# Please complete the short survey below as we wait to begin!

# Open Outdoors for Kids Learning Exchange

Session 1

September 2nd, 2021

VIRGINIA TECH

CLEMSON UNIVERSITY

UNCW

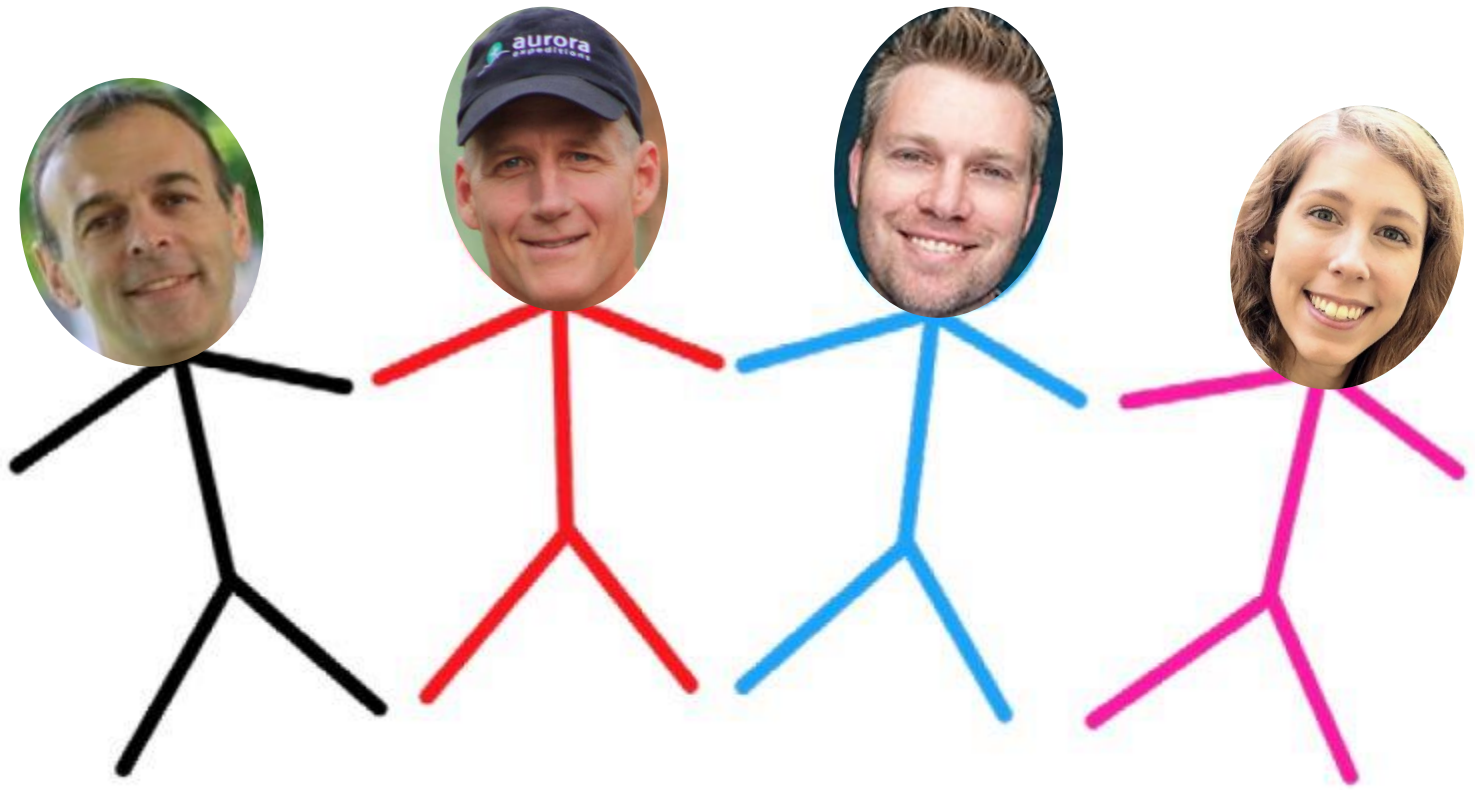
National Park Foundation

NATIONAL PARK SERVICE

NSF

# National Park Foundation
# Open Outdoors for Kids Hybrid Learning

"Make it, break it, fix it"

