

**CONSERVATION
EDUCATION
IN THE
FOREST SERVICE**

November 1999

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**CONSERVATION EDUCATION PURPOSE
AND
FY 2000 IMPLEMENTATION**

Introduction: This report provides information about the Forest Service Conservation Education Program, including its history, accomplishments, funding, partnerships, authorities and plans for the future. It provides a needed reference for Forest Service leadership, program managers and the Conservation Education Staff who are addressing the challenges and opportunities presented by the Forest Service's increased emphasis on its education role.

The purpose of Forest Service conservation education is to connect people to the land by providing them the tools they need to take informed actions related to sustaining natural and cultural resources.

The Forest Service has identified education as a top priority, and its conservation education programs help people of all ages understand and appreciate our country's natural and cultural resources and how to conserve those resources for future generations. For the Forest Service to meet its mission of "caring for the land and serving people," the public must have the knowledge to understand natural resource issues and the skills to participate meaningfully in the debates that surround them. For this reason, conservation education helps people develop the critical thinking skills and the knowledge they need to understand the complexities of ecological issues. In addition to encouraging people to take personal responsibility for their relationship with the environment, conservation education also encourages people to participate with the Forest Service and other natural resource management entities to sustain our Nation's natural and cultural resources. A guiding principle of conservation education in the Forest Service is to teach people how to think, not what to think, about the natural and cultural environment.

Budget History: The Forest Service has provided conservation education since its inception (See Appendix 2). Over the years, conservation education has been funded as a benefiting activity, proposed as an expanded budget line item (EBLI) (FY 1995 and 1996), and funded as a national commitment. The FY 1995 and 1996 Budget Justifications proposed funding conservation education as an EBLI. Both the FY 1995 and 1996 Appropriations Committee Reports, while not supporting an EBLI, encouraged the Forest Service to proceed with funding conservation education activities from other program funds. Since then the conservation education program has been funded as a national commitment. The FY 1999 conservation education national commitment EBLI distribution was as follows:

Table 1: FY 1999 Conservation Education National Commitment EBLI Distribution

EBLI	\$(M)	EBLI	\$(M)
Forest & Rangeland Res total	72	Rangeland Veg Ops	1
Coop Lds-Forest Hlth mgmt	99	Wildlife Habitat Mgmt	15
Coop Fire Protection	87	Wilderness Res Activities	10
Urban Forestry	91	ROW Acquisition	20
Forest Stewardship	123	Inland Fish Ops/Imp	8
State & Private Forestry total	437	TE&S Species Ops/Imp	12
		Land Line Location	1
Locatable Minerals	5	Facility Improvement	22
Recreation Mgmt	81	Land Mgmt Planning	8
Watershed Res Ops	30	Heritage Resource Planning	10
Forest Stewardship Sale Adm	72	Rec Facilities Mgmt	7
Anad Fish Habitat Ops/Imp	7	National Forest Sys Total	328
Forestland Veg Mgmt	19		

Grand Total \$ 800,000*

* \$77,000 was held in Unit 14 for later distribution to field. Does not include Headquarters costs.

FY 2000 Conservation Education Funding: In FY 2000, the conservation education program is proposed to be funded at \$4.3 million, in a manner similar to the past. However, under the Foundation Financial Information System (FFIS), conservation education funds will move to a separate cost pool. Table 2 shows the EBLI distribution and pool percentages.

Table 2: FY 2000 Conservation Education Cost Pool

EBLI	Pool Base %	EBLI	Pool Base %
Forest and Rangeland Research	13.67	Inventory and Monitoring	05.43
		Recreation Management	10.05
Federal Lands Forest Health Management	02.69	Wilderness Management	02.01
Cooperative Lands Forest Health Management	01.47	Heritage Resources	00.87
Cooperative Fire Protection	01.68	Wildlife Habitat Management	02.21
Forest Stewardship	01.94	Inland Fish Habitat Management	01.34
Urban and Community Forestry	02.08	Anadromous Fish Habitat Management	01.54
Economic Action Programs	00.94	TE&S Species Habitat Management	01.81
Forest Legacy	00.47	Rangeland Vegetation Management	03.95
Subtotal, S&PF	11.27	Timber Sales Management	15.16
		Forestland Vegetation Management	03.89
Wildland Fire Management	22.45	Soil, Water, & Air Operations	01.80
		Minerals & Geology Management	02.55
		Subtotal, NFS	52.61
		TOTAL	100.00

The Conservation Education program will be included in the FY 2001 Budget Justification.

The FY 2000 Program: The FY 2000 program will focus on implementing the FY 1999-2002 Action Plan which supports the May 1998 Conservation Education Vision-to-Action Strategy. Both the Vision-to-Action Strategy and the Action Plan emphasize the need to provide national leadership and a

conditions and interactions) are essential in evaluating the success of the program. To this end, development of a monitoring and evaluation system with appropriate input/output and outcome measures will begin in FY 2000. See Chapter 4 and Appendix 6 for further discussion of accomplishments.

Partnerships: Conservation education is, by its very nature, a cooperative endeavour, and Forest Service conservation education programs have traditionally involved many partners whose strengths are used to complement those of the agency. Development of conservation education materials requires educators and resource specialists to work together. For example, the agency has partnered with Project Learning Tree (PLT), bringing its natural resource expertise and science-based information to the table while PLT brings its curriculum development skills and its network of PLT trainers. Delivery of conservation education materials requires not only Forest Service delivery systems, but also those of our other partners (States, educational organizations, educators, Federal agencies, and others). For example, the partnership with the State Foresters allows the agency to deliver conservation education to a much wider audience. Similarly, a 1960's partnership with the Garden Clubs of America resulted in conservation education training which reached thousands of individuals. A more detailed discussion of partnerships is contained in Chapter 5.

Summary: The sections and appendices that follow provide additional information about the Forest Service conservation education program. Legal authorities for the conservation education program are located in Appendix 1 and a history of Forest Service conservation education is located in Appendix 2

FOREST SERVICE CONSERVATION EDUCATION

This section provides detailed information on the structure and content of the conservation education program within the Forest Service. It should be noted that resource-specific conservation education programs, such as NatureWatch, were not funded through the natural resources conservation education national commitment. We have included information on these programs in Appendix 3.

Forest Service Conservation Education Roles: The Forest Service has three conservation education niches that it is extremely well qualified to fill which can complement the strengths of other partners:

- *Science-based Information and Conservation Education Research:* Forest Service Research is the Nation's premier natural resource research organization and source of natural resource science-based information. Research, and the considerable knowledge and on-the-ground experience of over 30,000 Forest Service managers, scientists and technicians, provides a tremendous resource for conservation education materials when these are translated into easily understood terms and concepts. By including the latest scientific information and tapping its deep professional expertise, the Forest Service can provide, or contribute to, scientifically credible educational materials and activities representing the current state of natural resource knowledge. An example is The Natural Inquirer, a science education journal for middle school students that teaches the scientific process, as well as natural resource content, based on recently published Forest Service research. Forest Service research also improves the ability of the conservation education program to understand and respond to how and what people learn. Research can also provide science-based monitoring and evaluation systems for the conservation education program as well as other research in support of conservation education. No other land managing agency has this level of research and land management capability to apply to conservation education.
- *Experiential Learning:* The National Forest System provides outstanding opportunities for place-based learning -- locations where experiential learning can take place. The National Forests and Grasslands provide the equivalent of 191 million acres of outdoor classrooms across the country. The Forest Service offers a wide variety of such "classrooms," from nearby urban forests and developed recreation areas to more remote research forests, Wildernesses, and a huge variety of other settings. Hands on the Land, a program sponsored by the Forest Service in partnership with the Bureau of Land Management (BLM), the National Park Service (NPS), the U.S. Fish and Wildlife Service (USFWS), the Natural Resources Conservation Service (NRCS), the Environmental Protection Agency (EPA) and the National Environmental Education and Training Foundation (NEETF), is a current example of the Forest Service effort to link students and teachers to the land. The Hispanic Natural Resources Career Camp conducted by the Rocky Mountain Research Station at the Fraser Experimental Forest is another example of experiential learning. Here Hispanic students get hands on learning about hydrology, forestry, wildlife, entomology, climate and surveying. The Forest Service also provides experiential learning through visitor centers such as the Mount St. Helens Visitor Center (WA), and conservation education centers such as the Cradle of Forestry (NC).
- *Delivery Network:* The Forest Service has a huge network to deliver conservation education across the country. In addition to over 30,000 employees, the agency has many partners making up an

integrated national network for delivery of conservation education relevant to the Forest Service mission. Through partnerships with State Foresters and organizations such as Project Learning Tree (PLT), over 64,000 teachers and nearly three million students were reached in FY 1998. Visitor centers and conservation education centers also are an integral part of this education delivery network.

Forest Service Conservation Education Programs: Forest Service conservation education programs can best be described within the two broad categories of the national conservation education program and national resource-specific education programs. In the past, conservation education activities have been funded through a national commitment for the national conservation education program and by program funds for specific resource programs. Beginning in FY 2000, the national conservation education program will be funded as a program, rather than as a national commitment. These appropriated funds will continue to be leveraged with partners and cooperators as in the past.

The National Conservation Education Program: The program focuses more broadly on developing and delivering education around natural resources and processes. The program is accomplished through six activities:

- *Developing and Providing Educational Materials:* This includes piloting and evaluating conservation educational materials. Examples include curriculum development, coordination of curricula with national and state standards, translating science for popular consumption, producing or supporting educational journals or newsletters, posters, brochures, handouts, books, videos, CDs, websites, and other packages of educational materials (especially for teachers).
- *Delivering Conservation Education:* Conservation education is delivered through Forest Service and partner networks, either directly or indirectly, to specific audiences including youth, National Forest visitors and urban communities. The Forest Service emphasizes delivery of conservation education to teachers, youth leaders and community organizers to expand the network of conservation education providers. Delivery is also through special events such as Earth Day, school-based or forest-based conservation education programs; electronic media including websites and CDs; teacher workshops; youth workshops and camps; and adult-focused conservation education programs.
- *Conducting Education Research:* Conservation education research has two facets. First, research into education issues such as how people learn, what they learn, what knowledge they have of natural resource issues. Second is the measurement of the success of the conservation education program through developing measures, monitoring and evaluating and revising.
- *Providing Natural Resource and Conservation Education Training:* This is often accomplished through workshops offered with a variety of partners including other Federal agencies, State Foresters, State and local educational organizations and nongovernmental organizations such as Project Learning Tree, Boy Scouts, Girl Scouts, Project Wild, and Project Wet. The Forest Service works with these partners to develop or modify their training curricula to accurately address conservation education issues. The agency looks especially to workshops and programs that "train the trainers," increasing the overall contribution and reach of the training effort.

- *Building and Using Partnerships:* The Forest Service develops and delivers most conservation education materials, activities and programs in partnership with a variety of Federal, State and nongovernmental organizations and individuals. These partnership and coordinated activities allow the Forest Service to leverage its education investment, often to the level of three to four dollars for every dollar invested by the Forest Service. In some States a level of up to twenty dollars leveraged for each dollar spent by the Forest Service has been achieved. The Forest Service is a cooperator, partner, and/or member of committees or boards with many organizations ensuring the integration of sound conservation education related messages and themes into a wide range of national, regional and local conservation education materials and programs. Some examples of important partners include: the National Association of State Foresters (NASF), the National Association of Conservation Districts (NACD), Partners in Resource Education (PRE) (includes BLM, NPS, USFWS, EPA, and NRCS), American Forests and Project Learning Tree (PLT), Project Wet, Project Wild, NEETF, Girl Scouts, Boy Scouts, the Outdoor Life Network (OLN), and the Ad Council.
- *Providing Program Management:* The Forest Service is increasing its oversight and direction of both the national conservation education program and resource specific education programs. This oversight is being provided to better focus Forest Service conservation education in support of long-term agency goals, eliminate duplication and increase mutually supportive educational activities and programs. The newly established national Conservation Education Staff is tasked with oversight, program evaluation, quality control, planning and budgeting, managing grants and agreements, and providing technical support to the field. In addition, the board of directors has been established to encourage and improve cross-program coordination and focus.

Examples of regional or local programs supported through the national conservation education program include the Children's Forest on the San Bernardino National Forest (CA) and the Tongass National Forest's Tongass Journal Radio Program (AK). Most of these programs include other partners; for example, the Central Hardwoods Virtual Forest (a virtual tour of the central hardwood forest and its management) was developed by the Northeastern Area, State and Private Forestry (SPF) with over 18 partners.

Resource-Specific Conservation Education Programs: In addition there are a number of major national in scope, resource-specific conservation education programs sponsored and funded through Forest Service program areas. The defining characteristics of these programs include: national in scope, resource-specific, long-term, and sponsored by a specific Forest Service program. These programs include NatureWatch, Urban Tree House, Smokey Bear, Leave No Trace, Passport in Time and Woodsy Owl. They operate independently in partnership with the national conservation education program. Appendix 3 contains more information on these programs.

Conservation Education and Visitor Centers: There are a number of conservation education centers whose primary purpose is the delivery of conservation education. Funding for these centers is usually a mix of appropriated funds and funds/in-kind services provided by partners. These centers include Grey Towers National Historic Landmark, The Cradle of Forestry, the proposed National Conservation Education Center in Washington, DC, and, potentially, the proposed National Conservation Education Center at Arbor Day Farm. As part of the renewed emphasis on conservation education, these centers, along with visitor centers, will be included in a coordinated network for delivering conservation

education and will be a key part of the supporting infrastructure of the national program. Appendix 4 provides a description of each of these centers.

