

2016 Project Abstract

For the Period Ending June 30, 2018

PROJECT TITLE: Wolf Management Education in the Classroom – Phase II

PROJECT MANAGER: Sharon Reed, Director of Administration and Finance

AFFILIATION: International Wolf Center

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FUNDING SOURCE: Environment and Natural Resources Trust Fund

LEGAL CITATION: M.L. 2016, Chp. 186, Sec. 2, Subd. 05g

APPROPRIATION AMOUNT: \$240,000

AMOUNT SPENT: \$227,520

AMOUNT REMAINING: \$12,480

Overall Project Outcome and Results

This project was undertaken to provide engaging, unbiased programs about wolves to public school 2-12 grade classrooms, nature centers, state parks, public park summer programs, and state parks in Minnesota. International Wolf Center outreach specialists presented programs to help participants understand the complicated issues surrounding wolves and wolf management. Chasms divide people on all sides of the issues around wolves and wolf management- rural, urban and suburban communities; hunters and non-hunters, trappers and non-trappers, residents and non-residents of areas with wolf populations. Because of divided opinions and the repeated delisting and relisting of wolves from the Endangered Species List, this project was invaluable in educating the public.

Programs were presented to individual school classrooms and several other venues throughout the state. They covered wolf biology, predator/prey dynamics, role of wolves in healthy ecosystems, myths and opinions of wolves, wolf management and importance in wildland habitat. The PowerPoint based programs included engaging video clips and photos. Students were also able to learn from handling artifacts such as wolf, deer and moose bones and pelts.

Participants in 2-6 grades were surveyed pre-and post-program using clicker survey technology to collect data on the attitudes of participants as well as their knowledge of wolves and wolf issues. Survey data showed an increase in knowledge of wolf facts and understanding of issues between wolves and humans. In 7-12 grade, students wrote short essays on various topics covered in the program to demonstrate how the program expanded their knowledge of the facts about wolves and discuss how humans can coexist with wolves more effectively. Over the course of the grant 1,513 programs were given to 37,166 participants. This included 52 counties, 124 school districts, and 232 schools.

Project Results Use and Dissemination

A copy of the primary PowerPoint is included with the final report. In addition, copies of the booklets participants were provided to take home after the program are included. In the last year, a short video was created to be shown to 7-12 grade classes to cover the wolf biology portions to be watched before of the program to allow more time during the program with limited class times at higher grade levels.

Information on the results of the project will be available on the International Wolf Center Website at www.wolf.org and will be presented at the upcoming International Wolf Symposium in October 2018.



Environment and Natural Resources Trust Fund (ENRTF) M.L. 2016 Work Plan

Date of Report: October 29, 2018

Date of Next Status Update Report: FINAL

Date of Work Plan Approval: June 7, 2016

Project Completion Date: June 30, 2018

Does this submission include an amendment request? No

PROJECT TITLE: Wolf Management Education in the Classroom – Phase II

Project Manager: Sharon Reed as of 12/31/17

Organization: International Wolf Center

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Total ENRTF Project Budget:

ENRTF Appropriation: \$240,000

Amount Spent: \$227,520

Balance: \$12,480

Legal Citation: M.L. 2016, Chp. 186, Sec. 2, Subd. 05g

Appropriation Language:

\$240,000 the second year is from the trust fund to the commissioner of natural resources for an agreement with the International Wolf Center to expand the Wolves at Our Door classroom education program to assist students in understanding wolves and associated management issues.

I. PROJECT TITLE: Wolf Management Education in the Classroom – Phase 2

II. PROJECT STATEMENT:

The expansion of wolf range in Minnesota has been a polarizing issue. What risks do this pose to people who live and work in these areas and will conflicts with humans increase, as wolves inhabit new areas? There is so much misinformation about wolves in the media and in both pro-wolf and anti-wolf organizations that people are not accurately informed. This project will educate children and the public about wolves while gathering information to better understand how to teach them about wolves.

The program, branded as “Wolves at our Door,” has been a proven success in answering these questions for over 6,400 Twin Cities urban and suburban students. We taught 307 classrooms in the program’s first year, (beating our goal by 30%). As a result, teachers from schools throughout greater Minnesota want the opportunity to bring this popular new program to their students. With the aim of teaching children how to live safely with this misunderstood predator, “Wolves at our Door” helps young people understand the complexities of our co-existence with wolves – preparing them to be the next generation of engaged citizens.

Our goal is to expand the availability and impact of “Wolves at our Door” to all Minnesota public schools. Presentations contain unbiased, scientific information that provide a balanced look at the impact wolves have on humans and ecosystems. In addition to being expanded to all Minnesota public schools, the program would also be available to public libraries, nature centers and Minnesota State Parks.

As an element of the program, in-class surveys will be conducted using interactive technology to learn about things like the attitudes students have towards wolves and to gauge their understanding of wolf biology and behavior. At the conclusion of the project, findings will be published to help the public understand how young people view this apex predator and perceive the complex issues surrounding wolf-human relationships.

III. OVERALL PROJECT STATUS UPDATES:

Project Status as of February 1, 2017: The International Wolf Center (IWC) hired an additional full time outreach educator in July 2016 to help with the statewide expansion of the *Wolves at Our Door* program. Both outreach employees worked on publicity for the program with public schools statewide in Minnesota, both through written and email communication as well as a daily presence at the Center’s State Fair booth, in order to discuss the program in person with teachers, nature center directors and others. Outreach Director Tara Morrison worked to establish a partnership with Minnesota State Parks, leading to a Memorandum of Understanding being signed, which enables IWC to present programs in Minnesota State Parks. In October 2016, another IWC employee at our interpretive center in Ely was trained in the program in order to be able to deliver programs to classrooms in the Arrowhead region of Minnesota.

