

Guana Tolomato Matanzas National Estuarine Research Reserve Education Market Analysis Report

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EXECUTIVE SUMMARY

This report presents the results of the Education Market Analysis survey conducted by the Guana Tolomato Matanzas National Estuarine Research Reserve (GTMNERR) and Waterview Consulting (waterviewconsulting.com) in 2011.

Located in northeast Florida, GTMNERR is one of 28 sites designated by the U.S. National Oceanic and Atmospheric Administration (NOAA) as National Estuarine Research Reserves (NERRs). The NERR System was established to conduct long-term estuarine research and monitoring, estuarine education, and resource management and to provide a basis for more informed coastal management decisions. GTMNERR is a federal/state partnership of NOAA and the Florida Department of Environmental Protection.

Each NERR site establishes a management plan with priorities and goals for research, stewardship, and education. At GTMNERR, the goals of the Education Program are to

- engage and excite people about estuaries and the animals and plants that inhabit them,
- promote awareness of the Reserve and its management goals and objectives,
- translate scientific findings from Reserve projects so the public has current information to help them make informed decisions, and
- increase knowledge about living sustainably within the watershed of the Reserve.

The target audience for the GTMNERR Education Program consists of K-12 students, K-12 teachers, and members of the general public, all of whom make decisions in their daily lives that can impact coastal resources. The Education Program offers formal K-12 programming for school groups that visit the Reserve and informal education for the public through on- and off-site programming.

In 2011, the GTMNERR and Waterview Consulting conducted the Education Market Analysis to gather data that could be used in planning the future priorities and actions of the GTMNERR Education Program. The findings will be used to focus program development efforts and to project realistic programmatic targets. The Market Analysis process will help ensure that the Education Program's efforts are tailored effectively to its target audiences and help accomplish GTMNERR's management goals. The Market Analysis is part of a national initiative by the NERR System to enhance estuary-related education in support of coastal stewardship.

Invitations to participate in the Market Analysis survey were distributed by email to key individuals—such as the executive director, division chief, or education coordinator—at government and non-government organizations engaged in environmental education in northeast Florida. The survey included multiple-choice and open-ended questions designed to gather data on the survey respondents' organizations, K-16 programs, public programs, and marketing approaches. The survey was conducted from April 14 to April 29, 2011.

Among the survey findings were the following:

- 62% of survey respondents said that school groups visiting their facility came primarily or entirely from neighboring towns. 38% said that half or more of their visiting school groups came from farther away.
- 41-47% provided field trips for elementary, middle school, and high school students.
- 65% provided off-site programs for elementary students, and 53% for middle school students.
- 80% provided educational programs for grades 3-5. Only 33% provided college-level programs.
- Only half of the respondents offered educational programs with practicing scientists participating as leaders, teachers, demonstrators, or mentors (53%); instructors who all held degrees in education or science (47%); or state standard-aligned curriculum materials for teachers (47%).
- Invasive species (51%) and habitats and land conservation (49%) were the topics most commonly addressed by the survey respondents' educational programs. Less than 30% of programs addressed

topics that focus specifically on marine and aquatic ecosystems, such as water quality, ocean ecosystems/ocean literacy, fish and fishing, and climate change/sea level rise.

- Human impacts and stewardship (75%) and invasive species (69%) were the topics most in need of more attention from K-16 educational programs. Estuaries and climate change/sea level rise were tied as the third highest-ranking topics (63%).
- Several estuary-related topics identified as needing more attention were not addressed by many existing educational programs: (a) human impacts and stewardship, (b) climate change/sea level rise, (c) resource management, and (d) water cycle and watersheds.
- 27% of survey respondents said they offered educational/professional development credits to teachers who participated in professional development trainings.
- Most respondents reported that their programs did not charge a fee for students (75%) or teachers (81%).
- Respondents thought that lack of time (73%) and transportation cost (67%) were important barriers to teachers/classes participating in their programs or activities.
- In public (non-K-16) programs, the five least-addressed topics all related to marine, estuarine, and aquatic systems: water quality, water cycle and watersheds, ocean ecosystems/ocean literacy, fish and fishing, and climate change/sea level rise.
- To help the public to better understand GTMNERR's mission, location, and scope, 35% of survey respondents said that offering new/different kinds of programs/events at GTMNERR would be the best strategy, and 35% recommended an advertising campaign.

Based on the survey data, the following set of recommendations was developed for the GTMNERR Education Program:

1. Consider focusing on providing programs for grade levels other than grades 3-5, such as K-2 or college, to avoid overlapping with programs offered by other organizations.
2. In developing and marketing K-16 programs, emphasize the special strengths of GTMNERR in relation to other providers of environmental education in the region: (a) focus on estuary-related topics in human impacts and stewardship, climate change/sea level rise, resource management, and water cycle and watersheds; (b) have scientists participate as leaders, teachers, demonstrators, or mentors; (c) have instructors who all hold degrees in education or science; and (d) provide state standard-aligned curriculum materials for teachers.
3. Avoid charging fees for student or teacher participants in GTMNERR Education Program activities.
4. Seek grants and other funding sources to defray transportation costs for school groups interested in visiting GTMNERR.
5. Ensure that GTMNERR's Education Program is marketed effectively to schools beyond those in neighboring towns.
6. Provide educational and professional development credits for participants in professional development opportunities at GTMNERR.
7. In developing and marketing GTMNERR's public (non-K-16) programs, emphasize GTMNERR's special niche as a place to learn about marine, estuarine, and aquatic topics such as ocean ecosystems, fish and fishing, water quality, and climate change/sea level rise.
8. To raise public awareness of GTMNERR and its goals, consider offering new and different kinds of programs and events that would engage new audiences, and consider conducting an advertising campaign.

METHODOLOGY

The survey consisted of multiple-choice and open-ended questions designed to gather data on the survey respondents' organizations, K-16 programs, public programs, and marketing approaches. The survey was created with the web-based survey tool Survey Monkey. The survey instrument is presented in Appendix A of this report.

On April 14, 2011, a survey invitation was emailed to a distribution list of 44 individuals at government and non-government organizations that provided environmental education services and products in northeast Florida. The survey invitation provided a brief explanation of the survey and its purpose, a link to the online survey, and a description of the survey incentive, which was a \$200 gift card to Black Creek Outfitters awarded to a randomly selected survey participant.

After the initial invitation was sent on April 14, the survey remained open for 15 days until April 29, 2011. Two reminder emails were sent during the survey period.

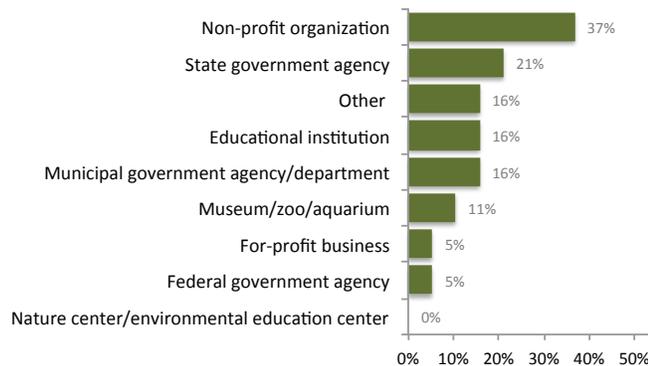
Twenty-two individuals submitted survey responses. They represented 21 different organizations. 68% had been employed at their current organizations for 5 or more years, 14% for 3-4 years, and 18% for 0-2 years.

RESULTS *

Section 1: Organizational Information

1. How would you classify your organization? Please check all that apply. 37% of the organizations that submitted responses to the survey were non-profit organizations, and 21% were state government agencies. Educational institutions and municipal government agencies/departments each represented 16% of the survey respondents. Museums/zoo/aquariums (11%), for-profit businesses (5%), and federal government agencies (5%) also participated in the survey.