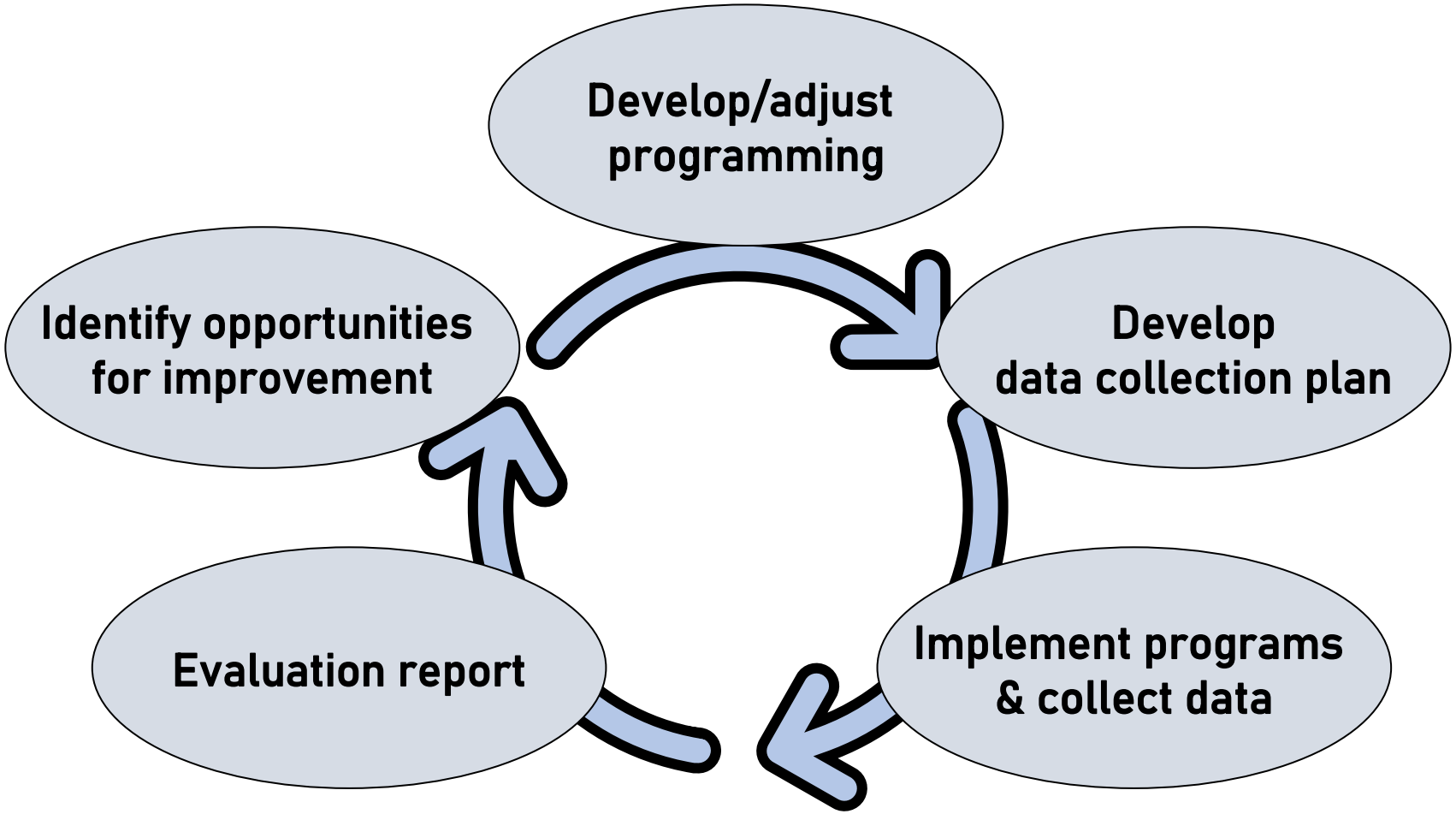



Marc Stern- Virginia Tech  Bob Powell- Clemson  Troy Frensley- UNCW  Kelley Anderson- Virginia Tech

# Goals of the Learning Network

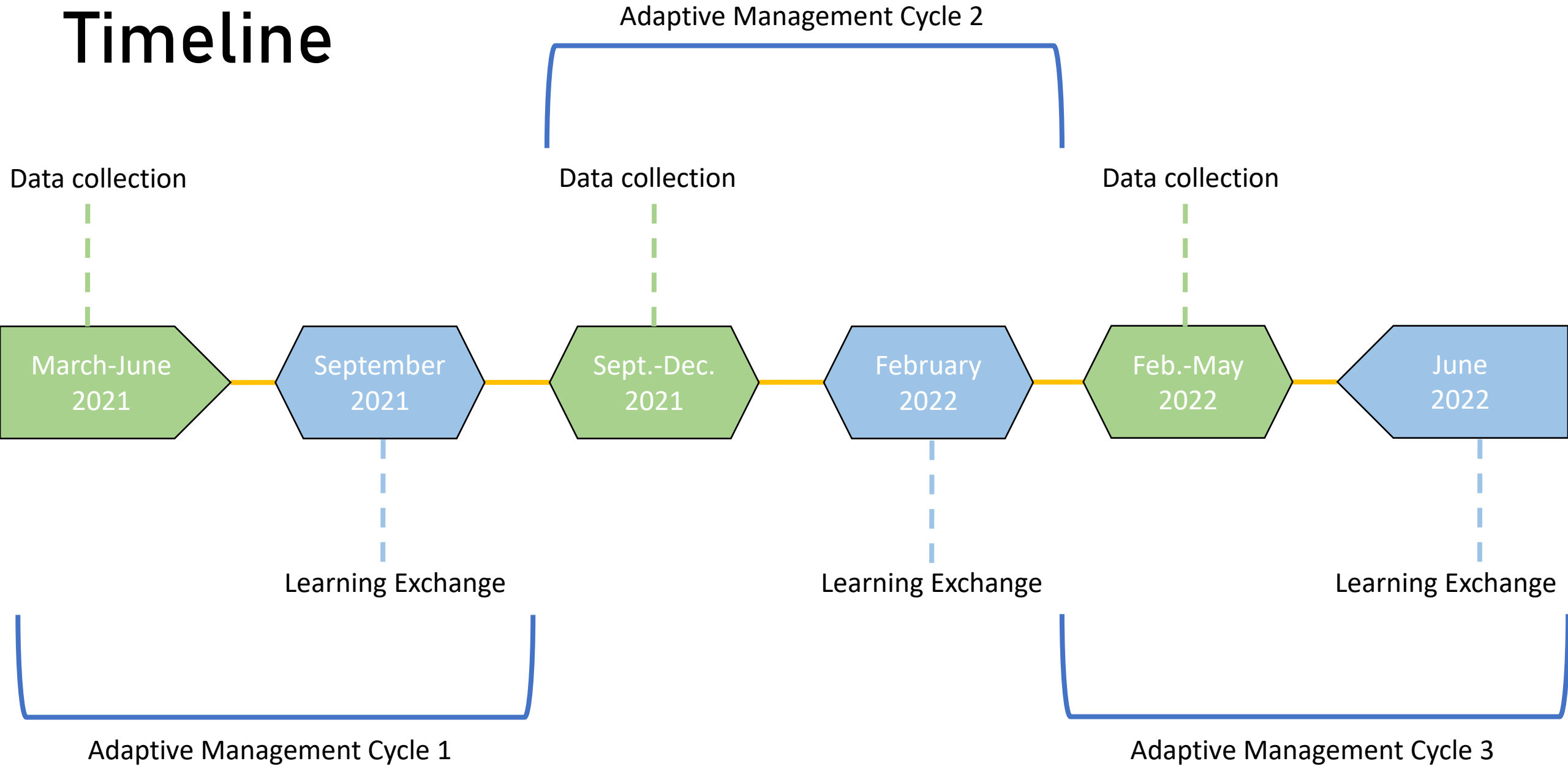
- Learn and exchange ideas with colleagues
- Use evaluation results and research to inform programmatic improvement
- Increase evaluation capacity and promote adaptive management