Project Status as of August 1, 2017: With LCCMR approval, the International Wolf Center (IWC) developed essay questions for 7th-12th grade students to complete after the presentation. These essay questions replaced the “clicker” questions given during the final minutes of the presentation. With learning assessment occurring post-program, more time was available during the presentation for student questions and deeper explorations of the material. Marketing outreach to new areas of the state continued to public school teachers, nature center leaders, librarians and state park naturalists through email and phone communications. The Outreach Staff also refreshed the presentation’s slide show content by updating pictures, videos, formatting and slide order.

Amendment Request (11/16/2017) - Amendment Approved by LCCMR 12/8/17:

Under the budget of Activity 1, we are requesting the remaining balances of two equipment and two printing expense lines to the travel expense line "hotel stays for educators." The two equipment lines are "3 wireless microphones..." and "2 projectors..." We were able to purchase wireless microphones at about 25% less than expected. We do not need to buy two projectors for the 2nd and 3rd educator based on the good condition of previously purchased ones. These projectors should easily last through the end of the project as more classrooms than expected have built-in equipment we are able to use thus prolonging the life of our existing projectors. The remaining balances in two printing lines, "postcards..." and "21,000 handouts..." are due to cost savings and lower quantities needed. The postcard printing was about 20% lower by finding an online printer for the job. With the handouts, we evaluated the content of our first handouts created in 2014 and determined that the remaining supply should not be tossed but used in classrooms. We updated the original booklets by hand-stamping them with current information. We were then able to reduce the total printing order saving over \$4,000.

By transferring these budget expense lines to "hotel stays for educators," we can use those dollars for meeting the needs of the traveling educators to non-Twin Cities schools. We miscalculated this line item originally (only one year and not two). We are carefully "batching" schools in regions to be as frugal as possible with hotel stays and mileage costs. Hotel rates are modest in most small towns throughout the state and we will continue to spend prudently on these stays. Without this transfer, less time can be spent in the classrooms and more mileage would be incurred because an overnight stay is not possible. The International Wolf Center continues to cover out of its own operating funds other travel expenses such as food.

Project Status as of [February 1, 2018]:

During this period there was a change in staff, Misi Stine moved into the position of Outreach Director. In October, a new Outreach Educator was hired to give programs in the last year of the grant. The educators have continued to refine the program to enhance the educational experience by developing additional activities with younger students to teach the concepts in new ways to accommodate the different learning styles of students. This includes developing the "stretch like a wolf" activity, using the whole body for learning, and sharing with peers what they have learned about wolves with each other. To address the challenge of shorter class periods with 7-12 grade classrooms we are creating a 15-minute video, that teachers will show prior to the program, teaching the basic wolf biology information needed, so that educators can spend the presentation time talking more in depth about the primary topics of human safety, predator/prey relationships and livestock depredation. Teachers have given overwhelmingly positive feedback for this addition to our program.

Amendment Request – Amendment Approved 7/26/2018:

Under the budget of Activity 1, we are requesting that under the Travel Expenses \$5000 be moved from the Hotel Stays line to the Mileage line. The educators saved costs on hotels by staying with friends, family or in campgrounds instead of hotels. The educators also covered more of the state than expected, increasing our mileage while saving costs on hotel. The International Wolf Center continues to cover out of its own operating funds other travel expenses such as food and supplies not documented on LCCMR budget.

Project Status as of [August 1, 2018]:

The final total of Wolves at Our Door programs presented to classrooms was 1435, for an approximate total of 35,203 students. Other venues presented included: 33 state parks, with approximately 945 participants, 32 public libraries, with approximately 771 participants, 6 nature centers with 137 participants and 7 summer youth programs at public parks serving 110 participants.

Overall Project Outcomes and Results:

This project was undertaken to provide engaging, unbiased programs about wolves to public school 2-12 grade classrooms, and other public venues: state parks, nature centers, public libraries, and summer camps at public parks throughout the state of Minnesota. Two IWC outreach specialists presented these programs to help students understand the complicated issues surrounding wolves and wolf management.

A total of 1513 programs were presented between September 9, 2016 and June 30, 2018. Which surpassed the project goal of 700 programs, while coming in under budget. These programs reached approximately 37,166 participants. The programs were given in 52 counties, 124 school districts and 232 schools over the grant period. Programs covered basic wolf biology, predator/prey dynamics, role of wolves in healthy ecosystems, myths and opinions of wolves, wolf management, and importance of wildland habitat. The PowerPoint based programs included engaging video clips and photos. Students were also able to learn from handling artifacts such as wolf, deer, and moose bones and pelts.

Students were surveyed pre-and post-program using clicker survey technology to collect data on knowledge of and attitudes toward knowledge of wolves and wolf issues. Survey data showed a range in increase from 8% to 34% from pre-program to post-program knowledge of wolf facts and attitudes and understanding of issues about wolves and humans. When the increase was from pre-program to post-program was not as high, we found students had scored quite high on the pre-program question.

This information will be available on the International Wolf Center website at www.wolf.org and will also be presented at the International Wolf Symposium in October 2018.

IV. PROJECT ACTIVITIES AND OUTCOMES:

ACTIVITY 1:

Description: On-Site Classroom Presentations

Conduct 60-minute in-person programs in 700 Minnesota public school classrooms, libraries, nature centers and state parks statewide. Each student/participant will receive a take-home handout that complements the presentation material as well as helpful safety tips when in wolf territory. About 21,000 students will be impacted by these engaging presentations (average of 30 students in 700 classrooms).

