

Wells National Estuarine Research Reserve Education Market Analysis Report

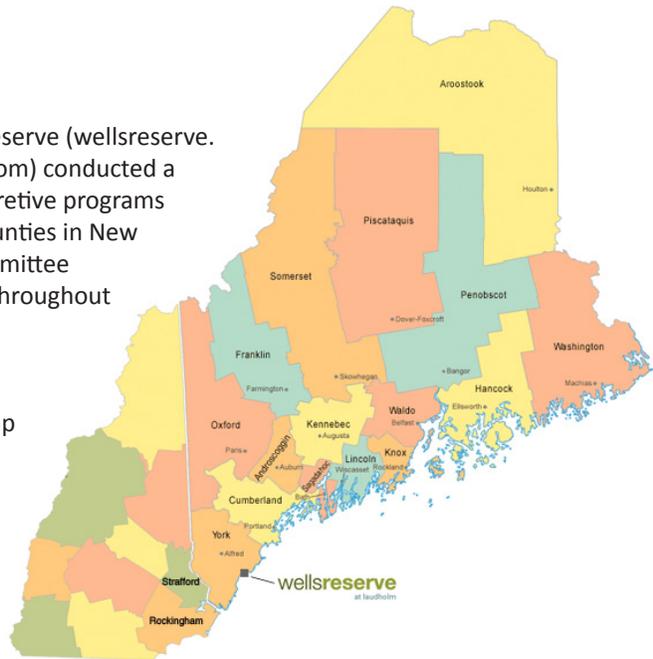


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INTRODUCTION

In February 2011, Wells National Estuarine Research Reserve (wellsreserve.org) and Waterview Consulting (waterviewconsulting.com) conducted a market analysis of environmental education and interpretive programs offered by organizations in Maine and two adjacent counties in New Hampshire. The Wells Reserve Education Advisory Committee contributed valuable recommendations and guidance throughout the market analysis process.

Findings from the market analysis will enable the Wells Reserve Education Program to fill gaps and avoid overlap with other relevant programs for teachers, students, and community members in this geographic area. The primary objective was to obtain information regarding education program and training needs and gaps in southern Maine and bordering New Hampshire communities. Recognizing that it had not previously conducted a market analysis for interpretive education programs, the Wells Reserve was interested in obtaining data to inform and evaluate its current slate of educational programs and to incorporate the identified program gaps into future program planning efforts. This market analysis is part of a coordinated national initiative by the National Estuarine Research Reserve System (NERRS) of the National Oceanic and Atmospheric Administration (NOAA) to ensure the effectiveness of NERRS education activities.



Invitations to participate in the Wells Reserve market analysis were emailed to individuals representing 87 environmental education and interpretive programs in Maine and New Hampshire. These programs were identified based on information from the Education Advisory Committee, regional directories of environmental education professional associations, online searches, and Wells Reserve personnel. Each program was contacted by telephone prior to the survey to (a) make them aware of the survey goals, methods, and schedule, and (b) confirm the name and email address for the program's executive director, education director, or other appropriate individual to receive the survey invitation.

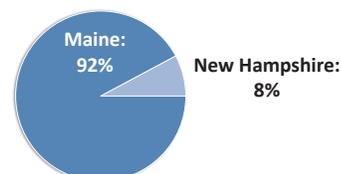
The survey was administered using the web-based survey tool SurveyMonkey, and it was accessible to invitees for two weeks from February 15 to March 1, 2011. Survey questions were designed to collect data on each respondent's organization, types of education programs provided, topics and grade levels addressed, topics needing additional attention by education programs, marketing methods, teacher professional development opportunities, fees, and program partners. Reminder emails were sent twice during the survey period to enhance the response rate. Of the 87 invitees, 61 participated in the survey for a response rate of 70 percent.

RESULTS*

1. What state is your organization located in?

Of the 61 organizations that participated in the survey, 92% were located in Maine, and 8% were located in New Hampshire.

FIGURE 1: Percentage of Survey Respondents by State

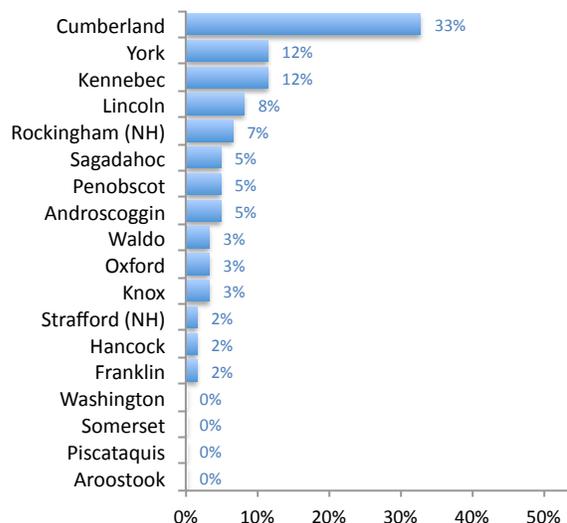


* Throughout the Results section, percentages may not sum to 100% because of rounding.

2. What county is your organization located in?

One-third (33%) of survey respondents were located in Cumberland County, Maine, and a majority (57%) were located in three Maine counties: Cumberland, York, and Kennebec. No survey respondents were located in Washington, Somerset, Piscataquis, or Aroostock Counties, which are located in the northern parts of Maine farthest away from the Wells Reserve. Smaller percentages of survey respondents were located in each of the other Maine counties and in the two New Hampshire counties included in the survey (Rockingham and Strafford).

FIGURE 2: Percentage of Survey Respondents by County

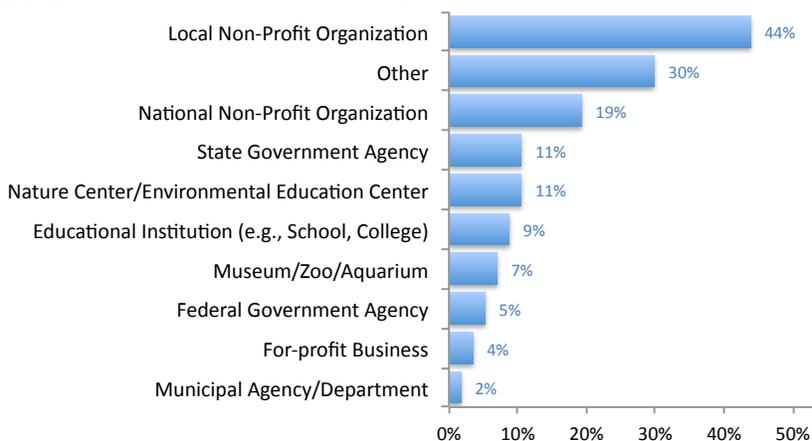


3. How would you classify your organization?

Please check all that apply.

