

NCF-Envirothon 2020 Barriers to Participation Survey

Initial Analysis

- July 27 - Aug 11, 2020 - 254 total completed surveys
 - Responses per state/province/nation
 - AZ – 11
 - CA – 4
 - China – 1
 - CT – 7
 - FL – 11
 - ID – 1
 - IL – 1
 - IN – 5
 - KS – 6
 - KY – 9
 - ME – 1
 - MAN – 1
 - ML – 6
 - MI – 1
 - MN – 1
 - MS – 24
 - MO – 4
 - MT – 1
 - NE – 27
 - NY – 21
 - NC – 23
 - ND – 3
 - OH – 1
 - OK – 1
 - ONT – 1
 - OR – 2
 - PN – 42
 - PEI – 1
 - RI – 2
 - SC – 1
 - TX – 1
 - UT – 1
 - VA – 27
 - WA – 2
 - WV – 2
 - 4 Groups* that survey respondents could answer for:
 - I. Current or Past Student in Envirothon *page 2*
 - II. Current or Past Team Advisor in Envirothon *page 13*
 - III. Educator who has NEVER participated in Envirothon before *page 48*
 - IV. Student who has NEVER participated in Envirothon before *page 53*
- *One survey respondent did not 'self-identify' with one of the above categories. Their response has not been tabulated into one of the 4 categories.*

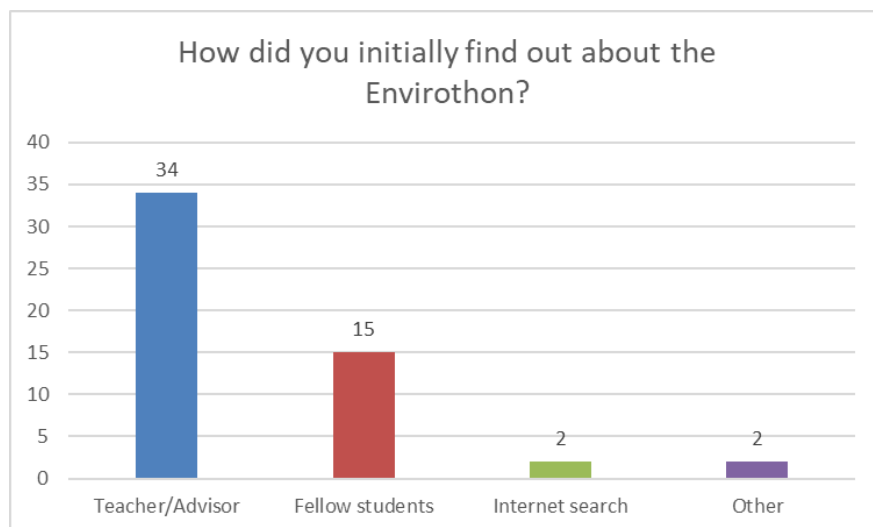
- Disclaimer:

The first question of the survey asked participants to identify their group (current or past advisor, current or past student, potential advisor who has never participated, etc). Based on their response to this question, the remainder of the survey should have been tailored to the participant's group, only showing them questions that were relevant to them. Unfortunately, there was a glitch in the logic of the survey, and some participants were shown (and responded to) questions that were not intended for their group. As a result, we have more data than needed for some participants, and this has been excluded from our initial analysis.

I. Current or Past Student in Envirothon – 53 total respondents

1. How did you initially find out about the Envirothon program?

- Teacher/Advisor = 34
- Fellow students = 15
- Internet search = 2
- Other = 2
 - Poster
 - Club fair at school



2. What inspired you to participate in the Envirothon program?

1. Teacher
2. Sounded like a fun day out of class
3. My earth science teacher freshman year of high school recognized my talent in the area and encouraged me to give Envirothon a try!
4. I was developing an interest in environmental science and was encouraged to join my school's Envirothon club by my teacher and friends in the club.
5. I liked environmental science and sustainability, had a friend who was already involved, and liked the teacher who was the advisor. I also needed extracurriculars for my college application.
6. It was one of the only opportunities available to me to pursue my interest in environmental science through high school.
7. Aligned with my hobbies.
8. Interest in outdoors, opportunity to learn more about environmental sciences and natural resource management
9. My love for environmental science and nature
10. My interest in science and the environment
11. Very enthusiastic coaches, and at my high school, Envirothon was viewed as a prestigious activity for high-achieving students, who were recruited by the coaches as freshmen. I was also already interested in environmental issues.
12. Love of nature
13. I love science
14. I liked being outside.
15. I love learning about the outdoors and have a passion for the environment.
16. I joined so that my friend would have a full team to participate, but then I fell in love and continued to join the following years
17. Love of nature
18. I wanted a club that I could explore my passion for science and nature.
19. Love for the environment

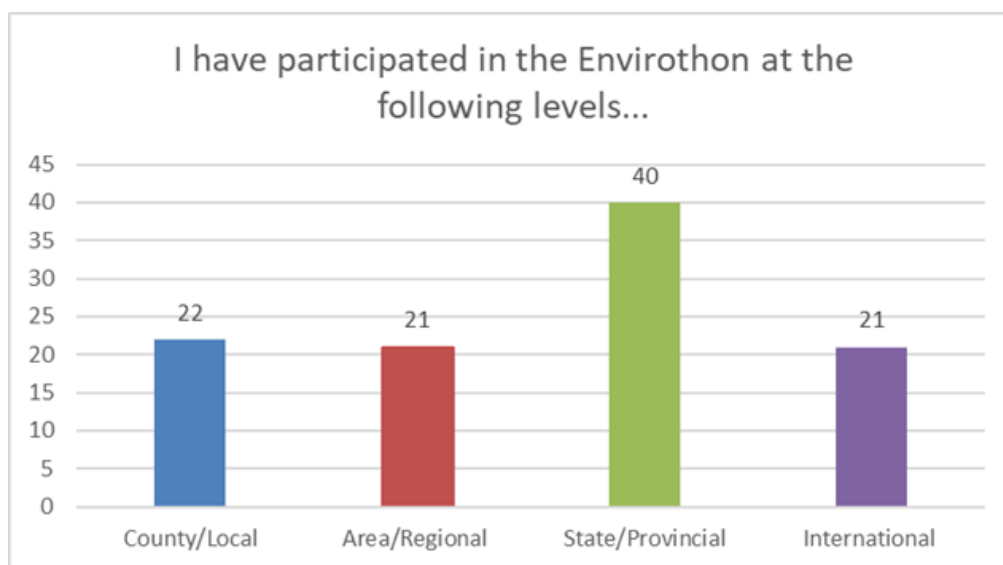
20. The environmental club
21. I wanted to learn more about nature
22. Since I was young, I thought nature was so intricate and diverse. I thought Envirothon would be an interesting way to learn about it all.
23. I wanted to join a group that teaches helpful things. This program teaches you more about the environment and helps you understand more of what is happening around us.
24. Fun competition and environmental education
25. pure unadulterated passion
26. My incredibly smart friends
27. Like the topics
28. At first, it was recommended by one of my friends who wanted to do Envirothon. I was much more interested in the program after attending regionals and continued from there.
29. My sister, who is in Envirothon as well, inspired me to participate.
30. My whole life I've loved to be outside in nature
31. I live nature.
32. I was asked to help complete a team, and I enjoy science.
33. The environment
34. My honors biology teacher spoke to us about it and as I delved deeper into my biology passion, I found forestry exhilarating and decided to join

3. If you are currently or have been an Envirothon participant in the past, which years were you involved, at what grade level(s) and in which state or province?

1. 2016-2018, 11th-12th grade, California USA
2. 2016-2020, 9th-12th, Arizona
3. Montana, 2009, 2010, 2011 - sophomore, junior, senior, all in Montana
4. 2015-2018; grades 10-12; TX!
5. I participated in the 2020 year. Grade 11. Nebraska
6. I participated in the county level (Delaware county in PA) 2004-2007. I participated in the state competition (PA) 2005-2007, and the national 2005-2006.
7. 2004-2005, 11-12th Grade, Nebraska
8. 2014-2018, (grades 9th-12th)
9. 11-12 in Ohio
10. 1996, 12th Grade, Maryland
11. Grades 9, 10, 11 Virginia
12. I was involved in Envirothon every year in high school (4 years) in Virginia
13. 2019, grade 10, Illinois; planned to participate 2020, but event was cancelled
14. I was involved from 2010-2014 during my Freshman through Senior years, in Pennsylvania.
15. 2020, Grade 11, Florida
16. 6-12
17. 11th grade in Connecticut
18. 2018 and 2019, 9th grade and 10th grade, Connecticut
19. 2019-2020, 11th Grade, FL
20. 2000 - 2002, 10 -12th grade in NY
21. Oregon: 2014 (9th), 2015 (10th), 2017 (12th)
22. 2015-2017, 11th and 12th grade, California
23. 11th and 12th grade (2013-2015) in California
24. Participated at regional level grade 9 (2015), regional, provincial, and international level grades 10-12

25. 1993-97, 9-12 grades, Pennsylvania
26. Regional/Manitoba: 2008-2011; North America: 2009-2011
27. 2014 Oregon, 2015 California and International, 2016 California and International
28. Prince Edward Island (2006-2008)
29. 2005-2009, 9th-12th grades, PA
30. From 3rd grade (2012) until current year
31. 2010-2016 (all through middle and high school. in NC
32. 2002-2009, 6th-12th
33. 5-11 grade in Pennsylvania
34. Arizona 2018, 2019, (2020)
35. 2011-2013--10th to 12th grades
36. 2018-19 sophomore(10), 2019-20 junior(11)
37. 11th grade 2019-2020
38. 10th 2018-2019
39. 11th grade
40. 2019-2020 school year, my 9th grade year, in the state of Mississippi
41. I join the group since my freshman year and hopefully still my senior year; 2017-2019 in Mississippi
42. 10th, 2018-2019, Arizona and 11th, 2019-2020, Arizona (cancelled)
43. 2019, grade 10, arizona
44. 2019-present, 9th & 10th, Mississippi
45. 1993-97, all high school grades, Kansas
46. 2017-2020, 9th-12th, Mississippi
47. 2019-2020, 9th-10th
48. Last year (9th grade) mississippi
49. I was involved from 9-12th grades in the years 2016-2020.
50. 2019, grade 10, Pennsylvania
51. 9th, Mississippi
52. 2019 (9th grade), 2020 (10th grade), ongoing Northampton County, Pennsylvania

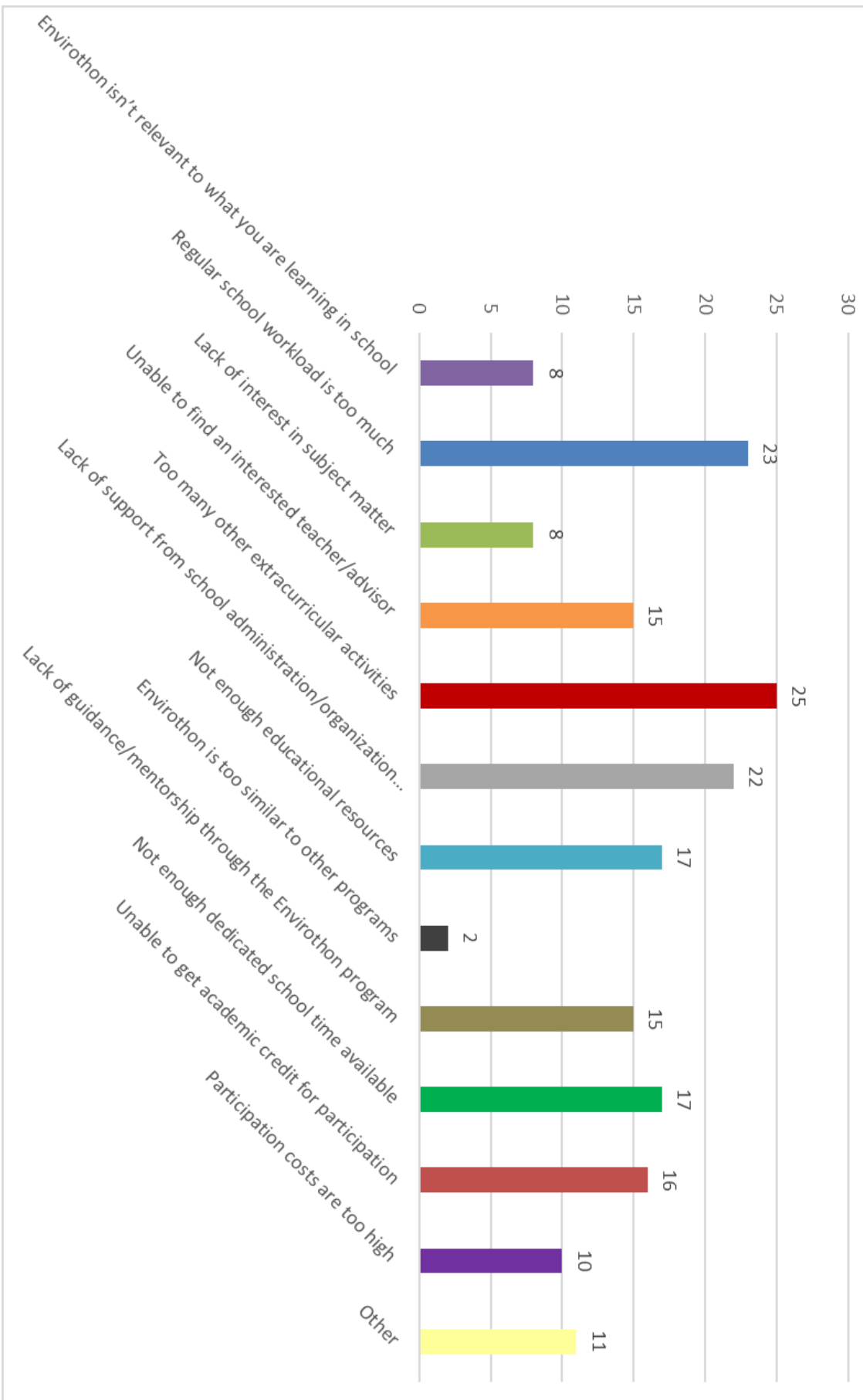
4. I have participated in the Envirothon at the following levels...



5. In your opinion, which of the following are challenges for students participating in Envirothon?

- a. Envirothon isn't relevant to what you are learning in school = 8
- b. Regular school workload is too much = 23
- c. Lack of interest in subject matter = 8
- d. Unable to find an interested teacher/advisor = 15
- e. Too many other extracurricular activities = 25
- f. Lack of support from school administration/organization leadership = 22
- g. Not enough educational resources = 17
- h. Envirothon is too similar to other programs, like Science Olympiad or Future Farmers of America (FFA) = 2
- i. Lack of guidance/mentorship through the Envirothon program = 15
- j. Not enough dedicated school time available = 17
- k. Unable to get academic credit for participation = 16
- l. Participation costs are too high (to attend competitions, trainings, et cetera) = 10
- m. Other (please explain) = 11
 - 1. Ours was not school affiliated which is why we were successful.... sometimes MD doesn't help very often in the learning process to make it fair but results in the same winners year after year
 - 2. My envirothon team has gotten to states my 9th and 10th grade years(2018, 2019). However we did not get to go to states either year. In 2018 it was because 2 team members dropped out and didn't want to go to states. 2019 it was because we could not find a teacher sponsor who could come with us in time. And in 2020 envirothon was canceled due to COVID 19.
 - 3. I had a wonderfully supportive advisor, but I also recognize that very few people outside of Envirothon know what it is, and that it would be difficult to find out about and start a program where it doesn't already exist.
 - 4. Access to nature necessary to practice, Lack of access to specific information or experiences that are foundational to envirothon knowledge (i.e. coming from an urban environment)
 - 5. Lack of interest in the program from enough students to make a team, lack of advertising of the program's existence to schools without teams
 - 6. I have indicated many challenges. In my experience in Manitoba the biggest challenge is getting engaged students, even in a rural/northern school division. Time needs to be invested in elementary/middle schools to get interest sparked. That in turn requires dedicated advisors/volunteers to not only manage Envirothon teams but also do engagement workshops, etc.
 - 7. Envirothon has poor management, dated branding, and is not well advertised in California despite California being the most populous state
 - 8. Transportation
 - 9. COVID-19
 - 10. I didn't get to choose which area I was to focus on, and I was assigned soils. I didn't really find that interesting.
 - 11. Envirothon is free for us here in PA, however we have to personally purchase tools to use ourselves which can be costly

In your opinion, which of the following are challenges for students participating in Envirothon?



