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Program Evaluation • Consultation • Market Research

Summative Evaluation of Project POWER

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EXECUTIVE SUMMARY

In 2005, the Wildlife Conservation Society (WCS) received funding from the Environmental Protection Agency to create Project POWER: Protecting Our Wetlands with Educators and Regulators. Building on a model created by the New York Aquarium (a division of WCS), Project POWER was designed to train teams from around the country (referred to from hereon as wetlands leaders) to present wetlands workshops in their local area to reduce the frequency and magnitude of wetland violations by community residents. Each team consisted of one or two educators from a living institution (i.e., zoos, aquaria, nature centers) and one state regulator. A total of 13 teams comprised of 36 wetlands leaders were selected to participate. The New York Aquarium and the New York State Department of Environmental Conservation facilitated the project.

As part of their participation in Project POWER, each team attended a two-day Leadership Seminar hosted at the New York Aquarium in March 2006. The Leadership Seminar provided each team the opportunity to review relevant wetlands and regulations content, experience the New York Aquarium's delivery model for their wetlands workshop, and begin an Action Plan for implementing a similar workshop in their local area. Team members also received a number of resources to help plan their workshops including books, PowerPoint slides, written lectures, and a video. Teams were expected to use the resources they received at the Leadership Seminar as they created and implemented their workshop.

Goodman Research Group, Inc. (GRG), a research firm specializing in the evaluation of educational programs, materials, and services was contracted to conduct both a process and summative evaluation of Project POWER. The broad goal of GRG's evaluation was to assess the effectiveness of the project in training wetlands leaders to implement workshops in their local communities. Specific objectives were to assess:

- the effectiveness of the Leadership Seminar,
- use of the materials provided to wetlands leaders as part of the Leadership Seminar, and
- the extent to which the project created new programs and partnerships around the country focused on wetlands education.

To accomplish these objectives, GRG conducted three Web-based surveys: a Pre-Program survey was conducted prior to the Leadership Seminar, a Post-Program Survey was conducted two to three months after the Leadership Seminar, and a Follow-Up Survey was conducted two weeks after each site hosted their POWER workshop.

KEY FINDINGS

Project POWER provided Partners with new experiences related to wetlands ecology and regulatory content. Most Educators and Regulators who participated in Project POWER had not previously been formally trained in wetlands ecology or regulatory content. Similarly, while some had presented

wetlands workshops in the past, those workshops did not balance content across these two areas.

The Leadership Seminar was a positive experience for POWER Partners.

Educators and Regulators provided positive feedback about their experience at the Leadership Seminar. In particular, they appreciated the way they were treated as professionals, the time devoted to networking, and the time spent working with their team to plan their wetlands workshop. The overall organization of the Leadership Seminar and the materials provided were also considered *very good*.

Action Plans, when used, were an important resource for POWER teams.

The idea of the Action Plan was introduced at the Leadership Seminar, and teams were expected to continue developing and using this resource throughout the project. Those who followed this model provided positive feedback at the conclusion of the project about the use of Action Plans. Those who did not continue to use this tool after returning from the Leadership Seminar provided lower ratings.

While wetlands leaders valued the materials they received as part of this project, the necessity of the books, videos, and DVD provided at the Leadership Seminar is unclear.

Two to three months after attending the Leadership Seminar, most wetlands leaders had reviewed a portion of each of the different resources provided, and they expected these resources to be generally to very helpful to them as they planned their workshops. While data were not collected to address the continued use of these resources in the planning phases, Follow-Up Survey responses indicated that few teams used any of these resources as part of their POWER workshop.

New wetlands workshops were implemented as a result of Project POWER.

Approximately one-third of the educational facilities hosted wetlands workshops for the first time as a result of Project POWER. For those sites, all aspects of the project were new additions to their programming. Importantly, all sites with existing wetlands workshops expanded on their current programming as a result of Project POWER. For example, a broader range of wetlands content was covered, regulations content was added, new recruiting methods were used, and new audiences were targeted.

Participation in this project has motivated Partners to continue working in similar areas.

All primary Educator Partners plan to continue offering wetlands workshops in the future, and most hope to continue working with their Regulator Partner. Primary Educator Partners also plan to continue using the materials they created as part of this project and to share POWER materials with others in their facility.

Project POWER was effective at strengthening relationships between educators, regulators, and their respective institutions.

Educators and Regulators worked collaboratively to both plan and implement their POWER workshops. In some cases, these relationships were new and created specifically for this project. In others, existing institutional relationships and/or relationships between team members were strengthened. Primary Educator Partners believed the project was *very to extremely effective* at strengthening these relationships.

Project POWER was less effective at helping Partners create connections at the local and/or state government level. While some POWER teams made efforts to reach out to and work with local and/or state government offices, many did not. Similarly, most did not view affecting policy as a goal for their participation in the project. Thus, not surprisingly, most primary Educator Partners did not believe the project had been effective at helping them strengthen those relationships.

RECOMMENDATIONS

Project POWER was successful at strengthening relationships between Educators and Regulators across the country as they worked together to create new programming that featured wetlands ecology and regulations content. **GRG's primary recommendation is that the New York Aquarium use Project POWER as a model for other initiatives.** In particular, inviting teams of educators from different disciplines to share their expertise, hosting a Leadership Seminar, using teams of educators from around the country to increase awareness of a particular topic, and the overall level of support and monitoring provided to sites should be replicated in future projects. The Educational and Regulatory divisions of the EPA may also want to create a partnership within the Agency to encourage regulators to seek out and become involved with educational facilities. This internal partnership could increase awareness of the work being conducted within the different arms of the Agency and provide increased support for partnerships based on the Project POWER model.

The findings from this evaluation also provide valuable information that could be used to modify future programming. **GRG suggests that the New York Aquarium take wetlands leaders' feedback about the Leadership Seminar into consideration when planning future programs.** Wetlands leaders provided positive feedback about the Leadership Seminar, indicating that many of the characteristics of the Leadership Seminar should remain as is. However, wetlands leaders did suggest that future seminars include more time to work on Action Plans and approximately half requested that future seminar be extended into a three-day meeting. Wetlands leaders also provided positive feedback about the materials provided to them, but the extent to which certain materials were used is unclear. The New York Aquarium may want to reconsider the number and type of resources provided to Seminar attendees in the future.

Finally, GRG recommends that the New York Aquarium provide additional support to participants if a goal of future programming is to affect policy or work with government officials. Of the goals and relationships that were possible though Project POWER, these areas are those can be most improved. While working with government officials or influencing policy were not the primary goals of the current project, wetlands leaders were aware that these were still of interest to the project developers. If these goals become a more primary focus in future projects, the New York Aquarium will probably need to be more explicit about those goals and expected outcomes. They will also need to provide additional guidance and support to help Partners make connections and progress in these areas.

INTRODUCTION

In 2005, the Wildlife Conservation Society received funding from the Environmental Protection Agency to create Project POWER: Protecting Our Wetlands with Educators and Regulators. Building on a model created by the New York Aquarium (a division of WCS), Project POWER was designed to train teams from around the country (referred to from hereon as wetlands leaders) to present wetlands workshops in their local area to reduce the frequency and magnitude of wetland violations by community residents. Each team consisted of one or two educators from a living institution (i.e., zoos, aquaria, nature centers) and one state regulator. The New York Aquarium and the New York State Department of Environmental Conservation facilitated the project.

According to the New York Aquarium's original proposal, the project was expected to include eight teams of wetlands leaders from around the country. Teams applied to be part of the project through an RFP process. Because there were a larger number of applicants than expected (23 teams applied to be part of the project), the New York Aquarium selected a larger number of teams to participate. A total of 12 teams comprised of 34 wetlands leaders were selected. One additional site, the Aquarium of the Bay in San Francisco, offered to pay their own way if they could be included in the project.¹ With this addition, Project POWER included 13 teams from around the country and a total of 36 wetlands leaders.

The educational facilities and regulatory agencies who participated in Project POWER are presented below, in alphabetical order by the name of the educational facility (see Table 1). Each row of the table represents a POWER partnership between an educational facility and regulatory agency. The New York Aquarium has also created a map of the different POWER teams around the country in relation to the wetlands in each local area (see Appendix A).

¹ Because this site was not funded through the project, they were not included in the evaluation activities and thus are not represented in this report.

Table 1
Educational Facilities and Regulatory Agencies That Participated in Project
POWER

Educational Facilities	Regulatory Agencies
Aquarium of the Bay	San Francisco Bay Conservation & Development Commission
Chahinkapa Zoo (ND)	Tewaukon National Wildlife Refuge
Florida Aquarium	Southwest Florida Water Management District
Jacques Cousteau National Estuarine Research Reserve	New Jersey Department of Environmental Protection
New England Aquarium	Massachusetts Department of Environmental Protection
Newport Aquarium	Kentucky Department. of Fish & Wildlife Resources
North Carolina Aquarium at Fort Fisher	North Carolina Department of Environment and Natural Resources Division of Water Quality
Oklahoma City Zoological Park	State of Oklahoma Conservation Commission
San Diego Wild Animal Park	California Regional Water Quality Control Board
Seattle Aquarium	United States Army Corps of Engineers
Sedgewick County Zoo (KS)	Department of Environmental Health Water Center
Texas Zoo	Guadalupe – Blanco River Authority
Virginia Aquarium	Environmental Management Center

As part of their participation in Project POWER, each team attended a two-day Leadership Seminar hosted at the New York Aquarium in March 2006. The Leadership Seminar provided each team the opportunity to review relevant wetlands and regulations content, experience the New York Aquarium’s delivery model for their wetlands workshop, and begin an Action Plan for implementing a similar workshop in their local area. Team members also received a number of resources to help plan their workshops including books, PowerPoint slides, written lectures, and a video.

Teams were expected to use the resources they received at the Leadership Seminar as they created and implemented their workshop. In planning the workshop, teams were also expected to continue developing the Action Plan that they began as part of the Leadership Seminar; a full Action Plan from each team was submitted to the New York Aquarium staff in the summer or fall of 2006. Teams began implementing their workshops in the Fall of 2006. All workshops were to be implemented by winter 2007.

Goodman Research Group, Inc. (GRG), a research firm specializing in the evaluation of educational programs, materials, and services was contracted to conduct both a process and summative evaluation of Project POWER. The broad goal of GRG's evaluation was to assess the effectiveness of the project in training wetlands leaders to implement workshops in their local communities.

Specific objectives were to assess:

- the effectiveness of the Leadership Seminar,
- use of the materials provided to wetlands leaders as part of the Leadership Seminar, and
- the extent to which the project created new programs and partnerships around the country focused on wetlands education.

The purpose of this report is to present the results of the evaluation. This report builds on a preliminary report submitted to the New York Aquarium in August 2006. Portions of that report have been included here to provide a full picture of the project. This report includes a description of the wetlands leaders who participated in the project, a profile of wetlands workshops prior to Project POWER, wetlands leaders' feedback about the Leadership Seminar, their use of the resources they received at the Leadership Seminar, and the workshops they created as part of this project. A final section presents wetlands leaders' plans to continue offering wetlands workshops after the grant period.

METHODS

GRG's evaluation of Project POWER included a Pre- and Post-Program Survey that were delivered around the Leadership Seminar, as well as a Follow-Up Survey that was administered after teams had implemented their POWER workshop.

PRE-PROGRAM SURVEY

In the two weeks preceding the Leadership Seminar, each wetlands leader was asked to complete a Web-based Pre-Program Survey. Developed by GRG, the Pre-Program Survey was designed to gather baseline data about the wetlands leaders and institutions participating in the project. Parallel versions of the survey were created for educators from living institutions (Educators) and state regulators (Regulators). For example, Educators and Regulators were asked to document their prior training and experience in relevant content and programming areas. See Appendix B for a copy of each survey.

Wetlands leaders also answered questions about the expected benefits of the program and their expectations for how their team's workshop would be implemented. Institutional data were gathered to determine the extent to which educational facilities and regulatory agencies were already offering wetlands workshops in their communities and the characteristics of the workshops being offered.

The Pre-Program Survey was hosted on the GRG survey Web site. GRG contacted each wetlands leader, via email, to invite them to complete the survey.

Twenty-one of the 22 Educators and each of the 14 Regulators completed the Pre-Program Survey.²

POST-PROGRAM SURVEY

The Post-Program Survey was also Web-based and was completed by wetlands leaders two to three months after the Leadership Seminar. The timing of this survey's administration coincided with the development of each team's final Action Plan and allowed enough time for leaders to use the resources they received at the Seminar.

The Post-Program Survey gathered feedback on the Seminar, asked leaders to report which Seminar resources they had used after returning to their institution, and gathered feedback on the resources. The extent to which leaders felt prepared to conduct their workshops and deliver content in a number of relevant areas was also measured. See Appendix C.

As with the Pre-Program Survey, the Post-Program Survey was hosted on the GRG survey Web site. GRG sent an email invitation to wetlands leaders in May 2006. Because summer is a particularly busy time for living institutions, GRG and the New York Aquarium team allowed several weeks for wetlands leaders to respond to the survey. During this time, GRG and the Aquarium team sent multiple reminders to wetlands leaders. Data collection was closed in mid-June. A total of 21 Educators and 12 (of 14) Regulators completed the Post-Program Survey.

FOLLOW-UP SURVEY

Two weeks after completing their POWER workshop, the primary Educator Partner on each team received the Web-based Follow-Up Survey. Questions focused on the different roles that team members played in planning and implementing the POWER workshop and asked respondents to share specific details about the implementation of their workshop. The final sections of the survey focused on the new relationships that had been created as a result of the project and gave respondents the opportunity to document their plans to extend the work they began as part of Project POWER (see Appendix D).

GRG expected to administer the Follow-Up Survey to 12 of the 13 Project POWER sites. The Aquarium by the Bay was not included in this data collection effort because they paid their own expenses to be part of the project, and thus were not held accountable to the project deadline for hosting a workshop. One site was unable to develop and host a POWER workshop because their Educator Partner left her position and was not replaced. Each of the 11 sites that were

² Due to a clerical error, GRG did not discover that the final Educator had not completed the survey until after the Leadership Seminar. Because survey questions were designed to gather baseline data on Educators before the program began, it was not appropriate to collect these data once the error was uncovered.

funded through the grant and that implemented a POWER workshop completed the Follow-Up Survey.

RESULTS

The Pre-Program Survey included several questions designed to measure the extent to which Educators and Regulators had prior training and/or experience with the content and pedagogy featured in Project POWER.

29% of Educators and none of the Regulators had formal training in wetlands ecology prior to this project. Some in both groups had informal training in key areas.

First, Educators and Regulators were asked to describe their background in wetlands ecology. Over one-quarter of the Educators (29%) reported that they had formal training in this area, meaning that they had studied forestry, aquatic biology, ecology or related science in school or had a degree in wetlands ecology. None of the Regulators had formal training in these content areas.

Approximately one quarter of Educators (24%) reported having informal training related to wetlands ecology, meaning that they had attended workshops related to wetlands ecology content. A sub-set of the Regulators (13%) had also attended this type of training.

In addition to their overall educational background, Educators and Regulators also reported the extent to which they had either training or experience related to specific content. Approximately half of the Educators and Regulators answered these questions. It is unclear whether those that did not respond do not have training in these areas or whether the survey did not provide them with a category that reflected their training or experience.

