

## **Conservation Education on the Bitterroot NF July 2001**

### **Introduction**

With growing interest in the value of the nation's natural resources and in the management of public lands, now is the time to aggressively promote informational opportunities that enrich the experience of people who visit the Bitterroot NF and surrounding lands.

The need to reach out to the American people, to make the special values of their public lands more accessible, and to assist them in their quest for understanding the complex ecological realities the country now faces, has never been greater. By instilling in the public an understanding of ecological processes and an understanding of their relationships to economic and social processes we can help fulfill our mission as "world conservation leaders".

The timing is right for the Bitterroot NF to demonstrate to the public that we are environmentally conscientious in our work and eager to share our knowledge of complex forest ecosystems with them. With increased understanding of ecosystem management principles, our customers will better be able to effectively participate in our management decisions.

Following the fires of 2000, the Forest has recognized a need to develop a backdrop of understanding among our constituents in the Bitterroot Valley that will result in support for the Forest's forest management practices. Following the fires of 2000, which burnt more than 346,000 acres in the valley, the community has an increased interest in learning about the ecology of the Forest, in particular about fire ecology, fuels management, watershed restoration, invasive species management, and the sustainability of water, watersheds and forest resources.

In addition to interest from community members, there is also an interest by individuals outside the area as to what the valley now looks like following the large fires of 2000. We are anticipating an influx of visitors to the valley this year to observe the burnt areas. This gives the Bitterroot NF a teachable moment, and we hope to meet the needs of the public by creating a well-functioning conservation education program.

**Conservation Education Purpose Statement:** Connect people to the land by providing them with the tools, experiences and information they need to understand the natural world and in turn, make informed actions/decisions related to sustaining natural and cultural resources.

### **Conservation Education Themes**

- ❖ Sustainability of natural and cultural resources through out the Bitterroot Valley in forest, grassland, and aquatic ecosystems.
  
- ❖ Awareness and understanding of interrelationships in natural systems and between people and the land in the Bitterroot Valley.

### **Role of Conservation Education Coordinator**

The Bitterroot NF has on staff a full-time Conservation Education (CE) Coordinator and she will be responsible for the following activities:

- Compliment and support the on-going conservation education programs on Forest.
- Facilitate coordination of programs on Forest and provide assistance when needed to all units.
- Serve as a clearinghouse for CE information, resources, and programs.
- Serve as the key contact on Forest for individuals interested in receiving conservation education presentations.
- Create a forest-wide CE cadre with individuals from each unit as representatives to disseminate CE related information to the Districts.
- Field any and all questions about conservation education from the District units.
- Seek out partnerships off -Forest for funds or assistance to create and/or deliver conservation education programs or brochures.
- Provide CE training workshops to conservation educators on and off the Forest.
- Develop a budget for the CE program with a list of supplies, materials etc
- Formulate our CE niche amongst the Bitterroot Valley CE providers.

### **Audiences to Serve**

The audiences will be students, disadvantaged youth at the Trapper Creek Job Corps Center, educators (both USFS personnel and school teachers in the Bitterroot Valley), community members, and forest visitors. There are over 6,000 students in the Bitterroot Valley within 7 school districts; therefore we have selected a target audience of the 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grade students in the Valley. We hope to reach at least 75%, approximately 1100 of the students, and teachers in these target grades directly or indirectly through our programs. The conservation education programs, materials and workshops will be utilized at and by the Trapper Creek Job Corps Center, which instructs over 300 students annually. The Bitterroot National Forest works closely with CE partners in the Valley. On the Bitterroot NF over 35 individuals provide educational programs to the public. More than 13,000 (in 2000) visitors visit the Bitterroot Valley each year and we hope to contact a large percent with our CE programs.

Below are the 5 primary audiences that we plan to serve:

- 1- Students and Educators
- 2- Community Members
- 3- Tourists
- 4- Partners
- 5- Forest Service Personnel

**Program of Work  
FY2001-FY2003**

This action plan is one step in identifying the conservation education services that will be provided over the next three years on the Bitterroot NF. To reach the five-targeted audiences the following list of activities have been identified.

