

Appendix A. Setting Up a Best Practices Workshop

This worksheet is designed to help you work through the preparations needed to conduct a Best Practices workshop.

Set a Goal

It is important to have a specific reason for conducting a workshop. Too many activities are conducted simply because “it seemed like a good idea at the time.” To set a goal, answer the question: “Why are we doing the workshop?”

In the space provided, write a draft goal for the workshop you intend to conduct. You might start with a modified version of the goal of this workshop:

To provide the information, resources, and enthusiasm participants need to incorporate Best Practices into their education programs.

Program Goal:

Set Objectives

Objectives are the specific, measurable outcomes of the workshop. To create these, answer the question(s): “As a result of full participation in this workshop, each participant will be able to _____.”

In the space provided, write some draft objectives for the workshop you intend to conduct.

Objective:

Objective:

Objective:

A lot more information on setting goals and objectives can be found in *Chapter 1* of the *Best Practices Workbook for Boating, Fishing and Aquatic Resources Stewardship Education*.

Identify Participants

Who needs the training you are providing? Who can benefit from attending? Make an initial list of potential participants here:

Potential Participants:

Appendix A. Setting up a Best Practices Workshop (continued)

Invite Participants

If possible, arrange personal meetings with your proposed audience. Present the Best Practices Powerpoint© and leave them with some *Information Sheets* and a personal invitation to a workshop. Ask them what would interest them, and give them a range of dates and locations to choose from. This is not always possible, but the more personal you can make your invitation, the better. Make sure your invitation focuses on what's in it for them.

List your approach for inviting participants:

Build Your Agenda

After you have identified your goal, objectives, and participants, select the activities you will use to deliver your messages and engage your participants. Review the *Agenda Checklist* (see *Appendix B*). After reviewing the checklist, create your own draft workshop agenda on a separate sheet of paper.

Day of the Event Considerations

It all builds up to this! Review the "*Checklist for Pulling Off the Perfect Workshop*" in *Appendix C*.

Appendix B. Agenda Checklist

(Adapted from U.S. Fish and Wildlife Service, National Conservation Training Center, July 2003)

- ❑ Does my agenda address the needs of my site and the needs of the participants? (Does it reflect what I learned from the needs assessment?)
- ❑ Does my agenda support my workshop objectives?
- ❑ Does my agenda give participants the opportunity to mix and network with each other (breaks, ice-breakers/mixers)?
- ❑ Does my agenda reflect what I've learned about effective learning?
 - I have addressed multiple learning styles and characteristics of adult learners.
 - Participants have an opportunity to experience, process, generalize, and apply.
 - I have an introduction and conclusion/wrap-up.
 - Activities have been modified as needed.
- ❑ Have I allotted enough time for the activities I've included on my agenda? Do I have alternative activities planned in case we have extra time or in case something doesn't go as planned?
- ❑ Does my agenda provide a way for me to find out whether or not my workshop objectives were met? Have I included time to evaluate the workshop? [If you leave evaluation to the very end and it is rushed, it sends the message to participants that evaluation is not that important.]

Appendix C. Checklist for Pulling Off the “Perfect Workshop”

(Adapted from U.S. Fish and Wildlife Service, National Conservation Training Center, July 2003)

Working Out Logistics

- ___ Reserve a room and outdoor area(?) appropriate for your use. Reserve the facilities far in advance to ensure availability.

- ___ Design your meeting space set-up to suit your needs and provide participant comfort.

- ___ Provide advance incentives to encourage participation (continuing education credits, free or low-cost materials, prizes for being on-time, evaluations, etc.).

- ___ Publicize the workshop (flyers, newsletters, word-of-mouth, etc.).

- ___ Determine evaluation techniques (exit survey, follow-up with participants, etc.)

- ___ Provide refreshments (determine type and amount, provide free or require purchase?).

- ___ Order workshop supplies two months before your target date - curriculum guides/packets, notebooks, field equipment, prizes, additional handouts, etc.

- ___ Audio-visual equipment - flip charts, VCR, slides, overheads, extension cords, digital projector, screen, etc. Reserve in advance to ensure availability.

- ___ Provide field experiences as appropriate (make arrangements, determine costs, group limits, special clothing, transportation, etc.). Participants should know in advance where they are going and what they should bring and wear.

- ___ Send out introductory materials in advance (map, travel directions, parking information, phone number of site, agenda, food, expected temperature, extra money, etc.).

