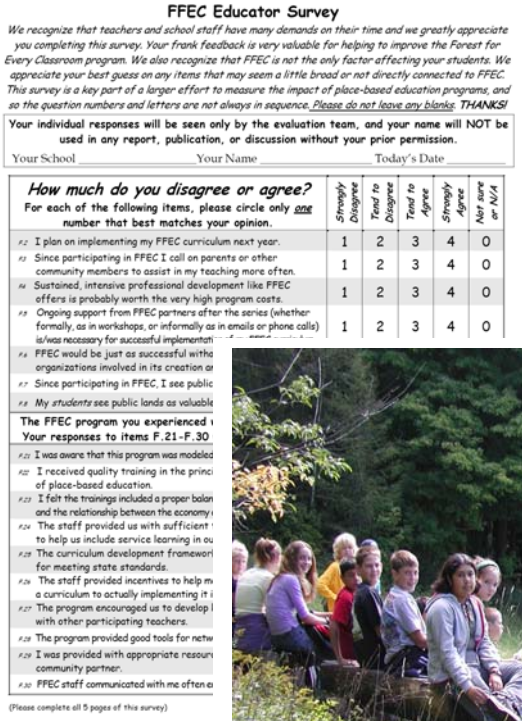
An Evaluation Toolkit for
A Forest for Every Classroom
Program Replication



FFEC Educator Survey

We recognize that teachers and school staff have many demands on their time and we greatly appreciate you completing this survey. Your frank feedback is very valuable for helping to improve the Forest for Every Classroom program. We also recognize that FFEC is not the only factor affecting your students. We appreciate your best guess on any items that may seem a little broad or not directly connected to FFEC. This survey is a key part of a larger effort to measure the impact of place-based education programs, and so the question numbers and letters are not always in sequence. Please do not leave any blanks. THANKS!

Your individual responses will be seen only by the evaluation team, and your name will NOT be used in any report, publication, or discussion without your prior permission.

Your School _____ Your Name _____ Today's Date _____

How much do you disagree or agree? **For each of the following items, please circle only *one* number that best matches your opinion.**	*Strongly Disagree*	*Tend to Disagree*	*Tend to Agree*	*Strongly Agree*	*Not sure or N/A*
F.2 I plan on implementing my FFEC curriculum next year.	1	2	3	4	0
F.3 Since participating in FFEC I call on parents or other community members to assist in my teaching more often.	1	2	3	4	0
F.4 Sustained, intensive professional development like FFEC offers is probably worth the very high program costs.	1	2	3	4	0
F.5 Ongoing support from FFEC partners after the series (whether formally, as in workshops, or informally as in emails or phone calls) is/was necessary for successful implementati	1	2	3	4	0
F.6 FFEC would be just as successful witho organizations involved in its creation a					
F.7 Since participating in FFEC, I see public					
F.8 My *students* see public lands as valuable					

The FFEC program you experienced Your responses to items F.21-F.30

F.21 I was aware that this program was modeled
F.22 I received quality training in the princi of place-based education.
F.23 I felt the trainings included a proper balan and the relationship between the economy
F.24 The staff provided us with sufficient to help us include service learning in ou
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F.26 The staff provided incentives to help m a curriculum to actually implementing it
F.27 The program encouraged us to develop with other participating teachers.
F.28 The program provided good tools for netw
F.29 I was provided with appropriate resour community partner.
F.30 FFEC staff communicated with me often a

(Please complete all 5 pages of this survey)

Prepared for
Shelburne Farms
The Marsh-Billings-Rockefeller National Historical Park
The Conservation Study Institute
The Northeast Natural Resource Center of the
National Wildlife Federation
The Green Mountain National Forest
The Northern Forest Center
& the Place-based Education Evaluation Collaborative

Prepared by
Program Evaluation and Educational Research Associates, Inc.

April 15, 2006

The partners in A Forest for Every Classroom are part of the Place-based Education Evaluation Collaborative (PEEC), a unique partnership of organizations whose aim is to strengthen and deepen the practice and evaluation of place-based education initiatives. PEEC programs (and organizations) include the CO-SEED Project (Antioch New England Institute); the Community Mapping Program (Vermont Institute of Natural Science, in partnership with the Institute for Technology Development, and with previous support from the Orton Family Foundation); the Sustainable Schools Project (Shelburne Farms, and the Vermont Education for Sustainability Project); and A Forest for Every Classroom Project (Shelburne Farms, The Northeast Natural Resource Center of the National Wildlife Federation, The Marsh Billings Rockefeller National Historical Park, The Conservation Study Institute, The Northern Forest Center, and Green Mountain National Forest). In addition, the Upper Valley Community Foundation provides funding and support for several of these programs through its Wellborn Ecology Fund, as well as financial, administrative and staff support for collaborative evaluation and research efforts.

NOTES:

This Evaluation Toolkit was created by PEER Associates, Inc.
Special thanks to Sharon Plumb.
Many of the tools herein were generated during numerous years of comprehensive evaluation of the Forest for Every Classroom Program, as well as the evaluation of other PEEC programs.
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A Forest for Every Classroom (FFEC)
Program Replication Evaluation Toolkit

Section of Evaluation Toolkit	*Description of section contents*
Introduction	This section orients the toolkit user to the contents of the toolkit.
FFEC Evaluation Tools	There are six tools designed for use by the replicators (or their evaluators) to evaluate the perceptions that program participants have about the program's processes and outcomes. Two additional tools will help document and evaluate how closely replicators adhere to the agreements outlined in the MOU.
FFEC Memorandum of Understanding (MOU)	The MOU is the legal and binding contract between FFEC founders and replicators. It outlines the requirements for program design as agreed upon by both parties.
FFEC Logic Model	FFEC's Logic Model will orient replicators to the overall goals and program design of FFEC.

The Evaluation Toolkit is available in PDF and/or Word format and can be accessed by contacting pstraughan@shelburnefarms.org, or visiting http://www.peecworks.org/PEEC/PEEC_Inst/S0039E22C.

The following tools are contained within and ready for use by replicators:

- FFEC Institute and Workshop Survey
- FFEC Survey Administration Tools and Educator Survey
- Sample Correspondence for Recruiting Survey Participants
- FFEC Educator Interview/Focus Group Guide
- Educator Observation Form
- FFEC Parent Letter (Passive Consent)
- FFEC Replication Team Interview/Focus Group Guide
- FFEC Replication Team Quarterly Reports

Introduction

As the FFEC program is replicated in other regions through new organizational partnerships, it will be essential and informative to provide a "toolkit" or document that guides program development, implementation, and evaluation.

