



HOPKINS
Demonstration Forest

**EDUCATION
PLAN**

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Hopkins Demonstration Forest

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Introduction

This plan organizes information to be used in realizing the vision and fulfilling the mission of Forests Forever, Inc. (FFI) at the Hopkins Demonstration Forest (HDF). The task is to match audiences with opportunity in the form of experiences and associated information in such a way that achieves that mission.

A coordinated Education Program is desirable, including live programs, demonstrations and experiential opportunities, and variety of print and digital media. Facilities that support these activities and active forest management that provides authentic experiences make the package complete.

Acknowledgements

This Education Plan for Hopkins Demonstration Forest is a product of two years development and review by several people. Education Committee members leading the project include:

Mike Bondi, OSU Extension Administrator, Clackamas County

Tim DeLano, Forestry Education and Outreach faculty, OSU Extension Service.

Norie Dimeo-Ediger, K-12 Education Director, Oregon Forests Resources Institute

Maralyn Turner, Forests Forever board member, retired educator

Plan review and input was given by Forests Forever board members; especially thanks to **Fran Cafferata Coe** for copy editing and additions of wildlife resources and programs.

Dozens of community members and educators contributed to the plan through focus groups, informal conversations, questionnaire feedback, and plan review.

Mike Cloughsey, Director of Forestry, Oregon Forest Resources Institute, facilitated two board retreats focused on this education plan.

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Hopkins History 1962-1990

In 1962, Howard and Margaret Hopkins decided that it would make sense for them to invest in a tree farm since their family demands had decreased. After extensive searching, they found 120 acres they could afford that was about a half-hour from their home in Milwaukie, Oregon.

When the Hopkins bought it, the tree farm was stocked with scruffy Douglas-fir, cedar, alder, and brush left after earlier loggings. The opening timber account listed a total of 300 thousand board feet (BF) (50 thousand BF old growth Douglas-fir, 100 thousand BF second growth Douglas-fir, 50 thousand BF cedar, and 100 thousand BF alder). Large areas of the tree farm were rocky soil. It was loaded with poison oak. Mountain beaver abounded. Howard saw the potential and he set out to manage the forest.

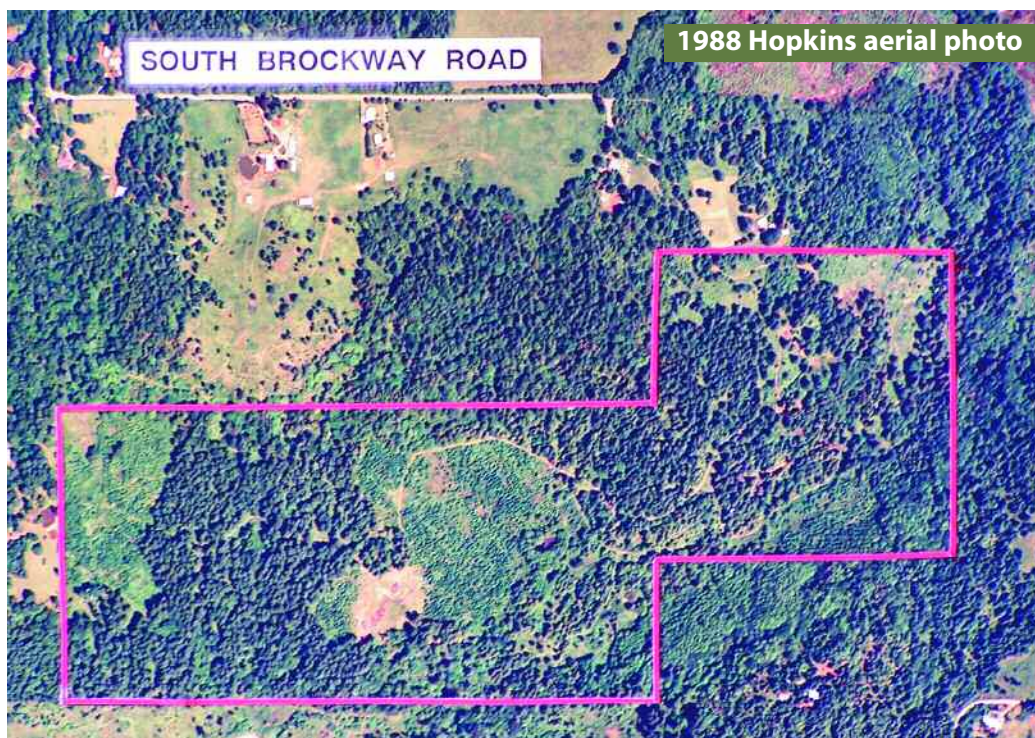
After Howard died in September of 1989, Margaret, who was concerned that development pressures might force Grouse Hollow into a subdivision at some time in the future, decided that she would like to turn the tree farm over to some agency or group that would keep it as forest. As she explored a number of options, it gradually became clear to her that it would best honor her husband's commitment to sustainable forestry if it remained as an operating tree farm where others could come to learn about forests and forest management. She conferred with Ken Everett of the Clackamas County Farm

Forestry Association, who was enthusiastic, as was Mike Bondi of the OSU Extension Service.

It was Margaret's vision to establish an educational demonstration forest that spurred the creation of Forests Forever, Inc. (FFI), a non-profit corporation in 1990. Later that year, Margaret donated her Beaver Creek tree farm to FFI ... and the rest is history. It was Margaret's idea that she wanted to see her tree farm used to teach people about Oregon's forests and how they could be managed. She really hoped all kinds of groups of visitors would come to study plant identification, tree planting, stream-side management, harvesting—a little of everything. She knew just how important forests are to our lives in the Pacific Northwest. And the people have come.



They called it the "3B Tree Farm" for the mountain beavers—the beavers then in the creek, and the eager beavers, who owned it. In 1975, the creek beavers disappeared and they changed the name to "Grouse Hollow".





1990-Present

Forests Forever, Incorporated

Forests Forever, Inc. is an all-volunteer 501(c)3 not-for-profit corporation governed by a 13-member board of directors.

The vision is for Forests Forever to operate Hopkins Demonstration Forest as an accessible example of sustainable forestry, which provides woodland products, fish and wildlife habitat, and experiential learning opportunities. We invite youth, woodland owners, and the broader community to learn through visits, educational events, and participation. In this way Forests Forever accomplishes its mission **to promote science-based education to enhance understanding of and appreciation for the complexities and benefits of woodland management.**



Hopkins Demonstration Forest

Hopkins Demonstration Forest, now 140-acres in size, is open to the public for self-guided exploration, tours, workshops, and education programs. Guests are welcome daylight hours, seven days a week, year round. Property maps are available at an information kiosk



near the main parking area. Five miles of trails and roads crisscross the woodland, connecting visitors with a variety of habitats and forestry demonstrations. Guests can enjoy a peaceful walk along Little Buckner Creek, a picnic at Cedar Grove Shelter, or an educational program in the outdoor

amphitheater. There's something for everyone and something different in every season at Hopkins Demonstration Forest *where learning and growing go hand in hand.*

Hopkins Demonstration Forest is typical of low elevation mixed conifer-hardwood forests adjacent to the Willamette Valley. Within the property are at least 20 management units (corresponding to timber types) and several forestry demonstrations. Water resources include one pond, and a small-to-medium sized fish-bearing stream fed by several springs and intermittent watercourses. This array of diversity in stand-age, species, management technique and ecologic setting make HDF a good place for educational activities. There are many things to see and do and compare.

Since many of the educational and volunteer activities correspond to forest management activities, program and media development is by necessity responsive to implementation of an active forestry program. When and where harvests occur, follow opportunities for slash treatments, reforestation, weed and animal damage control; wildlife habitat management, and in time pruning, growth plot installation and monitoring. These forestry activities are commonly the context for a variety of education programs that match the seasons. These same activities provide opportunity to develop messages and provide images for digital and print media to extend education to new audiences.





The Community

Hopkins is popular with the community: most visitors use Hopkins for their own personal interests—not to attend an educational activity or to volunteer—they use Hopkins as a park. Several regular visitors travel from Portland because they enjoy the setting, trails and sense of solitude Hopkins provides. There is generally little litter and vandalism resulting from use. The forest and facilities are in very good shape especially being so close to town.

Many local children visit HDF as part of school field-trips. Some are referred to Hopkins by the County Juvenile Department for community service. Clackamas Community College uses Hopkins as a field lab for select classes. Several local youth groups and agencies serving youth request projects and activities at HDF. Daycare and vacation camps request programs; and other not-for-profits and businesses realize value in Hopkins for their own purposes, and are allowed to “conduct business” when it coincides with the Forests Forever mission.