Appendix C. Checklist for Pulling Off the “Perfect Workshop” (continued)

Last-Minute Reminders

- ___ Meeting space set-up. Do It Early. Make sure you have enough help to get it done. Remember: posters, charts, props, crafts, food, drinks, name tags, tent cards, check A-V equipment, etc.

- ___ Signs to help participants find the workshop – along route and in the building.

- ___ Prepare check-in area. Nametags, sign-up sheets, agendas, handouts.

- ___ Goals and objectives - Display on flip charts or handout sheet.

- ___ Small group tasks on flip charts – Tear small pieces of masking tape and stick them to the easel, ready to stick sheets around the room.

- ___ Prepare a list of questions (as appropriate) that are important to ask participants during the workshop.

- ___ Prepare flip charts that you know you will need for presentations - Write reminders to yourself on the flip charts in pencil.

- ___ Make sure all equipment is ready! Digital projector works, videos and slides cued up, overheads and flip charts are in correct order, extra projector bulbs on hand, etc.

- ___ Handouts – Have correct number ready and organized.

- ___ Have office supplies available during workshop.

- ___ Have everything set up and ready 15-30 minutes prior to start time so you can greet people as they arrive. Usually there will be some “early birds” that will arrive 30 minutes early.

Appendix C. Checklist for Pulling Off the “Perfect Workshop” (continued)

During the Workshop

- ___ Greet participants with a smile. Provide name tags, refreshments, handouts.

- ___ Check off participants on the list as they arrive, add new names.
(Make copies of roster, if appropriate, to hand out at the end of workshop.)

- ___ Start on Time! - Welcome, icebreaker, introductions, overview of workshop (agenda, goals, breaks, refreshments, restrooms, etc.).

- ___ Stay on Schedule - Give breaks, don=t run over the scheduled time.

- ___ Leave time for generalization and application questions.

- ___ Written evaluation - Allow enough time to think about answers, give prizes when collected.

- ___ Co-facilitating? Meet at the end of the day to review what worked, what didn=t, what needs to be changed for next day or time. Keep it brief.

- ___ Follow-up - Leave time to remind them about assignments, be clear about expectations (how, where, when, to whom).

- ___ Thank you=s - facilitators, sponsors, participants.

- ___ Clean-Up - After answering questions and participants are gone. Allow time.

Appendix D. Best Practices Tools Order Form

Print and use this form to order copies of the Best Practices Tools from RBFF (print both pages of *Appendix D* and make a 2-sided copy to create a 3-panel self-mailer). Tools are available for minimal cost. Costs are not listed on this form because RBFF tries to group orders in order to get lower printing costs. Please call 703-519-0013 to find out the prices and timing of the next order.

To submit an order for Best Practices tools, please:

1. Call RBFF for current prices and timing of order.
2. Complete this order form based on current prices.
3. Fold on the dotted lines and tape this mailer shut, making sure that RBFF's mailing address is visible on the outside.
4. Add your return address to the mailing panel and attach first-class postage.
5. Drop it in the mail.

------(fold here)-----

<i>Qty</i>	<i>Item</i>	<i>Unit Price</i>	<i>Total</i>
	Workbook (includes information sheets and CD-Rom)		
	Information Sheets		
	Powerpoint© Presentation (on a CD-Rom that includes all products listed here)		
	Newsletter		
	Trainer's Guide		

Order Date _____

------(fold here)-----

Ordered by:

Organization:

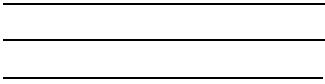
Address:

City: State: Zip:

Phone: ()

If you have any questions about your order, please call RBFF at 703-519-0013.

Thanks for your order!



First
Class
Postage

Recreational Boating & Fishing Foundation
Best Practices Tools Order
601 N Fairfax Street, Suite 140
Alexandria VA 22314-2054

Appendix E. Trainer's Workshop Outline

1. Check-in
 - a. Sign in
 - b. Name tags/tent cards
2. Welcome/Introductions
 - a. Presenters
 - b. Participants
 - c. Expectations
 - d. Initial questions & answers
3. Goals and objectives of the workshops
4. Background of Best Practices Project and how this workshop fits.
5. Descriptions of Best Practices tools
 - a. *Workbook*
 - b. *Information Sheets*
 - c. Powerpoint© Presentation
 - d. Newsletter
 - e. Database
6. Getting to Know the *Workbook* and Best Practices
 - a. Educational Purpose Activity
 - b. Scavenger Hunt Activity
 - c. Role Playing Activity
7. Evaluation
8. Follow-up with participants
 - a. Distribute attendee contact list and encourage communication
 - b. Distribute results of evaluation (if authorized)
 - c. Interview participants to see how many have implemented Best Practices or conducted workshops (or why not)
 - d. Promote future training

Appendix F. Scavenger Hunt Handout

The goal of this exercise is to find as many of the listed items as you can in the *Workbook* before the time is up. Some are Best Practices, others are concepts or topics related to Best Practices.