Most of the respondents classified their organizations as non-profits, including 44% from local non-profits and 19% from national non-profits. In addition, some of the 30% who selected "Other" indicated that their organizations were state or regional non-profits. A total of 18% of respondents were from government agencies, including state (11%), federal (5%), and municipal (2%).

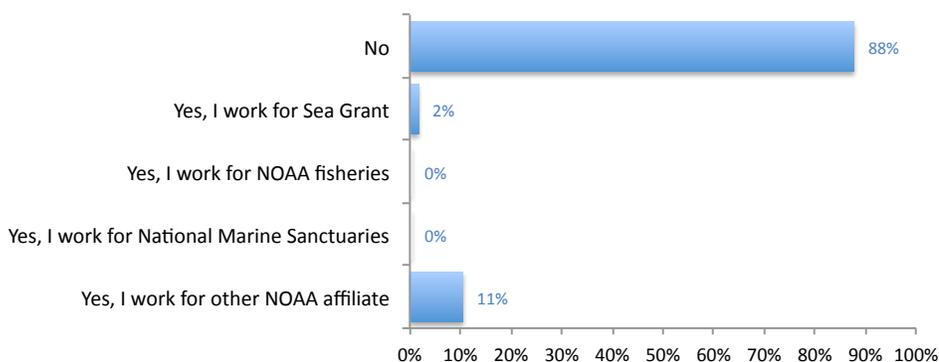
FIGURE 3: Type of Organization



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

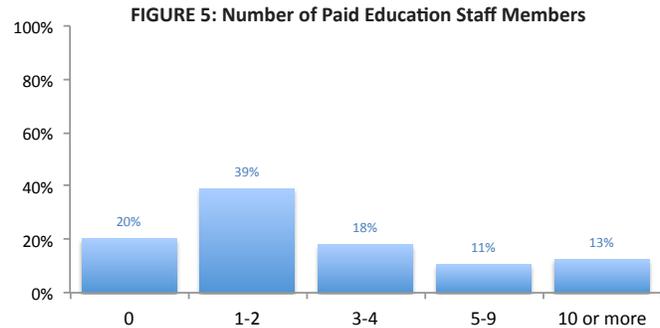
A total of 13% of respondents said their organizations were part of or affiliated with NOAA, while 88% said they were not.

FIGURE 4: Affiliation with NOAA



5. How many paid staff members does your education department have?

Most respondents (59%) said that their education departments had two or fewer paid staff. The other respondents were split among the three larger categories, indicating that while education departments tend to be small, it is not uncommon to have 10 or more staff.



6. Which of the following counties do you serve? Please check all that apply.

As shown in Figure 6A, Cumberland (72%), York (60%), and Androscoggin (53%) Counties were served by the highest percentages of respondents. Notably, all Maine counties were serviced by at least 35% of the respondents, even though no respondents were located in Washington, Somerset, Piscataquis, or Aroostock Counties (Figure 2), suggesting that many organizations provide environmental education services across large geographic areas in Maine.

It was possible that rankings shown in Figure 6A would be influenced by the home counties of survey respondents. For example, one-third of survey respondents were located in Cumberland County (Figure 2), and Cumberland County ranked first in percentage of organizations serving it (Figure 6A). To examine the influence of home counties, we also calculated the percentage of respondents serving each county, excluding any respondents that were located in that county. As shown in Figure 6B, the result was a substantial reduction in the among-county variation; all 16 Maine counties are served by between 35% and 48% of the respondents located in other counties. This confirms that it is common for environmental education programs to serve large geographic areas across Maine beyond their home counties.

In a related finding, the two New Hampshire counties (Rockingham and Strafford) ranked lowest in Figure 6A, which was expected because only 8% of survey respondents were located in New Hampshire (Figure 1). However, those New Hampshire counties were served by 16% and 20% of respondents located in other counties (Figure 6B). This result indicates that it is common for Maine-based organizations to provide environmental education across the state border.

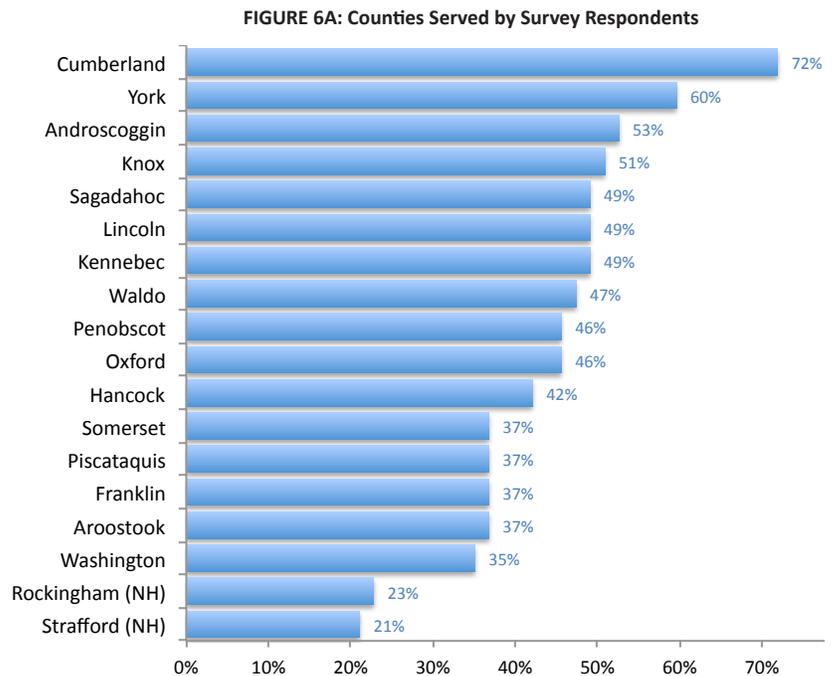
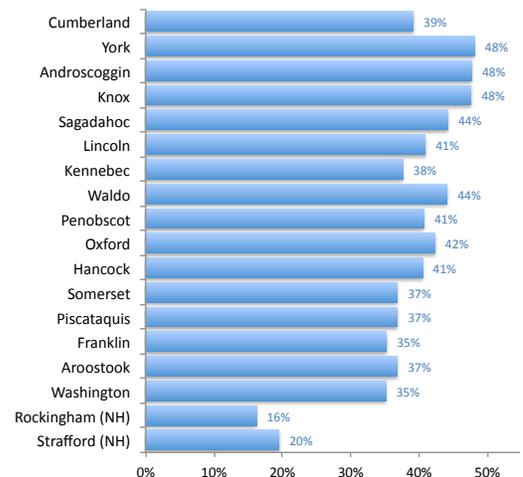