6. Personally, what is or was your biggest challenge to continue participating in Envirothon?

1. The biggest challenge was the additional extracurriculars I was involved in and my rigorous academic work. I had to manage my time really well in order to do everything I wanted. It was stressful and challenging.
2. It was a lot of work outside of school.
3. No challenge for me
4. I found it difficult to find time to study for my local Envirothon competition, which took place in March, because we always had a lot of schoolwork that was due around that time. Since NCF Envirothon was during the summer, it was a lot easier to dedicate time to studying once school was over.
5. The topic is so broad it feels overwhelming to try to study.
6. None. My school was incredibly supportive and it was our flagship academic competition.
7. Having an understanding of all of the material especially in areas that weren't relevant to the local community.
8. The work load. We made nationals every year and for us to be competitive half my summer was committed to studying as the state of Maryland would not offer any help in preparation for the nationals
9. Too many other competing programs in High School, too much time spent focused on teaching to the test rather than actually learning.
10. Unfortunately it was introduced to my high school when I was a senior so I was only able to participate one year. At the time, I did struggle with teachers of other subject areas allowing the time off for field trip and training associated with the Envirothon.
11. Finding a teacher sponsor
12. Too many other conflicts with extracurricular activities and school work
13. COVID-19
14. Having an idea of what we should cover when we prepare/study.
15. I couldn't find more team members to compete with and had no school support.
16. Having a lot of other school work
17. I had other extracurricular activities and schoolwork.
18. There is no big challenge
19. I got to old, so I volunteer now
20. During my senior year, I did a dual enrollment program where I completed community college classes in high school. My different schedule and obligations with this program made it more difficult to participate, although I still did participate in the state and national competitions my senior year. I didn't participate in 2016 (junior year) as I was spending a year abroad in Germany.
21. Coming from a more urban, completely non-agricultural area, in a state with natural environments that are very different from the rest of the country (especially the areas the North American competition was held the years I attended), I felt like I had to commit so much time and energy to learning and practicing enough just to be on an even playing field with students from areas that were very similar to the host state/province or had backgrounds in forestry, agriculture, or other skills because of where they grew up.
22. We had to beg our school for funding for travel and program fees every year, fundraise, and still pay a bit out of pocket. Scholarships for schools/students who cannot pay would level the playing field.
23. The demands of high school especially in my last two years made studying for envirothon challenging.
24. I was a past student and am a current advisor. Challenge is getting interested students. So to my comment above it would be of benefit to engage students before high school to get more interest.
25. Poor leadership and lack of funding on the state level in California

26. Cost to participate/travel to the International competition, travel to and from training sessions, competitions
27. Competing time demands with other extracurricular activities
28. finding qualified teammates and time to study
29. Hard to balance other extra curriculum activities
30. Transportation to trainings and competitions and teacher support
31. It takes a lot of time out of my week and my schedule is already busy as it is.
32. Cost and lack of teacher/faculty interested in teaching/managing the club
33. I went strong until graduation. I was one of the lucky ones who had a very supportive school for the program
34. On top of my large school workload, working at a job can be hard to schedule time for Envirothon
35. COVID-19
36. I would say it would be participating in Covid.
37. It's hard to remember all the information if I'm just lectured about it
38. Memorization of certain tree names and their qualities.
39. The only challenge was school work and studying.
40. Not enough given study material
41. covid
42. No challenges
43. As a state team member now, biggest challenge is finding motivated advisors
44. Many people do not know Envirothon and are not interested in participating in the event. Recruiting new members has been difficult during the past year.
45. My personal challenge includes speaking in front of others and presenting information.
46. There are so many unofficial student made resources (which is great most of the time) but alot of the time they are outdated or there is something incorrrect about them and I struggled to find the original resource
47. Our principal didn't want to approve our funding.
48. We moved out of the county where I participated, and since I am homeschooled, I could not easily find another team.
49. Remembering the animals
50. Lack of training time. Due to covid, I have minimal practice with the biltmore stick, and no training the clinometer and wedge prism

7. What additional guidance or materials would help new students to get started with Envirothon?

1. Glossary of terms for all disciplines on the website. Links to sites with ID information
2. More outreach from Envirothon about what the program is and what you'll learn. Many students seem intimidated by it because they don't have the speaking skills or knowledge. However, that is what you get out of the program!
3. Let them know what program is - get school administration interested
4. I think there needs to be better publicity surrounding the Envirothon program and its many benefits, which include access to mentorship and the chance to collaborate with peers who have similar interests. Also, as someone who enjoys competition, I think schools should emphasize the fact that participating in Envirothon could give students the opportunity to compete against teams from across North America!
5. I would like for the topic of the year to be the focus of the competition even at the lowest local level.
6. Maybe having video resources with high-profile people---like former USDA or EPA administrators or execs at big env. NGOs---to establish how important these topics are.
7. Providing up to date study material for students.

8. I would start at the middle school level like Pennsylvania does, gets kid I retested and basics of the knowledge needed
9. Weed out and simplify the online study materials.
10. no comment
11. More study materials
12. Helpful advice and talks from former Envirothon members/winners
13. Clearer layout of information at regionals
14. Any sort of 'Envirothon 101' material would have been great, including best resources for study materials.
15. Reference pages with important facts/details for each category
16. More recruitment in Utah would be essential.
17. Having a more organized set of instructions
18. The ones provided were sufficient
19. better access to study guides
20. I would advise students to begin preparations very early! This is partly the coach's responsibility but students can play a bit roll in this as well.
21. A more comprehensive set of guides published by the North American Envirothon and/or all the state/provincial competitions to help students prepare for the competition at every level.
22. A uniform set of study materials for each state and a different set for the national level. It doesn't have to be all-inclusive, but it was difficult to know what to study. This will also help schools that are just starting out.
23. A way to connect existing teams to new or prospective teams would help new students hear from people who have done it before what the competition is like and how to prepare
24. Start at a younger age.
25. 2 things: some primer resources that ease new students into the program (students can get overwhelmed with course material) that gives them a better idea of the modules (e.g. Soils and Land Use); Second, more of a connection to what are the benefits of the program (transferrable skills, future career opportunities)
26. A well managed website, updated resources, more structure and resources, and support by coordinators at the state level.
27. Online Courses
28. I think enthusiastic advisors are the key to getting new students involved, which I was fortunate to have at my high school
29. more study materials and hands on learning
30. more resume recognition and awareness and scholarship opportunities
31. I think support for teachers that can, in turn, support students would be the most helpful.
32. More study sessions
33. more specific learning objectives and resources
34. I think that the experience and enthusiasm of the advisor is key to any successful team. Resources for them to make it fun or interesting would go a long way to getting and retaining more students
35. An introduction packet of the main club categories
36. I would say if someone could make a video explaining materials.
37. More hands on learning
38. To have taken or currently taking Biology I, I found that many things I learned in Biology I related to some things we were learning in Envirothon.
39. Have a binder, pen or pencil, and paper to wright down needed information. Study the information you are given so it can stick with you.

40. Almost a textbook like resource that explains the knowledge needed
41. basically like a textbook for things
42. More relevant test questions in Wildlife written
43. Supplemental materials about each subject and sample test questions
44. N/A
45. In my first year no one really explained how competitions worked and i didn't understand what it would be like. Maybe a short example video on your website about it?
46. I'm not sure.
47. It would help if you could reach out to homeschoolers more.
48. New ways to learn
49. Maybe some more resources on utilizing the tools

8. If you could choose one thing to change about the Envirothon program, what would it be?

1. I think it needs to be promoted more. My school's admin didn't really support the envirothon team at all. Most of their support went to the Academic Decathlon team instead. If there was a way to legitimize the org/spread the word/develop infrastructure at schools to build their own programs i think it'd take off well.
2. At the state level competition it would be awesome if there were even more learning opportunities from field experts.
3. More schools participating
4. I think we should allow more than one team from each state/province to advance to the NCF competition. I think the number of teams should be proportional to the size of the Envirothon cohort in that state. I say this because Texas, where I competed, has a fairly large number of teams that advance to the state level, so I think it would be more fair to allow multiple teams to go to nationals.
5. I would like to have a more structured day at the local level in nebraska, where you are taking all the time you spent studying to participate in a day full of activities and the test somewhere in the day. At the local level, it felt like not much time was put to reward the students for taking the time to study. Although, my team made it to state and that event was probably where the event was going to be more than a test. (Covid-19 canceled state for us)
6. Less biased judging at the state and national levels.
7. Narrow the information covered to allow students the opportunity to focus
8. Once at the national level, more support from your state level so you're not stranded trying to figure out how to study
9. Earn class credit in FFA for it.
10. More consistent trainings at local and state levels
11. More programs to create more teams and increase interest
12. Competitions during school year being held on Wednesdays and Thursdays
13. If there was a way to meet more than once a year at just the competition.
14. Provide students with previously used written tests (or unused/sample tests) to help them practice
15. More support for teams from states that have never won.
16. I don't know
17. Not doing online competition
18. More opportunities for alumni to stay involved!
19. There needs to be more consistency between the competition at different levels. After winning the California Envirothon, I felt we had to completely relearn not just information about the North American competition site but also how the competition would be run. Slight differences in skills tested are especially frustrating because you may not know that the way skills will be tested is going to be different

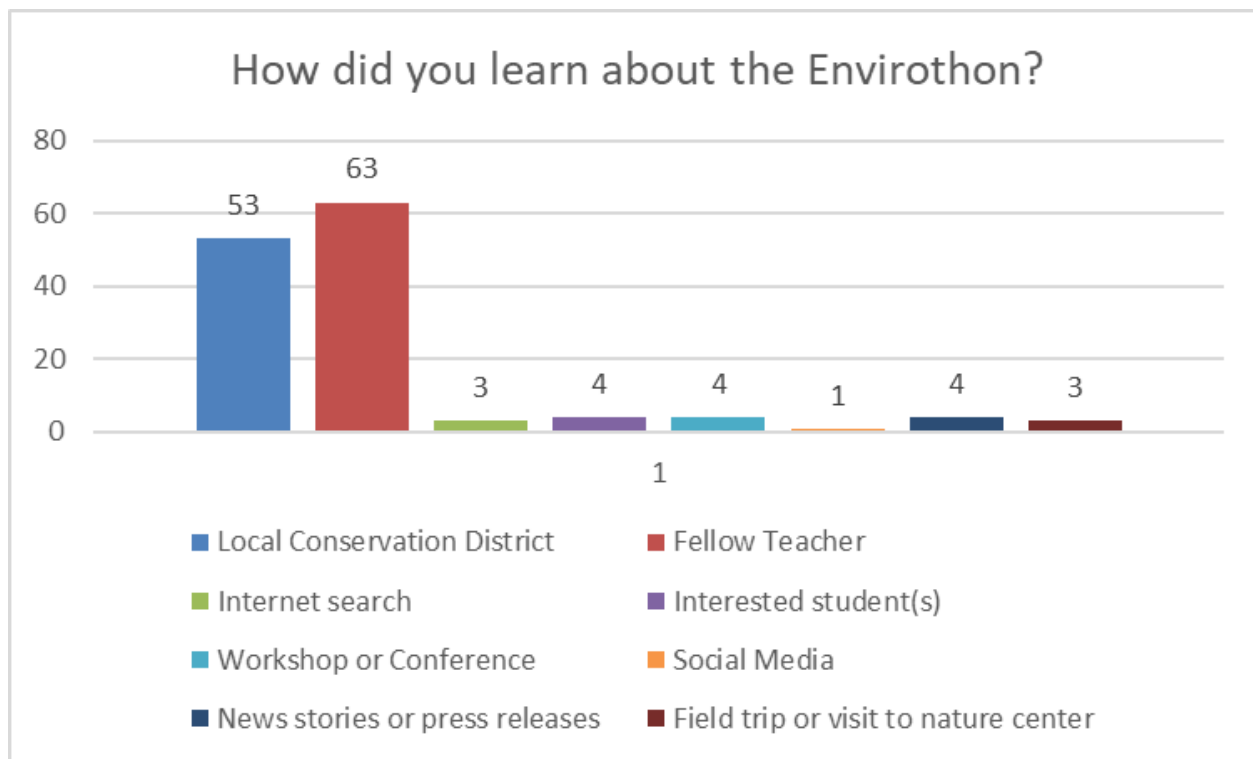
until the training day. This applies both to the five tested categories and the oral presentation. Even between the two years I competed at the North American level, there were significant differences in what was tested and what was expected that made it really hard to prepare effectively. I think a huge part of why the same states/provinces dominate every year (in addition to the host state/province) is because of these discrepancies.

20. Make it more diverse - I understand that program participation probably skews toward more rural areas with less diversity, but when I participated there were very few people of color, which can be discouraging to other POC who want to join. An emphasis on urban issues (we had urban forestry my year which was great!) and outreach to schools in cities is a great way to get more diversity. And, scholarships/sponsorships for schools in disadvantaged areas who can't afford program fees or staffing would definitely help.
21. Have more standardization between resources provided from year to year as host state guidebooks vary significantly in quality
22. Hard to choose one thing. Here in Manitoba we have a spring competition (Regionals late April and Provincials 3rd week of May). Schedule an engagement workshops (would need 10-12 to cover off all the regions) in late September for both interested students and advisors
23. There doesn't seem to be coherent management and organization on the state and international level. The Peterborough international competition was really well organized and I wish every level of envirothon was well organized and branded in a similar way.
24. More in-person training sessions with field scientists
25. Maybe expanded team size? The 5 students/team meant that only 10 students total were in Envirothon at my high school at any one time, which I think contributed to its exclusivity. It would be great to expand it beyond the already high-achieving students to others who could benefit from the program.
26. On online introductory course for teachers with no prior background to make them feel more comfortable as an advisor.
27. More scholarship opportunities
28. better organization of the state competition
29. I know that this may be a sore point for some but ever since the Envirothon lost its title sponsor it has gone downhill. There is less money in the program to make it a really memorable experience and some states even make their teams play their own way to the national competition. I would think that it would be pretty easy to find a company out there who would love to put their name on something like this and really take it to the next level. I also want to say that I hope the Envirothon never loses its commitment to fair and talent based competition in order to please the people who complain the loudest. That is all I will say on that.
30. More educators and volunteers
31. To let the backup person also participate
32. I would like more practice opportunities
33. I would change it so we could have more hands on learning, even if it was just in a local park or ditch.
34. Online participation
35. Nothing, the competition itself is perfect
36. the fact that you had to identify birds that was so hard
37. Nothing, envirothon is great
38. Providing more materials for students to learn from would be beneficial and would be great for recruitment.
39. N/A
40. I would make it so participants would get a chance to go out in the woods and try to identify things not on screen

- 41. I'm not sure.
- 42. I didn't find out about it until February or March, and the competition was in May. I didn't feel that I had enough time to study and learn the information.
- 43. Nothing
- 44. Make all levels of competition free. From what I know we have to pay to attend NCF which can be hard for lower income family students.

II. Current or Past Team Advisor in Envirothon – 164 total respondents

1. How did you find out about the Envirothon program?



2. What interested you in starting an Envirothon team?

1. Desire to see my daughter and her friends participate on an Envirothon team.
2. Prior success
3. I wanted to give my students something else to try.
4. Students with an interest in natural resources.
5. I was teaching an Environmental Science Class and this was a great opportunity to challenge the students
6. It's the best prep for college-level environmental science and local environmental literacy.
7. I have a personal interest in the environment
8. We already had an Envirothon program when I started teaching at my current district. I was asked by a colleague to be a co-advisor.
9. NRD
10. encouragement from a teacher that had been involved for years
11. opportunities for kids
12. Love of ecology
13. Love of the subject; belief in its relevance; sense that students would become inspired and benefit.
14. Requirement for job description
15. contest aligned with career pathway in EnvSci/NatRes and provided extension for students
16. Matches what I teach
17. Give opportunities to students to learn more about natural resource management
18. n/a
19. Student interest and direct tie to a Natural Resources course offered at my school.