Hopkins provides a variety of opportunities, and attracts diverse audiences with divergent interests, some more compatible with Forests Forever mission than others. Each audience presents unique challenges and opportunities to engage with desired content outlined in this plan. While FFI has content goals, Hopkins guests often have competing, even priority interests and expectations unique to their experience. Some interests can be anticipated through formal and informal listening and observation.

To date, no formal survey or count of Hopkins visitors has been conducted. What is known about Hopkins guests (casual visitors) included here is derived from many in-person conversations and direct observation of visitors by staff. Visitors’ questions relating to Hopkins can be responded to through exhibits, print materials and digital

media, and in-person contact. Answers to some general interest questions are currently in-place on signs, trail maps and brochures and on the Hopkins Demonstration Forest website. Additional new opportunities to engage visitors’ and community interests are described in this plan.

Education Programs

This section describes the various roles and relationships important to the delivery of education programs at HDF. Included here are program providers and partners, funders and supporters.

OSU Extension Service

OSU Extension Service in Clackamas County provides the staff with a central coordinating role and primary responsibility for program implementation at Hopkins Demonstration Forest. The majority of educational programs are developed and presented directly by staff. Volunteer coordination, outreach and media development are also assigned to Extension staff. (Staff has dual education and outreach functions, so in this plan is referred to as “E&O staff”)

There are several audiences not served by E&O staff. Some groups using HDF provide their own leadership, staffing and curriculum, such as Scout groups and community college classes. In other instances the type of programming is best provided by a specific instructor, such as programming for woodland owners, taught by the local Extension Forestry Agent. These other programs and providers are coordinated by E&O staff. Program Partner roles are described below, though details of their programming are not included in this plan.

Program Partners

In order to accomplish projects with substantial educational value, and extend program offerings beyond what E&O staff alone can deliver, several “program partners” are involved in direct delivery or support roles for educational programs, media and related facilities. Program partners expand the community served, improve the quality of materials produced, and compliment programs developed and presented by E&O staff.

Examples of program partnerships:

Oregon Department of Forestry is providing a fire tower on long-term lease and offers to assist outfitting the tower with authentic equipment such as a fire-finder; and with development of related messaging such as fire-wise, and seasonal burn and fire information.

Clackamas Community College and Trackers Earth develop and deliver their own programs, provide their own staff and materials; and rely on Extension staff only for program logistics, basic coordination and scheduling their activities.

WolfTree, Inc. provides staff and trained volunteers, classroom support, scheduling and overall coordination to implement Science in the Forest (field science) programs.

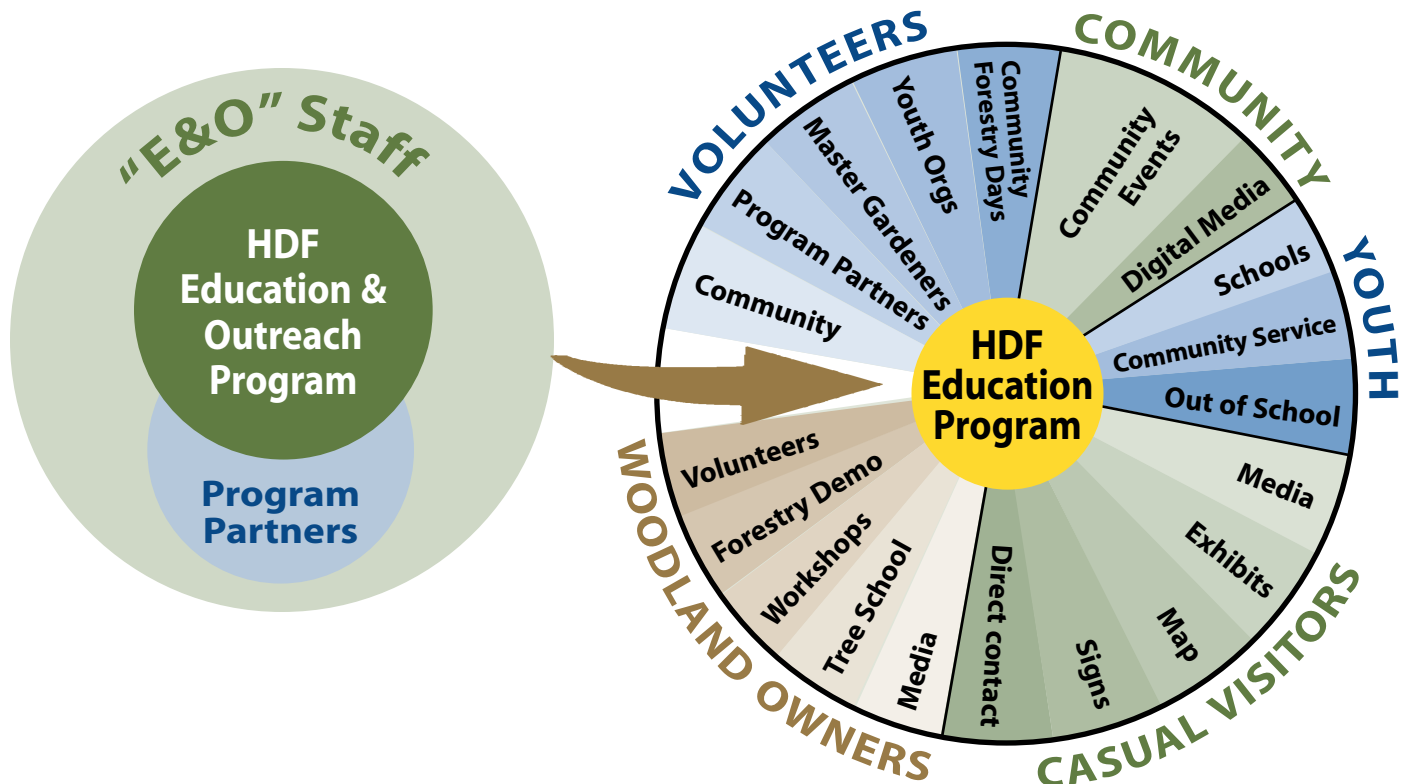
Education Advisory Committee

An Education Advisory Committee comprised of Forests Forever board representation, classroom teachers and non-formal educators, youth, program partners and funders will meet on a regular interval (quarterly) to review and discuss education implementation. Occasionally, additional audiences will be invited for annual or bi-annual focus groups. Information generated through these processes will be reported to FFI board and used to evaluate, develop or improve programs and media.

Education Program Partners since 2004

- Boy Scouts
- Clackamas Community College
- Clackamas County Farm Forestry Association
- Clackamas County Juvenile Department
- Clackamas Fire District #1
- DePaul Youth and Family Center
- Girl Scouts
- OSU Extension 4-H
- OSU Extension Master Gardeners
- OSU Extension Master Woodland Managers
- Oregon Department of Forestry
- Oregon Forest Resources Institute
- Parrott Creek Ranch
- Portland State University
- Sabin-Schellenberg Center
- Trackers Earth
- WolfTree, Inc.

The diagrams (below) indicate the relationship between E&O staff and program partners in implementing an array of educational programs and media, community events and volunteer opportunities.





FFI Education Consortium

An education programs, such as described in this plan requires funding to implement. The FFI Education Consortium—our funding partner—gives generously on an on-going basis to support youth and community programs at Hopkins Demonstration Forest. Since 2004, Consortium donors have included several forest industry companies, local banks and other non-forestry businesses, and families or individuals. Many of these donors have contributed annually for several years. Consortium funders provide the base of support to leverage additional resources, program-partners and volunteers which together comprise the educational offerings at Hopkins.

