seen on class field trips, and are featured in hands-on labs. Taxa represented include 20 trees and shrubs, 20 forbs, 20 birds, 20 mammals, 10 insect orders, 10 reptiles/amphibians. Each week, students are provided learning aids and online resources including Quizlets to help them learn to recognize photos and know the common name for the species. During the last ten minutes of each class, students take a quiz, that grows weekly from 10 to all 100 species. The last class includes a competitive test with prizes. This tool has proved to be a powerful motivator, especially for a subset (3-6) class members who intensively prepare. It is important to continually update taxonomic names and to use a respected source for common names.

Andrea Lorek Strauss, Extension Educator, University of Minnesota Extension
Amy Rager

Master Volunteer Life Cycle: A Wide Angle Lens on the Volunteer Experience

Extension master volunteer programs, such as Master Naturalist and Master Gardener, often focus heavily on volunteer education. The model presented here describes the full life cycle of a master volunteer’s experience in the program, putting the education in the context of other essential program components. By zooming out the focus to a wide-angle view of the full master volunteer experience, the model provides useful guidance for a work plan for improving the program by highlighting the many points in the cycle at which program managers can support volunteers so that they can be successful and sustain their volunteer service.

Wanda MacLachlan, Program Coordinator, Maryland Master Naturalist Program

Maryland Master Naturalist Program: A New Paradigm for an Extension Program

Based on a need expressed by Maryland’s natural resource agencies and organizations, the Maryland Master Naturalist program was developed. Unlike many other University of Maryland Extension volunteer training programs, the Maryland Master Naturalist volunteers trained through this program are managed directly by staff at the site where they were trained instead of by Extension faculty. Another difference is that the program is totally self-supported by funds raised through class registration fees and donations. These two differences enabled a needed volunteer training program in the critical realm of natural resources education and conservation to exist without being a financial burden to the University. This poster reviews the program’s founding and displays its growth through 2016 along with illustrations of volunteer learning and service throughout the state.

Sabrina Drill, Associate Director, California Naturalist

California Naturalist - Past and Future Growth

Since its beginnings in 2012, the UC California Naturalist program has grown to include to include a corps of over 1700 Certified Naturalists who have contributed over 65,000 volunteer hours to their communities. Based on a social franchise model, we partner with 40 institutions around the state who offer training courses using our curriculum and standards to certify their

own volunteers, docents, stewards, employees, and students. Our partners include informal environmental education institutions such as museums, botanical gardens, and nature centers; land conservancies and reserves; local, state, and national parks; and UC and community colleges. In addition, we have more recently partnered with conservation corps and other organizations who seek to increase the diversity of those engaged in resource management as green collar workers and community leaders. Our partners enhance our core curriculum to meet their needs – for example, we have several coastal partners who have added marine science elements, and most recently, an indigenous Californian organization who have emphasized cultural resources and traditional ecological knowledge. We are seeking to expand our program in multiple ways over the next few years, including supporting a corps of naturalists focused on climate change study and interpretation, and further support for the members of our community who work on youth education and our 4H program.