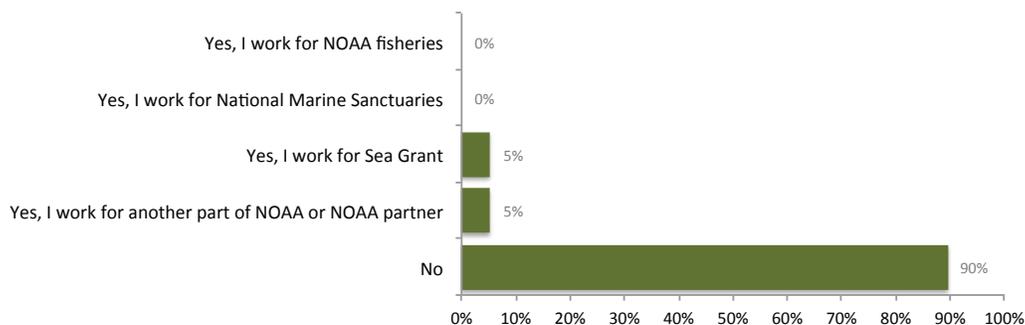
Figure 1: Types of Organizations that Participated in Survey



2. Is your organization part of the U.S. National Oceanic and Atmospheric Administration (NOAA) or a NOAA partner?

90% of survey respondents said that their organizations were not part of NOAA or a NOAA partner. 5% of respondents worked for Sea Grant, and 5% worked for another part of NOAA or NOAA partner.

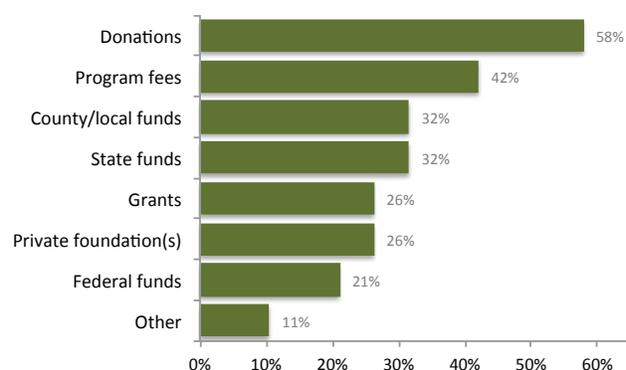
Figure 2: Respondents' Affiliations with NOAA



3. How are your education/outreach programs funded? Please check all that apply.

Donations (58%) and program fees (42%) were the most common sources of funding for education/outreach programs. County/local funds (32%) and state funds (32%) were tied for third as a funding source. Approximately a quarter of survey respondents indicated that they received funding from grants (26%), private foundations (26%), or the federal government (21%).

Figure 3: Funding Sources for Education Programs

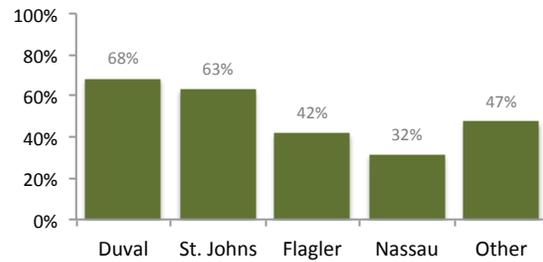


* Throughout the Results section, percentages may not sum to 100% because of rounding.

4. Which northeast Florida counties do you serve with education programming/products?

Duval (68%) and St. Johns (63%) Counties were each served by approximately two-thirds of the survey respondents. 42% served Flagler County, and 32% served Nassau County. Among the other counties that respondents said they served were Volusia, Putnam, Clay, and Baker.

Figure 4: Counties Served with Education Programming/Products

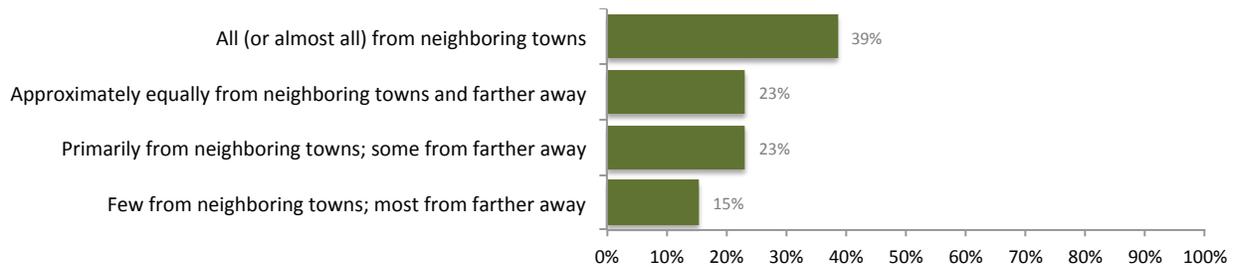


Section 2: K-16 Programs

5. Thinking about the K-16 schools that visit your facility, do they come from neighboring towns or from farther away?

62% of survey respondents said that school groups visiting their facility came primarily or entirely from neighboring towns. 38% said that half or more of their visiting school groups came from farther away.

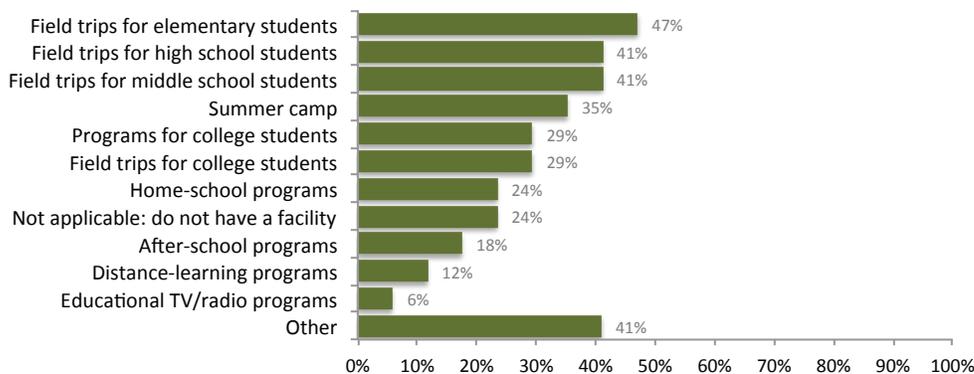
Figure 5: Distance from which Facilities Drew Visiting School Groups



6. What types of educational programs does your organization provide at your facility? Check all that apply.

Field trips for elementary (47%), high school (41%), and middle school (41%) students were the most commonly provided types of on-site educational program. Summer camp (35%) ranked fourth. College-level educational offerings ranked fifth and sixth, including programs for college students (29%) and field trips for college students (29%). Few organizations provided after-school (18%), distance-learning (12%), or TV/radio (6%) educational programs.

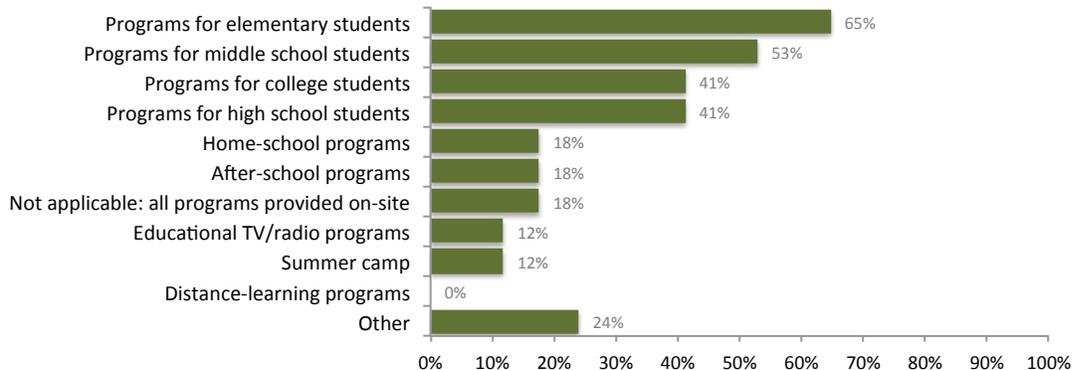
Figure 6: Types of On-site Programs Provided



7. What types of educational programs does your organization provide off site, meaning times when your staff must leave your facility/office to offer a program? Please check all that apply.