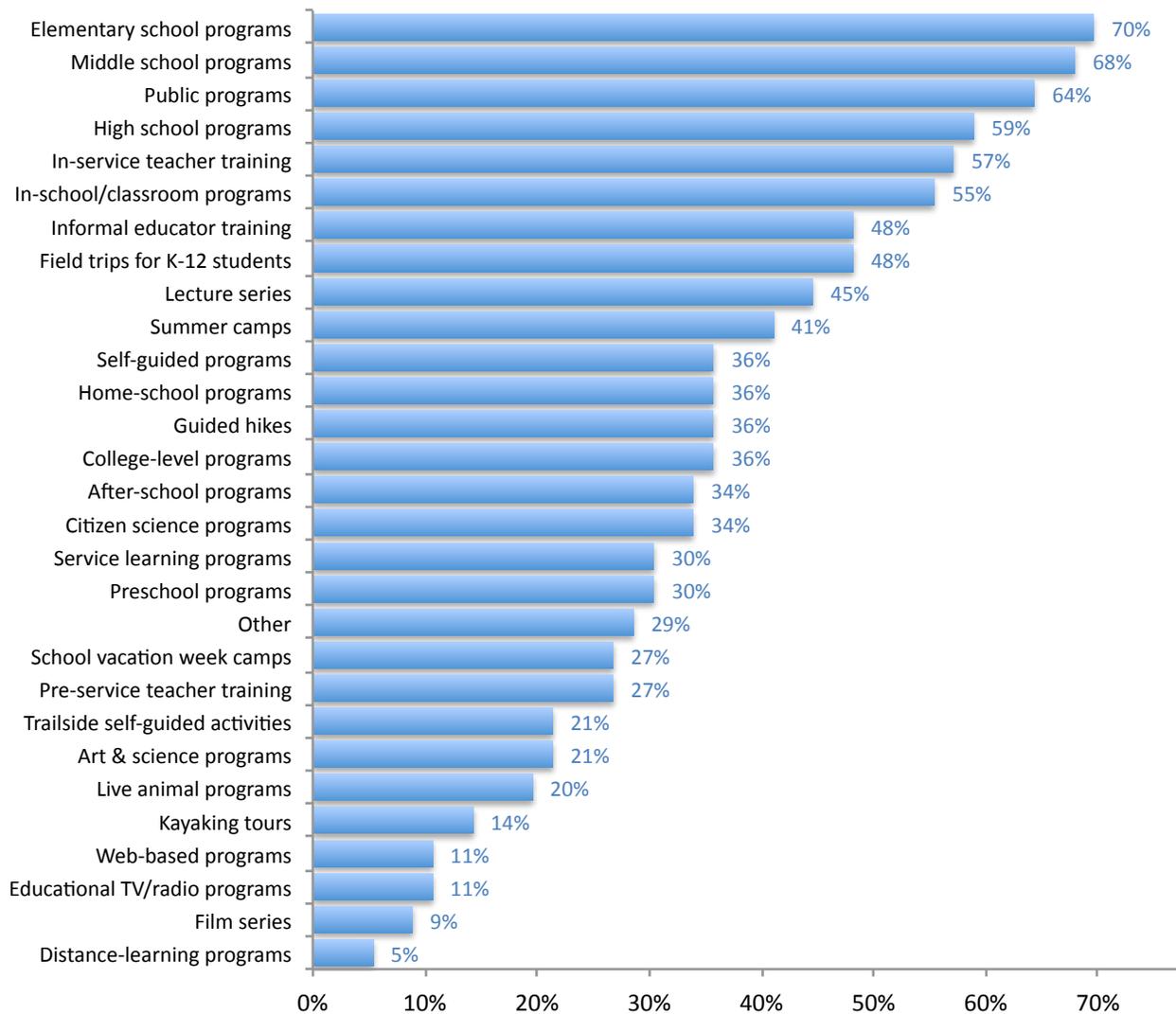
FIGURE 6B: Counties Served by Survey Respondents, Excluding Respondents' Home Counties



7. What types of educational programs does your organization provide? Please check all that apply.

The organizations that participated in the survey offer a wide variety of educational programs. Of the 28 types of educational programs listed in the survey question, 16 were provided by at least one-third of respondents. Elementary school (70%), middle school (68%), public (64%), and high school (59%) programs were the most commonly offered types of educational program. Few organizations offered media- and technology-based educational programs, including Web-based programs (11%), TV/radio programs (11%), film series (9%), and distance-learning programs (5%).

FIGURE 7: Types of Educational Programs Provided



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

As shown in Figure 8, the three most-addressed topics overall were habitats and land conservation (78%); adaptations of animals and plants (69%); and human impacts and stewardship (69%). The three least-addressed topics were estuaries (44%), climate change/sea level rise (40%), and plankton (27%). As indicated with darker shading in Table 1, most of the topics tend to be addressed in grades 3-5 and grades 6-8.

FIGURE 8: Topics Addressed by Respondents' Education Programs, All Ages Combined

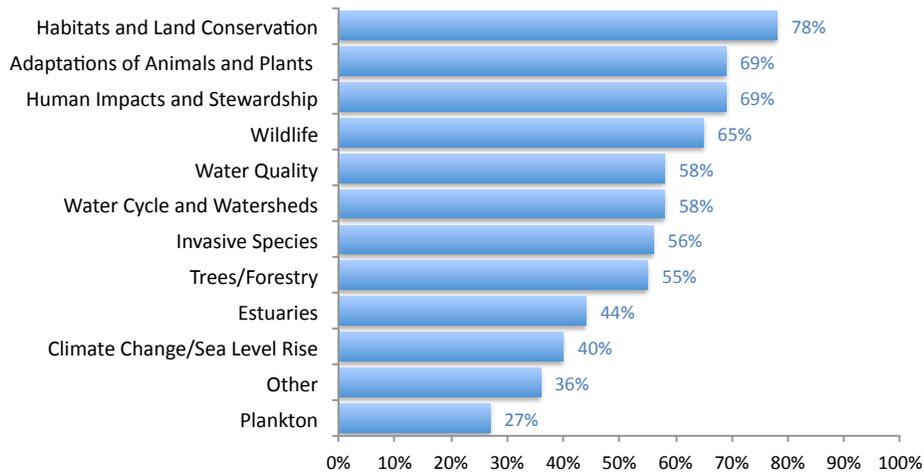


TABLE 1: Topics Addressed by Respondents' Education Programs by Grade Level

The numbers in the table are the percentage of respondents that addressed the topic at each grade level. Darker shading indicates higher percentages. Lighter shading indicates lower percentages.