# Adaptive Management

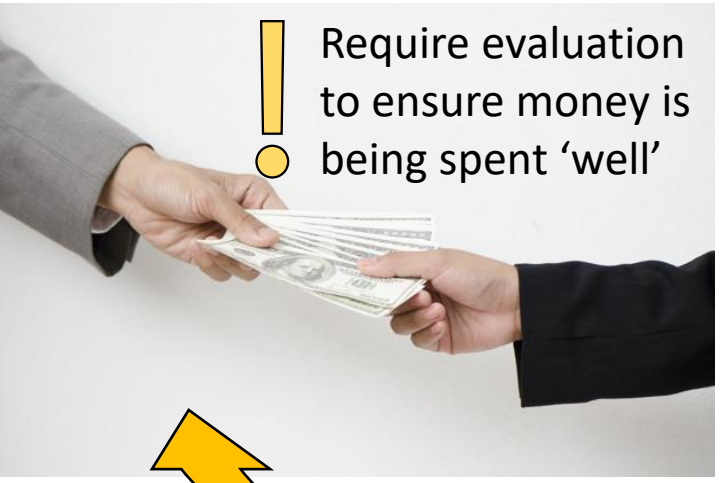



| |
|---|
| Enjoyment |
| Interest in the National Parks |
| Interest in learning |
| Personal meaning & relevance |
| Stewardship |
| Critical thinking |
| Social-emotional learning |
| Place connection |
| Inclusivity |

# Timeline


Adaptive Management Cycle 2
Data collection
Data collection
Data collection
March-June 2021
September 2021
Sept.-Dec. 2021
February 2022
Feb.-May 2022
June 2022
Learning Exchange
Learning Exchange
Learning Exchange
Adaptive Management Cycle 1
Adaptive Management Cycle 3

# Why is this unique?
# The Tale of Two Evaluations



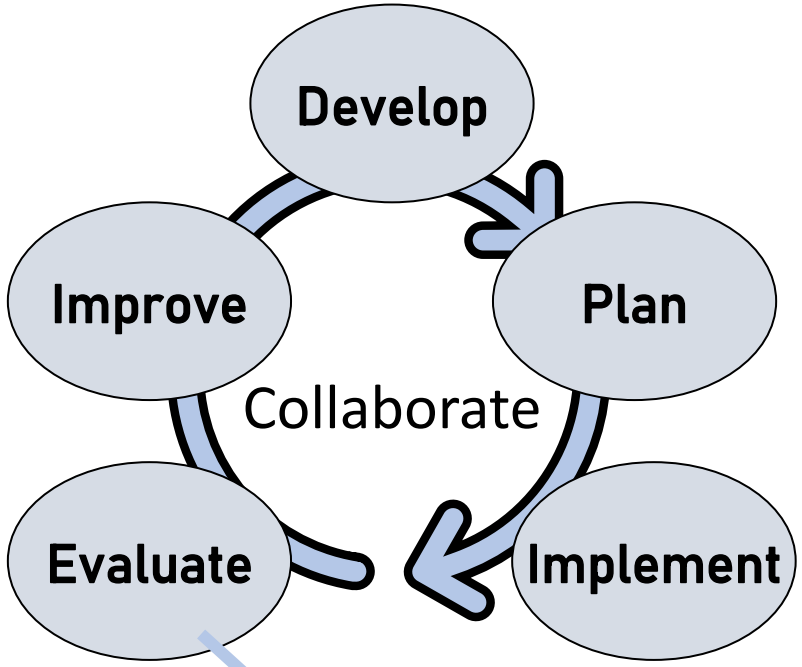
What is learned?

# Why is this unique?
# The Tale of Two Evaluations

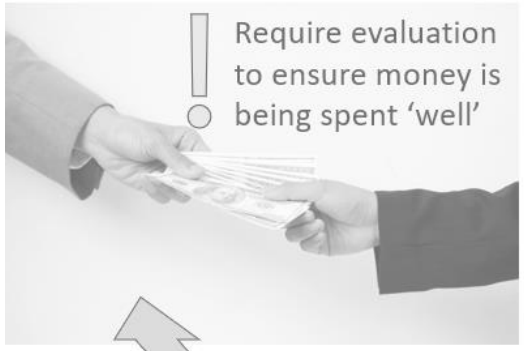
National Park Foundation

NATIONAL PARK SERVICE

Join us in a learning and evaluation process!



All data reports are confidential!

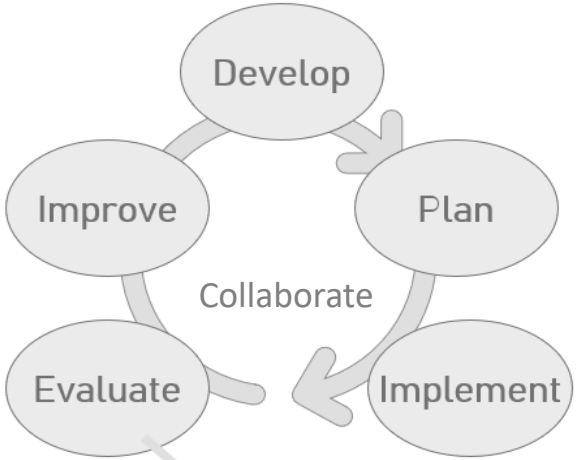


# ACCOUNTABILITY

# LEARNING

National Park Foundation

Join us in a learning and evaluation process!



All data reports are confidential!

# What are we learning?

## How can we make our programs the best that they can be?

- Program strengths and weaknesses from the evaluation report.
- Research-based promising practices.
- Learn from each other about what works on the ground.