Shelly Johnson, Program Coordinator, Florida Master Naturalist Program

A Successful Model for Statewide Conservation Education Outreach Programs

The Florida Master Naturalist Program (FMNP) is a statewide environmental and conservation educational program that promotes awareness, understanding, and respect of Florida's natural world among Florida's citizens and visitors. FMNP Instructors teach this adult education program using science-based information and interpretive techniques. In turn, program graduates share their knowledge with others and foster principles of sustainability, connectivity, and biodiversity to assist others to understand and respect Florida's natural world. The FMNP serves the needs of both lay and professional audiences. It includes a well-developed curriculum that encourages but does not require volunteer service. As such, the FMNP prepares individuals to be better volunteers and also serves professional audiences such as teachers, park rangers, ecotour guides, and others that may benefit from FMNP training but are either unable or unwilling to contribute time outside of their normal job duties. Statewide programs require an effective means of dissemination. Unlike many other extension programs, the FMNP does not rely solely on University of Florida personnel to implement the program. The FMNP is a partnership program administered by Instructors comprised of professionals from many different organizations. Instructors must apply, be accepted, and complete an Instructor Training Workshop prior to offering FMNP courses. There is no cost for becoming an Instructor. Registration support and all instructional materials are provided without cost and 30% of the tuition fee is provided to the Instructor organization to offset costs associated with providing FMNP courses or other benefits, such as supplementing reference libraries, providing special opportunities and scholarships, and providing for additional training opportunities for Instructors. FMNP courses rely heavily on the use of FMNP curriculum materials (videos, presentations, field trips, speaking and final project requirements, and student and instructor workbooks) are designed to provide a level of statewide knowledge and consistency in courses previously unavailable. Instructors may schedule courses in ways that fit their needs and the needs of their students, as long as all course requirements are fulfilled. They can also personalize materials to their area with personal knowledge during lectures and field trips. The FMNP is a successful model of a statewide conservation education outreach program that offers consistent training materials in a flexible, accessible, and supported framework encouraging participation of instructors and students to the benefit of Florida's natural world.

Becky Sapper, Director, Wisconsin Master Naturalist Program, University of Wisconsin-Extension

Foundational First Four Years - Success in Launching Wisconsin's Master Naturalist Program

Bordered by Lakes Michigan, Superior, and the Mississippi River, Wisconsin is rich in ecological and geologic diversity, with sixteen different ecological landscapes from prairie and savanna and hardwood forest ecosystems in the south to mixed coniferous and deciduous forests in the north. Wisconsin has abundant natural spaces accessible to visitors, including more than 60 state parks and over 70 nature preserves.

The Wisconsin Master Naturalist Volunteer Training Course provides 40 hours of coursework in geology, ecology, wildlife, plant communities, water, aquatic life, human influences, and volunteerism. This course combines field experiences with classroom instruction taught by professional natural resources educators and scientists. Using a train-the-trainer model, the Wisconsin Master Naturalist Program teaches instructors from partner organizations, and these instructors offer the volunteer courses throughout the year at their organizations statewide. After the training, individuals who volunteer 40 hours each year and take eight hours of additional training maintain their certification as a Wisconsin Master Naturalist Volunteer and receive a recognition pin. Volunteers provide service for organizations involved in Wisconsin's natural resources in education, citizen science, and stewardship. Hours served are reported by the volunteers through the Wisconsin Master Naturalist website, www.wimasternaturalist.org.

The program was fully launched in 2013 with valuable technical assistance from the Minnesota and Texas Master Naturalist Programs. During the first four years, the program held 34 Volunteer Training Courses and 5 Instructor Trainings, attended by 522 future volunteers and 78 instructors representing 45 different host organizations. Wisconsin Master Naturalist volunteers have logged approximately 34,548 hours of service during 2013-2016, at a value of approximately $752,455. An active waiting list of people who wish to take the course currently numbers approximately 150.

Partnering organizations feel confident that the Master Naturalist training equips volunteers with the knowledge and skills necessary to take on conservation projects, lead educational programs and provide enriched experiences to visitors. "This training opens so many doors," says Sharon Schaver, Wisconsin Master Naturalist volunteer. "People at all levels- not just scientists, but people who spent years observing nature and are interested and passionate-are taking this training. We can go to organizations and point to this training that says we care enough to stay current, and we're well-prepared to support your mission."

The program is led through the University of Wisconsin-Extension and University of Wisconsin-Madison. It is primarily funded through program revenue and support from the University of Wisconsin-Extension with additional support from private donations made through the Natural Resources Foundation of Wisconsin.

Rigorous program evaluation including surveys helps staff identify ways to improve. Almost all survey participants (92%) agree that the course met its objective and 77% thought the training substantially increased their awareness of available sources of information about Wisconsin's natural resources. Almost every survey participant (97%) feels they can now do a volunteer opportunity related to the natural resources.

The many positive comments that participants write about their experience help improve relationships among instructors, volunteers, organizations and the program, such as "This class was one of the best things I have ever done."