Programs for elementary (65%) and middle school (53%) ranked highest as types of off-site programs offered by survey respondents. Programs for college (41%) and high school (41%) students tied for third place. Few organizations provided off-site after-school (18%), TV/radio (12%), or distance-learning (0%) educational programs.

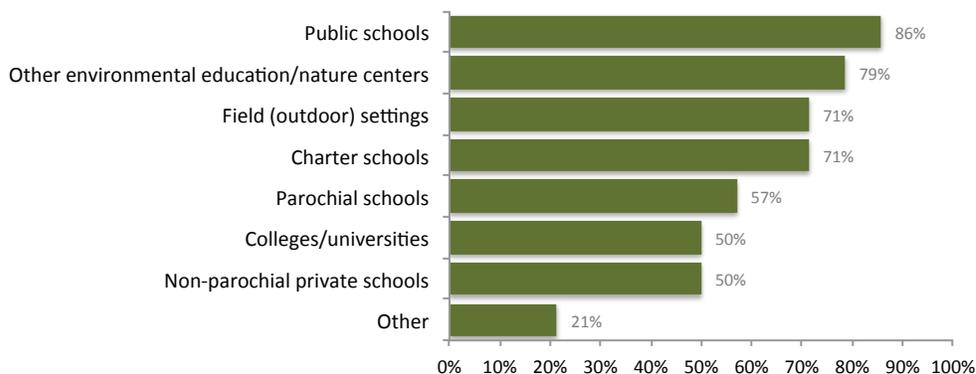
Figure 7: Types of Off-site Programs Provided



8. If you provide off-site K-16 programs, in what setting(s) do you provide these programs? Please check all that apply.

Survey respondents conducted off-site programs in a wide range of settings. Each of the listed choices was selected by half or more of the respondents: public schools (86%), other environmental education/nature centers (79%), field settings (71%), charter schools (71%), parochial schools (57%), colleges/universities (50%), and non-parochial private schools (50%).

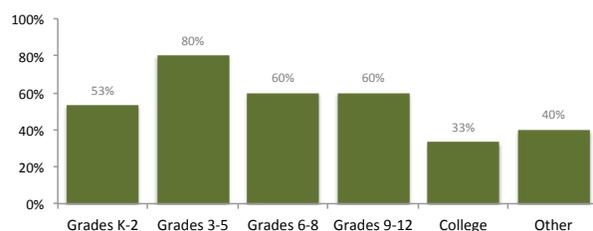
Figure 8: Settings for Off-site Programs



9. If your organization offers K-16 education, what specific grade levels do you serve? Please check all that apply.

Grades 3-5 (80%) were served by the highest percentage of survey respondents. However, all K-12 grade levels were served by at least half of the organizations. Only 33% served college-level students.

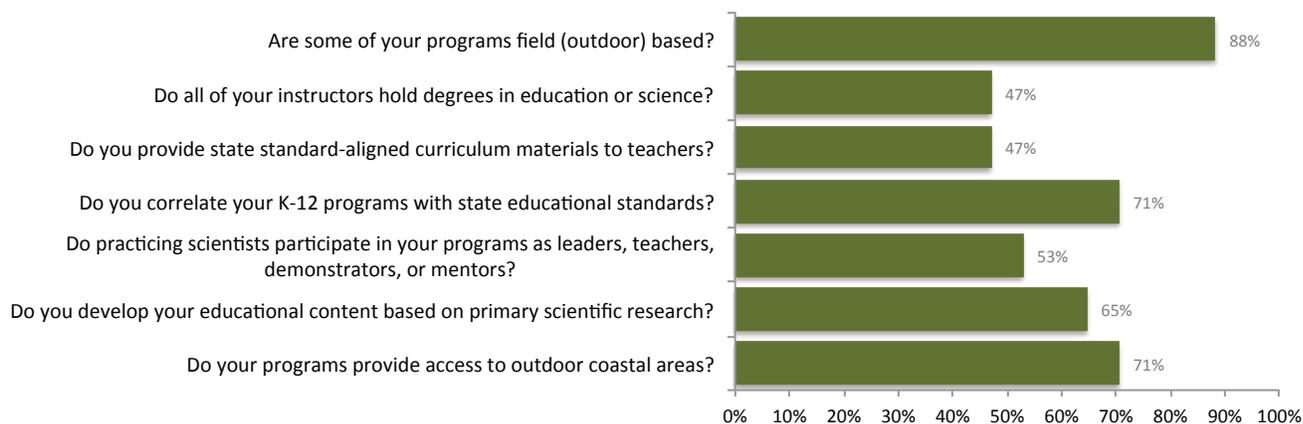
Figure 9: Grade Levels Served



10. Please select Yes or No for each of the following questions regarding K-16 programming at your site.

The responses showed that environmental education programs in the region commonly offer programs that are field-based programs (88%), provide access to outdoor coastal areas (71%), and correlate with state educational standards (71%). 65% of the survey respondents develop their educational content based on primary scientific research. It is less common for educational programs to have practicing scientists participating as leaders, teachers, demonstrators, or mentors (53%), to have instructors who all hold degrees in education or science (47%), or to provide state standard-aligned curriculum materials to teachers (47%).

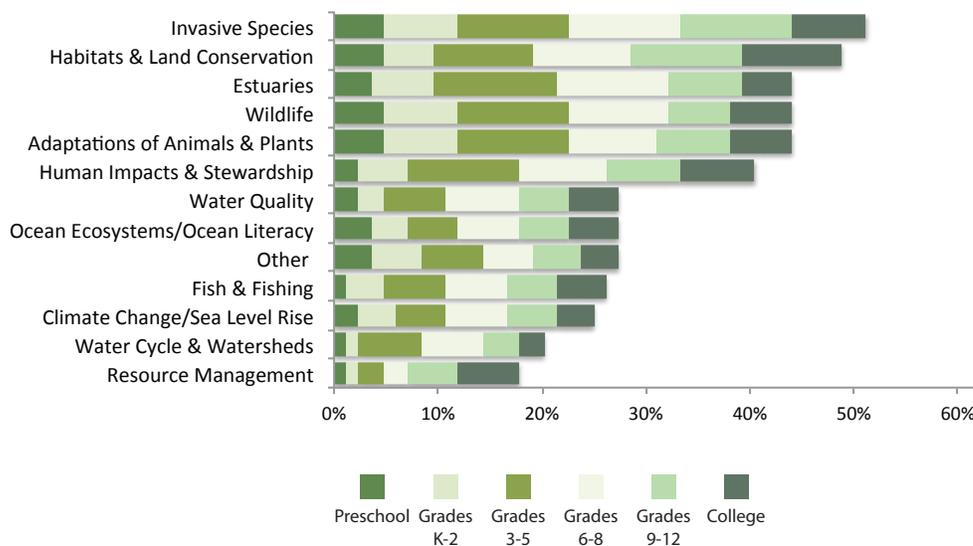
Figure 10: Characteristics of K-16 Educational Programs



11. Which of the following topics are addressed by your educational programs and for which grade levels?

Invasive species (51%) and habitats and land conservation (49%) were the topics most commonly addressed by the survey respondents' educational programs. Three topics were each addressed by 44% of the programs: estuaries, wildlife, and adaptations of animals and plants. The topic of human impacts and stewardship (40%) was also addressed by more than one-third of the programs. Less than 30% of the programs addressed the remaining topics in the list, most of which related specifically to marine and aquatic ecosystems.

