

HANDS ON THE LAND MONTHLY REPORT TO PRE, FEBRUARY 2006 THE KEYSTONE CENTER

1. Develop and implement a business plan for HOL within the sponsoring agencies and nationally to ensure long-term sustainability of the program. Coordinate the interest and environmental education needs of each of the five federal partners.

1.1 Develop a list of potential funders (local and national) and share with PRE.

- A potential partnership with NEETF and National Public Lands Day was discussed at the January PRE meeting. TKC intends on providing support for this partnership upon NEETF and PRE's direction. Otherwise, this task is completed.

1.2 Increase and/or stabilize PRE agency contributions to HOL (PRE lead).

- This task is completed.

1.3 Develop draft monitoring and evaluation plan for HOL for PRE's approval.

- TKC followed up with experts in the field of environmental education evaluation and determined that a webpage with resources linking to noted evaluation pages was optimal for HOL.
- TKC invited PRE members to review the draft webpage and provide feedback. One response was received: "The resources seem useful, but I think it would be helpful to offer a model assessment/evaluation model." Based on the results of the Needs Assessment, there are few sites that have utilized any models for assessment and evaluation. In March, TKC intends to contact sites to attempt to find a model that could be a useful addition to the evaluation and assessment webpage.
- The webpage went live on March 1, 2006. To view the page visit: <http://www.handsontheland.org/manage/evaluation/methods.cfm>.

1.4 Partner with PRE to develop a business plan based on HOL criteria, including necessary resources.

- Task is completed as per conversation with Drew Burnett, US EPA Office of Environmental Education, 8/25/2005.

2. Maintain and expand the HOL network, through increase capacity building. Bring additional partners and support into the HOL program at the national and local levels.

2.1 Develop a web-based application and screening process for joining HOL including sites and/or schools without established partnerships.

- This task is completed.

2.2 and 2.4 Assess environmental education and website needs for all sites (including those that currently do not meet HOL membership criteria that have applied to participate in the network) and provide technical assistance as appropriate.

- TKC completed the needs assessment and submitted a report to PRE in February 2006.
- TKC is gathering resources to compile a list of professional development opportunities and will post to the HOL website once completed.

2.3 And 2.7: Develop an online “How to” manual and other resources to guide individual site participation in HOL.

Develop a training program to help new HOL sites with the implementation of HOL at their site.

- TKC will work on this task in early 2006.

2.5 Assure all relevant information is included in the website databases, and other content areas.

- This task is completed. To view the online membership requirements table, visit: http://www.handsontheland.org/manage/documents/site_info_table.cfm

2.6 Conduct usability testing with HOL members on website data input page.

- In January, TKC updated the data input page usability survey to include questions regarding the search page usability (see sub-task 3.2). To view the survey, visit: http://www.handsontheland.org/manage/asmt/questionnaire.cfm?relative=quest_132
- The usability survey was sent to the following 10 sites on January 31, 2006: Alder Creek Children’s Forest, Great Smoky Mountains National Park, Campbell Creek Science Center, Clear Lake Education Center, Cradle of Forestry in America, Craters of the Moon National Monument and Preserve, West Eugene Wetlands Education Center, Headwaters Forest Reserve, Big Thicket National Preserve, and Petrified Forest National Park.
- As of February 28, 2006, 4 sites have responded. To see a summary of the responses, see *Appendix C*.
- A report will be compiled in March 2006.

3. Maintain and improve communication among the sites, and browser/member access to information on the website (<http://www.handsontheland.org>).

3.1 Develop additional online tools that promote coordination and communication among HOL sites.

- Task completed (see Monthly Report to PRE, September 2005).
- The March Newsletter was sent to the HOL network on March 1, 2006 and is available online by visiting the HOL home page and clicking on Bulletins.

3.2 Develop search pages for each of the databases on the website and conduct usability testing with HOL browsers and members.

- TKC created a search page usability survey and combined it with the data input survey. It was deployed to 10 HOL sites (see sub-task 2.6) on January 31, 2006.
- As of February 28, 2006, 4 sites have responded. To see a summary of the responses, see *Appendix C*.
- A report will be compiled in March 2006.
- TKC created a usability testing system to solicit feedback on every 25th website user with password access. Results of this survey will continually be gathered.