20. Academy was already participating when I came on board.
21. It's mission and curriculum dovetail perfectly into the courses I teach and my personal interests.
22. Sounded great
23. Interest in the Natural Resources
24. My love for environmental education and youth team work opportunities
25. Importance of students learning about our natural world so they can make informed decisions when selecting law makers.
26. Fits curriculum
27. I really enjoy learning about local ecology, so I thought it would be fun to teach this to my students as well.
28. I would have enjoyed Envirothon as a student. I majored in Biological Sciences, and have always been interested in the environment.
29. Team activity
30. I work with at-risk youth and I run an Env. Education Youth Development Skills program.
31. Environmental Education has always been of importance to me.
32. SWCD
33. the initial hands on activities in the contest instead of pencil and paper testing
34. it was a great environmental science competition to supplement our school's science program
35. had students who were interested in environmental studies
36. The importance of training young minds on importance of environment
37. I enjoy working with very motivated students that like a challenge and want to better themselves and their community
38. Other teachers
39. love for the material
40. It is what I teach
41. Meshed well with my own interests and goals/values. I saw the value of it in producing future environmental leaders.
42. I took over an already established team when I started teaching.
43. The field works of Envirothon program attract me the most.
44. Students get so much out of Envirothon!!
45. I started the environmental program at my school and Envirothon gave interested kids an outlet for what they studied in a semi-competitive setting. Also, the training/resources/contacts that are shared through the process are the best and help me as a teacher get a local to global perspective for kids.
46. The desire to further environmental education in a positive all-inclusive way, and to encourage more students to enter into environmental careers.
47. I have a passion for environmental education and a worker from our SWCD approached me in 2000 to consider having a team
48. Participation began prior to my teaching career in the building and students had an interest to continue participating
49. The science and career connections
50. Teaching the kids about the natural world that they never learn these days.
51. Student responses for this program were strong
52. Student interest
53. I participated in Envirothon in high school- it was a great opportunity and a lot of fun.
54. we felt it would be a good fit for our school
55. Students had competed with the previous teacher and wanted to compete again.
56. I was able to attend a PA State Envirothon with my dad and his team! I was hooked!

57. I had previously been on an Envirothon planning committee. Thought it would be fun to be an advisor to a team. The opportunity arrived when I began working with teen volunteers at a nearby state park.
58. wanted share interest in outdoors
59. real world application
60. I became interested when a fellow teacher approached me with envirothon information.
61. Generate interest in students and provide an activity for students to grow and learn.
62. Increasing student knowledge of the natural world
63. The love of connecting children to nature and instilling a deeper appreciation of their environment.
64. Enrichment/interest from students
65. Students learning more about their own environment and winning academically
66. I love the outdoors and I love teaching about the environment.
67. Helping the students to learn more about the environment
68. Students
69. Interested student
70. Starting a club at my school where one did not exist.
71. I have always loved ecology and this was a way to expose students to more specific ecological topics outside the science curriculum
72. giving students opportunity for additional learning/interesting experiences
73. I took over the team for a teacher who didn't want to do it any more.
74. Since I did it as a student myself, I wanted to
75. Biology teacher
76. students were, and have been, excited to test their knowledge
77. NEW (20 years ago)
78. none of my colleagues chose to participate in the Envirothon and I thought that it was a worthwhile activity for our students
79. Content
80. Natural Resource background
81. To help students better appreciate the environment
82. Something that I could encourage students to participate in plus I teach similar materials.
83. The previous advisor was retiring and they needed a new one
84. I was looking for more academic STEM competitions for my students.
85. An environmental based curriculum for my students
86. Student interest, Soil & Water Conservation support
87. I like the materials and content and think students should learn about the environment
88. student interest
89. Allowing the kids to test their knowledge against other students on a competitive level.
90. I thought it was a good activity for my students.
91. Initially, I was told I had to. My interest in the environment continued my involvement.
92. I ran an environmental club and it seemed like a good field trip opportunity. The students liked it, so we kept coming!
93. Hearing about how the Envirothon content teaches about our ecosystems around us and can make people aware of how to improve our communities around us. Knowing that the students could be taught something to use outside the classroom and possibly influence others.
94. related to curriculum and a way to engage talented students
95. My kids needed an advisor
96. It aligned with our Environmental Science curriculum and I use it as an evaluation tool.
97. I took over an already established group.

98. My Students - they were so interested in the environment, I knew they had to be part of this!
99. It is a team event
100. Students were interested
101. It was already started.
102. My passion for outdoors and sharing it with kids.
103. Content
104. I did it when I student taught
105. new opportunities for students
106. I love nature!
107. My colleague in Middletown and her students have enjoyed participating, so I wanted to start a team here in Warrenton.
108. My post as an enrichment teacher/gifted support teacher
109. Looking for opportunities to extend learning beyond the classroom
110. I want my students to learn more about the environment and how to be a better steward of our natural resources.
111. Getting the Envirothon into the Buncombe County Schools and educating the teachers who have never participated
112. Topics aligned with curriculum.
113. It is an expectation of my position as the High School Science Teacher
114. group opportunities for students to study areas of natural resources
115. It fits well into our Agriculture Program. My local Soil and Water District asked me to be an advisor.
116. The Envirothon Program was already set up. Our Board sponsors 4 teams annually.
117. my daughter wanting to become a wildlife biologist and providing her with the opportunities necessary for her to achieve her goals
118. I'm compassionate about the environment and I wanted my students who have an interest in resource management to have an opportunity to learn more and gain real world hands-on experience.
119. Love of teaching students to protect our environment9-12 grades in Ms
120. The connection to the environmental concepts that aren't offered in normal curriculum.
121. Educational Opportunity for Students
122. Opportunity to show students potential careers, the subject matter and experience in showing how the real world works, in terms of all agencies/groups working together for similar goals
123. I teach an advanced Earth Science class where we spend quite a bit of time discussing Environmental Science. I thought Envirothon would be a great fit for the class curriculum.
124. Great learning opportunity for a unique group of students.
125. It was/is a great opportunity for my students
126. I wanted to give students an opportunity to compete in an event like this.
127. Hands on opportunities
128. Helping my kids learn a topic I did not want to teach - home school aide
129. Gave my non FFA Environmental Science Students a way to demonstrate their knowledge.

3. Which years were you involved, which grade level(s) and in which state or province?

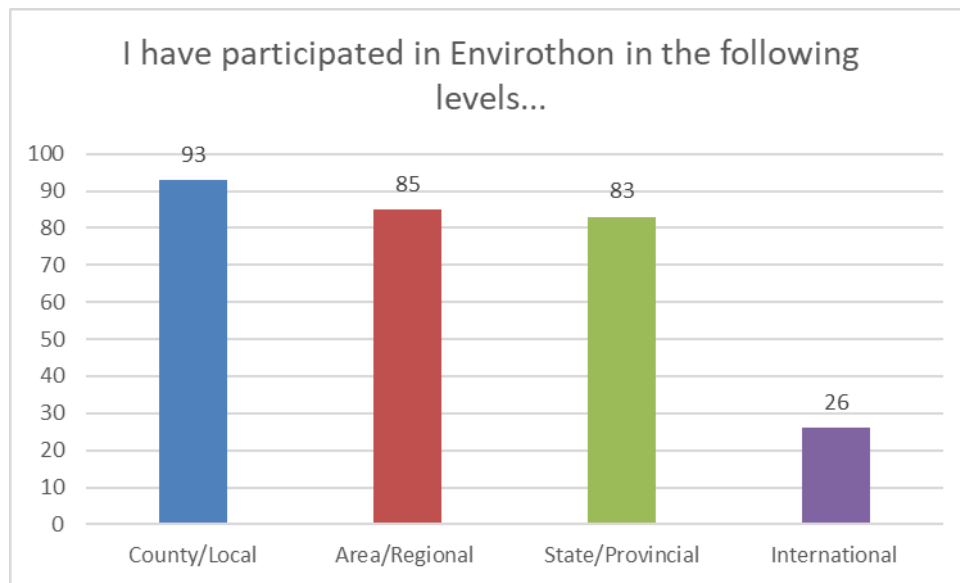
1. 1998 - 99 in Idaho
2. SC 2014-Current
3. In Nebraska since it started here (15+ yrs?), 9-12 grade
4. 2006-2018
5. 2017-present
6. 2005-2019, grades 9-12, NY

7. Beginning of the Nebr. state program
8. 2015-2019, high school, NY
9. 2012 -2017 9th, 10th, Nebraska
10. 2007/8 and 2018 KY
11. NY; Tioga County; 1996-2017; 9-12 grade.
12. 2010-2020, High School, KY
13. about 4-5 years from 2010-2016 in Kentucky
14. Since 2000??; grades 9-12 in KY
15. Since 2009, 9-12, Kentucky
16. 2008 through 2020
17. 2018, 9-12, Nebraska
18. Florida at both the high school and middle school level.
19. 2005-2009 and 2013-present, Florida
20. 1993 to present, 9-12, FL
21. 2005-2019, grades 9-12, Kentucky
22. 2011-present & West Virginia
23. 1989 to present. 9-12. Maryland & FL.
24. 2014-present 9-12
25. I have been the advisor for the Hudson High School team from Hudson, NY from 2007 to the present.
26. 2011-2020, High School (9-12) and in Maryland
27. 10 years. 9-12
28. from 2006 -2019, grades 7 - 12, in Capital Region NYS
29. 2015 to current 9 - 12, VA and 2012 to 2014 8 - 12, WA
30. 2015-2020 10-12th Virginia
31. 1996,1997, 2014,2018
32. 2004 to the present working with grades 9-12 in PA and NY
33. 2006-2013, high school, CT
34. coach from 2014 to current (and once several years prior) all in Kentucky
35. 2014 to present, high school grades 9-12, Virginia
36. 6,7,8
37. 2017-2020, 9-12, VA
38. KS
39. 2008-2020, Michigan, have worked with grades 9 - 12.
40. Last 13 years, 9-12 but recently opened it to 7 and 8, New York
41. 2018, China Regional/Final, and NCF. 2019, China Regional/Final, and NCF.
42. Roughly 10-12 years in Connecticut.
43. 1999-2001, High School Ohio; 2004-2020, High School, Virginia
44. 2008 to present, grades 9-12, in Mercer Co in the East Region of Ky
45. 2000-Present
46. 2017 to current, we were a national participant for Kansas in 2018
47. 2016 - present, 9-12, MD
48. NJ 11+12th grade 2003-2016
49. 2019, 2020 WA STATE
50. 2008 to present, PA
51. 1999-2020, 5-12, North Carolina
52. Student: 2000-2002. Teacher: 2017-2020
53. 2010-2020, high school level, NY State

54. 2018/2019 in Nebraska
55. 1996 to present as advisor
56. Florida, approximately 2015, high school level, but we were one of the only no -school groups competing
57. 2003 -2020 PA
58. the last ten years
59. 2014 to Present, grades 7-12, Pennsylvania
60. 2018-29, 2019-20
61. 2009-2019 NY
62. 1999 to present, grades 1-6, Pennsylvania
63. 2014-20, Jr & Sr High, PA
64. Already answered this one previously
65. 2005, 2006, 2018, 2019, 2020 Pennsylvania
66. over 10 years, High School level, New York
67. 2018-2020, 12th, PA
68. VA - 2018, 2019
69. 2017 to current, pennsylvania
70. 2010 to present, high school students, Pennsylvania
71. I have advised teams for the last 25 years in Pennsylvania
72. My students are 7th and 8th grade students who participate in the JR Varsity level in PA. I have been the advisor for our school for at least the last 10 yrs. I can't remember exactly how long I have been doing this.
73. 1999-current
74. many years in PA
75. grades 8-12, PA, 2017-18, 18-19, 19-20
76. 9th - 12th grade for the last 8 years in NC
77. 2001 - current
78. I have been an advisor since 1994 in FL; any grade
79. Mississippi, 9-12, off and on since 2005
80. high school, 2018-19 and 2019-20
81. Since 20014 in PA
82. 1987 - 2005, 9-12
83. I competed I believe when I was in 5th grade, around 2004 I think.
84. 2012-present, high school, Arizona
85. current, MS, Pennsylvania
86. 2010-2011
87. 2018-2019
88. 201555-present
89. I've done the high school one for the last 5 years, and the 5 years before that I did the middle school one.
90. 2016-current; 9-12; Mississippi
91. 2000-2008, 11, 12, 14, 17
92. 2014-2015 Strayhorn, MS; 2016-2019 Cleveland, MS; 2020 Byhalia, MS
93. 2006-current
94. I have been the envirothon coach at our school for the past 14 years. Our teams have students in 9 - 12 grade, and we are in Pennsylvania.
95. I have coached Envirothon teams in PA every year (except 1 maternity leave) since 2007.

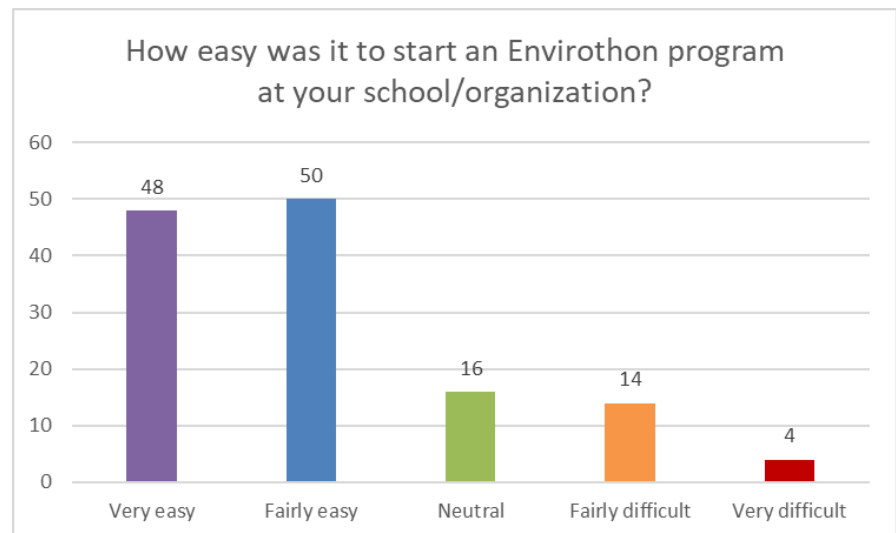
96. 9-12 grade - North Carolina
97. 2006, 2007, 10-12, Illinois
98. 2018-20 in Arizona
99. 11-12th PA the last 10 yrs
100. 2014, 9th-12th grade, North Carolina.
101. 18-19,19-20 9-12, MS
102. 2017-2018, 2018-2019, 2019-2020, Mississippi
103. 2019-2020, Grades 10-12 in Virginia
104. 2014-present grades 9-12 PA
105. 2018-2020, junior and senior PA
106. 2018, 2019, 2020, 10-12 grade, Virginia
107. 2013 - current, 6-12, NC
108. New York have competed since 1998
109. 2018-2019 (did not have the one in 2019-2020)
110. last 8 years. Grades 9-12, Nebraska
111. 2020, 9-12th grade, North Carolina
112. 2008 through present
113. 2019 and 2020; junior high and high school teams; PA
114. high school 11th and 12th grades, 2005-2010 and 2018-2020
115. 9-12 grades in Ms
116. Grade Levels 7-12, Years 2009-Present, Connecticut
117. Early 90's to present Indiana High school students
118. 2000-2008 as an advisor; 2010-2019 test writing coordinator on committee; Missouri
119. From 2008-2018, High school, Indiana
120. PA - approx 2005-2020, grades 7-13
121. Middle School Level in PA, since the first year, I think around 1999 maybe??
122. Last year was my first year. High School. ND
123. 9-12
124. 2009-2019, 9-12, NY
125. past 17 years all grade levels
126. 2020, 2019, 2018, 2017 Regional area and Nebraska

4. I have participated in the Envirothon at the following levels... (Current or Past Team Advisors)



5. How easy was it to start an Envirothon program at your school/organization?

- Very easy = 48
- Fairly easy = 50
- Neutral = 16
- Fairly difficult = 14
- Very difficult = 4



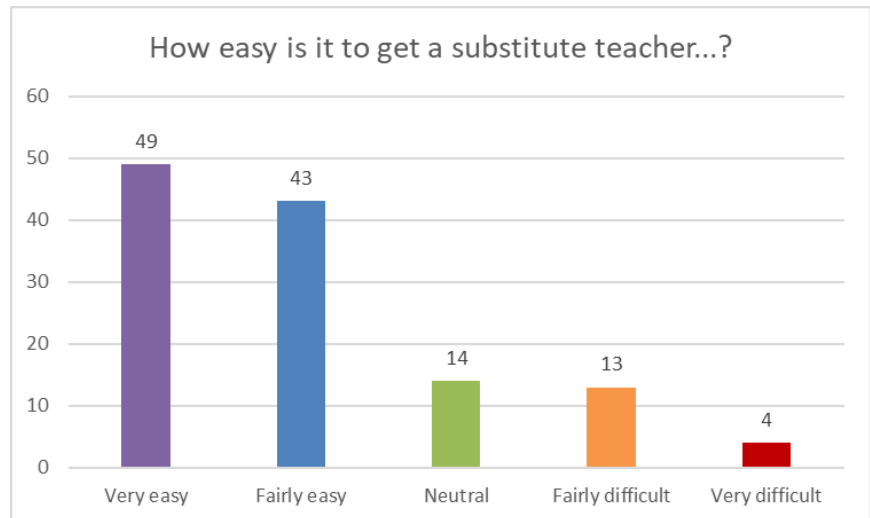
6. How supportive are your school administrators/organization leaders of the Envirothon program?