	Preschool	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12	College/Adult
Habitats and Land Conservation	29	38	64	58	40	55
Adaptations of Animals and Plants	31	45	60	49	33	42
Human Impacts and Stewardship	15	27	53	51	36	47
Wildlife	31	45	55	51	31	44
Water Cycle and Watersheds	11	31	49	44	22	25
Water Quality	7	24	51	45	33	38
Invasive Species	4	13	31	42	29	38
Trees/Forestry	25	36	42	40	29	35
Estuaries	5	16	33	27	22	27
Climate Change/Sea Level Rise	0	0	13	25	18	27
Plankton	0	11	20	18	7	11
Other	13	20	24	27	25	33

9. Which of the topics below do you think need more attention, in terms of more widespread education program offerings and teacher training opportunities? Please check all that apply.

As shown in Figure 9, the top four topics needing attention were climate change/sea level rise (72%); human impacts and stewardship (67%); habitats and land conservation (50%); and invasive species (44%). These top four topics are (a) very broad, compared to the habitat- or taxon-specific topics that ranked lowest in the list and (b) focused on the role of humans in the ecosystem. Although the topic of estuaries ranked only moderately high in need for more attention, estuaries can provide a specific, tangible, accessible, and relevant environment for learning about the broad topics that were identified as the top priorities.

FIGURE 9: Topics Needing More Attention

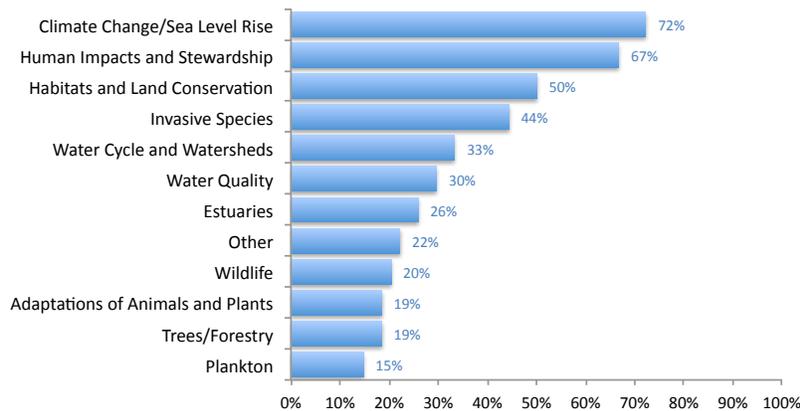
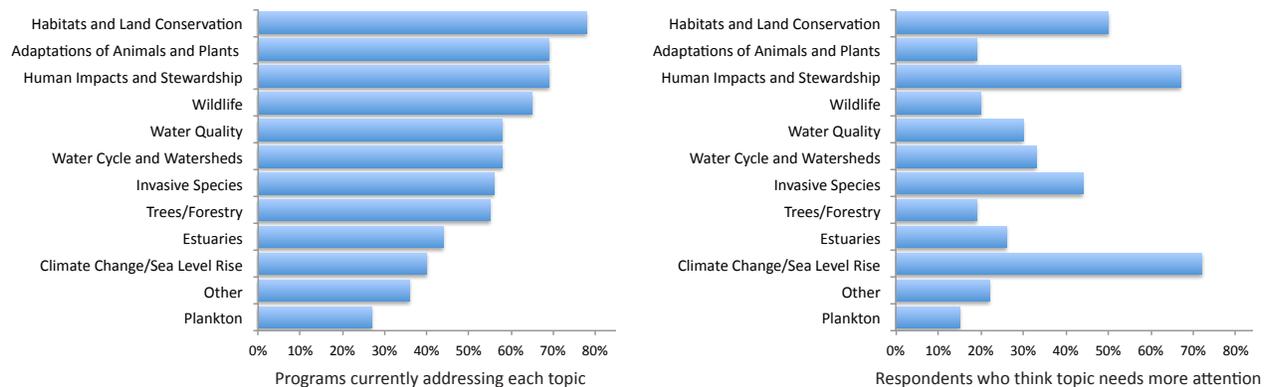


Figure 10 presents a comparison of the results from Figure 8 (Topics Addressed by Respondents' Education Programs) with the results from Figure 9 (Topics Needing More Attention). Several key findings emerge from this comparison:

- (1) Climate change/sea level rise is addressed by few programs and is viewed as the top priority for more attention.
- (2) While the topics of habitats and land conservation and human impacts and stewardship are addressed by many programs already, these topics are seen as needing more attention.
- (3) Invasive species are addressed already by a moderate number of programs but may need more attention.
- (4) Adaptations and wildlife are both addressed by many programs and are not priorities for more attention.
- (5) While trees/forestry and plankton are not widely addressed, they are not seen as needing more attention.
- (6) A cluster of three coast-related topics—water quality, water cycle and watersheds, and estuaries—could be a natural focus as a priority for additional attention. Although each ranked in the middle when considered individually, these topics are closely intertwined and their combined percentage for “needing more attention” (Figure 9) is 89%.

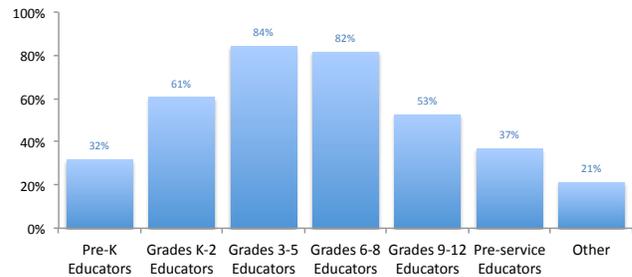
FIGURE 10: Comparison of Topics Being Addressed vs. Topics Needing Attention



10. If your organization provides teacher professional development, at what grade-level educator are your programs targeted? Please check all that apply.

The most commonly targeted grade levels for teacher professional development are grades 3-5 (84%) and grades 6-8 (82%). Educators at grades K-2 (61%) and grades 9-12 (53%) are targeted at moderate levels. Pre-K educators (32%) and pre-service educators (37%) are targeted the least.