In the next X minutes, find as many of the following items as possible. Note where and how you found them in the *Workbook*, and how you might use it in your own situation.

1. Evaluation.
Page:
How you found it:
How you can use it:
2. When building a program's delivery systems, effective programs are relevant to the mission of the sponsors and the educational objectives of the audience.
Page:
How you found it:
How you can use it:
3. Tbilisi Declaration.
Page:
How you found it:
How you can use it:
4. Effective programs allow staff to recognize and explore the value of and need for research that is relevant to their program.
Page:
How you found it:
How you can use it:
5. Effective programs using Best Practices in initial planning clearly define the educational purpose, which includes the program's mission, goals, and objectives.
Page:
How you found it:
How you can use it:
6. Effective programs incorporate social support into training.
Page:
How you found it:
How you can use it:
7. Information on boating safety programs.
Page:
How you found it:
How you can use it:

Appendix F. Scavenger Hunt Handout (continued)

8. Effective programs strive to make boating, fishing, & stewardship activities accessible to all.
Page:
How you found it:
How you can use it:
9. Information on the four-phase process of fishing adoption.
Page:
How you found it:
How you can use it:
10. Information on economic barriers to boating and fishing among racially diverse audiences.
Page:
How you found it:
How you can use it:
11. Information on using “humanizing language” with participants who have physical impairments.
Page:
How you found it:
How you can use it:
12. A list of potential characteristics of a good steward that you might try to develop in an aquatic stewardship education program.
Page:
How you found it:
How you can use it:
13. A worksheet to help you ensure your program presents accurate and balanced information as you develop tools and delivery approaches.
Page:
How you found it:
How you can use it:
14. The website address where additional copies of the *Workbook* can be obtained.
Page:
How you found it:
How you can use it:
15. What is your favorite picture in the *Workbook* and Why?
16. What is your least favorite picture in the *Workbook* and Why?

Appendix G. Scavenger Hunt “Answer Sheet”

1. Evaluation.
Table of Contents shows *Chapter 4* on evaluation.
Glossary (evaluation)
2. When building a program’s delivery systems, effective programs are relevant to the mission of the sponsors and the educational objectives of the audience.
Page 2-2, top of 2nd column.
Table of Contents shows *Building a Program* is *Chapter 2*. *Table 2* shows delivery systems.
3. Tbilisi Declaration.
Appendix A, page A-2.
Glossary is only way to find it.
4. Effective programs allow staff to recognize and explore the value of and need for research that is relevant to their programs.
Page 10-1, middle of 2nd column.
Table of Contents shows Research is *Chapter 10*. *Table 11* shows first bullet.
5. Effective programs using Best Practices in initial planning clearly define the *educational purpose*, which includes the program’s mission, goals, and objectives.
Page 1-2, top of 2nd column.
Table of Contents shows *Chapter 1* is on planning. *Table 1* shows the Best Practice
6. Effective programs incorporate social support into training.
Page 3-6, top of second column.
Table of Contents shows *Chapter 3* is on training. *Table 3* shows the Best Practice.
7. Information on boating safety programs.
Page 7-1, sidebar in 2nd column.
Table of Contents shows *Chapter 7* is on enhancing boating education. Sidebar gives information.
8. Effective programs strive to make boating, fishing, and stewardship activities accessible to all individuals.
Page 6-4, middle of 2nd column.
Table of Contents shows *Chapter 6* is on expanding your reach to persons with disabilities.
Table 7 shows 5th bullet.
9. Information on the four-phase process of fishing adoption.
Page 8-2, bottom of 2nd column.
Table of Contents shows *Chapter 8* is on enhancing fishing education programs. *Table 9* shows the Best Practice that discusses the *Recruitment-Training-Retention Model*, or you could simply flip pages to 8-2 and see *Figure 8*.