- Very supportive = 70
- Somewhat supportive = 39
- Neutral = 21
- Somewhat unsupportive = 3
- Very unsupportive = 2



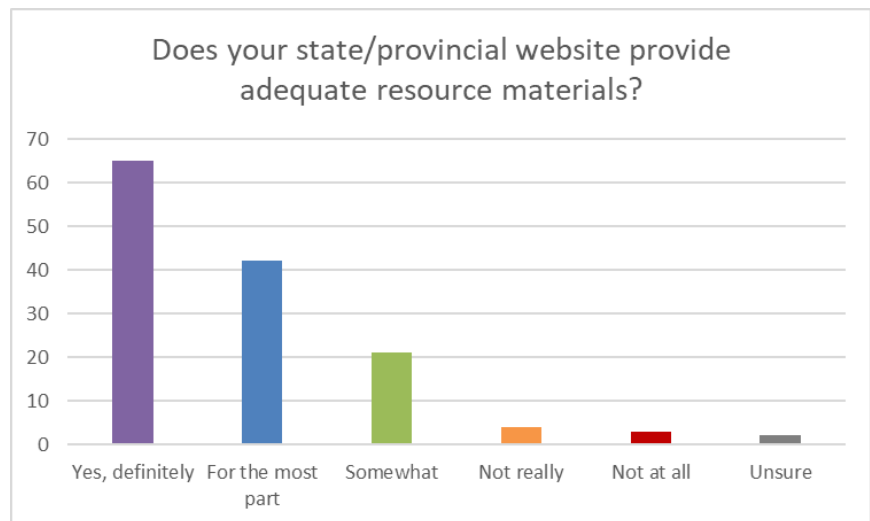
7. If you are a teacher, how easy is it for you to get a substitute teacher so that you may attend Envirothon events?

1. Very easy = 49
2. Fairly easy = 43
3. Neutral = 14
4. Fairly difficult = 13
5. Very difficult = 4



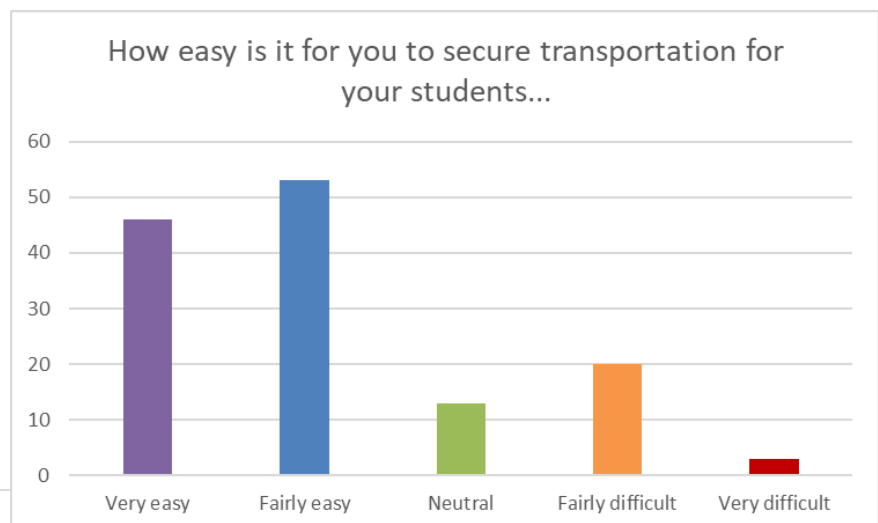
8. Does your state/provincial website provide adequate resource material?

1. Yes, definitely = 65
2. For the most part = 42
3. Somewhat = 21
4. Not really = 4
5. Not at all = 3
6. Unsure = 2



9. How easy is it for you to secure transportation for your students to your state/provincial competition?

1. Very easy = 46
2. Fairly easy = 53
3. Neutral = 13
4. Fairly difficult = 20
5. Very difficult = 3



10. If you are a current advisor, what drives you to continue your involvement in the Envirothon program?

1. not currently involved with a specific team
2. overall it is a great program
3. Passion for the environment and educating the future decision makers of America
4. We have kind of built it in to some of our other courses.
5. It matches up with my curriculum fairly well.
6. It's part of my job description, I'm committed to environmental literacy goals of the Chesapeake Bay Agreement
7. its a great way to get kids interested in environmental issues
8. It's an amazing program and members of my past teams have chosen careers in Environmental Science and Engineering because of their participation. The materials and information provided to support students as they prepare are fantastic. You honestly couldn't make it any more affordable for schools to participate in both regional and state competitions. Our only cost has consistently been transportation to and from competitions. That is incredible when you consider the room and board arrangements at the state competition. I love this program and I'm devastated our district has cut it from the budget for this school year. I will be fighting to bring it back.
9. Love to teach natural resources; hands-on, students are self motivated
10. Student enthusiasm, content, competition
11. Love of ecology and outdoors and wanting to share it
12. Enjoy the time with the kids.
13. very relative content, practical application, extension of class content for students
14. Great opportunity for students
15. It is important and for the students who participate, they really love it!
16. Student interest and direct tie to a Natural Resources course offered at my school.
17. Students love the program.
18. Engagement of my students in the content and skills as well as the development of teamwork skills.
19. It's a great program, a great experience for my students
20. Love of Natural Resources
21. The feedback from former students and the sense of knowing students are learning and working together.
22. Fits curriculum
23. I really love doing it.
24. I love the program. I believe it is extremely important to have a program to encourage interest and knowlege of the environment.
25. Educational benefit
26. Forestry Education is highly important to better, more informed policy making in the future
27. Students enjoy the competition
28. the practical application of the knowledge in other areas besides Natural Resources
29. it's a great learning opportunity and a fantastic competition that the students looks forward to
30. Students who tell me it is one of the best experiences of HS
31. Very important material for young minds
32. Great program that offers students an opportunity to excell where they otherwise might not get that chance. It is challenging and rewarding to see these young people actually learning by doing.
33. My wife and I run an organic farm outside of school. We want to share our passion for environmentally friendly farming.
34. It is very real with what is happening in the world and how young people can change their future

35. One of the best ways to promote leadership skills and train students in natural resource/environmental fields of work.
36. Every year I watch my students problem solve together across friend groups and grade levels and experience what it is like to be on an amazing team. The students are grateful for a club that focuses on academics as well.
37. I like Envirothon program cause the kids get the chance to work as a team to solve some real-life environmental issues.
38. The students love the Field Day and learn so much from preparation for the Current Issue.
39. Giving interested kids the hands-on, semi-competitive opportunity to apply what they learn and are passionate about.
40. To continue to teach students about conservation to take care of the environment, since it is all we have and our survival and quality of life depend on it
41. Envirothon has been the most beneficial project I have been involved with as a teacher. I am now an administrator at another school, and still trying to find time to coach the Fort Defiance High School team
42. Learning opportunities for students about careers but also about themselves or teammates on the trips
43. The students who show an interest and commitment
44. I'd like to start up again at my new school, I will be teaching A
45. Student interest
46. Provides opportunities for students
47. Student growth
48. The CT Envirothon committee is filled with WONDERFUL people who do a great job educating the students (and teachers!).
49. we see the value for our students. As well as learning about the environment, they learn study skills, teamwork, perseverance, and they get to travel and meet new people
50. Student interest
51. Opportunity to compete at NCF International Envirothon and scholarships!
52. Teamwork and excitement from students
53. real world application - you can see what you're learning around you
54. I love the dedication of my students to envirothon topics.
55. Generate interest in students and provide an activity for students to grow and learn.
56. Teach it in ag and environmental science
57. Students enjoy being a part of the competition
58. Sharing my passion for the environment with students and helping them understand the importance of being a steward of the planet.
59. This is an important outlet for students not in other programs but who love the outdoors.
60. Students interest
61. Learning for students and challenges in academics
62. This program is an excellent experience especially for students who like the outdoors.
63. The students do enjoy it and want to continue
64. Students, admin expectations
65. interested students
66. A continued desire to improve each year. Being able to expose students to environmental concepts beyond the scope of state testing.
67. seeing students succeed by winning/placing at the county competition and getting to participate in the state competition
68. Students desire to learn

69. I love teaching students about environmental concerns especially those that are specifically related to our state.
70. The topics and interested students.
71. The student experience is valuable
72. students like it and want to return
73. I believe that knowledge about the environment is important; this is something extra for our students to be involved in; funding to participate in the Envirothon (transportation/substitute) comes from the targeted Gifted funding I have as secondary gifted coordinator (usable as long as a gifted student participates)
74. I love teaching it and we have students who are interested in learning it!
75. I can see the results from past participants following into careers
76. I love the kids being exposed to a practical contest
77. Giving my students an opportunity to learn something new and to compete
78. the kids are awesome
79. I feel having many options for STEM is important for my students
80. Great program!
81. Student interest. Hands-on learning
82. I think learning about the environment is important
83. student interest
84. I still believe it's a great experience for students
85. My personal interest and enthusiasm for the subject matter and sharing that with the students.
86. My students seem to love it and always ask me to keep it on the calendar!
87. The students!
88. student interest
89. I want the kids to experience what Envirothon teaches and get more kids to care about the Natural Resources
90. I find it a great challenge that require teamwork. It uniqueness is unusual to other competitions.
91. I think that it is important to encourage students to learn about the environment that they live in.
92. I really think this is one of the most important programs for our area. All of my students hunt, fish, and participate in outdoor activities. There's no better recruiting ground for environmental heroes.
93. I enjoy that envirothon exposes students to real careers in sustainability.
94. I have a BS in Forestry and Entomolgy with my teaching certification. I enjoy teaching Ecology curriculum and love the Envirothon curriculum.
95. The need for our kids to be good stewards of our environment.
96. Many of the students who participate go into natural resource careers and really shine and competition
97. Keeping students involved all 3 years as middle school students eta
98. Exciting new job opportunities, teaches students to work as a team
99. My love of nature and watching children enjoy learning new things.
100. Last year was my first year, and we all loved the program, so I'm looking forward to continuing.
101. It is a great opportunity for our students
102. providing opportunities for students
103. I love seeing my students get excited about the environment and take the lead in learning more.
104. Love the program and the engagement of the students - if they don't have the interest they wouldn't do it
105. At this point, it is difficult to get students interested in participating. I was likely taking a year off when the pandemic hit.

106. I teach Wildlife and Natural resources class and the topics fit very nicely, plus I am an FFA advisor so we we fit it into that program of activities
107. The students like to compete in the competition. They took the time to study the materials.
108. The education of our youth on natural resources and agriculture is soooooooo important.
109. my own personal children being interested in wildilfe and forestry
110. It is a great opportunity for the kids and I have a handful every year that really get into competition.
111. LOVE OF STUDENTS & ENVIRONMENT
112. The ability for students to have a place to connect to the natural world. The ability for them to "do science" not in a box. A place for them to explore real relevant science.
113. The students love the event and the competition
114. Anything that helps students work towards their interests and potential careers is worthwhile, as well as the importance of the subject matter
115. I enjoy working with the students on these topics.
116. It was/is a great opportunity for my students
117. I have a select few students who can be successful a this, where they don't see academic success often in other areas.
118. The kids enjoy it
119. long term value of the material if learned well - life time value and i have had kids actually want to go into fields of study based on what they learned in Envirothon

11. Have you ever taken a break from Envirothon? If yes, why?

1. no
2. No
3. Yes, there is a lot to cover and I need a dedicated class to it.
4. No
5. No, not while I was teaching and the young man that is currently teaching is also involved
6. N/A
7. no
8. I have never chosen to take a break. However, our district added several extracurricular activities two years ago and for the first time last year, we had difficulty putting together one team. In the past, we've typically had two teams from our district go to the regional competition. I expressed my frustration to the administration that these new programs had impacted our participation and now, as part of the budget cuts for the coming school year, our Envirothon program was cut.
9. Change of schools and had to start over with all new students; convenience new administrator
10. no
11. Yes - too many things to do.
12. Moved to a new district
13. Yes. Conflict in school calendar.
14. Lack of student involvement/participation, other advisor took contest over for a period then quit
15. Yes, students not interested or involved in too many other things
16. No
17. Yes, the organization stopped contacting me, I had to reconnect when a colleague asked me to come back.
18. Yes, lack of student interest and no Natural Resources course taught during the school year.
19. Yes, when I was moved to teaching Physics for a few years in a different school - didn't align with curriculum.
20. No

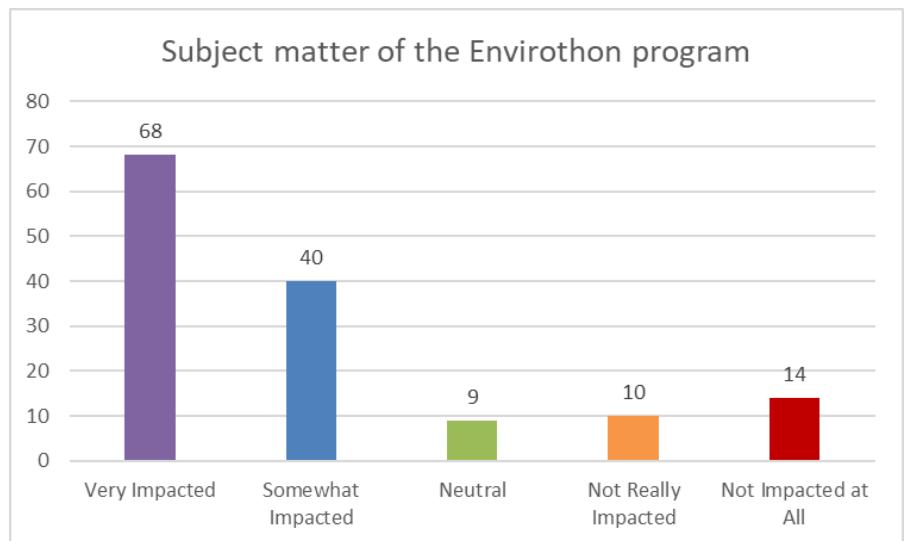
21. Lack of student interest.
22. Not yet
23. .Relocated from MD to FL. Got involved again because the program is too good to not have participation
24. Yes, lack of students to fill the team
25. No.
26. Yes, transfered schools when a new school opened. I became an Advisor the following year when one of the advisors left
27. Yes. Conflicting dates
28. This year with Covid 19 we did not feel it was a good idea. Our students did not want to do a virtual competition
29. No
30. no
31. Yes, lack of student interest.
32. No
33. Yes, funding issue
34. after the very first year of participating early 2000 because I didn't have the resources I needed to make the team good.
35. no!
36. This is only my 3rd year
37. Cancelled last year because of the virus
38. Only this past winter because of Covid-19 situation
39. No. I don't want to disappoint my students.
40. not yet
41. Yes, there were a few years where it was just too challenging (time-consuming) to organize the team.
42. I did between student teaching and my first 3 years of teaching as I was new to teaching and had moved to a different state. The second break was when I switched counties and my new county had the program offered through the SWCD, but my school did not participate. Once I started Environmental Science program then Envirothon was added.
43. No
44. I hope to always be involved with Envirothon at the state or North American level. I will have to step down from Coaching if I become the head principal. Knowing this, please let me know how to stay involved. As of now 2021 will be my last year as a coach.
45. No
46. No
47. I will next year due to COVID. I will also reconsider if the district will not pay for a sub.
48. No
49. No
50. yes - I was assigned to other after school activities in our high school program
51. Yes - when I switched schools and the new school was not interested in competing
52. No.
53. Changes roles/ job
54. no
55. yes, took a year off teachings
56. No
57. Yes. Lack of student interest. Confusion about the amount of information students needed to know.
58. no
59. no