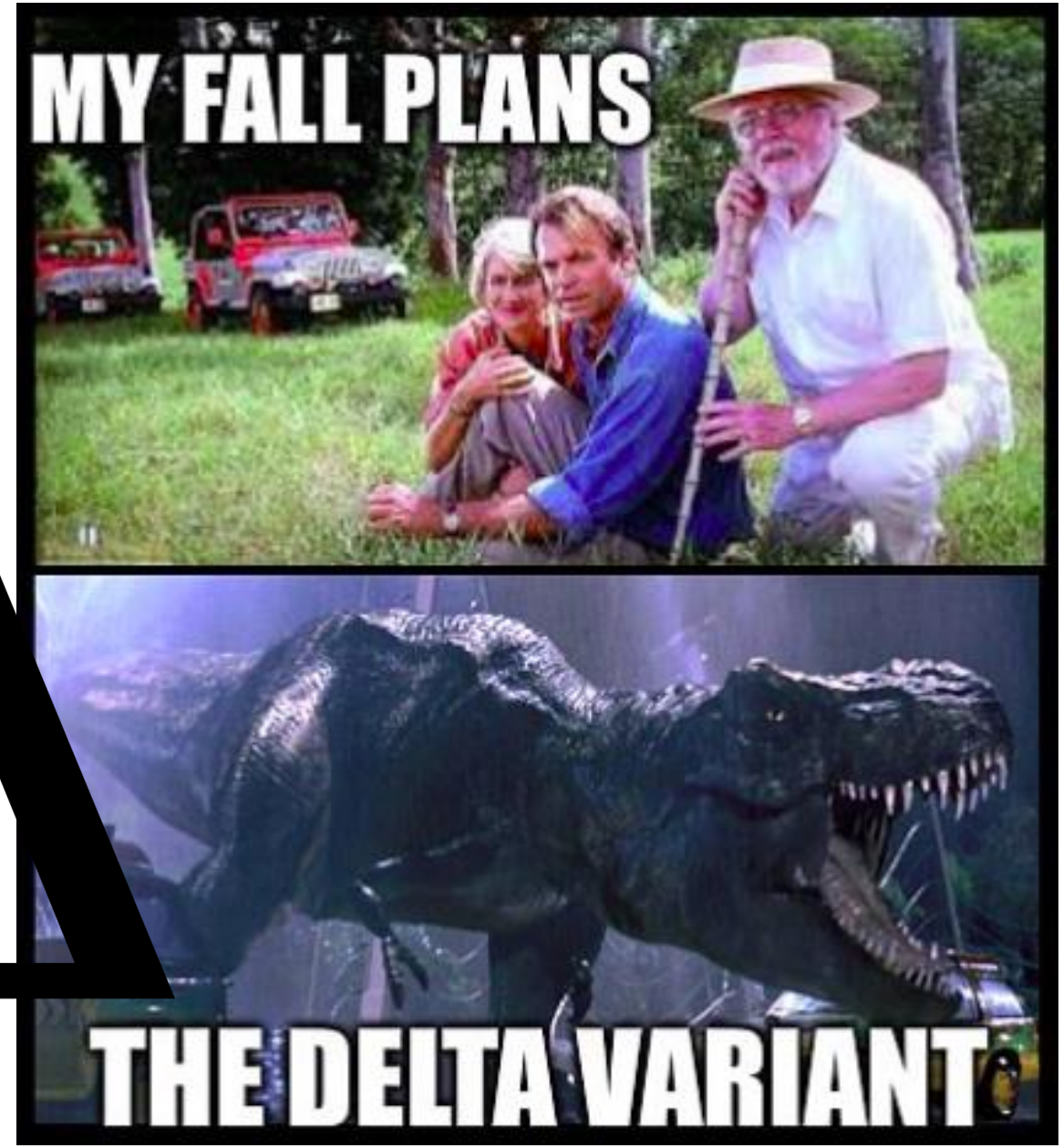
## What does evaluation entail and how can I help evaluate our programs in the future?

- What does the evaluation process look like?
- How can we collect valid data that can be used?
- How do we interpret evaluation reports?
- How can we use evaluation reports to improve our programs?

# What do we need from you?

1. Willingness to engage with other Parks and share ideas.
2. A commitment to collect survey data from your participants.
3. Report on your programs and activities in the Activity and Participant Tracking Sheet.
4. A commitment to try new things in your programming and keep track of what changes are made.

LEMME CHECK MY FALL PLANS
FOILED AGAIN BY THE DELTA VARIANT
imgflip.com


MY FALL PLANS
THE DELTA VARIANT

# Spring 2021

# 30,198

participants served

# National Park Foundation Open Outdoors for Kids Program

# WONDERFUL NATIONAL PARK

## Spring 2021 Data Report

## Report Summary

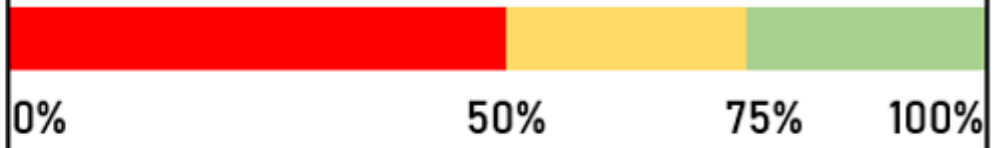
Thank you for your participation in this network and your hard work collecting these data. This confidential report shares the evaluation results of your Spring 2021 OOK program: *The Wonders of Nature*. We provide an overview of your survey responses and a comparison of your program outcome scores to the network average. See Appendix A for a full description of the survey items, Appendix B for student open-ended feedback, and Appendix C for tips on increasing your survey response rate.

Overall, your program had moderate to high positive scores for most student outcomes, with highest scores in place connection and inclusivity. Use this report to help you reflect on your Spring 2021 program strengths and to identify areas for improvement.

## Response Rate

The survey response rate helps to determine how representative the sample of survey respondents are compared to all program participants. If less than 50% of program participants take the survey, this is not likely a representative sample, meaning the data may be biased or inaccurate. The easiest way to obtain a representative sample is to survey all program participants (also known as taking a census).

### What response rate should I aim for?




We typically cannot use the data if less than 50% of program participants responded to the survey. Aim for above 75%.

*See Appendix C for tips on increasing your response rate.*

***The Wonders of Nature***

Data were collected from four of five schools that participated in this program. School A had 27 responses (87% response rate), School B had 92 responses (64% response rate), School C had 41 responses (12% response rate), and School D had 52 responses (93% response rate). No data were collected from School E. In total, you received 212 survey responses out of 573 students administered a survey, equaling a **37% response rate**, representing **34% of all program participants**.