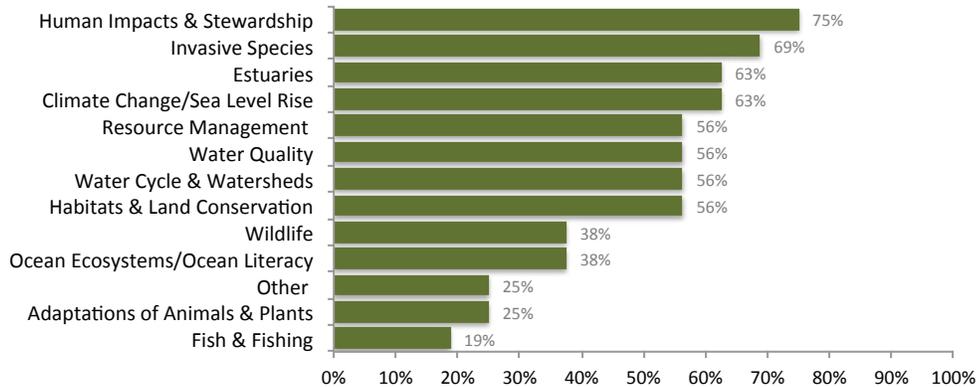
Figure 11: Topics Addressed by Educational Programs



12. Which of the topics below do you think need more attention, in terms of K-16 educational programs?

Survey respondents indicated that human impacts and stewardship (75%) and invasive species (69%) were the topics most in need of more attention from K-16 educational programs. Estuaries and climate change/sea level rise were tied as the third highest-ranking topics (63%). Notably, several topics that scored high in needing more attention (Figure 12) were not being addressed by many of the existing educational programs (Figure 11): (a) human impacts and stewardship, (b) climate change/sea level rise, (c) resource management, and (d) water cycle and watersheds.

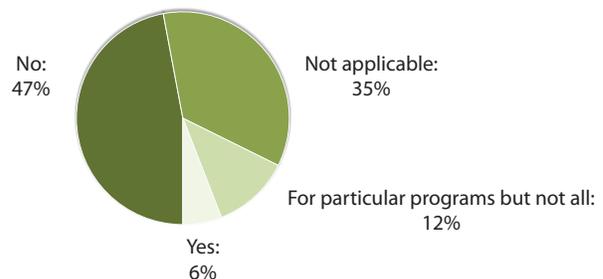
Figure 12: Topics Needing More Attention from K-16 Educational Programs



13. Do you require teachers to participate in teacher trainings prior to being allowed to visit your site for field trips or participate in your organization’s programs?

47% of respondents do not require teachers to participate in trainings before their field trips or programs. Only 6% required such trainings for all of their programs, and 12% required trainings for particular programs but not all. 35% said this question was not applicable to their programs.

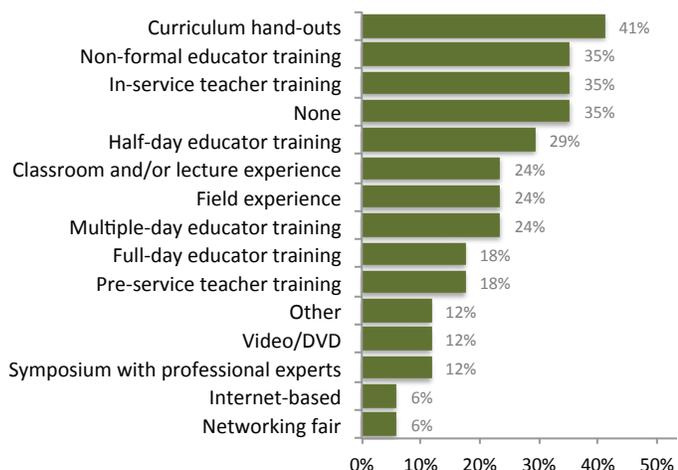
Figure 13: Required Teacher Trainings



14. What types of teacher professional development do you provide? Please check all that apply.

41% of survey respondents supplied curriculum hand-outs, 35% provided non-formal educator training, and 35% offered in-service teacher training. Few organizations provided pre-service teacher training (18%) or offered professional development using video/DVD (12%), symposiums with professional experts (12%), the Internet (6%), or networking fairs (6%).

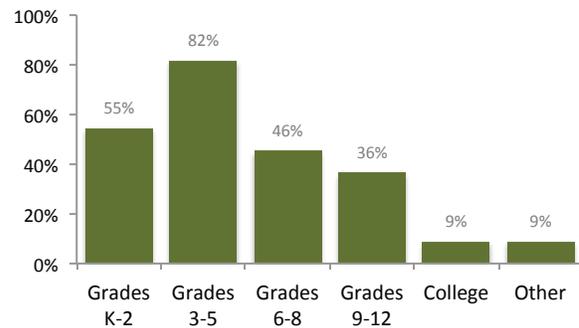
Figure 14: Types of Teacher Professional Development



15. If you offer teacher professional development programs, which grade-level educators do you target? Please check all that apply.

82% of survey respondents offered teacher professional development for grades 3-5. Grades K-2 ranked second with 55%, and grades 6-8 were third with 46%. Only 9% said they offered teacher professional development at the college level.

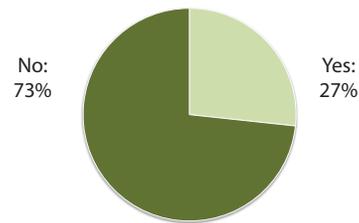
Figure 15: Professional Development by Grade Level



16. Do you offer teachers educational/professional development credits?

27% of respondents said they offered credits for professional development, and 73% did not.

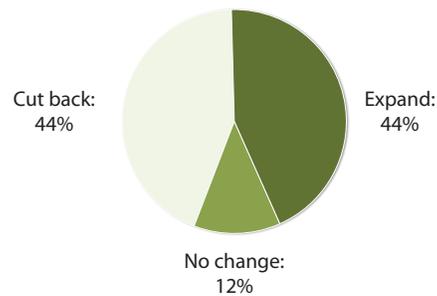
Figure 16: Credits Offered for Teacher Professional Development



17. Are there plans to change your K-16 programs or teacher professional development programs?

44% of survey respondents said there were plans to expand their programs, and 12% said there were plans to cut back. 44% said there were no plans to expand or cut back their programs.

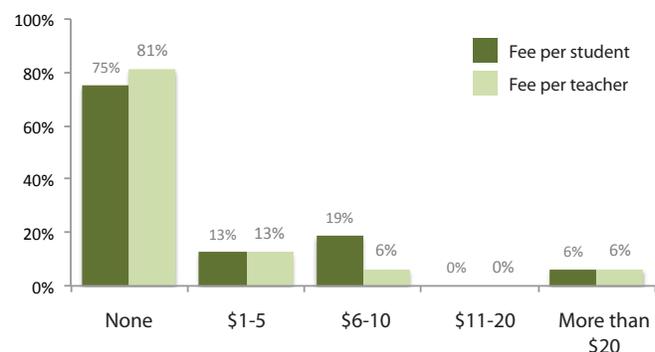
Figure 17: Planned Changes to Programs



18. Do you charge fees for your K-12 programs?

Approximately three-quarters of respondents did not charge a fee for students (75%) or teachers (81%). 94% charged \$10 or less.