Summary Budget Information for Activity 1:

ENRTF Budget: \$ 236,800
Amount Spent: \$ 224,320
Balance: \$ 12,480

Outcome	Completion Date
1. Adapt (if necessary) and print handouts for students so that language is grade-level appropriate for grades 2-12	July 2016
2. Add and print info in the handouts about how habitat preservation reduces wolf-human conflicts, and safety tips for being around wolves and other wildlife	July 2016
3. Organize a volunteer effort to collect contact information for schools throughout the state to be used in marketing the program	August 2016
4. Print postcards to mail to teachers and districts (postage covered by International Wolf Center general operations funds)	July 2016
5. Develop and implement scheduling strategy to minimize travel and related expenses in serving schools in greater Minnesota	September 2016
6. Purchase three wireless microphones for 2 nd and 3 rd educator	July 2016
7. Update the International Wolf Center's wolf.org website to promote the expanded "Wolves at our Door" program and house teacher resources	July 2016
8. Schedule programs and deliver presentations	June 2018

Activity Status as of [February 1, 2017]:

There were slight revisions made to the two versions of the printed handouts (one for younger students and another for older students/adults). IWC volunteers completed a master list of contact information for second through twelfth grade public school teachers in Minnesota. Outreach educators schedule programs strategically in order to maximize travel dollars. Programs have been promoted to teachers through email, the Minnesota State Fair, and postcard mailings. Postcards, the wolf.org website and the IWC Facebook page were updated to reflect changes for phase two of this program. As of December 31, 2016, 290 *Wolves at Our Door* programs have been presented with 288 of them in public school classrooms, one at a state park, and one at a public library. These programs reached approximately 7,184 students/participants. Students were surveyed pre- and post-program using handheld “clickers” to assess what they learned. The questions varied by age and in some cases by the amount of education the students had already had about wolves. Some sample results of these questions for this time period are listed below:

Grades 2-3 and some 4th Grade Classrooms:

- The number of students who know that wild wolves live in Minnesota increased by 22% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 27% from pre-program to post-program.
- The number of students who correctly answered what wolves eat in Minnesota increased by 20% from pre-program to post-program.

Grades 5-12 and some 4th Grade Classrooms:

- The number of students who know where wild wolves live with the least amount of human conflict increased by 9% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 22% from pre-program to post-program.
- The number of students who correctly answered a question about different ways wolves and humans have conflicts increased by 25% from pre-program to post-program.

Teachers give positive feedback about the program’s value to their students, including the following messages:

“I asked the 7th graders what they thought of your presentation yesterday and they unanimously loved it - they all gave it a thumbs up (or even a double thumbs up!!). They all enthusiastically commented about how much they learned. You were a total hit! Thank you so much for coming to speak to the students. I hope to see you again next year!”

Teacher, St. Paul, Minn.

“I just wanted to thank you for the amazing program you are providing for our students! All 4 teachers contacted me to tell me how wonderful your presentation was today!”

Teacher, Dilworth Elementary, Dilworth, Minn.

“It is important for my students to learn about the world around them. Most of my students love animals and the outdoors, so this program was perfect for them!”

4th Grade Teacher, South Ridge School, Culver, Minn.

"The program is a fantastic way to help students understand the truth about wolves in Minnesota".

5th Grade Teacher, Sunset Hill Elementary School, Wayzata, Minn.

"Gives an alternative learning opportunity to learn about real life organisms and wildlife".

High School Teacher, Red Lake Falls, Minn.

"It hits a lot of our science standards and we were able to use the information they learned to develop additional projects for them to do. We had the students create brochures based on what they learned".

5th/6th Grade Teacher, Ulen-Hitterdal Elementary, Ullen, Minn.

"It supports the populations and ecosystems curriculum that is taught in 7th grade. Plus, it ties in the Minnesota component that is required."

7th Grade Teacher, Minneapolis, Minn.

Activity Status as of [August 1, 2017]:

Since the last report on February 1, 2017 there were 195 presentations made to 4,467 students making a total of 680 programs presented to 16,516 students throughout the state since the program's start in the fall of 2014. Public school classrooms make up 288 of those programs, two nature center programs, nine state park programs, 12 library programs, and two summer youth programs in public parks. During this period, the new essay questions for 7th-12th graders measured their understanding of the materials presented. Students selected one from a list of several questions and wrote a four to five sentence essay, which were submitted to IWC Outreach staff about a week after the presentation. Samples of the essays are attached to this report as a pdf file.

The pre and post assessment questions using the "clickers" were used again during this period with 2nd-6th grades students, the results are outlined below:

Grades 2-3 and some 4th Grade Classrooms:

- The number of students who know that wild wolves live in Minnesota increased by 20% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 34% from pre-program to post-program.
- The number of students who correctly answered what wolves eat in Minnesota increased by 18% from pre-program to post-program.

Grades 4th-6th Grade Classrooms:

- The number of students who know where wild wolves live with the least amount of human conflict increased by 11% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 35% from pre-program to post-program.
- The number of students who correctly answered a question about different ways wolves and humans have conflicts increased by 25% from pre-program to post-program.

Teacher comments below continue to reflect the value of the learning experience in the classroom for students:

“Thank you so much for having such an impact on my students! They have never written so much about any presentation (usually you have to pull teeth to get them to write!). Thanks for inspiring them in their learning!”

-Third Grade Teacher, Mahtomedi, Minnesota.

“*Wolves at Our Door* is well researched and well presented with a great balance of student interaction and science based learning. Student engagement was high and students learned a great deal from the balance of visual, conversational, and interactive learning opportunities provided.”