**School Level**

$$\frac{\text{\# of surveys completed from that school}}{\text{\# of participants from that school}} \uparrow 50\%$$

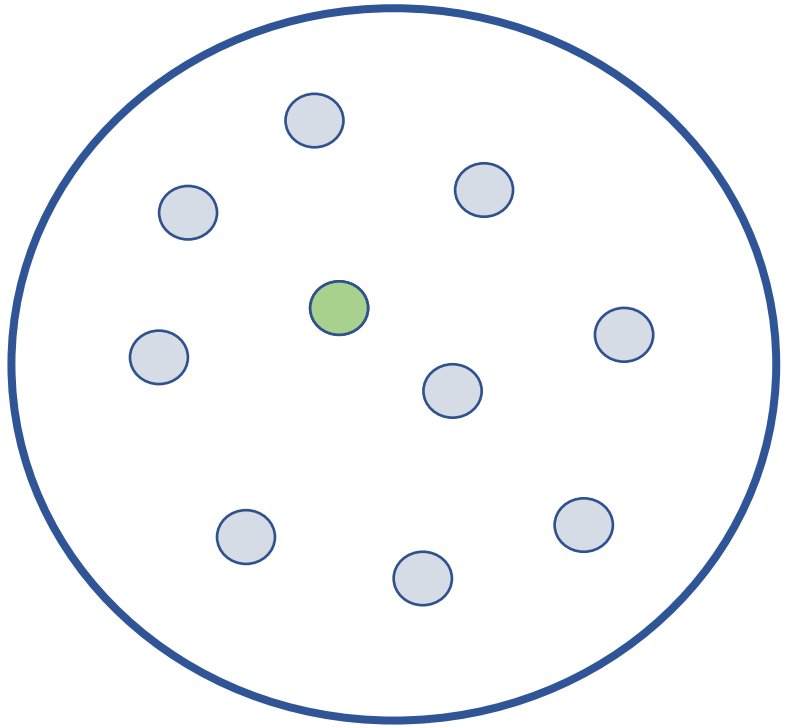
**Overall Response Rate**

$$\frac{\text{total \# of surveys completed}}{\text{\# of participants that were given a survey}} \uparrow 50\%$$

**Overall Representation**

$$\frac{\text{total \# of surveys completed}}{\text{\# of total participants in the program}}$$

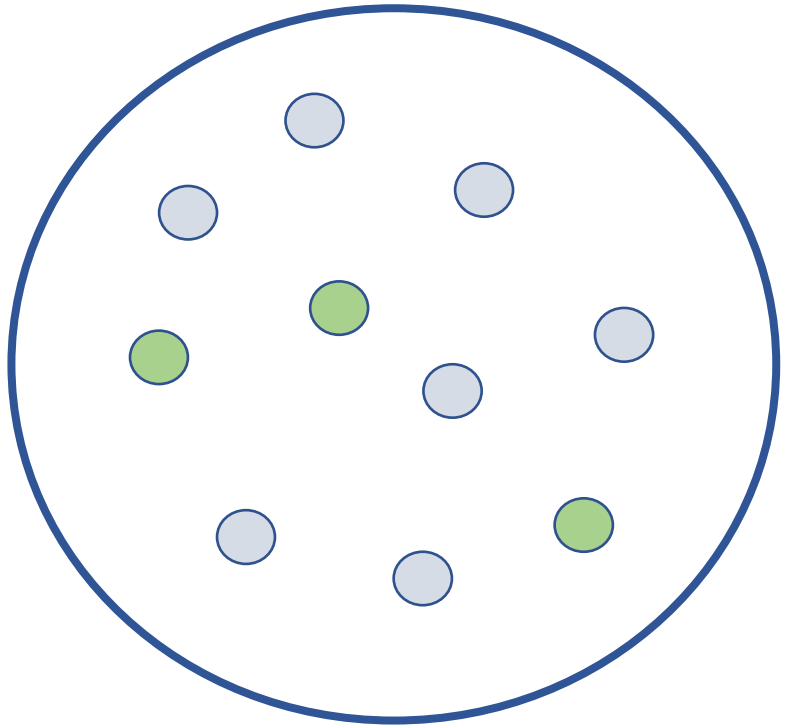
# Why above 50%?



10%

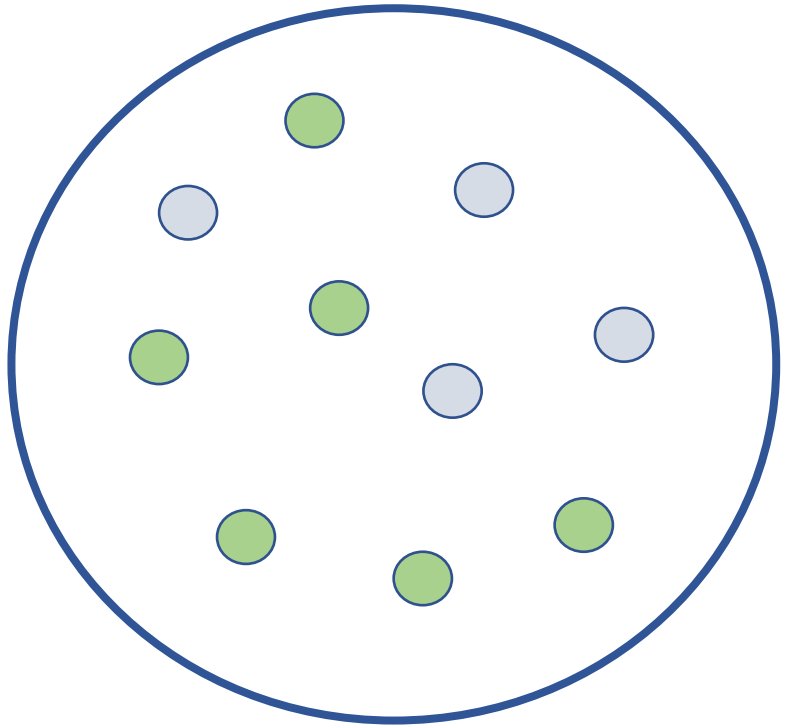
Program Rating: 5

# Why above 50%?



30%  Program Rating: 6.7

# Why above 50%?



60%  Program Rating: 7.4

## Response Rate

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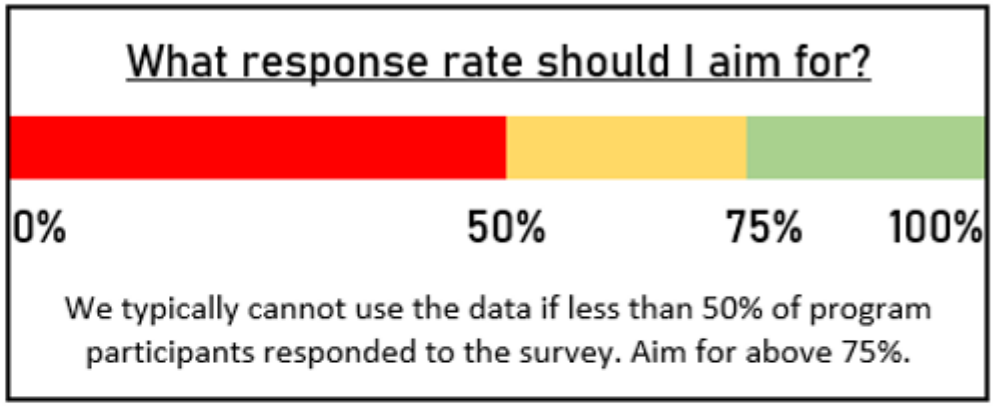



