

Status and Needs of Environmental Education Related Organizations in Wisconsin:

Results from the 2015-2016 state-wide survey

A collaborative project from University of Wisconsin-Extension, Wisconsin Center for Environmental Education, Wisconsin Association for Environmental Education & the 2015 Wisconsin Environmental Education Consortium

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Abstract

Environmental education organizations need solid data to inform decision-making and programming. The closer the data reflect the local context of the industry, the more effectively educators can respond to current trends. In 2015, the second of a two-year survey was completed online by 156 environmental education related organizations across Wisconsin. The goal of the survey was to determine the status and needs of environmental education organizations--gaining the necessary information to increase the collective impact of these facilities. The survey focused on visitation trends, budgets, land management, accessibility for individuals with disabilities, and staff training and professional development needs. A secondary goal of this survey was to support the case for consideration of this field as an industry within the state in terms of geographic, demographic, economic and disciplinary reach.

The survey results indicate increased visitation numbers and illustrate the importance of volunteers. Over 90% of the centers engaged in land management with the most common projects being related to invasive species management. The survey identified gaps in accessibility of the programming and curriculum. In order to better serve these environmental education organizations, centers were asked what trainings their staff would most benefit from with the subcategories of organizational skills and environmental education skills. The centers acknowledge the gaps in accessibility and are looking for trainings in inclusion of people with disabilities. They also are looking for trainings in grant writing and fundraising. For environmental education skills, many of the staff members feel comfortable with the content information like botany and natural history, but they would benefit from trainings focused on technology usage in outdoor education and using STEM as a context for environmental education. The survey also asked the participants to report what trainings they would feel comfortable leading, taking the reporting one step further to hopefully create connections between environmental education organizations so that professionals can learn from each other.

Results from the 2014 survey (the first questionnaire from the two-year survey) have had positive impacts for Wisconsin environmental education organizations and these surveys can act as models to be applied to other organizations, states, and regions. The survey questions can also be used in additional studies in other regions to expand the national understanding of the operational capacities of environmental education organizations.

Executive Summary

In the winter of 2015-2016 an online survey was distributed to environmental education leaders in Wisconsin in order to assess the status of Environmental Education centers and determine what their needs were in order to improve the quality of environmental education in the state. The survey was separated into several categories including, visitors, budget, land management, accessibility for individuals with disabilities, and staff training and professional development needs.

The majority of the environmental education centers catered to visitors living locally, regionally, or within the state. The most common visitors to these facilities were white/non-Hispanic elementary or middle school aged children and adults (Tables 2, 3, 4). Adult visitors were the group with the lowest amount of participant days, and the numbers of participant days contributed by general visitors and PK-12 visitors varied greatly depending on the center type (Fig. 4). As a whole, environmental education centers experienced stable or increased numbers of visitors (Fig. 5). Camps and university-run programs experienced the greatest increase in visitation, while K-12 schools and programs experienced the largest decrease (Fig. 6, 7, 8). Decreases in visitation were due to funding limitations (school-based and environmental education organization-based) and changes in school curricula and teaching structure, as well as a decrease in interest in outdoor education. Organizations who experienced increases in visitation improved their marketing and outreach, introduced new programming, and believed that changes in their local community increased awareness. These organizations also cited building partnerships with other organizations as a key reason for their increased visitation.

41.4% of the centers that were surveyed were operating with budgets between $0 and $100,000. On average, funding for these budgets was sourced from program revenue, state government funds, and county/local government (Fig. 12). Camps largely relied on program revenue and private donations (Fig. 13). City/County-run programs relied on county/local government funds (Fig. 14). K-12 Programs operated using funds from the state government, program revenue, and businesses/ corporations (Fig. 15). The environmental education centers surveyed relied on volunteers to create the majority of the working force with an average of about 135 volunteers per organization with only about 6 full time staff and 12 part time or seasonal staff (Table 12). Half of the centers received 1,000 or less volunteer hours per year, with all centers averaging around 2,000 volunteer hours once the top 5% was removed from the dataset to provide a more descriptive average (Fig. 16).

73.5% of the surveyed facilities owned and/or managed land and/or facilities. 90.4% of organizations engaged in land management or improvement projects in the last year with the most common projects being invasive species management (68.7%), trail maintenance (38.6%), and land restoration (30.1%) (Table 16). While invasive species management and land restoration were two of the most common types of land management the centers engaged in, these organizations are looking for more training in these topics, as well as forestry (Table 18). 69.3% of the organizations conducted ecological research, monitoring, or citizen science data

gathering at their sites. There was a variety of research topics centers investigated, but the most common were bird community surveys or banding (21.3%), research partnerships with other organizations (14.7%), bluebird nest boxes or surveys (13.3%), and wetland/lake/ river monitoring (13.3%) (Table 17).

Respondents were asked to estimate the percentage of groups that visited their sites/ engaged in their programs that included at least one person with a known disability. Half of the centers estimated 10% or less of the groups had someone with a known disability, with the overall average being 18.73%. Almost all of the centers reported that their facilities and programs were accessible or somewhat accessible to visitors with disabilities (Table 19, 20), but only 25.6% of the centers had conducted a physical accessibility survey at their sites. Centers included activity ideas for learners of varying abilities for some of the curriculum or lesson plans (Table 21), but typically not all of the lessons, and most of centers did not have adapted or universally designed program equipment available (61.3% none at all, 37.6% for some lessons). When the organizations were asked to rank the priority that they placed on increasing program and facility accessibility at their sites, there was a normal distribution (Fig. 18). The most common training staff received in relation to accessibility focused on the following topics: how to encourage communication and interaction among all participants, learning disabilities such as ADHD, and physical disabilities (Table 22).

Centers reported that they would benefit from environmental education themed trainings in technology use in outdoor education (67.3%) and using STEM as a context for environmental education (61.4%), while they felt comfortable leading trainings in plants (33.7%) and natural history (31.7%) (Table 23 and 24). The centers reported that they would benefit from organizational skills themed trainings in accessibility and inclusion of people with disabilities (67.0%), grant writing (53.2%), and fundraising (51.1%), while they felt more comfortable leading trainings in organizational skills that they have mastered from their daily operations like group/classroom management (24.5%), interpretive skills/ instructional methods (22.3%), and program development (18.1%) (Table 25 and 26). Centers are looking for trainings, preferably during the winter season on Tuesdays or Wednesdays mornings or afternoons, to learn how to help serve a wide range of audiences (elementary, middle school, high school, and people with disabilities being the groups with the highest demand) (Table 27). The centers were largely split on the length of these trainings with 49.5% of centers reporting that they would prefer a half-day training, and 48.4% of centers preferring a full day training. The surveys indicated that it would be preferable if the trainings were separate events from conferences and were within a 40-mile drive, and at nature centers, preserves, or university campuses. When asked about limitations to attending trainings, centers cited cost as the main limitation (Table 28).

The data from this survey may be used to facilitate communication, collaboration, professional development, and outreach services to increase the quality and presence of environmental education in Wisconsin. Further, data and analysis from this survey provide insight into this Environmental Education as an industry within the state and this survey equips stakeholders and policy makers alike to make informed decisions about industry concerns.

Supplement to Executive Summary

(PDF is available for distribution- contact authors)

2016 Status & Needs Report of Wisconsin Environmental Education Related Organizations

In the winter of 2015-16 a digital survey was distributed to environmental education organization leaders across the state of Wisconsin. The goal of this survey was to investigate the current status of environmental education (EE) throughout Wisconsin and to help identify the different needs of these organizations in various focus areas. The information that was collected is being used to facilitate communication, collaboration, professional development, and outreach services and to increase the quality and quantity of EE in Wisconsin. A select summary of significant survey results are illustrated here. This survey was supported in part by a Capacity Building grant from the North American Association for Environmental Education.

General EE Organization Information and Trends

In total **156 EE organizations responded** to the survey including:

- 23 Camps
- 20 K-12 School Programs or Groups
- 18 State-Run Parks, Programs, or Groups
- 13 University-Run Programs or Groups
- 11 City/County-Run Programs or Groups
- 7 Friends Groups
- 6 Watershed Groups
- 7 Museums/Zoos/Aquariums

Survey participants were asked to describe their organization in a number of ways. Questions ranged from whether the organization **correlates school program to academic standards** (69.6% Yes), if they considered their location an **outdoor tourist destination** (49.6% Yes) and if they **regularly partner with other nearby EE organizations** (86.3% Yes). Data on reported participation rate changes and visitor age distribution are also given below.

Age Group	Average % (±SD)
Early Childhood	7.3% (±10.2)
Elementary	35.7% (±24.0)
Middle School	17.3% (±14.9)
High School	9.1% (±11.3)
College	5.9% (±9.0)
Adult	16.9% (±16.8)
Senior Citizens	7.8% (±12.5)

Industry, Economics, and Jobs

Total value of last year's operating budget.

Total Annual Operating Budget	%
$0 - $100,000	41.4%
$100,000 - $250,000	8.1%
$250,000 - $500,000	19.8%
$500,000 - $1,000,000	14.4%
$1,000,000 - $1,225,000	4.5%
$1,225,000 - $1,500,000	1.8%
$1,500,000 or more	9.9%

Percentage of EE organization funding sources.

Funding Source	Average % (±SD)
Program Revenue	26.0% (±32.8)
State Government Funds	17.5% (±33.8)
County/Local Government	11.4% (±27.4)
Memberships	9.1% (±21.5)
Private Donors	8.5% (±16.3)
Grants	7.6% (±14.1)
Other Sources	20.0% (±12.9)

Land Management

73.5% of organizations **own or manage land** resources

The median property size is **237 acres**, although 24% of those properties are under 50 acres

90.4% of organizations have engaged in **land management or improvement projects** in the last year

Most common land management projects:

- Invasive species management (68.7%)
- Trail maintenance (38.6%)
- Land restoration (30.1%)
- Tree planting (26.5%)
- Controlled burning (21.7%)

69.3% of organizations **conduct ecological research** or other data gathering on-site

Most common research, monitoring, or data collection topics:

- Bird community surveys or banding (21.3%)
- Research partnerships (14.7%)
- Bluebird nest boxes/surveys (13.3%)
- Wetland/lake/river monitoring (13.3%)
- Citizen science programs (12.0%)

Inclusion and Accessibility

"Do you consider your _____ accessible to visitors with disabilities?"	Yes	No	Somewhat
Facility	40.2%	1%	58.8%
Programs	34%	0%	66%

Most common areas of **training on working with people with disabilities provided to EE organization staff**:

- How to encourage communication and interaction between all participants (64.5%)
- Learning disabilities such as ADHD (62.9%)
- Physical disabilities (59.7%)
- Intellectual disabilities (53.2%)
- Non-verbal communication techniques (51.6%)
- How to prevent and manage disruptive behaviors (50%)

Professional Development Needs and Offerings

Survey participants were asked in which subject areas their staff would most benefit from additional training. Shown here are the most common responses and their frequency of response.