Education Consortium Contributors since 2004

A.J. Frank Family Foundation (2005-2012)	MBank (2008)
Bank of the West (2008)	OSU/Clackamas County Extension (2009-2013)
Beavercreek Lions (2013)	Oregon Forest Resources Institute (2004-2013)
Blount Inc/Oregon Cutting Systems (2004)	PNW Forest Service Association, Inc. (2010-2012)
Katherine Bisbee Fund (2009)	Port Blakely Tree Farm Ltd. (2012-2013)
Connie Battaile (2004)	RSG Forest Products (2006-2013)
John Belton, Belton Family LLC (2005)	Safeway (2007)
Beneficial Finance - HSBC Group (2008)	Chester and Hannah Schink (2006-2008)
Clackamas County Board of Commissioners (2004-2010)	Spirit Mountain Community Fund (2009)
Clackamas County Farm Forestry Association (2004-2013)	Starker Forests (2006-2008)
Freres Foundation (2006-2012)	Stimson-Miller Foundation (2012)
Friends of Paul Bunyan Foundation (2008-2012)	James and Nancy Tedrow (2005)
Giustina Foundation (2007, 2008, 2010)	The Campbell Group, LLC (2008, 2009, 2011)
Clement and Phyllis Hunter (2004-2007)	Walker Family Foundation (2004-2012)
Key Bank Foundation (2011-2013)	Weyerhaeuser Company Foundation (2005-2007, 2010)
Longview Timberlands Corporation (2010-2012)	

Audiences and Programming Strategies

Audience Priority Responsibility Strategies

All	High	FFI E&O staff Partners	<p>Provide basic information about Hopkins: forest settings, management, facilities and opportunities through print and digital media for purpose of promoting and supporting learning activities.</p> <p>Identify and communicate programming and visitation opportunities to prospective target audiences.</p> <p>Develop and provide a variety of authentic, direct experiences at HDF. Market these opportunities to appropriate groups.</p>
Casual Visitors	High	Host E&O staff Volunteers FFI	<p>Install and maintain signs for orientation and interpretation of ecologic and forest management processes featured at HDF.</p> <p>Develop new and revise existing exhibits to communicate about forest management options and community connections to forestry.</p> <p>Interact directly with users about the forest, management, facilities, programs, and volunteer and donation opportunities.</p> <p>Recruit as volunteers, donors and program participants.</p>

Audience Priority Responsibility Strategies

Audience	Priority	Responsibility	Strategies
Adult Audiences	Medium	E&O staff FFI Partners	<p>Provide forestry-related service projects upon request for adult audiences such as civic organizations and businesses.</p> <p>Seek clubs and groups to engage in service projects that meet authentic needs in the forest and related facilities.</p>
Woodland Owners	High	Extension Forester Partners E&O staff FFI	<p>Provide programming as requested and in association with Tree School.</p> <p>Coordinate training and demonstration opportunities and share equipment and gear in support of local forestry associations.</p> <p>Contribute information to publications of interest for woodland owners: <i>Forest-Tree Leader</i>; Tree School catalogue, etc.</p> <p>Develop learning and leadership development opportunities in concert with Extension Forester.</p> <p>Recruit woodland-owner volunteers to support education programs described in this plan.</p>
Pre-school	Low	Self-directed Partners	<p>Allow and schedule when activities do not conflict with higher priority audiences.</p> <p>Allow open-ended discovery of forest settings and resources by the youngest learners with the guidance of their parents.</p> <p>Allow play and self-discovery in safe areas on the property.</p> <p>Provide Hopkins A-Z, Forest 1-2-3, and/or Scavenger Hunt clues posted to website.</p> <p>Provide basic use information to parents and involved adults.</p>
Primary (K-2)	Low	Partners Self-directed E&O staff	<p>Allow and schedule when activities do not conflict with higher priority audiences.</p> <p>Encourage open-ended discovery of forest resources and settings with teacher and/or parent leadership.</p> <p>Provide Hopkins A-Z, Forest 1-2-3, and/or Scavenger Hunt clues posted to website.</p> <p>Encourage primary learners to communicate about their HDF experiences in their own terms and through pictures. Request samples from teachers, and students for use in print and digital formats.</p>
Elementary (3-5)	Medium	Self-directed Partners E&O staff	<p>Schedule and assist teachers planning, and loan field gear for self-directed activities.</p> <p>Provide limited staffed programming that may include field inquiry activities, tours or service-learning projects.</p> <p>Encourage elementary learners to communicate about their HDF experiences with peers and selected adult audiences, including Hopkins board and staff. Request samples from teachers, students for use in print and digital formats.</p>

Audiences and Programming Strategies

Audience	Priority	Responsibility	Strategies
Middle School (6-8)	High	E&O staff Partners	<p>Serve directly with field activities and off-site prep and follow-up.</p> <p>Provide staffed programming that may include field inquiry activities, tours or service-learning projects.</p> <p>Encourage middle school learners to communicate about their HDF experiences with peers and selected adult audiences, including HDF board and staff. Request samples from teachers, students for use in print and digital formats.</p>
High School (9-12)	High	E&O staff Partners	<p>Serve directly with field activities and off-site prep and follow-up.</p> <p>Provide staffed programming that may include forestry and/or wildlife demonstration activities, inquiry activities, tours and service-learning projects.</p> <p>Encourage high school learners to communicate their learning with peers and selected adult audiences, including Hopkins board and staff. Request samples from teachers, students for use in print and digital formats.</p> <p>Support career development activities at Hopkins and in local schools.</p>
Youth Groups (Scouts, workforce readiness crews, adjudicated youth, 4-H, etc.)	High Partners Self-directed	E&O staff	<p>Serve directly and facilitate self-directed use of Hopkins.</p> <p>Provide staff support for project planning and logistics; coordinate on-site activities with other Hopkins programming or operations.</p> <p>Provide programs in support of audience objectives, which may include tours or service-learning projects. Such projects achieve both audience need (badge, community service, etc) and some seasonal forestry activity (tree planting, pruning, etc).</p> <p>Encourage youth group participants to communicate about their HDF experiences with peers and selected adult audiences, including Hopkins board and staff. Request samples from teachers, students for use in print and digital formats.</p>
College (18-24)	High	E&O staff Partners Extension Forester	<p>Serve directly with field activities and off-site prep and follow-up as requested.</p> <p>Provide programming that may include forestry and/or wildlife demonstration activities, tours or service-learning projects.</p> <p>Encourage college learners to communicate about their HDF experiences with peers and selected adult audiences, including Hopkins board and staff.</p> <p>Seek clubs and groups to engage in service projects that meet authentic needs in the forest and related facilities.</p>

Audience Priority Responsibility Strategies

Teachers/ Youth Group Leaders	High	E&O staff Partners Extension Forester FFI	<p>Serve directly in support of their students and professional development.</p> <p>Develop and distribute basic information materials to inform teachers of opportunities provided at Hopkins Demonstration Forest.</p> <p>Seek and develop orientation opportunities and training programs for teachers that promote using HDF.</p> <p>Recruit teachers to participate in education program planning, development and assessment.</p> <p>Invite select teachers to participate in advisory activities: regular committee assignments, annual (infrequent) focus groups and FFI board positions.</p>
Supporters, Fundors, Partners	High	FFI Board E&O staff Extension Forester Partners	<p>Provide annual report, newsletter and other communications.</p> <p>Develop and promote opportunities to observe and participate in programs supported-as example of investments, and as recruitment for new supporters.</p> <p>Develop programs in concert with partners to serve specific audiences and needs.</p> <p>Host events to recognize and celebrate funders and partners.</p>
Neighbors (residences and property owners with adjacent land and addresses on Brockway Road and its intersection with Spangler Rd.)	Medium to High	FFI	<p>Communicate basic information to neighbors about activities, especially in cases where impact may occur.</p> <p>Invite annually to on-site program, tour or other engagement at Hopkins.</p>
VIP (Decision- makers, foreign tour groups, special requests)	High Upon request	FFI Extension Forester Partners E&O staff	<p>Provide annual reports, newsletters and other updates upon request.</p> <p>Develop tours and other programming upon request.</p>
Volunteers	High	FFI E&O staff	<p>Develop range of volunteer opportunities to promote.</p> <p>Develop training opportunities for volunteers who support education programs.</p> <p>Recruit project leader cadre and individuals to coordinate specific projects in the forest and support roles.</p> <p>Celebrate volunteer accomplishments with appropriate recognition in print and digital formats, awards/rewards and events.</p>

Educational Themes

This section includes content guidance for the development of education programs, projects and media. Additional detailed content and original references for this section can be found at [www.ofri.org/publications/Forest Literacy Guide](http://www.ofri.org/publications/Forest_Literacy_Guide). Other source documents are noted in the references section.



THEME 1: Definition of a Forest

The concepts within this theme provide participants with fundamental knowledge of Oregon forests as ecosystems. Comprehending the concepts will lead to an understanding of the relationship between forests, wildlife and humans.

A. Definition of a Forest

Identifying what constitutes a forest provides participants with the basis for examining forests in a broader context.

B. Trees as Part of the Forest

One of the defining characteristics of forests is the trees in them. Participants can appreciate the uniqueness of trees and comprehend how individual trees function and fit into a forest ecosystem.

C. Forests as Ecosystems

Trees and forests influence and are influenced by their surrounding environment. Understanding basic ecological principles and how they apply to forests helps people appreciate the characteristics of forest ecosystems.

D. Classification of Forests

Classifying and differentiating forest stands and types helps Hopkins visitors make connections among other nearby forests, and forests elsewhere in Oregon and around the world.



THEME 2: Why are Forests Important?

The concepts within this theme help people understand the connection between Oregon forests and their own lives. Recognizing these connections increases individuals awareness of the importance of sustainable forests to humans, wildlife and water quality; and the forces that have shaped today's forests.

A. Historical Importance

Humans value forests for their aesthetic, cultural, spiritual, ecological, economic, educational and recreational benefits. Historical perspectives on forests allow for an understanding of how forests have been important to humans throughout time.