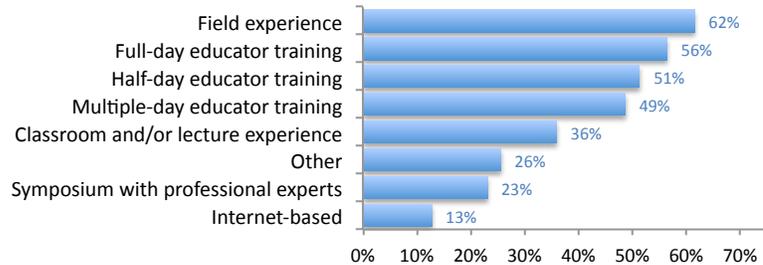
FIGURE 11: Grade Levels for Teacher Professional Development



11. If you conduct teacher professional development, what types do you provide? Please check all that apply.

More than half of the organizations provide field experiences (62%), full-day educator training (56%), and half-day educator training (51%). Multiple-day educator training (49%) is also commonly provided. Less commonly provided are classroom and/or lecture experiences (36%) and symposiums with professional experts (23%). Few organizations (12%) provide Internet-based teacher professional development.

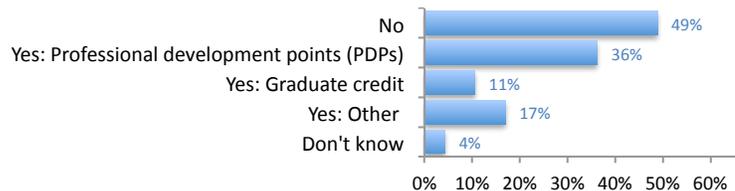
FIGURE 12: Types of Teacher Professional Development



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

Nearly half of the organizations (49%) do not provide educational/professional development credits. While 36% of respondents offer professional development points (PDPs), only 16% offer graduate credit.

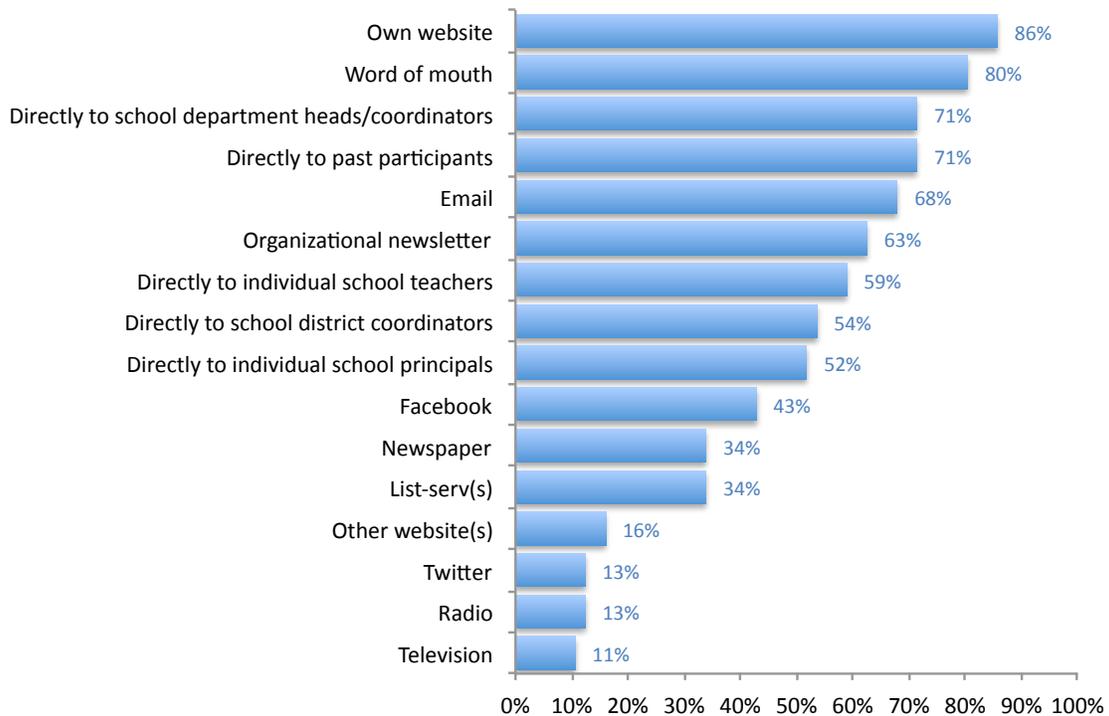
FIGURE 13: Professional Development Credits



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

Organizations use many methods to market their programs. A large majority (86%) of respondents use their own websites to market their programs, while almost as many (80%) report that they use word-of-mouth marketing. Among the other choices, marketing methods that target individuals are generally more popular than those that communicate to mass audiences. Examples of the former include individual school teachers (71%), past participants (71%), individual emails (68%), school principals (59%), school district coordinators (54%), and school department heads/coordinators (52%). Examples of the latter (marketing to mass audiences) include Facebook (43%), newspapers (34%), list-servs (34%), external websites (16%), Twitter (13%), radio (13%), and television (11%). The low usage of Facebook and Twitter could be attributable to the relative newness of these media.

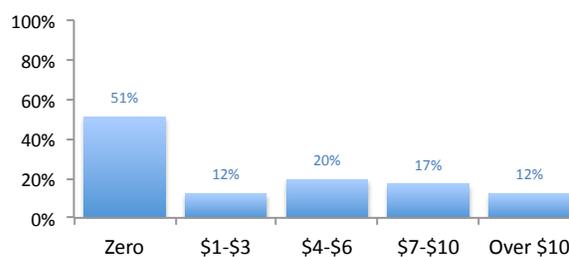
FIGURE 14: Methods for Marketing Educational Programs



14. What do you charge per student for your school field trip programs?

More than half (51%) of the organizations do not charge a fee for school field trips. The other organizations charge fees from \$1-3 to over \$10 per student.

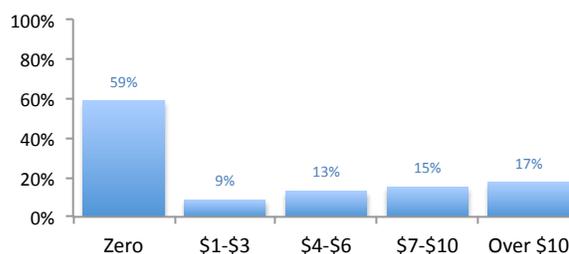
FIGURE 15: Fee Charged per Student for Field Trips



15. What do you typically charge per person for your public programs?

More than half (59%) do not charge a fee for public programs. Others charge from \$1-3 to over \$10 per person for public programs.