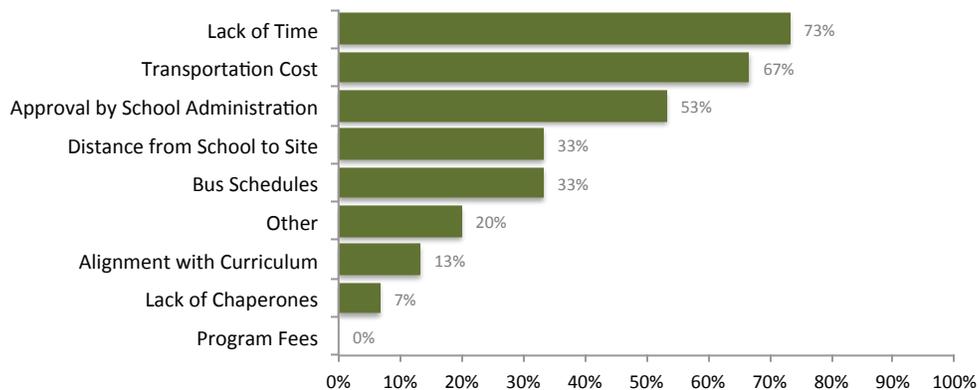
Figure 18: Fees Charged for Programs



19. Which of the following do you think are important barriers to teachers/classes participating in your programs or activities? Check all that you feel apply.

Survey respondents thought that lack of time (73%), transportation cost (67%), and approval by school administration (53%) were the most important barriers to teachers/classes participating in their programs.

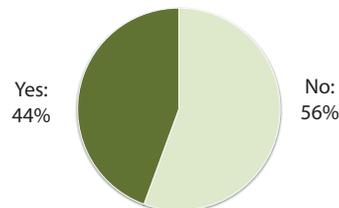
Figure 19: Barriers to Teacher/Class Participation in Educational Programs



20. Do you currently partner or work with other groups or institutions to offer your K-16 programs?

44% of respondents said they partnered or worked with other organizations to offer K-16 programs, and 56% said they did not.

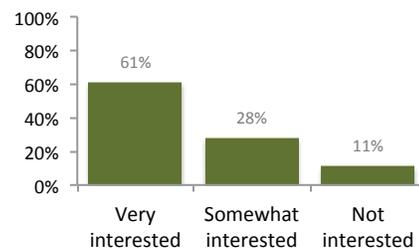
Figure 20: Currently Partnering with Other Organizations



21. How interested are you in partnering with other organizations to provide K-16 programming?

61% of respondents said they were very interested in partnering, 28% were somewhat interested, and 11% were not interested.

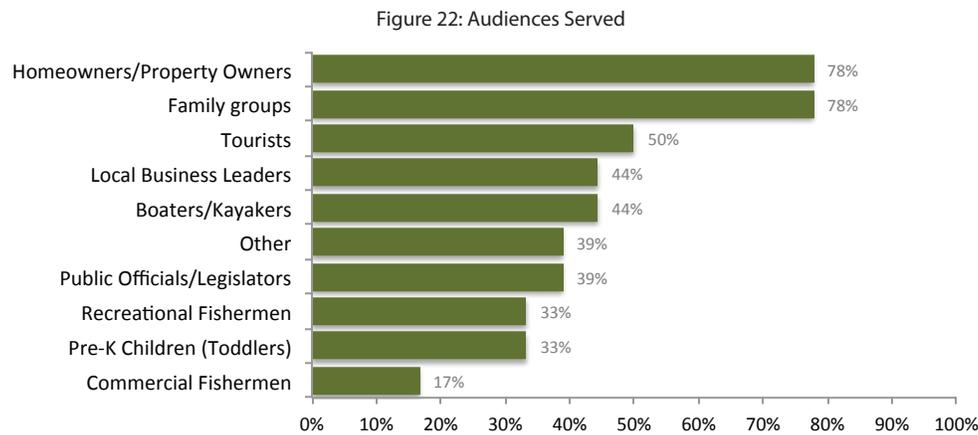
Figure 21: Interest in Partnering with Other Organizations



Section 3: Public Programs

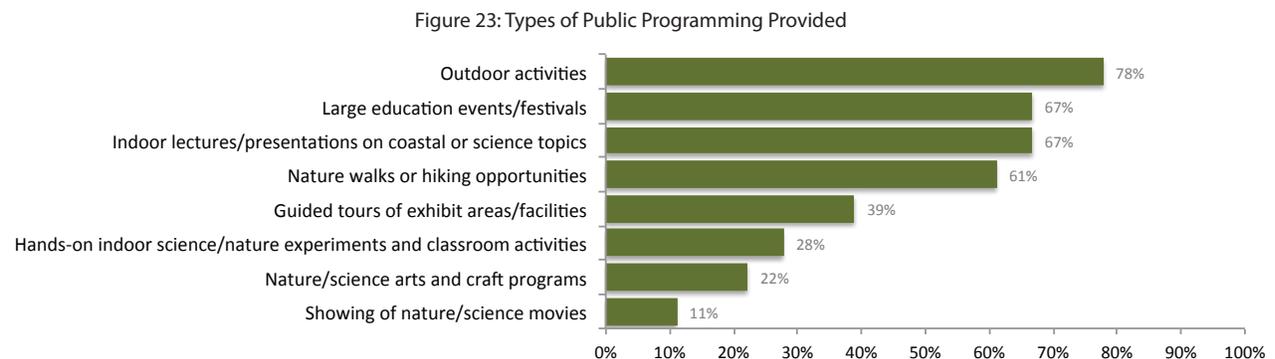
22. Please indicate which of the following public audiences you serve.

Homeowners/property owners (78%) and family groups (78%) were served by the highest percentage of the survey respondents. Tourists (50%), local business leaders (44%), and boaters/kayakers (44%) were the next most commonly served public audiences. One-third of the survey respondents served recreational fishermen and pre-K children, and 17% served commercial fishermen.



23. Please indicate what types of public programming you provide. Check all that apply.

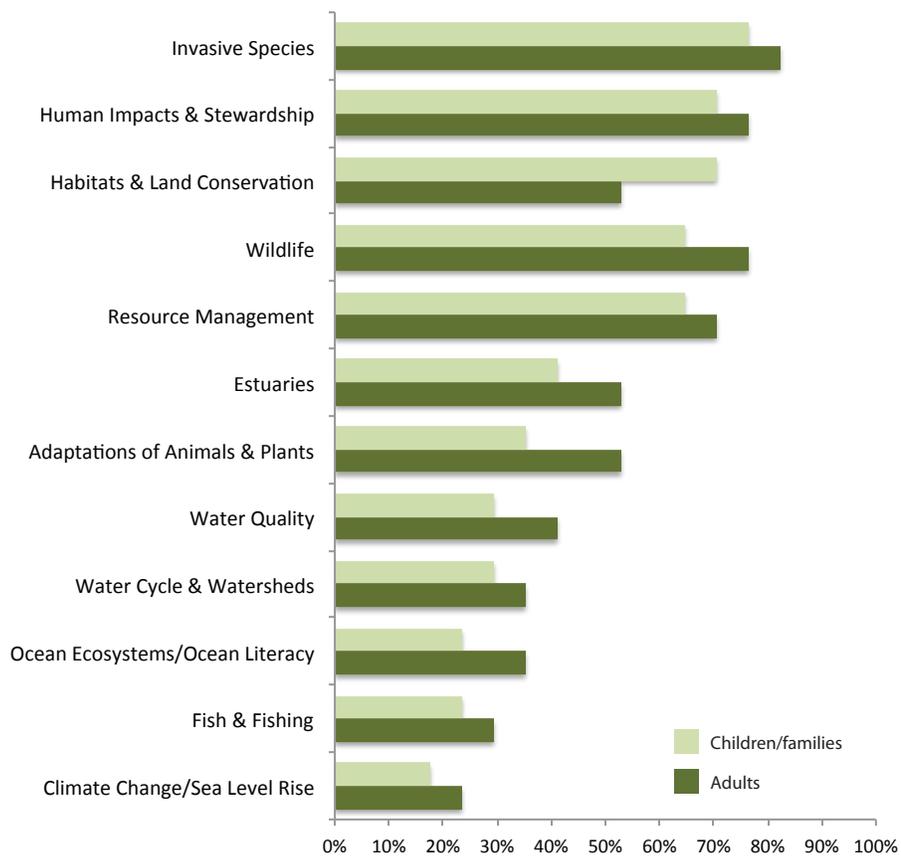
78% of survey respondents provided outdoor activities, 67% provided large education events/festivals, 67% provided indoor lectures/presentations, and 61% provided nature walks or hiking opportunities. Fewer respondents offered guided tours of exhibits/facilities (39%), hands-on indoor and classroom activities (28%), arts and craft programs (22%), and nature/science movies (11%).