EE Subject Areas where staff could **"Benefit from Training In"**

- Technology Use in Outdoor Education (67.3%)
- Using STEM as a Context for EE (or E-STEM) (61.4%)
- Community-based Learning (49.5%)
- Understanding School Initiatives, Speaking School Language (45.5%)
- Birds (42.6%
- Plants (41.6%)
- Community Action/Service-Learning (41.6%)

Organization Skills Areas where staff could **"Benefit from Training In"**

- Accessibility and Inclusion of People with Disabilities (67%)
- Grant Writing (53.2%)
- Fundraising (51.1%)
- Digital Presence/Facebook/Twitter/etc. (46.8%)
- Volunteer Management (46.8%)
- Exhibit Development (43.6%)
- Public Relations/Marketing (41.5%)

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Survey Participant Information

An online survey was distributed to environmental education leaders throughout the state in the winter of 2015-2016. 166 people of the nearly 700 contacts this was sent to responded to the survey representing 156 organizations including:

- 23 Camps
- 20 K-12 School Programs or Groups
- 18 State-Run Parks, Programs, or Groups
- 13 University-Run Programs or Groups
- 11 City/County-Run Programs or Groups
- 7 Friends Groups
- 6 Watershed Groups
- 7 Museums/ Zoos/ Aquariums

Of the participating organizations, 49.6% of the centers considered themselves to be an environmental education tourist site (Question 11, N=123, Response Rate = 78.8%).

Education Standards

69.6% of respondents indicated that their organizations correlated their programming to education standards (Question 7). The programs were aligned to the standards shown in Table 1.

Table 1: *Standards commonly aligned with programming (Question 7, N=138, Response Rate= 88.5%)*

Academic Standard	**Percentage Groups Using Programs Aligned with the Standard**
WI Model Academic Standards	50%
WI Standards for Literacy and Mathematics (Common Core State Standards)	24.6%
Next Generation Science Standards	31.2%
Other Standards	19.6%

Partners

86.3% of the respondents regularly partnered with other environmental education organizations (Question 10, N=117, Response Rate = 75%).

Visitors

Visitor Demographics

The majority of the environmental education centers catered to visitors living locally, regionally, or within the state (Table 2). The most common visitors to these facilities were white/non-Hispanic elementary or middle school aged children and adults (Tables 3 and 4).

Table 2: *Location origin of visitors (Question 12, N= 96, Response Rate = 61.5%)*

Participant/Visitor Region	**Percentage Average (±SD)**
Local	49.0% (±34.0)
Regional	19.1% (±17.0)
State	18.1% (±24.1)
Out-of-State	12.5% (±16.7)
International	2.2% (±6.6)

Table 3: *Age of visitors (Question 16, N=99, Response Rate = 63.5%)*

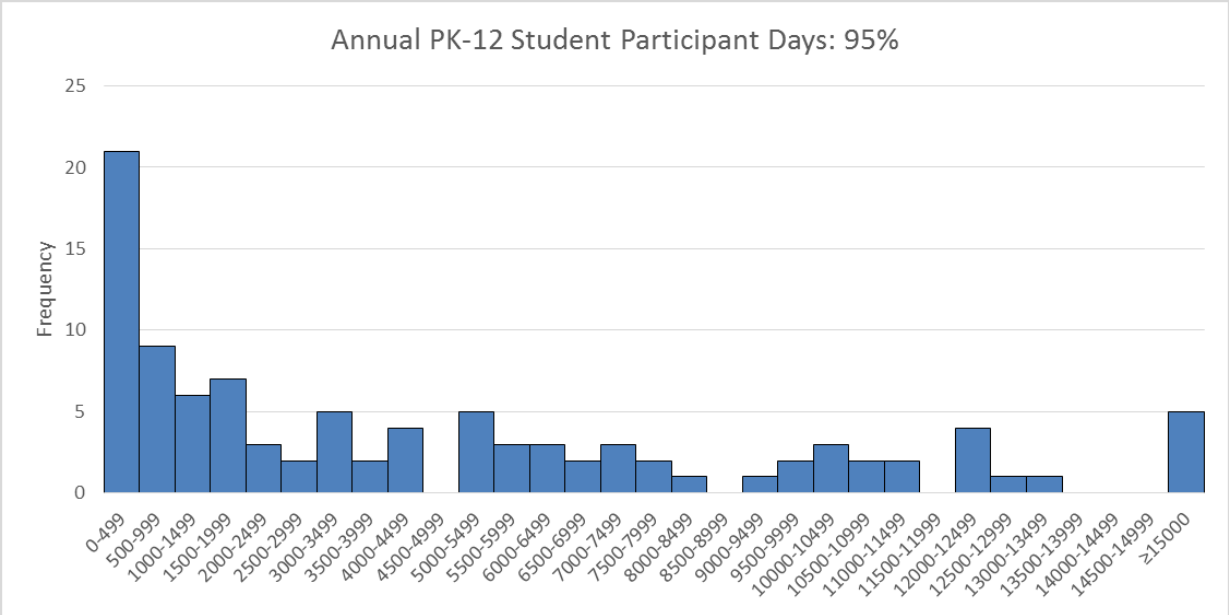
Age Group	**Average Percentage (±SD)**
Early Childhood	7.3% (±10.2)
Elementary	35.7% (±24.0)
Middle School	17.3% (±14.9)
High School	9.1% (±11.3)
College	5.9% (±9.0)
Adult	16.9% (±16.8)
Senior Citizens	7.8% (±12.5)

Table 4: *Ethnicity of visitors (Question 17, N=79, Response Rate = 50.1%)*

Ethnicity	**Average Percentage (±SD)**
African American/Black	10.5% (±15.7)
Asian/Pacific Islander	3.0% (±5.0)
Hispanic/Latino	7.2% (±7.9)
Native American/First Nations	2.6% (±4.4)
White/Non-Hispanic	73.3% (±23.8)
Other	1.4% (±5.5)
Unknown	1.9% (±4.1)

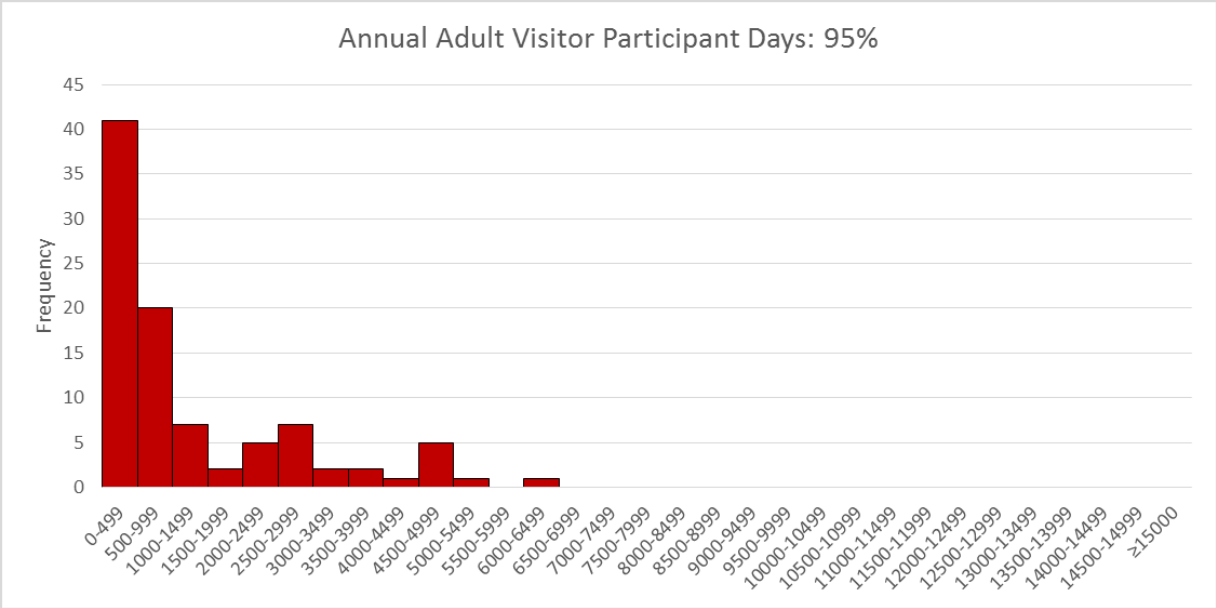
Visitation Numbers

Centers were asked to estimate how many visitors participated in their programs over the previous year in units of participant days (meaning if 20 students attended a 3 day program, that would be marked as 60 participant days). When asked about PK-12 visitors, centers reported an average 4,775 participant days, once the top 5% was removed from the dataset to obtain more descriptive averages, with half of the centers reporting 3,000 or less participant days per year (Fig. 1). For adult visitors, half of the centers reported 530 or less participant days per year, averaging 1,187 participant days once the top 5% was removed from the dataset (Fig. 2). The participants were also asked to estimate how many general visitors (those who did not partake in a program, but hiked trails or walked through a nature center building on their own) visited their center each year. Half of the centers reported visitation numbers of 2,000 or less per year, with an average of 42,046 visitors once the top 5% was removed from the dataset (Fig. 3). Comparing these numbers illustrates that adult visitors are the group with the lowest amount of participant days, and the numbers of participant days contributed by general visitors and PK-12 visitors vary greatly depending on the center type (Fig. 4).