**Audience- Students, Educators, Community Members, Partners, Tourists, USFS Staff**

***Action Item 1: Create a full-functioning lending library of educational materials to be used by educators, students, valley residents, and USFS staff for CE program presentations.***

How: The Center will provide us with the opportunity to better integrate our public education outreach programs with other responsibilities by providing the USFS staff with the equipment and training needed to better respond to public requests for educational programs. The creation of a conservation education resource center will provide the needed equipment/supplies and coordination to deliver efficient and valuable programs to the public.

The Center will serve as a clearinghouse and provide a wealth of materials and curriculum that can be used by educators in the Bitterroot

Valley to deliver pertinent information about the forest and its ecosystems. By creating a well-organized, efficient, fully- functioning educational center that acts as a funnel through which most educational requests flow, we will be able to reach out to the underserved youth in small rural communities, disadvantaged youth at Trapper Lake Job Corps, community members and forest visitors.

The educational trunks and associated curriculum will be evaluated twice a year in order to identify needed improvements and additional supplies. All returned trunks will be reviewed to see that no materials are missing and/or are damaged. Replacement materials will be purchased if money is available.

The materials at the Center and the workshops will be available to all community members. By having the materials and workshops available to all community members the resource center will facilitate the development of partnerships with teachers, community groups, state and local natural resource management agencies, and non-profit natural resource related organizations. By developing new programs, providing teacher training sessions, acquiring additional materials, we will be able to build the capacity for conducting conservation education programs through our USFS units and with our partners in the community.

The lending library will be marketed on the newly created “BNF Excellence in Understanding” web page.

Time Frame:

FY2001/FY2002: July 2001-September 2002 establishment of efficient resource center.  
 FY2003: Ongoing updates and continued operation of the center.

***Action item 2: Respond as needed to individual requests from the community for speakers, celebrations, and resources.***

How: As much as possible, respond to individual requests from the public for presentations and participation. Utilize the BNF interested workforce to deliver programs and participate in events. In some instances individual requests may not be fulfilled due to limited staff or timing of request.

Time Frame:

FY2001-FY2003: Ongoing all year

**Audience- Educators, Students, Trapper Creek JCC**

***Action Item 3: Initiate the development of a “Bitterroot NF-Excellence in Understanding” web page for lesson plans pertaining to Forest/ Ecosystem Management and Fire Ecology. Lesson plans can be selected/developed for our target grades of 4, 7, 10 and adapted for Trapper Creek Job Corps. Lesson plans will form the basis for classroom presentations delivered by the CE Coordinator and Forest staff.***

How: Initiate the program in the summer of 2001 by hiring three teachers who are familiar with teaching at each of the three targeted grade levels, 4, 7, and 10, to locate and/or develop thematic lesson plans. Lesson plans selected from other regions should be adapted to the local conditions of the Bitterroot Valley. Lesson plans should build on one another and result in a complete curriculum. Teachers need to review the set of lesson plans and explain how they address the educational benchmarks/standards for each of the targeted grade levels in the state of Montana. This activity will be closely linked to the curriculum developed by “The Montana Ecosystem Management Learning Center Program” - Carol Durgin in Missoula.

“Excellence in Understanding” will be modeled after Genentech-TeachersFirst web site. It is a web resource for K-12 classroom teachers who want useful resources and lesson plans to use with students on topics ranging from biology to environmental sciences. It is a collection of resources and lesson plans that have been reviewed by classroom teachers. The lesson plans are then grouped by subject and grade level, so teachers can find them quickly.