B. Environmental Importance

Examining the ecological services provided by forests leads to understanding that forests are one of Earth's major life-support systems, along with fresh waters, oceans and grasslands. Forests provide habitat for many wildlife species. Education programs will communicate the importance of wildlife in managed forests.

C. Social Importance

Understanding how forests shape the economic, social and cultural composition of local communities helps consumers recognize the value of forests to society.

D. Economic Importance

Working forests contribute to the economic livelihood of the local community by providing a variety of products, jobs, and revenue and investment opportunities.



THEME 3: How Do We Sustain Our Forests?

The concepts within this theme help people understand that forests are sustained through a variety

of agreements and partnerships that span private and public sectors and all levels of government.

A. Forest Ownership

Understanding who owns Oregon forests helps people identify the basis for different forest management decisions.

B. Forest Management

Forest management is a long-term process. Understanding the reasons forests are managed helps citizens develop informed attitudes about forest management.

C. Forest Management Decisions

Understanding why and how forests are managed helps prepare citizens to participate in forest management decisions. By understanding that many individuals and groups are involved in forest management, citizens will recognize that the responsibility of forest management is shared.

D. Forest Management Issues

Examining management issues and the factors that contribute to them helps citizens understand the complexity of forest management decisions.



THEME 4: What is Our Responsibility to Oregon Forests?

The concepts within this theme help citizens identify ways to connect with Oregon

forests to help sustain them for present and future generations. Citizens can be active participants in promoting forest sustainability by studying, observing and experiencing forests firsthand, and by taking learned skills back to their communities.

A. Our Role in Sustaining Oregon Forests

Learning to take action to support Oregon forests in a variety of ways gives citizens pathways to involvement now and in the future. Citizens' "connection to place" is a powerful motivator for learning.

B. Protecting Oregon's Forest Streams

Controls on timber harvesting to safeguard water quality, aquatic habitat and fish species associated with forest streams are among the most important requirements of landmark Oregon Forest Practices Act, passed by the State Legislature in 1971.

Forest practices have improved with new science, changing technologies and growing awareness of environmental concerns, and the law has been strengthened repeatedly over the years to address issues initially identified in that early watershed research.

C. Forest Fire Risk and Restoration

An overwhelming majority of Oregonians are concerned about wildfire danger. They do not believe that forests are managed effectively for fire resilience.

D. Oregon's Family Forestlands

Oregonians who own up to 5,000 acres of forest are known as family forestland owners. These forests provide many things that Oregonians value, such as varied wildlife habitat, clean water from forest streams, carbon storage, wood products and land kept forested rather than lost to development.

E. The Future of Oregon's Working Forests

Working forests contribute much to Oregon's environmental, social and economic well-being. Oregon's Forest Practices Act (1971) and subsequent amendments require reforestation after harvest, and protection of wildlife, soils and water quality help keep forestland in forest use. However, with shifting global economic forces, Oregon's forestland faces increasing pressures and new challenges.



Program Descriptions

During the past decade several programs have been developed in response to audience requests. Programs listed here are adaptable. Future programming will be provided in attempt to serve in some way each audience described in this plan. A basic array of live programs will include a mix of tours for different audiences, a series of programs relevant for schools and youth groups, and applicable skills workshops and vocational opportunities for teen and adult audiences. The programs listed here represent only those provided directly by E&O staff.



Sustainable Forestry Tour connects forest visitors with the resources and management on display at Hopkins Demonstration Forest. Offered in conjunction with Community Forestry Days, one key element of the tours is an opportunity to see some forestry in process, e.g., tree planting, pruning, fuel reduction, erosion control, etc. This tour is easily adapted for all audiences.

Careers in Natural Resources Tour

provides high school students a glimpse into a variety of careers in natural resources by focusing on the settings, tools, skills and working conditions of careers that include technician (field) work, natural sciences,



wildlife, policy development, and related business and industry functions such as marketing, product development and technology applications.

Ten Trees Tour is a walking workshop that uses Trees to Know in Oregon dichotomous keys to identify selected trees at Hopkins Demonstration Forest. The tour can also be offered as self-guided activity for classes, youth groups or families. During the process of the tour, participants learn how to identify various (ten) trees, while also learning about their natural history, human use and other aspects of life cycle or role in the forest. A Ten Trees Tour can be adapted for fourth-grade through adult.

Special Tours that focus on specific interests of the audience are developed upon request, including VIP audiences. The most common special tours occur as an orientation to facilities and the forest when planning projects or events with third parties. Special tours have also been hosted to feature a timber marking, timber harvest and stream protection among others for technical audiences.

Scavenger Hunt is a self-directed discovery based on clues provided, such as "find a tree taller than you," "a leaf shaped like your hand," "a creepy crawler," etc. This activity is used for the youngest students and youth, often in conjunction with the Hopkins A-Z activity below.



Hopkins A-Z is an organizer for younger students' self-discovery in the forest. During a self-guided walk, students, with the assistance of adult chaperones seek observations that correspond with the letters of the alphabet. Variations on finding the forest alphabet is to search for the numbers, colors, shapes observed in the forest.

Science in the Forest is an ecologic science program offered in coordination with WolfTree, Inc. and

Portland State University provides students a hands-on, science-inquiry experience mentored by specially trained college students and resource professionals. Science inquiry programs can be devised for fourth-grade through adult audiences when enough trained mentors (1:5) are available to support them.



Service-learning in its purest form is learner-directed, project-centered, place-based learning through action and community engagement. When teachers or youth leaders request “service-learning” sometimes students have generated the interest,

and sometimes the service is prescribed. Whatever the origination of a forestry project, the learning process is infused into the service. The most common service-learning requests are for tree planting, erosion control and wildlife related projects. Service-learning projects have been created for primary grades through adult audiences; the key is matching a project to group capacity.



Community Service may be compulsory or voluntary and is quite similar to service-learning, with more emphasis on the service, though contextual learning is a part of every project. Scout projects are one example of voluntary community service. Troop

projects or activities such as tree planting are given; whereas requirements for Eagle or a Gold Award originate with the youth requesting a suitable project that they lead. Court assigned youth and adults are examples of compulsory community service. Most compulsory community service volunteers are involved with the widest variety of simple tasks: trail maintenance, weed control, pruning, tree planting, erosion control, misc. facility maintenance projects.

.....continued on page 16

Education and Outreach Program Guidelines

When developing and delivering programs that occur at Hopkins Demonstration Forest the following guidelines are considered. This is the same for E&O staff and all program partners. The more that programs relate to the standards provided, and implemented through best practices for teaching and learning theory, the more valuable the programs for participants, the community and HDF.

- Provide a variety of public programs that help accomplish the mission of Forests Forever. Public programs include tours, skills workshops, service-learning, ecologic and forest management studies (ref. to program descriptions).
- Program content relates to one or more of a series of key messages (themes) adapted from OFRI’s *Forest Literacy Guide*.
- When programs are for school audiences, direction for content and process can be derived from state curriculum standards and developed in cooperation with teachers.
- For youth groups such as Scouts or 4-H, criteria or other direction is given by the organization that can be used to influence program content, delivery and design, in coordination with group leaders.
- Programs for adult audiences are developed based on audience-expressed interests (e.g., focus group) or prescribed needs (certification program, college course).
- Provide specific programming for teachers, group leaders and program volunteers (mentors).
- To the greatest degree possible, education programs should provide direct access to and interaction with forest resources, using authentic tools and methods and appropriate, safe practices.
- Education programs that simultaneously accomplish forest management and facility maintenance objectives provide enhanced value. The HDF “curriculum” is the annual cycle of activity in the forest—changing tasks with the season to match ecologic and management cycles.
- Whenever possible, include task-appropriate forestry content as part of volunteer service projects. Always include safety briefing for work accomplished with tools (hand or power) or equipment and vehicles.
- Programs, especially when occurring more than once should be evaluated. Summarized results are reported to the FFI board. Participant and peer feedback are used to improve future programs.
- Program data such as number of participants, paid and volunteer time, labor and number of program hours tracking are essential; and any summarized participant feedback, contact information, provider comments and quality images are desired.

Forest Products Enterprises engage teens and young adults in exploring and developing non-timber forest products and markets. Firewood, walking sticks, swag and table decorations, potted native plants, and bird houses are examples of products youth have tried to develop into business enterprises. These special business opportunities include learning about the raw materials and sustainable management of those resources, production processes, packaging, marketing and sales aspects related to each specific product line.

Internships and job shadows are offered for select high school and college students who want a deeper, personalized forestry experience. Depending on school requirements, student “interns” might spend up to 40 hours engaged in a special project of their choosing with mutual benefit for Hopkins.