Average	Median	Minimum	Maximum
4,775.9	3,000	0	25,000

Figure 1*: Number of Annual PK-12 Participation days- 95% of Responses Shown (Question 13, N=99)*



Average	Median	Minimum	Maximum
1,187.8	530	0	6,000

Figure 2: *Number of Annual Adult Participation days- 95% of Responses (Question 14, N=94)*

Average	Median	Min	Max
42,046.9	2,000	0	800,000

Figure 3: *Number of Annual General Visitors- 95% of Responses (Question 15, N=83)*

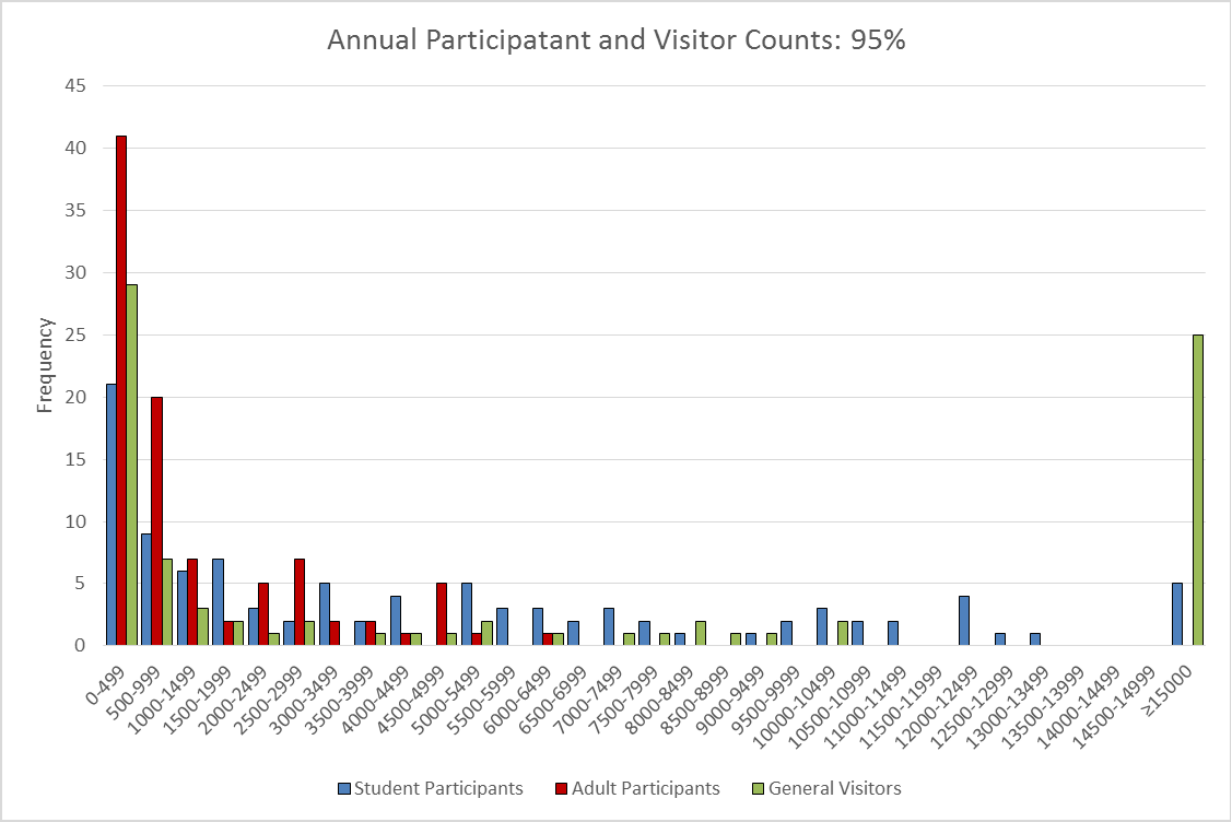


Figure 4: *Comparison of Number of Annual Student, Adult, and General Visitor Participant Days- 95% of all data in each category*

Changes in Visitation Numbers

As a whole, environmental education centers experienced stable or increased numbers of visitors (Fig. 5). Camps and university-run programs experienced the greatest increase in visitation in comparison to any other type of center, while K-12 schools and programs experienced the largest decrease (Fig. 6, 7, 8). State-run, County/ City-run, and organizations identifying as "other" overall experienced steady visitation numbers or slight increases in visitation (Fig. 9, 10, 11).

Centers who reported changes in their visitation amounts were asked what they thought caused the change (Table 5). Those who experienced great decreases in numbers cited funding limitations (school-based and environmental education organization-based) as the main reason. Those who experienced slight decreases in numbers experienced similar funding limitations, but also noted changes in school curricula and teaching structure, as well as a decrease in interest in outdoor education as possible reasons for their decreasing amounts of visitors. Organizations who experienced slight increases in visitation improved their marketing and outreach, introduced new programming, and believed that changes in their local community have increased awareness. Those who experienced great increases in numbers improved their marketing efforts and have support from the community, similar to the centers that experienced slight increases; however, these organizations also cited building partnerships with other organizations as a key reason for their increased visitation.

Response	Number	Percentage
Greatly decreased	10	6.8%
Slightly decreased	29	19.7%
Remained steady	41	27.9%
Slightly increased	36	24.5%
Greatly increased	31	21.1%

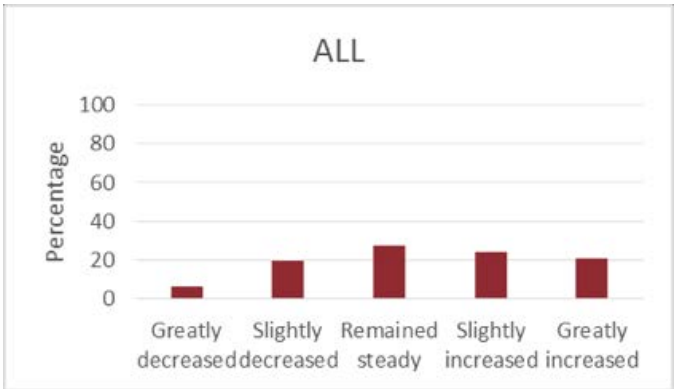


Figure 5: *Changes in visitation for all center types together (Question 8, N=147, Response Rate = 94.2%)*

Response	Number	Percentage
Greatly decreased	1	4.8%
Slightly decreased	4	19.0%
Remained steady	4	19.0%
Slightly increased	9	42.9%
Greatly increased	3	14.3%

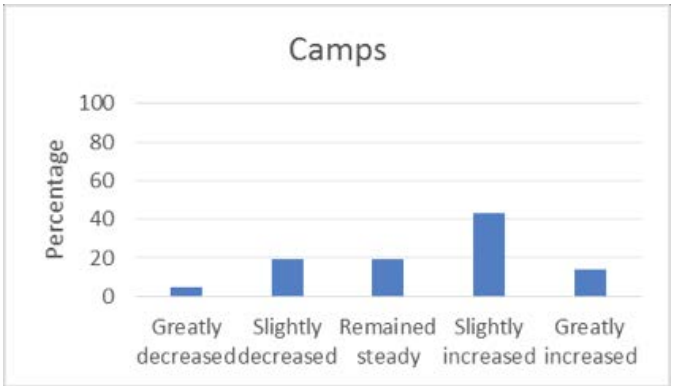


Figure 6: *Changes in visitation at Camps (Question 8, N=21)*

Response	Number	Percentage
Greatly decreased	1	7.7%
Slightly decreased	2	15.4%
Remained steady	1	7.7%
Slightly increased	4	30.8%
Greatly increased	5	38.5%

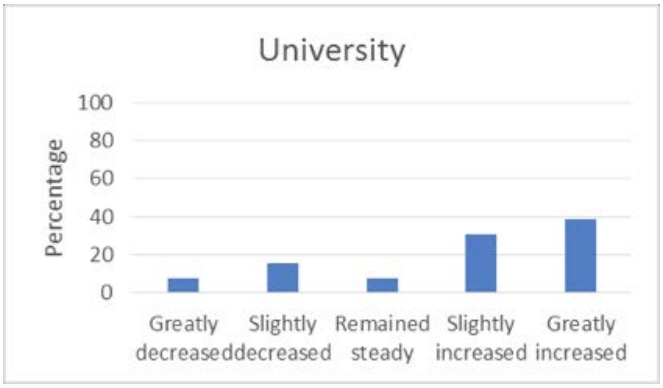


Figure 7: *Changes in visitation at University Programs (Question 8, N=13)*

Response	Number	Percentage
Greatly decreased	0	0%
Slightly decreased	8	40%
Remained steady	5	25%
Slightly increased	3	15%
Greatly increased	4	20%

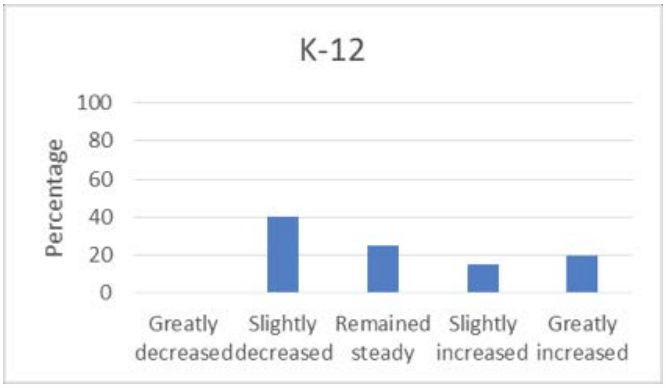


Figure 8: *Changes in visitation at K-12 Schools and Programs (Question 8, N=20)*

Response	Number	Percentage
Greatly decreased	3	17.6%
Slightly decreased	2	11.8%
Remained steady	5	29.4%
Slightly increased	6	35.3%
Greatly increased	1	5.9%

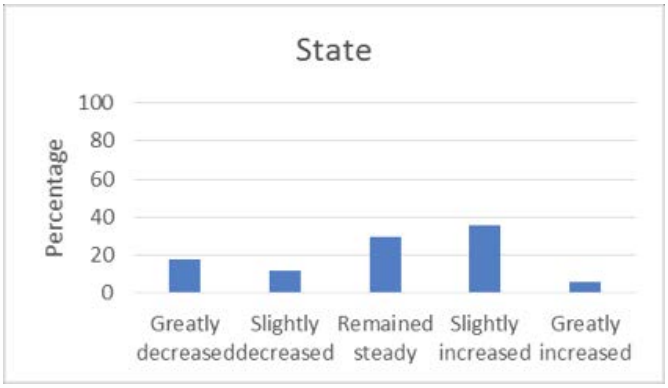


Figure 9: *Changes in visitation at State Parks and State-managed Programs (Question 8, N=17)*

Response	Number	Percentage
Greatly decreased	1	10%
Slightly decreased	1	10%
Remained steady	6	60%
Slightly increased	1	10%
Greatly increased	1	10%

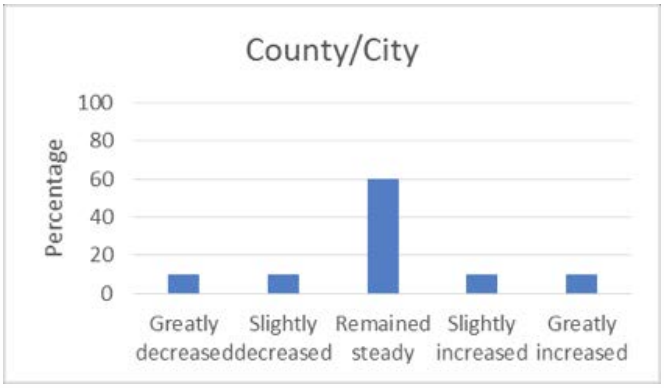


Figure 10: *Changes in visitation at County/City Programs or Centers (Question 8, N=10)*

Response	Number	Percentage
Greatly decreased	4	6.1%
Slightly decreased	12	18.2%
Remained steady	20	30.3%
Slightly increased	13	19.7%
Greatly increased	17	25.8%