Table 2 provides the ratings given by the Educators and Regulators who did respond to this question.

- Educators were more likely than Regulators to have formal training in wetlands-related content. Most wetlands leaders in both group reported having informal training in these content areas.
- Regulators, as a group, reported receiving informal training in each content area of interest. Educators' training experience was more varied across the levels of training assessed.
- The Regulators reported having informal training in wetlands regulations. Educators' training in this area was more varied with some reporting informal training, others reporting they had experience but no training, and three reporting that Project POWER would be their first exposure to this content.

Table 2
Educator (ED) and Regulator (REG) Training Prior to Project POWER

	I received formal training in this area to obtain my degree.		I have informal training in this area through workshops.		I have experience with this content, but have not received training.		Project POWER will be my first experience with this content.	
	ED	REG	ED	REG	ED	REG	ED	REG
Tidal (coastal) wetlands	2	0	6	6	3	0	0	0
Freshwater wetlands	4	0	8	6	1	0	0	0
Wetlands conservation	4	1	7	8	2	0	1	0
Wetlands regulations	0	0	4	4	4	0	3	0
Effective instructional techniques	3	0	7	3	3	1	0	0
Wetlands program logistics	0	0	5	5	4	1	4	0
Action Plans for wetlands programming	0	0	3	3	3	1	4	0

Number of Educator respondents ranges from 10-14 across questions. Number of Regulator respondents ranges from 3-8 across questions.

Educators and Regulators also reported the extent to which they felt prepared to teach a number of topics related to wetlands and wetlands regulations prior to beginning the project. Ratings were provided on a five-point scale of 1 (*Not at All*) to 5 (*Extremely*).

Preparedness ratings provided by both Educators and Regulators varied by content area, with both indicating that they were most prepared to teach about *the importance of wetlands to the environment* and *the function of wetlands* (see Table 3). Regulators gave themselves higher preparedness ratings than did Educators overall; in four areas, the difference in their ratings was statistically significant.

Table 3
Mean Preparedness Ratings by Educators and Regulators for Teaching Project POWER Content

	ED (N=21)	REG (N=14)
Tidal (coastal) wetlands	3.29	3.07
Freshwater wetlands	3.19	3.93*
The functions of wetlands	3.81	4.14
The importance of wetlands to our environment	4.10	4.29
The importance of wetlands to our economy	3.33	3.57
Tidal Wetlands Act	1.67	2.07
Freshwater Wetlands Act	1.57	2.36*
Instances in which you need a permit to build on wetlands	1.76	3.64**
The repercussions of building on wetlands without a permit	1.67	3.71**

*p<.05, **p<.01

WETLANDS PROGRAMMING PRIOR TO PROJECT POWER

Prior to attending the Leadership Seminar, wetlands leaders reported the extent to which their institution was already providing wetlands programming to the public. Those whose institutions provided wetlands workshops were asked to provide additional information about these offerings. Results are reported below. Because these data are most meaningful at the institution level, one member of each educational facility was identified as the primary contact for reporting these data. As such, the total number of educational facilities and regulatory agencies used was each 13.

Prior to Project POWER, few educational facilities offered programming that featured regulations content

Wetlands Ecology Programs Overall

Wetlands leaders were provided with a list of eight types of educational program offerings and asked to indicate those that included a focus on wetlands ecology and/or regulations. Table 4 shows the number of Educators and Regulators whose institutions offer wetlands- and/or regulations-based offerings. Results indicate that, overall:

- Both educational facilities and regulatory agencies offered more programs that featured wetlands ecology content compared to regulations content.
- Over half of the educational facilities and regulatory agencies offered workshops that featured wetlands ecology content prior to Project POWER, and a similar number of regulatory agencies also featured regulations content in their workshop offerings.
- Few educational facilities offered programming that featured regulations content prior to Project POWER.

Table 4
Number of Educational Facilities and Regulatory Agencies with Program Offerings that Feature Wetlands Ecology and Regulations Content Prior to Project POWER

	Includes Wetlands Ecology Content		Includes Regulations Content	
	ED Facilities	REG Agencies	ED Facilities	REG Agencies
Guided tours	6	0	0	0
Exhibit talks	7	0	0	0
School programs	9	6	1	2
Off-site outreach programs	8	8	3	6
Programs for families/children/adults	9	5	1	1
Workshops for the public	7	9	2	8
Professional development for teachers	10	0	1	0
Professional development for city planners or municipalities	0	6	0	6
Participation in community events (cleanup, restoration)	9	6	2	3
Published literature distributed to the community	0	8	0	7

The number of educational facilities and regulatory agencies used for this analysis was 13.

Seven educational facilities and nine regulatory agencies had hosted wetlands workshops for the public in the past. Most featured wetlands topics similar to Project POWER but very few included a focus on regulations.

Next, wetlands leaders reported whether their institution offered any programming that included a visit to wetlands. Approximately half of the wetlands leaders in educational facilities (6 of 13; 46%) and just under two-thirds of the regulatory agencies (8 of 13; 62%) responded in the affirmative.

A Description of Institutions’ Wetlands Workshops Prior to Project POWER

As described previously, leaders whose institutions provided wetlands workshops were asked to report on several workshop characteristics. Workshops were of particular interest because each team was required to create a new wetlands workshop as part of their participation in the project. Data were collected on the seven educational facilities and nine regulatory agencies that hosted wetlands workshops in the past.

Workshop Content and Length

Wetlands workshops hosted by educational facilities prior to Project POWER focused mostly on wetlands ecology content rather than regulations; five facilities featured only wetlands ecology content in their workshops and two featured both wetlands ecology content and regulations. Most regulatory agencies, in contrast, included both types of content in their workshops, with eight agencies hosting workshops that featured both wetlands ecology and regulations content, one featuring only regulations content, and one featuring only wetlands ecology content.

GRG also gathered data on the specific content featured in the wetlands workshops offered prior to Project POWER. First, wetlands leaders were asked to indicate the topics featured in their workshops from a list of four options. Educational facilities used between zero and three of the options listed. Regulators featured between two of the four topics in their workshops. As shown in Table 5:

- Educational facilities’ workshops were most likely to feature content on *habitat restoration* and *flooding* prior to Project POWER.
- Most regulatory agencies’ workshops featured the topics of *habitat restoration*, *flooding*, and *permits and building regulations* prior to Project POWER.
- *Dumping* was the topic featured the least often in the workshops held by both types of institutions.

Table 5
Topics Featured in Institutions Wetlands Workshops Prior to Project POWER

	# ED Facilities (n=7)	# REG Agencies (n=9)
Flooding	4	7
Dumping	2	5
Habitat Restoration	5	9
Permits and Building Regulations	2	7

Wetlands leaders also reported the number of workshops hosted by their institution that offer information to the public on three types of regulatory content. Most educational facilities and regulatory agencies were not providing content in any of the three areas measured prior to Project POWER (see Table 6).

- Six of the seven educational facilities did *not* feature either state/local or federal wetlands regulations in their workshops. None featured content related to wetlands permit procedures.
- Similarly, six of the nine regulatory agencies did *not* include state/local, federal, or wetlands permit procedures information in their wetlands workshops prior to Project POWER.

Of the wetlands leaders who did include content in any of these areas in their workshops:

- One educational facility offered one workshop each that featured state/local and federal wetlands regulations.
- Six of the nine regulatory agencies offered a workshop that featured content in at least one of these areas. These agencies' workshops included either one or two of the content areas listed.

Table 6
Number of Workshops Offered that Feature Regulatory Content Prior to Project POWER

	State or local Wetlands regulations		Federal Wetlands regulations		Wetlands permit procedures	
	ED facilities	REG agencies	ED facilities	REG agencies	ED facilities	REG agencies
None	6	6	6	6	7	6
One	1	1	1	2	0	0
Two	0	0	0	0	0	0
Three or More	0	2	0	1	0	3

The number of educational facilities used for this analysis was 7 and the number of regulatory agencies was 9.

Wetlands leaders were also asked to report the average length of their wetlands workshops, by selecting from one of five options. As seen in Table 7:

- The largest group of educational facilities reported hosting full-day wetlands workshops prior to Project POWER; others hosted workshops that were *one hour or less* or *2-3 hours* in length.
- The largest group of regulatory agencies hosted *2-3 hour* wetlands workshops prior to Project POWER and some agencies also hosted *half-day* and *full-day* workshops.

Table 7
Length of Wetlands Workshops Prior to Project POWER

	# ED Institutions (n=7)	# REG Agencies (n=9)
1 hour or less	1	0
2-3 hours	2	4
Half-day	0	3
Full-day	4	2
2+ days	0	0

Workshop Audience and Recruitment Procedures Prior to Project POWER

The seven Educators and nine Regulators whose institutions hosted past wetlands workshops were also asked to share information on the audiences served through those workshops and the recruitment procedures used to alert their target audiences to the workshops.

Wetlands leaders reported the different audiences recruited for their institution’s wetlands workshops by selecting those recruited from a list of twelve audience options. Prior to Project POWER:

- Most educational facilities (n=4 of 7) targeted three different audiences for their wetlands workshops. Of the remaining two sites, one targeted one audience and the other targeted four audiences.
- Regulatory agencies were more varied in the number of audiences they recruited to attend their wetlands workshops, with some focusing on one audience (n=3 of 9) and another focusing on up to eight audiences (n=1). Two agencies focused on three audiences, and the remaining three agencies served two, four, or five audiences through their wetlands workshops.

Table 8 reports the specific audiences recruited to attend wetlands workshops prior to Project POWER. Prior to beginning the project:

- *School groups* and *families* were the audiences recruited by most educational facilities, followed by *colleges*. Two educational facilities also recruited their *membership* and *municipalities/city planners* to attend their workshops.
- At least one regulatory agency recruited each audience on the list. The largest group of regulatory agencies recruited *municipalities/city planners*. Several also recruited *school groups* and *colleges*.

Table 8
Audiences Recruited to Attend Wetlands Workshops Prior to Project POWER

	# ED Facilities (N=7)	# REG Agencies (N=9)
School groups	4	4
Families/children/adults	4	2
Colleges	3	4
Membership from our educational facility	2	NA
Municipalities and city planners	2	5
Environmental law students	0	1
Targeted groups in the community such as people who live near wetlands	0	1
Real estate firms/ property lawyers	0	3
Business community	0	2
Wetlands violators	1	2
Civic/community groups	1	3
Construction companies	0	2

Respondents reported the different methods that wetlands leaders used to recruit workshop attendees. Educational facilities indicated the methods used by their institution from a list of eight recruitment options; regulatory agencies chose from seven options. Both types of institutions used multiple methods to recruit workshop attendees, with the number of methods used by educational facilities ranging from one to seven and the number used by regulatory agencies ranging from two to six. The specific methods used by each type of institution are shown in Table 9.

- Educational facilities used multiple recruitment methods. Most methods listed were used by the majority of facilities to recruit attendees for their wetlands workshops. Public service announcements and letters to local officials and community board members were used by the fewest number of facilities.
- Most regulatory agencies used announcements on their Web site and email announcements to recruit for workshops. Similar to the educational facilities, the least used recruitment methods were public service announcements and letters to local officials.

Table 9
Recruitment Methods Used for Wetlands Workshops Prior to Project POWER

	# ED Facilities (N=7)	# REG Agencies (N=9)
Email announcement sent to listserves	5	6
Announcement posted on our Web site	4	8
Newsletter announcements	4	4
Flyers distributed to the local community	4	4
Flyers posted in and around your facility	4	NA
Public service announcements	2	2
Press releases	4	3
Letters of invitation to local elected officials and/or community board members	1	1

FEEDBACK ABOUT THE PROJECT POWER LEADERSHIP SEMINAR

Overall Ratings and Impressions

Wetlands leaders provided feedback on the Project POWER Leadership Seminar by rating their satisfaction on a scale from 1 (*Not at All*) to 5 (*Extremely*). Both Educators and Regulators reported being *very satisfied*, on average, with the Leadership Seminar. Of the 21 wetlands leaders who responded:

- 27% reported being *extremely satisfied* with the Leadership Seminar,
- 49% were *very satisfied*,
- 21% were *generally satisfied*, and
- 3% were *a little satisfied* with the Project POWER Leadership Seminar.
- None of the wetlands leaders reported that they were *not at all* satisfied.

Wetlands leaders provided positive feedback about the Project POWER Leadership Seminar.

Wetlands leaders also provided feedback about four characteristics of the Leadership Seminar (see Table 10). Ratings were provided on a five-point scale of 1 (*Poor*) to 5 (*Excellent*), and wetlands leaders provided positive feedback about each of the characteristics rated.

- Wetlands leaders gave the highest rating for how they were treated as professionals, with a mean rating between *very good* and *excellent*.
- The overall organization of the Seminar and the materials provided were rated as *very good*, on average.
- The content included in the Leadership Seminar was rated as *good to very good*, on average.

Table 10
Wetlands Leaders' Ratings of Specific Leadership Seminar Characteristics

		Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
The way you were treated as a professional mean=4.67	0%	0%	0%	33%	67%	
The overall organization of the Seminar mean=4.09	0%	0%	18%	55%	27%	
The materials provided mean=4.00	0%	6%	18%	46%	30%	
The Seminar's content mean=3.82	0%	10%	30%	30%	30%	

N=33

The Post-Program Survey also provided wetlands leaders with the opportunity to share what they believed to be the biggest benefit of the Leadership Seminar. GRG coded wetlands leaders' responses according to four themes. Over half of the wetlands leaders (61%) reported that the most important thing gained from the Seminar was the chance to network with other institutions, educators, and/or organizations. Other benefits included an increased knowledge of policy on wetlands preservation and education (16%), gaining important teaching techniques (13%), and learning more about the NY Aquarium's wetlands workshops (10%). Responses included:

Having the chance to network and spend time with their POWER Partners were considered primary benefits of the Leadership Seminar.

Networking with other regulators/educators from around the US to see what they are currently doing and hearing about issues they are faced with.

It was great to join with a regulatory partner on this project.

The opportunity to network with other professionals in the field that I may not have otherwise gotten to meet. Sharing ideas with others outside of my institution.

I did not know that there were that many laws governing wetlands especially when building a new home and such. I learned so much about the laws and where to search to find out more about the laws in my state, and the people to talk to.

Looking at wetland regulations in a different way. Proactive instead of reactive.

Seeing how the program was conducted in NY to use as model; also networking with educators from other facilities

Feedback about Specific Components of the Leadership Seminar

Wetlands leaders were asked to reflect on how helpful each of nine components from the Leadership Seminar had been to them as they began planning their workshop (see Table 11). Ratings were positive overall, with the logistical components receiving higher ratings than the lectures. Using a scale of 1 (*Not at All*) to 5 (*Extremely*):

- Wetlands leaders reported that the time spent working with their team to begin their Action Plans had been the most helpful component; over three-quarters of wetlands leaders rated this component as either *very* or *extremely helpful*.
- The two components that focused on logistics, the overview of the New York Wetlands class and the Action Plan, were rated as *generally* to *very helpful*, on average.
- The two guest lectures and the component on effective instructional techniques received lower ratings than the other components, but were still considered *generally helpful*, on average.