Teachers in the Woods is an immersion-in-forestry experience for selected teachers and non-formal educators. For a few weeks (4-6) during summer a small group of teachers becomes a field crew to accomplish a variety of forestry projects (marking timber, riparian mapping, wildlife habitat inventory, etc.) and use the experience to develop lessons (forestry experiences) for their students.

Community Forestry Days occur once each month and provide the general community opportunities to become directly involved with resource management and facility maintenance at Hopkins Demonstration Forest. Contextual learning is integral to each task and safety is always stressed. Special arrangements are made to accommodate participation of businesses and groups at other times.

Workshops are skills-focused, discrete learning activities offered to teen through adult audiences.

Examples of workshops most often provided include:

Trees to Know uses the *Trees to Know in Oregon* book as a reference for teaching how to use a dichotomous key to identify trees.

Geometry of Trees uses woodland sticks, clinometers, and diameter tapes to measure tree height and diameters.

Finding Your Way applies basic map and compass skills to navigate cross-country on an orienteering course through a forest.

Other workshops conducted by the Extension forester at HDF include **Plant Your Trees Right; Mountain Beaver Natural History and Control; Pruning Young Conifers.**



Programs provided by Program Partners are not included here in detail. Partner programs include nature day camps, wilderness survival and traditional skills, forestry field labs among other special topics. The main “selling points” for Hopkins as a venue for program partner activities are: proximity to town, direct contact with and/or “harvesting” or use of resources allowed, adequate facilities, no charge for use; and staff coordination with program planning and logistics, and occasional assistance with program delivery.

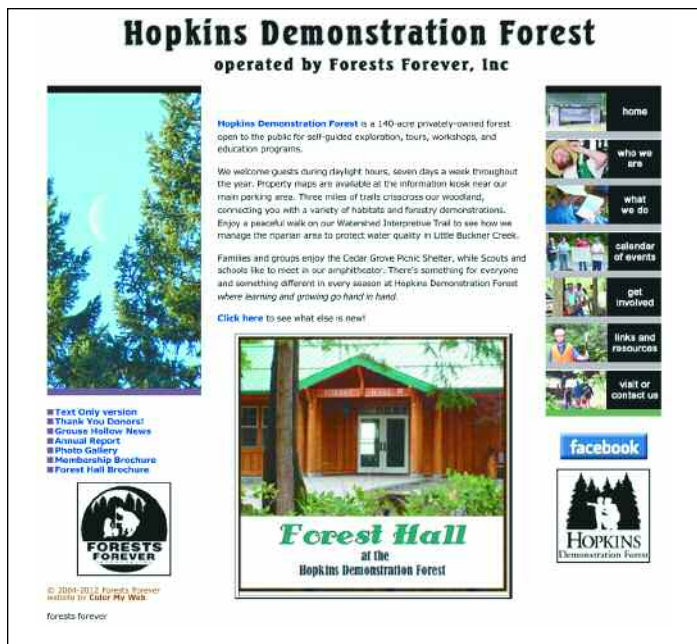




Communications

Digital Media

www.demonstrationforest.org is the website for Hopkins—current version first designed in 2004. The website provides basic information about HDF community programs, volunteer activities, and forestry demonstrations with many images and access to print materials noted in this section. Some information needs updating, while most is accurate. The current site is planned for redesign this year (2013).



The **Facebook** page is the newest outreach tool, first launched by Margi Wyatt, our Forest Host, in 2011. Increasing traffic, staff management, and use are still being determined. The Hopkins Facebook page will be most effective when coordinated with the website and general outreach to provide seasonal messages, timely program information, and volunteer recruitment.

Print Media

Print media provide important information for several audiences, to keep them apprised of recent activities, and upcoming programs and events; an overview of annual activities for donors and prospects; and promotion and use of the property itself. Print materials are often the FIRST and LAST interaction with audiences not met in person.

Print materials should be coordinated graphically and with complimentary messages. Similarly, print media are coordinated with electronic communications, and other on-site information and signing. This way consistency and reinforcement of messages can be assured. Listed below are the most commonly distributed print materials considered within the scope of this education plan.

Grouse Hollow News is published three times annually and distributed by post and electronic link to the website. The newsletter is also available in hardcopy at the orientation station and community events. The past two years (2011 and 2012) June issues of *Grouse Hollow News* have featured student content: dubbed the “Schools Out!” issues.

Annual Report is produced at the cusp of each New Year, in quantity of 100-200, and mailed to financial supporters, and used to recruit prospective donors. The report is also available by hand out and posted to the website each year.

Trail map is the most useful print material for Hopkins visitors. The existing map is basic and was intended as an interim publication. With new developments (buildings, trails, etc.) on the property, it may be good timing to design a new version of the trail map.

Press releases and feature stories can be developed and distributed to select media outlets. Stories of general interest for a wide audience are best used in conjunction with specific programs outreach efforts and special fundraising.

Main Kiosk/Forest Orientation

From the time guests enter the property, their interests and some of their activities, are influenced by the organization of infrastructure and information. Once parked, guests need a clear route to the facilities and information they require. Almost no other purpose can be achieved (FFI mission) until and unless the visitors’ basic questions are answered and their basic needs for safety, orientation and sanitation are met. At that time, the audience becomes ready for the information, programming, media and messages related to forestry at the Hopkins Demonstration Forest.

An orientation kiosk should be the first stop for all guests. Exhibits and access to an existing orientation kiosk need improvements and updating. Information at a nearby bulletin board and the pending addition of a donation box (Iron Ranger) to the kiosk area should be coordinated into one new design. The orientation kiosk needs to be made fully accessible.



Forestry Demonstrations & Management Activities

Hopkins Demonstration Forest includes several forestry demonstrations as described in the Stewardship Plan (available at: www.demonstrationforest.org). Demonstrations developed since the Stewardship Plan was published in 2006 are described briefly below. Existing and proposed educational programming are included for each demonstration that follows.

Demonstrations will be featured through a mix of signs and print media, and possibly Smartphone applications, or other digital technology, can be phased in as funds and staff or volunteers are available for implementation. Live programming related to demonstration projects includes specially developed tours, workshops and equipment demonstrations. Many volunteer projects are developed in coordination with management activities. This active direct involvement of the community information management is central to many education programs described previously.

FireWise

Many people live in and near trees; therefore, the FireWise (defensible space) Demonstration may have the widest applicability for general audiences. This demonstration is the gateway to the rest of Hopkins Demonstration Forest: the most developed and heavily used part of the property encompasses several important facilities.

An historic fire tower is one feature within the FireWise Demonstration. It is not currently in use as the cabin and stairs are not complete. By virtue of the attraction itself, the fire tower should become the central feature of this demonstration. A separate planning process as described on page 28 in this plan for new developments will occur in relation to developing exhibits and programming featuring the fire tower.

Existing

- A single sign mounted on Hopkins Hall describes a defensible space model for a structure in the forest.
- Annual volunteer projects (especially June and July Community Forestry Days) are designed to assess fire risk,

reduce fuel load, and maintain a defensible landscape adjacent to buildings.

- ODF fire staff installed and manage a fire precaution sign near the HDF main gate, and post seasonal fire restriction notices on the bulletin board.

Proposed

- Review and revise as necessary, and incorporate the existing interpretive panel mounted on Hopkins Hall, into the fire tower or Forest Hall landscape.
- Develop and post fire-wise messaging for website, Facebook, bulletin board and newsletter for distribution each summer.
- Install a FireWise landscape as shown in the landscape plan for Forest Hall, adjacent to the west property boundary. Also develop related education and community projects in relation to this feature, including signing and labeling.
- Develop related education and community projects in conjunction with the Fire Tower through the planning process described on page 28.
- Develop exhibits for the view from the patio behind Forest Hall. Given the view, this is the best location to interpret the privately-owned forested landscape in the foreground, and how small private forests are integral to the larger economy in the region.

Poles

Some of the most valuable trees growing at Hopkins are found on fewer than five acres managed for utility poles and high quality saw lumber.

Existing

- Series of three "Thinned" with dates signs on a post adjacent to pole landing.
- Mentioned on one of the HDF introductory panels under main kiosk.
- Live programming specific to this demonstration includes workshops, tours and demonstrations for landowners, log buyers, interested community.

Proposed

- Install a demonstration label sign, e.g. Pole Stand.
- Install crop sign, e.g. Utility Poles.
- Relocate existing signs and co-locate with demonstration label and crop signs in a more visible location.
- Develop and post updated information about this demonstration on periodic basis for digital formats, e.g. Smartphone app.
- Observation of pre- and post- harvest activities in future.

Riparian

The current Riparian Demonstration features Little Buckner Creek and the adjacent landscape. This tributary stream to Buckner Creek flows on and off the HDF property along its eastern and southern boundaries. The creek is home to beaver in its upstream reaches, and is determined by Oregon Department of Fish and Wildlife to be a fish-bearing stream.