The CE Coordinator will select a series of ecosystem and fire ecology themes (key messages), which the teachers need to address in the selection/development of the lesson plans for each of the three targeted grade levels 4, 7, 10. The CE Coordinator will provide a framework for the teachers to work within while pulling together lesson plans in the summer. Potential topics for the lesson plans: insects and disease in the forests following fire, noxious weeds invasion following fires, stages of forest recovery following fire (nature is dynamic always changing), components of a healthy, complex ecosystem/watershed, interconnectivity and complexity of

components within a watershed (human actions and the results), fire ecology (fire is part of the ecology of the Northern Rockies), the role of fuels reduction, wildland-urban interface and your role in creating defensible space. The lesson plans will address the outreach and education needs (defensible space and fuels management), which focus on fire prevention for homeowners as provided in the Firewise program). See the “After the Fire” publication and the Helena NF Information, Interpretation, and Education Information and Education Strategy, December 1995 for focused key messages.

Once lessons plans are developed, an individual who will be responsible for creating and updating the web page will be identified. This step needs to work within the duties presently assigned and work plan of an existing BNF employee, possibly Sarah Castor.

Teachers involved in the development of the lesson plans will market the information to their respective school district and faculty at the appropriate functions. The CE Coordinator will also be responsible for marketing the lesson plans and web site to educators in the Valley through presentations at staff meetings and teacher training workshops.

**Time Frame:**

FY2001: July 2001- Hire three teachers for 6-8 weeks each to identify, develop and modify lesson plans for the target age groups.

FY2001: July 2001- Begin the development of the web page with the assistance of Sarah Castor.

FY2001/FY2002: September 2001-September 2002- Market the web site to educators in the Valley.

FY2002: June 2002- Hire three teachers to update, refresh or add to the present library of lesson plans.

FY2002: Update and revise the web site as needed to address the needs of teachers and the Forest. Market the web site to teachers in the Valley.

FY2003: June 2003- Hire three teachers to update, refresh or add to the present library of lesson plans.

FY2003: Update and revise the web site as needed to address the needs of teachers and the Forest. Market the web site to teachers in the Valley.

***Action Item 4: Target grades 4, 7, 10 in all seven Bitterroot Valley School Districts for in-class presentations addressing the concept of what is a healthy forest ecosystems including the fire component as a factor creating a healthy ecosystem. Attempt to visit 75-100% of the 4, 7, and 10<sup>th</sup> grade classroom in the Bitterroot Valley (1100-1455 students)) each school year.***

**How:** Contact each classroom teacher in the target audience to market the web site and describe the CE Coordinators and USFS staff availability to provide in-class presentations on selected topics. Schedule classroom visits.

The school districts in the Valley are as follows: Darby/Sula K-12, Hamilton K-12, Corvallis K-12, Victor K-12, Stevensville K-12, Florence K-12, Lone Rock K-8, Pinesdale Academy, and Assembly of God-Hamilton.

Time Frame:

FY2001/FY2002/FY2003: September 2001 and through out year contact teachers.

***Action Item 5: Designate USFS field sites for use during classroom field visits. CE Coordinator will locate one site or a shared site for each of the Valley school districts. A site description and description of potential field activities at each site will be drafted. Site selection will be tied in closely to the sites selected by the “The Montana Ecosystem Management Learning Center Program” - and the “Bitterroot Ecosystem Management Research Project” (BEMRP). Potential sites may be: Charles Waters, and Lick Creek.***

How: CE Coordinator will speak with District personnel as to the location of potential field sites for classroom visits. CE Coordinator will meet with Carol Durgin of the “The Montana Ecosystem Management Learning Center Program” to discuss learning sites.

CE Coordinator will meet with a representative of the BEMRP group to discuss potential field sites.

CE Coordinator will visit sites and develop potential talking points and activities at each of the sites. Lesson plans developed and identified in Goal 1 above will dovetail into the field activities at these sites.

CE Coordinator will draft a site description (map and directions) for each learning site and describe the activities that can take place at the site. This information will be incorporated into the web page and marketed to educators in the Valley.

Time Frame:

FY2001: July 2001- CE Coordinator will meet with Carol Durgin and begin selection of class learning sites.

FY2002: October 2001- Draft description of learning sites and identify appropriate lessons/activities that can occur at the sites.

FY2002: October-April 2001/2002- Market learning sites to teachers in Valley for use in spring of 2002.

FY2003: Continue marketing learning sites to teachers in Valley.