The Forest Service also has 71 major visitor centers (Appendix 4), which provide a variety of visitor services. In addition to visitor information and site and/or event interpretation, these centers also serve as an excellent place from which to deliver conservation education. Audiences include National Forest visitors and more formal education groups. Visitor centers near urban areas provide hands-on, place-based educational opportunities to urban youth and house teacher training workshops. As part of the renewed emphasis on conservation education, these centers, along with conservation education centers, will be included in a coordinated network for delivering conservation education and will be a key part of the supporting infrastructure of the national program.

CONSERVATION EDUCATION

The Strategy

FY 1999-2002

The Forest Service has recognized that, in the past, conservation education activities did not provide a coherent effort. In 1996, recognizing the need to develop a corporate program, the Forest Service began developing a national strategy for conservation education. This section describes the strategy and action plan which has been developed to provide a corporate conservation education program which has a defined focus and purpose.

Conservation Education into the Next Century: Public involvement and collaboration with partners are critical to the future of ecosystems, and conservation education should provide the foundation for each. The need to focus on communicating the sustainability of natural and culture resources in forests, grasslands, and aquatic ecosystems and the interconnectedness of land and people requires a coordinated and effective agencywide conservation education strategy. Today the Forest Service provides many public education and outreach programs. However, it is clear that these efforts need better coordination and focus. Current public demand dictates that the Forest Service shift from piecemeal education programs to a solid and coordinated conservation education system.

A Larger Role for Conservation Education: The need to define the larger context, role and focus of conservation education was recognized in 1996, when the Conservation Education Task Force was created. The Task Force was chartered to develop a national corporate vision for conservation education in the Forest Service, as well as a clear, forceful strategy to accomplish conservation education goals in a prioritized fashion. The Task Force conducted 24 listening sessions around the country with employees and representatives of other Federal and State agencies, nonprofit organizations and educators. The questions asked of participants, and their responses were:

- *Should educating the public about natural and cultural resources be a Forest Service priority?*
The answer was a resounding yes.
- *What should the main themes be in educating the public?* Two themes were identified: Sustainability of natural and cultural resources in forest, grassland and aquatic ecosystems; and awareness and understanding of interrelationships in natural systems and between people and the land
- *Who should be the target audiences?* Respondents indicated that efforts should focus on three primary audiences -- visitors, youth and urban communities.

The Task Force recommended that the Forest Service give a national focus to conservation education and adopt the themes and audiences recommended in the listening sessions. The task force concluded that "without an overall structure to guide conservation education and to integrate the multiple pieces, programs across the board have not been as successful as they could have been, and the return for the investment has not been maximized." The Task Force then developed a Vision-to-Action Strategy (Appendix 7) which recommended that the Forest Service:

- *Establish an Interdeputy Board of Directors and team to implement a national conservation education program*
- *Adopt guidelines and standards for conservation education; inventory and evaluate existing activities; modify existing programs/activities and materials and develop a body of basic conservation education materials.*
- *Develop sustained and adequate funding sources through leveraging partnerships, appropriated funds and self-sustaining program opportunities.*
- *Connect conservation education to land management planning and collaborative stewardship*
- *Support field conservation education efforts*
- *Maximize partnerships in conservation activities*
- *Utilize multimedia technology*
- *Emphasize accountability through outcomes and accomplishment measurements*

Leadership Actions in Support of the Vision-to-Action Strategy: Forest Service Leadership accepted the recommendations of the Vision-to-Action Strategy in May of 1998. A subsequent Task Force then developed a set of 14 implementing actions in support of the Vision-to-Action Strategy which have been incorporated in the Strategic Action Plan described below. In January 1999, to further emphasize the organizational importance of conservation education and to provide strong leadership for a coordinated, national program into the 21st century, the Chief established a Conservation Education Staff. The new staff incorporated four positions formerly on the Cooperative Forestry Staff as well as three new positions. Although assigned to the State and Private Deputy Area, the new Conservation Education Staff has cross-Deputy responsibilities. An Interdeputy Board of Directors, including the Director of Conservation Education, provides advice and assists with cross-Deputy coordination of conservation education programs and activities.

Strategic Action Plan: The Conservation Education Staff is providing strategic leadership for Forest Service conservation education activities. Building on the Vision-to-Action Strategy and the 14 Implementing Actions, the Staff has developed a 4-year action plan (1999-2002) in support of the agency goal of a solid and coordinated conservation education system. The Strategic Action Plan (Appendix 5) defines the mission of the conservation education program as:

Connect people to the land by providing them the tools they need to take informed actions related to sustaining natural and cultural resources.

Two core themes, defined in the Vision-to-Action Strategy, support the conservation education mission:

- *Sustainability of natural and cultural resources in forest, grassland, and aquatic ecosystems;*

- *Awareness and understanding of interrelationships in natural systems and between people and the land.*

As stated in the Vision-to-Action Strategy, the goal for 2002 is:

By 2002, Forest Service conservation education will be an effective, dynamic means for the Forest Service to connect the American people with their environment. The Forest Service will provide the tools Americans need to participate effectively in the critical task of sustaining our Nation's natural and cultural resources. This undertaking will be a coordinated, servicewide effort that will affect all aspects of the agency's operations.

The action plan identifies target audiences as youth, visitors and urban communities. It further states that the conservation education program within the Forest Service will be broad-based in approach, content and scope. Conservation education will encompass developing awareness, more in-depth knowledge, and hands-on action efforts among our target audiences.

The action plan includes developing a set of national conservation education focuses based on identification of areas where public knowledge is lacking. Identification of these areas will be done by Forest Service Research and through partners like NEETF, who do an annual Roper survey on public knowledge and attitudes towards the environment. By educating the public in these areas we will be providing them the tools to better participate in natural resource management. Specific educational messages will then be tiered to the identified resource areas. National conservation education efforts will focus on delivery of these messages to target audiences. Funding priority will be given to those conservation education activities which actively support the delivery of these messages.

Based on the Vision-to-Action Strategy and implementing actions, six objectives with associated strategies have been identified:

- *Consistently deliver specific educational messages based on identified areas where public education is needed to target audiences.*
- *Develop a corporate identity for conservation education to increase awareness of Forest Service conservation education efforts.*
- *Build the infrastructure necessary to deliver the conservation education program.*
- *Identify, develop, and encourage the development of conservation education products, tools, techniques that communicate the identified messages to our target audiences.*
- *Support a level of professionalism in employees, volunteers and partners to enable them to participate in the delivery of quality educational experiences.*
- *Monitor and evaluate the success of the conservation education program in accomplishing desired outcomes and revise as necessary.*

CONSERVATION EDUCATION FUNDING

This section provides a detailed, agencywide spending plan, including funding sources and expected results and describes the planned activities for FY 2000. A later section provides detail on planned accomplishments.

History: The Forest Service has provided conservation education since its inception (See Appendix 2). Over the years, conservation education has been funded as a benefiting activity, proposed as a expanded budget line item (EBLI) (FY 1995 and 1996), and funded as a national commitment. The FY 1995 and 1996 Budget Justifications proposed funding conservation education as an EBLI. Both the FY 1995 and 1996 Appropriations Committee Reports, while not supporting an EBLI, encouraged the Forest Service to proceed with funding conservation education activities from other program funds. Since then the conservation education program has been funded as a national commitment.

The following table shows the funding for the conservation education national commitment FY 1997 - FY 1999. It shows that funding for the conservation education national commitment was held at \$875,000 through FY 1998. Headquarters funding varied slightly. In FY 1999, the national commitment was \$877,000, and the headquarters budget was \$340,975. This was increased by \$290,000 in carryover in January of FY 1999, when the Conservation Education Staff was established. These additional carryover dollars were added to the headquarters budget to fund the three FTEs added to the existing FTEs transferred from the Cooperative Forestry Staff to the Conservation Education Staff (including Symbols). The conservation education national commitment has been multi-funded in the past.

Table 1: Historic Funding

	FY 1997	FY 1998	FY 1999	FY 2000
Headquarters	475,000	399,500	630,975	1,350,000
National Commitment	875,000	875,000	877,000	3,000,000
Total	1,350,000	1,274,500	1,237,975	4,350,000

In FY 1999, the funding mix was nine percent Research, fifty percent State and Private and forty one percent National Forest System appropriations. The FY 1999 conservation education national commitment EBLI distribution was as follows:

Table 2: FY 1999 Conservation Education National Commitment EBLI Distribution

EBLI	\$(M)	EBLI	\$(M)
Forest & Rangeland Res total	72	Rangeland Veg Ops	1
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Grand Total \$ 800,000*

* \$77,000 was held in Unit 14 for later distribution to field. Does not include Headquarters costs.

FY 2000 Budget: In FY 2000, the conservation education program is proposed to be funded at \$4.3 million (including Headquarters), in a manner similar to the past. However, under the Foundation Financial Information System (FFIS), conservation education funds will move to a separate cost pool. Table 3 shows the EBLI distribution and pool percentages. Funding includes the Symbols (Smokey/Woodsy) program which was not part of the national commitment.

Table 3: FY 2000 Conservation Education Cost Pool

EBLI	Pool Base %	EBLI	Pool Base %
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		Forestland Vegetation Management	03.89
		Soil, Water, & Air Operations	01.80
		Minerals & Geology Management	02.55
		Subtotal, NFS	52.61
		TOTAL	100.00

The Conservation Education program will be included in the FY 2001 Budget Justification.

The conservation education program budget has three components: Headquarters (including internal projects), external projects (nationally focused but done by field staff), field allocations (including funds for program and projects).

Table 4: Conservation Education FY 2000 Funding

Headquarters (including internal projects)	704,000
External Projects	635,000
Field allocation	2,000,000
Field Project-specific funding	1,000,000
Total	4,339,000

Headquarters: The headquarters funding supports the seven FTE's that are focused on conservation education and the Symbols (Smokey/Woodsy) program (salary, travel, training, supplies) as well as specific national projects that support the institutionalization of conservation education in the Forest Service. These projects focus on developing an integrated national program and are based on the Vision-to-Action Strategy, implementing actions and strategic action plan. Planned internal projects include development and validation of the program, a national meeting bringing together conservation education coordinators, national program (such as NatureWatch) managers, interpreters and State Forestry education specialists; and funding for Forest Service exhibits at national education conferences such as NACD, NAAEE and NSTA. The Woodsy Owl and Smokey Bear programs are also part of the headquarters budget and internal projects include funding the Woodsy licensing contract, Symbols product development funds, Woodsy/Earth Day 2000, and the Woodsy/Smokey Garden Club poster contest

External projects: These are those nationally focused projects which are not headquarters projects. They 1) implement Implementation Team recommendations and the Strategic Action Plan, 2) focus on the three key audiences (youth, urban and Forest visitors) identified in the Vision-to-Action Strategy, 3) highlight Forest Service conservation education efforts for maximum visibility, or 4) build external partnerships. Projects included in this category are:

- *Completing development of standard and guidelines for conservation education products:* The standards and guidelines would ensure that educational products and activities meet national educational standards. Funding would fund completion of development and printing and distribution to the field.
- *Development of a monitoring and evaluation system (including outcome measures):* Currently the conservation education program is measuring success through narratives and output measures. This project is to develop a monitoring and evaluation system and outcome measures.
- *Celebrity CE public service announcements:* A number of top entertainers (including Aretha Franklin, Kratt Brothers, and Bill Nye) have volunteered their services for conservation education public service announcements. These are a key way of communicating conservation education messages.

- *Printing and reproduction of conservation education materials:* There are a number of excellent conservation education products which are no longer in print which the field wants reprinted. Funds would be used to reprint these products.
- *National Public Radio conservation education messages* This is an enterprise team, located in Region 2, which is developing conservation education messages for broadcast on National Public Radio. The goal is to have 3-minute conservation education messages broadcast daily on 400 stations.
- *Support the "Natural Inquirer" science journal for middle school students:* This conservation education journal being developed by Research has the potential to be a conservation education "flagship." The Natural Inquirer teaches children the scientific process using actual studies by Forest Service researchers. Several issues have been developed and translated into Spanish as well as English. A goal of reaching 40,000 children has been established.
- *Conservation education web development :* The Implementation Team recommendations included development of a website clearinghouse of Forest Service conservation education materials which could be directly downloaded by employees and educators for use in conservation education activities. This would support the development of that clearinghouse as well as upgrading the existing web page. Tasks include an inventory and evaluation of existing materials (using standards and guidelines described above), conversion to web formats and placement on the web.
- *Develop a more focused conservation education program with consistent messages:* The Implementation Team indicated the need to develop national conservation education messages focused around specific resources (such as water). The field would be encouraged to use these messages in their conservation education efforts. This would provide a more strategic, national approach.
- *Partnerships with educational and youth organizations:* This includes work with Project Learning Tree (PLT) on their "Built Environment" educational module which focuses on conservation education in an urban environment; National Environmental Education Foundation (NEETF) in support of Public Lands Day 2000, environmental attitude research, and collaborative water-focused conservation education; continuing partnership with Wonderful Outdoor World (WOW) which provides urban children with a camping experience in urban parks; continuing partnership with Girl Scouts and Boy Scouts; and revitalization of the Trail Boss (Conservation USA) program which teaches individuals how to lead conservation projects.
- *Partners in Resource Education (PRE):* PRE is composed of the land managing agencies working together to leverage resources. PRE is currently sponsoring the Hands on the Land (HOL) project where each agency is piloting two land-based classrooms, all of which are linked electronically, providing additional resources to each site. FY 2000 plans are to expand the program by another two locations per agency.
- *Symbols Center of Excellence (COE), MN:* The COE is the distribution center for Woodsy, Smokey and Junior Forest Ranger Products and is also the operations center responsible for the sale of Woodsy and Smokey products, maintenance of the product catalog and some product development.

The ultimate goal is to have the COE self-sustaining through product sales. At present, Smokey products are close to self-sustaining and actions are being taken to make Woodsy products self-sustaining as well.