-Fifth Grade Teacher, Ely, Minnesota

“It fit in well with our ecology unit in talking about predator/prey, environmental issues, habitat/niche, and public opinion on MN environmental issues. It also set up for my next unit of evolution by discussing adaptations and related species.”

Tenth Grade Teacher, Princeton, Minnesota

“It was interactive, educational, and engaging”

Third Grade Teacher, Crystal, Minnesota

“Since the wolf is native to Minnesota, it is important for students to know their behavior, characteristics, and habitat in the wild as well as the myths about them.”

Third Grade Teacher, Plymouth, Minnesota

Activity Status as of [February 1, 2018]:

Since the last report on August 1, 2017 there were 256 presentations made to 7,063 participants making a total of 1,487 programs presented to 37,461 participants throughout the state since the program’s start in the fall of 2014. Public school classrooms make-up 1,423 of those programs, 10 nature center programs, 26 state park programs, 23 library programs, and 5 summer youth programs in public parks. During this period, essay questions were distributed for 7th-12th graders to measure their understanding of the materials presented. Students selected one from a list of several questions and wrote a four to five sentence essay, which were submitted to IWC Outreach staff about a week after the presentation. Samples of the essays are attached to this report as a pdf file.

The pre and post assessment questions using the “clickers” were used again during this period with 2nd- 6th grades students, the results are outlined below:

Grades 2-3 and some 4th Grade Classrooms:

- The number of students who know that wild wolves live in Minnesota increased by 21% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 38% from pre-program to post-program.
- The number of students who correctly answered what wolves eat in Minnesota increased by 23% from pre-program to post-program.

Grades 4th-6th Grade Classrooms:

- The number of students who know where wild wolves live with the least amount of human conflict increased by 5% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 30% from pre-program to post-program.
- The number of students who correctly answered a question about different ways wolves and humans have conflicts increased by 24% from pre-program to post-program

Teacher comments below continue to reflect the value of the learning experience in the classroom for students:

"This is a top notch educational program. Thanks for coming to our school. The kids really liked it! I hope you can continue to fund programs like this for the benefit of more kids."

Middle School/High School Science Teacher, Plainview, MN

"This program came to us after our environments unit. It reinforced concepts of habitat, food webs and chains, predator/prey relationships, and adaptations. I like how it provides a MN example of what students have been learning about. It also supported numerous learning targets for our MCA Science test."

5th grade teacher, Blaine, Minnesota

"Supports our learning of populations, ecosystems, adaptations. Also, addresses our Minnesota ecosystem. The presenter does a great job covering a lot of information in depth. Students are intrigued and talked about the wolf presentation for days."

7th grade teacher, Minneapolis, Minnesota

"I think it offers a really unique opportunity to have experts visit and have kids hear specific information that I as their teacher, would not be as good at providing. I loved the interactive quiz, the videos and pictures, and the ability for kids to ask anything about wolves."

3rd grade teacher, Plymouth, Minnesota

Activity Status as of [August 1, 2018]:

Since the last report on February 1, 2018 there were 577 presentations made to 13,393 participants during this activity period. Classroom programs make up 558 of those programs, with 13,248 participants 1 nature center program, with 17 participants, 7 state park programs, with 150 participants, 9 public library programs, with 196 participants, and 2 summer camp programs at public parks, with 74 participants.

During this period, essay questions were distributed for 7th-12th graders to measure their understanding of the materials presented. Students selected one from a list of several questions and wrote a four to five sentence essay, which were submitted to IWC Outreach staff about a week after the presentation. Samples of the essays are attached to this report as a pdf file.

The pre-and post-assessment questions using the "clickers" were used again during this period with 2nd- 6th grades students, the results are outlined below:

Grades 2-3 and some 4th Grade Classrooms:

- The number of students who know that wild wolves live in Minnesota increased by 20% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 28% from pre-program to post-program.
- The number of students who correctly answered what wolves eat in Minnesota increased by 23% from pre-program to post-program.

Grades 4th-6th Grade Classrooms:

- The number of students who know where wild wolves live with the least amount of human conflict increased by 8% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 34% from pre-program to post-program.
- The number of students who correctly answered a question about different ways wolves and humans have conflicts increased by 22% from pre-program to post-program

Teacher comments below continue to reflect the value of the learning experience in the classroom for students:

“This program connected directly to several of the 5th grade science standards. The program covered several topics and concepts that we have learned in class. This was beneficial to me as an educator by bringing some real-world experience into the classroom. Allowing students, a chance to go more in depth on ecosystem, food web, adaptations etc. with an engaging focus on wolves. This program and the presenter were great!”

5th grade teacher, Pillager, Minnesota

“This program went well with our “Environments” unit in science where we talk a lot about adaptations that organisms need to survive. This brought a real life, close to home, example to our students’ attention and they made many great connections.

5th grade teacher, Coon Rapids, Minnesota

“Relevant to the students as we live in an area with some wolves. Students get to hear/learn about them from an expert.”

4th grade teacher, Karlstad, Minnesota

“It connects our students with nature, particularly, in Minnesota. The wolf population in Minnesota reminds us of our state’s commitment to caring for our natural resources. It supports our science curriculum. This beautiful animal is often misunderstood and an important part of our ecosystem.”

3rd grade teacher, Stillwater, Minnesota

“I teach both inner city and culturally diverse students-none of whom have much large wildlife interaction or knowledge. This program provides that knowledge and also helps develop concern and compassion for wild animals and how they interact with the environment.”

7th and 8th grade teacher, St Paul, Minnesota

Final Report Summary:

Overall averages for the clicker survey scores for pre-to post survey for the two-year program are as follows:

Grades 2-3 and some 4th Grade Classrooms:

- The number of students who know that wild wolves live in Minnesota increased by 21% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 32% from pre-program to post-program.
- The number of students who correctly answered what wolves eat in Minnesota increased by 21% from pre-program to post-program.