***Action Item 6: Identification and development of long-term learning sites, where classrooms can adopt a USFS site for long-term monitoring and/or restoration activities. Select sites in cooperation with the Districts, “The Montana Ecosystem***

***Management Learning Center Program” and the “Bitterroot Ecosystem Management Research Project” (BEMRP)..***

How: The CE Coordinator will interview District representatives as to the needs they may have for monitoring. CE Coordinator will speak with District personnel to identify potential sites where classrooms can monitor water quality, vegetative recovery, wildlife and bird populations on a long-term basis.. CE Coordinator will meet with Carol Durgin of the “The Montana Ecosystem Management Learning Center Program” to discuss long-term learning sites.

CE Coordinator will meet with a representative of the BEMRP group to discuss long-term learning sites.

CE Coordinator will visit with Valley educators as to their desire to “adopt-a-site” for monitoring and restoration. A list of interested classrooms will be generated and matched to the selected sites.

Classroom monitoring and restoration activity information can be placed on the web page and therefore shared with other schools monitoring/restoring sites within or outside of the Bitterroot Valley of Montana.

A series of lesson plans will be developed/identified to assist educators with monitoring their “adopted sites”. These lesson plans if time allows will be developed/located by the teachers hired in the summer of 2001 or 2002 and 2003.

**Time Frame:**

FY2002: July 2001-Begin discussions with Carol Durgin and USFS staff as to potential sites on Forest.

FY2002: October 2001- Select potential sites. Market sites to teachers during school year.

FY2002: April 2002- Initiate long-term monitoring and restoration activities with classrooms.

FY2003: Continue promoting long-term restoration and monitoring to interested classroom teachers.

**Audience- Local Residents and Visitors**

***Action Item 7: Provide and/or coordinate educational talks for the public about forest ecosystem management efforts and fire ecology concepts.***

How: Poll and survey the needs on the Forest for potential presentation themes. Potential topics: Recovery, Restoration Activities and Accomplishments performed by the Bitterroot NF following the Fires of 2000; DEIS for the Burned Area-Alternatives and process for implementation following the final alternative selection; noxious weeds potential invasion and measures to reduce spread of weeds; explanation of the Final OHV Plan and how it affects the users. Some additional important topics will address defensible space and fuels management, which will focus on fire prevention for homeowners as provided in the Firewise program

Establish a winter “brown bag” series of guest speakers to discuss current and interesting forest related topics. Determine pertinent topics and create a schedule of speakers.

Contact the coordinator for the Sunday Museum Series and determine a theme and date for a presentation from the USFS.

The CE Coordinator will contact the local civic groups notifying them of her availability to provide/coordinate guest speakers for their monthly meetings. CE Coordinator will poll groups as to pertinent topics they would like shared. Some potential groups to contact: Chamber of Commerce, Elks, Audubon, RC &D. CE Coordinator will develop and/or modify several power point presentations addressing the current issues on the Forest.

CE Coordinator will present or coordinate programs in the campgrounds during the summer as determined by discussions with the appropriate recreation staff. Potential sites for programs: Bass Creek, Blodgett Canyon, and Lake Como.

Time Frame:

FY2001: August- Contact civic groups as services available from the USFS for speakers and poll for potential topics.

FY2002: November 2001- Begin scheduling speakers for a “brown bag” winter session at the SO.

FY2002/FY2003-CE Coordinator will present or coordinate programs in the campgrounds during the summer. Potential sites for programs: Bass Creek, Blodgett Canyon, Lake Como Complex.

FY2002/FY2003: Maintain an ongoing link to community groups.

***Action Item 8: Provide a venue for local residents and visitors to view the burned areas and hear discussions about the USFS recovery efforts.***

How: Coordinate and when needed conduct “fire tours” of the Forest. Schedule groups for the tour, assist with logistics, and develop an educational package to be distributed to the participants.

Time Frame:

FY2001: Coordinate fire tours June-October.

FY2002/FY2003: Coordinate fire tours if the public is still interested.