Field allocation: The national commitment funds have been allocated, in past years, by formula to Regions, Stations and States. In FY 1999, Regions received \$36,000 plus \$7,000 for each State, while Stations received \$10,000 each. These funds have been used for various educational purposes by these units, with States generally leveraging their funds at least three-to-one. Appendix 6 provides examples of accomplishments in FY 1998 supported by the field allocation. The FY 2000 budget level of \$1,890,000 more than doubles the allocations, providing a better platform for the program. Regions and Stations will be encouraged to use some portion of this increase to fund conservation education coordinator positions and to support conservation education georegional councils. Currently most Regions and Stations assign CE duties as a percentage of duties. It is not uncommon for a conservation education coordinator to have only ten percent of their time available for conservation education activities. The Northeastern Area is an exception, having one full-time and two part-time positions for conservation education.

Table 5

UNIT	Allocation Formula FY 2000	\$
Northeastern Area	\$60,000 NA + \$90,000 R9 + \$60,000 NE, NC + \$15,000 per State (20 States)	\$510,000
Region 1	\$90,000 + \$15,000 per State (3 States)	\$135,000
Region 2	\$90,000 + \$15,000 per State (5 States)	\$165,000
Region 3	\$90,000 + \$15,000 per State (2 States)	\$120,000
Region 4	\$90,000 + \$15,000 per State (2 States)	\$120,000
Region 5	\$90,000 + \$15,000 per State/Territory (2 States/2 Territories)	\$150,000
Region 6	\$90,000 + \$15,000 per State (2 States)	\$120,000
Region 8	\$90,000 + \$15,000 per State/Territory (13 States/2 Territories)	\$315,000
Region 10	\$90,000 + \$15,000 per State (1 State)	\$105,000
Rocky Mtn Station	\$30,000 per Station	\$ 30,000
PNW Station	\$30,000 per Station	\$ 30,000
PSW Station	\$30,000 per Station	\$ 30,000
Southern Station	\$30,000 per Station	\$ 30,000
Forest Products Lab	\$30,000 per Station	\$ 30,000
TOTAL		\$1,890,000

Field project-specific funding: A million dollars is directed to support specific field conservation education projects. These are funds to be distributed to the field for projects which support the conservation education Strategy and Action Plan goals. Projects will be selected based upon how well

they meet defined criteria including meeting national objectives, ability to leverage funds, etc. A team composed of field and WO staff will make recommendations to the Board of Directors for Conservation Education (composed of Directors of Recreation, Wildlife, Resource Valuation and Use, Conservation Education, Cooperative Forestry and Office of Communication). It is expected that these funds will be leveraged approximately three to one, through the use of partners. Because it is late in the FY 2000 budget process, these funds cannot be included in the FY 2000 Budget Advice to the field. Project proposals will be requested and funding decisions made as soon as possible after budget approval. FY 2001 project decisions will be made by June of 2000, so that funds may be included in allocations for FY 2001. Projects funded in FY 1999 included:

- *Branching Out to Youth* (\$35,000) This successful program is currently in place in Milwaukee, WI and in the Southern Region as well as at the Southern Research Station. Student teams formulate a conservation education curriculum working with scientists and present it to youth groups (day care, summer school camps) during summer months.
- *The Millennium Tree* (\$10,000) Funds were provided to support educational programs (including a fourth grade curriculum on sustaining forests distributed Statewide) around the Capital Christmas Tree (Millennium Tree) coming from Wisconsin for the upcoming Christmas season.
- *Girl Scouts* (\$15,000) Funds were provided to support Girl Scout Linking Girls to the Land program.
- *Natural Inquirer* (\$12,000) Funds were provided to support the design development for this "flagship" conservation education journal.
- *NAAEE minority scholarships* (\$5,000) Funds were provided for minority scholarships to attend the North American Association of Environmental Educators. This is helping to develop a cadre of minority environmental educators to help reach nontraditional audiences.

CONSERVATION EDUCATION ACCOMPLISHMENTS

Conservation education accomplishments have been compiled and made available for a number of years. However, the nature of the reporting has changed significantly.

Pre- FY 1997: Prior to FY 1997, accomplishments were reported in narrative fashion and consisted of a description of selected activities across the Nation. These accomplishments were presented in booklets that presented accomplishment highlights, listed partners, and narratively described projects by such categories as "Developing EE Media and Curriculum, Community Festivals and Events, NRCE Infrastructure and Materials, School Environments, Teacher Training, Education Camps, and Teaching NRCE." While providing the reader with specific examples of accomplishments, these reports did not provide any quantification or qualification information.

FY 1996-1999: As a part of the Government Performance and Review Act (GPRA) pilot, the Forest Service encouraged programs to develop a means of measuring progress towards specific goals. As a result of both GPRA requirements and the Vision-to-Action Strategy Team's work, a uniform set of conservation education measures was developed. These measures are input/output in nature and focus on the delivery of conservation education to various publics. These measures include items such as number of projects, number of students, number of teachers, number of people reached, as well as financial information (Forest Service appropriated dollars, leveraged dollars, in-kind value leveraged, non-Federal dollars/in-kind value leveraged). While of value in terms of determining quantity, these measures do not address either quality or outcomes. We have included selected FY 1998 (the latest year available) narrative accomplishments in Appendix 7, to illustrate the wide variety of conservation education projects funded by the conservation education national commitment and other leveraged funds.

The following table provides the FY 1996-1998 output-based accomplishments. Data for FY 1999 is not yet available.

Table 6: Conservation Education accomplishments

Fiscal Year	#projects	#students reached	#teachers trained	#people reached	\$FS	\$leverage d	Total \$
1996	198	1,079,173	27,405	5,640,403	875,000	1,085,433	1,960,433
1997	187	2,394,071	118,706	2,879,567	875,500	2,418,889	3,294,389
1998	142	2,996,072	46,353	4,798,540	875,500	1,645,975	2,521,475

FY 2000: The Vision-to-Action Strategy and the Implementation Team recommendations recognized the need to develop outcome measures for the conservation education program. We need to be able to measure not only if people learned, but what they learned and if it changed behavior. We need to know

CONSERVATION EDUCATION PARTNERSHIPS

Forest Service conservation education efforts are related to, and are integrated with, efforts by other Federal agencies, the States, and other citizen and institutional groups. This section provides information on that relationship and integration.

Cooperative and complementary relationships define partner relationships:

Conservation education is, by its very nature, a cooperative endeavour, and Forest Service conservation education programs have traditionally involved many partners whose strengths are used to complement those of the agency. Development of conservation education materials requires educators and resource specialists to work together. For example, the agency has partnered with Project Learning Tree (PLT), bringing its natural resource expertise and science-based information to the table while PLT brings its curriculum development skills and its network of PLT trainers. Delivery of conservation education materials requires not only Forest Service delivery systems, but also those of our other partners (States, educational organizations, educators, Federal agencies, and others). For example, the partnership with the State Foresters allows the agency to deliver conservation education to a much wider audience. Similarly, a 1960's partnership with the Garden Clubs of America resulted in conservation education training which reached thousands of individuals.

Government partners: Partnerships with State and other Federal agencies are a major component of the conservation education program. By working together States and Federal agencies are able to leverage resources and provide an integrated conservation education program across the nation. Key government partners include:

- *Partners in Resource Education (PRE):* This is a cooperative endeavour of five federal agencies that manage public land and work with private landowners (Forest Service, BLM, FWLS, NPS, NRCS). The agency representatives meet monthly to review and coordinate their individual conservation education activities. Working with EPA and NEETF, PRE sponsors *Hands on the Land*, a national network of field classrooms at natural, historical, and archaeological sites. Each site is an outdoor classroom available to local teachers and classes, and available "virtually," via the web, to teachers outside the local area. PRE is developing a joint strategic plan for outyears and an action plan for FY 2000 which will result in other shared resources between the agencies.
- *Environmental Protection Agency (EPA):* Under the National Environmental Education Act of 1990, the EPA is the designated national lead for environmental education and chairs the Federal Task Force on Environmental Education of which the Forest Service is a member. As a member of this Task Force, the Forest Service works with other members in delivering conservation education. EPA is also the administrator for environmental education grants under this Act, and the Forest Service and its partners have been the recipient of grant funds. *Hands on the Land* is partially funded by such a grant.
- *Department of Education:* The Department of Education does not have a formally established conservation education program and looks to agencies like the Forest Service to provide conservation education. The members of PRE were approached recently by the Department of Education about entering into a formal Memorandum of Understanding with them.

- *National Association of State Foresters (NASF)*: The State Foresters have always been strong supporters of conservation education, and are a major part of the Forest Service's conservation education delivery system. NASF, through its conservation education committee, provides national leadership in conservation education. Individual State Forester organizations provide conservation education materials and training to teachers and others, partner with the Forest Service and educational organizations such as PLT in delivering conservation education, and leverage funds on average at least three to one. The Forest Service provides funds to each State for conservation education delivery to communities and organizations within that State.

Nonprofit Educational Organizations: Nonprofit educational organizations are also key partners. These organizations work closely with and complement Forest Service conservation education activities. Some key partners include:

- *National Association of Conservation Districts (NACD)*: NACD reaches into every community in the Nation. They have a long history of support for conservation education and are a key Forest Service partner. Their Education Committee has a Forest Service member and the agency has partnered with them for many years in support of the National Envirothon, a conservation education competition between high school teams.
- *National Environmental Education Training Foundation (NEETF)*: Authorized under the National Environmental Education Act of 1990, NEETF focuses its activities in several key areas. They conduct conservation education research, producing a Roper Report each year that researches public perceptions of the environment. This research informs educators of public perceptions of environmental issues and identifies potential topic areas needing emphasis. The Forest Service is currently engaged in research with NEETF focused on recreation and there are plans to expand into conservation education research topics of mutual interest. NEETF also serves as a facilitator and convener with Federal partners. They provide administrative support to PRE and also serve as a catalyst for cooperation between Federal agencies on key conservation education issues.
- *Project Learning Tree (PLT)*: An educational nonprofit associated with American Forests, PLT is a premier provider of conservation education curricula for teachers. The Forest Service has partnered with PLT for many years, supporting both the development of curricula and the teacher workshops where the curricula are made available. PLT workshops are the place where the majority of teachers obtain their conservation education materials.
- *Project Wet; Project Wild*: Similar to PLT, these organizations focus on developing curricula focused on water and wildlife, respectively.
- *Garden Clubs of America*: A long-term Forest Service partner, the Garden Clubs were instrumental as a Forest Service partner in the 1960's, helping deliver conservation education. The Garden Clubs sponsor a yearly Woodsy/Smokey poster contest encouraging children to produce posters focusing on Woodsy's theme of "Lend a Hand, Care for the Land" and Smokey's theme of "Only You Can Prevent Forest Fires." Winning posters are exhibited and the winners receive prizes.

- *Boy Scouts/Girl Scouts:* The Forest Service has worked closely with these two organizations for many years. The Forest Service, along with other Federal land-managing agencies, assists in the development of conservation education materials used by both organizations and is a major provider of conservation education at national events such as the Boy Scout Jamboree. Linking Girls to the Land, also supported by the Forest Service, is the major Girl Scout program designed to educate Girl Scouts about conservation of natural resources.

Conservation Education Programs: The Forest Service also works with a number of national conservation education programs. Some examples include:

- *Envirothon:* This program involves a national competition between high school teams on a natural resource related theme. This year the Envirothon topic was wildfire management and teams from across the US and Canada competed in Arcata, CA in August. Teams were asked to develop a prescribed fire management plan for a real location and presented their plan to a panel of judges, who judged each plan and presentation.
- *Environmentors:* This program, currently in five cities, focuses on inner city at-risk youth. Recommended youth are paired with a scientist-mentor and work jointly on a science project which is then entered into a science fair competition. The Forest Service provides mentors and other support to this program.
- *Commencement 2000:* Established by the Forest Service, this is a kindergarten through college program that introduces minority students to the world of natural resources and encourages them to seek a career in natural resources. Its purpose is to encourage historically under-represented students to pursue higher education in natural resources. The goal is to establish work force diversity in natural resource agencies and broaden multicultural involvement in natural resources issues. It also engages the local community in developing solutions to their problems.
- *Wonderful Outdoor World (WOW):* This program, supported by Federal land-managing agencies, Disney, and other organizations, introduces inner-city youth to camping and outdoor recreation through a safe, controlled experience in an urban park. It emphasizes the importance of understanding and respecting urban and wildland ecosystems.
- *Conservation USA:* The Forest Service is working with other partners (including Federal, nonprofit, youth, and educational organizations) to develop the Conservation USA program to teach leaders specialized skills for training and leading volunteer crews on conservation projects which have both an educational and stewardship component. This is a revitalization of the highly successful Trail Boss program.

As can be seen from these examples, partners are an important mechanism for delivering conservation education to the public. By partnering with organizations that can complement the Forest Service's strengths, a better conservation education experience is delivered to the public. Current relationships will be strengthened and new, nontraditional partnerships sought as the program moves forward into the 21st century.

CONSERVATION EDUCATION REPORT CONCLUSION

The Forest Service conservation education program is moving forward into the 21st century. The program is dedicated to providing information so that an informed and engaged citizenry are able to participate effectively in the actions and decisions needed to sustain our natural resources for present and future generations. In order to accomplish this, the program needs to be integrated and coordinated nationally, and have well understood and measurable goals.