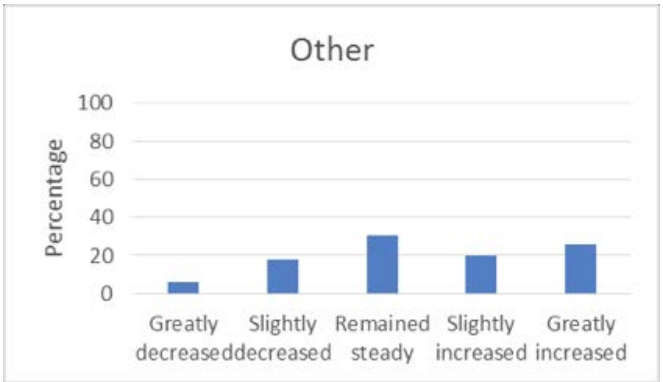


Figure 11: *Changes in visitation at centers categorized as Other (Question 8, N=66)*

Table 5: *Reasons for changes in visitation at all centers (Question 9, N=112, Response Rate = 71.8)*

Change in Participation Numbers	Reason for Change: Topic	Number of Responses
Greatly decreased	Cost/budget/financial limitations: School-level funding limitations	3
	Cost/budget/financial limitations: EE Organization-level funding limitations	3
	Cost/budget/financial limitations: Busing and transportation cost concerns	1
	Changes in EE Organization staffing	1
	Changes in educational atmosphere: Changing school curricula and teaching structure	1
	Changes in educational atmosphere: Increased focus on testing and/or educational standards	1
	Changes in organization programs and/or program offerings	1
	Changes in organization marketing efforts: Outreach and/or direct marketing	1
	Other	2
Slightly decreased	Changes in educational atmosphere: Changing school curricula and teaching structure	11
	Cost/budget/financial limitations: School-level funding limitations	9
	Other	8
	Changes in educational atmosphere: Decreased focus on Outdoor and Environmental Education	7
	Cost/budget/financial limitations: Busing and transportation cost concerns	3
	Changes in EE Organization staffing	2
	Changes in local community interest/awareness	1
	Cost/budget/financial limitations: EE Organization-level funding limitations	1
	Cost/budget/financial limitations: Funding availability for field trips	1
	Changes in educational atmosphere: Increased focus on testing and/or educational standards	1
	Financial Increases: Stronger local economy	1
Remained steady	Other	3
	Cost/budget/financial limitations: Busing and transportation cost concerns	2

	Cost/budget/financial limitations: Funding availability for field trips	1
	Changes in organization marketing efforts: Outreach and/or direct marketing	1
Slightly increased	Changes in local community interest/awareness	12
	Changes in organization marketing efforts: General	11
	Changes in organization programs and/or program offerings	10
	Changes in organization marketing efforts: Outreach and/or direct marketing	6
	Changes in organization marketing efforts: Social media/online marketing	4
	Other	4
	Financial Increases: Stronger local economy	3
	Changes in organization marketing efforts: Building relationships/partnerships	2
	Changes in EE Organization staffing	1
	Changes in educational atmosphere: Changing school curricula and teaching structure	1
	Financial Increases: Increased program funding available (e.g. grants)	1
Greatly increased	Changes in local community interest/awareness	13
	Changes in organization programs and/or program offerings	7
	Changes in organization marketing efforts: Building relationships/partnerships	4
	Changes in organization marketing efforts: Outreach and/or direct marketing	4
	Other	4
	Changes in educational atmosphere: Increased interest in EE	2
	Financial Increases: Increased program funding available (e.g. grants)	2
	Changes in organization marketing efforts: Social media/online marketing	2
	Changes in organization marketing efforts: General	1
	Changes in EE Organization staffing	1
	Changes in educational atmosphere: Changing school curricula and teaching structure	1

Budget

Operating Budget

41.4% of the centers that were surveyed were operating with budgets between $0 and $100,000 and almost 35% were operating with budgets between $250,000 and $1,000,000 (Table 6). The following percentages of center types were operating with budgets between $0 and $100,000: K-12 programs (69.2%), State-run Programs (53.8%), City/Count-run Programs (50%), University-run Programs (40%), Camps (23.5%) (Tables 7, 8, 9, 10, and 11). On average, funding for these budgets was sourced from program revenue, state government funds, and county/local government (Fig. 12). Camps largely relied on program revenue and private donations (Fig. 13). City/County-run programs relied on county/local government funds (Fig. 14). K-12 Programs operated using funds from the state government, program revenue, and businesses/ corporations (Fig. 15).

Table 6: *Operating Budgets for all Respondents (Question 18, N=111, Response Rate =71.2%)*

Total Annual Operating Budget: ALL	**Number of Responses**	**Percentage**
$0 - $100,000	46	41.4%
$100,000 - $250,000	9	8.1%
$250,000 - $500,000	22	19.8%
$500,000 - $1,000,000	16	14.4%
$1,000,000 - $1,225,000	5	4.5%
$1,225,000 - $1,500,000	2	1.8%
$1,500,000 or more	11	9.9%

Table 7: *Operating Budgets for Camps (Question 18, N=17)*

Total Annual Operating Budget: CAMPS	**Number of Responses**	**Percentage**
$0 - $100,000	4	23.5%
$100,000 - $250,000	1	5.9%
$250,000 - $500,000	3	17.6%
$500,000 - $1,000,000	5	29.4%
$1,000,000 - $1,225,000	1	5.9%
$1,225,000 - $1,500,000	1	5.9%
$1,500,000 or more	2	11.8%

Table 8: *Operating Budgets for City/County-run Programs or Groups (Question 18, N=10)*

Total Annual Operating Budget: CITY/COUNTY	**Number of Responses**	**Percentage**
$0 - $100,000	5	50%
$100,000 - $250,000	0	0%

$250,000 - $500,000	2	20%
$500,000 - $1,000,000	2	20%
$1,000,000 - $1,225,000	0	0%
$1,225,000 - $1,500,000	0	0%
$1,500,000 or more	1	10%

Table 9: *Operating Budgets for K-12 Programs or Groups (Question 18, N=13)*

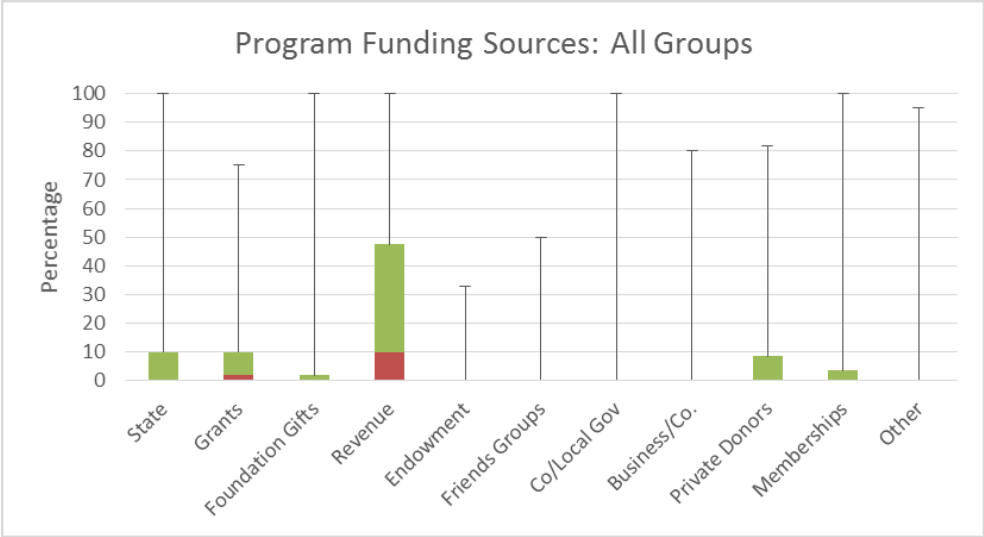
Total Annual Operating Budget: K-12 PROGRAMS	**Number of Responses**	**Percentage**
$0 - $100,000	9	69.2%
$100,000 - $250,000	1	7.7%
$250,000 - $500,000	1	7.7%
$500,000 - $1,000,000	1	7.7%
$1,000,000 - $1,225,000	0	0%
$1,225,000 - $1,500,000	0	0%
$1,500,000 or more	1	7.7%

Table 10: *Operating Budgets for State-run Programs or Groups (Question 18, N=13)*

Total Annual Operating Budget: STATE	**Number of Responses**	**Percentage**
$0 - $100,000	7	53.8%
$100,000 - $250,000	2	15.4%
$250,000 - $500,000	0	0%
$500,000 - $1,000,000	3	23.1%
$1,000,000 - $1,225,000	0	0%
$1,225,000 - $1,500,000	0	0%
$1,500,000 or more	1	7.7%

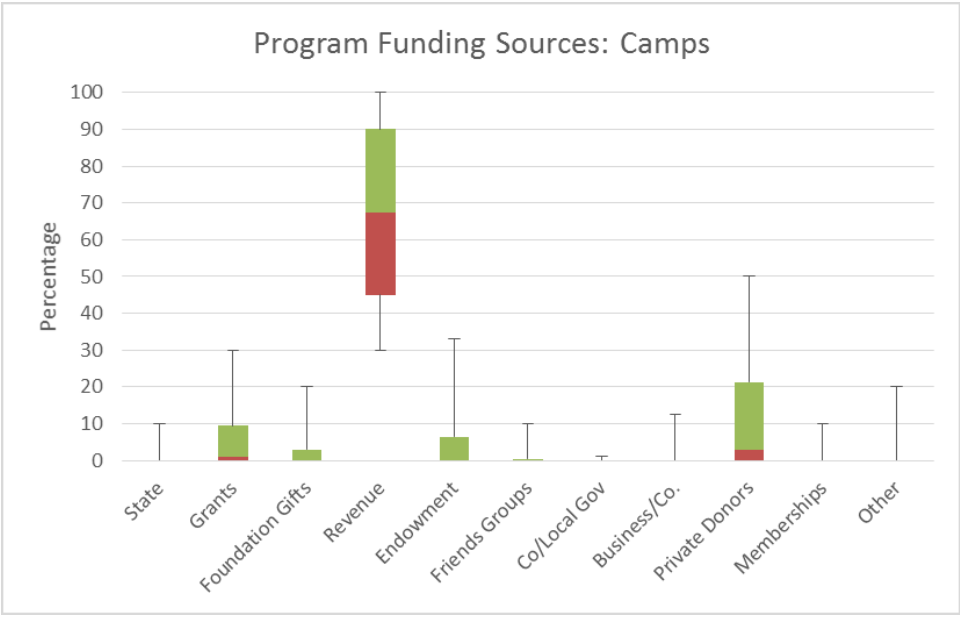
Table 11: *Operating Budgets for University-run Programs or Groups (Question 18, N=10)*