Grades 4th-6th Grade Classrooms:

- The number of students who know where wild wolves live with the least amount of human conflict increased by 8% from pre-program to post-program.
- The number of students who feel that most wolves are not dangerous to humans increased by 30% from pre-program to post-program.
- The number of students who correctly answered a question about different ways wolves and humans have conflicts increased by 24% from pre-program to post-program

ACTIVITY 2:

Description: Collect and Disseminate Program Survey Results

Before and after each classroom presentation, students use an electronic survey device or “clicker” to quickly answer a few simple questions about their understanding of basic wolf facts, safety, and attitudes about wolves. These age-appropriate questions help us measure the effectiveness of the presentation with the hopes that students comprehend the main themes; that wolf-human issues are complex, safety in and around wolf territory, and basic biology/behavior. If we identify weak improvements on a particular question topic, we can adjust the time spent during a presentation on the topic or adjust the curriculum to achieve better student comprehension. Because time is limited, these survey questions take around 5 minutes of the total 60-minute presentation time. We have found that the “clickers” are much faster than “hand-raising” or paper collection. Some younger kids raise their hands to match their friends instead of answering truthfully. Paper collection also takes longer due to staff tabulation time.

During and at the conclusion of the project, program highlights and survey results will be shared through: 1) The International Wolf Center’s website wolf.org – approximate 1.6 million views annually, 2) The International Wolf Center’s Facebook page – 70,000 current followers, 3) The *International Wolf* magazine – over 5,000 hard copies mailed to supporters in all 50 states and 37 countries, 4) Press releases to local newspapers and media outlets in communities where classroom presentations have occurred, 5) Media packets to school district newsletters writers where classroom presentations have occurred, 6) The Minnesota Department of Natural Resources leaders and public affairs personnel, 7) The 2018 International Wolf Symposium in Minnesota.

ENRTF Budget: \$ 3,200

Summary Budget Information for Activity 2:

Amount Spent: \$ 3,200

Balance: \$ 0

Outcome	Completion Date
1. Complete a post-program survey summary and report	June 2018
2. Post a web page at wolf.org and a web page link on the International Wolf Center Facebook page	June 2018
3. Distribute post-program report to media outlets, the Minnesota DNR, and school districts	June 2018
4. Publish report in <i>International Wolf</i> magazine	August 2018
5. Showcase project at the International Wolf Symposium held in Minnesota	October 2018
6. Purchase a <i>Turning Point</i> survey unit for second educator - 60 clickers + 10 extra for replacements (purchase of participant assessment tool to be used before and after program and post program evaluation)	July 2016

Activity Status as of [February 1, 2017]:

Turning Point software and “clickers” were purchased for the second outreach educator; the third part-time educator is using software and clickers that were already in use at our Ely Interpretive Center.

The Milaca School District newsletter reported an article from second grade teacher Missy Tellingshuisen about her classes’ *Wolves At Our Door* presentation. A plug for other teachers to call the IWC about the program was included in the story.

The Winter 2016 Issue of *International Wolf* magazine reported on the progress of the program on page 2. The ENRTF logo was present in the article. Over 5,500 copies are printed and sent to members of the IWC.

On October 20, 2016, we published a Facebook post promoting this program during the week Tara Morrison was at the M.E.A. conference. 2,360 saw the post with 53 reacting to it and 11 shares to others.

<https://www.facebook.com/InternationalWolfCenter/photos/a.380747344799.157841.91243924799/10154631949874800/?type=3&theater>

On November 18, 2016, we published a Facebook post promoting this program after a program in Red Wing, Minn. by Tara Morrison. <https://www.facebook.com/InternationalWolfCenter/posts/10154726236629800>

On December 8, 2016, we published a Facebook post promoting this program with a photo of Misi Stine teaching a class. 2,900 people saw the post with 78 reactions and 33 shares to others.

<https://www.facebook.com/InternationalWolfCenter/posts/10154787378604800>

Activity Status as of [August 1, 2017]:

On March 3, 2017 we had a Facebook post reporting on a class presentation in Mankato, Minn. The post had 3,386 views. (Direct link option unavailable due to changes in Facebook settings. Look up International Wolf Center on Facebook to scroll through posts by date.)

Throughout June and July, eleven print/online outlets covered upcoming programs at state parks and nature centers. Here are the links to all these mentions.

1. <http://www.pinejournal.com/outdoors/nature/4293708-outdoor-briefs>
2. http://www.winonadailynews.com/news/briefs/whitewater-state-park-hosts-july-activities/article_a727855d-48db-5ae7-8733-5cd33ac38fc3.html
3. <http://wtip.org/wildersmith-gunflint-july-14>
4. http://www.postbulletin.com/life/lifestyles/family-time-you-don-t-see-a-baby-animal-every/article_2c2d1200-0b1f-5047-b0ef-f6a8848269de.html
5. <http://www.cookcountynews-herald.com/news/2017-07-08/Community News/Wolves at our Door to be shown locally.html>
6. http://www.hibbingmn.com/news/local/learning-about-wolves/article_1a02618a-6054-11e7-960d-f7b841ac5d83.html
7. <http://www.superiortelegam.com/community/4300676-community-calendar>
8. <https://www.perfectduluthday.com/the-event/wolves-at-our-door/>
9. <http://www.hometownfocus.us/news/2017-06-09/Today%27s News/Presentation on wolves comes to Gilbert Public Lib.html>
10. <http://www.cookcountynews-herald.com/news/2017-06-10/Community News/Wolves at Our Door coming to Sugarloaf Cove.html>
11. <http://www.republican-eagle.com/sports/outdoors/4282042-wolf-program-coming-frontenac-state-park-june-17>

On June, 15, 2017, Chad Richardson from the IWC did a short live on air interview with WTIP radio in Grand Marais, Minn. regarding an upcoming presentation at Sugar Loaf Cove Nature Center.