Conservation education has been a significant part of Forest Service program delivery since the early 1900's. Over the years, numerous efforts associated with specific Forest Service programs, such as NatureWatch, Smokey Bear, and Leave No Trace, have been successfully developed. In 1991, the Natural Resource Conservation Education program was created as a servicewide program jointly sponsored by the Forest Service and the National Association of State Foresters. That program provided funds for field support of conservation education efforts both through the Forest Service and the States. Because of concerns over the effectiveness of Forest Service conservation education efforts, a Task Force was established in 1996, to conduct listening sessions across the country with partners and cooperators, including teachers, educational and environmental organizations and Forest Service employees. The Task Force used that feedback to develop a national Vision-to-Action Strategy and a 4-year implementation plan. As one action to implement that strategy, the Forest Service created a staff within the State and Private Deputy Area to lead, coordinate, and integrate Forest Service conservation education efforts across all Deputy Areas. The goal is to reduce duplication and better integrate and focus the national Conservation Education program and the many program-specific conservation education efforts on consistent messages and outcomes. Forest Service conservation education efforts are being focused on three major audiences -- youth, visitors and urban communities. The Forest Service is also targeting its efforts to take advantage of agency strengths -- science-based information, lands, facilities, delivery systems and networks.

APPENDIX 1:**CONSERVATION EDUCATION
AUTHORITIES**

The education role of the Forest Service is identified in a number of policy documents. The 1600 and 2390 sections of the Forest Service Manual give direction for conducting the environmental education program. The Forest Service education role is authorized by the following authorities:

The Department of Agriculture Organic Act of 1862 (7 U.S.C. 2201). This Act authorizes the establishment of a Department of Agriculture to "diffuse among the people of the United States useful information on subjects connected with agriculture in the most general and comprehensive sense of the word."

Solicitor's Opinion 4088 (1942): In this opinion, the Solicitor ruled that information may be disseminated through exhibits, motion pictures, radio broadcasts, or other media which are found to be administratively expedient, provided such information relates to the authorized activities of the Department..."

The Smokey Bear Act of 1952 (Public Law 52-359): This Act gives the Secretary of Agriculture, after consultation with the National Association of State Foresters and the Advertising Council, the authority to grant permission for the manufacture, reproduction and other uses of Smokey Bear for use in public information concerning the prevention of forest fires.

The National Environmental Policy Act of 1969 (42 U.S.C. 4321 (note)): This Act authorizes and directs that, "to the fullest extent possible, ...all agencies of the Federal Government shall make available to States, counties, municipalities, institutions, and individuals, advice and information useful in restoring, maintaining, and enhancing the quality of the environment."

National Environmental Education Act of 1970 (Public Law 91-516): This Act identified education as a mechanism for improving the quality of the human environment.

Woodsy Owl-Smokey Bear Act of 1974 (Public Law 93-318): This Act established Woodsy Owl as a "symbol for a public service campaign to promote wise use of the environment and programs which foster maintenance and improvement of environmental quality." The Act gave responsibility for Woodsy Owl to the Forest Service.

The National Forest Management Act of 1976 (16 U.S.C. 1600 (note)): This act establishes broad land management guidelines, and directs the Secretary to provide for public involvement in the planning process.

The Cooperative Forestry Assistance Act of 1978 (16 U.S.C. 2101, July 1, 1978): This act authorizes cooperative efforts in respect to non-Federal forest land and provides for coordination with State Foresters in management and planning assistance, and for transfer of technological knowledge based on forest research findings.

The Forest and Rangeland Renewable Resources Research Act of 1978 (16 U.S.C. 1600 (note)):

This Act authorizes the Secretary of Agriculture to implement a comprehensive program of forest and rangeland renewable resources research and disseminate of the findings of such research.

The 1990 Farm Bill, Forest Stewardship Act of 1990 (16 U.S.C. 2101 (note)): Under the Urban and Community Forestry Assistance Program, the Secretary, in cooperation with State Foresters, State Extension Directors and interested members of the public, including nonprofit private organizations, shall implement a program of education for urban and community forest resources. As part of the Forest Stewardship Program, the Secretary is authorized to provide education and related assistance to State forests, including financial assistance to other State and local entities, and land grant universities to deliver information to nonindustrial private landowners.

The National Environmental Education Act of 1990 (20 U.S.C. 5501 (note)): This Act restated the goal of the 1970 Environmental Education Act and stated, "Federal natural resource agencies such as the United States Forest Service have a wide range of environmental expertise and a long history of cooperation with educational institutions and technology transfer that can assist in furthering the purposes of the Act."

16 U.S.C. 565a-1. (Cooperative agreements between Secretary of Agriculture and public or private agencies, organizations, institutions, and persons covering Forest Service programs; authority; funding) reads as follows: To facilitate the administration of the programs and activities of the Forest Service, the Secretary is authorized to negotiate and enter into cooperative agreements with public or private agencies, organizations, institutions, or persons to...develop and publish cooperative environmental education and forest history materials; and to perform forestry protection, including fire protection, timber stand improvement, debris removal, and thinning of trees. The Secretary may enter into aforesaid agreements when he determines that the public interest will be benefited and that there exists a mutual interest other than monetary considerations.

APPENDIX 2**HISTORY OF CONSERVATION EDUCATION
IN THE
FOREST SERVICE**

The Early Days: Conservation education in the Forest Service goes back to early efforts focused around catastrophic events such as wildfires and the need to replant the overharvested and abandoned private lands that formed the nucleus of National Forests in the east. Women such as Mrs. Priscilla Edgerton ("The Forest, A Handbook for Teachers," 1927) and Ms. Margaret Mount-March ("Penny Pines" fund raising effort) took a leading role in conservation education. In 1928, these early efforts were followed by an institutionalization of conservation education through the Forest Service Manual. This early manual promoted cooperation with schools and publications for children, noting the importance of education in "promoting the best use of all forest resources in the country, public and private."

World War II and Smokey Bear: During World War II, it was feared that an enemy attack or sabotage could destroy forest resources. The Cooperative Forest Fire Prevention Program was organized to encourage citizens to make a personal effort to prevent forest fires. On August 9, 1944, the Forest Service and the War Advertising Council introduced Smokey Bear as a fire prevention campaign symbol. The campaign using Smokey Bear was extremely successful in reducing accidental, human-caused fires. In 1950, a bear cub found abandoned after a fire in the Capitan, New Mexico area, became the living symbol of Smokey Bear. After World War II, the focus of the Smokey Bear campaign broadened to appeal to children as well as adults. In 1953, the Forest Service launched the Junior Forest Ranger program to complement the Fire Prevention Classroom Program. Both of these programs continue today.

Post-World War II - Visitors to the Forests: Efforts to provide Forest visitors with information and interpretive services began in the 1950's, as Americans began to travel more extensively and automobiles came into their own. The Visitor Information Service Program was formalized in 1962, and over the next two decades, 25 major visitor centers and hundreds of interpretive sites and information centers with educational components were built and staffed. In 1980, the name of the program was changed to Interpretive Services. Annual visitation to visitor centers and Interpretive Services sites is currently about 12 million. The early television program, *Lassie*, which featured the adventures of a Forest Service Ranger and his dog named Lassie, also educated the public about natural resources.

The 1960's - Environmental Education is Formally Established: In 1968, Chief Edward F. Cliff formally established the Forest Service environmental education program. He was convinced that wise use of the Nation's natural resources would only be possible if the public was educated about these resources. Chief Cliff established an environmental education training team to teach others both the principles of environmental education and how to teach them to others. Thousands of Garden Club members, educators and Forest Service, other Federal and State employees were trained and in turn taught others. Congressional support of environmental education was reflected in the inclusion in the National Environmental Policy Act of 1969, of language requiring agencies to provide environmental information to the public.

1970's - Forest Service Becomes a Leader in Environmental Education: Passed in 1970, the National Environmental Education Act specifically identified education as a way to improve the environment. In 1971, the Forest Service developed and published a curriculum called *Investigating Your Environment*, using science-based activities to develop skills for collecting, recording and interpreting information about different parts of the environment. These materials, updated in the early 1990's, are considered among the best materials of their type ever produced.

During this period, the Forest Service also began a long-term partnership with the American Forests nonprofit educational organization, Project Learning Tree (PLT). PLT is now a premier provider of conservation educational curricula to teachers. Through the partnership with PLT, Forest Service conservation education has reached thousands of teachers and millions of students over the last two decades. In 1974, Woodsy Owl, under Forest Service guardianship, was established as the Nation's environmental icon. His message of "Give a Hoot, Don't Pollute" was learned and repeated by millions of school children and adults during these years.

1980's - Expansion and Collaboration: The 1980's that followed also saw the development of more program specific conservation education efforts such as NatureWatch (Wildlife), Passport in Time (Heritage) and Leave No Trace (Recreation). Focused on specific resources, these programs complemented the greater conservation education program. These programs, collaborations of public and private partners, provide numerous and diverse ways to learn about natural resources. Examples include educational activities, festivals, nature trails, interactive displays, educational computer programs, brochures, classes, and active participation in natural resource activities.

Collaborative efforts also expanded in the 1980's. Partnerships with State Foresters and State Departments of Natural Resources continued to expand. New partners such as the National Environmental Education and Training Foundation (NEETF) and NACD, joined Forest Service conservation education efforts.

1990's - Beginnings of a Focused, Servicewide Effort: As the 1990's arrived, the Forest Service worked to better coordinate the many diverse education programs that had developed over the years. In 1991, in response to a task force recommendation, the Natural Resource Conservation Education (NRCE) program was created as a "servicewide focused program jointly sponsored by the USDA Forest Service and the National Association of State Foresters." From 1991 through 1994, NRCE reported to the SPF Deputy Area, and from 1994 until January 1999, it was located in the Cooperative Forestry staff. The program was designed to move the public from awareness to informed actions concerning all natural resources, particularly conservation. Intended as a lifelong learning program, the NRCE program helped National Forests, State forestry agencies and research units carry out approximately 200 projects each year since 1992. Following the 1990 Farm Bill, the Forest Service Urban and Community Forestry Program was expanded and education became one of its integral components. In response, the Forest Service joined with State forestry agencies and other partners to bring conservation education into urban communities.

In the mid-1990's concerns were again raised over the scattered nature of conservation education efforts and the potential for better use of resources through a more organized, focused program. In 1996, the Directors of Wildlife, Fish and Rare Plants, Recreation, Heritage and Wilderness Resources, Cooperative Forestry, and Office of Communication, chartered a national task group to review the

situation and provide recommendations for the future of conservation education in the Forest Service. In 1997, the task group completed its national review and provided their report and recommendations to the Forest Service in a document entitled the Vision-to-Action Strategy.

The Beginning of a New Century - Establishment of a Conservation Education Staff: The Forest Service Chief and Staff accepted the Vision-to-Action Strategy in May of 1998, and a subsequent implementation team developed 14 actions to implement the recommendations (see Appendix 5), including options on the structure of the conservation education program. After reviewing the recommendations, the Chief created a Conservation Education Staff, located in the State & Private Deputy Area, to provide leadership for conservation education across all Deputy Areas. The new staff was given responsibility for what was formerly Natural Resources Conservation Education and the Woodsy Owl program, as well as operational management of the Smokey Bear program for the Fire and Aviation Management staff. The Chief further tasked the new staff to build upon the Vision-to-Action Strategy and its 14 implementing actions with the goal of making the Forest Service a preferred federal provider of conservation education.

APPENDIX 3**NATIONAL RESOURCE-SPECIFIC
CONSERVATION EDUCATION PROGRAMS**

The following is a brief description of the major national resource-specific conservation education programs of the Forest Service. These programs are national in scope, resource-specific, long-term, and sponsored by a specific Forest Service program. They are funded by the sponsoring programs' funds rather than through a national commitment. All leverage funds with outside partners and, in the case of Smokey Bear and Woodsy Owl, derive some funding from licensing royalties.

- *NatureWatch*: Sponsored and supported by the Wildlife, Fish and Rare Plants program, NatureWatch puts people in touch with the plants, fish and birds of their National Forests through viewing sites, interpretive walks, festivals and other activities. Supported by one full-time position based in Denver, Colorado, the program goals are helping people experience wildlife, fish, and flowers in their natural settings, promoting recreational viewing opportunities, facilitating learning about the environment, and promoting conservation efforts and wise use of natural resources.
- *Urban Tree House*: Urban Tree House is a cooperative, community-based, environmental research and education program, characterized by a structure placed in a community greenspace around which activities take place. The goal is to help urban youth and adults learn about natural resources and environmental concepts. Sponsored and supported by Forest Service Research, there are currently three Urban Tree Houses in operation (Atlanta, GA, Washington, DC, and Portland, OR) with two under development (Milwaukee, WI and Salt Lake City, Utah). They are funded and managed jointly by a coalition of local interests, one of which is the Forest Service. The program is supported by one full-time position in the Research Deputy Area.
- *Smokey Bear*: One of the Forest Service's oldest conservation education programs, Smokey's message is "Only You Can Prevent Forest Fires." Smokey Bear is authorized by Public Law 52-359 and is jointly owned by the Forest Service, the Ad Council and the National Association of State Foresters. Within the Forest Service, Smokey is the responsibility of the Fire and Aviation Management program although day-to-day management is provided by the Conservation Education Staff. Smokey's fire prevention program is funded through appropriated funds, partner and cooperator funds and provision of services, and through royalty funds collected from the licensing of Smokey related items and the use of the Smokey fire prevention symbol.
- *Leave No Trace*: Sponsored by the Recreation, Heritage and Wilderness Resources Program, this education effort is a cooperative effort of the Forest Service, BLM, NPS and the USFWS. Leave No Trace promotes resource protection by minimizing the impacts of recreational use through educated user behavior and practice. This interagency program, in partnership with the private sector, provides consistent messages and quality materials for both managers and the public in a proactive manner, focusing on preventing degradation rather than repairing impacts, while enhancing customer satisfaction. The Forest Service funds a portion of the salary for the Leave No Trace National Field Coordinator, the preparation and distribution of publications, and provides for part-time Leave No Trace coordinators in each of the agency's nine Regions.