Appendix G. Scavenger Hunt “Answer Sheet” (continued)

10. Information on economic barriers to boating and fishing among racially diverse audiences.
Page 5-2, bottom of 1st column and top of 2nd column.
Table of Contents shows that *Chapter 5* is on diverse audiences. *Table 5* shows 2nd Best Practices is on barriers.
11. Information on using “humanizing language” with participants who have physical impairments.
Page 6-3, sidebar on top of 2nd column.
Table of Contents shows *Chapter 6* is on persons with disabilities. 3rd bullet discusses terminology.
12. A list of potential characteristics of a good steward that you might try to develop in an aquatic stewardship education program.
Page 9-2, 1st column.
Table of Contents shows *Chapter 9* is on enhancing aquatic stewardship programs. Flip page to see the list with the “A good steward” heading.
13. A worksheet to help you ensure your program presents accurate and balanced information as you develop tools and delivery approaches.
Page B-11, Worksheet 2-E.
Table of Contents shows *Chapter 2* is on building your program. Second heading in *Table 2* is on developing tools and delivery approaches. 3rd bullet is on accurate and balanced info. That Best Practice is on page 2-4, and the corresponding worksheet is *Worksheet 2-E*, which is found alpha-numerically in *Appendix B*, page B-11.
14. The website address where additional copies of the *Workbook* can be obtained.
Page ii, near the bottom of the first column.
On the title page and in the *Acknowledgements*.
15. What is your favorite picture in the *Workbook* and Why?
16. What is your least favorite picture in the *Workbook* and Why?

Appendix H. Role Playing Scenarios

Break participants into small groups. Let each group select a scenario (or assign scenarios). Ask each group to use the Best Practices in the *Workbook* to develop a plan for accomplishing the task in the scenario. Tell them to assign a note-taker and a presenter. Set a time limit based on your overall workshop schedule. At the end of the allotted time, the presenter will present the group's approach to the full group. Teams can come with their own scenarios, but these should be approved by workshop instructor. Sample scenarios might include:

Government Agency

(1) You are the head of a large state agency aquatic education program. Your agency director asks you to increase the number of African Americans and Hispanic Americans who buy fishing licenses. Use Best Practices to outline a plan for accomplishing this task.

(2) Your agency director tells you that the agency needs "better publicity with the public," and directs you to spend time and resources to get the agency logo printed on milk cartons throughout the state. Use Best Practices to develop a response to your director.

(3) Your agency gets a new director who doesn't think that education programs are a valid part of the agency's resource management mission. Use Best Practices to develop a response that will convince the director to maintain your education programs.

(4) The director of your state's Cooperative Extension program wants to work with you to build a cooperative angler education program. Use Best Practices to outline how you will facilitate this process.

(5) You just returned from a Best Practices training workshop, and you are eager to incorporate Best Practices into your education program, but your staff and director don't want you to spend time or money on "any new programs" because you can "barely keep up with your existing programs given your tight budget." Create a plan for convincing each of them (staff and director) otherwise.

(6) You are the manager of a large tract of land and water that receives significant use by the public. Use Best Practices for public outreach to ensure users of the area are good stewards of the land and water.

(7) You are the seasonal staff supervisor for an aquatic reserve that has a multi-use mission. Use Best Practices for new staff training to ensure their knowledge of safety, aquatic stewardship, etc.

Non-governmental Organizations

(8) You are a member of a fishing club that wants to help encourage young people to try fishing and become stewards of aquatic resources. Use Best Practices to outline a plan of action for doing this.

(9) You are the leader of a scout troop that wants to recruit more parent/guardians into helping with the aquatic resources activities for the troop. Use Best Practices to develop and implement a parent training so parents model good aquatic stewardship and safety when they are around the scouts.

Appendix H. Role Playing Scenarios (continued)

(10) You are a nature center educator that has been instructed to incorporate a fishing component to your aquatic studies curriculum. Use Best Practices to research, pilot test, and field test activities and evaluation tools with representatives from your target audience before finalizing your materials.

Industry

(11) You are on the Board of a boat manufacturing company. Your company wants its customers to use their boats safely and in an environmentally responsible way. Use Best Practices to identify ways you can help.

(12) You are a retail manager of a sporting goods store wanting to increase customer base and help bring youth into the fishing and boating community. Use Best Practices to identify a process for developing a fishing/boating education program at your store.

Miscellaneous (These scenarios could be used for several different audiences).

(13) Your agency/organization is just starting an aquatic education program. Use Best Practices to outline the process you will use to build the program.

(14) You are the head of an aquatic education program. Use Best Practices to develop a plan for determining if your program is meeting agency/organization goals.

(15) The director of your organization is really excited about a fishing derby you conducted, and wants you to shift all your remaining education budget to conducting more of these. Use Best Practices to draft a response to the director.

(16) A person with a disability shows up at your program and wants to participate. Use Best Practices to outline how you would respond.