Table 11
Wetlands Leaders' Ratings of Leadership Seminar Components

		Not at All 1	A Little 2	Generally 3	Very 4	Extremely 5
Time spent working with your team to begin your Action Plan	mean=4.12	0%	6%	15%	39%	40%
Logistics of Implementation discussion	mean=3.52	3%	12%	27%	46%	12%
Wetlands program logistics	mean=3.48	0%	18%	37%	24%	21%
Overview of the NY Wetlands Class (includes the Wetlands and Rules and Regulations lectures and the walk-through of the aquarium)	mean=3.45	0%	15%	40%	30%	15%
Action Plans for wetlands programming	mean=3.45	0%	18%	37%	27%	18%
Overview and Troubleshooting of Action Plans	mean=3.39	0%	15%	46%	24%	15%
Exploring Federal Resource Partners for Support and Material lecture by guest speaker, Marguerite Duffy (Coastal America)	mean=3.33	3%	18%	27%	46%	6%
Seeking State Funding Opportunities lecture by guest speaker, Teresa Ippolito (EPA)	mean=3.27	6%	18%	27%	40%	9%
Effective instructional techniques	mean=3.21	0%	21%	43%	30%	6%

N=33

The Leadership Seminar and Time Allocation

A series of questions on the Post-Program Survey asked wetlands leaders to provide recommendations for how time should be allocated for future Seminars. These questions focused on specific components of the Seminar as well as on the length of the meeting overall.

Wetlands leaders were asked to make recommendations about the amount of time that should be allocated to four training components in future programs. Results for three of these components are presented in Table 12. A description of the fourth component follows the table. In summary,

- Mixed feedback was provided about the wetlands lecture, with approximately one-quarter requesting *more time*, one-third requesting *less time*, and the remaining wetlands leaders requesting *the same amount of time*.
- Wetlands leaders requested either *the same amount of time* or *more time* be devoted to the regulations lecture.
- The majority of wetlands leaders requested *more time* for Action Plans.

Wetlands leaders believed that more time should be devoted to Action Plans in future meetings.

Table 12
Preferences for How Time Should be Allocated in Future Trainings

	More Time	Less Time	The Same Amount of Time
The wetlands lecture	24%	33%	42%
The regulations lecture	39%	15%	46%
Action Plans	76%	0%	24%

N=33

Wetlands leaders used this same scale to provide feedback on how much time should be devoted to guest speakers. Educators and Regulators differed in their opinions about how much time should be devoted to this component. Similar numbers of Educators requested that *less time* (n=8) and *the same amount of time* (n=10) should be spent on guest lectures. All of the Regulators (n=12) requested that *the same amount of time* be devoted to this component.

As a follow-up question, wetlands leaders were given the opportunity to share feedback about the amount of time spent on other components of the Leadership Seminar. Several Educators and one Regulator responded to this question. One Educator requested that less time be spent on implementation because *this seemed a bit too basic for educators already experienced with offering various workshops*. Five Educators and one Regulator requested more time be spent on certain components. These included:

Field trips out to the local wetland/regulatory sites.

Resources for teaching wetlands seminars.

A bit more time at the aquarium.

Provide more practice in groups. For example: Leaders provides a bit of core content to work with. Then each group rapidly (5 minutes) identifies an audience. (5 min) Each group develops an activity. Selected groups present activities for large group as if it's their training program. The whole group discusses the approach briefly (5 minutes). Repeat with new core content.

Curriculum possibilities or activities.

Demonstrations of effective workshop approaches.

Two Educators provided suggestions for how to shorten some components and lengthen others. These Educators suggested:

Spend less time on specifics of content on regulations. NYC [regulations] are not applicable other places. Give overview of WL ecology principles; then provide details in [materials] to be handed out. Focus time together on Action Plans and brainstorming content ([especially regulations] for some folks), and ways to effectively communicate. Let folks work TOGETHER to come up with approaches/ideas, rather than passive listening.

I would prefer more time to work on and compare action plans and less time spent brainstorming action plan components.

According to wetlands leaders, future Leadership Seminars should be two or three days in length.

All wetlands leaders were asked to make recommendations for the overall length of future Seminars by selecting one of three options: one day, two days, or three days.

- None of the wetlands leaders believed that the Seminar should be shortened to one day.

- Educators were divided about whether the Seminar should remain two days in length (n=10) or be extended to three days (n=10). One Educator did not specify an amount of time but believed that the Seminar should include *enough time to solidify action plans*.
- Most Regulators believed that the Seminar should be two days (n=8); four felt it should be lengthened to three days.

To follow up on this question, the Post-Program Survey also asked what other activities wetlands leaders would like to see included in future Seminars. The most common response to this question, made by 52% of the wetlands leaders, focused on the addition of either hands-on or experiential learning experiences. Suggestions included:

More hands on demonstrations and activities.

Time in the field - go to a wetland and observe

Encourage ACTIVE learning by the participants working together on content, approaches, methods of teaching their workshops. Let folks brainstorm how to creatively use their facilities or regional resources.

The Leadership Seminar was very to extremely effective at making project expectations clear to wetlands leaders. It was also considered very effective at preparing them to lead their workshop.

Perceived Effectiveness of the Leadership Seminar

On the Pre-Program Survey, wetlands leaders had reported that neither the educational facilities nor the regulatory agencies involved in Project POWER were involved with other institutions in three key areas. On the Post-Program Survey, wetlands leaders reported the extent to which the Leadership Seminar had encouraged them to become involved in these areas. Using a scale of 1 (*Not at All*) to 5 (*Extremely*), wetlands leaders rated the Leadership Seminar as *generally to very effective* at encouraging their collaborative involvement in these areas. See Table 13.

Table 13
Effectiveness of the Leadership Seminar at Encouraging Involvement in Three Key Areas

	Not at All 1	A Little 2	Generally 3	Very 4	Extremely 5
Create incentives for the public to attend programs offered at our institution/by my agency mean=3.70	3%	6%	24%	52%	15%
Work to improve public compliance to wetlands regulations mean=3.48	3%	15%	24%	46%	12%
Change or affect policy in your area mean=3.30	15%	12%	15%	42%	15%

N=33

Wetlands leaders also rated the effectiveness of the Seminar at preparing them to develop their workshop. Ratings were given on a scale of 1 (*Not at All*) to 5 (*Extremely*). The average rating given was 3.88. More specifically, of the 21 wetlands leaders:

- 21% rated the Seminar as *extremely effective* in preparing them to lead their workshop,
- 52% believed it was *very effective*,

- 21% believed the Seminar was *generally effective*, and
- 6% rated the Seminar as *a little effective*.
- None of the wetlands leaders rated the Seminar as *not at all effective*.

Finally, wetlands leaders rated the extent to which the project's expectations were made clear to them at the Seminar. Nearly all of them believed the Seminar was quite effective in this area.

- 30% rated the Seminar as *extremely effective* at making expectations clear.
- 64% gave a rating of *very effective*, and
- 6% gave a rating of *generally effective*.
- None of the wetlands leaders felt that the Seminar was either *a little or not at all effective* at making the project's expectations clear to those in attendance.

Suggestions for Improving Future Seminars

Wetlands leaders were given the opportunity to give their final impressions of the Leadership Seminar. In particular, they were asked to describe anything that would have improved their experience, with a particular focus on ways in which the Seminar could have made them more prepared to develop their wetlands workshop. Most wetlands leaders (86%) provided additional feedback in response to this question; the remaining 14% did not feel that any changes needed to be made.

Almost half of the wetlands leaders (45%) said that they would have liked more time. Some focused on more time spent in a particular activity (often working on their Action Plans), while others wanted the entire Seminar to be longer. Some representative comments follow.

A lengthier workshop....too little time to really go in-depth. The items we discussed were already things that I had knowledge about.

More time to work on our own plan. The agency that we are working with is two hours away from our facility and it is difficult to set up meeting times.

More time to develop draft Action Plans and share strategies with different groups for feedback and ideas.

Another 24% shared their ideas for topics they would have liked to have covered as part of the Leadership Seminar. Topics of interest included *information about the variety of wetlands in North America, more emphasis on fresh water, and more specific information on the way that workshops were conducted at the NY Aquarium.*

Fourteen percent of wetlands leaders wanted additional resources. These included *more resources and curriculum activities, knowing where to find funding to continue Project POWER seminars longer, contacts and materials...for focusing*

the workshop on key issues and messages, and more support to complete the Action Plan.

PLANNING FOR AND IMPLEMENTING POWER WORKSHOPS

Wetlands Leaders’ Use and Opinions of Project POWER Resources

At the Leadership Seminar, wetlands leaders received a number of resources from the New York Aquarium team. Two to three months after returning to their home institution, wetlands leaders reported whether they had used these resources and the extent to which they were helpful to them as they planned their wetlands workshop.

The Project POWER Guidebook

One of the primary resources received at the Leadership Seminar was the Project POWER Guidebook, created by the New York Aquarium team. Wetlands leaders rated how helpful they expected to find the individual sections of this resource in planning and implementing their workshops on the Post-Program Survey. Ratings were provided on a five-point scale of 1 (*Not at All*) to 5 (*Extremely*). As seen in Table 14:

- The supporting materials and references were expected to be the most helpful resources included in the Guidebook; this resource was rated slightly higher than the others listed.
- Wetlands leaders rated the remaining three resources similarly; each was considered *generally helpful*, on average.

Table 14
Wetlands Leaders’ Ratings of the Project POWER Guidebook

		Not at All 1	A Little 2	Generally 3	Very 4	Extremely 5
Supporting materials and references	mean=3.82	3%	3%	24%	49%	21%
History and Highlights	mean=3.45	3%	12%	36%	33%	15%
Wetlands Class (printed lecture)	mean=3.39	6%	12%	27%	46%	9%
Samples (e.g., flyers, letters, promos, etc)	mean=3.30	6%	15%	36%	27%	15%

N=33

Tools for Watershed Protection: A Workshop for Local Governments and Field Guide

Each Regulator received a copy of a book titled Tools for Watershed Protection: A Workshop for Local Governments and Field Guide, a book that summarizes information presented at a two-day short course on watershed protection sponsored by The Office of Wetlands, Oceans, and Watersheds at the EPA. Three months after the Seminar, Regulators reported whether they had had the

opportunity to read the book and, if so, how helpful it had been in preparing their workshop.

Seven of the eleven Regulators had read the book at the time of the Post-Program Survey. Of those, one had read the entire book and six had read pieces of different book chapters. Using a five-point scale of 1 (*Not at All*) to five (*Extremely*),

- Four Regulators reported that the book was *very helpful* as they prepared their workshop.
- Two rated the book as *generally helpful*, and
- One Regulator rated the book as *a little helpful*.
- None of the Regulators rated the book as either *extremely* or *not at all helpful* in preparing for their workshops.

In Search of Swampland: A Wetland Sourcebook and Field Guide

All participants received a copy of the Ralph Tiner book titled In Search of Swampland: A Wetland Sourcebook and Field Guide at the Leadership Seminar. This guide and reference book was distributed for wetlands leaders to use for background content as they planned their workshops. At the time of the Post-Program Survey, almost two-thirds (61%) had read a portion of this book. While one wetlands leader had read the book in its entirety, most (90%) reported that they had read pieces of chapters. One wetlands leader reported reading Chapter 2: Water, the Lifeblood of Swampland.

Wetlands leaders provided positive feedback about this book. Using the five-point scale described above,

- 15% believed In Search of Swampland: A Wetland Sourcebook and Field Guide was *extremely helpful* to them as they prepared their workshop.
- 40% found the book *very helpful*,
- 35% found it *generally helpful*, and
- 10% found it *a little helpful*.
- None of the wetlands leaders believed the book was *not at all helpful* to them.

Conserving America's Wetlands: Implementing the President's Goal

All participants also received Conserving America's Wetlands: Implementing the President's Goal, a report on the progress that has been made toward President Bush's goal to "create, improve, and protect at least three million wetlands acres over the next five years." Wetlands leaders were given four options for reporting their use of this resource:

- 3% reported they had read this resource in its entirety,
- 33% reported they had read some of this resource,
- 55% had not read this resource yet, but planned to, and
- 9% said they probably won't read this resource.

Those who had already read some or all of the report were asked to rate its helpfulness to them. Compared to other resources, this resource received lower ratings.

- None of the wetlands leaders believed this resource was *extremely helpful*.
- 6% reported that it was *very helpful* to them,
- 53% believed it was *generally helpful*,
- 35% felt it was *a little helpful*, and
- 6% rated the report as *not at all helpful*.

The Project POWER DVD

All participants received the Project POWER DVD, which included two features: images of wetlands and the PowerPoint presentation delivered by the DEC at the Leadership Seminar. A small number of wetlands leaders (21%) had used the DVD at the time of the Post-Program Survey. Of those, all had used both features. Most of those who had used the DVD found both the images and the PowerPoint *very helpful* (4 of 7 gave this rating to each feature).

Workshop Action Plans

As mentioned in the introduction of this report, each POWER team created an Action Plan as part of the Leadership Seminar to help guide the planning and implementation of their workshop. GRG collected data from teams throughout the project to learn their impressions of their Action Plan and how Plans were being used. On the Follow-Up Survey, data were also collected to describe whether and how different Partners were involved in workshop planning.

Recall that, on the Pre-Program Survey, some Educators and Regulators reported that they had experience using Action Plans, while others reported that Project POWER would be their first experience using this kind of resource. Early impressions of the Action Plans were mixed. On the Post-Program Survey, Educators and Regulators expressed different opinions about how helpful this resource would be as they planned and implemented their workshop. While both groups expected it to be helpful, Educators believed it would be *generally to very helpful* on average (mean rating=3.43), while Regulators' average rating was higher, in the range of *very to extremely helpful* (mean rating=4.33).

At the time of the Post-Program Survey, most Educators and Regulators (82% of total respondents) reported that they had spent time working on their Action Plans after returning from the Leadership Seminar. Much of this time was spent working on the Plan alone rather than as a team; however, most (61%) also reported that their team had met on at least one occasion to work on their Action Plan as a group.

In addition to reporting whether they had spent time on their Action Plans after the Leadership Seminar, the Post-Program Survey also asked wetlands leaders to reflect on their Action Plans. Using a five-point scale of 1 (*Not at All*) to 5 (*Extremely*), wetlands leaders reported how confident they were in the feasibility

of their Plan. Educators and Regulators were equally confident in the feasibility of their Plans. Two to three months after the Leadership Seminar:

- 18% reported being *extremely confident* in their Action Plan,
- 42% were *very confident*,
- 30% were *generally confident*,
- 6% were *a little confident*, and
- 3% were *not at all confident* in the feasibility of their Action Plan.

Once teams had completed their workshop, GRG asked the primary Educator Partner to provide a final Action Plan rating. After providing their rating, Partners were then prompted to provide an explanation for the rating selected. As with the ratings collected from the Post-Program Survey, a range of responses were received. The explanations that those who continued to develop and use their Action Plan after the Leadership Seminar found this resource to be quite useful, while those who did not actively revise and use their Plan found it to be less so.