- *Passport in Time (PIT)*: Also sponsored by the Recreation, Heritage and Wilderness Resources program, PIT is a volunteer program providing an opportunity for the public to share in the thrill of discovery through archaeological and historic research. Forest Service archaeologists and historians guide volunteers in activities ranging from archaeological excavation to historic building restoration. Volunteers have helped stabilize ancient cliff dwellings in New Mexico, excavate a 10,000 year old village site in Minnesota, clean vandalized rock art in Colorado, and excavate a 19th century Chinese mining site in Hell's Canyon, ID. Since its beginning as a national program in 1991, PIT has provided an experiential education experience for over 11,000 individuals, including many from other nations. Support for the program includes one full-time program coordinator. Many projects are run in partnership with university archaeological field schools, with in-kind contributions from partners generally 60 percent of total project costs, and Forest Service appropriated funds and resources meeting the remaining 40 percent.
- *Woodsy Owl*: Sponsored and supported by the national conservation education program, Woodsy has become a national environmental icon. Authorized under Public Law 93-318, Woodsy's original motto of "Give a Hoot, Don't Pollute," has been joined by "Give a Hand, Care for the Land." Woodsy has an over 60 percent recognition rate among the general public making him an excellent vehicle for delivering conservation education messages. Efforts are underway to increase Woodsy's impact as a viable character for product licensing. Royalties generated through licensing agreements (as is done with the Smokey character) are expected to make the program self-sufficient within the next five years.

APPENDIX 4**CONSERVATION EDUCATION CENTERS
AND
VISITOR CENTERS**

This appendix contains a brief description of Forest Service existing and planned conservation education centers, as well as a current listing of visitor centers.

Conservation Education Centers: There are currently two Forest Service conservation education centers (Grey Towers National Historic Landmark and The Cradle of Forestry) and two in the early planning stages (the National Conservation Education Center, Washington, DC and the National Conservation Education Center at Arbor Day Farm).

Grey Towers National Historic Landmark: Grey Towers, the primary home of Gifford Pinchot, first Chief of the Forest Service, was donated to the Forest Service in 1963. It serves a dual purpose, embracing a philosophy of preservation through use, with the estate open for public tours and conservation education programs and, in conjunction with the Pinchot Institute, as an active conference center for conservation and natural resource issues. At Grey Towers, the Forest Service offers a wide variety of imaginative and effective educational programs on the environment and conservation both on site and in surrounding schools. Teacher workshops are offered as well. Currently Grey Towers is undergoing a major restoration and tours and site visits are temporarily suspended.

The Cradle of Forestry: The Cradle of Forestry is an Historic Site set aside by Congress to commemorate the beginning of forestry conservation in the United States. The Cradle consists of a Forestry Discovery Center, an interactive exhibit hall, two interpretive trails and the recently dedicated Carl Schenck Education wing. The Discovery Center, exhibit hall and interpretive trails provide visitors with the opportunity to understand how forestry began in the United States as well as natural resource interrelationships. The Carl Schenck Education wing, completed and dedicated in May of 1999, provides the opportunity for more formal conservation education activities such as seminars, workshops, formal classroom instruction, and through a partnership with Brevard College, virtual classes. The Cradle of Forestry was funded at \$851,600 in appropriated funds in the FY 1999 budget. Three hundred thousand dollars is identified in the House Report for education programs at the Cradle of Forestry.

National Conservation Education Center, Washington, DC: Initial planning is underway for a National Conservation Education Center to be located on the ground floor of the Yates Building, the Forest Service headquarters in Washington, DC. The Center will use a wide variety of methods to engage all Americans in sustaining their natural resources and will feature hands-on exhibits at the Center as well as formal conservation education activities such as seminars, workshops, etc., exploring the relationship between Americans and their environment over the last 150 years. It will also serve as a center for the national conservation education program. Construction and maintenance of the Center will utilize partnerships as a major funding mechanism. Ground breaking for the Center is planned for July, 2000.

National Conservation Center at Arbor Day Farm: The National Arbor Day Foundation, under a grant from the Natural Resources Conservation Service, is in the preliminary stages of scoping a conservation education center to be located at the Arbor Day Farm in Nebraska City, NE. They have shared their preliminary plans with the Forest Service with the intent of potentially partnering on this effort. The

Center would focus on conservation on private lands. The Arbor Day Foundation does not have a timeline developed at this time.

Visitor Centers: There are currently 71 major visitor centers as identified and managed by Forest Service Recreation, Heritage and Wilderness Resources. These centers provide a variety of visitor services as well as locations for the delivery of conservation education. A listing of visitor centers, including theme and descriptions, follows.

MAJOR NATIONAL FOREST VISITOR CENTERS
(rev. 2/19/99)

Northern Region - R1

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/ PHONE	STATE NEAREST COMMUNITY	THEME AND DESCRIPTION
Lolo Pass Clearwater	Powell Ranger Dist. Lolo, MT 59847 208-942-3113	Idaho Missoula, MT	Orientation to and interpretation of the beautiful Lochsa River area. Interpretation of historic trails, including the Nez Perce National Historic and Lewis and Clark Historic trails and their role in early American history. Information about FS history and management. Interpretive sales area.
Lochsa Clearwater	Lochsa Ranger Dist. Kooskia ID 83539 208-926-4275	Idaho Kooskia, ID	Interpretation of early FS management through guided tours and demonstrations at a historic ranger station. Interpretation of devastating Idaho fires of 1919.
Slate Creek Ranger Station Museum Nez Perce	Salmon River Ranger Dist. White Bird ID 83554 208-839-2211	Idaho White Bird, ID	Museum depicts a back country ranger's living quarters and office of the early 1900s. Open year-round.
Darby Ranger District Historical Visitor Ctr/Museum Bitterroot	Darby Ranger Dist, Darby, MT 59829 406-821-3913	Montana Darby, MT	FS historical items on display with emphasis on the 1940s. The theme is <i>A Step in Time</i> . Building is handicapped accessible. Picnic facilities and group programs available on request. Open 7 days/week until end of November hunting season.
Hungry Horse Flathead	Hungry Horse Ranger Dist. Hungry Horse, MT 59919 406-387-5241	Montana Hungry Horse, MT	Visitor center is operated jointly with the Bureau of Reclamation. Affords visitors view of the face of Hungry Horse Dam and reservoir. Exhibit tells the story of water and the Hungry Horse watershed from the time moisture falls as rain or snow until water flows into the Pacific Ocean via the Columbia River. Conducted tours through the dam are available.
Big Mountain Environmental Education Ctr Flathead	Tally Lake Ranger Dist. Whitefish, MT 59937 406-862-2508	Montana Whitefish, MT	Located at summit of Big Mountain, the center offers daily interpretive hikes and lectures during the summer. Scenic views from Danny On Memorial Trail. Open May - September.
Madison River Earthquake Area Gallatin	Hebgen Lake Ranger Dist. West Yellowstone, MT 59758 406-646-7369	Montana West Yellowstone, MT	The story of the Madison River Earthquake and earthquakes in general. Interpretation of the geologic features of nature with emphasis on earthquakes and landslides. Orientation to the many outdoor recreation opportunities in the Greater Yellowstone area. Interpretive sales area.
Smokejumper Center	Missoula Ranger Dist,	Montana Missoula, MT	Visitor center interprets the activities of the FS's nearby Aerial Fire Depot and Northern Forest Fire Laboratory and Equipment Development Center. The center

Lolo	Missoula, MT 59801 406-329-3814		offers a variety of exhibits including a fire tower. FS staff take visitors on a tour of the Smokejumper headquarters and its three-story parachute loft. Interprets the natural role of fire.
Nine-Mile Remount Depot Lolo	Nine-mile Ranger Dist. Box 616 9-Mile Rd. Huson, MT 59846 406-626-5201	Montana Missoula, MT	Located at a historic FS Ranger Station built by the CCC, the historic and contemporary use of pack stock in the FS is interpreted. Demonstrations of pack animal use and history are available. Minimum impact camping skills are also featured. Open May - September.
Lewis & Clark Nat'l Historic Trail Interpretive Center Lewis & Clark	Lewis & Clark Nat'l Forest POB 869 Great Falls MT 59403 406-791-7720	Montana Great Falls, MT	Center interprets the journey of Lewis & Clark through the heartlands of Indian country. Displays reflect the perspective of members of the Corps of Discovery and the view of the American Indian nations they encountered.

Rocky Mountain Region - R2

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/ PHONE	STATE NEAREST COMMUNITY	THEME AND DESCRIPTION
Clear Creek Arapaho-Roosevelt	Clear Creek Ranger Dist. POB 3307 Idaho Springs CO 80452 303-567-2901	Colorado Idaho Springs, CO	One thousand sq. ft. facility provides orientation to the area and five key highways, including two Scenic Byways, one of which is Mt. Evans (elev. 14,200'). Illustrates importance of FS to local community.
Pactola Black Hills	Pactola Ranger Dist. Rapid City SD 57701 605-343-1567	South Dakota Rapid City, SD	Orientation to the cultural and natural history of the Black Hills

Southwestern Region - R3

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/ PHONE	STATE NEAREST COMMUNITY	THEME AND DESCRIPTION
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Sabino Canyon Coronado	Santa Catalina Ranger Dist. Tucson, AZ 85715 602-749-8700	Arizona Tucson, AZ	Beginning at the Sabino Visitor Center, an hour's drive takes visitors from the shrub growth of the Sonoran Desert floor to the towering Douglas fir forest high on Mt. Lemmon. Visitor center exhibits interpret the botany, geology and history of the Santa Catalina Mountains.
Gila Cliff Dwellings National Monument Gila	Wilderness Ranger Dist. Mimbres, NM 88049 505-536-2250	New Mexico Silver City, NM	Visitor center jointly operated by FS and NPS tells the story of the Gila Cliff Dwellings and the Gila National Forest and its resources. Outdoor exhibits interpret the geology and flora of the area.
Ghost Ranch Museum Carson	Canjilon Ranger Dist. Canjilon, NM 87515 505-684-2486	New Mexico Canjilon, NM	Environmental learning center for school groups and adults about wildlife conservation and management. Animals that have been injured are used in demonstrations for visitors to teach conservation education. Interpretation of local cultural and natural history is also featured.

Intermountain Region - R4

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/ PHONE	STATE NEAREST COMMUNITY	THEME AND DESCRIPTION
Redfish Lake Sawtooth	Sawtooth NRA Star Route Highway 75 Ketchum, ID 83340 208-726-5000	Idaho Stanley, ID	Located in spectacular Sawtooth National Recreation Area, interprets local human and natural history. Exhibits, photos, audio-visual program and book sales. Open May - September.
Sawtooth NRA Sawtooth	Same as above	Idaho Ketchum, ID	Orientation to natural and cultural history of and recreation opportunities in the Sawtooth NRA. Book sales.
Oregon Trail Inter- agency Visitor Ctr Caribou	Montpelier Ranger Dist. 431 Clary Montpelier, ID 83254 208-847-0375	Idaho Montpelier, ID	Multi-funded among Idaho Dept. of Transportation, Oregon Trail History Assoc. and Forest Service. Orientation to local natural and cultural history. Exhibits to interpret history of Oregon Trail are underway.
Interagency Visitor Ctr Targhee	Palisades Ranger Dist. 3659 E. Ririe Hwy. Idaho Falls, ID 83401 208-523-1412	Idaho Idaho Falls, ID	Interagency funded and operated information center for orientation to local areas including natural and cultural history of southeaster Idaho and Yellowstone.
Flaming Gorge Ashley	Flaming Gorge NRA POB 279 Dutch John UT 84046 435-781-5242	Utah Dutch John, UT	Operated jointly by FS and Bureau of Reclamation. Provides recreation information about the Flaming Gorge National Recreation Area and the High Uinta Mountains. Exhibits, photos, maps, audio-visual programs, book sales.
Red Canyon Ashley	Same as above	Utah Dutch John, UT	Observatory on cliff offers superb view of the Red Canyon portion of the Flaming Gorge NRA and High Uinta Mountains. Exhibits, photos, maps, audio-visual programs and book sales. Open year-round.
Strawberry	Heber Ranger Dist,	Utah	Exhibits, interpretive trail, fish-stripping station and book sales. Explains

Uinta	POB 190 Heber City UT 84032 435-654-0470 435-548-2321	Heber City,UT	interagency management of Strawberry resources, particularly fisheries. Open May October.
Interagency Visitor Ctr Manti-LaSal.	Moab Ranger Dist, POB 386 Moab, UT 84532 425-259-7155 435-259-6111	Utah Moab, UT	Interagency funded and operated info center for orientation to local areas including natural and cultural history of the southern Utah slickrock country, the LaSal Mountains and Arches National Park. Open year-round.
Red Canyon Visitor Ctr Dixie	Powell Ranger District POB 80 Panguitch, UT 84759	Utah Panguitch,UT	Exhibits, interpretive trail, book sales. Information on local attractions including Dixie National Forest and Bryce Canyon National Park. Open May - October.
Interagency Visitor Ctr Dixie	Pine Valley Ranger Dist. 196 E. Tabernacle St. George, UT 84770 435-652-3100	Utah St.George,UT	Interagency funded and operated information center for orientation to local areas including natural and cultural history of southwestern Utah, including Zion National Park. Open year-round.
Interagency Visitor Ctr Bridger-Teton	Bridger/Teton Nat Forest POB 1888 340 N.Cache Jackson, WY 83001 307-734-8760	Wyoming Jackson, WY	Interagency funded and operated information center for orientation to local areas inscluding natural and cultural hisotry of Jackson Hole and Grand Teton and Yellowstone national parks.