24. Please indicate what topics your public programming efforts for adults or children/families focus on. Please check all that apply.

The five most commonly addressed topics were invasive species, human impacts and stewardship, habitats and land conservation, wildlife, and resource management. The topic of estuaries ranked in the middle of the list, with approximately half of the survey respondents indicating that their programs focused on it. The five least-addressed topics all related to marine, estuarine, and aquatic systems: water quality, water cycle and watersheds, ocean ecosystems/ocean literacy, fish and fishing, and climate change/sea level rise. The rank order of focal topics was the same for adult programming and children/families programming with the exception of habitats and land conservation, which ranked a few places higher for children/families than it did for adults.

Figure 24: Topics of Public Programming for Adults or Children/Families

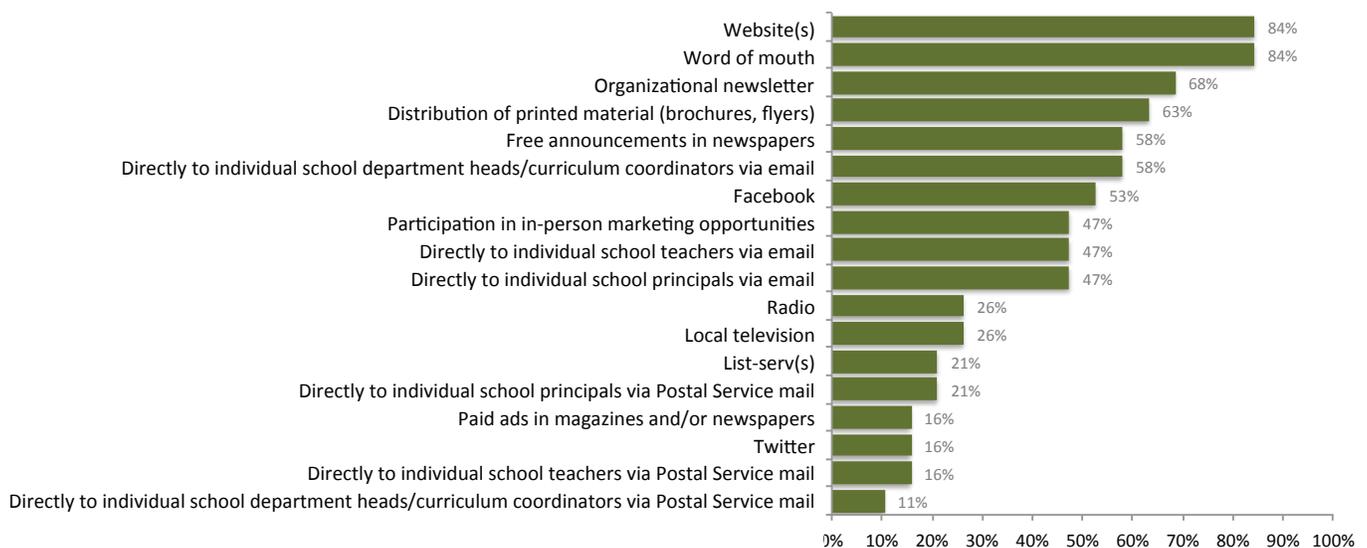


Section 4: Marketing

25. How do you market your programs? Please check all that apply.

The top four marketing methods were websites (84%), word of mouth (84%), organizational newsletter (68%), and distribution of printed materials (63%). Only 47% of survey respondents marketed directly to individual school teachers or principals via email. The most costly options were among the lowest ranked: paid advertisements in magazines/newspapers and postal mailings to principals, teachers, and department heads/curriculum coordinators.

Figure 25: Marketing for Educational Programs



26. In your opinion or from formalized data, which marketing efforts have resulted in the most success for attaining suitable program attendance?

Survey participants provided the following 18 responses:

- “Local newspapers, newsletters and word of mouth.”
- “Directly to individual school department heads/curriculum coordinators via e-mail or personal contact”
- “All of these above”
- “Informal programs--word of mouth. Formal programs--direct contact with individual teachers who get excited about the idea, then contact others.”
- “Probably the newspaper, since we use it the most, but with varying results.”
- “word of mouth and keeping the same teachers/ schools coming back year after year.”
- “A combination of all, however, web based advertising seems to be playing a larger role as of late.”
- “Cannot tell which is most effective. E-newsletter probably.”
- “website and social networking”
- “Newspaper announcements.”
- “Radio, Facebook, Direct mail to individual teachers”
- “Monthly email newsletters.”
- “website”
- “Word of mouth”
- “Contacting the schools directly and word of mouth.”
- “face to face contact with principals and science coordinators in school systems”
- “Newsletter & marketing at events.”
- “Direct contact with teachers and/or curriculum coaches - either via email, phone, or in-person.”

27. What is the name of your most popular program for a public audience (non K-16)?

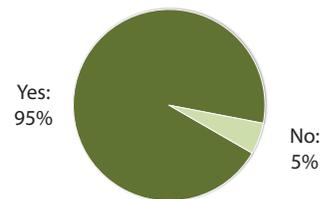
Survey participants provided the following 16 responses:

- “Landscape Matters - Horticulture, Master Gardener”
- “Sea Turtle”
- “Exploring our Environment--from the ocean to the river”
- “Florida Owls”
- “Day at the Whitney Lab and The Traveling Zoo (both equally popular)”
- “Lighthouse Tower Tour”
- “A Brush With Nature, A Plein Air Painting Event”
- “Great Jacksonville Campout”
- “Naturescape Animal Encounter”
- “Earth Day Celebration”
- “Feeding Demonstrations”
- “Tours of properties”
- “Savings Without Sacrifice”
- “water conservation”
- “Don’t Trash Jax”
- “Aliens Among Us!?! Non-native Marine & Estuarine Species of Coastal Northeast Florida”

28. Do you feel you understand the purpose of the Guana Tolomato Matanzas National Estuarine Research Reserve (GTMNERR)?

95% of respondents felt that they understood the purpose of GTMNERR. 5% did not.

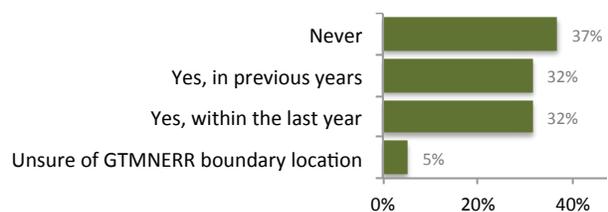
Figure 26: Understanding GTMNERR’s Purpose



29. Have you conducted an education program within the boundaries of the GTMNERR?

32% of respondents had conducted an education program in GTMNERR within the past year, and 32% had done so in previous years. 37% had never conducted a program in GTMNERR.

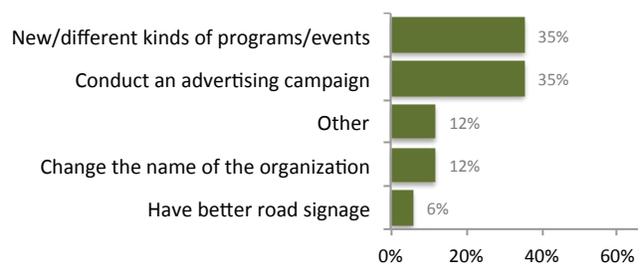
Figure 27: Conducted a Program in GTMNERR



30. What strategy do you think would be best to employ in order for the public to better understand the GTMNERR’s mission, location, and scope?