Total Annual Operating Budget: UNIVERSITY	**Number of Responses**	**Percentage**
$0 - $100,000	4	40%
$100,000 - $250,000	2	20%
$250,000 - $500,000	2	20%
$500,000 - $1,000,000	1	10%
$1,000,000 - $1,225,000	0	0%
$1,225,000 - $1,500,000	0	0%
$1,500,000 or more	1	10%



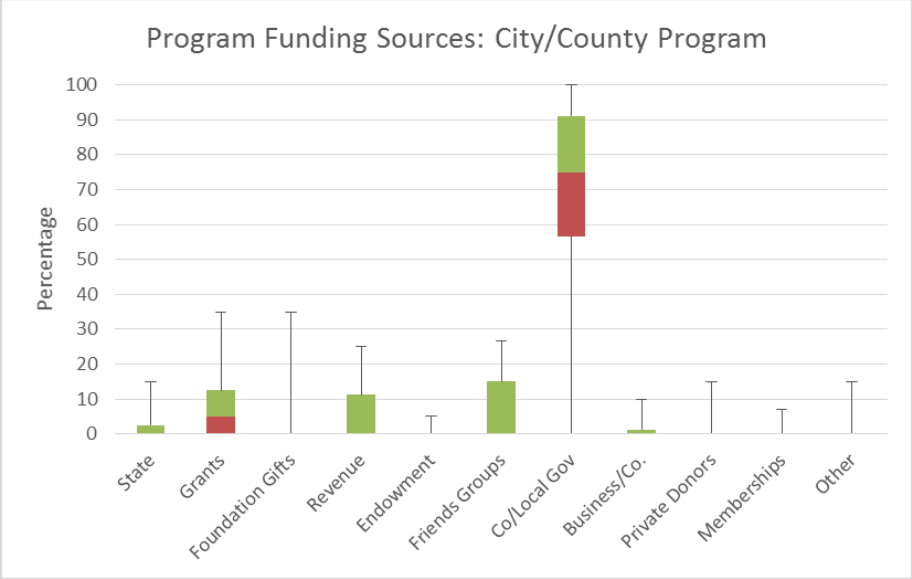
Funding Source: ALL	**Average Percentage (±SD)**
Program Revenue	26.0% (±32.8)
State Government Funds	17.5% (±33.8)
County/Local Government	11.4% (±27.4)
Memberships	9.1% (±21.5)
Private Donors	8.5% (±16.3)
Grants	7.6% (±14.1)
Other	6.0% (±18.7)
Foundation Gifts	5.9% (±15.7)
Businesses/Corporations	3.4% (±11.9)
Endowment	2.2% (±5.7)
Friends Group	2.5% (±7.6)

Figure 12: *Funding Sources for all EE Organizations (Question 19, N=95, Response Rate = 60.9%)*



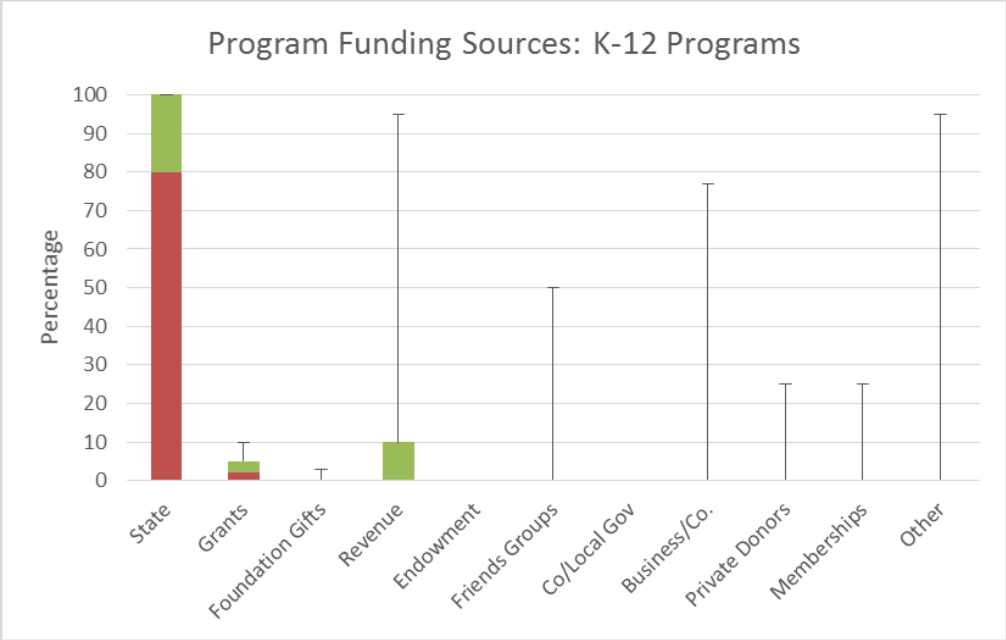
Funding Source: CAMPS	Average Percentage (±SD)
State Government Funds	.7% (±2.6)
Grants	5% (±8.1)
Foundation Gifts	2.5% (±5.2)
Program Revenue	68.0% (±24.1)
Endowment	5.1% (±9.7)
Friends Group	1.4% (±2.9)
County/Local Government	0.1% (±0.3)
Businesses/Corporations	2.2% (±4.6)
Private Donors	11.6% (±15.8)
Memberships	0.8% (±2.6)
Other	2.7% (±6.0)

Figure 13: *Funding Sources for Camps, (Question 19, N=15)*



Funding Source: CITY/COUNTY	Average Percentage (±SD)
State Government Funds	2.3% (±4.8)
Grants	10.1% (±13.9)
Foundation Gifts	4.0% (±11.0)
Program Revenue	6.0% (±9.9)
Endowment	0.5% (±1.6)
Friends Group	7.2% (±11.7)
County/Local Government	64.0% (±36.6)
Businesses/Corporations	2.2% (±4.2)
Private Donors	1.5% (±4.7)
Memberships	0.7% (±2.2)
Other	1.5% (±4.7)

Figure 14: *Funding Sources for City/County-run Programs or Groups (Question 19, N=10)*



Funding Source: K-12 PROGRAMS	**Average Percentage (±SD)**
State Government Funds	53.8% (±47.1)
Grants	3.6% (±4.2)
Foundation Gifts	0.2% (±0.8)
Program Revenue	21.4% (±37.6)
Endowment	0% (±0)
Friends Group	3.8% (±13.9)
County/Local Government	0% (±0)
Businesses/Corporations	5.9% (±21.4)
Private Donors	2.0% (±6.9)
Memberships	1.9% (±6.9)
Other	7.3% (±26.3)

Figure 15: *Funding Sources for K-12 Programs or Groups (Question 19, N=13)*

Employees

By and large, the environmental education centers surveyed relied on volunteers for the majority of the working force, with an average of about 135 volunteers per organization with only about 6 full time staff and 12 part time or seasonal staff (Table 12). Even when the surveys were grouped by center type, volunteers made up the majority of workers, although the majorities of employees at camps were about equal with 48 volunteers and 48 part time or seasonal staff (Table 13, 14, 15). Half of the centers received 1,000 or less volunteer hours per year, with all centers averaging around 2,000 volunteer hours once the top 5% was removed from the dataset to provide a more descriptive average (Fig. 16).

Table 12: *Number of Employees per Organization: All groups (Question 20, N=109, Response Rate = 69.9%)*

Employee Group	**Average Number of Employees (±SD)**
Full Time	5.8 (±10.2)
Part Time or Seasonal	12.4 (±33.3)
Volunteers	134.7 (±575.4)
Interns	2.0 (±4.7)

Table 13: *Number of Employees for Camps (Question 20, N=16)*

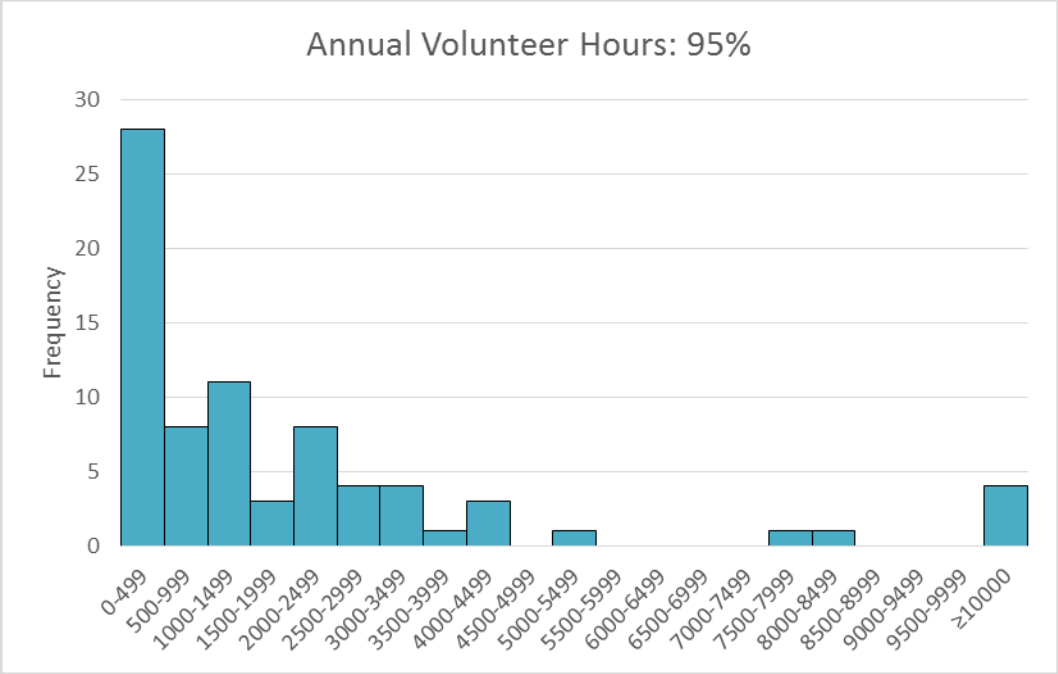
Employee Group: CAMPS	**Average Number of Employees (±SD)**
Full Time	7.6 (±8.7)
Part Time or Seasonal	48.2 (±76.2)
Volunteers	48.3 (±76.1)
Interns	1.7 (±3.9)

Table 14: *Number of Employees for K-12 Programs or Groups (Question 20, N=12)*

Employee Group: K-12 PROGRAMS	**Average Number of Employees (±SD)**
Full Time	8.8 (±19.6)
Part Time or Seasonal	6.9 (±12.8)
Volunteers	23.1 (±58.6)
Interns	0 (±0)

Table 15: *Number of Employees for State-run Programs or Groups (Question 20, N=13)*