Pacific Southwest Region - R5

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/PHONE	STATE NEAREST COMMUNITY	THEME AND DESCRIPTION
Chilao Angeles	Star Route La Canada CA 91111 818-796-5541	California La Canada,CA	Exhibits interpret local flora and fauna and cultural history of the high country of the San Gabriel Mountains. Restored ranger station from the early 1900s is interpreted at the site. Four nature trails are associated with the visitor center. Over 100 nature activities are scheduled annually, including campfire programs, nature walks and children's activities. The visitor center offers an environmental education program to all school districts in southern CA. Book sales. Open year-round.
Big Pines Angeles	Valyermo Ranger Dist. POB 1011 Wrightwood CA 92397	California Wrightwood, CA	Located in the historic Big Pines Clubhouse structure, this small center serves as the information arrival station and temporary visitor center at the eastern gateway to the high country of the San Gabriel Mountains. Hiking and self-guided interpretive trails connect to the Pacific Crest Trail. Exhibits pertain to the natural and cultural history of the area. Open year-round, 5 days/week, closed Tues. and Wed.
Grassy Hollow Angeles	Same as above	California Wrightwood, CA	Center focuses on the interconnection of all Valyermo Ranger District living things. Fragility of the forest ecosystem and importance of maintaining a healthy and diverse forest is highlighted. Dynamic effects of nature and humans is discussed.
Interagency Visitor Ctr Inyo	POB R Lone Pine, CA 93545 619-876-4252	California Lone Pine, CA	Interagency funded and operated information center for orientation to local areas including natural and cultural history of the east side of the Sierra Mountains.
Schulman Grove Inyo	White Mountain Ranger Dist, 798 N. Main St Bishop, CA 93514 619-873-2500	California Bishop, CA	Interpretation and information about the bristlecone pine, <i>the oldest living thing on earth</i> . Two self-guided trails lead from the visitor center to the Discovery Trail. The Methuselah Walk goes through the Grove of the Ancients. Interpretive talks on the natural and geological history of the area offered daily. Open late May - Sept.
Mammoth Inyo	Mammoth Lakes Ranger Dist, POB 148 Mammoth Lakes, CA 93456 619-924-5500	California Mammoth Lakes, CA	Interpretive programs, exhibits and audio-visual presentations illustrate the diverse values of the Inyo National Forest and the many opportunities for year-round recreation on the Mammoth Ranger District. Also features several interpretive sites, self-guided nature trails, wayside exhibits and kiosks which focus on the geology and cultural and natural history of the area. Open year-round.
Shasta Lake Shasta-Trinity	14250 Holiday Rd, Redding CA 96003 916-275-1587	California Mountain Gate,CA Reading, CA	Located along I-5 corridor at the south entrance of the Shasta Unit of the Whiskeytown-Shasta-Trinity National Recreation Area. FS facility provides year-round recreation information and interpretive association material. Map of Shasta Lake depicted in floor carpet. Woodcutting, campfire and Christmas tree permits and map sales available.
Lake Tahoe Lake Tahoe Basin Management Unit	870 Emerald Bay Rd, So. Lake Tahoe CA 96150	California South Lake Tahoe	Variety of indoor and outdoor exhibits and five nature trails interpret the natural and cultural history of the Lake Tahoe Basin. The fragility of the basin's ecosystem, the role marshes and meadows play in protecting Lake Tahoe and the major effort by FS to improve the lake's renowned water clarity are emphasized. Most popular attraction is the Stream Profile Chamber, which offers visitors a chance to view spawning salmon and trout. Sales of interpretive materials provided. Open May - October.
Myers Interagency Info. Ctr. Lake Tahoe Basin Management Unit	Same as above	California South Lake Tahoe	Located along the major highways 50/89 corridor at the southwest entrance to the Lake Tahoe Basin in Meyers, CA, this interagency facility provides 24-hour, year-round self-service orientation and recreation information to visitors. Exhibits interpret the ecological significance of Lake Tahoe and efforts to preserve the resources of the region.

Pacific Northwest Region - R6

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/ PHONE	STATE NEAREST COMMUNIT Y	THEME AND DESCRIPTION
Cape Perpetua Siuslaw	Waldport Ranger Dist. 1049 SW Pacific Hwy Waldport, OR 97394 541-547-3289	Oregon Waldport, OR	The theme of this visitor center is the beautiful Oregon coast, where the forest meets the sea. Exhibits tell about the climate, geology, plant life and the ocean, especially the tidal areas. The history of land management in the Cape Perpetua area is explained. A film, <i>Forces of Nature</i> , describes the influence of weather and other natural forces upon the land and forest. Constructed 1967.
Oregon Dunes NRA Siuslaw	Oregon Dunes NRA 855 Pacific Hwy Reedsport, OR 97467 503-271-3611	Oregon Reedsport, OR	Located at Oregon Dunes National Recreation Area headquarters, this small center features exhibits about the features and management of the NRA. Interpretive topics are dune ecology and management, outdoor recreation opportunities, marine life and the history of the Oregon coast. Constructed 1972.
Lava Lands Deschutes	Fort Rock Ranger Dist. 1230 SE Third #A-262 Bend, OR 97049 541-593-2421	Oregon Bend, OR	The story of local volcanic activity is told through exhibits and interpretive trails. Interpretive association sales area. Constructed 1972.
Timberline Lodge Mt. Hood	Zig Zag Ranger Dist. 70220 E. Highway 26 Zig Zag, OR 97049 503-622-3191	Oregon Zig Zag, OR	Lodge dedicated by President Franklin D. Roosevelt in 1937 is an excellent example of WPA craftsmanship.
Multnomah Falls Columbia River Gorge Nat'l Scenic Area	Columbia Gorge NSA 902 Wasco Av Hood River OR 97031 541-695-2372	Oregon Hood River, OR	Center is located within the historic Multnomah Lodge at the base of a series of spectacular waterfalls. Interpretation of the history and features of the Columbia River Gorge National Scenic Area, trails and other recreation opportunities. Opened 1994.
Hells Canyon	Hells Canyon NRA	Oregon	Center serves as an orientation area to Hells Canyon National Recreation Area.

Wallowa-Whitman	Rt 1, Bx 270A Enterprise, OR 97828 541-426-3151	Enterprise, OR	Exhibits illustrate the natural and cultural resources of the area. Constructed 1995.
Silver Lake Gifford Pinchot	Mt. St. Helens NVM Rt 1, Bx 369 Amboy, WA 98601 360-274-2120	Washington Castle Rock, WA	Interprets the story of human and geologic history and recent eruptions of Mount St. Helens National Volcanic Area. The recovery and research after the eruption of Ma 18, 1980, is featured. Center is located five miles from I-5 on Silver Lake with a view of the mountain. Multi-media slide show and exhibits, including a walk-in volcano model. Interpretive association sales. Open year-round.
Coldwater Ridge Gifford Pinchot	Coldwater Ridge VC 3029 Spirit Lake Highway Castle Rock WA 98611 360-274-2131	Washington Castle Rock, WA	Site is seven miles from Mount St. Helens National Volcanic Monument and offers views of the cone and dome. Building is barrier-free and fully accessible, with special features for people with hearing and visual impairments and auditory wands with messages in foreign languages. Includes exhibits, touch-screen computers, computer animated displays, talks and guided walks. A restaurant and gift shop are open in the summer. Center and book store open year-round. Dedicated 1993.
Winthrop Okanagon	Twisp Ranger District POB 579 Winthrop, WA 98862 509-996-4022	Washington Winthrop, WA	Small center is located in an historic ranger station. Features human history and natural resources of the North Cascades. Interpretive association book sales. Opened 1996.

Southern Region - R8

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/ PHONE	STATE NEAREST COMMUNIT Y	THEME AND DESCRIPTION
Blanchard Springs Caverns Ozark	Sylamore Ranger Dist. POB 2779 Mt. View, AR 72560 501-269-3229	Arkansas Mountain View, AK	Orientation to cavern geologic formations, flora and fauna. Interpretive cave tours are a primary attraction. Interpretive sales area.
Ocala National Forest Visitor Ctr Ocala	Lake George Ranger Dist. 10863 East Hwy. 40 Silver Springs, FL 34488 352-625-7470	Florida Silver Springs, FL	Highlights the native flora and fauna found throughout the Ocala National Forest. Visitors can learn about turpentine activities that took place in the early 1900s. Interpretive association sales area. Open 8-4 daily, closed Thanksgiving and Christmas.
Pittmann Visitor Ctr Ocala	Pittmann VC 45621 State Hwy. 19 Altoona, FL 352-669-7495	Florida Altoona, FL	Historic home built by the CCC in the 1930s. Displays feature prescribed burning, archaeology and general recreation information. Interpretive association sales area. Open 8-4 daily, closed Thanksgiving and Christmas.
Salt Springs Visitor Ctr Ocala	Salt Springs VC 14100 North Hwy. 19 Salt Springs, FL 32134 352-685-3070	Florida Salt Springs, FL	Near major recreation area. Displays feature wildlife, live bee hive, historical photo and recreation information. Interpretive association sales area. Open 8-4 daily, closed Thanksgiving and Christmas.
Brasstown Bald	Brasstown Ranger	Georgia	Planned to reflect the natural beauty of the surrounding area, the center is a unique

Chattahoochee	Dist. 1881 Highway 515 P.O. Box 9 Blairsville, GA 30514 706-745-6928	Blairsville, GA	building that sits on the highest peak in Georgia. Exhibits interpret the natural and cultural history of the southern Appalachian Mountains and the role of the FS in natural resource management. The interpretive trail, Mountain Top Theatre and observation deck round out an exciting experience for the visitor.
Forestry Discovery Center at the Cradle of Forestry Pisgah	Pisgah Ranger District 1001 Pisgah Hwy Pisgah Forest, NC 28768 828-877-3130	North Carolina Brevard, NC	Center introduces visitors to the Cradle of Forestry in America, a 6,540 acre historic site where America's first forestry school began in 1889. Exhibits interpret forests in transition. Features two one-mile interpretive trails with historic buildings, a Climax locomotive and forestry demonstration plots. Guided tours, school programs and special events offered from mid-April - October.
Pisgah Visitor Center Pisgah	Pisgah Ranger District 101 Pisgah Hwy. Pisgah Forest NC 28768 828-877-3350	North Carolina Brevard, NC	Located near entrance of popular recreation corridor. Orients visitors to the recreation opportunities and natural features of the area. Open year-round; daily April - October.
Grandfather Visitor Ctr Pisgah	Grandfather Ranger Dist. Rt 1, Bx 110A Nebo, NC 28761 828-652-2144	North Carolina Nebo, NC	Center serves as eastern gateway to western North Carolina. Exhibits interpret the story of the changing use and management of the forest through history.
Highlands Visitor Ctr Nantahala	Highlands Ranger Dist. 2010 Flat Mtn. Rd. Highlands, NC 28741 828-526-4765	North Carolina Highlands, NC	Orientation to the Highlands District. Open April - October.
Sierra Palma Puerto Rico	Sierra Palma Visitor Ctr. Rd 191 K-8 Palmer, PR 00721 809-887-2875	Puerto Rico San Juan, PR	Orientation to the Caribbean National Forest and the only tropical national forest in the National Forest System. Tropical forestry research and management and natural history are interpreted. Tropical birds and other tropical wildlife species are unique resources in the area.
El Portal Caribbean	El Portal VC POB 25000 Rio Piedras PR 00928	Puerto Rico San Juan, PR	El Portal Tropical Forest Center includes a visitor center, research facilities and learn Opened May 1996.
Massanuttan George Washington	Massanuttan VC Rt 1, Bx 100 New Market VA 22844 703-7408310	Virginia New Market, VA	Orientation to Massanuttan area of the George Washington National Forest. Theme related to prehistoric populations of the Shenandoah Valley and the geographic significance of Massanuttan during the Civil War.
Mt. Rogers Jefferson	Mt. Rogers NRA Rt 1, Bx 303 Marion, VA 24354 540-783-5196	Virginia Marion, VA	The Mt. Rogers National Recreation Area center introduces visitors to the natural cultural and natural features of the area. Exhibits, displays and natural history sales available. Multi-purpose room shows available upon request. Open year-round.
Gateway Center Jefferson	Wythe Ranger District 1625 W. Lee Rd. Wytheville, VA 24382 800-446-9670	Virginia Wytheville, VA	The Gateway Center is located at the Factory Merchant's Outlet Mall near Wytheville, VA. Center introduces visitors to recreational and cultural opportunities in southwestern Virginia. Exhibits interpret prehistory and history and management of natural and cultural resources. Open year-round.
Natural Bridge Jefferson	Glenwood Ranger Dist. POB 100 Natural Bridge	Virginia Natural Bridge Station, VA	The center introduces the visitor to the FS and the concept of a working forest. It also informs the visitor of the recreational and cultural opportunities in the area. Open May - September.