This *Evaluation Toolkit* will:

- Assist founding and replicating partners during the process of arranging (accepting) a replication collaborative
- Ensure continuity of program contents and pedagogy
- Provide an ongoing reference to the new collaborative
- Guide evaluation by the replicators that is consistent with the evaluation efforts of the founding FFEEC partners and the Place-based Education Evaluation Collaborative (PEEC) of which they are part.

While it is anticipated that replication programs will each be as unique as the landscape, communities, and partnering organizations from which they originate, FFEC is eager to ensure that replication efforts result in quality programs that meet high standards and maintain the integrity of the original model. By keeping track of how replication partners are implementing the replication process, lessons can be learned and repeated or challenges diminished in existing and new replication efforts.

Although there will be clearly stated "essential elements" of every FFEC replication, there will also be a menu of "recommended" practices and components from which to choose in designing the program for a new region. The toolkit may be used in its entirety, or selectively, depending upon project scope and available resources. It may make sense for replicators to use the majority of these tools to evaluate their process and program in their first year of implementation, and to decrease the number of tools as time goes on. This will likely depend on funding, project goals, and continued relationship between FFEC founding partners and replicators.

Evaluation Tools

A large portion of the toolkit is designed for use by the replicators (or their external evaluators) to assess participants' perceptions of program processes and outcomes. Many of these tools have been used by FFEC founding partners in evaluating their own program, and have proven to be successful in looking at desired outcomes and goals. There are also specific questions that ask replicators to evaluate the FFEC replication process and partnership itself. This will help FFEC replication partners - - and founders,

when necessary - - to quickly and efficiently implement changes that benefit the program. FFEC replicators may wish to include additional goals, unique to their own program. New tools can be added to reflect those goals.

Some of the tools contain portions that need to be reported directly to FFEC founding partners. Other sections do not need to be reported to founding partners, but will be useful to replicators for documenting program successes and areas where the program can be improved. Each tool includes a description that clearly outlines how and when to use the tool, and if results need to be reported to the FFEC founding partners.

Tool: ***FFEC Institute and Workshop Survey***
To be used by: Replicators
Directions for use: Use this template for evaluating FFEC institutes and workshops immediately after each training event. Copy the workshop evaluation table so that you have enough for each of the workshops. It will need to be altered by the replicators to reflect the contents of their unique institutes.
Reporting process: Reports do not need to be returned to FFEC founding partners.

FFEC Replication Project
FFEC Institute and Workshop Survey

Training Date: Location:

1. Please rate the following aspects of each of these sessions:

[Insert: Workshop Title and presenter's name]

	(1 Excellent 2 Good 3 Fair 4 Poor)	***Comments***
Your interest in this topic	1 2 3 4	
Presenter's style	1 2 3 4	
Potential impact on your teaching style	1 2 3 4	
What else would you have liked to see happen in this session?		

[Insert: Workshop Title and presenter's name]

2. Please comment on the usefulness of the ***[Insert: Specific Workshop Title and presenter's name]***.

3. Were the allotted work sessions useful to you?

4. Was the time allotted for the work sessions appropriate? Was the balance between work session and presenter time appropriate for your needs?

6. Have these three days met your expectations? If not, what would you change?

7. Please comment on the accommodations.

6. Do you have any other comments to share?

Thank you for taking the time to complete this survey.

Tools: ***FFEC Survey Administration Tools and Educator Survey***
To be used by: Replicators. However, results may be more useful and compelling if funding allows for an external evaluator to summarize results into a formal report.
Directions for use: This tool is intended to measure changes in participants relative to their "dose" of the FFEC program. Please do not alter the existing survey questions. It is entirely appropriate, however, for replicators to add additional set(s) of questions to this survey to address site-specific issues. It is appropriate to administer this tool to participants at various stages of their involvement in FFEC. *Sample schedule:* administer prior to first training; administer immediately after educators have completed their first year of FFEC; administer 12 months after completion, etc. The administration schedule may depend on replicator preference and/or founding partner request.
Please note: The second set of questions pertains to replication efforts. Participants only need to fill out this latter set of questions following their year of FFEC participation.
Reporting process: Founding partners may require that replicators submit all of the survey data back to their central evaluation team so that the data may be considered in cross-program PEEC evaluation endeavors.

Survey Administration Tools

IMPORTANT NOTE: As part of the philosophy of continuous learning that is central to the FFEC model, many of these survey instruments and guidelines will continue to be refined and improved. As a general rule, always check the Place-based Education Evaluation Collaborative's website before administering a survey to make sure that you have the most current version. All the tools you will need can be downloaded from http://www.peecworks.org/PEEC/PEEC_Inst/S0039E22C**.**

- ***Replicator Survey Task Checklist***

Use this document to make sure that FFEC Replication participants have all the information and tools they need in order to complete the surveys themselves.

- ***Participation Invitation Tools***

Three rounds of requests for participation in a survey are usually enough to get the 60% or higher response rate from the target sample of potential survey respondents. This is essential for being able to establish that the survey sample is representative of the larger population of interest. Use these tools to plan out the logistics of making multiple requests for participation in the survey.

Tool: *Replicator Survey Task Checklist*
To be used by: *Replicator or Researcher*
Directions for use: *Use this checklist to keep track of the logistical details associated with Survey administration.*

- ❑ Work with the FFEC founding partners to determine who should be invited to fill out surveys.
  - ✓ It may be only a small sample of all possible FFEC participants, randomly selected or purposefully chosen to meet a specific data analysis goal.
  - ✓ It is usually more useful to have a high response rate from a carefully designed small sample, than a low response rate from a broad sample, even if the latter provides higher numbers of respondents.

- ❑ Work with the National CMP Lead person to determine when surveys should be administered.
  - ✓ Avoid May and June if possible. These are very busy times for schools.
  - ✓ Because these surveys use a "dose-response" measurement strategy instead of a "pre-post" measurement strategy, surveys can be successfully administered at any point before, during, or after a project cycle, so long as there is sufficient variability in the "dose" of participants throughout the sample. See the 2003-2004 FFEC Evaluation report for a more detailed discussion of the "dose-response" measurement strategy.
  - ✓ Make sure all key parties are on board with the timeline that gets set up (Use the *Participation Invitation Tools* to implement the timeline).

- ❑ Work with the FFEC founding partners to determine if incentives for participation in surveys can be provided, particularly for educators.
  - ✓ Entry in a raffle for a large, exciting prize seems to work well.
  - ✓ If offering a gift for participation (e.g. a free book) make sure that the survey instrument has a place for respondents to enter their address.