60. Only when on leave from teaching.
61. 2019-20 - COVID-19
62. Yes, furloughed and moved to elementary level
63. Yes, lack of student interest.
64. No
65. no
66. yes- workload from regular (paid) teaching responsibilities and not enough interested students
67. No
68. No
69. No
70. No
71. No
72. No
73. We almost always win the county but I was going to pass on the state competition because it does not seem worth the time and effort to travel.
74. no--but I only got my school involved 3 years ago after a 10+ year hiatus from participation
75. No
76. no
77. Not since 1994. Literally even when I was 8 months pregnant I took kids to states.
78. lack of student interest
79. Yes. Students lost interests.
80. no
81. Yes because I changed jobs and was teaching Jr High , then another school the administration did not want to participate
82. stopped at retirement
83. no, only started a few years ago
84. yes, The interest dwindled and I had a baby.
85. No
86. No
87. Some years the competition is near testing and my admin gets fussy about it. Similarly, the hours are just outside of our regular field trip busing hours, since they use the same buses for elementary transport (it's a terribly narrow window!)... That said, I have always been able to overcome those challenges and join!
88. no
89. yes, lack of interest
90. no
91. Yes, I did not have interested students who wanted to participate.
92. No
93. I took a one year break when it was too close to the day I gave birth. I came out of maternity leave to coach for my other two pregnancies.
94. Yes I have switched schools, but I would like to get the students involved at this school.
95. Yes, not enough students were interested.
96. I might pass the baton in the future because of the other extracurricular responsibilities I have at school.
97. No
98. We do it every other year
99. No
100. No

101. no
102. No
103. No.
104. no
105. NA
106. No
107. no
108. Not yet -- however, if I cannot get students interested I will be
109. No.
110. no
111. Yes, Busy raising my own kiddos
112. Yes- retired
113. Yes - Lack of student interest
114. No
115. No--was an advisor, then had a position that allowed me to be on the regional committee, now back in the classroom and will have a team again
116. I have, only because my advanced class does not always make.
117. No.
118. Yes - Maternity
119. No
120. currently due to my daughter going to school where they do not have a team
121. yes, student interest

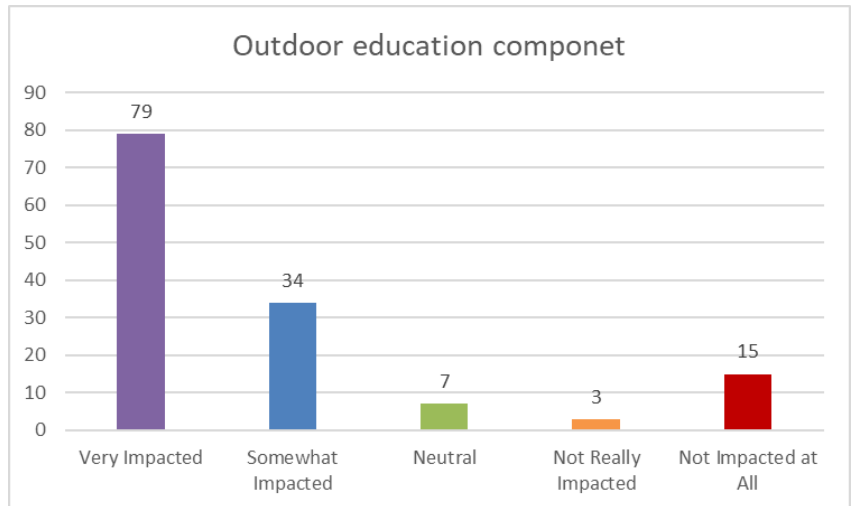
12. How much is your decision to participate in Envirothon impacted by... Subject matter of the Envirothon program

1. Very Impacted = 68
2. Somewhat Impacted = 40
3. Neutral = 9
4. Not Really Impacted = 10
5. Not Impacted at All = 14



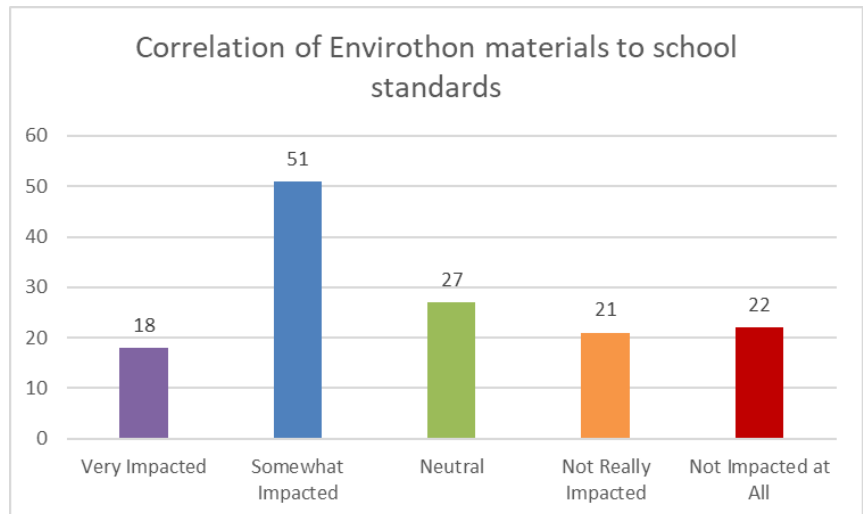
13. How much is your decision to participate in Envirothon impacted by... Outdoor education component

1. Very Impacted = 79
2. Somewhat Impacted = 34
3. Neutral = 7
4. Not Really Impacted = 3
5. Not Impacted at All = 15



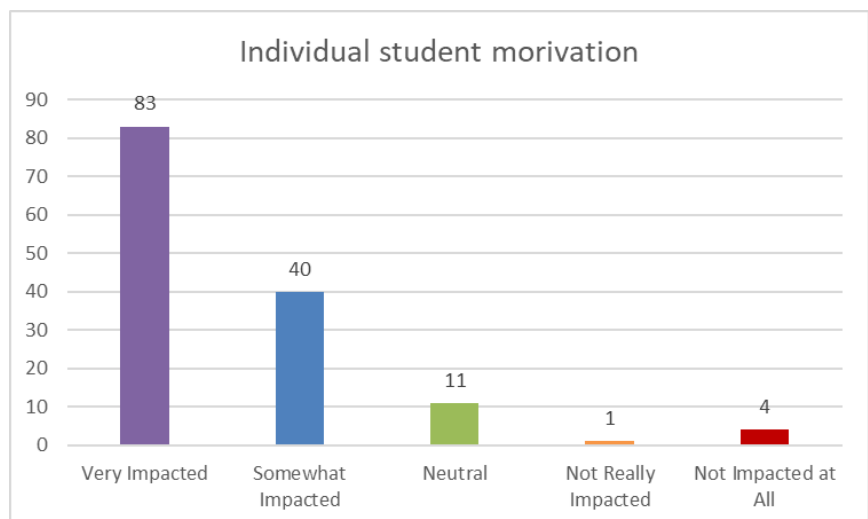
14. How much is your decision to participate in Envirothon impacted by... Correlation of Envirothon material to school standards

1. Very Impacted = 18
2. Somewhat Impacted = 51
3. Neutral = 27
4. Not Really Impacted = 21
5. Not Impacted at All = 22



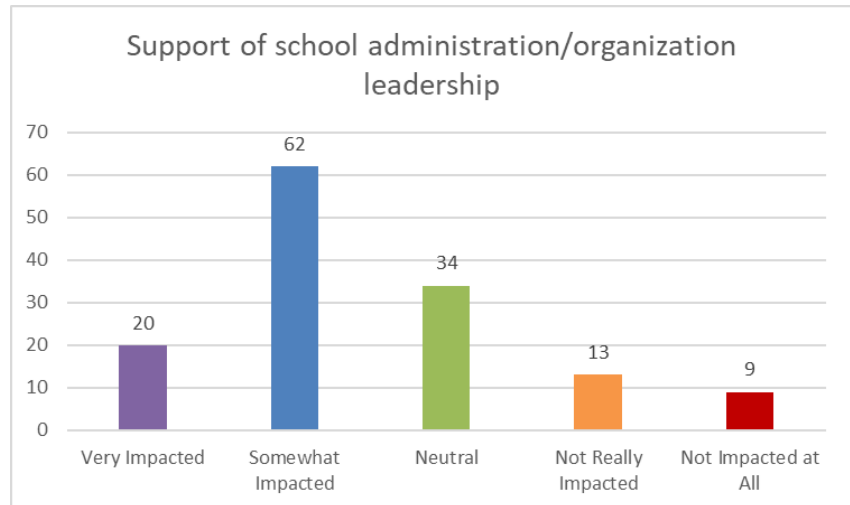
15. How much is your decision to participate in Envirothon impacted by... Individual student motivation

1. Very Impacted = 83
2. Somewhat Impacted = 40
3. Neutral = 11
4. Not Really Impacted = 1
5. Not Impacted at All = 4



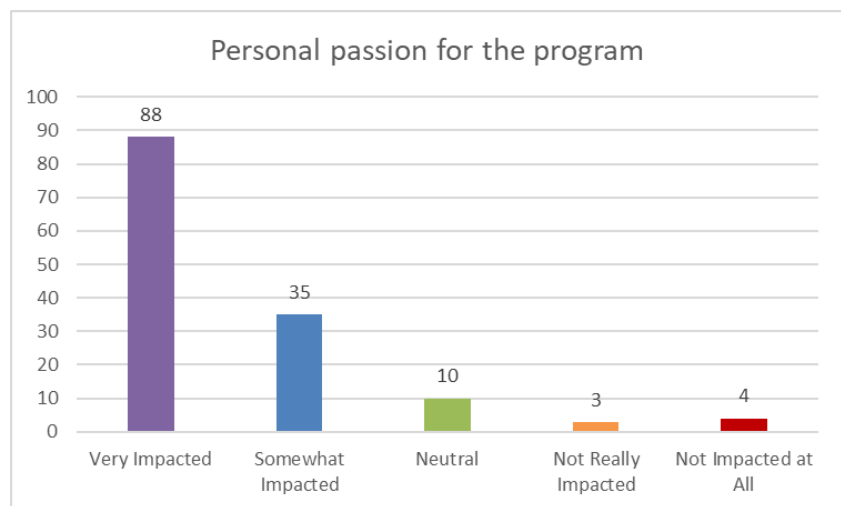
16. How much is your decision to participate in Envirothon impacted by... Support of school administration/organization leadership

1. Very Impacted = 20
2. Somewhat Impacted = 60
3. Neutral = 34
4. Not Really Impacted = 13
5. Not Impacted at All = 9



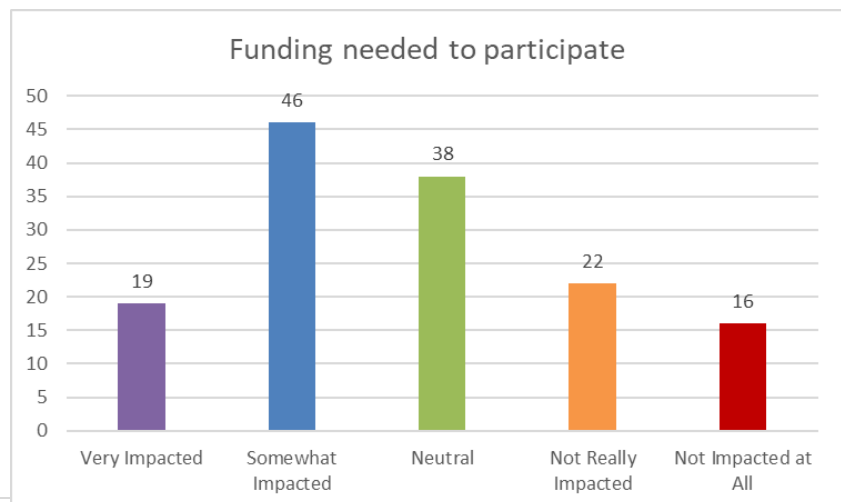
17. How much is your decision to participate in Envirothon impacted by... Personal passion for the program