Station, VA
24579
540-291-2188

Eastern Region - R9

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/ PHONE	STATE NEAREST COMMUNITY	THEME AND DESCRIPTION
Lumbermen's Monument Huron-Manistee	Tawas Ranger District 329 Newman St Federal Bldg. East Tawas MI 48730 517-362-4477	Michigan East Tawas, MI	History of logging in the Great Lake states with special reference to Michigan. The monument is a tribute to the pioneer lumbermen and logging era of Michigan. Facilities include a visitor Center and outdoor logging-related exhibits. Interpretive and resource educational programs and activities. Interpretive association sales outlet.
Watersmeet Ottawa	Watersmeet Ranger Dist. U.S. 45 Watersmeet MI 49969 906-358-4724 906-358-4551	Michigan Watersmeet, WI	Discovery and development of forest lands is depicted in exhibits and audio-visual programs. Land uses are interpreted, beginning with Native American use follow by early fur traders, miners, loggers and present day recreation users. An extensive wildlife exhibit and a fully- accessible interpretive trail are also included. Includes orientation to the recreation opportunities available at the Sylvania Wilderness managed by the Ottawa National Forest. Ongoing exhibit updating.
Voyageur Superior	Ely Ranger District POB 149 Ely, MN 55731 218-365-6126	Minnesota Ely. MN	International Wolf Exhibit. Daily programs include animal track identification and low-impact recreation use.
Cut Foot Superior	Deer River Ranger Dist. Cut Foot VC Deer River MN 56636 218-246-8233	Minnesota Deer River, MN	Small center is off the beaten track. Provides visitor information services and exhibits on the natural history of upper Minnesota. Exhibits focus on the local area as a major eagle summering and nesting location. Provides outreach interpretive services to local resorts.
Grey Towers Pinchot Institute	Pinchot Institute POB 188 Milford, PA 18337 717-296-6401	Pennsylvania Milford, PA	Grey Towers, a National Historic Landmark, was the country home of Gifford Pinchot an early national conservation leader, first Chief of the FS and a two-term governor of PA. Partnership with National Friends of Grey Towers. House and garden interpret tours and sales area available.
Cranberry Monongahela	Gauley Ranger Dist. POB 110 Richwood, WV 26261 304-846-2695	West Virginia Richwood, WV	Facility houses exhibits that focus on the theme <i>Resources of the Forest</i> . Includes a diorama of the water cycle, a model of a coal mining operation, displays of wildlife found in the area, forest products and a model of a forest area. Interpretive association sales.
Seneca Rocks Monongahela	Potomac Ranger Dist. Rt 3, Bx 240 Petersburg	West Virginia Petersburg,	Located within the Seneca Rocks-Spruce Knob National Recreation Area provides information about recreation opportunities on the NRA.

WV 26847
304-257-4488

WV

Alaska Region - R10

VISITOR CENTER NATIONAL FOREST	MANAGING OFFICE ADDRESS/PHONE	STATE NEAREST COMMUNITY	THEME AND DESCRIPTION
Mendenhall Glacier Tongass	Juneau Ranger District 8565 Old Dairy Road Juneau, AK 99801 907-586-8800	Alaska Juneau, AK	Dedicated to the further knowledge and enjoyment of glaciers and glacial phenomena, the circular observatory provides a year-round view of the glacier and its effect on the environment. Exhibits, audiovisual programs and guided interpretive walks focus on salmon spawning, glacial succession and forest management.
FS Information Center Tongass	Admiralty Nat'l Monument 8461 Old Dairy Road Juneau, AK 99801 907-586-8790	Alaska Juneau, AK	Located in the Centennial Hall Convention Center, City of Juneau, the information center's theme is <i>Sharing Nature's Bounty</i> . Exhibits about the historical use of forest resources on the Tongass National Forest. Audiovisual programs and cultural demonstrations and exhibits interpret the cultural and natural history of the national forest and Southeast Alaska.
Tongass Marine Highway Tongass	Same as above	Alaska Juneau, AK	Provides staffing to the Alaska State ferries as they sail the Inside Passage adjacent to the Tongass National Forest. Programs include talks, films and exhibits on glaciers, marine mammals, bald eagles, marine navigation, forest management and native cultures by forest interpreters.
Begich- Boggs at Portage Glacier Chugach	Glacier Ranger Dist. POB 129 Girdwood, AK 99587 907-783-3242	Alaska Girdwood, AK Anchorage, AK	Visitor center theme is <i>glaciers and their effect on landscape and life in coastal Alaska and Portage Valley</i> . Interpretation includes a theatre with 35mm movie, exhibit room on glaciers, wildlife, history and forest recreation and management. Nature walks and ice worm hikes conducted. Interpretive association sales. Facility currently undergoing renovation.
Chugach Marine Highway Chugach	Same as above	Alaska	Provides staffing of Alaska State ferries as they sail Prince William Sound. FS interpreters conduct talks and answer questions about the cultural and natural features of the area. Themes include glaciers and glaciation, mining, fishing, marine mammals, bald eagles, marine navigation and forest management.

APPENDIX 5**CONSERVATION EDUCATION
STRATEGIC ACTION PLAN
FY 1999 - FY 2002****BACKGROUND**

Vision-to-Action Strategy: In 1998, the Vision-to-Action Strategy for conservation education was accepted by the Forest Service leadership. That document forms the basis for this conservation education strategic action plan.

The Vision-to-Action Strategy mission statement is:

By 2002, Forest Service conservation education will be an effective, dynamic means for the Forest Service to connect the American people with their environment. The Forest Service will provide the tools Americans need to participate effectively in the critical task of sustaining our Nation's natural and cultural resources. This undertaking will be a coordinated, Servicemen effort that will affect all aspects of the agency's operations.

The Vision-to-Action Strategy identified two core topics:

- ★ *Sustainability of natural and cultural resources in forest, grassland, and aquatic ecosystems;*
- ★ *Awareness and understanding of interrelationships in natural systems and between people and the land.*

The Strategy identified Forest visitors, youth and urban communities as target audiences.

Implementing the Vision-to-Action Strategy: An implementation team identified fourteen actions that were considered essential to implementing the Vision-to-Action Strategy. These actions, along with other needed actions, form the basis for this strategic action plan and are incorporated throughout this plan.

CONSERVATION EDUCATION STRATEGIC ACTION PLAN

MISSION STATEMENT

Connect people to the land, by providing them with the tools they need to take informed actions related to sustaining natural and cultural resources.

Core Topics Supporting the Mission

- * *Sustainability of natural and cultural resources in forest, grassland, and aquatic ecosystems;*
- * *Awareness and understanding of interrelationships in natural systems and between people and the land.*

VISION STATEMENT

The Forest Service conservation education program will be an effective, dynamic means for the Forest Service to connect the American people with their environment. The Forest Service will provide the tools Americans need to participate effectively in the critical task of sustaining our Nation's natural and cultural resources. This undertaking will be a coordinated, servicewide effort that will affect all aspects of the agency's operations.

Target Audiences: These are youth, Forest visitors and urban communities. The conservation education program within the Forest Service will be broad-based in approach, content and scope. Conservation education will encompass developing awareness, more in depth knowledge, and hands-on action efforts among our target audiences.

Messages: A set of national conservation education focuses will be developed based on identification of areas where public knowledge is lacking. Identification of these areas will be done by Forest Service Research and through partners like NEETF, who do an annual Roper survey on public knowledge and attitudes towards the environment. By educating the public in these areas we will be providing them the tools to better participate in natural resource management. Specific educational messages will then be tiered to the identified resource areas. National conservation education efforts will focus on delivery of these messages to target audiences. Funding priority will be given to those conservation education activities which actively support the delivery of these messages.

OBJECTIVES

In order to meet the conservation education vision, a number of objectives need to be accomplished. For example, development of specific educational messages without having an infrastructure for program delivery in place will result in failure. A means of measuring performance is also critical. The following objectives, with associated strategies, are essential to meeting the goal set for 2002.

Objective 1. Consistently deliver specific educational messages to target audiences based on identified areas where public education is needed.

Strategies:

1. Work with Research and NEETF to identify specific areas where public knowledge is deficient.
2. Define characteristics of target audiences.
3. Work with appropriate staffs to develop specific educational messages. Translate technical research findings into targeted conservation education messages.
4. Transmit messages to target audiences through internal and external infrastructure (strengthen and coordinate FS and partner delivery systems).

Objective 2. Increase awareness and improve the professionalism of Forest Service conservation education efforts.

Strategies:

1. Ensure that all Forest Service employees are familiar with conservation education. Present conservation education concepts and messages to every employee.
2. Develop guidelines and standards for conservation education materials based on established and appropriate standards for content and materials such as the Forest Service manual.
3. Develop a marketing plan for Forest Service conservation education products and implement (research, product development, licensing, advertising, evaluating).
4. Develop an overall graphic presentation package for conservation education. Evaluate the use of Woodsy or other representations as a means of visually identifying Forest Service conservation education materials.

Objective 3. Strengthen the infrastructure necessary to deliver the conservation education program.

Strategies:

1. Develop a formal internal organization structure including georegional CE councils
2. Further formalize outside partnerships, revise/renew/initiate MOU's and formalize working relationships with partners

3. Develop a CE program budget that is sufficient to support a vigorous program and get approval from leadership.
4. Bring field CE coordinators together in a national meeting and workshop to build skills and further FS CE program coordination.

Objective 4. Identify, develop, and encourage the development of conservation education products, tools, techniques that communicate the identified messages to our target audiences.

Strategies:

1. Inventory what products are currently available, evaluate them, and determine which meet the standards and guidelines and have national distribution potential.
2. Ensure that all new conservation education products meet the guidelines and standards.
3. Give priority to the development of products which focus on the identified messages and audiences.
4. Based on the Center of Excellence model, develop and implement a distribution center and network for product distribution

Objective 5. Support a level of professionalism in employees, volunteers and partners to enable them to participate in the delivery of quality educational experiences.

Strategies:

1. Establish competencies for conservation education.
2. Design a training program for conservation education and deliver it to employees and volunteers.
3. Develop an internal conservation education communication plan for Forest Service employees to help them focus their education efforts on the core topics, audiences and messages identified through the Vision-to-Action Strategy and this Strategic Action Plan.
4. Create and implement an award system that rewards employees, volunteers and partners who commit time and energy to conservation education
5. Measure and report conservation education accomplishment for FS leadership performance ratings.

Objective 6. Monitor and evaluate the success of the conservation education program in accomplishing desired outcomes and revise as necessary.

Strategies:

1. Develop and implement a monitoring and evaluating system which ties to the GPRA annual performance plan and strategic plan.
2. Annually measure if conservation education products are effective: Do they create knowledge? Do they change behaviors? Do they attain the desired results?
3. Develop more effective approaches for determining messages, defining audiences, and delivery of products that meet the needs of our publics.

APPENDIX 6**Examples
of FY 1998
Conservation Education Projects**

The following is a sample of the kinds of conservation education activities the Forest Service engaged in during FY 1998. These examples provide a "snapshot" of the variety of activities as well as the diverse groups reached by Forest Service conservation education. Activities were done, for the most part, in partnership with various Federal, State, nonprofit and educational organizations, capitalizing on the strengths of the Forest Service (resource expertise, lands and facilities, and delivery systems) and its partners. These examples are grouped nationwide and by four geographic regions of the country.

NATIONWIDE

Building and Delivering Conservation Education Curriculums Nationwide. Project Learning Tree (PLT) is a nationwide teacher training program and conservation education curriculum that helps students from preschool through high school develop environmental awareness and the ability to make informed decisions about natural resources and their management. Each year 30,000 to 40,000 teachers participate in PLT workshops nationwide. Project Wild and Project Wet are programs modeled on PLT that also develop curriculum and provide teacher training, focused respectively on wildlife and water resources. The Forest Service supports these programs with funding, expert input to curriculums and through the participation of Forest Service resource professionals in teacher training sessions. For example, in Ohio, Forest Service funding helped leverage the salary of a full-time PLT state program director who coordinated workshops for over 1,500 teachers reaching an estimated 20,000 students in 1998. In Louisiana, PLT training was provided to pre-service teachers at 12 university colleges of education.

Partners in Resource Education and Hands-on-the-Land. Five federal agencies from the Departments of Agriculture and the Interior have joined with the National Environmental Education and Training Foundation to form Partners in Resource Education (PRE). These agencies are responsible for managing most of the Federal lands in the United States and providing expertise to private land managers. In 1998 and 1999, PRE, with funding assistance from the Environmental Protection Agency continued implementation of "Hands-on-the-Land" a national network of field classrooms at natural, historical and archaeological sites. Each agency involved has set up two pilot sites for field classrooms. The Children's Forest on the San Bernardino National Forest in California and the Diamond Fork Youth Forest on the Uinta National Forest in Utah are the two Forest Service pilot sites.

National Envirothon. An exciting problem-solving competition, Envirothon tests high school students' knowledge of forestry, soils, aquatics, wildlife, and current issues such as wildfire management and wetland management. Teams of students compete at local and State levels with the winners advancing to a National Envirothon held each summer in a different State. The Forest Service and the National Association of Conservation Districts have provided assistance to this program since its beginning. The Forest Service provides some funding both nationally, and through local offices, but the majority of the support comes with the contribution of time and talent by Forest Service resource professionals. For instance, the Forest Service Coconino National Forest supports the Arizona statewide Envirothon

competition. In both 1998 and 1999 the winning team from Arizona went on to capture the national title. The coordinator for the 1999 National Envirothon competition was a Forest Service employee.

Branching Out to the Youth of America. The goal of this Forest Service created and sponsored program is to provide basic conservation education to urban youth, children who may never have been exposed to the concept of conservation. College students hired by the Forest Service as summer interns form education outreach teams under the leadership of sponsoring Forest Service units. These teams then formulate a conservation education curriculum working with scientists and present it to youth groups (day care, summer school camps) during summer months. In 1998, teams operated in Atlanta, Georgia, Asheville, North Carolina, Milwaukee, Wisconsin and Huntsville, Alabama, reaching over 8,000 youth.

EASTERN UNITED STATES

Thomas L. Ayers Outdoor Classroom in Washington D.C. This conservation program is designed to help beautify the grounds of the D.C. Public Schools while improving students' understanding of the natural environment. With the help of this program, schools develop projects both inside and outside the classroom to teach children soil management and plant propagation. For example, Lincoln Multicultural Middle School created a multicultural garden, where each plot of earth depicts a different culture, as well as different parts of the ecosystem. There is a butterfly garden and plans for a pond with fish. Seaton Elementary has planted a variety of plants, placed water gardens through the school and selected an area for a totem garden with a pond and running water.