Six sites rated their Action Plan as either *a little* or *generally helpful* (a rating of 2 or 3, respectively) in implementing their workshop. Most agreed that their Plan was useful in the early planning stages of their project, but that they did not actively use the Plan after the Leadership Seminar. Explanations included:

“In all honesty, we just forged ahead doing what seemed most logical to us without referring back to our action plan. It did help us focus our efforts in the early stages, but after that, the workshop had a unique life of its own that changed and morphed.”

“We did not have a solid Action Plan ahead of time and what we did have we ended up redoing because we had to change the date and target audience due to low participation.”

“We didn't really know what we needed until we sat down back at home and talked. Our action plan served as a general guideline, but we developed the workshop as we went.”

The remaining five sites believed that the Action Plan had been *very* or *extremely helpful* to them. These sites named specific components of their Plan that helped guide the development of their workshop. Representative explanations include:

The vast majority of Educators and all of the Regulators were actively involved in planning their POWER workshop.

“We had several meetings and several attempts to implement the workshop. It was great having goals and a timeline.”

“It helped us to determine audience, scope, and goals/objectives of the workshop.”

“I believe that the steps to developing and planning were based on the Action Plan which resulted in a successful program.”

Regardless of whether they continued to use their Action Plan, the majority of wetlands leaders were actively involved in planning their POWER workshop. Twenty of the 22 Educators and all 11 Regulators from the sites that conducted a

workshop were involved in the planning stages. The two Educator Partners who were not involved in workshop planning were considered the secondary rather than primary Educator Partner at their site.

Implementation of POWER Workshops

Recall that primary Educator Partners reported that both the secondary Educator Partner and the Regulator Partner were involved in planning their POWER workshops. A similar trend was found for the number of Partners who were involved in the implementation of workshops. Nineteen of the 22 Educator Partners (including all 11 primary Educator Partners) and 10 of the 11 Regulators were involved in implementing their team’s POWER workshop.

The remainder of this section describes the POWER workshops as a group, focusing on specific workshop characteristics.

Workshop Recruitment and Attendance

The specific methods used to recruit workshop attendees are shown in Table 15. Ten of the eleven teams used multiple methods to recruit attendees. Email announcements, posting information on their Web site, flyers distributed to the community, and letters of invitation to local officials and community groups were methods used by at least half of the teams.

In addition to the methods reported in the table, four teams also reported using other recruitment methods. These included making phone calls to local organizations with an interest in wetlands topics, contacting people from Homeowners Association lists, and inviting a local school to attend.

Table 15
Recruitment Methods Used for POWER Workshops

	# Teams
Email announcement sent to listserves	8
Announcement posted on our Web site	7
Newsletter announcements	3
Flyers distributed to the local community	6
Flyers posted in and around your facility	5
List of wetlands violators provided by Regulator partner	2
Public service announcements	0
Press releases	5
Letters of invitation to local elected officials and/or community board members	6

N=11

All primary Educator Partners reported using new recruitment methods and recruiting new workshop audiences as a result of Project POWER.

Importantly, each of the seven Educator sites that had hosted wetlands workshops in the past expanded their use of recruitment methods as part of this project. Many sent letters to elected officials or community board members for the first

time. Others invited wetlands violators from a list provided by their Regulator or made contact with local groups who might be interested in the program.

Table 16 reports the specific audiences targeted to attend POWER workshops. The largest number of teams focused on selected members of the community such as those who live near wetlands to attend their workshop. More traditional audiences such as families and school groups were also recruited by a small number of sites, as were groups served by Regulator Partners in the past (municipalities, real estate firms, construction companies).

Table 16
Audiences Recruited to Attend POWER Workshops

	# Teams
School groups	3
Colleges	1
Families/children/adults	4
Membership from our educational facility	3
Targeted groups in the community such as people who live near wetlands	8
Wetlands violators	2
Civic/community groups	3
Business community	2
Municipalities and city planners	3
Real estate firms/ property lawyers	3
Environmental law students	1
Construction companies	3

N=11

All seven facilities that had hosted wetlands workshops in the past targeted at least one new audience as part of their POWER workshop. Community members who live near wetlands, wetlands violators, municipalities and city planners, and real estate firms/property lawyers were all audiences targeted for the first time as part of POWER workshops.

POWER workshops served new audiences who had not been targeted by educational facilities previously.

This increased focus on new groups was highlighted when respondents were asked to describe the primary audiences that attended their POWER workshop. Groups who had not been targeted through previous workshops were those served most often through POWER workshops. When asked to indicate the primary groups served:

- Five sites indicated that their attendees were primarily from targeted groups in their community (such as those who live near wetlands),
- Three indicated that municipalities and city planners were a primary group served, and
- Three served members from civic/community groups in their area, and
- Two served primarily those from particular groups of interest including state representatives at one site, and conservation district employees and land trust staff at another.

All eleven POWER workshops required attendees to sign up in advance. In general, the majority of people who signed up also attended the workshop. The

percentages of those who signed up to those who attended ranged from 39% to 100%. At most sites, at least three-quarters of those who signed up for the workshop attended.

To ensure attendance at the workshop, one site required people to leave a deposit when they signed up for the workshop. The deposit was fully refunded to those who attended. This site had one of the highest attendance rates (94%).

In total, 323 people attended POWER workshops across the country. The number of people served by individual POWER sites ranged from 14 to 72. Most of the sites served at least 20 people. The median number of attendees was 23.

The workshops created as part of Project POWER featured wetlands and regulations content in a number of key topic areas.

Workshop Content and Components

POWER workshops ranged in duration from one hour to six and a half hours, with most lasting between two and three hours. Workshops included several content areas of particular interest to the grant. As shown in Table 16, the majority of sites featured content in six of the eight areas of interest.

Ten of the 11 sites featured content about both wetlands and wetlands regulations in their POWER workshop, drawing on the expertise of both the Educator and Regulator Partners.³ Recall that almost none of the educational facilities or regulatory agencies featured programming that highlighted wetlands regulations or permit procedures prior to this project. As such, the results presented in Table 17 demonstrate a significant shift in program content.

Table 17
Topics Featured in POWER Workshops

	# Teams
Flooding	9
Dumping	5
Habitat Restoration	10
Permits and Building Regulations	8
State/local wetlands regulations	10
Federal wetlands regulations	7
Wetlands permit procedures	10
Violation reduction policy ⁴	1

N=11

Project POWER was effective at creating a significant shift in the content of programming offered by both educational facilities and regulatory agencies; neither group offered programming that featured regulations content prior to the project.

³ The site that did not feature both wetlands and regulations content held a workshop for third grade students. They believed that regulations content was not appropriate for this age group and so elected to present a workshop that featured only wetlands content.

⁴ This low number is not surprising given that most teams did not include wetlands violators as attendees. Further, while the New York Aquarium has been successful at using Project POWER to change policy in their local area and offer violation reductions for attending POWER workshops, the sites in the current project have not yet had time to establish similar policies in their area.

In addition to the content described above, teams were given the opportunity to describe other content that they featured in their workshop. Five teams said they provided content on wetlands ecology as part of their workshop. Others provided an overall description of wetlands and discussed conservation, or shared information on the importance of habitat to different species. One group discussed enforcement actions related to wetlands.

Most workshops (n=9) included AV presentations and over half (n=6) included a visit to a nearby wetlands area. Two of the sites that included a wetlands visit introduced this activity for the first time as part of their POWER workshop. Five sites used exhibits as part of their POWER workshop and five used demonstrations. In addition, five of the 11 sites used their facility in new ways as part of their POWER workshop. New uses included:

“We created a scavenger hunt specifically connecting species and habitats dependent on wetlands.”

“We rarely conduct tours and when we do, we typically focus on charismatic species rather than focusing on wetlands ecosystems.”

“Students were given a scavenger hunt to complete during their visit that focused on the roles of wetlands and how they are similar to other ecosystems.”

“Wetlands are not usually focuses of ours. We [held] the workshop on an overlook that sits above one of our man made canals and exhibited several examples of wetlands in this fashion.”

“We featured a visit to a riparian area that is seldom visited by Wild Animal Park guests”.

Few sites used the resources provided at the Leadership Seminar as part of their POWER workshop. Four used the sample resources provided in the Project POWER Guidebook. Two used the DEC PowerPoint slides and one site used the wetlands images that were provided on DVD.

In addition to the use of these resources, ten of the eleven teams used additional materials during their POWER workshop. Two sites used the Wonders of Wetlands curriculum as part of their workshop and several used resources specific to their state or local area. A number of sites also created new materials such as handouts or PowerPoint presentations for their workshop. The additional materials used included:

Florida Water Atlas book, original PowerPoint developed by the Aquarium, live juvenile alligator encounter, PowerPoint developed by the Southwest Florida Water Management District, tour of stormwater pond outside the Aquarium w/ the accompanying interpret

WOW (Wonders of Wetlands) Curriculum, OEPA Wetland flyers

WOW curriculum book, OK Conservation Commission pamphlets/booklets regarding wetlands.

MA Dept. of Environmental Protection powerpoint presentations - focused on Massachusetts policy.

Enviroscape Scavenger hunt, Wetlands powerpoint (created in house), Fish printing on organic cotton tote bags

Hands on activities and visual comparisons

Variety of local handouts, brochures.

Handouts: wetland ecology and plant ID; membership information for local watershed organization

Powerpoint presentation and handouts specifically created for workshop

Arial photographs of participants' land, regional wetlands, thermal photographs of fauna, waterfowl distribution maps, graphs.

Project Support and Project Monitoring

While much of the support provided by the NY Aquarium to Power Partners was centered around the Leadership Seminar, Aquarium staff were also expected to provide additional support throughout the project as needed. Teams also had the opportunity to seek support from other POWER teams, based on the relationships formed at the Leadership Seminar.

At the end of the project, site representatives were asked to indicate the specific people they contacted for additional support once they returned from the Leadership Seminar. Results indicated that teams relied on each other rather than others for support. None of the sites contacted key project staff, Educators or Regulators from other POWER sites, or local agencies for additional support.

10 of 11 primary Educator Partners believed the level of structure and monitoring provided by the NY Aquarium team was just right.

In addition to playing a supporting role, the NY Aquarium staff also monitored each team's progress as they developed their workshop. When asked to comment on the overall amount of support provided, 10 of the 11 sites reported that they thought *the level of structure and monitoring from the New York Aquarium staff was just right*. The remaining site felt that *more structure and monitoring* would have been helpful.

Final Comments about Their POWER Workshop

When given the chance to provide final information about their workshop, primary Educator Partners took the opportunity to provide positive feedback about their workshop experience. Responses included:

“It was well received and will likely serve as a launch point for future workshops.”

“Making it fun, and a 'privilege' seemed to go a long way with participants.”

“We had a lot of fun! It also does not matter if you have regulations or not as to the importance of wetlands and conserving them.”

“It was well received and we are currently seeking local funds to support additional workshops at other locations throughout San Diego County.”

“Our participants enjoyed the interactive aspect of the PowerPoint sessions, but were less enthusiastic about doing the hands-on watershed experiments...”

“We would love to have another workshop, but lack the funding to do so.”

“We thought that it was successful! It fulfilled the mission that was set at the NY workshop. It was a pilot program for many other conservation sites in our area. It added to an already strong partnership with our regulator. It truly educated the land owners.”

A DESCRIPTION OF POWER WORKSHOPS

This section describes the eleven POWER workshops hosted around the country. Summaries are presented in alphabetical order, by educational facility.

Chahinkapa Zoo and the Tewaukon National Wildlife Refuge, North Dakota

The Chahinkapa Zoo’s workshop began with an introduction on wetlands and their importance. This presentation included information on the history of wetlands, the percentage of wetlands lost over time, biodiversity, and the role people can play in wetlands preservation. Next, attendees were shown a slide show of different species of wetlands flora and fauna that are native to North Dakota. For this portion of the workshop, the Partners used thermal photographs of wildlife as well as waterfowl distribution maps and graphs. The primary Educator Partner considered each of these resources useful to their workshop.

Following this session, a law enforcement agent from the United States Fish and Wildlife Service came to discuss the rights and responsibilities of easement holders, as well as to address permit procedures around wetlands areas. This discussion was particularly relevant given that the workshop was attended by mainly members of the community who live near wetlands. The workshop ended with lunch and a question and answer session. Attendees did not pay to attend the workshop, but they did sign up in advance. The workshop ran about three hours, and 15 people attended. Upon leaving the workshop, each attendee received an aerial photograph of his or her property with the surrounding

wetlands highlighted, a folder with more information on wetlands, and a pass to the Zoo.

Educator and Regulator Partners all helped in planning and carrying out this event. One of the Educators handled the bulk of the presentations that were included as part of the workshop, and the other assisted mostly with gathering the education materials needed. The Regulatory Partner played the role of event coordinator. This team used both the Project POWER binder and wetlands images while developing their workshop.

The primary Educator Partner at Chahinkapa Zoo saw their POWER workshop as a great success. She remarked that the workshop both fulfilled the mission that had been set at the New York workshop, and that it would be used as a pilot program for many other conservation sites in North Dakota. Moreover, she believed the workshop strengthened the existing partnership that Chahikapa Zoo has with its Regulator Partner, and successfully educated local land owners.

Florida Aquarium and the Southwest Florida Water Management District, Florida

The POWER workshop at the Florida Aquarium was attended primarily by civic community groups, targeted groups in the community (such as those who live near wetlands), and families. Each of the 20 attendees signed up in advance of the three-hour workshop, though they did not have to pay a fee to attend.

The workshop covered various topics on wetlands, including an overview of definitions, a description of types of wetlands and the habitats they encompass, the benefits of wetlands, and the plant and animal life in wetlands. The workshop also dealt with wetland losses over time as well as the need for wetland regulation. Attendees were given a basic outline of wetland regulation, and were surveyed on these topics before and after the workshop.

The Educator and Regulator partners shared the workshop planning and facilitation tasks evenly, utilizing the Project POWER binder and wetlands images as resources to plan and carry out their event. Additional materials used included the Florida Water Atlas book, an original PowerPoint presentation developed by the Aquarium, a live juvenile alligator encounter, a PowerPoint presentation developed by the Southwest Florida Water Management District, and a guided tour of a storm water pond outside of the Aquarium. The primary Educator Partner believed that the event was very well received, and that it would almost certainly serve as a launching point for future workshops. This site has already scheduled a second workshop that will be hosted in May 2007.

Jacques Cousteau National Estuarine Research Reserve and the New Jersey Department of Environmental Protection – Coastal & Land Use Enforcement, New Jersey

The workshop at the Jacques Cousteau National Estuarine Research Reserve included a check-in period and breakfast, followed by a Wetlands 101 lecture utilizing the DEC PowerPoint slides, a regulatory overview, an enforcement

overview, and a tour of a local wetland boardwalk. The workshop was implemented primarily by one Educator Partner, with the exception of one presentation that was given by the Regulator Partner. These two partners also shared the responsibility for planning the workshop.

Attendees signed up in advance to attend this free three-hour workshop. Fourteen people attended, with real estate and property lawyers making up the largest percentage, and municipalities and city planners making up the second largest group. State representatives also made up a portion of the attendees. The Educator Partner commented that a small group of attendees helped to promote dialogue and networking at the workshop.