35% of survey respondents said that new/different kinds of programs/events at GTMNERR would be the best strategy, and 35% recommended an advertising campaign. 12% recommended changing GTMNERR’s name, and 6% recommended better road signage.

Figure 28: Recommendations to Improve Public Understanding of GTMNERR



RECOMMENDATIONS

Based on the survey data, the following set of recommendations was developed for the GTMNERR Education Program:

1. Consider focusing effort on programs for grade levels other than grades 3-5, such as K-2 or college, to minimize overlap with programs offered by other organizations.
2. In developing and marketing K-16 programs, emphasize special strengths of GTMNERR in relation to other providers of environmental education in the region: (a) focus on estuary-related topics in human impacts and stewardship, climate change/sea level rise, resource management, and water cycle and watersheds; (b) have scientists participate as leaders, teachers, demonstrators, or mentors; (c) have instructors who all hold degrees in education or science; and (d) provide state standard-aligned curriculum materials for teachers.
3. Avoid charging fees for student or teacher participants in GTMNERR Education Program activities.
4. Seek grants and other funding sources to defray transportation costs for school groups interested in visiting GTMNERR.
5. Ensure that GTMNERR's Education Program is marketed effectively to more distant schools in addition to those in neighboring towns.
6. Offer educational and professional development credits for teachers who participate in professional development at GTMNERR.
7. In developing and marketing GTMNERR's public (non-K-16) programs, emphasize GTMNERR's special niche as a place to learn about marine, estuarine, and aquatic topics such as ocean ecosystems, fish and fishing, water quality, and climate change/sea level rise.
8. To raise public awareness of GTMNERR and its goals, consider offering new and different kinds of programs and events that engage new audiences, and consider conducting an advertising campaign.

Appendix A: Survey Instrument

GTMNERR Environmental Education Market Analysis



Located in Northeast Florida, the Guana Tolomato Matanzas National Estuarine Research Reserve (GTMNERR) is one of 28 Reserves within the National Estuarine Research Reserve System (NERRS), which is dedicated to estuary education, research, and stewardship. The GTMNERR is conducting a market analysis of environmental education and interpretive programs that are offered in Duval, St. Johns, and Flagler Counties. The market analysis will enable us to target our efforts to fill gaps and avoid overlapping with existing programs offered to teachers, students, and community members in this geographic region. We will share the market analysis results with all survey participants, as a resource to assist with their program planning, networking, and identifying potential partners.

We are particularly interested in environmental, nature, and/or science-based information offered in the form of:

1. Professional teacher training opportunities
2. Educational workshops and programming
3. Off-site community outreach programs
4. Educational materials
5. Other education products or services

You have been selected to participate in the market analysis survey because of your organization's involvement in environmental education and interpretive programs. This online survey should take approximately 20 minutes to complete.

As a thank you for your time, survey participants will be entered into a drawing to **win a \$200 gift certificate to Black Creek Outfitters.**

Survey responses must be received no later than **Friday, April 29.**

All of us at the GTMNERR and the National Estuarine Research Reserve System greatly appreciate your valuable input.

If you have questions or need assistance with this survey, please contact Peter Taylor ([Waterview Consulting](mailto:peter@waterviewconsulting.com)) at 207-847-6000 or peter@waterviewconsulting.com. Waterview Consulting is conducting this market analysis for the GTMNERR.

If you have questions about the Education Program at the GTMNERR, please contact Angie Golubovich at 904-823-4500 or Angie.Golubovich@dep.state.fl.us.

GTMNERR Environmental Education Market Analysis

Name of person who completed this survey:

Job title:

Organization:

Years employed with organization:

- 0-2 3-4 5-9 10 or
more

Address:

City:

Zip Code:

State: Florida

Telephone number (with area code):

E-mail:

Website:

GTMNERR Environmental Education Market Analysis

SECTION 1: ORGANIZATION INFORMATION

What is the mission of your environmental education/outreach programs?

How would you classify your organization? Please check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Federal government agency | <input type="checkbox"/> Non-profit organization |
| <input type="checkbox"/> State government agency | <input type="checkbox"/> For-profit business |
| <input type="checkbox"/> Municipal government agency/department | <input type="checkbox"/> Museum/zoo/aquarium |
| <input type="checkbox"/> Educational institution (e.g., school, college, university) | <input type="checkbox"/> Nature center/environmental education center |
| <input type="checkbox"/> Other (please specify): | |

Is your organization part of the National Oceanic and Atmospheric Administration (NOAA) or a NOAA partner?

- No
- Yes, I work for Sea Grant
- Yes, I work for National Marine Sanctuaries
- Yes, I work for NOAA fisheries
- Yes, I work for

How are your education/outreach programs funded? Please check all that apply.

- Federal funds
- State funds
- County/local funds
- Private foundation(s)
- Grants
- Donations
- Program fees
- Other (please specify):

Which Northeast Florida counties do you serve with education programming/products?

- Nassau
- Duval
- Others:
- St. Johns
- Flagler

SECTION 2: K-16 EDUCATIONAL PROGRAMS & STAFFING

(if this section not applicable, skip to Section 3)

Thinking about the K-16 schools that visit your facility, do they come from neighboring towns or from farther away?

- All (or almost all) from neighboring towns
- Primarily from neighboring towns; some from farther away
- Approximately equally from neighboring towns and farther away
- Few from neighboring towns; most from farther away

What types of educational programs does your organization provide at your facility?

Please check all that apply.

- Not applicable: do not have a facility
- Summer camp
- Field trips for elementary students
- Field trips for middle school students
- Field trips for high school students
- Field trips for college students
- Other (please specify):
- After-school programs
- Home-school programs
- Distance-learning programs
- Educational TV/radio programs
- Programs for college students

What types of educational programs does your organization provide off site, meaning times when your staff must leave your facility/office to offer a program? Please check all that apply.

- Not applicable: all programs provided on-site at your facility
- Programs for college students
- Summer camp
- After-school programs
- Programs for elementary students
- Home-school programs
- Programs for middle school students
- Distance-learning programs
- Programs for high school students
- Educational TV/radio programs
- Other (please specify):

If you provide off-site K-16 programs, in what setting(s) do you provide these programs? Please check all that apply.

- Public schools
- Charter schools
- Parochial schools
- Non-parochial private schools
- Colleges/universities
- Other environmental education/nature centers
- Field (outdoor) settings
- Other (please specify):

If your organization offers K-16 education, what specific grade levels do you serve? Please check all that apply.

- K-2
- 3-5
- 6-8
- 9-12
- College
- Other:

Please select Yes or No for each of the following questions regarding K-16 programming at your site.

	Yes	No
Do your programs provide access to outdoor coastal areas?	<input type="radio"/>	<input type="radio"/>
Do you develop your educational content based on primary scientific research?	<input type="radio"/>	<input type="radio"/>
Do practicing scientists participate in your programs as leaders, teachers, demonstrators, or mentors?	<input type="radio"/>	<input type="radio"/>
Do you correlate your K-12 programs with state educational standards?	<input type="radio"/>	<input type="radio"/>
Do you provide state standard-aligned curriculum materials to teachers?	<input type="radio"/>	<input type="radio"/>
Do all of your instructors hold degrees in education or science?	<input type="radio"/>	<input type="radio"/>
Are some of your programs field (outdoor) based?	<input type="radio"/>	<input type="radio"/>

Which of the following topics are addressed by your educational programs and for which grade levels? Please check all that apply.