*See Appendix C for tips on increasing your response rate.*

***The Wonders of Nature***

Data were collected from four of five schools that participated in this program. School A had 27 responses (87% response rate), School B had 92 responses (64% response rate), School C had 41 responses (12% response rate), and School D had 52 responses (93% response rate). No data were collected from School E. In total, you received 212 survey responses out of 573 students administered a survey, equaling a **37% response rate**, representing **34% of all program participants**.

| School Level | Overall Response Rate | Overall Representation |
|---|---|---|
| 12% - 93% | 37% | 34% |

## Limitations

The data shared below only includes school groups that had at least a 50% response rate. That includes School A, School B, and School D for a total of 171 survey responses (27% of all program participants). With an overall response rate of less than 50%, these data are not likely representative of your program as a whole, but do reflect the experiences of students from School A, B, and D. Consider how the schools included in these data are similar or different to School C and E and how that may have impacted the results.

**School A: 87%**
**School B: 64%**
~~**School C: 12%**~~
**School D: 93%**
~~**School E: 0%**~~

**Overall Response Rate**

37%

**Overall Representation**

34%

Schools A, B, and D only.
NOT representative of the program as a whole.

**12,657**
participants in programs evaluated

**13 parks collected valid data**

**14%**
Overall representation

**4,249**
participants surveyed

**43%**
Overall response rate

**1,807**
surveys collected

# Tips for increasing survey response rate

1. Survey all participants.
2. Show enthusiasm when talking to teachers about the survey.
3. Send the survey and introduction video links to the teacher well in advance.
4. Don't rely on teachers to administer the survey.
5. Use the last 10 minutes of your program time to administer the survey.

# What if I don't have time to administer the survey to my participants??

**6.6 minutes**

average time it takes students to complete the survey

## Demographics

All 171 survey respondents were in the 5th grade. In total, 49% of respondents identified as female (Figure 1) with no clear racial majority (Figure 2).