Employee Group: STATE PROGRAMS	**Average Number of Employees (±SD)**
Full Time	3.2 (±3.2)
Part Time or Seasonal	4.8 (±5.2)
Volunteers	38.1 (±38.2)
Interns	0.3 (±0.9)



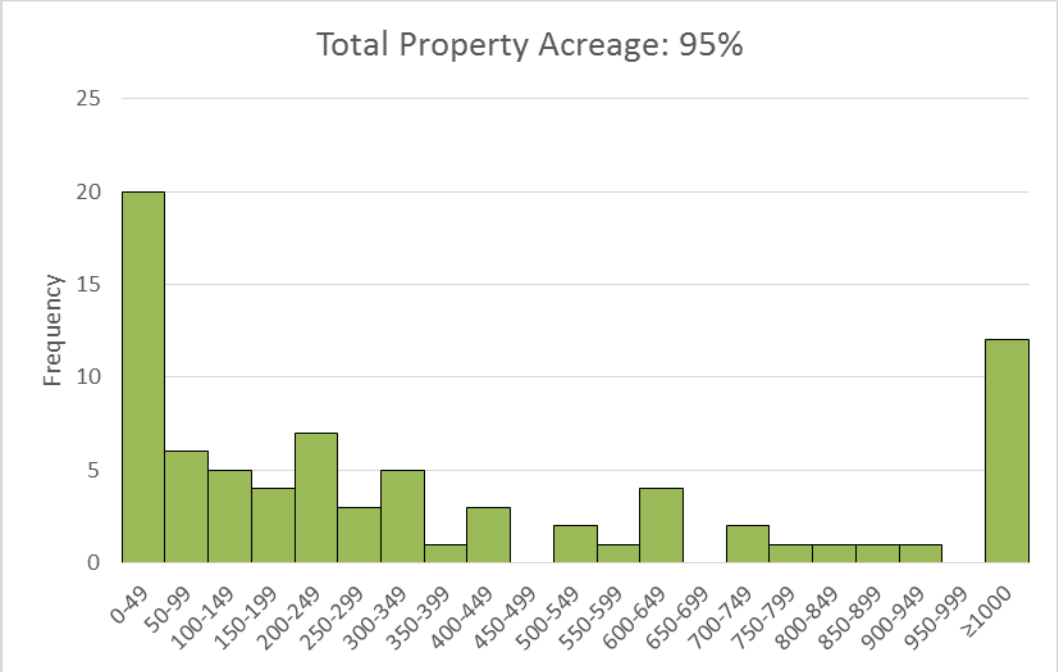
Average Number of Volunteer Hours	Median Number of Volunteer Hours	Minimum Number of Volunteer Hours	Maximum Number of Volunteer Hours
2,000.6	1,000	0	14,666.7

Figure 16: *Number of Annual Volunteer Hours: Lower 95% of Responses (Question 21, N=77)*

Land Management

73.5% of the surveyed facilities owned and/or managed land and/or facilities (Question 22, N=117, Response Rate = 75%). Half of the centers had 220 acres or less of property, with all of the centers averaging 1,523.5 acres once the top 5% was removed to obtain a more descriptive average (Fig. 17). 65.1% of the organizations had a land management plan (Question 24, N=86, Response Rate = 55.1%), but only 57.6% of the centers had revised or updated their plans within the last five years (Question 25, N=66, Response Rate = 42.3%). 90.4% of organizations engaged in land management or improvement projects in the last year with the most common projects being invasive species management (68.7%), trail maintenance (38.6%), and land restoration (30.1%) (Table 16).

69.3% of the organizations conducted ecological research, monitoring, or citizen science data gathering at their sites (Question 27, N=75, Response Rate = 48.1%). There was a variety of research topics investigated, but the most common were bird community surveys or banding (21.3%), research partnerships with other organizations (14.7%), bluebird nest boxes or surveys (13.3%), and wetland/lake/ river monitoring (13.3%) (Table 17). While invasive species management and land restoration were two of the most common types of land management the centers engaged in, these organizations are looking for more training in these topics, as well as forestry (Table 18).



Average Property Acreage	Median Property Acreage	Minimum Property Acreage	Maximum Property Acreage
1,523.5	220	0.5	30,000

Figure 17: *Total Property Acreage: Lower 95% of Responses (Question 23, N=79)*

Table 16: *Most common types of land management or improvement projects (Question 26, N=83, Response Rate = 53.2%)*

Topic	Number of Responses	Percentage
Invasive species management	57	68.7%
Trail maintenance/improvement/boardwalks	32	38.6%
Land restoration (prairies, woodlands, wetlands, other)	25	30.1%
Tree planting	22	26.5%
Controlled burning	18	21.7%
Tree cutting for timber sales	14	16.9%
New gardens/landscaping	10	12.0%
Erosion and water control/rain gardens	7	8.4%
Building Improvements	6	7.2%
Tree cutting (e.g. dead or diseased trees, other)	4	4.8%
Adding interpretive signage to landscape	3	3.6%
Wildlife surveys	3	3.6%
Water quality monitoring	2	2.4%
Forest management	2	2.4%
Other		
Natural resource planning	1	1.2%
CFI (Continuous forest inventory) and deer exclosures	1	1.2%
Mowing practices	1	1.2%
Sculpture installs	1	1.2%
"Innumerable practices for sustainable resource management on public lands"	1	1.2%
"All the above - timber sales, research, education, trials, and races."		

Table 17: *Most common types of ecological research, monitoring, or citizen science data gathering conducted (Question 27)*

Topic	Number of Responses	Percentage
Bird community surveys or banding	16	21.3%
Research partnerships with other organizations	11	14.7%
Bluebird nest boxes or surveys	10	13.3%
Wetland/lake/river monitoring	10	13.3%
Citizen science programs	9	12.0%
General wildlife surveys	8	11.1%
Monarch/other butterfly monitoring	8	11.1%
Plant community surveys or seed collection	7	9.3%

Bat surveys	6	8.0%
Frog/amphibian surveys	5	6.7%
Other bird (crane, purple martin) surveys	5	6.7%
Wildlife/plant phenology	4	5.3%
Forest monitoring	4	5.3%
Weather/climate study	2	2.7%
Other		
Plant trials	1	1.3%
Invasive species assessments	1	1.3%
Gathering mushrooms	1	1.3%
Tree irrigation studies	1	1.3%
Data collection from aquaponics systems	1	1.3%
AIS	1	1.3%
Easement monitoring	1	1.3%

Table 18: *Land management topics centers would benefit from technical or consulting assistance with (Question 28, N=77, Response rate = 49.4%)*

Response	**Number**	**Percentage**
Invasive Species Identification & Management	53	68.8%
Forestry	44	57.1%
Wetlands, Ponds, Lakes	42	54.5%
Trails & Recreations Opportunities	39	50.6%
Interpretive Signs (environmental, historical, etc.)	39	50.6%
Funding for Implementing Land Management Activities	39	50.6%
Native Prairies	38	49.4%
GIS/GPS Site Mapping	38	49.4%
Ecology & Management Based Educational Curriculum	35	45.5%
Ecological Restoration Ideas/Activities	31	40.3%
Ecological Research & Monitoring	30	39.0%
Wildlife	26	33.8%
Site Layout/Utilization	24	31.2%
Soils	21	27.3%
Rivers and Streams	18	23.4%
Fisheries	12	15.6%
Other specific areas:		
Implementing Citizen Science Programs	2	2.6%
Aquaponics Research and Demonstration	1	1.3%
Connecting fragmented habitats to each other across a landscape	1	1.3%
	1	1.3%
Reduction of asphalt, green infrastructure updates to building	1	1.3%
Reptile and amphibian reintroduction or restoration	1	1.3%
Curricula development	1	1.3%
Developing cooperative research opportunities		

Current Status of Accessibility

Respondents were asked to estimate the percentage of groups that visited their sites/ engaged in their programs that included at least one person with a known disability. Half of the centers estimated 10% or less of the groups had someone with a known disability, with the overall average being 18.73% (Question 2, N= 79, Response rate = 50.6%). Almost all of the centers reported that their facilities and programs were accessible or somewhat accessible to visitors with disabilities (Table 19 and 20), but only 25.6% of the centers had conducted a physical accessibility survey at their sites (Question 33, N= 86, Response rate = 55.1%). Centers included activity ideas for learners of varying abilities for some of the curriculum or lesson plans (Table 21), but typically not all of the lessons, and most of centers did not have adapted or universally designed program equipment available (61.3% none at all, 37.6% for some lessons) (Question 35, N= 93, Response rate = 59.6%). When centers were asked to rank their priority increasing program and facility accessibility at their sites, there was a normal distribution (Fig. 18). The most common training staff received in relation to inclusion focused on the following topics: how to encourage communication and interaction among all participants, learning disabilities such as ADHD, and physical disabilities (Table 22).

Table 19: *Do you consider your facility to be accessible to visitors with disabilities (Question 31, N= 97, Response rate = 62.1%)*

Response	Number	Percentage
Yes	39	40.2%
Somewhat	57	58.8%
No	1	1.0%

Table 20: *Do you consider your programs to be accessible to visitors with disabilities (Question 32, N= 103, Response rate = 66.0%)*

Response	Number	Percentage
Yes	35	34.0%
Somewhat	68	66.0%
No	0	0%

Table 21: *Do your curriculum or lesson plans include activity ideas for learners of varying abilities (Question 34, N= 98, Response rate = 62.8%)*

Response	Number	Percentage
Yes, for all lessons offered	23	23.5%
Yes, for some lessons offered	61	62.2%
No	14	14.3%

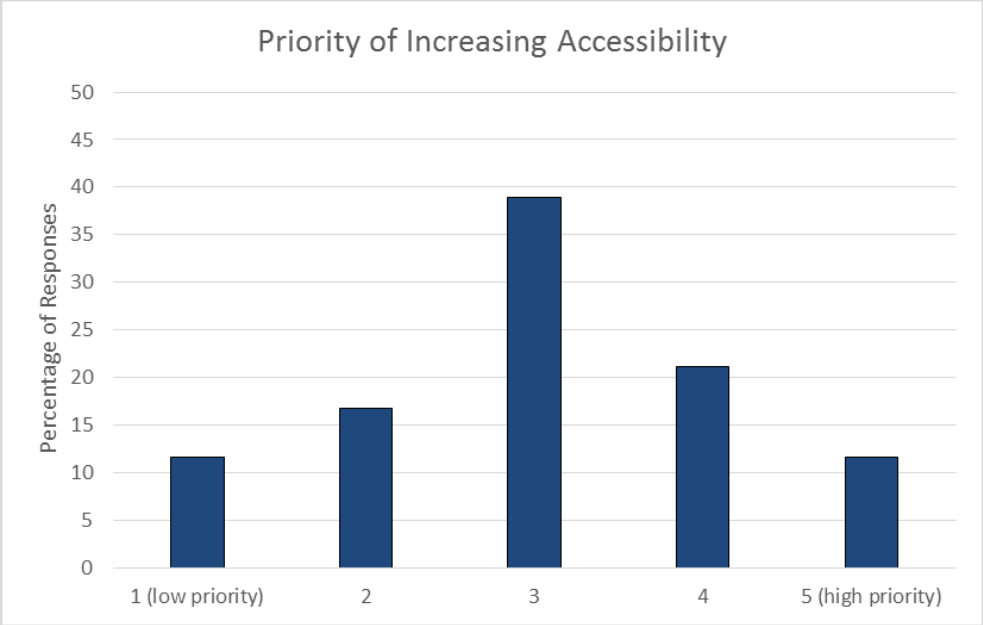


Figure 18: *Level of priority placed on increasing program and facility accessibility at all centers (Question 36, N = 95, Response rate = 60.9%)*