New England Aquarium and the Massachusetts Department of Environmental Protection, Massachusetts

The New England Aquarium opened their workshop with a welcome breakfast. During this time, nametags and a packet of information from the Massachusetts Department of Environmental Protection (DEP) were distributed to attendees. A portion of this workshop was directed at attendees who might be doing construction or other work that could potentially disturb wetlands life. For example, members of the DEP gave a presentation on two legal frameworks for protecting wetlands. It was the hope that this information would be used by attendees to carry out their building projects legally in the future.

The workshop also included a PowerPoint presentation featuring the Massachusetts Department of Environmental Protection and information about policy on wetlands specific to the state of Massachusetts. There was then a presentation called "Sewage Chef," about how sewage is made and then cleaned up in the Boston area.

Following the presentations, there was a question and answer session and then a tour of the New England Aquarium. These tours (carried out in two different groups) focused on exhibits of wetlands areas and wetlands' functions. Tour guides were available after the half-hour tour to answer attendees' questions. The primary Educator Partner remarked that these tours were a new experience, as the aquarium rarely conducts tours, and those that they do conduct typically focus more on charismatic species rather than wetlands ecosystems.

This free workshop required attendees to sign up in advance. The entire workshop was about 2.5 hours long. The 24 attendees were recruited from three groups; municipalities and city planners made up the greatest percentage of attendees, followed by college students, and members of the business community.

In planning this workshop, the primary Educator Partner facilitated conversations by focusing the group back to the intended messages and audiences of the event. Both Educator Partners helped to brainstorm ideas for the event, and one Educator was responsible for developing an invitation database for event attendees and for facilitated communication with attendees. The Regulator Partner aided by disseminating invitations and providing background information to prospective attendees. All three Partners also shared responsibilities at the

workshop; each greeted workshop attendees, led presentations on wetlands, and handled specific logistical issues.

Newport Aquarium and the Kentucky Department of Fish & Wildlife Resources, Kentucky

The Newport Aquarium's 90-minute workshop for students from local high schools focused primarily on wetlands ecology. The workshop touched briefly on regulations and the permissions process around wetlands, as well as on local restoration of wetlands areas. All 23 workshop participants signed up in advance for this event. One unique feature of the workshop was that students participated in an on-going scavenger hunt, which focused on the roles of wetlands and their similarities to other ecosystems.

The Partners at the Newport Aquarium divided responsibilities to complete their POWER workshop. For example, the Regulator Partner hosted the planning meetings for the team and organized the logistics for the event. Both the WOW (Wonders of Wetlands) curriculum and Ohio Environmental Protection Agency flyers on wetlands were used to develop the event. One Educator Partner took on the primary advertising role in preparation for the workshop. The Educator Partners led and implemented the workshop; the Regulatory Partner was unable to attend.

North Carolina Aquarium at Fort Fisher and the North Carolina Department of Environment and Natural Resources Division of Water Quality, North Carolina

The POWER workshop at the North Carolina Aquarium included an overview of wetlands violations, a PowerPoint presentation developed specifically for the workshop, and an Enviroscape Scavenger Hunt activity designed specifically to connect species and habitats dependant on wetlands. At the end of this three-hour event, attendees were offered different foods that come from wetlands areas (for example, shrimp, crab, and oysters). The primary Educator Partner at this site believed that the event was intimate and fun.

Attendees did not pay to attend the workshop; however, they registered in advance. Eighteen people from targeted groups in the community, such as those who live near wetlands, attended this event. All attendees received a native wetland plant to take home from the workshop, and some left with organic cotton tote bags that were "fish printed" during one of the workshop activities. The primary Educator Partner believed that "making it fun" and "a privilege" for attendees seemed to contribute to their enjoyment of the event.

Educators and Regulators at the North Carolina Aquarium divided tasks during the planning phases of the event. One Educator Partner was in charge of developing the workshop agenda, identifying audiences and developing invitations, and the other was responsible for developing activities for the workshop and mailing out the invitations. The Regulator helped to identify potential audiences based on regional relevance. All three Partners led presentations or activities as part of their POWER workshop.

Oklahoma City Zoological Park and the State of Oklahoma Conservation Commission, Oklahoma

One Educator and the Regulator Partner planned and implemented the POWER workshop hosted by the Oklahoma City Zoological Park. The workshop included a description of wetlands, their functions, and wetlands regulations. All attendees received the curriculum book *Wonders of Wetlands (WOW)*, and they completed three activities from the book during the three-hour workshop. Other resources used at the workshop include pamphlets by the Oklahoma Conservation Commission and additional booklets about wetlands. Attendees were required to sign up in advance for this free-admission workshop. Twenty-one people attended in total, with college groups having the greatest representation, and environmental educators (both formal and informal) making up the rest of the attendees.

The Educator Partner remarked that they had carried out a pre-post test of the workshop attendees, and that she was very surprised at the lack of basic knowledge about wetlands among the educators who attended. Fewer than one fifth had covered concepts of wetlands in their classes before the workshop.

San Diego Wild Animal Park and the California Regional Water Quality Control Board, California

Guests of the San Diego Wild Animal Park workshop were greeted with coffee and refreshments when they arrived at the park. They then watched a presentation by a Water-Connection Animal Ambassador to the American Alligator. Workshop attendees were led through an overview of wetlands ecology, a presentation on the value of wetland areas to the environments, as well as a segment on wetlands regulations. The workshop also featured a visit to a riparian area; the primary Educator Partner reported that this was a particular treat for attendees because this section of the park is rarely visited by Wild Animal Park guests.

All of the participants (n=35) were targeted people in the community, including many who lived near wetlands. Attendees signed up in advance for this free two-hour event.

The primary Educator Partner worked with the Regulator Partner to design the workshop schedule, while staff from the educational facility worked to reserve meeting space, provide refreshments, and arrange for participant parking and Park admission. One member of the Education team served as the primary coordinator for the event, handling most of the logistical arrangements. The Regulator Partner worked primarily on the design of the workshop, providing the bulk of the workshop content. He also arrived early to the event to help set up.

These Partners used many resources in developing their workshop, including PowerPoint presentations, booklets on the water history of San Diego provided by the Metropolitan Water District, and a variety of local hand-outs and brochures. The primary Educator Partner reported that the workshop was well-received, and that the San Diego Wild Animal Park is currently seeking local funds to support additional workshops at other locations in San Diego County.

*Seattle Aquarium and the United States Army Corps of Engineers,
Washington*

The workshop at the Seattle Aquarium covered basic wetlands ecology, as well as wetland delineation mitigation. Regulations content was also included in this all-day (6.5 hours) event. Time was also devoted to a field session where attendees were asked to compare various wetlands and non-wetlands sites by looking at specific characteristics of each site such as hydrology, hydric soils, and wetlands vegetation, and a “face-to-face” question/answer and discussion session. The primary Education Partner reported that PowerPoint presentations, handouts created specifically for their workshop, and the Project POWER binder were all helpful resources in the development and implementation of the workshop.

Both Educator Partners and the Regulator Partner worked to choose the venue for the Seattle Aquarium’s workshop. They also collaborated to develop their workshop agenda, and they shared the responsibility of handling the marketing and logistical issues surrounding the event, such as equipment and catering. One Educator Partner and the Regulator organized most of the content used for the workshop, including the presentations and handouts to be used at the event. In terms of the implementation of the workshop, one Educator Partner took responsibility for logistical coordination, while the other Educator Partner and the Regulator handled the presentation of the workshop and the field session that followed.

Attendees paid a deposit in advance to reserve a seat for the workshop, and this deposit was refunded in full to those who actually attended. Thirty-one of the 35 people who signed up in advance attended the workshop. The largest group of attendees were employees/representatives of municipalities and city planners, followed by conservation district employees, and land trust staff and board members. A number of people from construction companies also attended, and the rest of the audience was made up of people from real estate firms and property lawyers.

The primary Educator Partner remarked that their organization would enjoy the opportunity to have another workshop like this one, but fears that the organization lacks the funding to do so.

*Sedgewick County Zoo and the Department of Environmental Health Water
Center, Kansas*

The Sedgewick County Zoo hosted two small workshops for third graders that were included as part of a large environmental event. This site had trouble hosting their POWER workshops; the Educator Partner remarked that this was their fourth attempt to hold the workshop, but that she thought it had been successful this time. The workshop involved hands-on activities as well as a discussion session. The Partners used the zoo’s grounds in a new way as part of their workshop by using existing man-made canals to demonstrate types of wetlands.

Attendees did not pay for the hour-long workshop, but each school group signed up in advance. A total of 50 children, all from school groups, attended the workshop. All three POWER Partners were involved in brainstorming ideas for the workshop, and they noted that the Project POWER binder was a helpful resource in this process. The primary Educator Partner took the lead role in implementing the workshop. She believed that regulations were of no consequence for the workshop they hosted as long as the importance of wetlands and their conservation was emphasized to the children.

Virginia Aquarium and the Environmental Management Center, Virginia

The POWER workshop at the Virginia Aquarium was divided into three 40-minute sessions. The first, which was presented by an Educator Partner, included a PowerPoint introduction to watersheds and the local Lynnhaven River System. This presentation included a focus on the importance of history and human impact on wetlands ecology. Next, attendees visited a series of activity stations that involved plant identification, experiments with watershed, and a survey of salt marsh animals. The primary Educator Partner found a group of handouts on these topics to be a helpful resource for participants during the workshop. The final session was a review of local permit and policy procedures for wetlands (also presented in PowerPoint). Both PowerPoint presentations used as part of the workshop were interactive; that is, the theater where the workshop took place had keypads on each seat so that guests could respond to questions in the program.

All three Partners were heavily involved in planning the workshop. One Educator Partner and the Regulator served as co-chairs of the workshop and the second Educator Partner was responsible for gathering the resources and materials needed for the workshop. These coordinators utilized the Project POWER binder while developing their workshop. They also found a list of membership information for a local watershed organization to be useful during the planning stages.

Attendees signed up in advance for the workshop but were not charged to attend. A total of 35 people attended, with equal numbers of targeted community members (such as those who live near wetlands) and wetlands violators present. The primary Educator Partner reported that participants at the event seemed to enjoy the interactive aspect of the PowerPoint sessions, but they were not as enthusiastic about doing the hands-on experiments. She plans to use a more demonstrative format for these experiments in the future, rather than involving workshop attendees.

THE INFLUENCE OF PROJECT POWER ON PROFESSIONAL RELATIONSHIPS

The influence of Project POWER on professional relationships was measured in two ways. First, Partners reported the extent to which their institutions were involved in working with other to achieve three primary goals. Partners also reported on the relationships formed and strengthened as a result of the project.

Working with Other Institutions to Achieve Key Goals

Educators and Regulators were asked to report the extent to which their institution had worked with regulatory agencies or educational facilities (respectively) in the past to accomplish three goals. As seen in Table 18, a small group of Educators and Regulators reported that their institutions had partnered with others to: create incentives for the public to attend programs, work to improve public compliance, and change or affect policy. In most cases, neither the educational facilities nor the regulatory agencies were involved in working toward these goals prior to Project POWER.

- Before this project, fewer than one-quarter of the educational facilities had worked with regulatory agencies to accomplish any of the three goals.
- Just under half of the regulatory agencies had worked with an educational facility to create incentive programs. Prior to Project POWER, fewer than one quarter had worked with educational facilities to accomplish the remaining two goals.

Table 18
Number of Educational Facilities and Regulatory Agencies that Were Working with Other Institutions in Key Areas Prior to Project POWER

	# ED Facilities	# REG Agencies
Create incentives for the public to attend programs offered at our institution/agency	4	6
Work to improve public compliance to wetlands regulations	2	4
Change or affect policy in your area	3	4

The number of educational facilities and the number of regulatory agencies used for this analysis were both 13.

Project POWER provided teams with the opportunity to work together to achieve each of these three goals. On the Follow-Up Survey, the primary Educator Partner reported the extent to which they had accomplished each. They also reported the goals that had been accomplished and then described how they had met each goal.

Nine primary Educator Partners (of 11) believed that had met at least one of the three goals. Of those, three believed they had met one goal, five reported meeting two goals, and one primary Educator Partner reported accomplishing all three.

Six teams *created an incentive program* to encourage the public to attend their workshop. Four of these were working with a regulatory agency for the first time to create an incentive program. Incentive programs included free admission to the facility, free food, or other prizes. Descriptions of these programs included:

“We offered free admission, refreshments, prizes, and a reference book for the first 25 registrants (they all ended up receiving this).”

“We provided a free, morning workshop, including a tour of the Aquarium.”

The majority of primary Educator Partners believed they had worked to improve public compliance to wetlands regulations through their POWER workshops

“Participants could enter a drawing for a winter whale watching package sponsored by the Aquarium.”

“We provided a free, one-day family pass to the Aquarium, food (continental breakfast and lunch), and opportunities to talk about local concerns/issues with the regulator.”

The majority of primary Educator Partners (n=9 of 10) believed that they had worked to improve public compliance to wetlands regulations as part of their workshop. Eight of these were partnering with a regulatory agency to achieve this goal for the first time. Most believed they had accomplished this goal by sharing regulatory information with their workshop participants. Examples of how sites met this goal included:

“We focused on the importance of understanding that there are laws to protect wetlands and how to get started on a project if it might impact wetlands, so the project proceeds legally.”

“Describing and demonstrating how the destruction of small patches of wetlands impacts the environment, and our quality of life.”

“Educating realtors and land use people should have a trickle down effect.”

“Although we can't guarantee this result, many participants commented on policies that they were unaware of. We seemed to have at least increased awareness and understanding among the 35 participants.”

“By educating/informing local planners about wetlands regulations.”

One primary Educator Partner believed they had *affected policy in their area* as a result of Project POWER. This Partner commented, *“we are hoping that we made a difference. Time will tell. We are very excited that this workshop served as a pilot project for the other the local wildlife refuge and residents.”*

Several primary Educator Partners indicated that they did not set *affecting policy* as a goal for their participation in the project.⁵ Others noted that their partners and/or attendees are not in a position to set policy. One indicated that they are working in this area, but have not yet accomplished the goal. Responses included:

“It was not our intent for this workshop, which was meant to be more educational and introductory.”

“Our partner organization does not have the authority to do so.”

Primary Educator Partners did not see affecting policy in their area as a goal of Project POWER.

⁵ Note that the Follow-Up Survey includes only the Educator Partners' perspectives. Because the Regulators are in a better position to influence policy compared to the Educators, the perspectives represented here might have been different if the Regulator Partners had been surveyed on this topic.

“We did not set out to change state or federal policies but rather to engage people in learning about policies intended to protect wetland ecosystem health and the rights for public access.”

“We hope to get our local wetlands board to adopt this program as an alternative for residential violators. We have not yet gotten them to agree, but are continuing to push the issue.”

Experiences Working with Project POWER Institutions and Partners

35% of the institutional relationships and 52% of the individual professional relationships involved in POWER teams were created specifically for this project.

On the Pre-Program Survey, wetlands leaders reported whether the institutions working together on Project POWER were existing relationships or whether a new relationship had been formed for the purposes of the project. Most facilities and agencies (65%) had worked together prior to Project POWER. Approximately one-third (35%) reported that the relationship between their institutions had been created as a result of the project.