1. Very Impacted = 88
2. Somewhat Impacted = 35
3. Neutral = 10
4. Not Really Impacted = 3
5. Not Impacted at All = 4



18. How much is your decision to participate in Envirothon impacted by... Funding needed to participate

1. Very Impacted = 19
2. Somewhat Impacted = 46
3. Neutral = 38
4. Not Really Impacted = 22
5. Not Impacted at All = 16

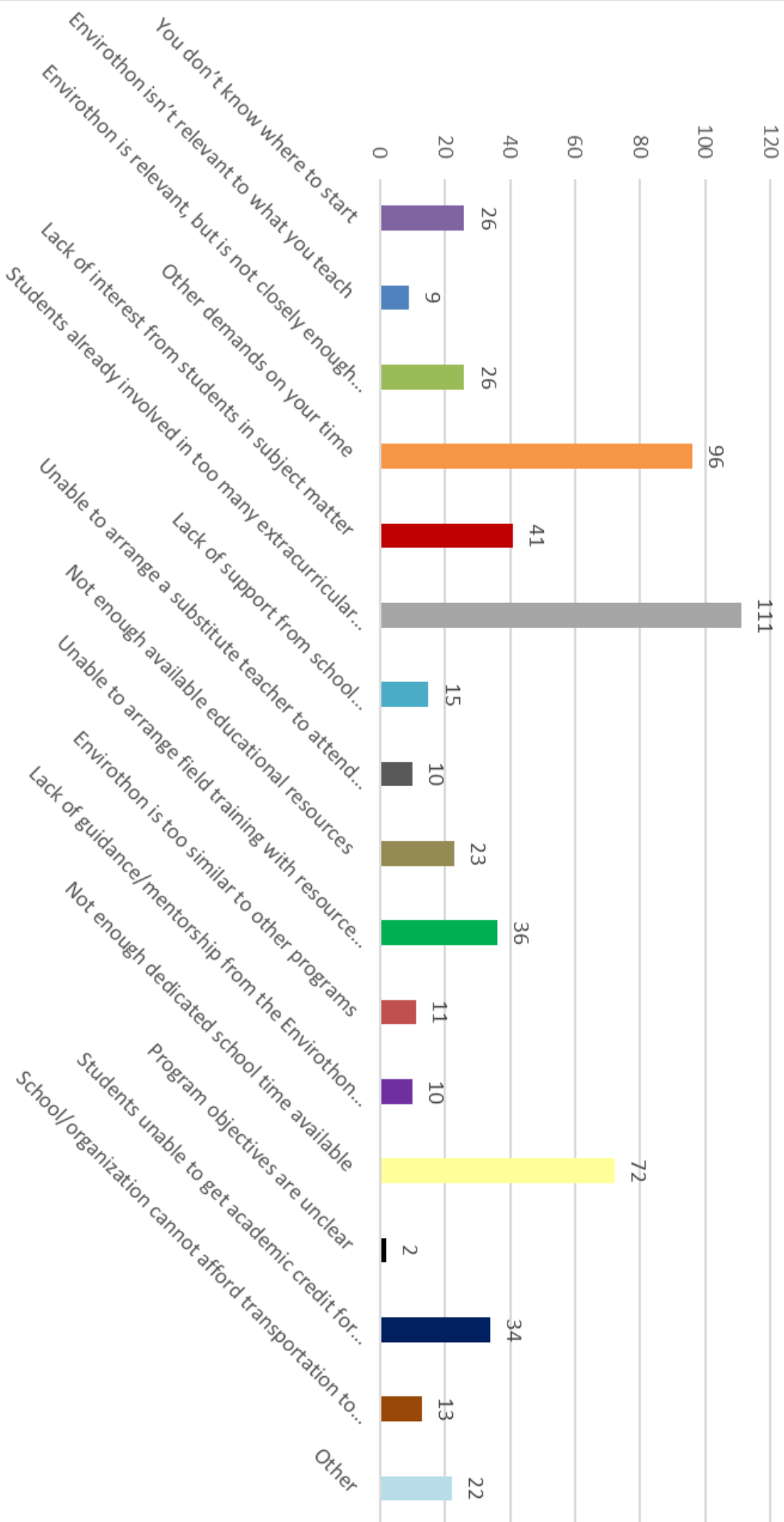


19. In your opinion, which of the following are challenges to being an Envirothon Advisor at your school/organization...

- a. You don't know where to start = 26
- b. Envirothon isn't relevant to what you teach = 9
- c. Envirothon is relevant, but is not closely enough aligned with educational standards = 26
- d. Other demands on your time = 96
- e. Lack of interest from students in subject matter = 41
- f. Students already involved in too many extracurricular activities = 111
- g. Lack of support from school administration/organization leadership = 15
- h. Unable to arrange a substitute teacher to attend competition(s) = 10
- i. Not enough available educational resources = 23
- j. Unable to arrange field training with resource professionals for students = 36
- k. Envirothon is too similar to other programs, like Science Olympiad or Future Farmers of America (FFA) = 11
- l. Lack of guidance/mentorship from the Envirothon program = 10
- m. Not enough dedicated school time available = 72
- n. Program objectives are unclear = 2
- o. Students unable to get academic credit for participation = 34
- p. School/organization cannot afford transportation to trainings/competitions = 13
- q. Other (please explain) = 22
 - 1. time
 - 2. I feel like I need to explain some of the inconsistency in my answers. In the past, we had no problem securing transportation and substitute teachers to attend competitions. We were even able to bring our students to a program our county put together to help students prepare two years ago, without any question. However, the district has now cut the Envirothon program from the budget, so we will not be able to participate in anything this year. We won't be able to secure substitutes or transportation for the 2021 competition.
 - 3. I am on the board and a judge
 - 4. I am the ED of a non-profit youth development org. Our Teams are with kids who school do not offer the program.
 - 5. Too much farm and not environmental. This should not be FFA
 - 6. Not a teacher
 - 7. FFA is not called Future Farmers of America anymore, just FFA :)
 - 8. Everything is now online. We live in a very rural area and many of my students do not have reliable internet or enough data to access the website as much as they would like. I am not able to print out hard copies for students due to district budget constraints.
 - 9. finding the right kids
 - 10. finding students willing to spend the time to prepare when there is no direct correlation with their scheduled classes
 - 11. Details and Depth of knowledge of each content area. Some is too advanced for beginner learners.
 - 12. There needs to be a middle school feeder Envirothon program
 - 13. I am an English teacher, so it is somewhat difficult to make a correlation between the Envirothon materials and my own discipline.
 - 14. Students are not trained to memorize/retain material as is necessary for success in this event.

15. Facilitating student engagement if not in the classroom
16. State Envirothon and Science Olympiad State Competitions usually conflict causing students to choose which to participate. It would be nice to consult with both programs to avoid conflicting competition dates .
17. The students find the competition boring since it is so academic and many do not see the relevance
18. Science staff has taken no interest, Already an FFA advisor, new staff at natural resource office not very informed or helpful
19. we conduct our envirothon as a part of our homeschool cooperative and finding the time to schedule study sessions during time slots that are already full with essential classes is very difficult
20. Not enough teams in our region
21. FFA and Envirothon work very nicely together. It is not a challenge but a benefit that connects CDE's to Envirothon and allows students to increase their environmental knowledge.
22. We are just starting in the school system so some of these may be issues I will now face as I recommend an Envirothon team for her new school RTHS in Durham

In your opinion, which of the following are challenges to being an Envirothon Advisor at your school/organization?



20. What are your biggest challenges of being an Envirothon Advisor?

1. Limited cooperation from school.
2. Time
3. Getting students to commit
4. Finding students who have the time to learn the material and that want to take time to learn the material
5. I'd say finding students who want to participate and then getting academic credit for it.
6. Students are already in many other activities.
7. Finding enough time to get the students adequately prepared
8. The time and energy required to coach a team.
9. "Selling" the program to students. It's hard to convince them that it is fun when you describe the program. Once we have a team, they always come back. In the past, we have always had an experienced team and a new team attend the regional competition. New extracurricular activities in our district made that impossible during the last two school years.
10. getting students all together to study
11. schedule conflict for state competition with spring sports, our region has less than a week to prepare for states after regionals
12. time
13. Lack of resources and guidance at state level; expanse of knowledge needed
14. The unfairness as a public school of competing against a residential, theocratic, independent-curriculum, private school.
15. Finding time for the students
16. amount of time spent to prepare a team outside of school hours, and so many other activities/responsibilities in addition to Envirothon
17. The competition in Kentucky is during the
18. Lack of student interest and no Natural Resources course taught during the school year.
19. Time commitment
20. Finding time that works for all students to meet around other extra-curricular activities.
21. Organizing student training so they are engaged but not overwhelmed
22. Keeping everyone motivated, fieldtrip forms and approval
23. Preparation time. The amount of time that it takes to be competitive is more than any other contest that I have ever prepared for.
24. Finding time for students to study and work together during the school day.
25. Student commitment
26. Don't know what some of the objectives are
27. There is a private school in our area that has the ability to spend A LOT more time studying for the competition than public schools can. They win easily every year (at least 10 years in a row) and it's really hard to motivate students to study for something they know they can't win. I had a team with five of the top seven students in my building and we still finished in 2nd place over 100 points behind the private school.
28. Recruiting dedicated students
29. Time
30. review materials
31. Available time for students to study/practice the material
32. Students are too busy to meet often, no school time allocated for it.
33. getting students interested and once interested to get them together at the same time for practice
34. keeping students motivated and getting students to learn the subject material

35. student interest and time to attend workshops
36. Getting students to commit to studying
37. Finding time with the students to study
38. Time and Dedication to my welding vocation(desire to do my very best for these students I teach that put faith in me to get them a good welding experience.
39. New to high school
40. getting students involved
41. Time commitment and travel required for state competition
42. Finding the time to create new, engaging experiences for such an academically diverse group of kids
43. Envirothon isn't relevant to what teach
44. Many students are overloaded with activities and it's hard to find time for Envirothon.
45. I teach mainly Seniors, so getting younger students to participate is always challenging and then most of my participants graduate, thus I am having to restart a team almost every year.
46. Sports events scheduled on similar days to competitions and sports coaches are inflexible
47. finding students who can commit to the time challenge. Small school and students are spread thin
48. Over abundance of information out there for coaching but it should get honed in to make it simpler. Getting students motivated and the spring is already very busy.
49. Not being allowed to go to the trainings due to lack of subs, and lack of student commitment
50. Time outside of school day
51. Getting good quality students
52. Expanding the reach
53. Finding time to review my teams presentations
54. keeping students motivated throughout the long months of preparing for a competition
55. Student interest and preparing students for envirothon while also for FFA contests
56. Time investment
57. finding students that are interested in participating that have free time - this competition requires a LOT of outside content
58. Students involved in many other activities.
59. Enough time to cover all content
60. Unfamiliarity with the Envirothon content which limits how effective I can be in coaching students and lack of resources or guidance in where to turn
61. Time
62. Preparing students adequately
63. not enough time to work with students
64. Sometimes finding students willing to do the work
65. Being able to learn and help students learn the huge amount of material. We don't have a dedicated class time like some places have so my students only get to meet once a week.
66. Not having the time in the school day for regular participation for the students
67. Finding time to cover scope of material
68. Finding the time to work with students
69. not enough dedicated school time available
70. Time
71. Lack of time to work with my students
72. Time
73. Level of expectations in each category of the competition change from year to year depending on the host state

74. The state gives us a week that coincides with AP testing to prepare for the oral component so students are focused on other things.
75. Kids are going to newer events
76. finding time to prepare students in a classroom setting
77. Student Interest...if it related to course credit, that would help!
78. Costs for Traveling
79. time
80. Making sure I have the materials to train a team
81. getting ALL the students to practice together. Getting students to study away from practice
82. Finding time to meet with students and lack of district funds
83. student interest, money
84. None really, I had full school support.
85. Time
86. Getting students involved in the program. They don't know what it is and the name doesn't really give a good overview
87. time
88. Time
89. Student scheduling conflicts
90. Time with students and making sure I'm on the right track regarding material covered
91. Until this year, we didn't offer an environmental science class, so my students have always been outgunned by other schools, since my students are just doing this in their free time as part of a club that meets once a month.
92. Trying to not overwhelm the new students with the advanced curriculum. KEEPING their interest. A more basic overview of each topic to not overwhelm the students.
93. Student interest in a program that requires extra work above the classroom content.
94. I feel like I need more resources to adequately train kids who no nothing about Envirothon
95. Developing student interest in a multimedia frenzy world and fighting the counter cultural stigma of being environmental aware.
96. The biggest challenge is finding a time when all of my teams can get together. They are always busy with a multitude of other things.
97. My biggest challenge is teaching students how to study.
98. Recruiting and retaining students, getting students to commit to the time it takes to really learn material, having students back out because of sports
99. Just finding enough time.
100. Small school size and many students with competing with other extracurricular activities.
101. Digesting all the reading on the CI and coming up with interesting lesson plans on top of my every day school work.
102. Time and student commitment
103. Make sure we get practices in with the whole team and everybody is studying on there own time as well
104. time to practice and parent involvement
105. Finding enough kids to participate and come to training.
106. I wish I had more dedicated time for my students to prepare for competition.
107. My lack of content knowledge-Luckily I have help with that
108. Finding enough time. Both during school for student involvement, and outside of school to prep lessons. I wish there were basic lessons prepared that we could "plug and play" with our group to introduce each of the focus areas that would then make it easier to branch out from there.

109. Finding teachers to take over as Advisor's
110. Finding time to practice
111. Students that are interested and have the time to attend meetings/practice - learn
112. Already an FFA advisor
113. Finding time between being a teacher, FFA Advisor and helping with Envirothon.
114. Other demands of time
115. juggling students extra curricular schedules to find the best time to meet and accommodate everyone
116. Time needed to prepare.
117. Students Time
118. Student dedication.
119. Students preparing for State Presentation (Indiana)
120. Time--students spread thin with other activities and we must do this after school hours
121. No issues other than getting kids involved and finding times they can prepare outside of the school day.
122. Finding time for prepping students.
123. See above
124. As always....time.
125. sharing students with FFA
126. time probably and getting the students to study on their own.
127. There is a lot of material to learn and having enough time to learn it well

21. What advice would you give a new Envirothon advisor?

1. Find a mentor!
2. Be flexible
3. Stay focused and stay passionate
4. Go on youtube and look at Enviorthon videos
5. Start little bits at a time.
6. Set goals to teach topics and train younger teams to start.
7. Go on line and check out all the resources that your state has to offer about the Envirothon
8. Get help. Solicit community collaboration and help from subject matter experts.
9. Once you have a team, provide each member access to the study guides put out by your region and state. Suggest that each team member focus on one of the categories, so they can be the team expert on that category. All of the members should have expertise in the current issue, as they are working together on the presentation. Once the current issue problem is out, you will need to help a new team break the problem down. Make sure they have the judges score sheet to refer to as they develop their presentation, so they stay focused on what the judges are going to be looking for.
10. Read the Nebr. NRD website first; visit a veteran Envir. coach
11. try to get class on schedule as an elective for 2nd semester
12. I am also FFA advisor, FFA events come first
13. Contact foresters, wildlife officials, etc
14. Relax about the overwhelm; the competition is only a game; the kids love it; the content is so relevant at the core that you cannot lose.
15. Be patient, Don't give up, Talk to advisors that have been in it for a while.
16. Find very motivated students who really want to do it and work with them in hands-on practice outside class time. Use as a motivational tool for students to get engaged
17. Use the resources available
18. To make it fun for the kids and engage their passions

19. Embrace it.
20. To start small in scope and let student interest drive training until you have experienced a few competitions.
21. Jump in you'll love it
22. Find a partner. It is extremely hard to prep students with all of the resources all by yourself.
23. Be patient- a team takes 3 years to build. Enjoy the process!
24. Use the resource professionals to help get students enthused about the program.
25. Figure out what the contest is from another teacher and go to the workshops
26. Make sure you make it clear to prospective students that this will take up a lot of their time if they want to be successful.
27. Encourage your students and make the training as fun/interesting as possible.
28. Use the local district resources
29. kids need guidance
30. Stay positive and it is about finding kids that enjoy it not training to 'win'
31. don't force the contest. introduce it in class and create the interest from there.
32. find a mentor or resource professional who can assist you in developing your school's program
33. recruit students who are excited about environmental issues
34. Don't stress over scores. It is all about participation
35. Feed the kids and they will come to practices after school
36. Remember, it is about THEM and THEIR success, you are along for the ride if they succeed and be quick to personally accept their shortfalls so they are motivated to keep trying AND learning. Always use the word "WE" not "YOU"
37. Do it
38. You must give it a try, very rewarding
39. Participate at one pace/level. Just go and enjoy process, don't try to win the whole competition the first year.
40. Make the program based on student interest and motivation. It's supposed to be fun and is as much about team building skills as it is the science content.
41. Read as much information from the Envirothon website as possible, this will give you a good idea about this program.
42. Network with other advisors who will help you solve any problems/obstacles.
43. Go for it! This can be a much or as little time commitment as you want. Help guide the kids and let them go. GREAT inquiry opportunity and PBL.
44. Network with other coaches and reach out to Envirothon organizers for resources; Attend all workshops and training sessions
45. partner with another school or coach who is willing to tutor/mentor
46. Get acquainted with your conservation district office staff.
47. Recruit lots of kids because some will drop out as you go
48. Try to incorporate the competition into your class
49. Give a whirl
50. Be patient and diligent
51. Get as many kids to the workshops as you can.
52. reach out and connect with local resource offices
53. Start small and work your way up
54. Stay organized!
55. It's a worthwhile endeavor; involve another adult if possible
56. make it fun