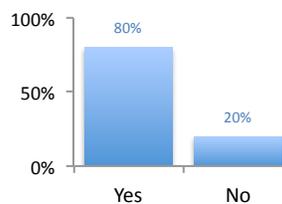
FIGURE 16: Fee Charged per Person for Public Programs



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

A large majority (80%) of the organizations currently work with partners to offer programs.

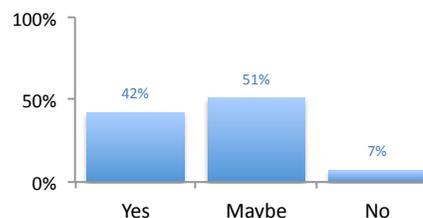
FIGURE 17: Partnering with Other Organizations



17. Are you interested in partnering with the Wells National Estuarine Research Reserve on future education programs?

93% of respondents answered Yes or Maybe to partnering with Wells Reserve. Only 7% of respondents indicated No, and these respondents cited geographic distance as the reason. Many of the respondents who selected Maybe indicated in the Comments field that their interest in partnering on education programs would depend on goals, geographic focus, and available funding.

FIGURE 18: Interested in Partnering with Wells Reserve





Appendix A: Survey Instrument



Located in Wells, Maine, the Wells National Estuarine Research Reserve is one of 28 Reserves within the National Estuarine Research Reserve System (NERRS), which is dedicated to estuary education, research, and stewardship.

The Wells Reserve is conducting a market analysis of environmental education and interpretive programs that are offered by organizations in Maine and adjacent counties in New Hampshire. 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, when the report is completed later this year. 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 10 minutes to complete. **As a thank you for your time, participants will be entered into a drawing to win a \$50 gift certificate to L.L. Bean.**

Survey responses must be received no later than **Tuesday, March 1.**

All of us at the Wells Reserve and the National Estuarine Research Reserve System so greatly appreciate your valuable input!

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

If you have questions about the Education Program at the Wells Reserve, please contact Suzanne Eder at 207-646-1555 x116 or suzanne@wellsnerr.org.

Name of person who completed this survey:

Title:

Organization:

Address:

City:

County:

State:

Zip Code:

Tel. (with area code):

E-mail:

Website:

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

- Federal Government Agency
- State Government Agency
- Municipal Agency/Department
- Educational Institution (School, University, Community College, etc.)
- National Non-Profit Organization
- Other (please specify):
- Local Non-Profit Organization
- For-Profit Business
- Museum/Zoo/Aquarium
- Nature Center/Environmental Education Center

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 many paid staff members does your education department have?

- 0
- 1-2
- 3-4
- 5-9
- 10 or more

Which of the following counties do you serve? Please check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Androscoggin County, Maine | <input type="checkbox"/> Penobscot County, Maine |
| <input type="checkbox"/> Aroostook County, Maine | <input type="checkbox"/> Piscataquis County, Maine |
| <input type="checkbox"/> Cumberland County, Maine | <input type="checkbox"/> Sagadahoc County, Maine |
| <input type="checkbox"/> Franklin County, Maine | <input type="checkbox"/> Somerset County, Maine |
| <input type="checkbox"/> Hancock County, Maine | <input type="checkbox"/> Waldo County, Maine |
| <input type="checkbox"/> Kennebec County, Maine | <input type="checkbox"/> Washington County, Maine |
| <input type="checkbox"/> Knox County, Maine | <input type="checkbox"/> York County, Maine |
| <input type="checkbox"/> Lincoln County, Maine | <input type="checkbox"/> Rockingham County, New Hampshire |
| <input type="checkbox"/> Oxford County, Maine | <input type="checkbox"/> Strafford County, New Hampshire |

Map of Maine and New Hampshire counties



What types of educational programs does your organization provide? Please check all that apply.

- Preschool programs
- Elementary school programs
- Middle school programs
- High school programs
- College-level programs
- Field trips for K-12 students
- In-school/classroom programs
- In-service teacher training
- Pre-service teacher training
- Informal educator training
- After-school programs
- Home-school programs
- Summer camps
- School vacation week camps
- Other (please specify):
- Distance-learning programs
- Web-based programs
- Educational TV/radio programs
- Public programs
- Lecture series
- Film series
- Guided hikes
- Self-guided programs
- Trailside self-guided activities
- Kayaking tours
- Live animal programs
- Citizen science programs
- Service learning programs
- Art & science programs

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/Adult
Adaptations of Animals & Plants	<input type="checkbox"/>					
Climate Change / Sea Level Rise	<input type="checkbox"/>					
Estuaries	<input type="checkbox"/>					
Habitats & Land Conservation	<input type="checkbox"/>					
Human Impacts & Stewardship	<input type="checkbox"/>					
Invasive Species	<input type="checkbox"/>					
Plankton	<input type="checkbox"/>					
Trees/Forestry	<input type="checkbox"/>					
Water Cycle & Watersheds	<input type="checkbox"/>					
Water Quality	<input type="checkbox"/>					
Wildlife	<input type="checkbox"/>					
Other	<input type="checkbox"/>					

If you selected "Other", please specify:

Which of the topics below do you think need more attention, in terms of more widespread education program offerings and teacher training opportunities? Please check all that apply.

- Adaptations of Animals & Plants
- Climate Change/Sea Level Rise
- Estuaries
- Habitats & Land Conservation
- Human Impacts & Stewardship
- Invasive Species
- Plankton
- Trees/Forestry
- Water Cycle & Watersheds
- Water Quality
- Wildlife
- Other (please specify):

If your organization provides teacher professional development, at what grade level educator are your programs targeted? Please check all that apply.

- Pre-K educators
- Grades K-2 educators
- Grades 3-5 educators
- Grades 6-8 educators
- Grades 9-12 educators
- Pre-service educators
- Other (please specify):

If you conduct teacher professional development, what types do you provide? Please check all that apply.

- Half-day educator training
- Full-day educator training
- Multiple-day educator training
- Field experience
- Classroom and/or lecture experience
- Symposium with professional experts
- Internet-based
- Other (please specify):

Do you offer teachers educational/professional development credits?

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

Comments:

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

- Directly to individual school principals
- Directly to individual school department heads/coordinators
- Directly to individual school teachers
- Directly to school district coordinators (science, curriculum, etc.)
- Directly to past participants
- Word of mouth
- Organizational newsletter
- Facebook
- Twitter
- Newspaper
- Television
- Radio
- Email
- Own website
- Other website(s). Specify in comment box below.
- List-serv(s). Specify in comment box below.