The Riparian Demonstration did not originally include the pond(s) area. This plan proposes that the recently enlarged pond, and a former pond—now “wetland”—be included in the Riparian Demonstration. The inclusion of pond(s) and development of any facilities to enhance education programming will follow the planning process described on page 28.

Existing

- Kiosk at Creek roads junction includes two panels interpreting the Riparian Demonstration.
- Trees are painted with red or yellow dots in this demonstration to show the extent of riparian forestry rules for retention of wood and trees near and in streams.
- The Watershed Interpretive Trail installed in the early 1990's has been moved in some places from original location due to flooding; while several of the features highlighted in a corresponding brochure no longer exist where the stations were originally located.

Proposed

- Complete the focused planning process described on page 28 to implement the significant new facilities and education programs necessary for a redesigned Riparian Demonstration.
- Re-designate the Riparian Demonstration to include the pond(s).
- Install a demonstration label sign(s), e.g. Riparian Demonstration.
- Install crop sign, e.g. Healthy Stream or Clean Water.
- Reconstruct and maintain trails within the Riparian Demonstration to improve accessibility and tread quality,

and to mitigate associated environmental impacts. Relocate Watershed Trail interpretive stations and rewrite current brochure to coincide with trail signs: consider different brochures for different audiences. Include information on importance of riparian areas for multiple wildlife species. Discuss how riparian areas are unique habitat types and protecting them is important regardless of the Forest Protection Act. Include list of species that could be encountered in riparian area demonstration.

Notes

Existing roadside signing along Up Creek Road relating to road and drainage management within a riparian area needs review and revision in coordination with development of a proposed Roads Demonstration (see page 21).

Uneven-age Management Area (UEMA)

This 15-acre unit includes 75 to 90 year-old Douglas-fir and western redcedar overstory which has been thinned three times since 1995. Following each thinning new seedlings including western hemlock and grand fir have been added to the redcedar and Douglas-fir.



Existing

- Kiosk located at the end of all-weather Grouse Hollow Road includes three panels to interpret uneven-age and even-age forestry. (A corresponding even-age stand that has been the Reforestation Demonstration is directly across the road.)
- A tour of the 2012 UEMA harvest began at the upper landing of the UEMA and followed a log load to the local mill. See Harvest activities on page 23 for more information on harvest tours.

Proposed

- The exhibits here should be reviewed for accuracy and relevance of information, for weathering, and other damage. Any revision of uneven-age exhibits needs to be coordinated with the new series of panels within the UEMA.

.....continued on page 20

- Replace the existing Reforestation Demonstration exhibit with a new exhibit to interpret mixed-species, even-age forestry and associated wildlife and ecologic contexts relevant to the next couple decades of stand development (age 25-50).

Reforestation

The current location where reforestation activities are most visible is the unit encircled by Post Road harvested in 2009, replanted between 2010 and 2012.

Existing

- The existing reforestation exhibit co-located with uneven-age exhibits (described previously) becomes less relevant each year (trees are 20 years old).
- Annual tree planting workshops and community tree planting events for a variety of audiences occur across HDF wherever trees need to be planted.
- As needed, workshops on herbicide use and other weed control measures, and animal damage control coincide with recently planted seedlings.

Proposed

- Develop new, portable (on sandwich board) exhibit(s) relating to reforestation projects and associated activities. These portable exhibits can be moved as stand conditions change and when reforestation activities shift from one part of the HDF property to another.
- “Planted 20xx” signs can be placed at age-known stands. Species names may be added in young plantations.
- Install crop sign, e.g. Reforestation.
- Different weed control and animal damage control “vignettes” can be developed with corresponding sign(s) or brochure(s).
- Include information about early seral stage habitat for wildlife. Include list of wildlife that may be found using this habitat type.

Thinning and Pruning

Trees included in this demonstration were planted by Howard Hopkins in 1977, and have been thinned and pruned to demonstrate different intensities of stand management, featuring different equipment used to apply that management.

This stand is marked for the next thinning harvest in 2013. Follow-up pruning and related stand management activities will follow in succeeding years.

Existing

- Inventory plots installed a decade ago are visited regularly by school groups and to teach forest measurements for many audiences. The four different treatments provide good visual comparison of the management options applied, with great opportunities to observe basic ecologic concepts such as light/shade tolerance, intra- and inter-species competition, habitat comparisons, etc.
- A pair of exhibits installed in 2005 beneath a kiosk at Grouse Hollow and Low Gear roads (east junction) remains accurate, though is beginning to show signs of weathering. Following the next harvest (2013) will be timely to review and begin replacement of existing signs.
- Provide pruning demonstrations and workshops in this stand for interested audiences to observe and practice using variety of tools. The ladder systems and high pruning tools are of great interest to many.

Proposed

- Thinning in this stand by mechanical harvester provides opportunity to arrange a tour or observation of equipment operation and stand management methods. Refer to Harvesting on page 23 for additional educational opportunities related to harvest activities.
- This demonstration lends itself to experimentation with development of a variety of new media and technology: a brochure slip and digital media such as smart phone applications can provide additional details. Models for new media piloted here can be applied elsewhere at HDF as appropriate and as funds become available.



Bough Orchard

First planted as a Boy Scout project in March 2005, the Bough Orchard has expanded twice since then to include additional species. The





first planting was incense cedar, followed the next year by noble fir, and a couple years later with a western white pine planting. In 2010 the first boughs were harvested from incense cedar; in December 2012 the noble fir were first pruned for bough materials. The white pines are several years from producing materials for harvest. Education and service projects have been integral to development and maintenance of the orchard.

Existing

- Volunteer projects to establish and maintain the orchard.
- Annual bough cutting and holiday decoration crafting as part of Community Forestry Day, and service-learning opportunities for groups in mid-November through December.

Proposed

- Install a demonstration label for Bough Orchard.
- Expand production and use of bough materials and products for fund-raising and gifting.
- Hold annual workshops and participatory demonstrations featuring planting, culturing, pruning, harvesting, weed control and etc. for Christmas trees and bough-related related forest products.
- Develop a brochure slip that illustrates how to manage for boughs & Christmas trees.
- Develop and place identification labels for species in orchard.
- Add new species such as western juniper, Alaska yellow cedar, Engelmann spruce that have decorative qualities.

Red Alder

The red alder plantation was established with three plantings between 2004 and 2006. The largest of these fast-growing trees are approaching 30-feet tall with some

exceeding three-inch diameter. In the next two decades additional management of weeds, pruning, thinning and other cultural techniques will be applied. Finally, this demonstration will be harvested and converted to the next stand. These processes will be of interest to landowners, and some in the general community; as well provide opportunities for volunteer projects and student studies.

Existing

- Red Alder Demonstration is featured in some tours depending on route or focus, as well with education programs and service projects.

Proposed

- Develop basic demonstration signing to label the Alder Plantation, planting date, and red alder products. Post species and product signs, planted 2004 sign, and in time thinned and pruned plaques.
- Maintain the Red Alder Trail around this demonstration.
- Host periodic workshops on red alder management practices for land-owners and technical-professional audiences.
- Hold workshops, demonstrations and volunteer activities to assist with some of the stand management.
- Install one or more growth monitoring plots within the stand.
- Develop a brochure slip or other media that describes red alder ecology and management, and review the history of this demonstration and the life-cycle of red alder.
- Include in future media and program development, information on the value of hardwoods for wildlife.

Roads (proposed)

A Roads Demonstration is proposed to feature the transportation system at Hopkins. The HDF transportation system includes different types of roads, and a network of trails of varying standards. Some relevant programming is provided in association with Tree School; volunteers assist with basic road and trail maintenance in select seasons. Special conditions apply in the riparian area where a road is adjacent to Little Buckner Creek. Signing along this section of road was originally installed as part of the Riparian Demonstration and coincidental to part of the Watershed Interpretive Trail. A Vented Ford and three trail bridges are transportation infrastructure associated with Little Buckner Creek.

.....continued on page 22

Existing

- Road Junction signs installed.
- Gates installed at two locations: though one gate removed in association with pond redevelopment.
- Workshops for landowners and road surveys as a school or group activity have been conducted.

Proposed

- Re-install missing or moved road junction signs at many locations.
- Develop a travel-access plan and control vehicle access and manage traffic seasonally to avoid/minimize impacts.
- Complete the recommended education planning process for this demonstration to determine a suggested route and develop a keyed map and media to guide guests who are interested in learning more about roads.
- Install a variety of gates and other traffic control devices as part of the demonstration at selected locations. This includes seasonal messages regarding road conditions and closures.
- Provide live demonstrations and workshops relating to road surveys, drainage maintenance and erosion control, surfacing, etc. for technical and land-owner audiences.
- Continue including volunteers, youth and adult groups in roads maintenance and surveys as appropriate.