3.3 Work with PRE to develop a portal webpage of programs and materials focused on high priority resource management issues such as: watersheds, invasive species, forest health, the role of fire etc. Use the EE Guidelines to review the quality of the programs and materials and submit to Drew.

Note: The last sentence in this item is to be deleted as per conference with Drew Burnett, US EPA Office of Environmental Education, 8/25/2005.

- Working with BLM representatives, TKC completed a portal page template for the Hot Topics webpage. To view the webpage, visit:
http://www.handsontheland.org/teachers/materials/hot_topics.cfm
- In March, TKC will solicit information from PRE members to enhance the Fire, Watersheds and Forests pages to make them similar to the Invasives page.

3.4 Coordinate all revisions to and maintain the website according to PRE's Quality Assurance Plan.

- TKC intends to focus on this task in 2006.

4. Establish partnerships with national education institutions, environmental education monitoring programs and service learning organizations.

4.1 Work with national environmental education monitoring programs (e.g. GLOBE) that allow HOL sites to share environmental monitoring data.

- TKC followed up with Susan Sachs via email to determine the potential of formalizing a partnership with GLOBE. Her response: "We aren't actually hosting GLOBE's entire ozone program, they have an advanced protocol using ozone cards that are left outside for 1 hour and then are analyzed by a special card reader to get current 1-hour ozone levels. The ozone garden project was going to be picked up by GLOBE as a second study to go along with the ozone card study. Teachers who participate in the card study would enter data on the GLOBE site; teachers participating in the ozone garden study enter data on the HOL site. What would have happened is GLOBE teachers would see a link to enter data from their gardens and automatically be connected to the HOL site. We had talked about having a similar link from HOL to the ozone card study on GLOBE."
- TKC will continue to pursue the partnership between GLOBE and HOL.

4.2 Identify and investigate partnership opportunities with service learning organizations

- A new home page with a link to Take Pride in America Schools is now live (www.handsontheland.org). By clicking on the 'Service Learning Organizations' link, browsers are directed to a page with information regarding Take Pride Schools and other Service Learning Organizations. To view the service learning page, visit:
<http://www.handsontheland.org/slo.cfm>
- The identified service learning organizations listed on the webpage above were submitted to PRE for approval. One response was received with a suggestion to include National Public Lands Day. The change was made and is included on the page.
- TKC is in the process of applying to become a formal partner with Take Pride in America (TPA). Once this is achieved, a link to the HOL website will be published to the TPA site.

5. Administration, Monitoring, and Reporting Requirements

5.1 Update the on-line task table

(<http://www.handsontheland.org/access/administrator.cfm>) with the information from this proposal, and every two weeks during the project.

- TKC has posted the monthly reports under Administrative Monthly Reports to the Admin Hub of the HOL website.
- This task is ongoing. See *Appendices A and B*.



APPENDIX A WORKPLAN TASK 5.1 WEBSITE USE STATISTICS

Unfortunately, the Website Use Statistics were not available to include in this report due to a glitch in the Market Matrix reporting system. TKC was in contact with Market Matrix in December and learned that they are currently updating all of their statistics tracking software. Upon following up with Market Matrix in February, TKC learned that the system for tracking and reporting website use statistics will be up again by the first week in March. TKC expects to include March statistics in the March monthly report.



APPENDIX B WORKPLAN TASK 5.1 UPDATES TO WEBSITE

February Website Updates
Tour of HOL with Cynthia Ocel
Updated date function on slime mold update page
Added a "does not exist" page for an incorrectly entered quiz or questionnaire address
Responded to HOL feedback
Added HTML instructions for Profile Update pages
Contacted Joy Fatooh, set up password
Developed draft site tour for Joy
Installed Pop-up usability quiz
Updated quiz/questionnaire feature so that members may delete the last question on their quiz or questionnaire
Edited service learning page
Updated field CSS script so input fields are smaller
Posted newsletter
Made service learning home page public
Edited the Hot Topics page

APPENDIX C

WORKPLAN TASK 2.6 AND 3.2

USABILITY SURVEY

Search Field and Data Input Usability Survey

Description: This thirteen-question usability survey is to be completed by members who are searching for data and entering data into Hands on the Land's content management system.