- ❑ Determine whether the on-line or paper version of the survey is most appropriate for the particular situation.
  - ✓ Filling out surveys on-line is the preferred method when logistics allow it.
  - ✓ Paper versions of surveys are perfectly acceptable. It is best if FFEC replicators can provide the hard copies of the blank surveys, already printed out and accompanied by a pre-addressed envelope for returning the completed surveys.
  - ✓ If paper versions of the survey are used, consult with the FFEC founding partners to determine who will enter the data into electronic form to send to external evaluators for analysis.

Tool: *Survey Participation Invitation Tools*
To be used by: *Replicators or Researcher*
Directions for use: *Use some combination of at least of three or four of the following activities over the course of three to five weeks in order to ensure a suitably high response rate from the chosen sample of potential respondents.*

1. **INITIAL EMAIL INVITATION:** Set a date to open the "survey season." Be prepared with a plan to deal with the undeliverable email addresses that will inevitably come back to you.

Sample text for Initial Email Invitation

Greetings FFEC participants,

Throughout the past year we have referenced the extensive and highly regarded program evaluation we do in order to improve our programs. As you are a vital component in furthering the cause of Place-based education, we request that you join this on-going evaluation effort.

*Please take a short time to help us out in a TRULY MEANINGFUL WAY. This info WILL be used, and is in fact **essential** to our mission in providing effective professional development for educators.*

Please complete the following survey directly on line before [date]. It should take about 15–30 minutes of your time. In return, you'll know you are helping to promote and improve the practices of place-based education!

[insert link to on-line survey, or reference to email attachment or paper enclosure]

If you follow this link you will see that there are three options for completing the survey. We STRONGLY urge that you use the web browser version whenever possible as it dramatically reduces data entry time. It's also quite easy for you…no paper, mailing, etc. Please email me if you prefer to receive a hard copy.

THANK YOU for being part of FFEC's efforts toward meaningful program refinement!

2. **EMAIL REMINDER:** About a week later, send another friendly reminder.

Sample text for email reminder

Simply modify the text from the initial invitation by adding some respectful phrase such as…

"…We know this is a busy time of year, and so hope you don't mind if we send you this reminder about our survey. ;-)…"

3. **MAIL SURVEY:** Within 3-5 days of the email reminder, consider mailing out hard copies to all or a selected group of non-respondents. Include clear directions for where to return the survey, and remind them again that they can fill out the survey on-line if they prefer.

Sample text for snail mail enclosure

*Dear [**insert participant first name**],*

Enclosed you will find a printed copy of the CMP Survey that you were recently invited to fill out on on-line (which is still an option!). We have not yet received all completed surveys and are very interested in receiving yours at your earliest convenience. You will also find enclosed an addressed, stamped envelope. Please complete the survey and return it to:
[insert replicator/researcher name, title, mailing address, and still include the researcher email address]

THANK YOU!

4. **POSTCARD:** About a week to ten days before closing the survey response period, consider sending a postcard to the remaining non-respondents.

Sample text for postcard

*Dear [**insert participant first name**],*

You recently received a paper copy of the FFEC Educator Survey in the mail. Our evaluation team has not yet received all FFEC surveys and would like to encourage you to please complete the survey you received and return it to:
[insert replicator/ researcher name, title, mailing address, and still include the researcher email address]

THANKS!

5. **FINAL EMAIL REMINDER:** A couple of days before the close of the survey response period, send out a final request by email.

Sample text for final email reminder

*Dear [**insert participant first name**],*

Next Tuesday, June 15 is the drawing for prizes among those who have completed this survey. The FFEC staff will be thrilled if your name is in the hat. In any case, you'll get to choose one of three books to receive as a free thank you gift for taking a moment to fill out the FFEC Educator survey at [SurveyLink].

Thanks in advance for your participation, and please don't hesitate to contact me with any questions or concerns.

Sincerely,
[insert replicator/researcher name, title, and still include the researcher email address]

6. **PHONE CALLS:** Concurrent with the final email reminder, consider making personal phone calls to some or all remaining non-respondents to ask for their participation.

7. **THANK YOU:** Within a couple of days of the close of the survey response period, send a brief thank you to everyone who participated, updating them on what to expect next.

Sample text for thank you notice

*Dear [**insert participant first name**],*

I just wanted to thank you on behalf of the staff at the Forest for Every Classroom Program for taking the time to fill out the Educator survey. Thanks to you, we did reach our minimum thresholds for our sample size and so will be able to use the results to help support the growth and development of the program.

FFEC staff will be contacting participants in the near future to announce the prize winners (including the participation prizes of free books).

Again, THANK YOU.

Sincerely,
[insert replicator/researcher name, title, email address]

FFEC Educator Survey

We recognize that teachers and school staff have many demands on their time and we greatly appreciate you completing this survey. Your frank feedback is very valuable for helping to improve the Forest for Every Classroom program. We also recognize that FFEC is not the only factor affecting your students. We appreciate your best guess on any items that may seem a little broad or not directly connected to FFEC. This survey is a key part of a larger effort to measure the impact of place-based education programs, and so the question numbers and letters are not always in sequence. Please do not leave any blanks. ***THANKS!***

Your individual responses will be seen only by the evaluation team, and your name will NOT be used in any report, publication, or discussion without your prior permission.

Your School _____ Your Name _____ Today's Date _____

How much do you disagree or agree? **For each of the following items, please circle only *one* number that best matches your opinion.**	*Strongly Disagree*	*Tend to Disagree*	*Tend to Agree*	*Strongly Agree*	*Not sure or N/A*
F.2 I plan on implementing my FFEC curriculum next year.	1	2	3	4	0
F.3 Since participating in FFEC I call on parents or other community members to assist in my teaching more often.	1	2	3	4	0
F.4 Sustained, intensive professional development like FFEC offers is probably worth the very high program costs.	1	2	3	4	0
F.5 Ongoing support from FFEC partners after the series (whether formally, as in workshops, or informally as in emails or phone calls) is/was necessary for successful implementation of my FFEC curriculum.	1	2	3	4	0
F.6 FFEC would be just as successful without so many partner organizations involved in its creation and delivery.	1	2	3	4	0
F.7 Since participating in FFEC, I see public lands as more valuable.	1	2	3	4	0
F.8 My *students* see public lands as valuable community resources.	1	2	3	4	0
The FFEC program you experienced was replicated from an original FFEC program design. Your responses to items F.21-F.30 will help us improve the program replication process.					
F.21 I was aware that this program was modeled after an "original" program.	1	2	3	4	0
F.22 I received quality training in the principles and best practices of place-based education.	1	2	3	4	0
F.23 I felt the trainings included a proper balance of workshops on ecology and the relationship between the economy and natural resources.	1	2	3	4	0
F.24 The staff provided us with sufficient training and resources to help us include service learning in our curriculum.	1	2	3	4	0
F.25 The curriculum development framework we received is useful for meeting state standards.	1	2	3	4	0
F.26 The staff provided incentives to help me move from just creating a curriculum to actually implementing it in the classroom.	1	2	3	4	0
F.27 The program encouraged us to develop long-term relationships with other participating teachers.	1	2	3	4	0
F.28 The program provided good tools for networking with other teachers.	1	2	3	4	0
F.29 I was provided with appropriate resources to seek and utilize a community partner.	1	2	3	4	0
F.30 FFEC staff communicated with me often enough to support my needs.	1	2	3	4	0

For questions F9-F11, please write your answers in the boxes (use a separate sheet if necessary).