(17) An enthusiastic participant at one of your programs comes to you at the end of the day and offers to help you conduct future programs. Use Best Practices to outline if/how you would incorporate the volunteer into your efforts.

Appendix I. Role Playing “Answer Sheet”

There are no right or wrong answers to these scenarios, but consider the following:

Government Agency

- 1. You are the head of a large state agency aquatic education program. Your agency director asks you to increase the number of African Americans and Hispanic Americans who buy fishing licenses. Use Best Practices to outline a plan for accomplishing this task.**

Chapter 5 – All BPs.

Chapter 8 – Adoption Model.

- 2. Your agency director tells you that the agency needs “better publicity with the public,” and directs you to spend time and resources to try to get the agency logo printed on milk cartons throughout the state. Use Best Practices to develop a response to your director.**

Intro Page 4 – “Education versus Communication.”

Chapter 1 – BP “Effective Programs plan for program evaluation in the initial stages of planning” (page 1-3).

- 3. Your agency gets a new director who doesn’t think that education programs are a valid part of the agency’s resource management mission. Use Best Practices to develop a response that will convince the director to maintain your education programs.**

Chapter 1 – If all of the below BPs have been met, it should be easy to show how critical it is that education programs should remain a high priority with the new director.

- BP “Are relevant to the mission of agency” (pages 1-1 to 1-2)
- BP “Clearly define Educational Purpose” (pages 1-2 to 1-3)
- BP “Plan for program evaluation” (page 1-3)
- BP “Are based on and shaped by some form of needs assessment” (page 1-4)
- BP “Involve Stakeholders and partnerships at all levels” (page 1-7)

- 4. The director of your state’s Cooperative Extension program wants to work with you to build a cooperative angler education program. Use Best Practices to outline how you will facilitate this process.**

Chapter 2:

- BP “Effective programs consider delivery systems and involve stakeholders during program development” (page 2-2)
- BP “Effective programs are relevant to sponsors and to educators” (page 2-2)
- BP “Effective programs examine existing materials and resources before developing new ones” (find existing materials that work before we develop something new) (page 2-4)

Chapter 8 – All BPs

Appendix I. Role Playing “Answer Sheet” (continued)

5. **You just returned from a Best Practices training workshop, and you are eager to incorporate Best Practices into your education program, but your staff and director don’t want you to spend time or money on “any new programs,” because you can “barely keep up with your existing programs given your tight budget.” Create a plan for convincing each of them (staff and director) otherwise.**
- Customize Best Practices’ PowerPoint© and present to staff and director.
 - Demonstrate how you are not creating a new one, but taking an overall look at the programs to get a better return on the investment in time, finances and other resources.
 - Thinking of the programs that you now have, show examples of how, by applying Best Practices, you can make improvements in your programs without increasing the budget, how you can make more efficient use of staff’s time (i.e. creating partners), and show by increasing the budget how much more you could accomplish.
 - Thinking of the programs that you now have, show some examples of how Best Practices supports what you are doing.
6. **You are the manager of a large tract of land and water that receives significant use by the public. Use Best Practices for public outreach to ensure users of the area are good stewards of the land and water.**

Chapter 1 – All Best Practices (BPs) should be considered in the development of public outreach strategies that can effectively reach your target audiences.

Chapter 2:

- All of BPs under delivery systems (pages 2-2 to 2-3)
- When looking at approaches and/or tools – BP “Examine existing materials and resources before developing new ones” (page 2-4)
- When developing tools – all BPs under *Developing Tools and Approaches* section (pages 2-3 to 2-14).

7. **You are the seasonal staff supervisor for an aquatic reserve that has a multi-use mission. Use Best Practices for new staff training to ensure their knowledge of safety, aquatic stewardship, etc.**

Chapter 3, especially pages 3-5 to 3-7.

Chapter 9 – All Best Practices (BPs).

Non-governmental Organizations

8. **You are a member of a fishing club that wants to help encourage young people to try fishing and become stewards of aquatic resources. Use Best Practices to outline a plan of action for doing this.**

Chapter 1 – All Best Practices (BPs) should be considered in the development of your program.

Appendix I. Role Playing “Answer Sheet” (continued)

Chapter 2:

- All BPs under delivery systems (pages 2-2 to 2-3)
- When looking at approaches and/or tools – BP “Examine existing materials and resources before developing new ones” (page 2-4)
- When developing tools – all BPs under Developing Tools and Approaches section (pages 2-3 to 2-14).

Chapter 8 – All BPs.