57. Stay dedicated and the students will continue to amaze you.
58. Use web-site
59. Reach out to professionals in the fields related to Envirothon content for help
60. Just dig in and have fun!
61. Just do it!
62. Attend a workshop
63. work closely with science teachers to assist
64. Find as many experts as you can who are willing to talk with the students.
65. Reach out to other schools in your area that have established teams and see what advice they
66. try to find time to create reviews and build on those year after year
67. Jump in, with the kids. Learn as you go
68. Have fun with it!
69. Contact another advisor who has done it before.
70. Find interested/motivated students, go for it and have fun
71. assign topics early
72. You have to have support from school admin
73. it is evident that this program is worth your time once you go to a local competition and see your students participating
74. It's great! Hang in there! Over come the obstacles, its worth it. Rely on support from your local Soil & Water Conservation office!
75. Find a few very motivated students
76. hang in there; it gets easier
77. Research and have fun with it.
78. Must be dedicated. You must do research to find answers BEFORE you engage with your team members.
79. it is a lot of work but worth it. Get outside people from community to help
80. You don't need to know everything. There are many good resource people to help you and the students learn the material. Plus, students love it!
81. Just do what you can. The experience is what matters the most, not winning.
82. It's a really fun experience but some of the training can be difficult if you don't have a class.
83. be creative
84. Reach out to the program coordinators, trainer, and local agencies for help
85. Make a plan. Be consistent with working with students. Involve them in decision making.
86. Just try it! The kids will love being outside and learning about nature.
87. Start small. Take basics of each topic to teach and do an activity.
88. Ask for help; go the local trainings; study the Advisor Handbook
89. This is a huge event that requires a lot of resources and time. Find other teachers to get advice from.
90. Make the experience fun for both yourself and the students involved.
91. Find students with an interest in the environment, not necessarily the most book smart.
92. Don't expect to win the first year. Start with a young team and groom them to improve each year. Have older members mentor younger members. Focus on what your interested in or what's relevant to your program first.
93. Ask for help - the Arizona Envirothon staff is AMAZING!!!
94. Start with a young team that have many years to learn the Envirothon material.
95. Be organized!
96. Start small
97. Be patient and always in courage your students to do there best
98. Start at the local NRCS office

99. Make sure you get trainers to come in and teach your students.
100. Find a colleague who is a veteran Envirothon advisor to walk you through the first year.
101. just do it, it's good for the planet
102. Let the kids take the lead!
103. Teachers are required to support at least one club, choose the Envirothon, you will receive support from your District and all resources needed to develop Environmental Stewards.
104. try it you will like it
105. Spend time and develop time in each class to do a couple days of envirothon a month to try and gain interest and relationship to lives
106. Go for it! You will never regret the educational opportunity you bring to the students.
107. contact your local conservation district for help - our local office is a wonderful source for materials and advice!
108. Provide students with the resources and do all the secretarial work but don't feel like you have to teach the students everything. It is there job to learn the material. They have to be self motivated!
109. You Must be a Motivator!
110. Do it!!! It is an amazing organization that is beneficial to both students and advisors. My students have gained so much knowledge and confidence from this program and I have gained expert professional development and contacts through this program that are second to no other program I have been involved in.
111. Contact your SWCD for resources. Put some time into preparation. Participate in a regional event.
112. Just try it! It takes a few years to really understand what is needed to prep a team, so keep going
113. Just jump in, its a great time. Start off relaxed and take it easy, with the right students who enjoy the topic it is not difficult to prepare a team.
114. Get kids started at a young age and motivate them.
115. reserve busses and substitutes very early to ensure participation!
116. Give it a try, it's a great program.
117. Give it a try and see if it's something your students would like
118. Get the students involved early in the year and break down their material into small monthly goals so they get through it all before end of Feb in time to review and retrain. SEt up field trips early to get the most out of each season for topics you cannot train for outside during winter and to get them engaged early on to see that they will have a team and some fun during all the hard studying to make it pay off.
119. We have never competed very well. I would be looking for advice not giving it.

22. How many hours per week do you or did you spend on Envirothon team training?

1. 4-5 hours per week
2. when training ... 7
3. 15-20
4. 3
5. 1
6. 5 hours per week for 3 weeks before the event, plus students are in natural resources class.
7. 5-6
8. 6 hr for 3-4 weeks
9. N/A
10. 2
11. 1 hour per week until the current issue problem is released, then we usually tried to meet for 2-4 hours a week depending on the availability of the team members.
12. depends on the year, students background

13. 2
14. very little
15. 2-3 hours per week
16. When students were motivated, 20-25 hrs/wk; when not, maybe half that.
17. 8-10
18. in the 2 months prior, probably 2-3 hours per week--but not all members could attend each practice
19. 5
20. 6-10
21. Less than 1 but as it gets closer we go multiple days a week.
22. 1 hour per week
23. On average, about an hour - 1.5 hrs a week
24. 4-5
25. 2-6 depending on the time of year
26. 2
27. Second semester 1 hour a week for a month before the contest
28. At least three, but up to 7 1/2 as we get closer to the completion.
29. 1
30. 1
31. 1
32. 8 - 12 hours per week
33. 30 mins
34. 10 hours per contest
35. 6 hours per week for a semester
36. 3
37. 1
38. 1.5-2 and up to 3-4 closer to competition
39. Between 8 and 12 hours either with whole team or individuals
40. 1-2
41. my program covers all areas throughout the teaching year, so hard to determine hrs per week
42. 1-2
43. 2
44. 1~2
45. One
46. 1 hour Oct to April
47. 3
48. 4
49. A couple hours per week leading into Envirothon
50. 1
51. 1-2
52. Not much
53. 4-10
54. 1
55. about 7 hours a week throughout one semester of school
56. 1-2 maybe?
57. 5
58. 2
59. 2

60. six
61. 5 hours per week
62. 1
63. 3 to 5
64. 2
65. 3-5
66. Rarely half an hour to an hour in the month before the event.
67. Varies
68. not nearly enough!
69. Not many
70. Around 10 to 15, sometimes more if a field trip or field experience was scheduled.
71. 1/2 an hour at best
72. 2
73. 0.5 to 1 hour per week
74. Not enough
75. I had 1 hour a week with my students that was split into 2 30 minute sessions.
76. 2-4
77. 3
78. Almost none, our environmental club builds camaraderie with each other doing other things.
79. 2-3
80. n/a because I do not have scheduled time with participating students (other than a couple of training sessions with DCNR/Game Commission ed specialists)
81. 3
82. 1-2 per week [I ran it as an after school club]
83. about 5 the month before competitions. None otherwise.
84. 2-4 hours a week
85. 4+ after school
86. 1/2 hour
87. 4-6
88. I had a class in Envirothon as part of the electives for students so I had 45 minutes 3X/week plus field trips and after school time when needed.
89. 3
90. 1-2
91. 2
92. 3
93. 2
94. One hour per week with the team. 2-3 hours preparing for the team.
95. Almost zero. I usually have someone from the county come out for 2 hrs, and then I left the rest up to the students.
96. one
97. 3
98. 2
99. 2
100. One or two - They do most of the training on their own online.
101. 1 hour
102. 2-4
103. 1-2 hours a week

104. 2-3
105. 3
106. 3
107. 3 hours
108. 3-4 hours
109. 2
110. An average of probably 1-2 hours.
111. 1-3 depending on the week
112. I had time with students for 1.5 hours about twice a month throughout the academic school year. Students sometimes volunteered to come to additional trainings on evenings or weekends.
113. 10 - 15
114. Depends on the team and their time availability
115. Not enough
116. 1 to 2 hours
117. dictated by teachers
118. 1-2
119. 1
120. 15+
121. 3-6 hours minimum
122. So much of the event ties into our agriculture ed curriculum and other activities we already compete in. It is a continuous process for my program.
123. 3-4
124. 5 hours per week for about 2 months. (In class activities, etc.)
125. 3
126. We would meet twice a month for about an hour and a half. Many students would come late or leave early, depending on other obligations.
127. 2-4 hours depending how close to the competition date
128. I suggested 5 hours of study each week at home and bi-weekly meetings
129. 0.5

23. If you could choose one thing to change about the Envirothon program, what would it be?

1. Too many "moving parts".
2. Time when Nationals is held
3. Not last week of July...too close to the start of school
4. needs to be in line with the school standards that teachers have to teach by
5. I think I would rethink the topic areas and see if some of them could be adapted or changed.
6. Need the ability to substitute team members when going from one level to another. Have missed state before because not all members could attend and substitutions are not allowed.
7. Finding ways to get the program and its benefits out to the schools that are not currently involved
8. time of year?
9. Encourage more community collaboration. Relying on teachers to be coaches is not sustainable.
10. I can't think of anything.
11. structure to state competition and worry about nationals later because it really only effects one school
12. schedule conflict which I don't think is solvable, some school will always have a conflict
13. Make the objectives more aligned with AP Environmental Science
14. Prohibit private schools; it's un-democratic, an unfair advantage, and an un-level playing field.
15. State comp wouldn't be 2 days

16. The Saturday contest date
17. nothing
18. See my comments above
19. Help teachers link with professionals for advice and career insight
20. It is sometimes difficult to get a second chaperone
21. Good as is.
22. Ability to have professionals in the resource areas work with students more.
23. Most teachers I work with love the program.
24. More outlines curriculum
25. Have separate public and private school "divisions" to give public school students a better chance to win their State competitions.
26. I can't think of anything I would change.
27. Reduce special topic presentation. Too long
28. allow middle school teams to have their own opportunity to compete at the state level also
29. It is not FFA stop making every years prompt in VA about running and managing livestock and farms! We have no farmers in our school and kids want to solve environmental problems. This should be natural resources and environmental science not agricultural sciences or it needs to be rebranded.
30. simpler explanation of current issues portion. Sometimes the information is too technical.
31. Nothing--it's a great program!
32. need support from professionals in the fields of forestry, aquatics, soils and wildlife
33. Remove the oral
34. Better resources from certain subjects-resources that follow more closely to the national level competition
35. Align it more closely to the ENR contest that FFA has at the national level. This would certainly improve exposure and offer greater acceptance amongst a very curriculum aligned program
36. Not sure
37. More marketing of this great activity
38. Find a way to make it a school subsidized program or get funding at state level to pay for it, so students/teachers don't have to spend their own money on it.
39. Maybe a few boxed lessons to help teach the material as a starting place for ideas.
40. The format of Envirothon China Regional Round becomes very different from the NCF Envirothon. This year's regional round has been changed into an individual test, and we prefer to have a team test from the very beginning.
41. I would like to support the schools who struggle financially to participate in Envirothon.
42. There are a lot of training materials that could be created in 3-5 minute videos that could be helpful for everyone, especially new advisors and younger teams. I am lucky that our SWCD has local training, however if you miss them, you miss the materials. It would be great to have them in video form and then the training could have more of a Q&A component to them. Also, it would be great to have a 2-5 minute overview of the essence of the years topic. I teach in an urban/sub-urban county and many of the topics recently, my student have 0% knowledge of nor where to start. A short video on what "Western Rangeland Management" is would be helpful, especially being in the East and having no rangelands within 100 miles of us to go visit.
43. More local training days or workshops, fall and spring AND Academic/science or Agriculture credit
44. find a way for presentation scores to be less subjective. Other than that, which to me is a minor thing, the program is wonderful
45. To make things easier to access and updated more frequently to allow for planning
46. More hands on in person trainings for the students
47. Funding source for teachers to be out of class
48. It is fine as is.

49. Secrecy over old test questions.
50. I would be interested in having some workshops scheduled after school rather than weekends. It may be easier to get students to attend them.
51. have more competitions on the local or regional level - similar to the Science Olympiad Invitationals
52. Making sure the exam itself matches the resource material.
53. Promote the program outside of schools, to other youth oriented groups like scouts, 4H, clubs
54. emphasis on career development
55. standards more clear. a specific tree/plant list or animal list.
56. I would like to receive the competition's information earlier in the school year so we can better prepare for the competition.
57. Narrow down the amount of info covered in each topic at local level. Amount is overwhelming for small groups to prepare for.
58. Clearer guidance in how to prepare students
59. Already noted.
60. Make it more like FFA environmental and natural resources contest (Two birds, one stone two birds, one stone)
61. more hands on activities
62. I would pare down the amount of information required to learn by removing extraneous articles. I'd like it to be focused and not have so much reading material to wade through.
63. I would like to get the current topic sooner so we would have more time to work on it
64. Smaller scope
65. the timing - very difficult to miss school at the end of the year when we go to the state competition. The competition is typically held during the last to second to last week of school. With finals, students are very stressed at that time.
66. Please provide multiple hard copies of information and call recordings. Not all students everywhere have reliable access to the internet.
67. Oral component of the state envirothon.
68. Less overbearing with rules at the NCF International level
69. Stop taking greenwash donations from companies like Smithfield and Shell
70. N/A
71. promotional materials directed to students specifying the benefits of participation on the Envirothon
72. Possible High School Course Credit
73. Provide stipend to advisors
74. the terrible state materials. they desperately need to be revised. it isn't clear what organisms the kids are supposed to know.
75. Once a team wins they can not compete again.
76. the required number of team members of 5. if a team drops a member after district level competition, let the others compete. Adding a new member just before the State level is not enough time to properly train that member. Then they become a distraction to the rest.
77. Have the training be outside and more like the real competition
78. Keep it hands on and update the forestry program to current material in use by foresters in the field.
79. More training with equipment
80. in-school time
81. A clearer outline of what should be covered
82. I would let the high school competition get a little bit of learning the day of like the middle school kids get, not JUST the test.
83. Advancement of details

84. add more performance skills to find answers to questions, using equipment.
85. The ability to get academic credit would help get more interested students involved.
86. Allowing students to see their results from their testing, just providing percentages and not giving the assessments back so students can LEARN from their mistakes is crucial to their LEARNING.
87. I have no complaints about the program itself just with my own ability to get them together for training.
88. I would make the topics less comprehensive. Students are not prepared to memorize/retain that much information. This is not something they are required to do in school anymore and I don't have the class time necessary to teach study skills as well.
89. Environmental Science incorporates a large body of knowledge that includes all areas of science. It's a tremendous amount of information to try to gain in a short time frame. It would be nice if the event could either retain a more narrow focus (like instead of having the four content areas be wide open as far as what's on the test, maybe have the special topic and everything relates to it that year. For example, how does forest management relate to... what role does soil play in... This would give students the opportunity to not only learn theory, but to really dig into the application of theory.
90. Nothing!
91. CI needs to be given out sooner so we can read it all and pit together fun lessons.
92. Make it a class
93. More help from other science teachers
94. I'm not sure.
95. I already answered this above.
96. I wish there were basic lessons prepared that we could "plug and play" with our group to introduce each of the focus areas that would then make it easier to branch out from there. Also, more practice material - maybe an online site where we could log in and do practice tests in a "gamified" way.
97. I would like to see Envirothon integrated into the Science curriculum in all middle & high schools :)
98. Make it less academic testing, more field work, equip the coaches with training -- especially the new ones
99. It is a great program but don't know if it is being marketed out to schools to really showcase what a great opportunity it is.
100. Identify key items to read over in the text.
101. All schools should have to participate and compete. Schools should be graded on their ability to get this information to the kids, as it affects all of us.
102. each student gets a participation certificate - as homeschoolers, those types of materials in a portfolio are effective at showing evaluators what the student has done throughout the school year. It doesn't have to be anything fancy, just a generic certificate congratulating the student for participating in the "year" contest
103. More active teams in our region. We've had multiple training sessions canceled due to low participation.
104. Change tests
105. Ability to tie Envirothon to current NGSS and AFNR standards
106. Nothing
107. NA
108. Add as much Hands On as possible.
109. I cannot think of anything. Our local competition is perfectly organized and executed.
110. I don't have enough experience yet. We completed in regionals, which was awesome. We made it to state, but state was cancelled due to Covid.
111. Change it to fall maybe?
112. make it a course!
113. Scheduled training - seasonally targeted - such as forestry in early Sept before all the leaves fall and again late Feb

114. Getting professionals into our classrooms is going to become very difficult. Can these professionals make recording/videos or be available for teleconference?