F.9 In what ways (if any) has participating in FFEC changed the way or amount you call upon community partners (whether FFEC partners or otherwise)?

F.10 What advice would you give to FFEC partners as they try to balance the benefits of providing sustained, intensive professional development with the high program costs?

F.11 In what ways (if any) has your perception of the value of public lands changed since your participation in FFEC?

How often do these things happen? **Items L1-L6 refer to the classrooms that you know best or work most closely with.**	*Two days per year or less*	*Three to six days per year*	*About one day a month*	*One day a week or more*	*Not sure or N/A*
L.1 The school building and grounds (places outside of the classrooms) are used as places for learning.	1	2	3	4	0
L.2 Parents and/or other community members work directly with students on school-related projects.	1	2	3	4	0
L.3 As part of school, students work on real-world problems in their community, school buildings and/or school yard.	1	2	3	4	0
L.4 The content of classroom assignments and homework is directly connected to the local natural and/or urban environment.	1	2	3	4	0
L.5 Students learn about and/or interact with local cultural heritage, history and people through their schoolwork.	1	2	3	4	0
L.6 Students do community volunteering and/or service-learning work to satisfy their educational requirements.	1	2	3	4	0

How much do you disagree or agree? Like the previous pages, please circle only *one* number. ***NOTE: Items X1-X12 refer to the group of students that you know best or work most closely with in your school or project.***	*Strongly Disagree*	*Tend to Disagree*	*Tend to Agree*	*Strongly Agree*	*Not sure or N/A*
X.1 Students are enthusiastic about learning.	1	2	3	4	0
X.2 My FFEC curriculum may be nice, but it doesn't really improve student academic achievement.	1	2	3	4	0
X.3 Through my FFEC curriculum, students gain a sense of responsibility for improving the local community and environment.	1	2	3	4	0
X.5 Students prefer FFEC activities to more traditional-style school activities.	1	2	3	4	0
X.7 Students have a strong connection to the community where our school is located.	1	2	3	4	0
X.9 Standardized test scores are an accurate indicator of student academic achievement.	1	2	3	4	0
X.10 My FFEC curriculum helps students increase their scores on standardized tests.	1	2	3	4	0
X.11 My FFEC curriculum is particularly beneficial for students with learning challenges.	1	2	3	4	0
X.12 Students are self-directed in their FFEC-related work.	1	2	3	4	0
P.1 My FFEC curriculum helps me meet local, district and/or state learning standards.	1	2	3	4	0
P.3 I feel energized and confident while teaching about the local environment and/or community.	1	2	3	4	0
P.4 It is difficult to cover traditional subjects through my FFEC curriculum.	1	2	3	4	0
P.6 My FFEC curriculum helped me become a better teacher.	1	2	3	4	0
Y.3 In general, people in our community are actively involved in trying to make the community a better place to live.	1	2	3	4	0
Y.4 Our community is environmentally healthy.	1	2	3	4	0
Y.5 The key decision makers in our community have a good plan for addressing the important needs in our community.	1	2	3	4	0
Y.6 My FFEC curriculum gets people (young and old) more involved in solving real life problems in our community.	1	2	3	4	0
Y.7 The quality of the environment in our community is improving as a result of my FFEC curriculum.	1	2	3	4	0
Y.8 Through my FFEC curriculum, students are collaborating with important decision makers in our community.	1	2	3	4	0
Y.9 My FFEC curriculum may be nice, but it doesn't address real needs in our community.	1	2	3	4	0
Y.10 I am (or plan to become) actively involved in projects to improve the social or environmental quality of our community.	1	2	3	4	0

D.1 For this item, please put a NUMBER in the box to the right of <u>each</u> activity description to indicate how many times you have participated in that FFEC or other place-based or environmental education-related activity <u>over the years</u>. Write 0 in the box if you have not taken part in that activity or if it does not apply to you. If the number of times is large or hard to quantify, just put your best guess. The idea is to try to get an overall estimate of your level of involvement with FFEC and other place-based or environmental education training. It might help to read through the whole list of activities first to jog your memory.

	Number
a. attended *[X number of]* days of FFEC institutes or workshops (main program). X =	
b. attended *[X number of]* <u>additional</u> FFEC presentations (i.e. Ethnobotany, Alumni on Forest Soils, Service Learning institute {w/ Joe Brooks}, etc.)	
c. used FFEC partners for curriculum planning assistance	
d. used FFEC partners for logistical and/or technical problem solving	
e. used FFEC partners as source of data or data-related assistance connected to your curriculum unit	
f. used FFEC partners to access additional printed resources and/or materials	
g. borrowed equipment from FFEC staff	
h. facilitated activities/events when FFEC staff worked directly with your students	
i. facilitated activities/events when resource experts you met during FFEC worked with your students	

	Number
j. received additional funding from FFEC after year long program	
k. planned public community event to celebrate/share FFEC-related student work	
l. worked with another FFEC teacher (not in your team) as a result of networking during the FFEC program	
m. other FFEC activity (please specify)	
the next four items (v-y) refer to <u>other</u> place-based or env. education activities <u>NOT</u> directly associated with FFEC	
v. non-FFEC college or graduate level courses related to place-based or env. education	
w. non-FFEC workshops/conferences/seminars related to place-based or env. education	
x. non-FFEC place-based or env. education books/curriculum guides I've read	
y. non-FFEC place-based or env. education articles/lesson plans I've read/studied	

D.1z. Of the non-FFEC place-based or environmental education activities you listed in D.1v-y above, approximately what portion of these did you do *as a result of* being inspired by FFEC:

a. none
b. about a quarter
c. around half
d. maybe three quarters
e. all
f. I'm not sure/couldn't guess

For the remaining "D" items, please circle the one answer that most closely applies. Items D3 and D12 may refer to more than one year. The other "D" items refer to the current year only.