Chapter 9 – All BPs.

- 9. You are the leader of a scout troop that wants to recruit more parent/guardians into helping with the aquatic resources activities for the troop. Use Best Practices to develop and implement a parent training so parents model good aquatic stewardship and safety when they are around the scouts.**

Chapter 3, especially pages 3-5 to 3-7.

Chapter 9, especially pages 9-4 to 9-6.

- 10. You are a nature center educator that has been instructed to incorporate a fishing component to your aquatic studies curriculum. Use Best Practices to research, pilot test, and field test activities and evaluation tools with representatives from your target audience before finalizing your materials.**

Chapter 2 – All Best Practices (BPs) should be considered during program development.

Chapter 8 – All BPs.

Chapter 4, especially pages 4-4 to 4-10.

Industry

- 11. You are on the Board of a boat manufacturing company. Your company wants its customers to use their boats safely and in an environmentally responsible way. Use Best Practices to identify ways you can help.**

Chapter 1 – Identify your Educational Purpose (page 1-2) and review other sections of this chapter to help you effectively plan program development.

Chapter 2 – All Best Practices (BPs) are applicable, it just depends how engaged your company plans to be on this issue.

Chapter 7 – All BPs.

Chapter 9, especially pages 9-3 to 9-6.

- 12. You are a retail manager of a sporting goods store wanting to increase customer base and help bring youth into the fishing and boating community. Use Best Practices to identify a *process* for developing a fishing/boating education program at your store.**

Appendix I. Role Playing “Answer Sheet” (continued)

Chapter 1 – Identify your Educational Purpose (page 1-2) and review other sections of this chapter to help you effectively plan program development.

Chapter 2 – All Best Practices (BPs) are applicable, it just depends how engaged your company plans to be on this issue.

Chapter 7 – All BPs.

Chapter 8, especially the Recruitment-Training-Retention Model (discusses value of intro programs vs. programs that help people progress into adoption). (pages 8-2 to 8-5)

Chapter 9, especially pages 9-3 to 9-6.

Miscellaneous

13. Your agency/organization is just starting an aquatic education program. Use Best Practices to outline the process you will use to build the program.

Chapter 1 – All Best Practices (BPs).

Chapter 2:

- All of BPs under delivery systems (pages 2-2 to 2-3)
- When looking at approaches and/or tools – BP “Examine existing materials and resources before developing new ones” (page 2-4)
- When developing tools – all BPs under Developing Tools and Approaches section (pages 2-3 to 2-14).

14. You are the head of an aquatic education program. Use Best Practices to develop a plan for determining if your program is meeting agency goals.

Chapter 1 – BP “Effective Programs plan for program evaluation in the initial stages of planning” (page 1-3).

Chapter 4 – All BPs.

15. The director of your organization is really excited about a fishing derby you conducted, and wants you to shift all of your remaining education budget to conducting more of these. Use Best Practices to draft a response to the director.

Chapter 1:

- BP “Clearly define educational purpose (how does this fit your goals?) (pages 1-2 to 1-3)
- BP “Plan for program evaluation” (if you’ve evaluated some of your program’s impacts, you can show return on investment) page 1-3
- BP “Are based on and shaped by some form of needs assessment or logic model” (page 1-4)
- BP “Provide educational opportunities that are frequent and sustained over time” (page 1-6)

Chapter 4 – All BPs if accomplished can show return on investment.

Appendix I. Role Playing “Answer Sheet” (continued)

Chapter 8:

- BP “Clearly define educational purpose” (same as above) (page 8-1)
- BP “Use the Recruitment-Training-Retention Intervention Model” (discusses value of intro programs vs. programs that help people progress into adoption). (pages 8-2 to 8-5)

16. A person with a disability shows up at your program and wants to participate. Use Best Practices to outline how you would respond.

Chapter 6 – All Best Practices

17. An enthusiastic participant at one of your programs comes to you at the end of the day and offers to help you conduct future programs. Use Best Practices to outline if/how you would incorporate the volunteer into your efforts.

Chapter 3 – All Best Practices

Appendix J. Pre-Workshop Evaluation Survey

The purpose of the *Pre-Workshop Evaluation Survey* is to help us understand your expectations and needs regarding implementation of Best Practices into your program. Through this understanding and your thoughts on the workshop at its end, we will be able to determine how well we met your needs and gave you the information and tools to successfully begin to implement Best Practices into your program. Please be candid with your answers and comments.