Wetlands leaders also reported whether they had formed a new professional relationship with someone on their team as a result of the project. Educators were asked whether they had worked with their Regulator Partner in the past.

- 52% reported that their relationship with their Regulator Partner was developed specifically for Project POWER,
- 24% had worked with their Regulator Partner in the past, but had not co- led a workshop with them, and
- 24% had co- led a workshop with their Regulator Partner prior to Project POWER.

Project POWER was considered very to extremely effective at strengthening relationships between educators, regulators, and their respective institutions

Not surprisingly, a similar pattern was found in Regulators’ reports of whether they had worked with their Educator Partner in the past.

- 57% reported their working relationship with their Educator Partner was the direct result of Project POWER,
- 29% reported that they had worked with their Educator Partner, but had not co- led a workshop with them, and
- 14% reported they had co- led a workshop with their Educator Partner in the past.

At the end of the project, the primary Educator Partner was asked to rate how effective the project had been at strengthening a number of relationships. Ratings were made on the relationships between institutions, between team members, and between the institution and other state/local entities. A scale from 1 (*Not at All Effective*) to 5 (*Extremely Effective*) was used.

Primary Educator Partners believed that Project POWER was *very to extremely effective* at strengthening individual and institutional relationships between educators, regulators, and their institutions. As seen in Table 19, the majority believed that the project was *very to extremely effective* at strengthening relationships in both areas.

There project was considered less effective overall at strengthening the relationships between educators within the educational facility. It is not clear whether this trend is based on the fact that Educators had stronger relationships before the project, or whether these data indicate that primary Educator Partners worked more closely with their Regulator compared to Educator Partner as part of the project.

Table 19
Project POWER’s Effectiveness at Strengthening Relationships

	Not at All 1	A Little 2	Generally 3	Very 4	Extremely 5
Strengthening relationships between the educational facility and regulatory agency	0	0	2	3	6
Strengthening relationships between the Educator and Regulator Partners	0	0	2	3	6
Strengthening relationships between the two Educator Partners	2	4	3	2	0

N=11

Primary Educator Partners did not believe that the project was effective at strengthening other relationships at the local/state level. Both institutional level and individual relationships were rated. For both, several site representatives indicated that the project was *not at all* or *a little effective* at strengthening relationships at the local/state level. See Table 20.

Table 20
Project POWER’s Effectiveness at Strengthening Relationships at the Local/State Level

	Not at All 1	A Little 2	Generally 3	Very 4	Extremely 5
Strengthening relationships between the educational facility and local/state agencies	5	1	2	1	2
Strengthening relationships between the Educator local/state officials	4	2	2	2	1

N=11

EXTENDING PROJECT POWER

As an initial measure of whether and how they had been motivated to extend their Project POWER experiences, primary Educator Partners answered a series of four questions. Using a four-point scale from 1 (*Not at All*) to 4 (*A Great Deal*), Partners reported the extent to which the project had motivated them to take action in four areas. As seen in Table 21:

- Primary Educator Partners felt most motivated to continue partnering with regulators in their area,
- Most were motivated some or a great deal to continue offering programs to raise awareness of wetlands violations, and
- Mixed results were found in relation to how motivated Partners were to offer programs to violators and create incentive programs.

Table 21
The Extent to Which Primary Educator Partners Were Motivated to Extend Project POWER

	Not at All	A little	Some	A great Deal	N/A
Offer programming to raise awareness of wetlands violations	0	1	5	4	1
Partner with regulators in your area	0	0	3	7	1
Offer programming to wetlands violators	2	1	4	3	1
Find a way to create incentive programs for wetlands violators who complete your program	3	3	2	2	1

N=11

Primary Educator Partners also reported whether they have already taken action to extend the project in a number of key ways. Results are reported below.

Continuing to Use and/or Share Project POWER Materials

Each primary Educator Partner was asked whether they had used the Project POWER materials in ways other than to create their POWER workshop. Three options were given: yes, not yet but I plan to, and no. Those who had used the materials were asked to share how they had been used.

- Two of the Educators reported already having used the materials outside of their POWER workshop; one had used the POWER binder and the other had used several of the POWER materials including written materials, videos, photos and books.
- Seven out of eleven primary Educator Partners reported that they planned to use their Project POWER materials in other ways, but had not yet had the chance to do so.
- Two primary Educator Partners reported that they had not used the materials and did not report plans to do so.

Using the same scale, primary Educator Partners also reported whether they had shared POWER materials with other educators in their facility. Nine out of eleven Educators said that they had shared their Project POWER materials. When asked to report what materials they had shared, it became clear that these materials included those that were provided by the New York Aquarium at the Leadership Seminar as well as materials developed by sites for the purpose of their individual workshop. Four Partners indicated that the POWER binder had been shared with others.

As a final measure of how Project POWER might have been shared within educational facilities, primary Educator Partners were asked whether they had talked with other staff members about wetlands ecology.

- Five Partners responded to this question in the affirmative; most had discussed the topic as they planned for future workshops.
- One primary Educator Partner plans to talk with people at her facility, but had not yet done so at the time of the Follow-Up Survey.
- Five partners have not discussed wetlands ecology with other staff at their facility, and did not indicate any plans to do so.

Working with Local or State Government Offices

Another way that primary Educator Partners could extend their experience with the program was to continue developing relationships with local and/or state offices.

- Two Partners had already begun working with their local and/or state government offices to continue work that began as part of the program. One of these had a general agreement that POWER workshops would continue and the other was collaborating with officials to plan a second workshop.
- Three primary Educator Partners plan to continue working with local/state government offices, but have not yet taken steps to do so.
- The remaining six Partners indicated that they did not plan to work with government offices.

All 11 primary Educator Partners indicated that their facility plans to host POWER workshops again in the future.

Implementing POWER Workshops in the Future

All 11 primary Educator Partners reported that they have plans to implement their POWER workshop again in the future. Two had already scheduled another workshop, while the others had not yet made concrete plans for their next POWER workshop.

Most have already considered the changes they will make to future workshops. For example, the most common change will be to lengthen the amount of time devoted to the workshop. Revised time tables ranged from 3.5 hours to two days. Many primary Educator Partners also plan to broaden their audience in future workshops; including pre-service teachers, families, and the general public were all mentioned as possible new audiences.

Two of the 11 primary Educator Partners also had plans to change their workshop content. One Educator said that he would incorporate a hands-on activity at the start of his workshop in order to engage participants and educate them about the importance of wetlands before beginning discussions about wetlands violations and regulations. The other thought she might spend more time reviewing possible workshop formats in order to be more efficient during her next event.

CONCLUSIONS

Project POWER provided Partners with new experiences related to wetlands ecology and regulatory content.

Most Educators and Regulators who participated in Project POWER had not previously been formally trained in wetlands ecology or regulatory content. Similarly, while some had presented wetlands workshops in the past, those workshops did not balance content across these two areas.

The Leadership Seminar was a positive experience for POWER Partners.

Educators and Regulators provided positive feedback about their experience at the Leadership Seminar. In particular, they appreciated the way they were treated as professionals, the time devoted to networking, and the time spent working with their team to plan their wetlands workshop. The overall organization of the Leadership Seminar and the materials provided were also considered *very good*.

Action Plans, when used, were an important resource for POWER teams.

The idea of the Action Plan was introduced at the Leadership Seminar, and teams were expected to continue developing and using this resource throughout the project. Those who followed this model provided positive feedback at the conclusion of the project about the use of Action Plans. Those who did not continue to use this tool after returning from the Leadership Seminar provided lower ratings.

While wetlands leaders valued the materials they received as part of this project, the necessity of the books, videos, and DVD provided at the Leadership Seminar is unclear.

Two to three months after attending the Leadership Seminar, most wetlands leaders had reviewed a portion of each of the different resources provided, and they expected these resources to be generally to very helpful to them as they planned their workshops. While data were not collected to address the continued use of these resources in the planning phases, Follow-Up Survey responses indicated that few teams used any of these resources as part of their POWER workshop.

New wetlands workshops were implemented as a result of Project POWER.

Approximately one-third of the educational facilities hosted wetlands workshops for the first time as a result of Project POWER. For those sites, all aspects of the project were new additions to their programming. Importantly, all sites with existing wetlands workshops expanded on their current programming as a result of Project POWER. For example, a broader range of wetlands content was covered, regulations content was added, new recruiting methods were used, and new audiences were targeted.

Participation in this project has motivated Partners to continue working in similar areas.

All primary Educator Partners plan to continue offering wetlands workshops in the future, and most hope to continue working with their Regulator Partner. Primary Educator Partners also plan to continue using the materials they created as part of this project and to share POWER materials with others in their facility.

Project POWER was effective at strengthening relationships between educators, regulators, and their respective institutions.

Educators and Regulators worked collaboratively to both plan and implement their POWER workshops. In some cases, these relationships were new and created specifically for this project. In others, existing institutional relationships and/or relationships between team members were strengthened. Primary Educator Partners believed the project was *very to extremely effective* at strengthening these relationships.

Project POWER was less effective at helping Partners create connections at the local and/or state government level.

While some POWER teams made efforts to reach out to and work with local and/or state government offices, many did not. Similarly, most did not view affecting policy as a goal for their participation in the project. Thus, not surprisingly, most primary Educator Partners did not believe the project had been effective at helping them strengthen those relationships.

RECOMMENDATIONS

Project POWER was successful at strengthening relationships between Educators and Regulators across the country as they worked together to create new programming that featured wetlands ecology and regulations content. **GRG's primary recommendation is that the New York Aquarium use Project POWER as a model for other initiatives.** In particular, inviting teams of educators from different disciplines to share their expertise, hosting a Leadership Seminar, using teams of educators from around the country to increase awareness of a particular topic, and the overall level of support and monitoring provided to sites should be replicated in future projects. The Educational and Regulatory divisions of the EPA may also want to create a partnership within the Agency to encourage regulators to seek out and become involved with educational facilities. This internal partnership could increase awareness of the work being conducted within the different arms of the Agency and provide increased support for partnerships based on the Project POWER model.

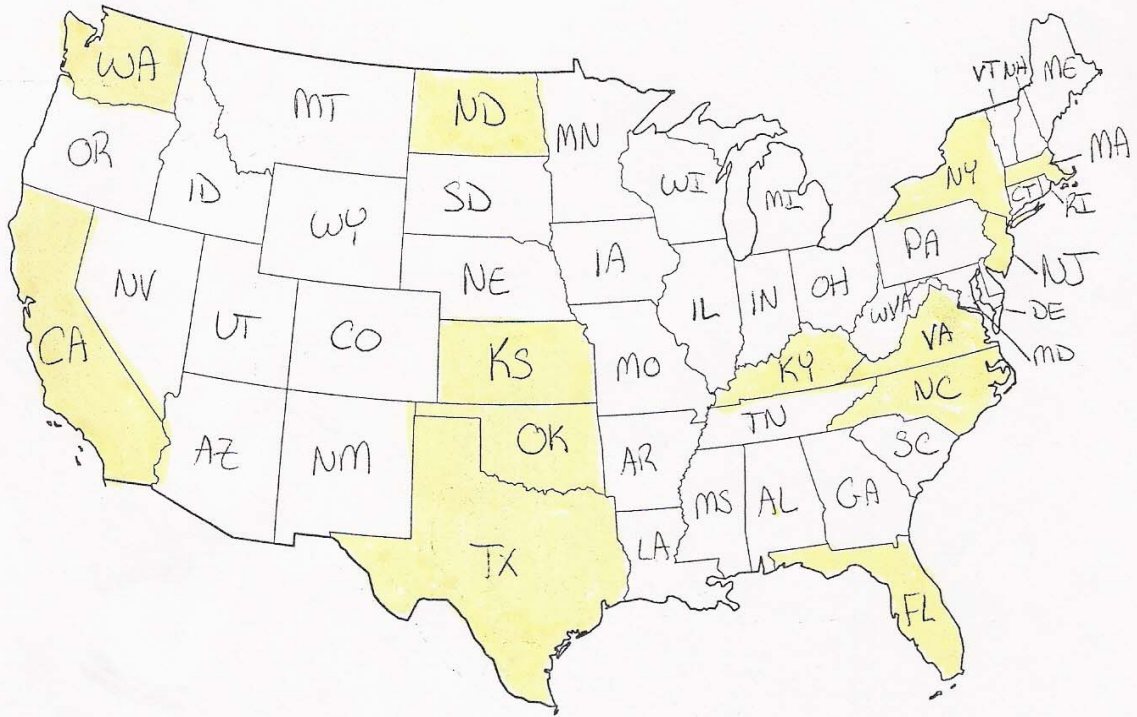
The findings from this evaluation also provide valuable information that could be used to modify future programming. **GRG suggests that the New York Aquarium take wetlands leaders' feedback about the Leadership Seminar into consideration when planning future programs.** Wetlands leaders provided positive feedback about the Leadership Seminar, indicating that many of the characteristics of the Leadership Seminar should remain as is. However, wetlands leaders did suggest that future seminars include more time to work on Action Plans and approximately half requested that future seminar be extended into a three-day meeting. Wetlands leaders also provided positive feedback about the materials provided to them, but the extent to which certain materials were used is unclear. The New York Aquarium may want to reconsider the number and type of resources provided to Seminar attendees in the future.

Finally, GRG recommends that the New York Aquarium provide additional support to participants if a goal of future programming is to affect policy or work with government officials. Of the goals and relationships that were possible through Project POWER, these areas are those can be most improved. While working with government officials or influencing policy were not the primary goals of the current project, wetlands leaders were aware that these were still of interest to the project developers. If these goals become a more primary focus in future projects, the New York Aquarium will probably need to be more explicit about those goals and expected outcomes. They will also need to provide additional guidance and support to help Partners make connections and progress in these areas.

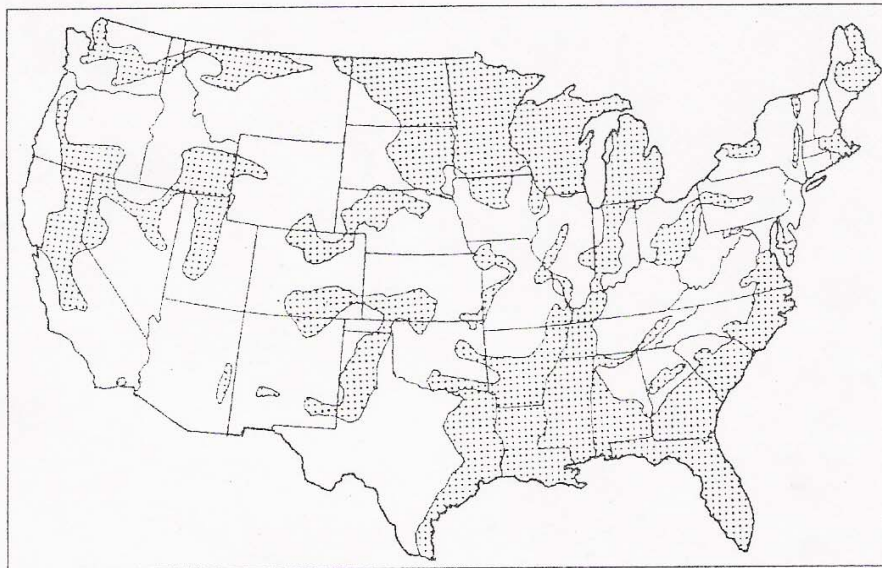
APPENDIX

Appendix A

2006 National Distribution of Project POWER Partners



National Distribution of Wetlands in the contiguous U. S.
(National Wetlands Inventory, U.S. Fish and Wildlife Service, St. Petersburg, FL)



Appendix B

Project POWER Pre-Training Survey for Educator Partners

As you already know, Project POWER was created by WCS, with funding from the Environmental Protection Agency, to create new partnerships and programs throughout the country. As part of the Leadership Seminar, you will have the chance to review some content that is already familiar to you and learn some information that is probably new. The WCS team will also share their model for implementing wetlands workshops at the New York Aquarium and will work with you to revise this model as you create your own Action Plans.