<https://www.dropbox.com/s/val8s168wynk74m/WTIP%20radio%20interview%202.mp3?dl=0>

On June 29, 2017 we had a Facebook post promoting the program for teachers. It had 2,319 views. (Direct link option unavailable due to changes in Facebook settings. Look up International Wolf Center on Facebook to scroll through posts by date.)

On July 5, 2017 we had a news release promoting the program to state parks and nature center. The release was emailed to a list of 482 with a 36% open rate. <http://www.wolf.org/about-us/media/media-releases/center-plans-dozens-of-outstate-presentations-on-wolves/>

Activity Status as of [February 1, 2018]:

From July to December, seventeen print/online outlets covered upcoming programs at state parks and nature centers. Here are the links to all these mentions.

1. http://www.winonadailynews.com/news/briefs/whitewater-state-park-hosts-july-activities/article_a727855d-48db-5ae7-8733-5cd33ac38fc3.html
2. <http://wtip.org/wildersmith-gunflint-july-14>
3. http://www.hibbingmn.com/news/local/learning-about-wolves/article_1a02618a-6054-11e7-960d-f7b841ac5d83.html
4. <http://www.superiortelegam.com/community/4300676-community-calendar>
5. <https://www.youtube.com/watch?v=dUxupqFJpiw&feature=youtu.be>
6. <https://www.perfectduluthday.com/the-event/wolves-at-our-door/>
7. http://www.virginiamn.com/free_press/cook-library-has-teen-spirit-on-board/article_af776ac0-765d-11e7-a4c3-2374f3ecd9c.html
8. <http://www.fox21online.com/2017/08/07/wolves-door-teaches-minnesotans-wolf-facts/>
9. <http://www.lakecountycalendars.org/public/genie/880/school/880/date/2017-08-05/view/month/>
10. <http://registerguard.com/rg/entertainment/35810058-67/all-the-entertainment-events-eight-days-of-the-week.html.csp>
11. <http://www.wherevent.com/detail/International-Wolf-Center-Wolves-at-Our-Door>
12. <https://www.evensi.us/wolves-at-our-door-grand-marais-public-library/221614240>
13. <http://www.lillienews.com/articles/2017/08/22/bulletin-board-oakdale-lake-elmo-ramsey-co-review-august-21-2017>
14. <https://www.wcmpradio.com/single-post/2017/08/31/Back-to-School-Preview-from-Pine-City-Schools-Superintendent>
15. <https://www.eventts.xyz/sunrise/wild-river-state-park/wolves-at-our-door?21c3bwfrb5>
16. <http://www.hawkrIDGE.org/event/wolves-at-our-door/>
17. <https://vspotz.com/event/420615255006487>

Activity Status as of [August 1, 2018]:

On Thursday, April 19, 2018, Crow Wing Middle School published an article in their middle school newspaper, the Crow Wing Currents. The article summarized the main topics of the Wolves at Our Door program.

Forestview Middle School, in Brainerd, posted a short article in their paper about the Wolves at Our Door program being presented to the 5th grade classrooms at their school in March 2018.

From January to June, fifteen print/online outlets covered upcoming programs at state parks and nature centers. Here are the links to all these mentions.

1. <http://stepoutside.org/event/zvas-monthly-program-wolves-whats-all-the-howl-about-2018-04-24-rochester-mn.html>
2. http://www.ifallsjournal.com/news/education/wolf-presentation-at-indus/article_c8423574-b41d-53e5-9901-750da9804031.html
3. <https://www.sctimes.com/story/life/2018/05/07/mark-your-calendars-activities-minnesota-state-parks/564946002/>
4. <https://www.visitcookcounty.com/organizer/grand-portage-state-park/>
5. <https://drive.google.com/file/d/1BtAteabxFp7BLEwXSYQvOO24ixn4RFCq/view?usp=sharing>
6. http://www.messagemedia.co/millelacs/outdoors/outdoor_recreation/mille-lacs-kathio-and-father-hennepin-state-park-events/article_e3eacb6a-6362-11e8-98c2-ffb16e171c57.html
7. <https://www.visitcookcounty.com/event/wolves-at-our-door-presented-by-the-international-wolf-center/>
8. https://events.sctimes.com/monticello_mn/events/program-wolves-/E0-001-114958843-2
9. <http://www.boreal.org/events/139551/wolves-at-our-door-presented-by-the-international-wolf-center>
10. https://www.dnr.state.mn.us/state_parks/event.html?id=55594
11. http://www.messagemedia.co/millelacs/community/education/wolves-at-our-door-program/article_fbd78796-6dc0-11e8-99c9-e73066574370.html
12. https://www.hometownsource.com/isanti_county_news/community/what-s-happening/article_b413d022-6f1e-11e8-9a88-e35121bac576.html
13. <http://wtip.org/wildersmith-gunflint-june-22-2018>
14. https://www.dnr.state.mn.us/state_parks/event.html?id=56841

<http://www.wolf.org/about-us/media/media-releases/free-educational-programs/>

Final Report Summary:

A final media report on the outcomes of the program has been created and shared to public the through a media release to several local media outlets, as well as to the Minnesota Department of Natural Resources and to the Minnesota school districts.