D.3 For the <u>current school year</u>, I have had (or will have) my students working on FFEC-related activities:

a. Two days per year or less
b. three to six days per year
c. about one day a month
d. one day a week or more
e. I'm not sure/ doesn't apply to me

D.4 In terms of my overall curriculum plan for the <u>current school year</u>, FFEC projects are:

a. a very small part of it, if at all
b. a significant but contained unit
c. a major part of it
d. the core organizing structure
e. I'm not sure/ doesn't apply to me

D.6 What subject do you teach:

a. Not a teacher/ doesn't apply to me
b. elementary classroom, integrated
c. math
d. science
e. social studies/ history
f. English
g. foreign language
h. physical education or health
i. art or music
j. technology
k. Other: _____
l. after school or other non-formal education project leader

D.8 For how many school years have you been working in this school? (count the current school year as one)

a. first year here
b. 2-3 years
c. 4-5 years
d. 6 or more years

D.11 How many students would you confidently say were involved in your FFEC curriculum this year?

# of students = .

F.12 Please use this space to clarify any of your responses, or to comment on any aspect of your experience with FFEC.

The End. Thank you again for taking the time to fill out this survey!

Please return this survey by postal mail to:
FFEC Evaluation, 272 Eaton Rd., Swanzey, NH 03446 or by email to Michael@PEERassociates.net.

Tool: ***FFEC Educator Interview/Focus Group Guide***

To be used by: External researcher recommended.

Directions for use: This set of questions can be asked of participants individually (interview) or in groups of 4-10 (focus group.)

To use as an interview guide: It can be used by replicators, though they may not have the time needed to transcribe and review interviews in detail. It may be best used by an external evaluator, as interviews are often time consuming to conduct, transcribe, and summarize results. Send a select group of participants an initial email asking them to take part in the interview, set up a time for the interviews and then conduct the interviews. Each should take about 30-45 minutes. Use a tape recorder or other recording device, then transcribe the interviews. Sort the data according to topic and response and summarize findings.

To use as a focus group guide: See guidelines below.

Reporting process: If an evaluation report is created, please return the entire report to FFEC founders. Otherwise, only responses to those questions marked with "***rep***" need to be returned to the founding partners.

Focus Group Tips and Guidelines

When to hold the focus group: Hold the educator focus groups during the year-end retreat/workshop days. Reserve enough time to accomplish the goals. A two-hour session should be enough.

Who should be present: Select a group that represents your participants (i.e. an appropriate mix of grade levels, non-formal educators, etc.) To encourage more candid conversation, FFEC replicators should not be present for this session.

Focus group process: At the start of the group, provide an overview of the focus group, including the goals, the process, and the timeframe.

Focus group rules: Go over the focus group rules so that everyone is encouraged to participate: "*No one should dominate, everyone gets a turn, opinions only, no right or wrong answers, not everyone needs to speak every time, may need to move on without hearing from everyone.*"

Room set up: Post FFEC goals and objectives for all to see.

Other equipment: Flip chart or other large format writing surface, markers, post-its (optional), water, snacks.

FFEC Replication Project
FFEC Educator Interview/Focus Group Guide

Introduction to interviewee/focus group:

From FFEC's inception, we have been closely evaluating the program and the partnerships involved. External evaluators have investigated the process of delivering the program and the impact it has had on participating teachers and on partner organizations.

We continue to investigate:

- What are the most effective and essential parts of the FFEC program
- How can the program be improved
- What the experience of replicating the program is like for new collaboratives.

Program Process:

1. What program features would you say were absolutely <u>essential</u> to you (i.e. the program would not meet its goals without this component?

- ❑ Year-long professional development series (i.e. sustained period vs. one day workshops)
- ❑ Residential summer institute
- ❑ Providing content information (ecology, economics, etc.)
- ❑ Modeling activities & pedagogy
- ❑ Providing tangible resources (books, materials, etc.)
- ❑ Introducing teachers to resource experts and new field study sites
- ❑ Demonstrated partnership
- ❑ On-going support from partners
- ❑ Other:

2. *(rep)* What do you feel is the value of this program being the result of a <u>partnership</u> between *[list the replication program partners here]*? In what ways, if any, do you think <u>you</u> have directly benefited from this being a partnership rather than a program of a single organization?

3. *(rep)* This program is modeled after a founding set of partners in Vermont. Were you aware that there was a relationship between the local partners and a "parent collaborative"? If so, did you have a sense of whether the local partners had a positive relationship with the parent organization?

4. *(rep)* What barriers, challenges or frustrations did you face during your year with FFEC?

5. *(rep)* What kind of contact *outside* of the workshop series have you had with any of the FFEC partners? If none or little, why? If you have, has this been helpful to you?

6. *(rep)* Could you provide some suggestions on how communication could be improved between program participants and staff?

7. *(rep)* Do you have any other comments on the replication process?

Educator Change

8. *(rep)* Please compare your teaching methods before your involvement with FFEC and after the year of FFEC involvement. What aspects of your teaching have changed since you started to participate in FFEC? What do you do differently now? *(prompts: include more EE and natural resource concepts, use the landscape as a basis for learning, go outside or into the community more frequently, include more inquiry-based learning and student centered problem-solving, service learning, etc.)*

9. What natural areas, resources and/or organizations in the community have you visited or used with your students that you had not used before FFEC?

10. Reflect upon the people or organizations in your community that you've contacted since FFEC. Did FFEC staff introduce you to them or suggest that you contact them? Did they work with the students directly, or did they help you in other ways *(e.g. supply data or other curricular content, teaching materials and props, activities, etc.)*?

11. Do you feel the FFEC series adequately prepared you to incorporate service-learning into your curriculum? What suggestions do you have for the partners to strengthen the support for service learning?

12. How have you incorporated service learning into your teaching as a result of FFEC?

Student Outcomes

13. In what ways has your FFEC curriculum affected your students? What types of knowledge or skills have they gained? Were student attitudes or behaviors changed by participation in your FFEC-related curriculum?

14. If you included a service-learning component, how did your students benefit from their service-learning project? Which citizenship skills did you see them start to develop? Please share any specific examples you might have.

Wrapping Up

15. *(rep)* What suggestions do you have for the FFEC program partners that would help them more fully realize their goals and objectives?

Tool: ***Educator Observation Form***
To be used by: Replicators
Directions for use: There may be times when replicators head into the classroom to see first-hand what educators are doing with the skills and content gained in FFEC. Use this simple form to help keep track of valuable observations and insights made during the visit.
Reporting process: This information can be used internally for documenting program success and making recommendations for improvement. These forms do not need to be returned to FFEC founding partners.

FFEC Replication Project
Educator Observation Form

Please return to [whomever among the replication staff is responsible for evaluation], or return this to the evaluator each month. Thanks!