In order to link your pre-workshop expectations to those from the post-workshop evaluation, we need to use an identifier. For this purpose, we would like to use the month and day (*not year*) of your birthday. Please provide this information below to ensure your responses will be properly linked so we can improve future workshops and our service and support to you.

BIRTHDAY:

Month: _____ Day: _____

1. How did you hear about the Best Practices workshop? (*Circle all that apply*)

a. Received a written invitation to participate in the workshop

No Yes

b. Received an e-mail invitation to participate in the workshop

No Yes

c. Heard about the workshop and contacted RBFF about attending

No Yes

d. Other _____

2. Were the objectives of the workshop clear from the information you received?

_____ No _____ Yes

3. Do you feel you have a clear understanding of what is expected from you as a workshop participant?

_____ No _____ Yes

4. Do you feel that you have a clear understanding of what is expected of you following the workshop with regard to implementing Best Practices?

_____ No _____ Yes

5. Did you receive any pre-workshop materials or instructions to help you prepare for the workshop?

_____ No _____ Yes

If yes, how helpful was this information?

Not at all helpful

Very Helpful

1 2 3 4 5

Appendix J. Pre-Workshop Evaluation Survey (continued)

6. At this point in time, how would you rate your familiarity with the Best Practices documents and materials produced thus far?

	Familiarity				
	Low				High
	1	2	3	4	5
a. <i>Defining Best Practices in Boating, Fishing, and Stewardship Education</i> , background document edited by Tony Fedler	1	2	3	4	5
b. Program Development <i>Workbook</i> presenting methods for integrating Best Practices into new and existing programs	1	2	3	4	5
c. Information Sheets describing specific Best Practices and discussing implementation strategies	1	2	3	4	5
d. Powerpoint© presentation that gives the background, Best Practices guidelines, implementation ideas, and internal agency marketing strategies	1	2	3	4	5
e. Best Practices Newsletter providing implementation tips and case studies	1	2	3	4	5
f. Education Database (www.RBFF-education.org) of programs, tools, and evaluations	1	2	3	4	5

7. The following questions relate to your expectations for the Best Practices Workshop. Some of the topic areas may be covered in the Workshop, while others may not. The importance you assign to these questions will help us assess how well we anticipated your needs and whether we included topics that you felt may not be as important as others.

	Importance				
	Low				High
	1	2	3	4	5
a. Learn more about what Best Practices are	1	2	3	4	5
b. Learn how to apply Best Practices to my existing education programs	1	2	3	4	5
c. Learn how to integrate Best Practices into my program planning process	1	2	3	4	5

Appendix J. Pre-Workshop Evaluation Survey (continued)

d. Learn how to communicate the role and value of Best Practices to other agency education staff	<u>Low</u>				<u>High</u>
	1	2	3	4	5
<hr/>					
e. Learn how to facilitate the use of Best Practices by other educators in my agency	<u>Low</u>				<u>High</u>
	1	2	3	4	5
<hr/>					
f. Learn how to motivate volunteer educators to apply Best Practices to their programs	<u>Low</u>				<u>High</u>
	1	2	3	4	5
<hr/>					
g. Learn how to communicate the value of Best Practices to administrators in my agency	<u>Low</u>				<u>High</u>
	1	2	3	4	5
<hr/>					
h. Learn how others have used Best Practices in their program	<u>Low</u>				<u>High</u>
	1	2	3	4	5
<hr/>					
i. Learn how to use Best Practices to evaluate education program	<u>Low</u>				<u>High</u>
	1	2	3	4	5
<hr/>					

8. What is the single-most important outcome you want to take away from the workshop?

Appendix K. Post-Workshop Evaluation Survey

The purpose of the *Post-Workshop Evaluation Survey* is to help us understand how well the workshop met your expectations and needs regarding implementation of Best Practices into your program. This evaluation, when combined with your pre-workshop responses, will help us make future workshops more valuable to the participants and provide you with needed follow-up services and materials. Please be candid with your answers and comments.

In the *Pre-Workshop Evaluation Survey* we used your birth month and day as an identifier. Please provide this information below to ensure your responses will be properly linked.