24. Other Comments on how the NCF-Envirothon can increase participation and be accessible for a greater audience?

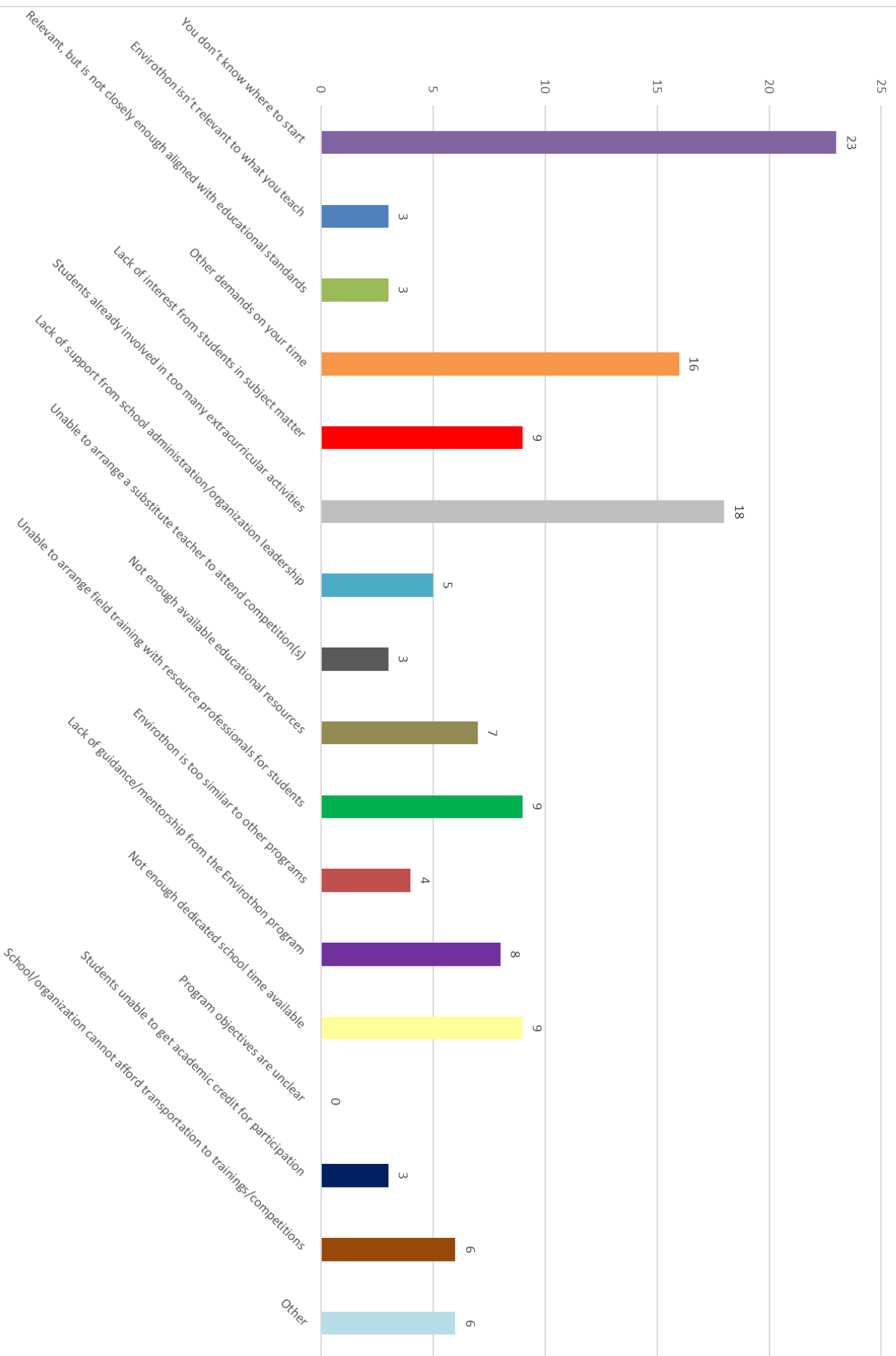
1. Students need to receive credit for all the work they put into it. Teachers/coaches need to receive credit for their time and energy as well
2. One of the positives about the Envirothon was its similarity to other ag education competitions that could be adaptable to the competition. However in Kansas it seemed the soils component carried the contest.
3. Reduce special topic time. Too long. Maybe make the presentation be on the spot topic.
4. Could there be grants and/or scholarships for schools that struggle to finance the entry fee and transportation?
5. Correlate with NGSS standards. Provide curriculum and resources for phenomenon-based storylines to pique student interest and foster engagement!
6. more smaller competition - its hard to gear a team up allllllll year long for a spring competition.
7. It seems that an overwhelming amount of the content is on identifying organisms, which is ok but understanding environmental issues are so much more important than recognizing a creature that you are probably never going to encounter.
8. Just a comment - The Arizona Committee really did a great job of helping and being supportive of the teams
9. linking up with home school associations across the state

III. Educator who has NEVER participated in Envirothon before – 34 total respondents

1. In your opinion, which of the following are challenges to becoming an Envirothon Advisor at your school/organization...(check all that apply)

- a. You don't know where to start = 23
- b. Envirothon isn't relevant to what you teach = 3
- c. Envirothon is relevant, but is not closely enough aligned with educational standards that apply = 3
- d. Other demands on your time = 16
- e. Lack of interest from students in subject matter = 9
- f. Students already involved in too many extracurricular activities = 18
- g. Lack of support from school administration/organization leadership = 5
- h. Unable to arrange a substitute teacher to attend competition(s) = 3
- i. Not enough available educational resources = 7
- j. Unable to arrange field training with resource professionals for students = 9
- k. Envirothon is too similar to other programs, like Science Olympiad or Future Farmers of America (FFA) school/organization = 4
- l. Lack of guidance/mentorship from the Envirothon program = 8
- m. Not enough dedicated school time available = 9
- n. Program objectives are unclear = 0
- o. Students unable to get academic credit for participation = 3
- p. School/organization cannot afford transportation to trainings/competitions = 6
- q. Other (please explain) = 6
 - 1. School advisors are feeling stressed with other activities, and Envirothon takes back seat.
 - 2. Lack of info about what envirothon is
 - 3. I do not know what it is, what is required or how it works.
 - 4. COVID restrictions
 - 5. Scheduling conflict with another event in our area
 - 6. Inability for students to meet in non-school hours due to transportation issues or work commitments

In your opinion, which of the following are challenges to becoming an Envirothon Advisor at your school/organization?



2. Personally, what are your biggest barriers to becoming an Envirothon Advisor?

- a. Trying to convince students to commit to it, and not just at the last minute to get out of class.
- b. We already do range judging. It's hard to dedicate a whole semester to learning the material when there are so many other things we need to cover.
- c. Time
- d. There is a lot of information to cover and I don't know where to start. Would be much easier if I knew how the contest ran, like an advisor edition.
- e. Getting people signed up
- f. Lack of info about what envirothon is
- g. I just don't know where to start to train a team. I have had students show interest but I am not sure what to provide them for resources.
- h. Time and the unknown of the program
- i. The time when it is happening is during a busy time of year
- j. I don't know how to participate
- k. The biggest barriers are finding time to train and educate kids for the contest with their other school and social activities.
- l. Too overwhelmed to take on additional adjunct duties.
- m. I have no idea what this is, I am new to Nebraska and I don't recall having this opportunity in Wyoming
- n. Time. And recruitment.
- o. Not one who works for a school district.
- p. I do not know what it is.
- q. The time and conflict with FFA (required CTSO by the state).
- r. Time commitment
- s. As a new teacher, I am unclear on how to get started or how to prepare my students to do well.
- t. Time
- u. I have never heard of it before
- v. **To becoming a competent Envirothon Advisor - training/ mentorship/ resources/ & field training
- w. Too busy
- x. Scheduling is my biggest conflict it would fit perfect with the Natural Resources course that I teach
- y. Balancing the time commitment with other required duties.
- z. Time and preparing students for other competitions that happen at that same time.
- aa. Time and getting students interested
- bb. Not enough time in the day to complete the daily tasks along with additional
- cc. I don't know how to get started.
- dd. Time
- ee. Time
- ff. Finding a school to start with, need to get to know some educators

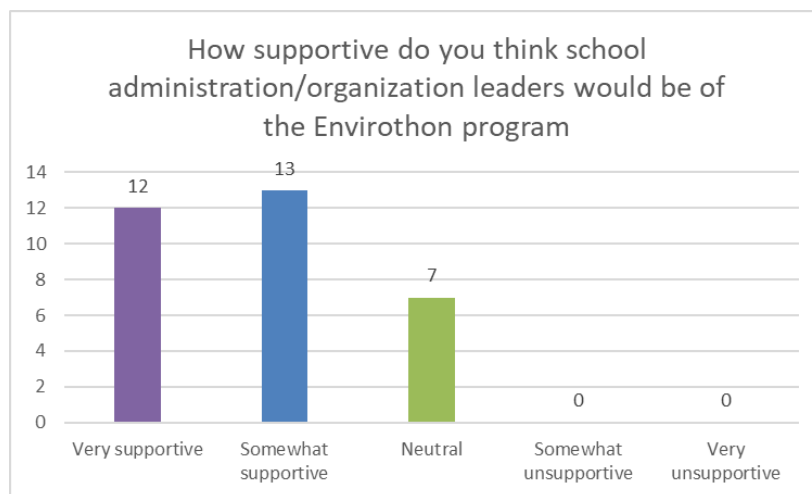
3. In your opinion, what additional guidance or materials would help you decide to participate in Envirothon as a team advisor?

- a. More awareness to school districts on the programs and the incentives.
- b. Online curriculum for independent study course
- c. Some videos that helped talk about the contest or covered the basics of a topic to get started.
- d. Sample tests, sets, examples
- e. info about what envirothon is
- f. Any and all help would be nice since I have never done this before. But who in our communities would be a helpful partner in training the team and myself also.

- g. Resources
- h. Curriculum align with the contest already made
- i. At this point, I am not looking to participate in Envirothon.
- j. a clear, easy to follow curriculum guide and resources
- k. I think I need to know what this is and receive regular updates
- l. Break down the content so it's easier to teach and give some ideas on how to present it
- m. Focused material suggestions. How to recruit.
- n. Step by step process on what is expected of advisor.
- o. Need to know when the trainings are in advance - at least 3 months - that is what it takes to organize fundraising, get funds approved (at least one month) and transportation. Last year we got less than 1 month notice and many of the trainings were during school holidays - please ask for our calendars.
- p. none
- q. I need the "Beginner's Guide" :)
- r. Mail me a paper to read, not a website
- s. Labs (links to purchase) / tools (links to purchase) required for students to do well during competition
- t. none
- u. Easy to follow modules to train my students.
- v. Training on how to prepare students
- w. The key components on being successful for my students.
- x. It was really difficult to get a hold of anyone about it. Once I made initial contact no one ever followed up.
- y. Clearly laid out guidance
- z. Not sure

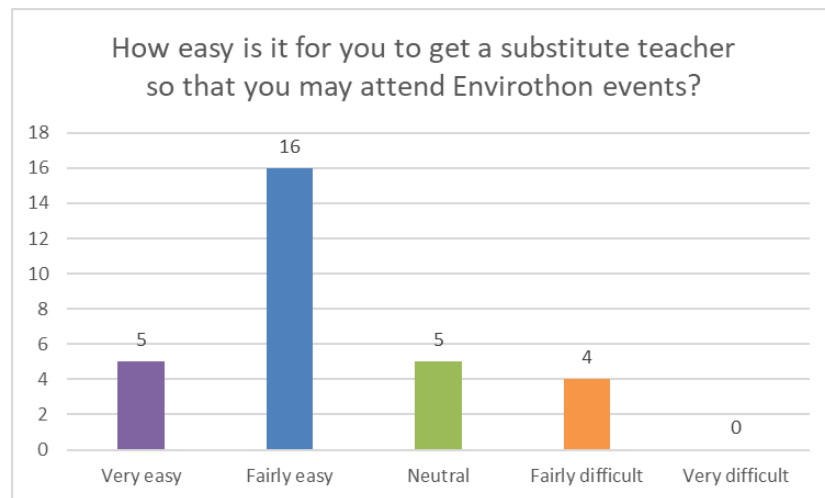
4. **How supportive do you think your school administrators/organization leaders would be of the Envirothon program?**

- a. Very supportive = 12
- b. Somewhat supportive = 13
- c. Neutral = 7
- d. Somewhat unsupportive = 0
- e. Very unsupportive = 0



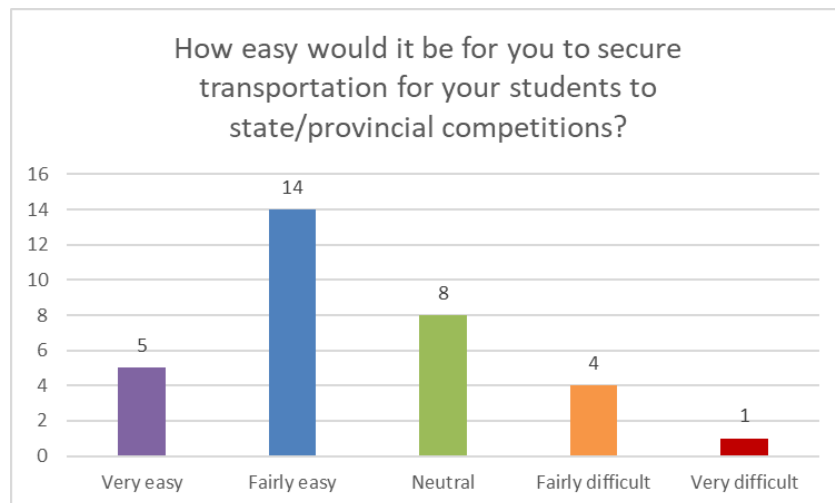
5. **If you are a teacher, how easy is it for you to get a substitute teacher so that you may attend Envirothon events?**

- a. Very easy = 5
- b. Fairly easy = 16
- c. Neutral = 5
- d. Fairly difficult = 4
- e. Very difficult = 0



6. **How easy would it be for you to secure transportation for your students to your state/provincial competition?**

- a. Very easy = 5
- b. Fairly easy = 14
- c. Neutral = 8
- d. Fairly difficult = 4
- e. Very difficult = 1



7. **Other Comments on how the NCF-Envirothon can increase participation and be accessible for a greater audience?**

1. I think more awareness to the school districts about the program and real-world connection to the competition is very important. I don't think school curriculum really knows how to connect to this competition.
2. Get info to supervisor about what the program is.
3. Not have it be such a long event.
4. Again, I have no idea what you are talking about.
5. "Again - we need more advance notice of trainings. They need to not be during our Spring breaks and not conflict with other school holidays.
6. Coordinate with FFA so that this doesn't conflict but offers another relevant competition for students to practice their skills. FFA is required CTSO for all Environmental Science/CTE courses."
7. Our school is small (as in TINY) and students are busy with many activities. The time of year it occurs can have conflicting events so it may be difficult to get student participation.
8. I am impressed by the hands-on challenges that the envirothon provides. I am eager to see first hand what topics are covered and get supplies so that I can prepare students to do well.

9. I would like to be involved with this. I usually find out about it too late. That is likely my fault, not the organizers. This year, I might make it part of my AP Environmental Science class.
10. Increase resources / break down topics to cover and tools students need to be familiar with to compete. Maybe find a way to supply teachers with said tools or create a better network of Envirothon mentors/ teachers/ professionals who can do webinars or guest speaking opportunities.
11. As a student I participated in Envirothon. As an FFA advisor I would love to participate now. However, if our Envirothon competition was moved to April we would participate.
12. Have a set of trivia modules for students to access and study online (kahoot, quizlet, quizzes, etc.)

IV. Student who has NEVER participated in Envirothon before – 2 total respondents

1. How did you initially find out about the Envirothon program?

- Social Media = 1
- Fellow student = 1

2. What challenges do you face to keep you from participating in Envirothon?

- a. Envirothon isn't relevant to what you are learning in school
- b. Regular school workload is too much = 1
- c. Lack of interest in subject matter
- d. Unable to find an interested teacher/advisor
- e. Too many other extracurricular activities
- f. Lack of support from school administration/organization leadership = 1
- g. Not enough educational resources
- h. Envirothon is too similar to other programs, like Science Olympiad or Future Farmers of America (FFA)
- i. Lack of guidance/mentorship through the Envirothon program
- j. Not enough dedicated school time available
- k. Unable to get academic credit for participation
- l. Participation costs are too high (to attend competitions, trainings, et cetera)
- m. Other (please explain) = 1
 - Unsure if my school participates

3. What do you see as your #1 biggest challenge or obstacle to participating in Envirothon?

1. Finding a group
2. The amount of stress it adds to my daily life

• What additional guidance or materials would help you or other potential students to get started with Envirothon?

1. School advertising
2. More publicity and marketing in schools because most people don't even know it exists