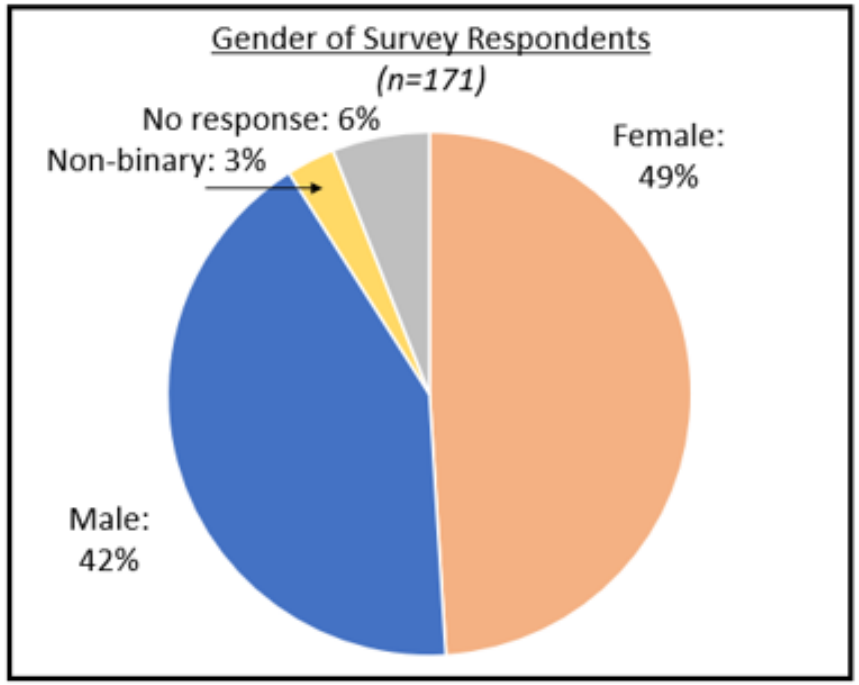



Figure 1. Gender of survey respondents

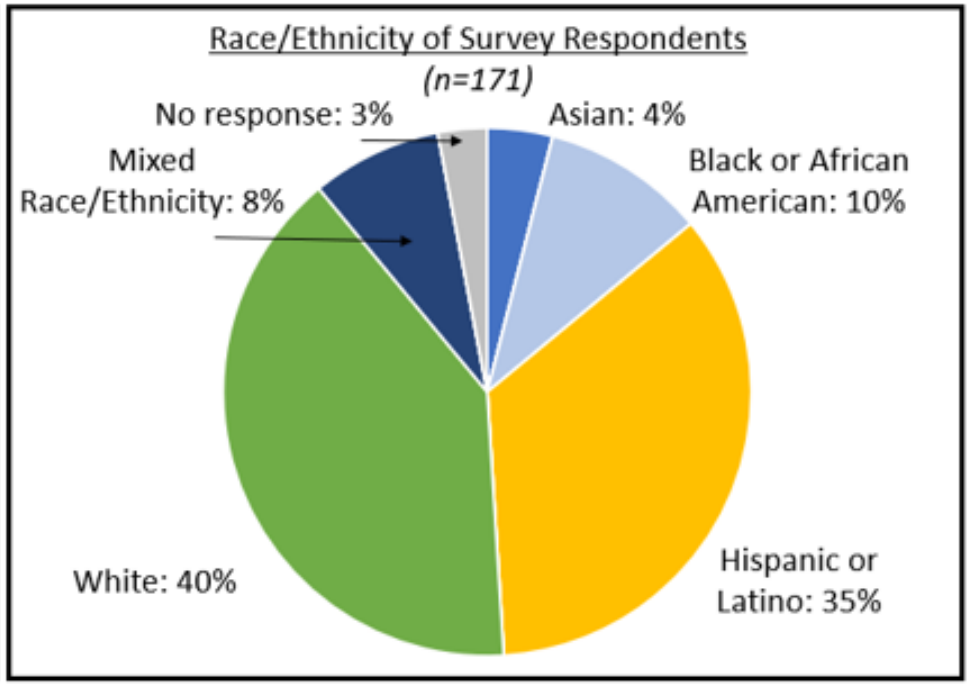
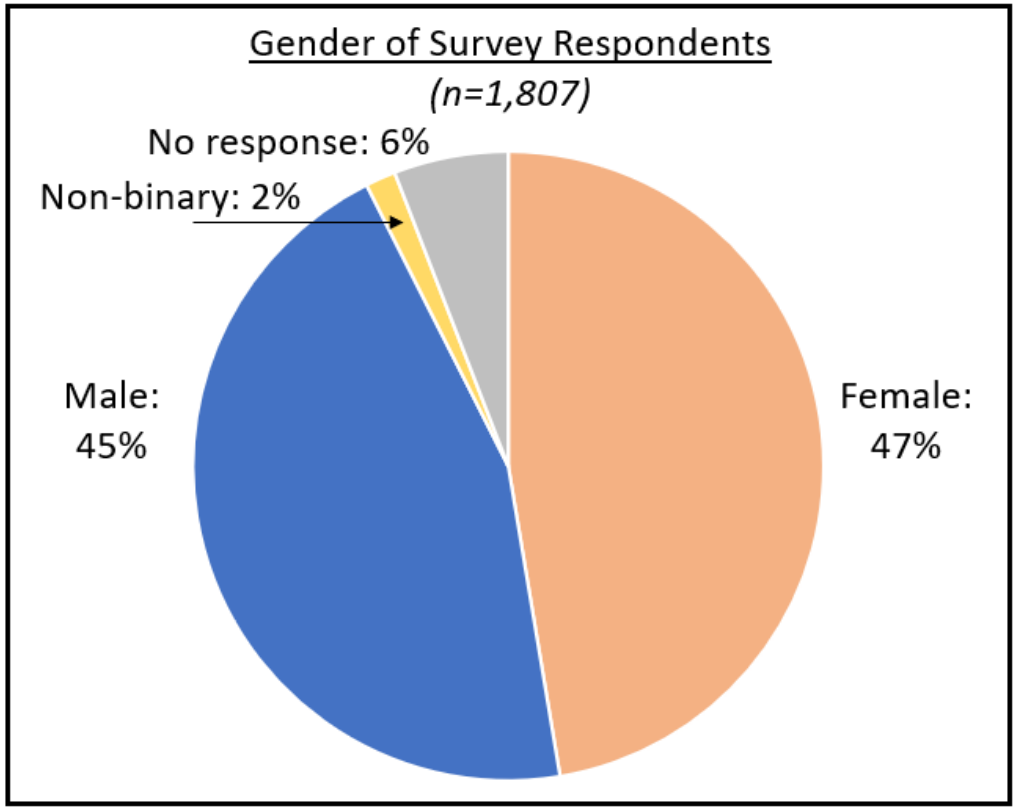
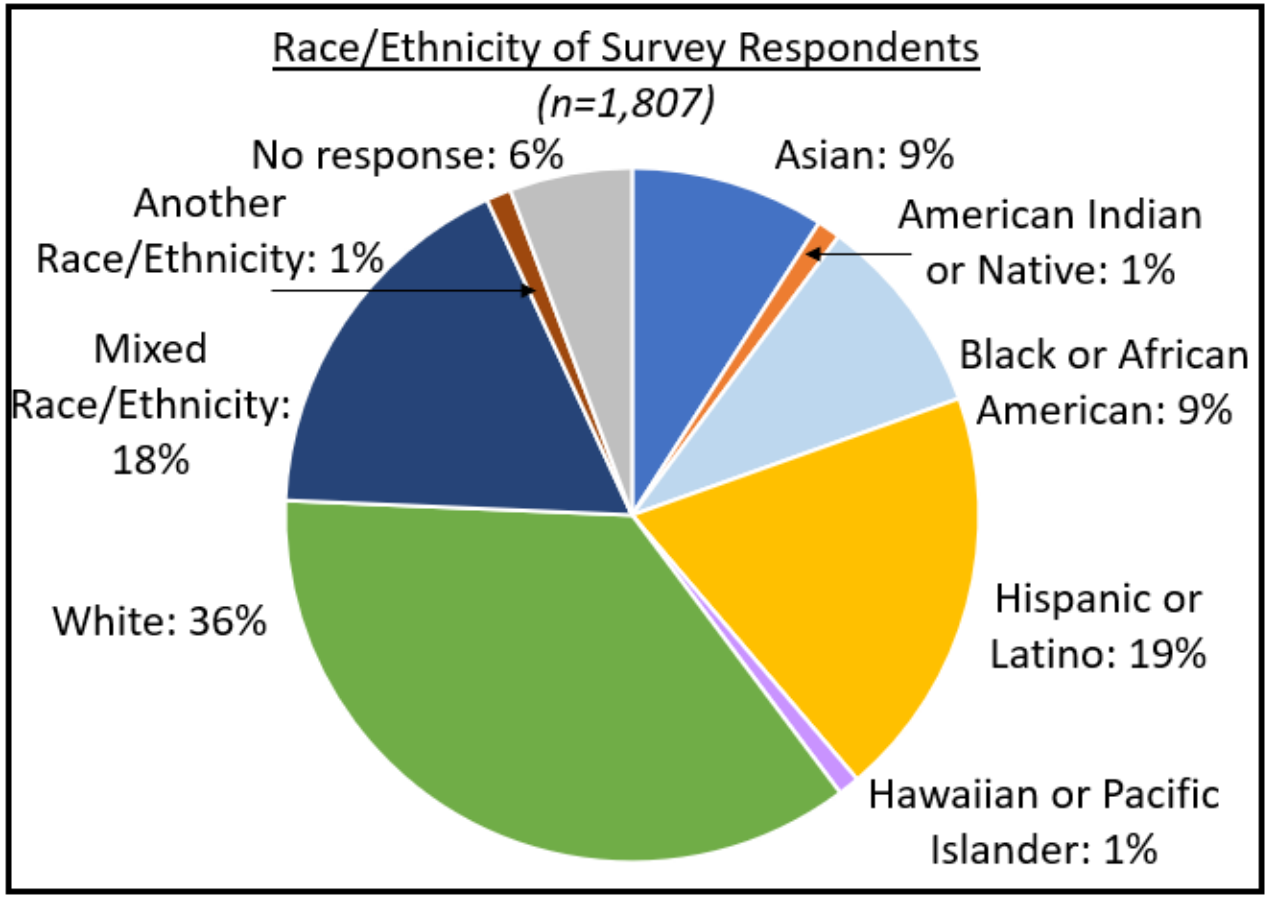