Table 22: *Areas of training provided to environmental education instructional/program staff on working with persons with disabilities (Question 30, N=62, Response rate = 39.7%)*

Response	**Number**	**Percentage**
How to encourage communication and interaction between all participants	40	64.5%
Learning disabilities such as ADHD	39	62.9%
Physical disabilities	37	59.7%
Intellectual disabilities	33	53.2%
Non-verbal communication techniques	32	51.6%
How to prevent and manage disruptive behaviors	31	50%
Accessibility of various sites on your property	30	48.4%
Autism spectrum disorders	24	38.7%
Mental illnesses; behavior disorders	24	38.7%
Risk management concerns and procedures for inclusive programs	23	37.1%
Hearing impairment	18	29.0%
Visual impairment	16	25.8%
Multiple, severe disabilities	9	14.5%
Chronic illnesses	8	12.9%
How to provide assistance with personal care	5	8.1%
Other specific areas:		
No Training Provided	4	6.5%
Americans with Disabilities Act	1	1.6%
Trauma-informed care training	1	1.6%

Staff Training and Needs

Environmental Education Training Needs

Centers reported that they would benefit from trainings in technology use in outdoor education (67.3%) and using STEM as a context for environmental education (61.4%), while they felt comfortable leading trainings in plants (33.7%) and natural history (31.7%) (Table 23 and 24).

Table 23: *Subject Areas where responders could "Benefit from Training" (Question 37, N= 101, Response rate = 64.7%)*

EE Subject Area	Number	Percentage
Technology Use in Outdoor Education	68	67.3%
Using STEM as a Context for Environmental Education (or E-STEM)	62	61.4%
Community-based Learning	50	49.5%
Understanding School Initiatives, Speaking School Language	46	45.5%
Birds	43	42.6%
Community Action/Service-Learning	42	41.6%
Plants	42	41.6%
Astronomy	41	40.6%
Geology/Fossils	41	40.6%
Current Environmental Issues	40	39.6%
Land Use/Conservation	39	38.6%
Water Quality/Aquatic Ecology/Fish	36	35.6%
Drinking Water/Waste Water	33	32.7%
Sustainable Design/Green Technologies or Buildings	33	32.7%
Team Building/Ropes Course	33	32.7%
Natural History	32	31.7%
Gardening/Agriculture/Soils	31	30.7%
Sustainability/Resource Consumption	31	30.7%
Backpacking/Leave No Trace	30	29.7%
Energy Efficiency	30	29.7%
Geocaching/Orienteering	30	29.7%
Air Quality	28	27.7%
Composting/Vermicomposting	26	25.7%
Land Animals	26	25.7%
Disciplinary Literacy	25	24.8%
Essential Questions/Performance Tasks	25	24.8%
Water Sports/Kayaking/Canoeing	22	21.8%
Water Cycle	18	17.8%
Litter/Recycling	15	14.9%
Other	3	3.0%

Table 24: *Subject Areas where responders "Could Lead Training In" (Question 37, N= 101, Response rate = 64.7%)*

EE Subject Area	Number	Percentage
Plants	34	33.7%
Natural History	32	31.7%
Water Quality/Aquatic Ecology/Fish	29	28.7%
Water Sports/Kayaking/Canoeing	29	28.7%
Birds	28	27.7%
Water Cycle	28	27.7%
Geocaching/Orienteering	26	25.7%
Land Animals	26	25.7%
Land Use/Conservation	23	22.8%
Team Building/Ropes Course	22	21.8%
Gardening/Agriculture/Soils	19	18.8%
Litter/Recycling	19	18.8%
Composting/Vermicomposting	18	17.8%
Backpacking/Leave No Trace	17	16.8%
Community Action/Service-Learning	17	16.8%
Geology/Fossils	15	14.9%
Community-based Learning	14	13.9%
Current Environmental Issues	12	11.9%
Sustainable Design/Green Technologies or Buildings	12	11.9%
Technology Use in Outdoor Education	12	11.9%
Using STEM as a Context for Environmental Education (or E-STEM)	12	11.9%
Drinking Water/Waste Water	10	9.9%
Sustainability/Resource Consumption	10	9.9%
Other	10	9.9%
Energy Efficiency	9	8.9%
Astronomy	8	7.9%
Essential Questions/Performance Tasks	8	7.9%
Understanding School Initiatives, Speaking School Language	7	6.9%
Disciplinary Literacy	4	4.0%
Air Quality	0	0.0%

Organizational Skills Training Needs

The centers reported that they would benefit from trainings in accessibility and inclusion of people with disabilities (67.0%), grant writing (53.2%), and fundraising (51.1%) while they felt more comfortable leading trainings in organizational skills that they have mastered from their daily operations like group/classroom management (24.5%), interpretive skills/ instructional methods (22.3%), and program development (18.1%) (Table 25 and 26). Centers are looking for trainings, preferably during the winter season on Tuesdays or Wednesdays mornings or afternoons, to learn how to help serve a wide range of audiences (elementary, middle school, high school, and people with disabilities being the groups with the highest demand) (Questions 44, 45, and 46, Table 27). The centers were largely split on the length of these trainings with 49.5% of centers reporting that they would prefer a half day training, and 48.4% of centers preferring a full day training (Question 47, N=93, Response Rate=59.6%). The surveys indicated that it would be preferable if the trainings were separate events from conferences and were within a 40 mile drive at nature centers, preserves, or university campuses. When asked about limitations to attending trainings, centers cited cost as the main limitation (Table 28).

Table 25: *Skill Areas that "Could Benefit from Training" (Question 40, N= 94, Response Rate = 60.3%)*

Organizational Skills Area	**Number**	**Percentage**
Accessibility and Inclusion of People with Disabilities	63	67.0%
Grant Writing	50	53.2%
Fundraising	48	51.1%
Digital Presence/Website/Facebook/Twitter/etc.	44	46.8%
Volunteer Management	44	46.8%
Exhibit Development	41	43.6%
Public Relations/Marketing	39	41.5%
Field/Outdoor Safety	38	40.4%
Program Development	35	37.2%
Budgeting/Finances	34	36.2%
Group/Classroom Management	32	34.0%
Interpretive Skills/Instructional Methods	32	34.0%
Risk Management	32	34.0%
Strategic Planning	29	30.9%
Internal Organizational Communications/Collaborations	28	29.8%
Site Development and Maintenance (conservation/forest management plans and projects)	28	29.8%
Non-profit Management/Working with Executive Boards	27	28.7%
Personnel Management (Staff hiring, training, evaluation)	25	26.6%
Food Services	15	16.0%
Transportation	13	13.8%
Other	2	2.1%

Table 26: *Skill Areas that "Could Lead Training In" (Question 40, N= 94, Response Rate = 60.3%)*

Organizational Skills Area	Number	Percentage
Group/Classroom Management	23	24.5%
Interpretive Skills/Instructional Methods	21	22.3%
Program Development	17	18.1%
Public Relations/Marketing	15	16.0%
Strategic Planning	15	16.0%
Internal Organizational Communications/Collaborations	14	14.9%
Non-profit Management/Working with Executive Boards	14	14.9%
Personnel Management (Staff hiring, training, evaluation)	14	14.9%
Field/Outdoor Safety	13	13.8%
Site Development and Maintenance (conservation/forest management plans and projects)	13	13.8%
Digital Presence/Website/Facebook/Twitter/etc.	11	11.7%
Volunteer Management	11	11.7%
Budgeting/Finances	10	10.6%
Grant Writing	10	10.6%
Exhibit Development	9	9.6%
Fundraising	8	8.5%
Food Services	7	7.4%
Risk Management	6	6.4%
Transportation	4	4.3%
Accessibility and Inclusion of People with Disabilities	2	2.1%
Other	2	2.1%

Table 27: *Audiences that centers would like trainings to focus on (Question 43, N= 85, Response Rate = 54.5%)*

Audience	Number	Percentage
Early Childhood	34	40.0%
Elementary	45	52.9%
Middle School	46	54.1%
High School	47	55.3%
Post-Secondary (College/University)	24	28.2%
Adults	32	37.6%
Community Groups	38	44.7%
People with Disabilities	53	62.4%
Other, please specify		
Blending on-line learning with field trips	1	1.2%
Bridge between formal and non-formal	1	1.2%
Diverse Groups including LGBT	1	1.2%
Teacher workshops	1	1.2%

Table 28: *Most common barriers that may prevent or limit participation in professional development or collaborative networking experiences (Question 50, N= 64, Response Rate = 41.0%)*

Topic	**Number**	**Percentage**
Cost/Budget or other Financial Limitations	34	53.1%
General Time Constraints	21	32.8%
Staff Availability or Staff Scheduling Conflicts	19	29.7%
Travel Distance	14	21.9%
None	3	4.7%
Other	2	3.1%

Appendix I: Survey Questions

Purpose and Informed Consent

The purposes of this survey are to 1) investigate the status of environmental education (EE) in Wisconsin and 2) identify needs of EE organizations. Results will be used to facilitate communication, collaboration, professional development, and outreach services to increase the quality and quantity of EE in WI. Results will also help communicate the value of EE as an industry in WI. 160 EE organizations completed a similar survey last year. A full report of that 2014 survey is available on the Wisconsin Association for Environmental Education (WAEE) and Wisconsin Center for Environmental Education (WCEE) websites. Results had immediate impact on sessions offered at WAEE professional development and networking events, helped in efforts to lessen the potential state budget impacts to EE, and helped justify the need for outreach services for EE related organizations. These state-wide surveys are a partnership effort of the WI Nature Centers Collaborative, WCEE, WAEE, and University of Wisconsin-Extension. The new 22015 Survey includes questions in the following sections: 1. General Information and trends about EE organizations. 2. Industry, economics, and jobs. 3. Land management. 4. Inclusion and accessibility. 5. Professional development needs and offerings. Your responses are important. Please complete the survey with 1 response from your EE related organization. Thank you!