Your name: Date:

Identify the Class/Teacher/Event/School:

Activity – please give a few details (brief):

**Highlight – one great story, notable quotes, impact on the class/teacher, etc.:

Examples of Types of Impact to Look For

- *Use of community partner*
- *Forest products or natural history materials in room*
- *Use of local ecological, social or economic data (scientific, statistical, etc.)*
- *Use of local maps, photos, etc.*
- *Reference to community members*
- *Reference to public land*
- *Class activity involving forest or other ecological concepts*
- *Student engagement in service-learning project*
- *Class field trip*
- *High levels of student engagement*
- *Other:*

Type of Impact (*see checklist in box for reference*):

Tool: ***FFEC Parent Letter (Passive Consent)***
To be used by: Participating educators
Directions for use: Replicators will distribute the sample letters to educators in a digital form that can be lightly edited to match the evaluation format and the personality and communication needs of the replicators and educators. The educators can then send the letter home. The signed and returned letters will ensure that all bases are covered and students are able to participate in all program and evaluation procedures.

[Date]

Dear Parent,

One of your child's teachers is part of a professional development program called *A Forest for Every Classroom* (FFEC), a partnership between *[program partner names]*. This innovative program works with educators to help them gain new expertise, ideas and resources for developing curriculum and teaching practices that foster students' understanding of their local landscape and community, and inspires them to be involved in long-term stewardship of our natural and cultural resources.

The team that coordinates this program is interested in learning how the program affects teachers and students, and in refining the program based on this information. As part of that effort, program administrators and/or outside evaluators may observe the classroom in action. They may talk to students and teachers as well as photographing classroom activities or presentations. Of course, no names of any students or teachers will be reported or listed anywhere, though evaluation reports may contain anonymous quotes or photos attributed to people by role only (e.g. "7th grade student", or "school administrator"). Students may be asked to complete a brief survey asking them about their understanding of their own landscape and the local community. All materials gathered during the research process will be used only to measure the impact of the FFEC program, not to assess your child's academic performance, and photos may be used in evaluation reports or program materials.

If you consent to your child's participation in the evaluation of this program, you do not need to respond. **If you are <u>not</u> willing to allow your child to complete a survey, talk with, or be photographed by an evaluator during a classroom visit, please contact his or her classroom teacher**. If you would like to learn more about the *Forest for Every Classroom* program, you may call [*name]* at [*program partner]*. If you have any questions about the evaluation, feel free to call [*external researcher or replicators*]. Thank you for your cooperation.

Sincerely,

[Name of external evaluators or replicators]

Tool: ***FFEC Replication Team Interview/Focus Group Guide***
To be used by: External researcher
Directions for use: This is a likely sample of questions that could be asked of representatives from all partnering replication organizations during individual interviews or a focus group. It will provide the most useful results if it is used towards the end of the first year of implementation. If it is used as a series of focus group questions, the researcher will ask questions in a way that facilitates group discussion. Follow the focus group guidelines found in the FFEC Educator Interview/Focus Group Guide. The questions pertain to how the replicators are meeting guidelines provided in the Memorandum of Understanding (MOU) and to their perceptions of the replication process itself. It includes a checklist of MOU guidelines.
Reporting process: A summary of the focus group can be made available to both parties, with a list of recommendations for improvements that can be made to the process.

FFEC Replication Project
FFEC Replication Team Interview/Focus Group Guide

Meeting MOU Guidelines, Project Goals and Objectives

1. In your own estimation, have you been successful in achieving the guidelines outlined in the MOU? In what ways? *(post a summary of the guidelines as outlined in the MOU; see below.)*

2. Which guidelines do you feel you were *most* successful at achieving? Why?

3. Which guidelines do you feel you were *least* successful at achieving? Why?

4. What have been the greatest challenges you have faced in working with these guidelines?

5. What changes would you make to the following:

a) Definition of relationship with FFEC originators:
b) Program goals:
c) Your planning process:
d) Your partner composition:

e) Teacher recruitment:

f) Institute schedules, site, length, logistics:

g) Institute content:

h) Resources provided to teachers:

i) Other program content:

j) Other process aspects:

Program Start-up and Relationship with FFEC Founding Partners

6. What kind of support did you receive when starting up your FFEC program? Have you found that the type and amount of support was adequate for your programmatic needs?

7. What additional types of support would have been helpful? *(e.g. administrative, communication, participant recruitment, program design, financial, marketing, etc.)*

8. What suggestions can you make to the FFEC founding partners as they assist others in setting up replication programs?

9. What kind of relationship do you anticipate having with the FFEC founding partners in your second year? Should the types of support and oversight they provide change? In what ways?

10. Should the goals set forth in the MOU change as years go by?

11. If a colleague in another organization like yours approached you and said they were considering becoming a new FFEC site, what endorsement/ encouragement would you provide? What information on challenges would you provide?

Meeting Project Objectives

12. In what ways have you found teachers' practices are changing because of their participation in this program?

- Teachers use the landscape as a classroom
- Teachers use inquiry, decision-making, problem-solving in their teaching

- Teachers lead service learning projects, with students impacting the community positively
- Teachers link more frequently with community members and resource experts.

13. Do you think you have been more effective at helping teachers achieve certain program objectives than others?

14. Any other questions or comments to share?

FFEC Replication Project

MOU Summary

This summary can be used as a checklist for question 1 in the replication team focus group.

In order to use the FFEC model and name, the replicating group agrees to "develop the replication program to include, at minimum, the following components:

i. A constellation of partners for program planning and implementation, including at minimum a non-profit environmental education organization and land management agency.
ii. A sustained year-long professional development program with at least three overnights. This must include a minimum number of eleven professional development days, which are distributed over the course of a year and throughout the seasons.
iii. Professional development for educators, including foundational training in the Principles and Practices of Place-based Education FFEC Module.
iv. Encouragement of long-term relationships and sustained network and leadership opportunities for participating teachers (i.e. alumni activities).
v. A diverse series of stewardship experiences and topics that provides a balanced perspective between ecology and economics, as well as natural and cultural history.
vi. In-depth strategies, case studies and resources in Service Learning and Civic Engagement.
vii. Exposure of educators to resource specialists and University level practitioners who are willing to be part of a network of local support for participating teachers.
viii. A solid and well-respected curriculum development framework that meets state standards.
ix. Incentives to educators for moving from curriculum development design to implementation of the program (i.e. mini-grants).
x. Participation in FFEC Evaluation Program including formative and summative evaluation, with data shared with the Founding Partners (funding may be cost-shared)."

Tool: ***FFEC Replication Team Quarterly Reports***
To be used by: Replicators
Directions for use: As the FFEC replication process progresses, it will be helpful to reflect upon how things are going on a regular basis. This form is intended to be used by the FFEC Replication Team lead. It can be used to facilitate a portion of your regular meetings. Please fill this in monthly (or at other regular intervals).
Reporting process: Please send back to FFEC founding partners quarterly.