Maple Sugaring in New Hampshire. About 400 4-H students and their parents were introduced to the process of sugaring through this program, which included an introduction to tree physiology, a demonstration of tapping trees, collecting the sap and boiling the sap down to make syrup. Participants gained a greater awareness and understanding of New Hampshire's forest resources through this event.

New Hampshire Conservation Field Days. With support from Forest Service conservation education funding, County Extension educators in New Hampshire were able to hold eight field days across the State reaching nearly 1,400 people. Hands-on programs during these field days introduced people to the components of forests, such as soil, wildlife, water and forest products increasing understanding of how forests function.

On the Web in New Hampshire. The University of New Hampshire Cooperative Extension's Forestry and Wildlife Resources web site was expanded and updated. The site features fact sheets, publications, directories, links to other forestry and wildlife websites and statewide calendar of events designed for natural resources professionals, landowners, and general audiences interested in the natural world.

Forest Appreciation in Wisconsin. Together with other partners, the Forest Service supported the annual fourth grade Statewide Forest Appreciation Week writing contest ("Celebrate Our Heritage and Sustain Our Resources"), and Wisconsin's participation in the National Fifth Grade Arbor Day Poster Contest ("Trees are Terrific -- In Cities and Towns!"). Wisconsin's Arbor Day Poster entry took first place, spawning considerable local, regional and national media coverage about trees and conservation.

Service Learning in Maryland. Forest Service funding and support helped the Maryland Department of Natural Resources and the State Department of Education provide resources for teachers to teach a unit

on the importance of planting riparian forest buffers. Students learned about the current condition of forest buffers, and could earn service learning credits by planting buffers. Through increased communication, Maryland seedling sales for service learning projects was increased. In addition, provision of materials and supplies in support of Maryland's Forestry Awareness Week helped create an awareness of the interrelationships of forest and people.

Conservation Education for Urban Youth in St. Louis, Missouri. A diverse group of about 30 urban St. Louis youth ages 17 to 24 gained a better understanding of natural resources, resource management and conservation career opportunities through an intensive 60-hour instructional program. Through field trips and seminars, participants learned about waterfowl and wetlands, tree farms, fisheries management, endangered species, caves and careers in conservation.

Planet Patrol Adventures in Iowa. The Iowa Department of Natural Resources used Forest Service funding to sponsor two 60-second television spots for youth called "Planet Patrol Adventures." One spot focused on fall colors and the second spot focused on planting and caring for new trees. The spots were shown four times daily on KDSM Fox channel 17 in Des Moines for 9 days during prime time for children viewing on "Fox Kid's Club."

SOUTHERN UNITED STATES

Restoring a Tennessee Cranberry Bog. The primary goal was to enhance native cranberry bogs located on or near Ducktown School Property in Cleveland, Tennessee. The Forest Service worked with a variety of partners, such as the Nature Conservancy and the Tennessee Wildlife Resources Agency to help the school and the students develop a restoration plan. Once the plan is completed students, scout groups, and partners will begin restoration work as needed. Participants acquire an understanding of how humans can affect natural ecosystems.

A School Nature Trail in South Carolina. The Forest Service worked with Wagener-Salley High School and Busbee Elementary School to develop a nature trail to increase student awareness, knowledge and appreciation of natural resources. Work on the trail and use of the trail will instill a sense of personal responsibility to conserve and learn how to use natural resources wisely.

An Outdoor Lab in Aiken, South Carolina. The Forest Service is assisting in the East Aiken Elementary School program "Learning in our Backyard." This program is designed to promote the value of science and math as tools for problem solving and to assist students in the use of the scientific method through the use of an on-campus outdoor ecology lab on a wetland. Students explore the water and oxygen cycles through inquiry and testing, and maintain journals and logs about their observations of aquatic and natural cycles.

Restoring the Guest River in Virginia. A Forest service supported conservation education program is being delivered as part of restoration efforts on the Guest River. Program presenters use a variety of tools, materials and supplies to provide interactive lessons to school children, teachers and the general public on water resources. Participants learn that their actions on the land affect the availability of quality water and aquatic habitat for people as well as plants and animals.

Tying Environmental Education to North Carolina Instructional Goals. A North Carolina Division of Forest Resources Teacher's Guide has been updated to help teachers use environmental education, especially through visits to Educational State Forests, to meet their teaching objectives. The guide now includes a correlation of the Educational State Forest classes to the new Competency-Based Standard Course of Study developed by the North Carolina Department of Public Instruction.

A Learning Trail in South Carolina. The Learning Trail at the Harbison State Forest Environmental Education Center has been enhanced with interpretive learning stations and outdoor classrooms inside and surrounding the environmental education center. An interpretive compact disc and printed educational posters for school teachers have also been developed. This effort is increasing the Center's ability to train educators and natural resource professionals in environmental education as well as its ability to conduct educational program for schools in the Columbia, South Carolina, area.

Scholarships for Florida Environmental Workshops. The Forest Service provided scholarships for six educators and ten students to attend the Florida Division of Forestry's Environmental Education Summer Workshop at the Withlacoochee State Forest. Educators learned about Florida's forests through field trips, presentations, focused curricula and practical instruction with students. After the camp educators received a "Tree Trunk" full of educational materials to assist them in accomplishing conservation projects in their respective schools.

Virginia Teachers Environmental Workshop. This workshop introduced area teachers to the Augusta Springs Environmental Education Center on the Deerfield Ranger District of the George Washington and Jefferson National Forests. This training enables the teachers to successfully use this Forest Service site for environmental education of middle school students.

Assisting 4-H Environmental Education in Arkansas. The Forest Service helped support a facilitator to assist in the delivery of the 4-H Responsible Environmental Stewardship Quest (4-H RES-Q) program in Arkansas, which offers field trips to schools across the state. Students and teachers are able to view and study natural ecosystems through hands-on activities.

News Students Can Use in Arkansas. The Forest Service produced an eight-page educational tabloid for distribution to schools in Northwest Arkansas. The tabloid provided natural resource information, opportunities for classroom discussion, and homework and internet assignments. Articles on recreation, water, the forest community, bats, endangered species and fire management as well as activities and questions helped students understand interrelationships in natural systems and between people and the land.

WESTERN UNITED STATES

Exploring Plants with Lewis and Clark in Montana. This program provides teachers with a "trunk" stocked with materials and resources for teaching about the sustainability of natural and cultural resources coupled with the excitement of Lewis and Clark's journey. The program associated with the trunks also provides connections to NatureWatch activities and the Lewis and Clark Bicentennial Commemorations. A primary partner in this effort has been the Kelsey Chapter of the Montana Native Plant Society.

Arborist Training in Arizona. The objective of the Arborist Training project is to develop a network of tree care professionals across Arizona so educators and citizens will be able to contact a local person to assist them with their needs for understanding and caring for trees and shrubs. Since the beginning of the project, 122 students have become certified arborists and have given over 7,000 hours of volunteer service back to their local communities and schools.

Learning Through Exhibits in Arizona. Over 80,000 people, many of them students, learned about what it takes to manage sustainable aquatic ecosystems and how those natural systems and people are interrelated through two conservation education exhibit projects in Arizona. The first is the Apache Trout Recovery Exhibit and Aquarium at the Aquatic Center in Showlow, Arizona, a joint effort between the Forest Service and the U.S. Fish and Wildlife Service. The second provided interpretive exhibits at the Rim Visitor Center and the Chevelon-Heber Ranger District Office in Overgaard, Arizona.

Snakes in Arizona Schools and a Visitor Center. Arizona is home to many species of reptiles, many of which are protected as threatened or endangered species. Douglas County Arizona elementary students were introduced to nonpoisonous snakes to develop an appreciation of the natural history of snakes and their habitat requirements. This school program helps reduce unwarranted fear and misunderstanding and increases the students' awareness of how people and the natural environment are interrelated. Through a very popular exhibit at the Portal Visitor Center on the Coronado National Forest, thousands of visitors experience a close encounter with local rattlesnakes, a Gila monster and other reptiles fostering a greater appreciation of both these animals and the sustainability of natural resources.

Earth Day Poster Contest in Utah and Arizona. "Leave a Clean, Green Scene in your Community" was the theme of the 1998 Earth Day Poster Contest for all school grades conducted in Kanab, Utah, and Fedonia and Moccasin, Arizona, by the local Earth Celebration Committee which includes the Forest Service and other Federal, State and local organizations. Educationally oriented awards such as books, binoculars and hands-on kits were provided to students with winning entries.

Hands-on-Learning Encouraged in New Mexico. In response to requests from local schools and visitors, visitors to the Strawberry Canyon trail at McGaffey Campground near Grants, New Mexico, were provided with a brochure interpreting the fire ecology of the area and encouraging hands-on-learning along the trail. Continuing work with the McKinley County Schools will help refine and improve the brochure and interpretive program as an educational resource.

Riparian Lessons for New Mexico Middle and High School Students. Nearly 400 New Mexico students participated in lessons about the importance and functions of riparian ecosystems. These lessons were supported by the development and distribution of traveling trunks including interactive studies in aquatic organisms, pH and oxygenation properties, plant and animal identification, as well as outdoor microscopes and sample collection equipment.

Community Service and Learning in New Mexico. Los Alamos Middle School students planted trees, put waterbars in trails and built fireline in an intensive education and service project on the Santa Fe National Forest. Students, teachers, parents, and Forest Service resource experts worked closely together learning about the challenges facing wildlands close to population centers, about the health of

the forests, about the role of fire and especially about wildfire and fire safety. The project reached over 300 students plus large numbers of parents, educators and other community members.

Utah Environmental Camp for High School Students. St. George, Utah, high school students considering career opportunities in natural resources and/or education participated in a week-long program of analysis, problem solving, and collaboration to develop master plans for a "real" natural resource project. Natural resource professionals provided ongoing advice and assistance as well as evaluating the final plans prepared by the students. The project helped students see how natural resource decisions affect their quality of life and gave them experience in working with others to sustain our natural resources.

PACIFIC REGION OF THE UNITED STATES

Washington and Wyoming Science Expeditions. The Forest Service supported two summer science expeditions involving 20 high school students to study the timberline ecosystems of the North Cascades of Washington and the Wind River Range in the Rocky Mountains of Wyoming. The objective of the study was to determine how physical factors influenced the form and function of the floral fauna at timberline.

Environmental Monitoring in Sacramento, California. The Pacific Southwest Research Station developed and implemented a volunteer forest inventory and monitoring program in Sacramento. The program engages adult members of the community in exploring and assessing the environment in their own neighborhoods. Sacramento Tree Foundation, Sacramento Municipal Utility District, Sacramento Housing and Redevelopment Agency and the California Energy Commission are all partners in this program.

Shorebirds are for Kids in Alaska. A week-long Cordova, Alaska, community festival, the Copper River Delta Shorebird Festival, promotes and enhances the conservation of critical wetland and shorebird habitats by educating visitors and community members about the value of critical habitats, and by promoting safe and ethical viewing of shorebirds and wetland wildlife. Activities for children and family groups include: Bird TV!!; Story Telling Workshop; "Kid's Primer to Birds" Workshop; Cordova Discovery Room Activities; Family Birding Trips; and a Wetlands Education Kit Training Session.

Wrangell, Alaska, Nature Studies. This program is a field trip-based education program for children and their teachers in grades 2-5 of Wrangell's Evergreen Elementary School, Wrangell, Alaska. A professional naturalist from the Alaska Discovery Foundation leads students on explorations of the wild lands adjacent to their school. The goal of this program is to increase the students knowledge and awareness of the natural world.

Cordova, Alaska, Discovery Room. From dissecting a rotting log to creating popcorn-ball conglomerate "rocks," elementary school students participate in a hands-on exploration of their natural environment. Established in 1992, this continuing education program emphasizes important ecological principles through the use of local examples. Each year the program provides over 3000 hours of educational contact for Cordova, Alaska, area children.

The Yakutat, Alaska, Site Stewardship Program. This program uses local volunteers to assist the Forest Service in monitoring sites, assessing site erosion problems, installing site registers, locating archaeological sites, and determining site protection problems in remote areas. The benefits to the Forest Service and the community of Yakutat include: archaeology training for volunteers in Yakutat; timely reports from the volunteers to the Forest Service about possible new sites and possible site damage; and visitor documentation and education through the use of installed interpretive site registers.

Forestry Institute for Teachers in California. The goal of the Forestry Institute, held near Quincy, California, is to provide teachers the knowledge, skills and tools to teach their students about forest ecology and forest resource management. Natural Resource specialists and teachers come together for one week at the University of California Forestry Camp in Plumas County, to gain a deeper understanding of the intricate interrelationship of forest ecosystems and human use of natural resources.

Teaching Biology in California. The Children's Forest of the San Bernardino National Forest worked with a school career program to train and coach high school aged youth in field biology and geographic information system methodologies. Student participants served as instructors for groups of youth to collect biological field data and global positioning system information on a variety of forest characteristics including dead trees (snags). Students gained an understanding of the sustainability and interrelationships of natural systems, and the Forest gained valuable inventory data to sustain wildlife habitat.

Learning Through the Arts in Hawaii. "Under the Hawaiian Sky" is a play designed to teach children about the different ecological zones in Hawaii. The show features four actors who travel to different schools, county fairs, public libraries and special events to perform. The play's message is that although people have negatively impacted the native ecosystems, there are positive actions we can take to improve the health of these ecosystems. The program includes a teacher's guide and a corresponding website on the internet is being developed.

Oregon Governor's High School Leadership Conference. The Forest Service participates in this yearlong statewide project by providing a 3-day natural resource experience. The program reached 61 students in 1998. After the conference the students return to their communities and complete a community service project