The purpose of this survey is to learn the different kinds of backgrounds and experiences that Project POWER team members (educators and regulators) will bring to the Leadership Seminar. The survey will also measure the extent to which educational facilities and regulator agencies are already implementing programs similar to the workshop you will develop as part of your participation. Please allow 20 minutes to complete this survey. Thank you, in advance, for your time and effort. Your responses will provide valuable information that WCS will use to evaluate the success of Project POWER.

Please use the "Back" and "Continue" buttons at the bottom of each page to move through the survey. Please DO NOT use your browser's "Back" button, as your survey responses will be erased.

Please enter your assigned ID number and hit "Continue" to move to the survey.

ID: _____

Are you: female male

Are you participating in Project POWER as:

- An educator team member
- A regulator team member

Which of the following best describes your background in wetlands ecology?

- Formal (studied forestry, aquatic biology, ecology or related science in school or have a degree in it)
- Informal (have attended workshops, etc.)
- No special background
- Other. Please explain: _____

The Project POWER Leadership Seminar will provide information in a number of areas including content on wetlands and information about teaching adult audiences. The WCS team expects that attendees will have different types of experiences in these areas before arriving at the Leadership Seminar. Please describe the type of training you have in the following content areas:

	I received formal training in this area to obtain my degree.	I have informal training in this area through workshops.	I have experience with this content, but have not received training.	Project POWER will be my first experience with this content.
Tidal (coastal) wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands conservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective instructional techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands program logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Plans for wetlands programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How prepared do you feel you are to teach the following content?

	Not at all	A little	Generally	Very	Extremely
Tidal (coastal) wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functions of wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tidal Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instances in which you need a permit to build on wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The repercussions of building on wetlands without a permit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use the chart below to describe whether your educational facility offers the following types of programs on wetlands ecology or regulations:

	Includes wetlands ecology content	Includes regulations content
Guided tours	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Exhibit talks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Off-site outreach programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Programs for families/children/adults	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Workshops for the public	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Professional development for teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Participation in community events (cleanup, restoration)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

[If participants said “Yes” to “workshops for the public”, they continued. If not, they skipped ahead to “Do you currently offer programming...”]

The following questions focus on the workshops offered by your educational facility that focus on wetlands ecology.

Do your workshops focus on any of the following topics:

Flooding	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dumping	<input type="checkbox"/> Yes <input type="checkbox"/> No
Habitat restoration	<input type="checkbox"/> Yes <input type="checkbox"/> No
Permits and building regulations	<input type="checkbox"/> Yes <input type="checkbox"/> No

What is the average length of the workshops offered at your educational facility?

- 1 hour or less 2-3 hours half day full day 2+days

How many workshops does your educational facility currently offer to the public that include information on each of the following?

State or local Wetland regulations: None One Two Three or more

Federal Wetland regulations: None One Two Three or more

Wetland permit procedures: None One Two Three or more

How does your educational facility recruit the public to attend workshops?

- Email announcement sent to listserves
- Announcement posted on our Web site
- Newsletter announcements
- Flyers distributed to the local community
- Flyers posted in and around your facility
- Public service announcements
- Press releases
- Letters of invitation to local elected officials and/or community board members
- Other _____

Which of the following groups does your educational facility recruit to attend workshops on wetlands ecology?

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies
- Other _____

Does your public relations (PR) department assist with promoting programs for educational programming? Yes No Our facility does not have a PR department

Do you currently offer programming that includes a visit to wetlands? Yes No

[If participants answer “no”, then they skip ahead to “Project POWER will encourage teams to work with...”]

Which audiences are served through these programs? (Check all that apply.)

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies

How many people are served through these wetlands programs each year? _____

Project POWER will encourage teams to work with their local/state government in a number of ways. In the past, to what extent has your educational facility worked with your local/state government to do each of the following?

<i>Worked with your local/state government to:</i>	Project POWER with be the first time we have done this.	We have done this with one or two programs	We have done this with several programs.	We have done this with most of our programs.
Create incentives for the public to attend programs offered at our institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work to improve public compliance to wetlands regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change or affect policy in your area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If participants reported having done any of the above, they continued. If not, they skipped to “Please describe efforts your educational facility...”]

Please describe how your educational facility has worked with your local/state government in these areas.

Please describe efforts your educational facility has made in the past (prior to Project POWER) to explore the possibility of working with your local/state government to create joint programming for the public. If Project POWER is the first time your educational facility has done this, please write “None”.

Is this the first time your educational facility has worked with your Regulator Partner's agency?
 Yes No

[If participants answered "No" to the previous question, they continued. If not, they skipped to "Is this the first time you and..."]

How frequently have the two groups collaborated on projects in the past?

Once Twice Three Times Four Times Five Times or More

Is this the first time you and your Regulator Partner have worked together on a project?
 Yes No

[If participants answered "No" to the previous question, they continued. If not, they skipped to "Looking Forward"]

Have you ever co-led a workshop with your Regulator Partner?

Yes No

Looking Forward

At this time, who do you think will be the primary audience served as part of your Project POWER workshop? (*Choose one.*)

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies
- Other _____

Which other audiences might also be served as part of your Project POWER workshop? (*Check all that apply.*)

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers

- Environmental law students
- Construction companies
- Other _____

What benefits do you see to your institution as a result of participating in Project POWER?

What do you hope to gain, as a professional, by participating in Project POWER?

As part of the Project POWER Leadership Seminar, your team will work together to create an Action Plan for your workshop. Will this be the first time you have created an action plan with a team of colleagues outside of your organization? Yes No

Thank You!

Project POWER Pre-Training Survey for Regulator Partners

As you already know, Project POWER was created by WCS, with funding from the Environmental Protection Agency, to create new partnerships and programs throughout the country. As part of the Leadership Seminar, you will have the chance to review some content that is already familiar to you and learn some information that is probably new. The WCS team will also share their model for implementing wetlands workshops at the New York Aquarium and will work with you to revise this model as you create your own Action Plans.

The purpose of this survey is to learn the different kinds of backgrounds and experiences that Project POWER team members (educators and regulators) will bring to the Leadership Seminar. The survey will also measure the extent to which educational facilities and regulator agencies are already implementing programs similar to the workshop you will develop as part of your participation. Please allow 20 minutes to complete this survey. Thank you, in advance, for your time and effort. Your responses will provide valuable information that WCS will use to evaluate the success of Project POWER.

Please use the "Back" and "Continue" buttons at the bottom of each page to move through the survey. Please DO NOT use your browser's "Back" button, as your survey responses will be erased.

Please enter your assigned ID number and hit "Continue" to move to the survey.

ID: _____

Are you: female male

Are you participating in Project POWER as:

- An educator team member
- A regulator team member

Which of the following best describes your background in wetlands ecology?

- Formal (studied forestry, aquatic biology, ecology or related science in school or have a degree in it)
- Informal (have attended workshops, etc.)
- No special background
- Other. Please explain: _____

The Project POWER Leadership Seminar will provide information in a number of areas including content on wetlands and information about teaching adult audiences. The WCS team expects that attendees will have different types of experiences in these areas before arriving at the Leadership Seminar. Please describe the type of training you have in the following content areas:

	I received formal training in this area to obtain my degree.	I have informal training in this area through workshops.	I have experience with this content, but have not received training.	Project POWER will be my first experience with this content
Tidal (coastal) wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands conservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective instructional techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands program logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Plans for wetlands programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How prepared do you feel you are to teach the following content?

	Not at all	A little	Generally	Very	Extremely
Tidal (coastal) wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functions of wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tidal Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instances in which you need a permit to build on wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The repercussions of building on wetlands without a permit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use the chart below to describe whether your regulatory agency offers the following types of programs on wetlands ecology or regulations:

	Includes wetlands ecology content	Includes regulations content
Published literature distributed to the community	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Off-site outreach programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Programs for families/children/adults	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Workshops for the public	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Professional development for city planners or municipalities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Participation in community events (cleanup, restoration)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

[If participants said “Yes” to “workshops for the public”, they continued. If not, they skipped ahead to “Does your agency currently offer programming...”]

The following questions focus on the workshops offered by your agency that focus on wetlands.

Do your workshops focus on any of the following topics:

Flooding	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dumping	<input type="checkbox"/> Yes <input type="checkbox"/> No
Habitat restoration	<input type="checkbox"/> Yes <input type="checkbox"/> No
Permits and building regulations	<input type="checkbox"/> Yes <input type="checkbox"/> No

What is the average length of the workshops offered by your agency?

- 1 hour or less 2-3 hours half day full day 2+days

How many workshops does your agency currently offer to the public that include information on each of the following?

State or local Wetlands regulations: None One Two Three or more

Federal Wetlands regulations: None One Two Three or more

Wetland permit procedures: None One Two Three or more

How does your agency recruit the public to attend workshops?

- Email announcement sent to listserves
- Announcement posted on our Web site
- Newsletter announcements
- Flyers distributed to the local community
- Public service announcements
- Press releases
- Letters of invitation to local elected officials and/or community board members
- Other _____

Which of the following groups does your agency recruit to attend workshops on wetlands ecology?

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies
- Other _____

Do your agency currently offer programming that includes a visit to wetlands? Yes No

[If participants answer “no”, then they skip ahead to “Project POWER will encourage regulators to work with...”]

Which audiences are served through these programs? (Check all that apply.)

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies

How many people are served through these programs each year? _____

Project POWER will encourage regulators to work with their local educational centers in a number of ways. In the past, to what extent has your agency worked with educational centers to do each of the following?

<i>Worked with an educational facility to:</i>	Project POWER with be the first time we have done this.	We have done this once or twice in the past	We have done this several times in the past.	We do this on a regular basis.
Create incentives for the public to attend programs offered by your agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work to improve public compliance to wetlands regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change or affect policy in your area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If participants reported having done any of the above, they continued. If not, they skipped to “Please describe efforts your agency...”]

Please describe how your agency has worked with educational centers in these areas.

Please describe efforts your agency has made in the past (prior to Project POWER) to explore the possibility of working with educational facilities to create joint programming for the public. If Project POWER is the first time your agency has done this, please write “None”.

What type of incentives might you be able to offer to wetland violators who attend your Project POWER workshop?

- Penalty reductions
- Reduce their citation to a warning
- Case dismissal
- None
- Other; _____

Is this the first time your agency has worked with your Educator Partner’s educational facility?

- Yes No

[If participants answered “No” to the previous question, they continued. If not, they skipped to “Is this the first time you and your Educator Partner have worked...”]

How frequently have the two groups collaborated on projects in the past?

- Once Twice Three Times Four Times Five Times or More

Is this the first time you and your Educator Partner have worked together on a project?

- Yes No

If participants answered “No” to the previous question, they continued. If not, they skipped to “Looking Forward”]

Have you ever co-led a workshop with your Educator Partner?

- Yes No

Looking Forward

At this time, who do you think will be the primary audience served as part of you Project POWER workshop? (*Choose one.*)

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies
- Other _____

Which other audiences might also be served as part of your Project POWER workshop? (*Check all that apply.*)

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies
- Other _____

What benefits do you see to your agency as a result of participating in Project POWER?

What do you hope to gain, as a professional, by participating in Project POWER?

As part of the Project POWER Leadership Seminar, your team will work together to create an Action Plan for your workshop. Will this be the first time you have created an action plan with a team of colleagues outside of your organization? Yes No

Thank you!

Appendix C

Project POWER Post-Training Survey for Educators

Welcome to the Project POWER Post-Training Survey. This survey is meant to evaluate your experience with several components of the training process you have undergone for the project. Please answer each question as best you can. The survey should take no longer than 20 minutes of your time.

Please use the "Back" and "Continue" buttons at the bottom of each page to move through the survey. Please DO NOT use your browser's "Back" button, as your survey responses will be erased.

Please enter your assigned ID number and hit "Continue" to move to the survey.

ID_____

The Project POWER Leadership Seminar

Please answer the following questions to provide feedback on the Leadership Seminar. Your responses will be used to help assess the Seminar and its influence on attendees.

Overall, how satisfied were you with the Project POWER Leadership Seminar?

- Not at all A Little Generally Very Extremely

Please rate the following:

	Poor	Fair	Good	Very Good	Excellent
The overall organization of the Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Seminar's content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way you were treated as a professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As you have continued thinking about and/or begun planning for your workshop, how helpful have you found each of the following components from the Leadership Seminar:

	Not at all Helpful	A Little Helpful	Generally Helpful	Very Helpful	Extremely Helpful
Overview of the NY Wetlands Class (includes the Wetlands and Rules and Regulations lectures and the walk-through of the aquarium)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking State Funding Opportunities lecture by guest speaker, Teresa Ippolito (EPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploring Federal Resource Partners for Support and Materials lecture by guest speaker, Marguerite Duffy (Coastal America)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logistics of Implementation discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time spent working with your team to begin your Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overview and Troubleshooting of Action Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective instructional techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands program logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Plans for wetlands programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How prepared do you feel to teach the following content as part of your workshop? If you will not be teaching about a particular topic, please check NA.

	Not at all	A little	Generally	Very	Extremely	NA
Tidal (coastal) wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functions of wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tidal Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instances in which you need a permit to build on wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The repercussions of building on wetlands without a permit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How effective was the Leadership Seminar at encouraging you to think about doing each of the following with your local/state agencies?

<i>Work with your local/state agencies to:</i>	Not at All	A Little	Generally	Very	Extremely
Create incentives for the public to attend programs offered at our institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work to improve public compliance to wetlands regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change or affect policy in your area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the most important thing you gained, as a professional, from the Project POWER Leadership Seminar?

What (if anything) would have improved your experience at the Project POWER Leadership Seminar to make you more prepared to develop your own wetland workshop?

Use and Opinions of the Project Power Materials

As part of the Seminar, you received a number of resources to help you prepare for your workshops. NY Aquarium staff would like to know which of these resources you have already used and your opinions of the resources. Your answers will help the NY Aquarium improve similar trainings in the future.

How helpful will each of these Guidebook resources be as you plan for and implement your workshop?

	Not at All	A Little	Generally	Very	Extremely
History and Highlights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands Class (printed lecture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Materials and References	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your Team's Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samples (e.g., flyers, letters, promos, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the Seminar, you received a copy of In Search of Swampland: A Wetland Sourcebook and Field Guide. Have you read any or all of this book? Yes No

If yes:

What have you read?