	Preschool	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12	College
Adaptations of Animals & Plants	<input type="checkbox"/>					
Climate Change/Sea Level Rise	<input type="checkbox"/>					
Estuaries	<input type="checkbox"/>					
Fish & Fishing	<input type="checkbox"/>					
Habitats & Land Conservation	<input type="checkbox"/>					
Human Impacts & Stewardship	<input type="checkbox"/>					
Invasive Species	<input type="checkbox"/>					
Ocean Ecosystems/Ocean Literacy	<input type="checkbox"/>					
Water Cycle & Watersheds	<input type="checkbox"/>					
Water Quality	<input type="checkbox"/>					
Wildlife	<input type="checkbox"/>					
Resource Management (e.g., prescribed fire or planting native dune vegetation)	<input type="checkbox"/>					
Other (please specify in comments box)	<input type="checkbox"/>					

Comments:

Which of the topics below do you think need more attention, in terms of K-16 educational programs? Please check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Adaptations of Animals & Plants | <input type="checkbox"/> Invasive Species |
| <input type="checkbox"/> Climate Change/Sea Level Rise | <input type="checkbox"/> Ocean Ecosystems/Ocean Literacy |
| <input type="checkbox"/> Estuaries | <input type="checkbox"/> Water Cycle & Watersheds |
| <input type="checkbox"/> Fish & Fishing | <input type="checkbox"/> Water Quality |
| <input type="checkbox"/> Habitats & Land Conservation | <input type="checkbox"/> Wildlife |
| <input type="checkbox"/> Human Impacts & Stewardship | <input type="checkbox"/> Resource Management (e.g., prescribed fire or planting native dune vegetation) |
| <input type="checkbox"/> Other (please specify): | |

SECTION 3: TEACHER PROFESSIONAL DEVELOPMENT

(if section not applicable, skip to Section 4)

Do you require teachers to participate in teacher trainings prior to being allowed to visit your site for field trips or participate in your organization's programs?

- Yes
 No
 For particular programs but not all
 Not applicable

What types of teacher professional development do you provide? Please check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Curriculum hand-outs |
| <input type="checkbox"/> In-service teacher training | <input type="checkbox"/> Field experience |
| <input type="checkbox"/> Pre-service teacher training | <input type="checkbox"/> Classroom and/or lecture experience |
| <input type="checkbox"/> Non-formal educator training | <input type="checkbox"/> Symposium with professional experts |
| <input type="checkbox"/> Half-day educator training | <input type="checkbox"/> Networking fair |
| <input type="checkbox"/> Full-day educator training | <input type="checkbox"/> Internet-based |
| <input type="checkbox"/> Multiple-day educator training | <input type="checkbox"/> Video/DVD |
| <input type="checkbox"/> Other (please specify): | |

If you offer teacher professional development programs, which grade-level educators do you target? Please check all that apply.

- K-2
- 3-5
- 6-8
- 9-12
- College
- Other (please specify):

Do you offer teachers educational/professional development credits?

- Yes: Graduate credit through _____ (specify in comment box below)
- Yes: Other (specify in comment box below)
- No
- Don't know

Comments:

SECTION 4: K-16 PROGRAM DEVELOPMENT

(if section not applicable, skip to Section 5)

Are there plans to *change* your K-16 programs or teacher professional development programs?

- Expand
- No Change
- Cut Back

If changes are expected, please describe them briefly and reason for changes:

▲

▼

Do you charge fees for your K-12 programs?

	None	\$1-5	\$6-10	\$11-20	More than \$20
Fee per student	<input type="checkbox"/>				
Fee per teacher	<input type="checkbox"/>				

Notes or comments:

Which of the following do you think are important barriers to teachers/classes participating in your programs or activities? Check all that you feel apply.

- Program Fees
- Transportation Cost
- Lack of Time
- Bus Schedules
- Other (please specify)
- Alignment with Curriculum
- Lack of Chaperones
- Approval by School Administration
- Distance from School to Site

SECTION 5: K-16 PROGRAM PARTNERSHIPS

(if section not applicable, skip to Section 6)

Do you currently partner or work with other groups or institutions to offer your K-16 programs?

- No.
- Yes. Please list partners here:

How interested are you in partnering with other organizations to provide K-16 programming?

- Very interested
- Somewhat interested
- Not interested

Comments:

SECTION 6: PUBLIC PROGRAMMING (NON K-16 PROGRAMS)

(if section not applicable, skip to Section 7)

Please indicate which of the following public audiences you serve:

- Pre-K Children (Toddlers)
- Family groups
- Boaters/Kayakers
- Recreational Fishermen
- Commercial Fishermen
- Other (please specify):
- Homeowners/Property Owners
- Tourists
- Local Business Leaders
- Public Officials/Legislators

Please indicate what types of public programming you provide. Check all that apply.

- Indoor lectures/presentations on coastal or science topics
- Nature walks or hiking opportunities
- Outdoor activities (such as field sampling, bird watching, etc.)
- Hands-on indoor science/nature experiments and classroom activities
- Nature/science arts and craft programs
- Showing of nature/science movies
- Guided tours of exhibit areas/facilities
- Large education events/festivals

Other (please specify):

Please indicate what topics your public programming efforts for ADULTS or CHILDREN/FAMILIES focus on. Please check all that apply.

	Adults	Children/Families
Adaptations of Animals & Plants	<input type="checkbox"/>	<input type="checkbox"/>
Climate Change/Sea Level Rise	<input type="checkbox"/>	<input type="checkbox"/>
Estuaries	<input type="checkbox"/>	<input type="checkbox"/>
Fish & Fishing	<input type="checkbox"/>	<input type="checkbox"/>
Habitats & Land Conservation	<input type="checkbox"/>	<input type="checkbox"/>
Human Impacts & Stewardship	<input type="checkbox"/>	<input type="checkbox"/>
Invasive Species	<input type="checkbox"/>	<input type="checkbox"/>
Ocean Ecosystems/Ocean Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Water Cycle & Watersheds	<input type="checkbox"/>	<input type="checkbox"/>
Water Quality	<input type="checkbox"/>	<input type="checkbox"/>
Wildlife	<input type="checkbox"/>	<input type="checkbox"/>
Resource Management (e.g., prescribed fire or planting native dune vegetation)	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

SECTION 7: MARKETING AND PROGRAM IMPACT

How do you market your programs? Please check all that apply.

- Directly to individual school principals *via email*
- Directly to individual school principals *via Postal Service mail*
- Directly to individual school department heads/curriculum coordinators *via email*
- Directly to individual school department heads/curriculum coordinators *via Postal Service mail*
- Directly to individual school teachers *via email*
- Directly to individual school teachers *via Postal Service mail*
- Word of mouth
- Facebook
- Twitter
- Organizational newsletter
- Distribution of printed material (brochures, flyers)
- Participation in in-person marketing opportunities
- Local television
- Radio
- Free announcements in newspapers
- Paid ads in magazines and/or newspapers
- Website(s). Specify in comment box below.
- List-serv(s). Specify in comment box below.

Other / Comments:

In your opinion or from formalized data, which marketing efforts have resulted in the most success for attaining suitable program attendance?

What is the name of your most popular program for a public audience (NON K-16)?

SECTION 8: FAMILIARITY WITH GTMNERR

Do you feel you understand the purpose of the Guana Tolomato Matanzas National Estuarine Research Reserve (GTMNERR)?

- Yes
- No

Comments:

Have you conducted an education program within the boundaries of the GTMNERR?

- Yes, within the last year
- Never
- Yes, in previous years
- Unsure of GTMNERR boundary location

Comments:

What strategy do you think would be *best* to employ in order for the public to better understand the GTMNERR's mission, location, and scope?

- Change the name of the organization
- Conduct an advertising campaign
- Have better road signage
- Conduct new/different kinds of programs or events at GTMNERR
- Other (please specify in comments box)

Comments:

When you have completed the survey, please be sure to click the Submit button below.

Thank you!