***Action Item 9: Place USFS interpretive displays at Lost Trail Pass Ski area, community events, the County Fair, local celebrations, County courthouse, library, etc. Use the existing displays: Fires of 2000, State and Private Forestry Assistance, “Art of Recovery”, Mushroom Harvest, and Defensible Space model.***

How: Contact the coordinators for each event and request a site for the display. Schedule a team of volunteers to staff the event, if needed.

Potential Local Celebrations/Events: Keep Montana Green Fire Prevention Event (March), Earth Day (April 21), Migration Mania (May), Public Lands Day (September), First Anniversary Following Fires of 2000 (August), Arbor Day (April).

Time Frame:

FY2001-FY2003: Initiate contact with event coordinators and provide USFS display and participation.

***Action 10: Create in partnership with the Ravalli County Museum, Project Recovery, Kids First, Chamber of Commerce, BIRT, Soroptomists, Human Right Coalition an Anniversary Recovery Celebration of the Fires of 2000 for Bitterroot Valley residents.***

How: The CE Coordinator will attend the weekly planning meetings for the event and the USFS will provide strong support in planning and coordinating the event.

The CE Coordinator in coordination with Public Affairs for the forest will determine the information and displays to be provided at the celebration. A historical fire display will be created for the museum. Recognition awards will be presented at the event to community leaders.

The CE Coordinator will look for potential funding sources for the event and look for all opportunities to partner with community groups.

Time Frame:

FY2001: June 2001- Attend weekly planning meetings for the celebration.

FY2001: June, July and August- Develop the displays and programs to be provided at the celebration. Schedule USFS employees to participate in the event.

FY2002/FY2003: USFS Continues to talk a strong lead in creating this annual celebration.

***Action Item 11: Begin the process of developing/acquiring and installing self-guided interpretive tools describing the concepts of fire ecology, defensible space, and fuels management, in coordination with the Fire and Recreation staff on each unit.***

How: Meet with the respective district and SO staff to discuss the need or desire for interpretive signing following the fires of 2000.

Develop the key messages that would be conveyed. Develop or select a series of interpretive tools (signs and brochures), which address the selected key messages. Potential sites for interpretation: Blodgett Overlook Trail, Sula-Highway 93, and Warm Springs.

Contact Larry Mink, Idaho State Parks and Recreation for information and examples of the fire ecology signs he developed. Locate the costs and printer sources for the signs. Locate or generate funds to purchase the signs for interested units.

Time Frame:

FY2001: July 2001, Contact Larry Link about the Idaho fire ecosystem signs. Move ahead with securing signs for fire prevention units if funds are available. Purchase 2 sets of signs initially if funds are available.

FY2001: Discuss the possibility of developing an interpretive brochure for the Blodgett Overlook Trail discussing fire ecology with the recreational staff at Darby RS.

FY2001/FY2002: If agreed upon, and funds are available develop a script and design a pamphlet for the trail.

FY2002: October 2001, if additional funds are available purchase 2 additional sets of fire ecosystem signs.

FY 2002: Continue discussions with unit representatives as to interpretive sign needs or informational brochures.

FY2003: Continue to monitor the needs of the districts for self-guided interpretive tools.

***Action Item 12: For individuals traveling through the Bitterroot Valley create, in partnership with the Chamber of Commerce, an antidotal account of the Fires of 2000 by providing an audiocassette tour from Lost Trail Pass to Hamilton, Chamber of Commerce.***

How: In coordination with the Fire Prevention staff and the Chamber of Commerce develop the script for an audiocassette program. The drivers would acquire the cassette either at the Chamber of Commerce office in Hamilton or Lost Trail Pass for a minimal fee. The cassette would describe the fire related sites visible along Highway 93, as well as, points of local interest.

Time Frame:

FY2001: June 2001 begin discussions with the Chamber and Fire staff as to the potential content of the script. July 2001 work on developing the script and associated locations on Highway 93.

***Action Item 13: Assist PAO with providing an educational display in the front office area, which rotates on a quarterly basis to all District Units.***

How: Brainstorm with “frontliners” at all the units as to the types of displays that might be useful to them.