The Outreach Director will give an oral presentation at the International Wolf Symposium in October 2018 discussing the Wolves at Our Door program and its outcomes with members of the public attending the symposium from around the world interested in wolf education and management.

The fall issue of the International Wolf magazine will publish a report of the outcomes of the program. The magazine currently has a circulation of 5000 and is sent to IWC members. The report will be published in the Fall 2018 issue mailed in mid-August.

A summary was completed of data collected in the post-program teacher survey. The results are as follows: We received 346 responses to the survey from teachers; some from schools had multiple respondents, while other schools had no one fill out the survey.

Question #1

On a scale of 1-5 (1 highest- 5 lowest) how would you rate the “Wolves at Our Door” program overall?

74% 1 stars
23% 2 stars
3% 3 stars
0% 4 stars
0% 5 stars

Was there an appropriate amount of student interaction/participation?

92% Yes
8% No

Would you recommend the “Wolves at Our Door” program to other teachers?

99% Yes
1% No

Was the information in the program appropriate for the grade level of your students?

99% Yes
1% No

Do you plan to utilize any International Wolf Center programs in the future? We will be offering the Wolves at Our Door program again next year, and we also have an award winning program called “Wolflink” where your school links up LIVE to our Ely classroom and you can learn about what the wolves are doing live!

74% Yes
25% Uncertain
1% No

V. DISSEMINATION:

Description:

The project evaluation will be available through a Web link on the organizations Web site, www.wolf.org; a limited number of printed copies will be produced for participating partners in the project and other interested parties. The cost of the dissemination of materials will be secured through private funds.

Status as of [February 1, 2017]:

Some promotion and dissemination of progress has been shared via Facebook and the *International Wolf* magazine.

Status as of [August 1, 2017]:

Some promotion and dissemination of progress has been shared via Facebook and a press release.

Status as of [February 1, 2018]:

Some promotion and dissemination of progress has been shared via Facebook and a press release.

Status as of [August 1, 2018]:

Some promotion and dissemination of progress has been shared via Facebook and a press release.

Final Report Summary:

Promotion of the public programs, such as library, nature center, and state park programs has been made regularly made through posts on Facebook, media/press release throughout the grant period.

A final report of the program outcomes has been created and posted to a page created on the wolf.org website for public review. Posts about the grant have been posted to the IWC Facebook page and Twitter feed.

VI. PROJECT BUDGET SUMMARY:

Promotion of the public programs, such as library, nature center, and state park programs have been made regularly through posts on Facebook, and media/press releases throughout the grant period.

A final report of the program outcomes has been created and posted to a page created on the wolf.org website for public review. Posts about the grant have been posted to the IWC Facebook page and Twitter feed.

A. ENRTF Budget Overview:

This program is labor-intensive as wolf expert educators visit the classrooms in person teaching and engaging students. Projectors for visual presentations and basic wireless survey devices help present visual material and measure outcomes. Each student receives a printed booklet to reinforce the presentation and dive deeper into subtopics. Students often share these booklets with parents, siblings and friends, thus expanding the program's impact. Some promotional postcards are also printed (and mailed at International Wolf Center expense) to spread the word to schools about the program. The majority of travel expenses reimburse mileage to the educators. Some efficient overnight travel to present multiple presentations in a two or three day span will be planned when it makes sense.

Budget Category	\$ Amount	Overview Explanation
Personnel:	\$193,985	Total cost of salary and benefits for two Twin Cities-based full-time and one Ely-based 10% FTE educator for two years. (A grand total of 4.2 FTE positions for the duration of the project).
Equipment/Tools/Supplies:	\$3745	Projectors, bulbs, microphones, survey devices or "clickers"
Printing:	\$8,019	Take-home booklets, promo postcards
Travel Expenses in MN:	\$34,251	Carefully planned cluster travel: miles & hotel
TOTAL ENRTF BUDGET:	\$240,000	

Explanation of Use of Classified Staff:

1. Tara Morrison, Outreach Director, IWC. Will promote, schedule and present programs.
2. Second Full-time Educator – to be hired. He/she will promote, schedule and present programs.
3. Kelly Godfrey - Program Director, IWC. Kelly will spend 10% of her time promoting, scheduling and presenting programs close to Ely, Minnesota where she works (at the Center's interpretive center).

Update: Kelly Godfrey is no longer with the IWC. We have had other trained staff present programs close to Ely in her place.

2/1/18 Update:Tara Morrison left the organization and Misi Stine took over as Outreach Director. Cassi Camara was hired as an Outreach Educator. Sharon Reed is now the project manager as of 12/31/2017.

Explanation of Capital Expenditures Greater Than \$5,000: NA

Number of Full-time Equivalents (FTE) Directly Funded with this ENRTF Appropriation: 2.1

Number of Full-time Equivalents (FTE) Estimated to Be Funded through Contracts with this ENRTF Appropriation: 0

B. Other Funds:

Source of Funds	\$ Amount Proposed	\$ Amount Spent	Use of Other Funds
Non-state			
The International Wolf Center's general budget. These general operations funds are raised throughout the year from private contributions including individuals and foundations.	\$61,010	\$49,974	Office space for educators, phones, copiers, new computer, meals while traveling, cell phone stipend, office supplies not covered by LCCMR. Marketing and promotions: (MN Professional Educator Conference booth, State Fair, exhibit postcard handouts, MN principals and teachers direct mail and list buy, MESPA membership email (free), MN Educator magazine "opportunities" section (free), weekly membership email announcement (2x/year), MREA membership email announcement (2x/year), MN Field Trip Library program. Training and support @ 15% project cost (\$36,000).
TOTAL OTHER FUNDS:	\$61,010	\$49,974	

VII. PROJECT STRATEGY:

A. Project Partners:

The International Wolf Center (IWC) does have signed contractual agreements with project partners. Debbie Hinchcliffe, Dick Thiel, and Dr. L. David Mech are all unpaid volunteer board members contributing to the operations and guidance of our education and mission of the International Wolf Center.