FFEC Replication Project
FFEC Replication Team Quarterly Reports

Date:_____

Filled out by: ***insert team lead name***

Please return to FFEC founding partners on a regular basis.

1. What types of communication have you had with FFEC founding partners this month?

- ☐ Email
- ☐ Phone call
- ☐ Visit
- ☐ training
- ☐ None

2. What FFEC resources have you used this month?

- ☐ Website
- ☐ Case studies
- ☐ Evaluation reports
- ☐ Evaluation tool
- ☐ Other (please specify):

3. What FFEC-related work have you been working on this month? What accomplishments or successes would you like to share?

4. Do you have any FFEC-related stories you'd like to share?

5. What challenges have you faced implementing the FFEC model?

6. Do you wish the FFEC founding partners were providing more or less support? *(please specify examples)*

FFEC Replication Memorandum of Understanding

A General Agreement to Document a Cooperating Association between

The National Wildlife Federation, USDA Forest Service, NPS Conservation Study Institute, Marsh-Billings-Rockefeller National Historical Park, Shelburne Farms, New Hampshire Project Learning Tree, USDA Forest Service White Mountain National Forest, USDA Forest Service State and Private Forestry, and Hubbard Brook Research Foundation

For the Replication of "A Forest for Every Classroom" in New Hampshire

ARTICLE I–Background and Objectives

The objective of this Agreement is to establish the process, standards, and terms under which the National Wildlife Federation, USDA Forest Service Green Mountain and Finger Lakes National Forests, NPS Conservation Study Institute, Marsh-Billings-Rockefeller National Historical Park, and Shelburne Farms (hereinafter collectively referred to as the "Founding Partners") will collaborate with New Hampshire Project Learning Tree, USDA Forest Service White Mountain National Forest, USDA Forest Service State and Private Forestry, and Hubbard Brook Research Foundation (hereinafter collectively referred to as the "NH Project Partners") to initiate "A Forest for Every Classroom: Learning to Make Choices for the Future of Our Forests" replication program (hereinafter referred to as "replication program") in New Hampshire.

"A Forest for Every Classroom" (herein after referred to as "FFEC") is an educational program developed collaboratively by the Founding Partners. Over the past five years, this deep level of collaboration between the partners has leveraged their strengths to produce a dynamic professional development model for educators throughout northern Vermont and the Upper Valley region of Vermont and New Hampshire. Presently, over 40 teachers have participated in this program and have gone on to implement their own comprehensive place-based forestry units reaching over 1000 students.

This field tested, transformative professional development program for educators is aimed at forever changing the way they perceive and practice their profession. In the course of the program, educators are provided with the knowledge, skills and coaching necessary to revitalize their curriculum with effective and engaging place-based educational opportunities using nearby public lands and forests.

At the heart of FFEC is the belief that students who are immersed in the interdisciplinary study of their own "place" are more eager to learn and be involved in the stewardship of

their communities and public lands. Participating educators have the opportunity to work with and get to know some of the very best university teachers and professional resource managers in the region. Educators develop their own individualized curriculum, increasing student literacy skills while also enhancing student understanding and appreciation for public lands and forests in their own communities. The curriculum encourages "hands on" study of community natural and cultural resources, integrating concepts of ecology, sense of place, land management/stewardship and civics.

The Founding Partners developed the following goals for FFEC:

- To provide a high quality professional development model to educators across the country;
- To advance practices in Place-based education; and
- To support organizational change in Place-based education in land management agencies and environmental non-profit organizations

To meet these goals, the Founding Partners developed FFEC as a model that could be replicated throughout the country by other like-minded organizations.

New Hampshire Project Learning Tree, USDA Forest Service White Mountain National Forest, USDA Forest Service State and Private Forestry, and Hubbard Brook Research Foundation embrace the goals, purposes, and transformative design of FFEC and seek to work with the Founding Partners to replicate this successful model in New Hampshire. In so doing, the NH Project Partners intend to target middle and high school teachers, with a focus on use of the White Mountain National Forest, the Hubbard Brook Experimental Forest, and other USDA Forest Service facilities.

ARTICLE II–Authorities

The National Park Service is responsible for the management of areas in the National Park System to conserve the scenery, the natural and historic objects, and the wildlife therein and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations (16 U.S.C. 1 et seq.). Pursuant to 16 U.S.C. Section 1a-2(j), the National Park Service may "enter into cooperative agreement with public or private educational institutions, States, and their political subdivisions, for the purpose of developing adequate, coordinative, cooperative research and training programs concerning the resources of the National park System, and, pursuant to any such agreement, to accept from and make available to the cooperator such technical and support staff, financial assistance for mutually agreed upon research projects, supplies and equipment, facilities, and administrative services relating to cooperative research units as the Secretary deems appropriate; except that this paragraph shall not waive any requirements for research projects that are subject to the Federal procurement regulations."

The USDA Forest Service mission is to achieve quality land management under the

sustainable, multiple-use management concept to meet the diverse needs of the people (16 U.S.C. 1641-1646). In accordance with 7 U.S.C. 3318, the USDA Forest Service may enter into joint venture agreements with any entity or individual, provided the objectives of the agreement serve the mutual interests of both parties in research or teaching activities, including statistical reporting.

ARTICLE III–Statement of Work

A. The Founding Partners will:

a. Designate the National Wildlife Federation as the Founding Partner Liaison and Coach to the NH Project Partners.
b. Provide NH Project Partners with foundational training in Place-based education at no cost to the NH Project Partners.
c. Provide NH Project Partners with FFEC training tools and program implementation models for replication
d. Provide the NH Project Partners with example text and graphics for including attribution to the Founding Partners in publications developed for the replication program.

B. The NH Project Partners will:

a. Develop the replication program to include, at minimum, the following components:
   xi. A constellation of partners for program planning and implementation, including at minimum a non-profit environmental education organization and land management agency.
   xii. A sustained year-long professional development program with at least three overnights. This must include a minimum number of eleven professional development days, which are distributed over the course of a year and throughout the seasons.
   xiii. Professional development for educators, including foundational training in the Principles and Practices of Place-based Education FFEC Module.
   xiv. Encouragement of long-term relationships and sustained network and leadership opportunities for participating teachers (i.e. alumni activities).
   xv. A diverse series of stewardship experiences and topics that provides a balanced perspective between ecology and economics, as well as natural and cultural history.
   xvi. In-depth strategies, case studies and resources in Service Learning and Civic Engagement.
   xvii. Exposure of educators to resource specialists and University level practitioners who are willing to be part of a network of local support for participating teachers.
   xviii. A solid and well-respected curriculum development framework that meets state standards.
   xix. Incentives to educators for moving from curriculum development design to implementation of the program (i.e. mini-grants).
   xx. Participation in FFEC Evaluation Program including formative and summative evaluation, with data shared with the Founding Partners (funding may be cost-shared).

b. Make products developed through this replication project freely and readily available to the Founding Partners.