1. Consent to Use Responses for Research

Informed Consent to Participate in Human Subject Research

Dr. Steve Kerlin, Dr. Kendra Liddicoat, & Dr. Justin Hougham, professors of environmental education (EE) at the University of Wisconsin would appreciate your participation in a research study designed to assess the status of EE in Wisconsin and gather information on needs of EE organizations. You are being asked to complete a survey that should take approximately 20 minutes of your time.

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

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

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

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

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

If you have any complaints about your treatment as participant in this study, please call or write:
Dr. Jason R. Davis, Chair
Institutional Review Board for the Protection of Human Subjects
School of Business and Economics
University of Wisconsin- Stevens Point
Stevens Point, WI 54481
(715) 346-4598

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

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

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

☐ I have read the purpose and consent statements and am ready to begin the survey.

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

2. Name of Organization:

3. Your name:

4. Position Title:

5. Email:

6. What are the major programs offered by your organization? (please list up to 3 major programs)
    1.
    2.
    3.

7. Are you school programs correlated to standards? Select all that apply
    - ☐ Yes, WI Model Academic Standards
    - ☐ Yes, WI Standards for Literacy and Mathematics (Common Core State Standards)
    - ☐ Yes, Next Generation Science Standards
    - ☐ Yes, Other Standards
    - ☐ No

8. How would you characterize overall participation in your programs in the last five years? Number of participants have…
    - ☐ Greatly decreased
    - ☐ Slightly decreased
    - ☐ Remained steady
    - ☐ Slight increased
    - ☐ Greatly increased

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

10. Do you regularly partner with other EE organizations in your region of the state? If so, please list the names of organizations you partner with.

Industry, Economics, and Jobs

11. Does you organization and site consider itself an environmental or outdoor education tourist destination?

12. Where do your participants/ visitors travel from? (Totals of % from all groups should equal 100%

% local regional state out of state international

13. Approximately how many PK-12 students participated in your programs during the last year? Please report this number as participant days. For example, 20 students attend a 3 day program = 60 participant days. Also if you have programs that are partial day programs we will still count them as participant day programs.

14. Approximately how many adults participated in your programs during the last year? Please report this number as participant days. For example, 20 adults attend a 3 day program = 60 participant days. Also if you have programs that are partial day programs we will still count them as participant day programs.

15. Approximately how many other general visitors did you have at your site in the last year? General visitors are ones that did not participate in specific programs (e.g. hike trails, walk through a nature center building on their own, etc…)

16. What is the estimated distribution of the age of your audience/ participants/ visitors? (Totals of % from all groups should equal 100%)

    % Early Childhood Elementary Middle School High School College Adult Senior Citizen

17. What is the estimated distribution of the ethnicity of your audience/ participants/ visitors? (Total of % from all groups should equal 100%)

    % African American/ Black Asian/ Pacific Islander Hispanic/ Latino Native American/First Nations White/ Non-Hispanic Other

18. What was the total amount of your yearly operating budget last year?
    - ☐ $0 - $100,000
    - ☐ $100,000 - $250,000
    - ☐ $250,000 - $500,000
    - ☐ $500,000 - $1,000,000
    - ☐ $1,000,000 - $1,225,000

☐ $1,225,000 - $1,500,000
☐ $1,500,000 or more

19. How is your organization funded? An estimate of percentages is fine. (Totals of % from all groups should equal 100%)

% State governmental funds Grants Foundational gifts Program revenue
Endowment Friends group County/local government
Businesses/ corporations Private donors Memberships Other

20. How many employees does your organization have?

#	Full Time	Part time or Seasonal	Volunteers	Interns

21. Approximately how many total hours did your volunteers donate last year?

Land Management at Nature Centers and Outdoor Facilities

22. Does your organization own and/or manage land and/or facilities? If no, skip to next page.
    ☐ Yes
    ☐ No

23. What is the total acreage of your property(s)?

24. Does your organization have a land management plan (also known as a conservation or forest management plan)? If no, skip the next question.
    ☐ Yes
    ☐ No

25. Has your land management plan been revised/ updated in the last five years?
    ☐ Yes
    ☐ No

26. Have you engaged in land management or improvement projects in the last year? If yes, please briefly list your activities in the past year (e.g. timber sale, instillation of boardwalk/ trail improvements, invasive species management, tree planting, other…).

27. Does you organization conduct ecological research, monitoring, or citizen science data gathering of your site? If yes, please briefly list your activities in the past year.

28. Which of the following land management topics/ projects may you and your organization benefit from technical or consulting assistance with?
    - ☐ Wetlands, Ponds, Lakes
    - ☐ Native Prairies
    - ☐ Forestry
    - ☐ Trails & Recreational Opportunities
    - ☐ Invasive Species Identification & Management
    - ☐ Wildlife
    - ☐ Site Layout/ Utilization
    - ☐ Rivers and Streams
    - ☐ GPS/ GIS Site Mapping
    - ☐ Ecological Restoration Ideas/ Activities
    - ☐ Soils
    - ☐ Fisheries
    - ☐ Ecology & Management Based Educational Curriculum
    - ☐ Interpretive Signs (environmental, historical, etc.)
    - ☐ Ecological Research & Monitoring
    - ☐ Funding for Implementing Land Management Activities
    - ☐ Please describe specific needs

Inclusion & Accessibility

29. Please estimate the percentage of groups that visit your site or programs that include at least one person with a known disability.

30. Please check all areas of training provided to your environmental education instructional/ program staff on working with persons with disabilities. How to adapt activities for participants with:
    - ☐ Physical disabilities
    - ☐ Intellectual disabilities
    - ☐ Learning disabilities such as ADHD
    - ☐ Chronic illnesses
    - ☐ Visual impairment
    - ☐ Hearing impairment
    - ☐ Autism spectrum disorders
    - ☐ Mental illnesses; behavior disorders
    - ☐ Multiple, severe disabilities
    - ☐ How to provide assistance with personal care
    - ☐ How to prevent and manage disruptive behaviors
    - ☐ How to encourage communication and interaction between all participants
    - ☐ Non-verbal communication techniques

- ☐ Risk management concerns and procedures for inclusive programs
- ☐ Accessibility of various sites on your property
- ☐ Other, please specify

31. Do you consider your facility to be accessible to visitors with disabilities?
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

32. Do you consider your programs to be accessible to visitors with disabilities?
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

33. Have you conducted a physical accessibility survey of your site?

34. Do your curriculum or lesson plans include activity ideas for learners of varying abilities?
    - ☐ Yes, for all lessons offered
    - ☐ Yes, for some lessons offered
    - ☐ No

35. Do you have adapted or universally designed program equipment available?
    - ☐ Yes, for all lessons offered
    - ☐ Yes, for some lessons offered
    - ☐ No

36. What level of priority do you place on increasing program and facility accessibility at your site?
    - ☐ 1 (low priority)
    - ☐ 2
    - ☐ 3
    - ☐ 4
    - ☐ 5 (high priority)

Professional Development Needs and Offerings

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

	Benefit from Training	Could Lead Training In
Air Quality	☐	☐
Astronomy	☐	☐
Backpacking/ Leave No Trace	☐	☐
Birds	☐	☐
Community Action/ Service-Learning	☐	☐
Compositing/ Vermicompositing	☐	☐
Community-based Learning	☐	☐
Current Environmental Issues	☐	☐
Drinking Water/ Waste Water	☐	☐
Disciplinary Literacy	☐	☐
Energy Efficiency	☐	☐
Essential Questions/ Performance Tasks	☐	☐
Gardening Agriculture/ Soils	☐	☐
Geocaching/ Orienteering	☐	☐
Geology/ Fossils	☐	☐
Land Animals	☐	☐
Land Use/ Conservation	☐	☐
Litter/ Recycling	☐	☐
Natural History	☐	☐
Plants	☐	☐
Sustainability/ Resource Consumption	☐	☐
Sustainable Design/ Green Technologies or Buildings	☐	☐
Team Building/ Ropes Course	☐	☐
Technology Use in Outdoor Education	☐	☐
Understanding School Initiatives, Speaking School Language	☐	☐
Using STEM as a Context for		

Environmental Education (or E-STEM)	☐	☐
Water Cycle	☐	☐
Water Quality/ Aquatic Ecology/ Fish	☐	☐
Water Sports/ Kayaking/ Canoeing	☐	☐
Other	☐	☐

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

39. If you identified any EE programming areas in which you would be able to lead a training session please provide a brief description of what could be included in the session.

40. Organizational Skills Areas- In the first column select all of the specific EE programming areas in which you and your staff would benefit from training. In the second column select all of the specific EE programming areas in which you and your staff could lead training workshops.

	Benefit from Training	Could Lead Training In
Accessibility & Inclusion of People with Disabilities	☐	☐
Budgeting/ Finances	☐	☐
Digital Presence/ Website/ Facebook/ Twitter/ etc.	☐	☐
Exhibit Development	☐	☐
Field/ Outdoor Safety	☐	☐
Food Services	☐	☐
Fundraising	☐	☐
Grant Writing	☐	☐
Group/ Classroom Management	☐	☐
Internal Organizational Communications/ Collaborations	☐	☐
Interpretive Skills/ Instructional Methods	☐	☐
Non-profit Management/ Working with Executive Boards	☐	☐

Personnel Management (Staff hiring, training, evaluation)	☐	☐
Public Relations/ Marketing	☐	☐
Program Development	☐	☐
Risk Management	☐	☐
Site Development and Maintenance (conservation/ forest management plans and projects)	☐	☐
Strategic Planning	☐	☐
Transportation	☐	☐
Volunteer Management	☐	☐
Other	☐	☐

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

42. If you identified any organizational skills areas in which you would be able to lead a training session please provide a brief description of what could be included in the session.

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

    - ☐ Early Childhood
    - ☐ Elementary
    - ☐ Middle School
    - ☐ High School
    - ☐ Post-Secondary (College/ University)
    - ☐ Adults
    - ☐ Community Groups
    - ☐ People with Disabilities
    - ☐ Other, please specify

44. Which season of the year is best for you and your staff to attend training sessions?
    - ☐ Spring
    - ☐ Summer
    - ☐ Fall
    - ☐ Winter

45. What are the best days of the week for you and your staff to attend training sessions?
    - ☐ Monday
    - ☐ Tuesday
    - ☐ Wednesday
    - ☐ Thursday
    - ☐ Friday
    - ☐ Saturday
    - ☐ Sunday

46. What are the best times of day for you and your staff to attend training sessions?
    - ☐ Morning
    - ☐ Afternoon
    - ☐ Evening

47. What is your preferred length of training sessions?
    - ☐ Half day
    - ☐ Full day
    - ☐ Multiple days

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

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

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