Wildlife (proposed)

Many guests come to Hopkins specifically to view wildlife, especially birds in the spring (and many comment that seeing wildlife was a highlight of their visit). Hopkins is noted as one of the Willamette Valley Birding Trail locations. The property is also included in other local directories for wildlife viewing and outdoor recreation opportunities.

A Wildlife Plan completed in 2004 is available upon request at the HDF Office (Hopkins Hall). The plan includes some direction for education programs as they have occurred to date. A revision of the Wildlife Plan will occur in consideration with other resource management planning revisions pending.



Existing

- Accommodations made for wildlife include: apple trees planted in a few clumps; special trees marked with “WL” in blue paint or a yellow “wildlife tree” metal tag; nest boxes for songbirds, owls and bats are placed in the forest.
- A variety of native trees, shrubs and other plants important to wildlife grow at Hopkins—most obvious wildlife activity are several western redcedar trees with pileated woodpecker feeding cavities. Pileated woodpeckers have been a popular focus for field science programs.
- Trapped mountain beaver in reforestation units, and conducted workshops on their biology and control.
- Several Science in the Forest classes choose a wildlife focus for their study: one class during 2013 surveyed the forest for reptiles and amphibians.

Proposed

- Designate and develop a series of “installations” in different locations at Hopkins focused on wildlife attracting features for a Wildlife Demonstration.
- Develop seasonal messages for digital media and in-person contact; and possibly “area closures” (similar to harvest-related closures) at specific times during the year to protect selected wildlife, especially during nesting season.
- Offer workshops on a variety of wildlife related topics.
- Continue to support student interests in wildlife population studies and habitat improvements.
- Develop wildlife brochure (or slips for each animal group: mammals, birds, invertebrates, etc.) for use by classrooms and casual users.
- Develop exploration packs as a pilot for other special packs that can be loaned to schools or groups interested specifically in wildlife at Hopkins. Materials in the packs will include such equipment as field guides, species lists, binoculars and hand-lenses, and wildlife observation ethics to facilitate exploration and comparison of the many habitats at Hopkins.
- Identify ways to improve wildlife habitat across all areas of HDF; and provide relevant wildlife messages through programming and media integral with other programs as part of the overall forest management activities at Hopkins.

Forestry Activities

In addition to the technical skills (e.g., tool use) necessary to successfully manage a forest (e.g., tree planting and pruning) concepts and content are integral to each activity. Some of the relevant concepts and content for each forestry activity used for educational programs and volunteer projects are suggested below.

	SPRING	SUMMER	FALL	WINTER
Trail & Road Maintenance Concepts: survey and trail design / erosion control / recreational theory				
Wildlife Projects Concepts: specific biology / habitat needs / ecology / food web / relevant law				
Tree Planting Concepts: tree life cycle / annual growth cycle / tree physiology and functions reforestation rule				
Weed and Animal Damage Control Concepts: food chain & food web / ecologic relationships / competition / relevant law				
Forest Inventory Monitoring Concepts: forest measurements / data collection / statistical sampling / math topics				
Seedling Survival Surveys Concepts: experimental design / statistical sampling / math topics				
Erosion Control Concepts: erosional processes / soils and geology / water quality / relevant law				
Pruning Concepts: tree biology / physiology and functions				
Slash Disposal Concepts: decomposition / ecologic topics / air quality / relevant law				



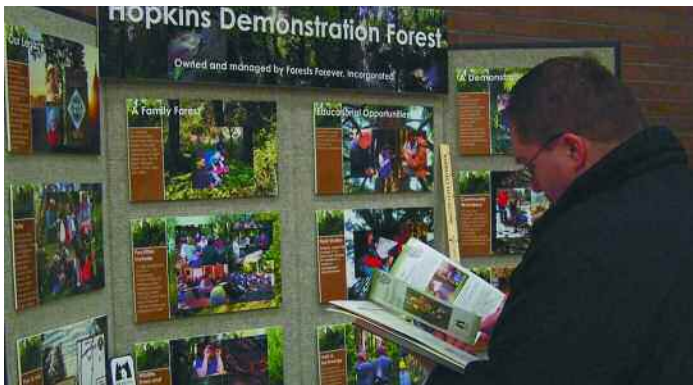
Observing Harvests

There is a lot of interest from the public regarding active timber harvest. With appropriate precautions, attention to safety and coordination with logger/operator, direct observation of some harvest activities can be arranged.

Other educational opportunities related to harvesting can be developed around stand marking and inventory, and after-hours tours when machines are idle. A recent harvest tour observed a log truck being loaded, then followed that truck to the mill yard for scaling.

Prior to logging activities, a notification sign is placed near the forest orientation kiosk and closure signs are located on trails and roads around the harvest area to alert guests of hazards and to keep out. Closure signs remain in place until hazardous conditions in the harvested area are reduced, usually after a couple high wind events that clean loose limbs from the canopy. The closure itself is an educational opportunity.





Community Events & Outreach

Community events attract new audiences to Hopkins, and offer opportunities for educational programming. In the past several years Forest Forever board and E&O staff hosted local chambers of commerce for networking events at HDF. These provide opportunities to introduce board members to the community, and the community to the forest. Such events allow for general announcements and updates about the property. Tours have been offered in association with these events as one means to extend and enrich guests' experiences on the property. These networking events could be offered on an annual or biannual basis.



An annual "signature event" is currently being developed. *Forest of Arts* will be held in October 2013. This event is integral to outreach activities. The goal is to attract new audiences and provide existing audiences with new opportunities to learn and engage. Following the event an assessment will be made whether to hold the similar events in future years.

Community Events

Occasionally community groups hold private events in the forest. These events are discrete and do not necessarily relate to achieving the mission of FFI. However, basic information is typically provided to the audience through a welcome greeting by staff.

A standard greeting given to any visiting group by staff or volunteers includes the following information:

- Explain that the property was given by Margaret Hopkins in honor of her husband's passion for forestry.

- Explain that Hopkins Demonstration Forest is owned by the non-profit Forests Forever, Inc.
- Explain the forest operates largely by volunteers and is primarily funded through donations.
- Offer each group ideas on ways to be involved, in addition to their property and facility use.
- Offer a tour in conjunction with community events.

Off-site Community Events

A portable display relating basic information about Hopkins and how the community can participate is used several times a year at various community events. The portable display was last revised in 2007. While much of the information is accurate, a revised display is desirable. Outreach with the portable display and handouts have included:

- ✱ Spring Garden Fair
- ✱ Tree School
- ✱ Chamber of Commerce events
- ✱ Non-profit events
- ✱ Education and youth group opportunity fairs
- ✱ Backyard Bash
- ✱ Other community events

Fundraising

Annual or semi-annual fundraising events provide opportunities to educate, recruit and retain donors. These events may occur at Hopkins or elsewhere in the community. During these events it is customary to share information regarding the activities for which funds are being requested. This is a chance to offer tours, demonstrations and possibly some direct involvement of donors in select activities. It's a chance to bring together some of the beneficiaries (participants) of programs with the people writing the checks. There's a opportunity for video programming, storytelling, auctions and other forms of raising money. Education programs, products and outcomes should be integrated into these events for best impact.

Volunteer, Donor Recognition

Recognition of volunteers and donors can bring together a wide audience to celebrate accomplishments. Education at such an event includes program sharing and presentations, program updates, and new recruitment. Discussing education programming in support of and as a role for volunteers at Hopkins is also accomplished at these events. Annual or semi-annual donor and volunteer recognition is recommended.



Implementation Priorities

- Continue current array of live programming by E&O staff and program partners.
- Property map for hikers/casual users can use revision, especially to add details such as new demonstrations and facilities. Consider recruiting sponsors to defray printing costs. Locate map distribution near donation box and post a suggest donation for each map.
- An existing orientation kiosk needs improvements and updating. Information at a nearby bulletin board and the pending addition of a donation box (“iron ranger”) to the kiosk area should be coordinated into one new design. The orientation kiosk should be fully accessible.
- Review, revise and redevelop existing exhibits in the forest as they are approaching message and materials life. In process, ensure accessibility is retained or enhanced to view these exhibits.
- Review and revise content for website redesign. Coordinate these messages with those in other print and digital formats, and exhibits in the forest.
- Install series of signs to label demonstrations, possibly key commercial species and their intended products, and dates of activities such as planting, thinning, pruning, etc.
- Enhancements to existing information could include specific topical brochures or Smartphone applications.
- Installation of a visitor counting device, backed up with some level of direct contact as part of a formal study of Hopkins visitors will aid in understanding visitors needs and allow for them to be addressed.
- Further refine and develop the concepts described in this plan.
- Review this plan annually and revise as necessary.