Develop seasonal displays in replicate of differing topics as they pertain to the activities occurring on the Forest. Develop a yearly schedule as to when the displays should be rotated. Possible topics include: Mushroom Harvest (May-July), Fire Season-Defensible Space (July-September), Hunter Safety (October-December), and Winter-Tracking (December-March).

Time Frame:

FY2001: August 2001- Initiate discussion with frontliners as to potential seasonal display themes.

FY2001: August/September 2001- Develop a fall display for the front office area.

FY2002: October/November 2001- Begin development for the winter season display.

FY2002: February/March 2002- Begin fabrication of the spring season display.

FY2002: April/May 2002- Fabricate the summer display.

FY2003: Repeat the schedule for rotating the existing displays or create additional displays as needed.

***Action Item 14: In coordination with the “frontliners” and Public Affairs develop 2 brochures that address visitors’ interests.***

How: Brainstorm with the “frontliners” as to 2 brochures that would provide information that currently is not available in this format, and that would address the publics’ interests.

Time Frame:

FY2003: October 2002- Poll frontliners as to brochure needs.

FY2003: November-Begin development of two brochures addressing the topics identified by the frontliners.

***Action 15: Create in partnership with Montana Fish, Wildlife and Parks, and Trout Unlimited a National Fishing Week celebration for Bitterroot Valley residents. Access the USFS support and materials for the National Fishing Week Program.***

How: Continue to communicate with Chris Clancy on the potential development of a National Fishing Week Celebration in the Valley. Connect with other local agencies and groups for creation of the event. Gather sponsors, donations and determine a lake/pond site for the event. If possible work with Chris Clancy to secure the use of the pond to the south of Hamilton for the event. Discuss needs with the fisheries staff on Forest as to feasibility of the event and volunteer and material needs to create the event.

Time Frame:

FY2001- July 2001 through April 2002 continue to communicate with Chris Clancy about the potential pond site. Talk with local hatcheries about the potential to stock Como Lake. Ask about the feasibility to net off fish at Como Lake.

FY2002- March 2002, evaluate the feasibility of the event. If not this year, continue to plan for FY 2003.

FY2003- If event occurred in 2002, repeat in 2003 if interest is present.

### **Audience-Forest Service Personnel**

***Action Item 16: Interface with Public Affairs for the Forest, Public Affairs for the DEIS/EIS, Fire Prevention Staff, Frontliners, and Recreation Staff to identify needs, coordinate key messages delivered to the public, and develop/implement projects.***

How: CE Coordinator will attend weekly/monthly staff meetings for these listed groups (PAO, Fire Prevention, Frontliners), and will coordinate projects implemented in their jurisdictions or with their target audiences.

Time Frame:

FY2001-FY2003: Ongoing

***Action Item 17: The CE Coordinator will coordinate and manage the CE program, facilitate a CE Forest-wide and Job Corps Cadre, track accomplishments, develop budgets, summarize resources, write grant proposals, write a yearly marketing article, schedule programs/presentations, and monitor the success of the program.***

How: The CE Coordinator will create a CE cadre for the Forest with unit representation. The forest-wide group will serve to disseminate important CE information to the units and serve as unit CE contact for accomplishment and informational requests.

The CE Coordinator will collect monthly CE accomplishment reports and summarize the information quarterly. Annually starting in FY2002, the CE Coordinator will draft a report summarizing key educational accomplishments.

Draft a yearly article featuring one of the successful CE programs on the Forest and submit to the Northern Region News or similar publication.

A yearly program of work will be drafted based on the current budget for each fiscal year of the program.

Time Frame:

FY2001: Collect monthly reports and summarize at quarterly intervals.

FY2002: In October 2001 initiate the formulation of the CE Cadre, requesting nominations for district and Job Corps representatives. Schedule first kick-off meeting in November 2001.

Maintain quarterly meeting through out year.

FY2002: Collect monthly accomplishments, summarize quarterly, and draft an annual accomplishment report.