C. The Founding Partners and NH Project Partners both agree to:

a. Provide attribution to all parties on any and all forms of publications developed for the replication project.
b. Make all publications and research findings resulting from this replication project available to all parties.
c. Meet annually to report on the status of their FFEC activities, discuss their training goals for the coming year, and coordinate funding strategies. Throughout the year, the Founding Partners and NH Project Partners will consult with one another as funding prospects emerge, to avoid duplication of services and provide greater leverage in support of FFEC replication goals.
d. Fulfill all responsibilities outlined in "Article III: Statement of Work" as long as sufficient funding is secured by both the Founding Partners and the NH Project Partners. If funding levels fall short of supporting all program components, the Founding Partners and the NH Project Partners will determine a package of activities that can be supported by available funding and that reflect the FFEC philosophy and goals.

ARTICLE IV–Term of the Agreement

This agreement will be effective for a period of two years from the date of final signature, unless modified by the parties pursuant to Article VI that follows.

ARTICLE V – Key Officials

A. Key officials are essential to ensure maximum coordination and communication between the parties and the work being performed. They are: [*deleted for EvalToolkit*]

B. **Communications–**The NH Project Partners will address any communication regarding this Agreement to all Founding Partner officials. Communications that relate solely to routine operational matters described in the current work plan may be sent only to the Founding Partner identified as the project Liaison and Coach.

ARTICLE VI – Modification and Termination

A. This Agreement may be modified only by a written instrument executed by the parties.
B. Any of the parties may withdraw from this Agreement by providing the other parties with thirty (30) days advance written notice. In the event that one party provides the other parties with notice of its intent to withdraw, the parties will meet promptly to discuss the reasons for the notice and try to resolve any differences between the parties or impacts to the statement of work outlined in Article III.

C. The Founding Partners or the NH Project Partners may terminate this Agreement by giving 90 days written notice to the other Partner.

ARTICLE VII – Standard Clauses

Note: The term "party" within this section refers to the individual organizations of the Founding Partners and the NH Project Partners.

A. **Civil Rights**
During the performance of this Agreement, the participants will not discriminate against any person because of race, color, religion, sex, or national origin. The participants will take affirmative action to ensure that applicants are employed without regard to their race, color, sexual orientation, national origin, disabilities, religion, age, or sex.

B. **Promotions**
The parties will not publicize, or otherwise circulate, promotional material (such as advertisements, sales brochures, press releases, speeches, still and motion pictures, articles, manuscripts or other publications) which states or implies Governmental, Departmental, bureau, or Government employee endorsement of a product, service, or position which the parties represent. No release of information relating to this
Agreement may state or imply that the Government approves of the parties work product, or considers the parties' work product to be superior to other products or services.

C. **Public Information Release**

1. **Public Information**
(a) The parties will not publicize or otherwise circulate promotional material (such as advertisements, sales brochures, press releases, speeches, pictures, still and motion pictures, articles, manuscripts or other publications) which states or implies Federal Government, Departmental, bureau, or Federal Government employee endorsement of a product, service, or position which the parties represents. No release of information relating to this Agreement may state or imply that the Federal Government approves of the work product of the parties or considers the parties work product to be superior to other products or services.

(b) The parties will ensure that all information submitted for publication or other public releases of information regarding this project will carry the following disclaimer:
"The views and conclusions contained in this document are those of the authors and should not be interpreted as representing the opinions or policies of the U.S. Government. Mention of trade names or commercial products does not constitute their endorsement by the U.S. Government."

(c) The parties will obtain prior NPS approval from the regional public affairs office for any public information release that refers to the Department of the Interior, any bureau or employee (by name or title), or to this Agreement. The specific text, layout, photographs,

etc., of the proposed release must be submitted to the key official, who will forward such materials to the public affairs office, along with the request for approval.

(d) The parties agree to include the above provisions of this Article in any sub-award to any sub-recipient, except for a sub-award to a state government, a local government, or to a federally recognized Indian tribal government.

2. **Publications of Results of Studies**
No party will unilaterally publish a joint publication without consulting the other party. This restriction does not apply to popular publication of previously published technical matter. Publications pursuant to this Agreement may be produced independently or in collaboration with others; however, in all cases proper credit will be given to the efforts of those parties contributing to the publication. In the event no agreement is reached concerning the manner of publication or interpretation of results, either party may publish data after due notice and submission of the proposed manuscripts to the other. In such instances, the party publishing the data will give due credit to the cooperation but assume full responsibility for any statements on which there is a difference of opinion.

ARTICLE VIII – Signatures

In witness hereof, the parties hereto have executed this Agreement on the date(s) set forth below. [*deleted for EvalToolkit*]

Logic Model for A Forest for Every Classroom

A Forest for Every Classroom Logic Model
Draft: April 2002

Hypothesis: If we implement comprehensive educator professional development on place-based and citizenship education, people (including youth) will contribute to the stewardship of public lands and communities

Strategies		AUDIENCE	*Intended Outcomes*		
Inputs	***Activities***		***Short term***	***Medium term***	***Long term***
Technical Assistance from experts/contractors Partners • National Park Service • Conservation Study Institute • National Wildlife Foundation • National Forest Service • Shelburne Farms Teachers/Educators Community Forest Stewardship Network Funding National Parks Service JL Foundation Ittleson Foundation Wellborn Fund Promising Practices/Research Evaluation Graduate Credit Resource Materials	Collaborative Partnerships Community Forum and other community events Sustained and embedded professional development Ongoing support for educators Standards based curriculum development (instruction and assessment) Peer coaching Network building (sustained over time) Service Learning Access to resource specialist and community resources Mini grants		Develop and pilot a professional development model in place-based education and citizenship education. Evaluation of program including: • Assessment in student learning and stewardship activities • Teacher practices in place-based education pedagogy and service learning • Community involvement/ investment • Partners' capacity Resource development for replication in other communities	Students who have the knowledge, skills and motivation (social potency) to be active stewards/citizens. Teachers/schools are committed to and have the capacity to create and implement place-based learning that fosters student participation in the community. Social Capital increases in the community demonstrated by increased interaction between school and community and stronger sense of place Government and non-government organizational effectiveness and capacity is increased by working together in partnership. Learning Organizations	Strengthening civil society Stewardship of communities and special places.