Evaluation

Evaluation is the systematic collection of information about activities, characteristics, and outcomes of education programs to make judgments about those programs, improve their effectiveness, and/or inform decisions about future programming (adapted from Patton, 1987).

Evaluation is more than mere accumulation and summary of data and information: evaluation provides managers with well-documented and considered evidence to support the decision-making process.

Program evaluation serves two general purposes. Evaluation helps to determine a program's merit (does it work?) and its worth (do we need it?). Evaluation helps decision-makers determine if a program should be continued and, if so, suggests ways to improve it. Additionally, evaluation documents program accomplishments. If the

program has been designed properly with well-articulated objectives that specify what must be accomplished, to what degree, and within what time period, the evaluation can determine whether or not the objectives are being met. The evaluation can gather information as to why a program is or is not meeting its objectives.

There are a number of levels on which to evaluate an education program and media. Each of these levels provides slightly different information about the impacts of a particular program, from the simplest and most immediate (reaction) to the long-term, most complex (return on investment). It is important to note that although these methods are presented in a hierarchy of increasing complexity, the hierarchy does not indicate relative value. All of these levels are useful. The choice of level(s) should be determined by the type of information needed to evaluate the program accurately.

Level

Example

Level 1. Reaction—What is the participants' response to the project or activity?

Attending the workshop was:
Poor use of my time 1...2...3...4...5 Good use of my time
Staff observes student participation and check-in with students during activities.

Level 2. Learning—What did the participants learn?

What was the most important thing you learned by participating in the workshop?
Pre-post student questionnaires

Level 3. Behavior or Application—Did the participants' learning affect their behavior?

Have you applied the skills you learned at the workshop to your current projects?
Not at all 1...2...3...4...5 Extensively
Project-based assessments

Level 4. Results—Did participants' behavior change move the original situation towards the objective (desired outcome)?

After training on project-based learning:
How many projects have been successfully completed?
Determine percent of seedling survival.

Level 5. Return on Investment (ROI) or Cost-Benefit—Is the cost of implementing this project reflected in the level of benefits received from the results?

This dimension not usually assessed for education programs, though may be valuable for events and possibly capital projects.

Source: Kirkpatrick (1994). The 5th level, Return on Investment, is often included among the levels of evaluation, although the original Kirkpatrick model does not include it.

Develop this form for interactive completion online:

Hopkins Demonstration Forest Program Sample Questionnaire

CONTACT INFORMATION

Contact (teacher/group leader) name _____ Organization _____

Address _____

Phone _____ email _____

Date of program _____ Have you used Hopkins before? Yes No

How did you find out about Hopkins Demonstration Forest? _____

What program or opportunity was provided? Tour Service Project Self-guided Other _____

What were your objectives for using HDF? _____

Reflect on your objectives in responding to the following questions:

FACILITIES

Which facilities were used for your program?

Restroom Picnic Shelter Hopkins Hall Shop Trails/Roads Amphitheater Other _____

How essential were the facilities used to meeting your objectives? (circle #, 0 = non-essential, 10 = very essential)

(NA) 0 1 2 3 4 5 6 7 8 9 10 (Could not have done without)

Comments or suggestions about facilities _____

EQUIPMENT, TOOLS, MATERIALS

Which tools, equipment or materials were used for your program?

Hand Tools Power Tools Science Tools Field Guides Map/Brochures Other _____

How essential were the tools, equipment or materials used to meeting your objectives? (circle #, 0=non-essential, 10=very essential)

(NA) 0 1 2 3 4 5 6 7 8 9 10 (Could not have done without)

Comments or suggestions about equipment, tools, materials: _____

STAFF & VOLUNTEERS

Were staff or volunteers involved in your program? Yes No Name(s) if known _____

How were staff/volunteers involved? Planning your use General greeting Presenting program

How essential were staff or volunteers to meeting your objectives?

(NA) 0 1 2 3 4 5 6 7 8 9 10 (Could not have done without)

Comments or suggestions about staff or volunteers: _____

INTERACTIONS WITH OTHER USERS

Did you see other people not associated with your program while at Hopkins? Yes No

Did these interactions detract or contribute to meeting your objectives? Yes No

What was most valuable (facility, equipment, staff, other users) to meeting your objectives and why? _____

What was least valuable (facility, equipment, staff, other users) to meeting your objectives and why? _____

Will you use Hopkins again for a similar purpose? Yes No

Will you tell colleagues, friends or family about Hopkins Demonstration Forest? Yes No

Do you want to receive newsletters and other information about Hopkins in future? Yes No

By which means: email regular mail

Would you be interested in participating in a focus group or perhaps a committee role that improves educational opportunities at Hopkins Demonstration Forest? Yes No

Please provide any additional thoughts or questions about educational programs at Hopkins Demonstration Forest:

Develop this form for interactive completion online:

Forests Forever, Inc. Project Proposal

Name of Project _____ Date _____ Proposed by _____

Phone # _____ Email _____

When proposing a project for Forests Forever, Inc., please address the items in the following outline. Enough detail should be included so that it is clear to an uninformed audience what is being proposed with the relevant details similarly described.

- 1) Briefly describe the project—location, any relation to another project, feature or program, etc.
- 2) Who is the project intended to serve (audience)?
- 3) Who needs to be involved in planning and implementation?
- 4) Why is this project important?
- 5) Does the project relate to Forests Forever, Inc. objectives? Strategic Plan Education Plan Stewardship Plan
- 6) What purpose or objectives from planned guidance does this project address?
- 7) Proposed start and completion dates?
- 8) Have you developed a draft budget including any/all funds, expenses and timeline?
- 9) What materials/supplies are needed?
- 10) How will the work be accomplished (contractors, volunteers, school, other)?

Evaluation: After a project is completed, please provide the following information:

- 1) Was the planned project implemented?
- 2) Did this meet the objectives? How do you know?
- 3) What was the final cost?
- 4) Was it completed on time?
- 5) Were there enough hands to do the job?
- 6) Were there any surprises that could have been avoided if additional information was available to the project planners? Describe how this could be avoided in future.

Links & References

- No Child Left Inside Act** <http://www.leg.state.or.us/09reg/measpdf/hb2500.dir/hb2544.en.pdf>
- NOCLI-Curriculum & Essential Skills cross-referenced** <http://eeao.org/files/eltf-at-a-glance-tale-grades-3-5-8-and-hs.pdf>
- Oregon Department of Education Curriculum Standards** <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>
- Oregon Department of Education Essential Skills** <http://www.ode.state.or.us/search/page/?=1670>
- Oregon State University Guidelines for program accessibility, non-discrimination notice, media, etc**
<http://extension.oregonstate.edu/employees/supervisor-resources/civil-rights-info>
- Oregon Forest Resources Institute** <http://oregonforests.org/>
- Oregon Natural Resources Education Program** <http://onrep.forestry.oregonstate.edu/>
- Environmental Education Association of Oregon** <http://www.eeao.org/>
- North American Association for Environmental Education** <http://www.naaee.net/>
- National Association for Interpretation** <http://www.interpnet.com/>
- ADA Design Guidelines (USFS Outdoor Recreation)**
<http://www.fs.fed.us/recreation/programs/accessibility/htmlpubs/htm06232801/toc.htm>
- Oregon Department of Forestry** <http://www.oregon.gov/odf/Pages/index.aspx>
- Oregon Department of Fish and Wildlife** <http://www.dfw.state.or.us/>
- Clackamas County Farm Forestry Association** <http://www.cffa-oswa.org/>
- Oregon Small Woodlands Association** <http://www.oswa.org/>
- Oregon Master Naturalist Program** <http://oregonmasternaturalist.org/>
- The Intertwine** <http://theintertwine.org/>
- Willamette Valley Birding Trail** <http://www.oregonbirdingtrails.org/willamettevalley.htm>
- WolfTree, Inc.** <http://beoutside.org/>
- Trackers Earth (Portland)** <http://trackerspdx.com/>

Selected Bibliography

- Forest Literacy Guide** [www.ofri.org/publications/Forest Literacy Guide/](http://www.ofri.org/publications/Forest%20Literacy%20Guide/)
- Ecology Field Guide (WolfTree)** <http://beoutside.org/PUBLICATIONS/EFGEnglish.pdf>
- Investigating Your Environment (USDA Forest Service)**
<http://www.fs.usda.gov/detailfull/conservationeducation/materials/national-curriculums/?cid=STELPRDB5107459&width=full>
- National Association for Interpretation Standards and Practices**
http://www.interpnet.com/nai/Resources/Standards_Practices/nai/_resources/Standards___Practices.aspx?hkey=24e8411c-bed5-43a6-a55f-ecc7251b000f
- Oregon Natural Resources Education Program, bibliography**
http://onrep.forestry.oregonstate.edu/sites/onrep.forestry.oregonstate.edu/files/Childrens_Booklist.pdf

