

## D. Select and Design Individual Sessions

As you think about Institute sessions, try to include a variety of presentation styles such as: hands-on workshops, roundtable discussions and lectures.

*Important sessions to consider including are:*

*Local Watershed Issues Roundtable*  
Speakers from local organizations discuss their roles relating to local watershed issues.

*An Introduction to Watershed Education* – This session can be designed to answer three main questions:

- ✓ What is a watershed?
- ✓ Why do a watershed program?
- ✓ How do you map a watershed?

*Exploring Watersheds* - This session is hands-on. Participants travel to a local stream or lake and learn how to use water ecology or assessment tools.

*Online Internet Resource Workshop*  
This session introduces participants to the many water resources available online.

*Reinforcing Youth Resiliency: Engaging Youth and Community* - A speaker discussing research about youth resiliency will help participants understand adolescent developmental behavior and how it relates to youth involvement in similar programs. (See details in Appendix E.)

*Involving the Latino Community: A Panel Discussion* – Local community members provide a panel discussion about ideas and issues to consider when involving the Latino community in water education programs.

*Creating Artistic Connections* - Invite local artists to illustrate how art-based opportunities can be incorporated into watershed education.

*Integrating Watershed Education into School Curriculum* - This session helps participants understand how to integrate watershed education into a school program.

*Community Education Planning Activity* - Participants learn and practice the steps they can follow to start a youth water program.

*Group Feedback Session* - This session helps participants integrate information they have learned from the Institute and develop their own plan for local leadership.

(See **Appendix E** for a sample agenda and session descriptions.)

## E. Develop a Budget

When developing your budget, you will need to consider a variety of potential costs including:

- Printed background information about local watershed issues and education resources that you feel may be helpful for your Resource Committee
- Participant supplies - water monitoring kits, curricula, folders, etc.
- Institute supplies - field trip materials including bug boards, leaf pack bags and macro-invertebrate flashcards
- Speaker handout(s)—purchase or duplication
- Bag lunches and other refreshments, as needed
- Substitute teacher salaries or participant honoraria. (This is highly desirable.)
- Transportation to fieldtrip sites
- Room rental

A sample Institute budget is provided in **Appendix C**.

Participant supplies will vary according to your Institute plans. We suggest ordering items participants can “try out” during the field trip sessions. An especially valuable item to order is the low-cost water monitoring kit from GREEN. (See Appendix D—page 2.)

If your budget is not large enough to include participants’ honoraria in addition to purchasing supplies, you may want to offer participants funding for the purchase of relevant water education materials to keep for their own uses. Provide an order form at the Institute that allows participants to select items up to a set total price.

## F. Develop an Evaluation Strategy

Your evaluation strategy depends on the goal for your Institute. The purpose is to give you information about participant and speaker experiences in the Institute, how participants plan to use what they learned and what future activities will be needed to support participant goals. For the pilot project, we provided a questionnaire at the end of each day. The Steering Committee reviewed responses and talked with participants at the next session to get further details or advice. (See Appendix G.) Finally, the Resource Committee will meet to consider the overall initiative and make recommendations about how to take the next steps.

At the end of each Institute day, participants should be given the opportunity to evaluate the day's sessions. Be sure to leave time for this in the agenda. Results from the evaluations can be used to modify future Institute designs. Evaluations also provide good opportunities for participants to personally reflect on their experiences each day. Sample evaluation forms are found in Appendix G.

## G. Finalize Details

### 1. Curricula and Resources

Committee members and Institute leaders will find a variety of curricula and materials listed in Appendix D that will help them develop and implement their Institute plans. Some of these resources are available in Spanish.

You may want to provide the participants with sample curricula and resources including *Give Water A Hand*, *Educating Young People about Water*, *California Aquatic Science Education (CASEC)* materials and *Adopt-A-Watershed* materials.

- ✘ *Give Water A Hand* materials show leaders and youth how to plan and complete a watershed service project and are available in Spanish (*Action Guide* only).
- ✘ *Educating Young People About Water* includes a volume listing available water curricula and another volume describing how to plan a program that involves youth in improving local water quality or quantity.
- ✘ *CASEC* materials are outstanding watershed resources on specific topics. They are available in English and Spanish.
- ✘ The *Adopt-A-Watershed* curriculum overview manual describes how *Adopt-A-Watershed* incorporates water education into education standards.

### 2. Select Meeting and Field Trip Sites

#### a. Meeting Sites

The Resource Committee can be a valuable source of information about a convenient and accessible meeting site for the Institute participants. A good site should have space for demonstrations (especially those using water), a water source, and computers with Internet access, if needed.

Sites to look at include:

- ✘ Colleges/universities that have lab space
- ✘ Local schools
- ✘ Public sites with space and computer access

When selecting a site consider:

- ✘ Accessibility to Leadership Institute audience
- ✘ Cost
- ✘ Space availability
- ✘ Computer availability if needed

### **b. Field trip sites**

Your Leadership Institute will include at least one outdoor, hands-on experience. It is important to identify potential field trip sites at least two months before the Institute. Sites to consider include city, state or federal parks, schools, and other public property or property open to public use. You will want to make sure the site will have stream conditions that will be appropriate to your activities. Stream flow can vary widely depending on the time of year. You will also want to check if an entrance fee is required and whether the site you want to visit will be accessible. Also be sure to check park, state and federal rules about collecting living items.

## **3. Enlist Speakers**

The Leadership Institute offers an opportunity for learning new information, sharing ideas, and making connections. The right speakers and resource people can influence the tone of the Institute and provide potential role models or inspiration for addressing issues in new ways.