1. Rob Schultz, Executive Director, IWC. Supervisor of project leaders and designated support staff.
2. Sharon Reed, Director of Admin & Finance, IWC. Oversees expenditures and prepares financial reports.
3. David Kline, Development Director IWC. Manages the project and ensures fulfillment of grant obligations.
4. Kelly Godfrey, Program Director, IWC. Advises development of curriculum and handout materials. (Kelly provided help while she was employed but has since left the organization).
5. Debbie Hinchcliffe, Chair, Education Committee, IWC. Advises development of curriculum and handouts.
6. Dick Thiel, Board Member, IWC. Technical advisor and curriculum co-editor.
7. Dr. L. David Mech, Founder and Vice Chair IWC. Technical advisor and curriculum co-editor.

B. Project Impact and Long-term Strategy:

The “Wolves at our Door” program will have a direct, long-term impact on participants through an increased understanding of wolves, their biology, the complexities of wolf-human relationships, and safety considerations for being around wolves and other wildlife. The knowledge young people gain from participation will prepare them to be the next generation of engaged citizens. The program will also have a direct, long-term impact on teachers by increasing their knowledge about wolves, modeling the Center’s time-tested approach to teaching the public about wolves without bias, and in learning how to access the Center’s curriculum resources. Parents, family members, friends and other acquaintances of program participants will be indirectly impacted as participants share what they have learned verbally and by way of take-home booklets. Additionally, millions of people – in Minnesota and around the world – may become familiar with the program and its messages through the extensive promotion the Center will provide through its network of members, online users, social media followers, media outlets, printed materials and our international network of leading biologists. In terms of long-term strategy, it is not our intention to extend the project beyond LCCMR’s grant award period unless a new funding source(s) is secured following an internal evaluation of the program’s results and approval for extension by the Center’s board of directors.

C. Funding History:

Funding Source and Use of Funds	Funding Timeframe	\$ Amount
LCCMR – MN WolfLink programs	July 2010- June 2013	\$193,000
LCCMR – Wolf Management Education (Wolves at Our Door)	July 2014 – June 2016	\$120,000
Total		\$313,000

Environment and Natural Resources Trust Fund
M.L. 2016 Project Budget

Project Title: Expanded *Wolves at our Door* program
Legal Citation: M.L. 2016, Chp. 186, Sec. 2, Subd. 05g
Project Manager: David Kline
Organization: International Wolf Center.

M.L. 2016 ENRTF Appropriation: \$ 240,000

Project Length and Completion Date: July 1, 2016 - June 30, 2018

Date of Report: 8/20/18 FINAL



ENVIRONMENT AND NATURAL RESOURCES TRUST FUND BUDGET	Revised Activity 1 Budget 7/26/2018	Amount Spent	Activity 1 Balance	Activity 2 Budget	Amount Spent	Activity 2 Balance	TOTAL BUDGET	TOTAL BALANCE
BUDGET ITEM				<i>Collect and Disseminate Post-program</i>				
Personnel (Wages and Benefits)								
100% FT Outreach Educator salary and benefits (\$47,740/year X 2 years). 100% salary and benefits	\$95,480	\$93,430	\$2,050				\$95,480	\$2,050
TBD 100% FT Outreach Educator salary and benefits (\$45,465 740/year X 2 years). 100% salary and benefits	\$90,930	\$83,828	\$7,102				\$90,930	\$7,102
10% FTE Outreach Educator salary and benefits	\$7,575	\$7,575	\$0				\$7,575	\$0
Equipment/Tools/Supplies								
3 Wireless Microphones for educators	\$545	\$545	\$0				\$545	\$0
2 Projectors for 2nd and 3rd Educator for specific use of Wolves At Our Door (\$750 each) Includes five replacements bulbs @ 400/piece	\$0	\$0	\$0				\$0	\$0
Second Educator Turning Point survey unit & 60 clickers + 10 extra for replacements (purchase of participant assessment tool to be used before and after program and post program in evaluation)				\$3,200	\$3,200	\$0	\$3,200	\$0
Capital Expenditures Over \$5,000								
List specific items - one row per item. Add rows as needed.								
Fee Title Acquisition								
Specify an estimated number of parcels and acreage and who will hold the title to the land(s) acquired.								
Easement Acquisition								
Specify an estimated number of parcels and acreage and who will hold the easement for the land(s) acquired.								
Professional Services for Acquisition								
List costs associated with fee title and easement acquisition transactions. Indicate expected number of transactions and average costs per transaction.								
Printing								
Postcards to mail for teachers and districts - printing only	\$568	\$568	\$0				\$568	\$0
21,000 Handouts - updated and reprinted (700 classrooms X 30 students/class x \$.0.55 each)	\$7,451	\$7,451	\$0				\$7,451	\$0
Travel expenses in Minnesota								
Hotel stays for educators @ 100/night average (not to exceed state rate at each locatoin) - projected 30 nights/year/educator	\$8,924	\$7,968	\$956				\$8,924	\$956
Mileage for three outreach educators (projected 30,100 miles x \$0.575/mile = \$17,250) + 10 trips for each FT outreach educator for training @ 525 miles x .0575/mi =\$ 3.019	\$25,327	\$22,955	\$2,372				\$25,327	\$2,372
COLUMN TOTAL	\$236,800	\$224,320	\$12,480	\$3,200	\$3,200	\$0	\$240,000	\$12,480