FY2003: Maintain on-going activities discussed above.

## **Audience-Partners**

***Action Item 18: The CE Coordinator will serve as the USFS Coordinator for key existing CE programs in the Valley, i.e., Wilderness Skills Trail, and Bitterroot Conservation Days, and Migration Mania.***

How: Stay a tune to the planning process for these events. Notify USFS personnel as to the timing of these events and schedule volunteers for program implementation. Develop any new presentations needed for the events.

Time Frame:

FY2001-FY2003- Ongoing

***Action Item 19: The CE Coordinator will serve as a liaison with the other CE educators partners in the Valley through BEEP, as well as other potential partners i.e., school districts, professional groups, specialists, Learning Center Program, Chamber of Commerce, Bitterroot Watershed Partnership, Lost Trail Ski area, Fires 2000 Anniversary Celebration, and the Latin America Sister Forest PartnershipProgram. etc.***

How: CE Coordinator will attend the monthly BEEP meetings to stay aware of the CE activities and opportunities in the Valley. The CE Coordinator will attend planning sessions for “The Western Montana Ecosystem Learning Center Program”.

CE Coordinator will call the directors of the CE organizations to schedule meetings to discuss possible partnerships and project development.

CE Coordinator will maintain support as needed to the Latin America Sister Forest program, i.e., translating conservation education programs into Spanish for use in Argentina etc.

Some potential partners: Boy and Girl Scouts, RMEF, BMERP, Bitter Root RC & D, Audubon, The Western Montana Ecosystem Management Learning Center Program, Trout Unlimited, Salish Way, USFS-Research, Backcountry Horsemen, B.E.A.R., Interface Fire Group, Montana State Parks and Recreation, Montana Department of Natural Resources (Forestry) and Montana Fish, Wildlife and Parks.

Time Frame: FY2001-FY2003: Ongoing

### **How Will SUCCESS of the CE Program Be Determined**

- There is a very high demand for our CE services.
- Programs that we offer to the general public are MAXED OUT.
- DR’s are supportive of the program and valuable products/services are provided to the Districts.
- We contact 1100 students yearly.

- We deliver on the average 4 programs/presentations monthly to community groups that reach approximately 120 individuals monthly.
- We create a CE niche in the valley that builds on our FS expertise and provides site-based learning.

Action Item Implementation Schedule  
FY01-FY03

<b>ACTION ITEM</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>
<b>1</b>	<b>Ongoing</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>2</b>	<b>Ongoing</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>3</b>	<b>Initiate/develop</b>	<b>Market/Update</b>	<b>Market/monitor</b>
<b>4</b>	<b>Contact</b>	<b>Deliver</b>	<b>Deliver</b>
<b>5</b>	<b>Initiate</b>	<b>Draft/market/use</b>	<b>Market/use monitor</b>
<b>6</b>	<b>Discuss</b>	<b>Identify</b>	<b>Market/use</b>
<b>7</b>	<b>Contact</b>	<b>Schedule</b>	<b>Ongoing</b>
<b>8</b>	<b>Conduct</b>	<b>Conduct</b>	<b>Conduct</b>
<b>9</b>	<b>Contact/participate</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>10</b>	<b>Plan/implement</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>11</b>	<b>Plan</b>	<b>Develop/participate</b>	<b>Develop/participate</b>
<b>12</b>	<b>Develop</b>	<b>Create/distribute</b>	<b>Distribute</b>
<b>13</b>	<b>Plan</b>	<b>Develop/use</b>	<b>Develop/use</b>
<b>14</b>	<b>Discuss</b>	<b>Identify</b>	<b>Design</b>
<b>15</b>	<b>Discuss</b>	<b>Plan/implement</b>	<b>Plan/implement</b>
<b>16</b>	<b>Ongoing</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>17</b>	<b>Ongoing</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>18</b>	<b>Ongoing</b>	<b>Ongoing</b>	<b>Ongoing</b>
<b>19</b>	<b>Ongoing</b>	<b>Ongoing</b>	<b>Ongoing</b>