- The whole book
- Pieces of chapters
- Chapter 1: Swampland, Marshland, Wetland
- Chapter 2: Water, the Lifeblood of Swampland
- Chapter 3: The Birth and Growth of Swampland
- Chapter 4: Swamp Earth
- Chapter 5: Swamp Plants
- Chapter 6: Swamp Things
- The Appendices
- The Glossary

How helpful have you found this book in preparing your workshop?

- Not at all A Little Generally Very Extremely

You also received a copy of Conserving America's Wetlands: Implementing the President's Goal. Which of the following is true?

- I read this resource in its entirety
- I have read some of this resource
- I have not read this resource yet, but plan to
- I probably won't read this resource

Since returning to your agency, have you reviewed the Project POWER DVD? Yes No

If yes:

How helpful have you found the following:

Wetland images?

Not at all A Little Generally Very Extremely Have not reviewed this resource

DEC PowerPoint?

Not at all A Little Generally Very Extremely Have not reviewed this resource

Final Thoughts

Overall, how effective was the training at preparing you to develop your workshop?

- Not at all A Little Generally Very Extremely

To what extent are the project's expectations of you and your team clear to you?

- Not at all A Little Generally Very Extremely

Since attending the Leadership Seminar, how often have you communicated with your team member's about the project:

	Once	Twice	Three Times	Four Times	Five Times or More	I have not communicated with this team member
Your fellow Educator Partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your Regulator Partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many hours (not counting those in the Seminar) did you spend working on your team's Action Plan? _____ hours spent working on your own
 _____ hours spent working with your team

Would you recommend that future Seminars be:

- One day
 Two days
 Three days
 Other: _____

Think for a moment about how time was allocated at the Leadership Seminar. If the NY Aquarium continues to offer a two-day Seminar, how much time would you suggest allocating for each activity:

	More Time	Less Time	The Same Amount of Time
The wetlands lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The regulations lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What other suggestions do you have for activities that should be added to future Seminars?

How confident are you about the feasibility of your workshop Action Plan?

- Not at all A Little Generally Very Extremely

What challenges, if any, do you expect to face as you begin to implement your Action Plan?

What ideas do you have for how to respond to those challenges?

What kinds of additional support from NY Aquarium and/or DEC staff would be helpful to you as you begin to implement your Action Plan? Please be specific.

Project POWER Post-Training Survey for Regulators

Welcome to the Project POWER Post-Training Survey. This survey is meant to evaluate your experience with several components of the training process you have undergone for the project. Please answer each question as best you can. The survey should take no longer than 20 minutes of your time.

Please use the "Back" and "Continue" buttons at the bottom of each page to move through the survey. Please DO NOT use your browser's "Back" button, as your survey responses will be erased.

Please enter your assigned ID number and hit "Continue" to move to the survey.

ID_____

The Project POWER Leadership Seminar

Please answer the following questions to provide feedback on the Leadership Seminar. Your responses will be used to help assess the Seminar and its influence on attendees.

Overall, how satisfied were you with the Project POWER Leadership Seminar?

- Not at all A Little Generally Very Extremely

Please rate the following:

	Poor	Fair	Good	Very Good	Excellent
The overall organization of the Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Seminar's content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way you were treated as a professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As you have continued thinking about and/or begun planning for your workshop, how helpful have you found each of the following components from the Leadership Seminar:

	Not at all Helpful	A Little Helpful	Generally Helpful	Very Helpful	Extremely Helpful
Overview of the NY Wetlands Class (includes the Wetlands and Rules and Regulations lectures and the walk-through of the aquarium)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking State Funding Opportunities lecture by guest speaker, Teresa Ippolito (EPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploring Federal Resource Partners for Support and Materials lecture by guest speaker, Marguerite Duffy (Coastal America)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logistics of Implementation discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time spent working with your team to begin your Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overview and Troubleshooting of Action Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective instructional techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands program logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Plans for wetlands programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How prepared do you feel to teach the following content as part of your workshop? If you will not be teaching about a particular topic, please check NA.

	Not at all	A little	Generally	Very	Extremely	NA
Tidal (coastal) wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functions of wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of wetlands to our economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tidal Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshwater Wetlands Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instances in which you need a permit to build on wetlands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The repercussions of building on wetlands without a permit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How effective was the Leadership Seminar at encouraging you to think about doing each of the following with educational centers in your area?

<i>Work with educational centers to:</i>	Not at All	A Little	Generally	Very	Extremely
Create incentives for the public to attend programs offered by your agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work to improve public compliance to wetlands regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change or affect policy in your area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the most important thing you gained, as a professional, from the Project POWER Leadership Seminar?

What (if anything) would have improved your experience at the Project POWER Leadership Seminar to make you more prepared to develop your own wetland workshop?

Use and Opinions of the Project Power Materials

As part of the Seminar, you received a number of resources to help you prepare for your workshops. NY Aquarium staff would like to know which of these resources you have already used and your opinions of the resources. Your answers will help the NY Aquarium improve similar trainings in the future.

How helpful will each of these Guidebook resources be as you plan for and implement your workshop?

	Not at All	A Little	Generally	Very	Extremely
History and Highlights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wetlands Class (printed lecture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Materials and References	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your Team's Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samples (e.g., flyers, letters, promos, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the Seminar, you received a copy of Tools for Watershed Protection: A Workshop for Local Governments and Field Guide. Have you read any or all of this book? Yes No

If yes:

What have you read?

- The whole book
- Pieces of chapters
- Chapter 1: Introduction
- Chapter 2: Watershed Hydrology
- Chapter 3: Freshwater Resources
- Chapter 4: Coastal, Estuarine, and Marine Water Resources
- Chapter 5: Wetland Resources
- Chapter 6: Stormwater Management
- Chapter 7: Management Tools
- Chapter 8: Financing, Implementing, and Enforcing Coastal Protection

How helpful have you found this book in preparing your workshop?

- Not at all A Little Generally Very Extremely

You also received a second book titled In Search of Swampland: A Wetland Sourcebook and Field Guide. Have you read any or all of this book? Yes No

If yes:

What have you read?

- The whole book
- Pieces of chapters
- Chapter 1: Swampland, Marshland, Wetland
- Chapter 2: Water, the Lifeblood of Swampland
- Chapter 3: The Birth and Growth of Swampland
- Chapter 4: Swamp Earth
- Chapter 5: Swamp Plants
- Chapter 6: Swamp Things
- The Appendices
- The Glossary

How helpful have you found this book in preparing your workshop?

- Not at all
- A Little
- Generally
- Very
- Extremely

Finally, you also received a copy of Conserving America's Wetlands: Implementing the President's Goal. Which of the following is true?

- I read this resource in its entirety
- I have read some of this resource
- I have not read this resource yet, but plan to
- I probably won't read this resource

Since returning to your agency, have you reviewed the Project POWER DVD? Yes No

If yes:

How helpful have you found the following:

Wetland images?

- Not at all
- A Little
- Generally
- Very
- Extremely
- Have not reviewed this resource

DEC PowerPoint?

- Not at all
- A Little
- Generally
- Very
- Extremely
- Have not reviewed this resource

Final Thoughts

Overall, how effective was the training at preparing you to develop your workshop?

- Not at all A Little Generally Very Extremely

To what extent are the project's expectations of you and your team clear to you?

- Not at all A Little Generally Very Extremely

Since attending the Leadership Seminar, how often have you communicated with your team member's about the project:

	Once	Twice	Three Times	Four Times	Five Times or More	I have not communicated with this team member
Curator/Director Partner Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor Partner Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many hours (not counting those in the Seminar) did you spend working on your team's Action Plan? _____ hours spent working on your own
 _____ hours spent working with your team

Would you recommend that future Seminars be:

- One day
 Two days
 Three days
 Other: _____

Think for a moment about how time was allocated at the Leadership Seminar. If the NY Aquarium continues to offer a two-day Seminar, how much time would you suggest allocating for each activity:

	More Time	Less Time	The Same Amount of Time
The wetlands lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The regulations lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What other suggestions do you have for activities that should be added to future Seminars?

How confident are you about the feasibility of your workshop Action Plan?

- Not at all A Little Generally Very Extremely

What challenges, if any, do you expect to face as you begin to implement your Action Plan?

What ideas do you have for how to respond to those challenges?

What kinds of additional support from NY Aquarium and/or DEC staff would be helpful to you as you begin to implement your Action Plan? Please be specific.

Appendix D

Project POWER Follow-Up Survey

Welcome to the Project POWER Post-Training Survey. This is your final survey--congratulations on finishing your workshop! Please answer each question as best you can. The survey should take no longer than 15 minutes of your time.

Please use the "Back" and "Continue" buttons at the bottom of each page to move through the survey. Please DO NOT use your browser's "Back" button, as your survey responses will be erased.

Please enter your assigned ID number and hit "Continue" to move to the survey.

ID: _____

Your Project POWER Workshop

In this section, you will share how your team planned for and implemented your workshop.

Please share the different roles that you and your team members played in developing and implementing your Project POWER workshop.

	Developing the workshop	Implementing the Workshop
Yourself		
Your Fellow Educator Partner		
Your Regulator Partner		

How helpful was your team's Action Plan as you developed and implemented your workshop?

- Not at All
 A Little
 Generally
 Very
 Extremely

Why did you choose that rating?

Which of the following methods did you use to recruit for your Project POWER workshop? (Check all that apply.)

- Email announcement sent to listserves
- Announcement posted on our Web site
- Newsletter announcements
- Flyers distributed to the local community
- Flyers posted in and around your facility
- List of wetlands violators provided by Regulator partner
- Public service announcements
- Press releases
- Letters of invitation to local elected officials and/or community board members
- Other; please describe _____

Did the public relations (PR) department at your facility assist with promoting your Project POWER workshop?

- Yes
 No
 Our facility does not have a PR department

Which audiences did you try to recruit for your Project POWER workshop?

- School groups
- Colleges
- Families/children/adults
- Membership from our educational facility
- Targeted groups in the community such as people who live near wetlands
- Wetlands violators
- Civic/community groups
- Business community
- Municipalities and city planners
- Real estate firms/ property lawyers
- Environmental law students
- Construction companies
- Other _____

Now we'd like you to share some information about your workshop.

Did attendees sign up for your workshop in advance? Yes No

If yes:

How many people signed up for your workshop? _____

How many of those people came to the workshop? _____

How many people attended your workshop? _____

Using the list below please put a 1 next to the group that made up the greatest number of your workshop attendees, a 2 next to the second largest group, and a 3 next to the third largest group.

- ___ School groups
- ___ Colleges
- ___ Families/children/adults
- ___ Membership from our educational facility
- ___ Targeted groups in the community such as people who live near wetlands
- ___ Wetlands violators
- ___ Civic/community groups
- ___ Business community
- ___ Municipalities and city planners
- ___ Real estate firms/ property lawyers
- ___ Environmental law students
- ___ Construction companies
- ___ Other _____

Did attendees pay to attend your workshop?

- Yes, they paid for the workshop
- They paid to get into the facility, but did not pay an additional fee to attend the workshop
- They paid a deposit to hold their seat at the workshop which was refunded to them if they did attend
- No, they did not pay any fees to attend the workshop

How long was your Project POWER workshop (in hours)? _____

In a few sentences, please share a brief summary of your workshop.

Which of the following topics were covered as part of your workshop?

	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Flooding	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Dumping	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Habitat restoration	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Permits and building regulations	<input type="checkbox"/> Yes	<input type="checkbox"/> No
State/local wetlands regulations	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Federal wetlands regulations	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Wetlands permit procedures	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Violation reduction policy	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Please share any other topics that you covered that were not included above.

Which Project POWER materials did you use with attendees as part of your workshop?

- Samples provided in Project POWER binder
- Video
- DEC PowerPoint slides
- Wetlands images
- Other; _____

What additional materials did you use with attendees?

Did your workshop include:

- AV presentations
- Exhibits
- Demonstrations
- Wetlands visit
- An evaluation of workshop attendees

As part of Project POWER, did you:

Create incentives for the public to attend programs offered at your institution	<input type="checkbox"/> Yes <input type="checkbox"/> No
Work to improve public compliance to wetlands regulations	<input type="checkbox"/> Yes <input type="checkbox"/> No
Change or affect policy in your area	<input type="checkbox"/> Yes <input type="checkbox"/> No

For each of the above, if they say yes: Please describe how you met this goal.

If they say no: What prevented you from meeting this goal?

When implementing your workshop, did you use your facility's exhibits and grounds in any new or different ways compared to how you use these resources for other programs? Yes No

If yes, how so?

What challenges did you face in implementing your workshop?

How did you overcome those challenges?

Are there any other aspects of your workshop that you would like to share?

Professional Relationships Created as Part of Project POWER

How effective was Project POWER at helping to create or strengthen the relationship:

	Not at all	A little	Generally	Very	Extremely
between your educational facility and your partnering regulatory agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
between your educational facility and other local/state agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
between educators within your facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
between yourself and the Regulator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
between yourself and other local/state officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you seek additional support from either New York Aquarium or DEC staff as you planned and implemented your workshop?

- Yes
- I did not need additional support
- I could have used additional support, but did not contact anyone

Would you have preferred:

- More structure and monitoring from NY Aquarium staff throughout the project
- Less structure and monitoring from NY Aquarium staff throughout the project
- Neither - I thought the level of structure and monitoring from NY Aquarium staff was just right

Which of these people, if any, did you contact for additional support as you planned and implemented your workshop? (Check all that apply).

- Merryl Kafka
- Desiree DeToy
- Steve Zahn

Please describe the support you received.

Please rate the support you received.

- Poor
- Fair
- Good
- Very Good
- Excellent

Why did you choose this rating.

Did you contact Educators or Regulators at other Project POWER sites for support?

What support did you receive from other Project POWER sites?

Did you contact other local agencies for support?

What support did you receive from other local agencies?

Extending Project POWER

This final section of the survey focuses on ways that you might have extended your Project POWER experience.

Other than to create your workshop, have you used Project POWER materials in other ways?

- Yes; What materials have you used and how? _____
- Not yet, but have plans to
- No

Have you shared Project POWER materials with other educators in your facility?

- Yes, What have you shared? _____
- Not yet, but plan to
- No

As a result of your participation in Project Power, have you talked with other staff members (i.e., government affairs, public relations, development) in your facility about wetlands ecology?

- Yes; What was the nature of those conversations? _____
- Not yet, but plan to
- No

To what extent did your experience with Project POWER motivate you to continue to

	Not at all	A little	Some	A Great Deal	NA – My state doesn't have regulations
Offer programming to raise awareness of wetlands violations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partner with regulators in your area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer programming to wetlands violators?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find a way to create incentive programs for wetlands violators who complete your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you made plans to work with any other local/state government offices to affect change in these ways as a result of POWER?

- Yes, specific plans; please describe _____
- Yes, but no specific plans yet
- No

Do you have plans to implement your Project POWER workshop again in future?

- Yes, specific plans; please describe _____
- Yes, but no specific plans yet
- No

If implementing the workshop again, what, if anything, would you change?