Other / Comments:

What do you charge per student for your school field trip programs?

- Zero
- \$1-\$3
- \$4-\$6
- \$7-\$10
- Over \$10

Other / Comments:

What do you typically charge per person for your public programs?

- Zero
- \$1-\$3
- \$4-\$6
- \$7-\$10
- Over \$10

Other / Comments:

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

No.

Yes. Please list partners here:

What is the mission of your organization's interpretive / environmental education program?

Are you interested in partnering with the Wells National Estuarine Research Reserve on future education programs?

Yes

No

Maybe

Notes or comments:



Appendix B: Analysis of Data from Respondents Located in Cumberland and York Counties

Background

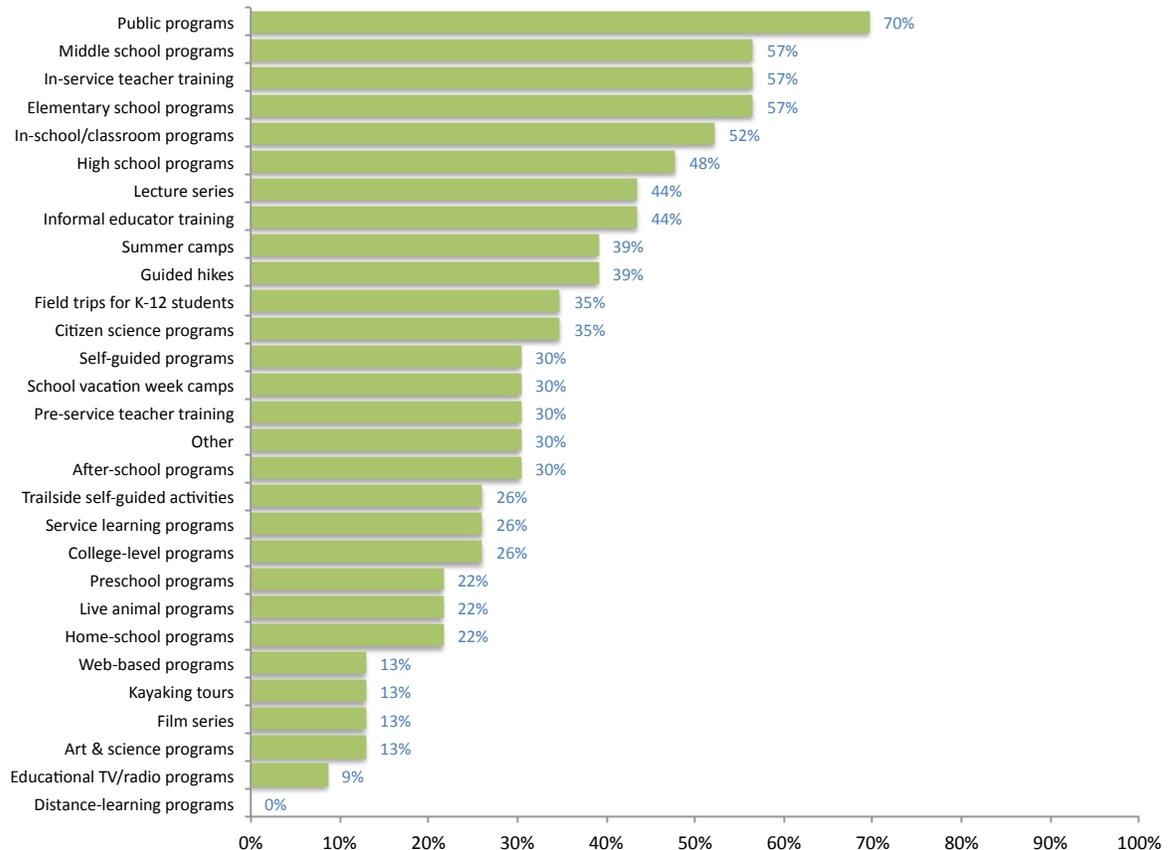
The Wells Reserve Education Market Analysis was originally planned to include only organizations located in York and Cumberland Counties (Maine) and nearby towns in New Hampshire. Participants in the Reserve’s education programs to date have come almost exclusively from these two counties. However, it was decided to include a larger geographic area in the survey in order to increase the sample size and investigate the broader context in which the Reserve’s programs operate. The main body of this report presented the results of the full survey.

We also conducted a sub-analysis of data from respondents located in Cumberland and York Counties only. The purpose of the sub-analysis was to determine if these two counties had important differences from the findings of the full survey. The sub-analysis revealed only two noteworthy differences between the full survey and the two-county subset, and these findings are present in this appendix.

What types of educational programs does your organization provide? Please check all that apply.

As shown in Figure 7 on page 5, the top six types of educational programs in the full survey were elementary school (70%), middle school (68%), public (64%), high school (59%), in-service teacher training (57%), and in-school/classroom programs (55%). The rankings and percentages differed when data were analyzed for respondents located in Cumberland and York Counties only. For these respondents, the top six types of educational programs were public (70%), middle school (57%), in-service teacher training (57%), elementary school (57%), in-school/classroom programs (52%), and high school (48%). These results indicate that organizations in Cumberland and York Counties are more likely to provide public programs compared to organizations located in other counties. In addition, they are less likely to provide elementary, middle school, and high school programs.