BIRTHDAY:

Month: _____ Day: _____

1. How would you rate your familiarity with the Best Practices documents and materials used in the Workshop?

Familiarity

	Low				High
	1	2	3	4	5
a. <i>Defining Best Practices in Boating, Fishing, and Stewardship Education</i> , background document edited by Tony Fedler					
b. Program Development <i>Workbook</i> presenting methods for integrating Best Practices into new and existing programs					
c. Information Sheets describing specific Best Practices and discussing implementation strategies					
d. Powerpoint© presentation that gives the background, Best Practices guidelines, implementation ideas, and internal agency marketing strategies					
e. Best Practices Newsletter providing implementation tips and case studies					
f. Education Database (www.RBFF-education.org) of programs, tools, and evaluations					

Appendix K. Post-Workshop Evaluation Survey (continued)

2. You have spent a great deal of time discussing Best Practices and familiarizing yourself with the *Workbook*. Please indicate below how prepared you are to return to your agency and undertake the following Best Practice-related activities?

	Preparedness				
	Low				High
	1	2	3	4	5
a. Articulating the need for Best Practices					
b. Identifying outcomes from implementing Best Practice					
c. Planning and designing new programs					
d. Training instructors					
e. Reviewing and revising existing programs					
f. Evaluating programs					
g. Reaching diverse audiences					
h. Enhancing fishing, boating, and stewardship education programs					

3. Do you feel that you have a clear understanding of what is expected of you following the workshop with regard to implementing Best Practices in your agency's programs?

_____ No _____ Yes _____ Somewhat

Appendix K. Post-Workshop Evaluation Survey (continued)

4. The following questions relate to how well you were able to accomplish various outcomes from the Best Practices workshop. Many of the topic areas were covered in the workshop, while others may not have been. How well do you feel the workshop provided information or materials in the following areas?

	Strongly Disagree			Strongly Agree	
	<u>Low</u>			<u>High</u>	
a. I learned more about what Best Practices are	1	2	3	4	5
b. I learned how to apply Best Practices to my existing education programs	1	2	3	4	5
c. I learned how to integrate Best Practices into my program planning process	1	2	3	4	5
d. I learned how to communicate the role and value of Best Practices to other agency education staff	1	2	3	4	5
e. I learned how to facilitate the use of Best Practices by other educators in my agency	1	2	3	4	5
f. I learned how to motivate volunteer educators to apply Best Practices to their programs	1	2	3	4	5
g. I learned how to communicate the value of Best Practices to administrators in my agency	1	2	3	4	5
h. I learned how others have used Best Practices in their program	1	2	3	4	5
i. Learn how to use Best Practices to evaluate education programs	1	2	3	4	5

Appendix K. Post-Workshop Evaluation Survey (continued)

5. Within the workshop program, you participated in or were exposed to a number of activities designed to familiarize you with the Best Practices tools and materials. Based on your experience at the Workshop, how strongly would you agree or disagree you with each of the following statements?

	Strongly Disagree				Strongly Agree	
a. The facilities were excellent for this type of meeting	1	Low	2	3	4	High 5
b. The objectives of the workshop were very clear from the opening session	1	Low	2	3	4	High 5
c. Description and discussion of the <i>Workbook</i> was excellent	1	Low	2	3	4	High 5
d. Discussion and explanation for using the <i>Information Sheets</i> was excellent	1	Low	2	3	4	High 5
e. I can see a lot of uses for the Best Practices Powerpoint© presentation	1	Low	2	3	4	High 5
f. There was ample time to talk with other participants about using and implementing Best Practices	1	Low	2	3	4	High 5
g. The <i>Scavenger Hunt Activity</i> was a very good way to learn about education programs	1	Low	2	3	4	High 5
h. The <i>Role-Playing Activity</i> for planning or addressing the activity on the card was very beneficial	1	Low	2	3	4	High 5
i. The workshop was a complete waste of my time	1	Low	2	3	4	High 5
j. The discussion and worksheet for setting up a workshop for training others in my agency will be of great help when I return home	1	Low	2	3	4	High 5

Appendix K. Post-Workshop Evaluation Survey (continued)

k. Overall, the workshop was very successful in preparing me to use and implement Best Practices in my agency	1	2	3	4	5
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6. What is the single-most important outcome from the workshop you will take home with you?

7. How can we improve the Best Practices Workshop to make it more useful for future participants?

Appendix L. Quick Exit Survey

Following are some sample issues you could include in a quick exit survey. You should customize the issues (and scale, if appropriate) to better suit your needs.

Please circle the number that best describes your assessment of each issue below.

1. Pace of the day	1 Too Slow	2	3 About Right	4	5 Too Fast
<hr/>					
2. Room Temperature	1 Too Cold	2	3 About Right	4	5 Too Hot
<hr/>					
3. Room set-up	1 Barrier to Learning	2	3 OK	4	5 Conducive to Learning
<hr/>					
4. Overall feeling about the workshop	1 Poor	2	3	4	5 Excellent