Before you take this survey, please complete the following tasks:

- 1) Search for teaching materials using the search function in the Educator Resources database. Alternatively, you may search for information using another search field, such as the contact directory, glossary, or the Hands-on Science.
- 2) Post or update a teaching material or education program in the Educator Resource database. This task will be completed from the Admin Hub. Alternatively, if you are involved with one of our environmental monitoring projects, post or update data for one of your projects. This task will be completed in the Hands-on Science section.

Total questionnaire results are displayed below.

1) Ability to complete tasks as requested.

3	1	0	0	0
<i>a) Very easy</i>	<i>b) Easy</i>	<i>c) Neutral</i>	<i>d) Frustrating</i>	<i>e) Very frustrating</i>

2) Relevance of search fields to data sought.

1	3	0	0	0
<i>a) Very relevant</i>	<i>b) Relevant</i>	<i>c) Neutral</i>	<i>d) Irrelevant</i>	<i>e) Very irrelevant</i>

3) Were the data input instructions satisfactory?

2	2	0	0	0
<i>a) Very satisfactory</i>	<i>b) Satisfactory</i>	<i>c) Neutral</i>	<i>d) Unsatisfactory</i>	<i>e) Very unsatisfactory</i>

4) Ability to navigate through the data input pages.

2	1	1	0	0
<i>a) Very easy</i>	<i>b) Easy</i>	<i>c) Neutral</i>	<i>d) Frustrating</i>	<i>e) Very frustrating</i>

5) Overall layout of search results.

2	2	0	0	0
<i>a) Very clear</i>	<i>b) Clear</i>	<i>c) Neutral</i>	<i>d) Confusing</i>	<i>e) Very confusing</i>

6) Overall page layout and organization.

1	3	0	0	0
<i>a) Very clear</i>	<i>b) Clear</i>	<i>c) Neutral</i>	<i>d) Confusing</i>	<i>e) Very confusing</i>

7) Is the site inviting to use?

1	3	0	0	0
<i>a) Very inviting</i>	<i>b) Inviting</i>	<i>c) Neutral</i>	<i>d) Uninviting</i>	<i>e) Very uninviting</i>

8) Were the form fields logically and intuitively organized?

1 2 1 0 0

a) *Very clear* b) *Clear* c) *Neutral* d) *Confusing* e) *Very confusing*

9) Were links and fields clearly named and labeled?

1 2 1 0 0

a) *Very clear* b) *Clear* c) *Neutral* d) *Confusing* e) *Very confusing*

10) Would you recommend this site to a friend?

2 1 1 0 0

a) *Absolutely* b) *Yes* c) *Maybe* d) *Probably not* e) *Never*

11) Please include any further comments about this web site's data search functions.

A few minor comments:

- 1) On the HOL home page, add a sentence or two to describe what the various things in the menu are.
- 2) At the search page, clarify what the differences are between Education Program, Education Manual, Internet Activity, Resource Guide/Catalogue, Supplemental Curriculum, Lesson Plan, Activity Guide, How to Manual, & Resource Management Planning Curriculum. Seems like there could be some overlap and/or redundancy here, and good, clear descriptions might help educators target exactly what they need or want.
- 3) Provide a link to the various descriptive subject terms used in the "search" parameter. For my test run just now, I tried forest, stream, and water. It might be helpful to be able to actually see a list of all the available terms for exploration.
- 4) How can we get more materials uploaded? If this service were actually provided by Keystone staff, perhaps we could encourage more being made available...rather than expecting the sites to upload them themselves. I think Dave has already offered to scan and upload items for sites, but perhaps this isn't common knowledge? Maybe quarterly email or calls to site coordinators could solicit additional materials?
- 5) How about considering the addition of a section entitled "Materials Needed"? If sites could post their activity or curriculum needs, then others might know of an already available resource that could help another site.

Thanks for a great tool. Keep up the good work.

If any questions, feel free to call me at (541)464-3248 or email to joseph_ross@blm.gov

Best wishes,

Joe Ross

BLM site coordinator for Alder Creek Children's Forest

I tried some simple searches for our material but I was unable to pull up our educator's guides based on keywords like "volcanoes" and "lava."

12) Please include any further comments about this web site's data entry methods.

Need a simpler password.

13) Frequency of data entry and/or use of database search engine.

0 0 0 3 0

a) *Daily* b) *Weekly* c) *Monthly* d) *Very Infrequently* e) *Never*