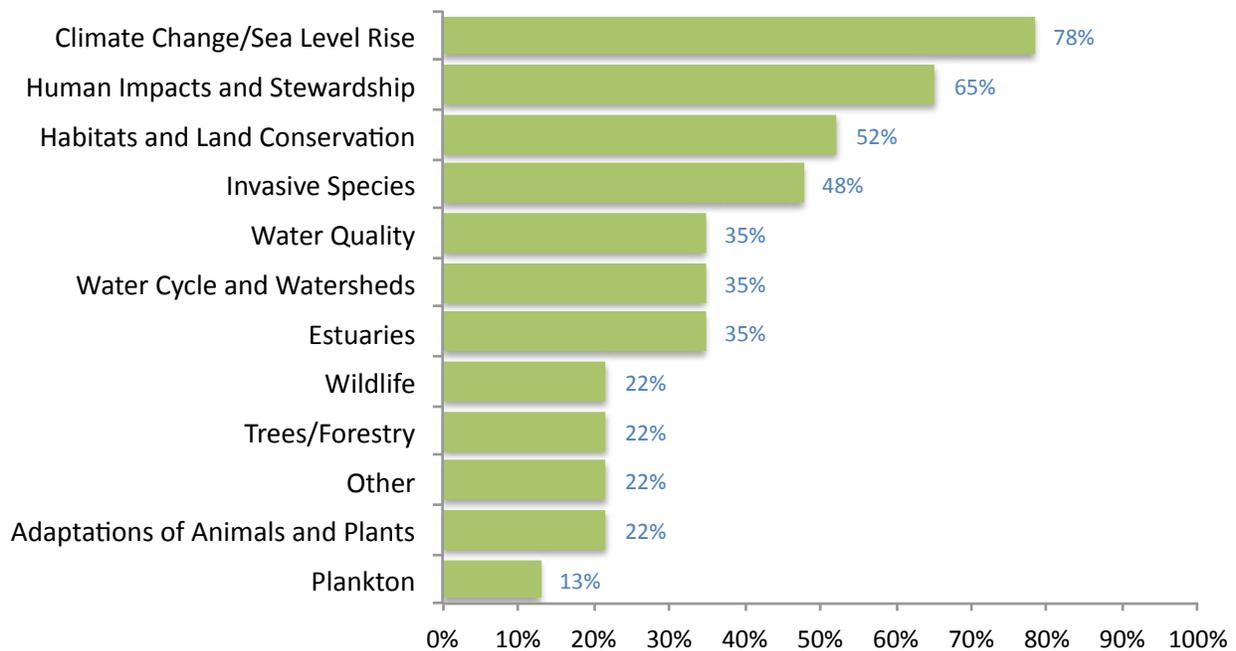
FIGURE B-1: Types of Educational Programs Provided by Cumberland and York County Respondents



Which of the topics below do you think need more attention, in terms of more widespread education program offerings and teacher training opportunities? Please check all that apply.

The percentages and rankings for the two-county subset (Figure B-2) are nearly the same as for the full survey dataset (Figure 9). However, the topic of estuaries scored 9% higher in the two-county subset: 26% in the full survey compared to 35% in the two counties. This difference indicates that there is a greater need for estuary-related education in Cumberland and York Counties than in the surveyed area as a whole. The topic of water quality also scored higher in the two-county subset—30% in the full survey compared to 35% in the two counties—supporting the suggestion (see page 7) that water quality, estuaries, and water cycle and watersheds may be treated as a cluster that is a priority for more attention from education programs, particularly in Cumberland and York Counties.

FIGURE B-2: Topics Needing More Attention in Cumberland and York Counties



Key Points from Two-County Sub-Analysis

- (1) Organizations in Cumberland and York Counties are more likely to provide public programs compared to organizations located in other counties.
- (2) Organizations in Cumberland and York Counties are less likely to provide elementary, middle school, and high school programs.
- (3) In Cumberland and York Counties, estuaries and water quality scored higher as topics in need of more attention.
- (4) Except for the above-noted differences, the data subset for Cumberland and York Counties had the same characteristics as the full survey dataset.



Appendix C: Conclusions and Recommendations for the Wells Reserve Education Program

The main body of this report presented the overall data and results of the market analysis survey. This appendix presents a set of conclusions and recommendations that focus specifically on the needs, interests, and market position of the Wells Reserve Education Program. The conclusions and recommendations are intended to address the questions and goals stated in the Reserve's original proposal for conducting an Education Market Analysis and other key points that emerged during the market analysis process.

Conclusion: It is common for environmental education programs to serve large geographic areas beyond the home counties where their sponsoring organizations are located.

Recommendations:

1. Consider whether the Wells Reserve Education Program can and should serve a larger geographic area beyond York County, Cumberland County, and nearby towns in New Hampshire.
2. Identify and consider mechanisms for drawing schools from farther distances, such as the model used by the Gulf of Maine Research Institute, which offers bus transportation as part of its on-site educational program.
3. Consider using off-site programs and/or technology-based methods as mechanisms for expanding the Reserve's geographic reach.
4. Consider expanding the geographic scope of marketing for the Reserve's educational facilities and capacities, which are unique in Maine.

Conclusion: Other organizations offer a tremendous range of educational program types, but the focus tends to be on elementary, middle, and high school programs. Some programmatic niches appear to be relatively untapped.

Recommendations:

5. Review the data presented in Figure 7, focusing on program types provided by a low percentage of organizations. Consider if any of these low-ranking types are a good fit for the Reserve's mission and capabilities. Conduct further research focused on these program types to quantify the market potential.
6. Continue to pursue expansion of preschool programs and live-animal wildlife programs, both of which were identified as areas of interest in the Reserve's original Market Analysis Survey proposal.

Conclusion: The topic of estuaries is addressed by relatively few other organizations, leaving a clear niche for the Reserve. The Reserve is also well-positioned to address topics that are top priorities for more attention.

Recommendations:

7. Provide educational programs that focus on climate change/sea level rise, as this topic was identified as a top-ranking need that is not being widely addressed at present.
8. Provide educational programs that focus on human impacts and stewardship; habitats and land conservation; and invasive species. Promote estuaries as an excellent setting for educating about these topics, and promote the Wells Reserve as a leader in education on these topics.
9. Consider the topics of the water cycle, watersheds, and water quality as a thematic cluster.

Conclusion: Few environmental education organizations offer teacher professional development at the pre-K and pre-service levels.

Recommendation:

10. Consider expanding pre-K and pre-service teacher professional development offerings at the Reserve, both as a way to meet these needs and to develop relationships with educators who will later bring students to the Reserve. Conduct focused market research to determine the specific professional development needs.

Conclusion: Other organizations market their programs primarily through their own websites and organizational newsletters and through one-to-one communications to individual educational professionals.

Recommendations:

11. Evaluate whether the Wells Reserve Education Program is effectively using the complete range of marketing tools, such as one-to-one communications (i.e., emails and postal mailings to individual educational professionals), Reserve website and newsletters, and complementary technology- and media-based tools (e.g., Facebook, Twitter, listservs) capable of reaching broader audiences.



12. Develop and implement a marketing strategy that uses multiple channels to send and reinforce clear and compelling messages about the Reserve's educational programs to targeted individuals and broad audiences.
13. Consider using Facebook and/or other interactive tools not only to disseminate the Reserve's marketing messages but to actively engage education professionals in an online community that builds the Reserve's brand and helps accomplish the Reserve's mission.

Conclusion: Many organizations are interested in partnering with the Wells Reserve Education Program.

Recommendation:

14. Review the raw survey data to see organizations interested in partnering with the Wells Reserve. Consider how partnerships with these organizations could address the recommendations listed above and help advance the Reserve's mission. Conduct followup meetings with selected organizations to pursue strategic partnerships.