Figure 2. Race/ethnicity of survey respondents


Gender of Survey Respondents
(n=1,807)
No response: 6%
Non-binary: 2%
Male:
45%
Female:
47%


Race/Ethnicity of Survey Respondents
(n=1,807)
No response: 6%
Asian: 9%
Another Race/Ethnicity: 1%
American Indian or Native: 1%
Mixed Race/Ethnicity: 18%
Black or African American: 9%
White: 36%
Hispanic or Latino: 19%
Hawaiian or Pacific Islander: 1%

## Network Average

The network averages shared below represent the average outcomes score for eight other Parks that ran environmental programs for 5th grade and up (~1,130 students). The network average does not include your Park's programs. Numbers with an asterisk represent outcomes in which your program score was significantly higher or lower than the network average. Cells colored in red indicate a significantly lower score than the network average and cells in green indicate a significantly higher score than the network average.

### How should I interpret these scores?

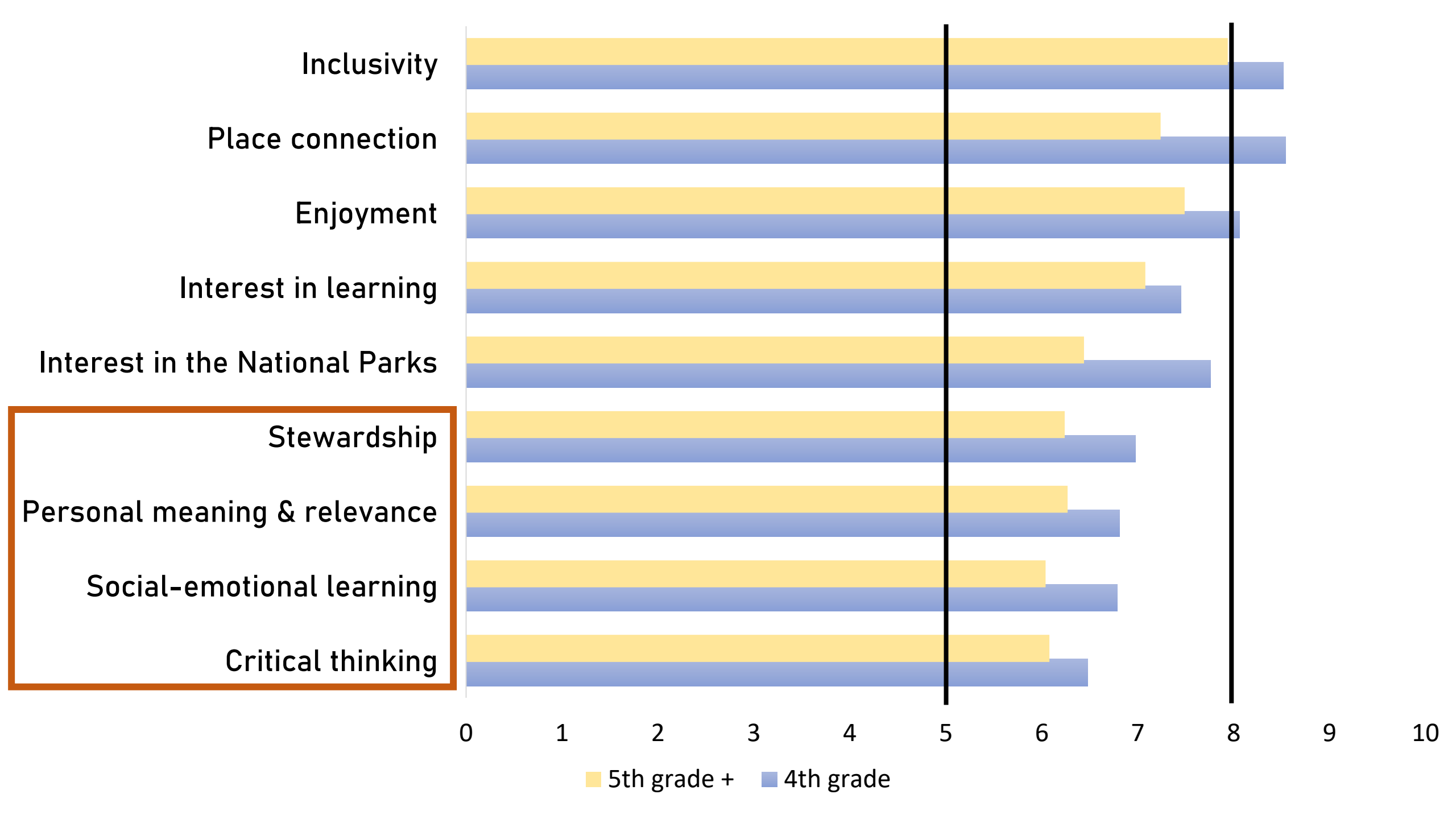
*Any number above 0 represents a positive change*

> 5 represents a moderate positive change

> 8 represents a large positive change

Table 2. Program outcome scores and network average

| Outcome | Your program | Network Average 5th grade + |
|---|---|---|
| Enjoyment | 8.01 | 7.52 |
| Interest in the National Parks | 8.11* | 6.54 |
| Interest in learning | 6.71 | 7.20 |
| Personal meaning & relevance | 5.79 | 6.31 |
| Stewardship | 6.87 | 6.36 |
| Critical thinking | 5.88 | 6.21 |
| Social-emotional learning | 4.57* | 6.14 |
| Place connection | 9.05* | 7.34 |
| Inclusivity | 8.25 | 8.02 |


Inclusivity
Place connection
Enjoyment
Interest in learning
Interest in the National Parks
Stewardship
Personal meaning & relevance
Social-emotional learning
Critical thinking
0
1
2
3
4
5
6
7
8
9
10
5th grade +
4th grade

# Adaptive Management Action Plan

- Reflecting on what you've learned from your participation in this network, how might you revise or rethink your programs to improve outcomes? *Refer to the research-based promising practices we've discussed.*

- How and when will you implement these practices and what resources do you need? (i.e., training educator staff, curriculum changes, use of new technology, etc.)