The Resource Committee can be a great source for speaker ideas. Some Committee members may even be potential speakers. Recruit speakers at least two months before the Institute. You may want to recruit:

- Local water agency professionals
- Educators who have used water education in the classroom or other settings
- Local leaders of Latino organizations
- Local politicians to give you an idea of the local government's interest in water issues
- Local artists with a community perspective who incorporate water or the environment into their art and art displays.

*It is especially important to try to recruit Latino speakers to get a Latino perspective.* You may want to offer speakers honoraria or invite them to take part in the entire Institute.

Once speakers and resource people have agreed to help, provide them with detailed information about the Institute. An Institute information packet can include the Institute agenda, the goals of the Institute, goals for each speaker, the time they are needed and the name of a contact person. Also include directions to the Institute site.

You may also want to provide a form for the speaker to inform you of special equipment needs or if handouts need to be copied. Ask for a brief summary of the presentation.

Two weeks before the Institute, call each speaker and confirm the date and time of the presentation and whether any materials or equipment needed.

#### 4. Recruit Participants

- ✓ Work with the Resource Committee to identify local educators and organizations that serve the Latino community.
- ✓ Send recruitment letters to key contact persons in organizations on behalf of the Steering Committee.
- ✓ Ask Resource Committee members to help recruit participants by suggesting potential individuals and local organizations that serve the Latino population.
- ✓ Make follow-up phone calls to assure that potential participants notice and understand the Leadership Institute invitation.

Determine how many participants you can successfully accommodate. Consider these factors: the facility size; the manageability of the field trips; participant costs including meals, honoraria, materials, field trip costs.

Monetary or other incentives help attract participants. For example, if funding is available, offer to pay substitute teacher pay or an honorarium of \$100 for a participant who attends the entire Institute. Provide materials participants can use with their youth groups. For example: Tell potential participants that they will each receive a water monitoring kit (GREEN), a CD-ROM with local watershed maps, *Adopt-A-Watershed Curriculum Unit Overview Manual*, and a variety of water education resources for their involvement.

Invite participants at least two months before the scheduled Institute. Sample announcement, invitation and application forms are in **Appendix F**. To encourage serious applicants, you may want to request a nominal registration fee that is refunded to the participants when they attend the Institute. Ask participants to mail, fax or E-mail their replies by a set deadline.

Additional publicity can include: sending an E-mail announcement to relevant list serves, putting announcements in newsletters of organizations, posting announcements in teacher lounges, and word of mouth.

Once you receive a registration form, send a follow-up letter confirming the meeting arrangements.

## **5. Choose and Order Supplies**

The supplies needed for Institute sessions and field trips will depend on your agenda and speakers but most likely will include:

- Topography maps of the area for watershed mapping exercise
- Markers
- Spray bottles for watershed exercise
- Plastic gloves to protect participants' hands from polluted water
- Leaf packs, bug boards and macro-invertebrate flashcards for stream monitoring exercises
- Clip boards for stream survey note taking
- Flip charts

Order supplies at least 2 months before the Institute. For ordering information see Appendix D.

## **6. Order Institute Materials**

- Background information
- Participant materials to take home
- Institute supplies for teaching sessions
- *Give Water A Hand* materials show leaders and youth how to plan and complete a watershed service project and are available in Spanish (*Action Guide* only).
- *Educating Young People About Water* includes a volume listing available water curricula and another volume describing how to plan a program that involves youth in improving local water quality or quantity.
- *CASEC* materials are outstanding watershed resources on specific topics. They are available in English and Spanish.

- The *Adopt-A-Watershed* curriculum overview manual describes how *Adopt-A-Watershed* incorporates water education into education standards.

## 7. Make Arrangements for Meals and Refreshments

To save time, it is a good idea to offer lunches to participants. A local catering company can provide box lunches for the field trips and a buffet style meal for other lunches. Be sure to give participants special diet options on their registration forms and provide this information to the caterers. Refreshments (coffee, tea, soda, water) should be available during breaks.

## 8. Develop an Evaluation Strategy

At the end of each Institute day, participants should be given the opportunity to evaluate the day's sessions. Be sure to leave time for this in the agenda. Results from the evaluations can be used to modify future Institute designs. The evaluation process also provides a good opportunity for participants to personally reflect on their experiences each day. Sample evaluation forms are found in **Appendix G**.



## CONDUCT INSTITUTE

On the day of the Institute, committee members should arrive at the site one to two hours before the participants. The following is a list of things to do before the participants arrive:

- ✓ Place signs directing participants to the meeting room on all entrance doors and in any other appropriate locations.
- ✓ Place a large sign on the meeting room door identifying your group. If you are meeting at a facility such as a hotel conference room, make sure the staff is familiar with the location of your meeting.

- ✓ Set up tables.
- ✓ Provide a registration table with participant nametags and participant folders. Folders should include an agenda, evaluation forms and any handouts needed.
- ✓ Prepare refreshments.
- ✓ Set up flip charts, slide projectors, overhead projectors, etc.
- ✓ Set out materials for participants: materials to take home as well as display materials

When participants arrive, team members can greet them, give them their name tags and folders, answer any questions, offer refreshments and encourage participants to look at the display of materials. Make sure participants sign in and complete any forms necessary for honoraria payments.

Begin the workshop on time, as stated in the participants' invitations.

## TASK 7



### REFLECT ON OUTCOMES--WHERE DO WE GO FROM HERE?

Leadership Institute evaluations will help you decide what to do next. If possible, bring the Resource Committee back together to discuss results and devise a strategy for where to go next.

The pilot Leadership Institute led to continuing conversations among municipal officials, natural resource professionals and Latino groups. Perhaps more importantly, the Project Intern took a modified form of the Leadership Institute to many groups and situations. (See Appendix B.) What will happen in your community?