

# Gerald R. Culen

## Curriculum Vitae

### CONTACT INFORMATION

Associate Professor and Extension Specialist--Youth Development  
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### EDUCATIONAL BACKGROUND

*Doctor of Philosophy*, Southern Illinois University at Carbondale, 1994.

Major: Curriculum and Instruction, with specialization in Science and Environmental Education.

*Master of Science*, Southern Illinois University at Carbondale, 1984.

Major: Curriculum and Instruction, with specializations in Environmental Education and Natural Resources.

*Bachelor of Arts*, Southern Illinois University at Carbondale, 1975.

Major: Zoology, with minors in Botany and Education.

**Note:** I completed my Master's and Doctorate degrees over a 15 year period while working at Southern Illinois University in a full-time professional position.

### AREAS OF SPECIALIZATION

Youth Development.

Environmental and Natural Resources Education.

Curriculum Development, Implementation and Evaluation.

Afterschool Programs, Implementation and Evaluation.

Outdoor Education Programs and Program Development.

Camp Management and Facilities Operations.

### EMPLOYMENT HISTORY

**Current appointment:** Associate Professor/Extension Specialist assigned a 50% FTE in Extension, 30% FTE in teaching and 20% FTE in Research within the Department of Family, Youth and Community Sciences (FYCS) at the University of Florida (UF). Specific assignments as

follows:

***Extension Specialist-Youth Development*** (1994-present). The focus here is on the development of comprehensive and innovative educational programs in the areas of environmental education, natural resources, shooting sports and environmental issues. Emphasis is placed on the presentation of programs and in-service training for county faculty, camp staff and volunteers to meet the expanding programmatic needs in these areas. This includes the development of curricula that incorporate outdoor environmental education, conservation, marine ecology, land use, wildlife, and other natural resource topics into the 4-H Extension programs. Evaluation and assessment relative to the effectiveness of these educational programs is also a function of this position. The faculty member is part of the focus team for environmental education and is the Chair for the State Shooting Sports Committee providing leadership for events and activities. The Shooting Sports program is one of the largest 4-H programs in Florida.

***Children, Youth and Families at Risk*** (CYFAR) (2004-present). As Principle Investigator for CYFAR this faculty member is primarily responsible for program management, budgeting, and staff training. A Co-PI manages evaluation and individual projects with graduate students. County faculty participate in direct supervision of staff and program development. The current Sustainable Communities Project (SCP) grant continues through 2014 and consists of funding for two afterschool programs, one in Volusia and one in Seminole Counties. A previous funding cycle, New Communities Project (NCP), was also an afterschool program conducted in Polk and Bradford Counties. To date \$1,072,000 of grant funds have been awarded for these county Extension activities. Note: Additional program information can be found on page 32.

***Teaching*** (2003-present). Direct teaching responsibilities include Senior Seminar FYC 4931 and supervision of the Practicum/Internship course, FYC4941, which is a two or three credit hour requirement for all FYCS undergraduate majors. Approximately 200 students per year enroll in this course which is offered every semester. Additional teaching responsibilities include a graduate level course "Involving Youth in Community Issues" FYC 6331 and the second in a series of graduate seminars FYC6933 which is co-taught with another faculty member. The faculty member has graduate faculty status awarded 1996 and usually serves as chair or committee member for one or two graduate students each year. Tenure and promotion was granted in 2000.

### **Previous professional appointments**

***Interim Assistant Department Chair*** (2009-2013). Responsibilities included overall coordination and oversight of FYCS academic programs for the undergraduate and graduate levels. This position worked in close collaboration with the Department Chair, Graduate Coordinator, FYCS Curriculum Committee and Faculty to provide positive leadership and continued development of the academic programs in FYCS. Efforts included curriculum review/revision, new course proposal reviews, course load/teaching effort, and the supervision of two academic coordinators

***Undergraduate Coordinator*** (2004-2013). This portion of the position included responsibility for course assignments, scheduling, student learning outcomes and assessments, student recruitment and admissions. The Department had approximately 475-525 majors and a number of dual majors during my tenure as Undergraduate Coordinator. The Department also has two minors one in

FYCS and the other in Nonprofit Organizational Leadership with an approximate enrollment of 150.

***Assistant/Associate Professor, 4-H Youth Development Extension Specialist and Director of Environmental Programs and Camping.*** 4-H Department, University of Florida (1994-2004). Primary responsibility (75% Extension FTE) for Florida Extension Service's state-wide activities focusing on environmental education, natural resources and the 4-H Residential Camping Program. Provided leadership and direct support for curriculum development, design, implementation and evaluation of statewide environmental education activities, natural resource programs and outdoor education activities conducted by the Florida Extension. Peak activity involved 46 Florida County programs with over 100,000 youth and volunteer contacts. In addition, the faculty member had complete responsibility for the residential 4-H camping programs. This involved staff recruitment, training, program development, fund raising, 4-H camp advisory committees and the design and implementation of relevant in-service courses for county faculty. Typical camp programming engaged participants in outdoor education activities such as canoeing, overnight wilderness camping, interpretive hikes, environmental education, shooting sports and fishing. Specialty camps would involve students in a variety of conservation/natural resource programming areas such as forestry, wildlife and marine education. Specialized activities for these camps might involve presentations by career professionals, visits to research sites, and career awareness activities. The remaining 25% Administrative FTE for this position was directly responsible for the administration of the four residential camping facilities (Cherry Lake 4-H Center, Madison County; Cloverleaf 4-H Center, Lake Placid; Camp Ocala 4-H Center, Lake County; and Timpooshee 4-H Center, Niceville). These year-round facilities were operated under the Florida 4-H Foundation Inc. for the Institute of Food and Agricultural Sciences at UF. Each camp operated on an independent budgeting system developed with the assistance of the Camp Business Manager. These administrative responsibilities included all financial and operational aspects including marketing and promotion, educational programming for other than Extension clientele and food service operations. The combined overnight bed capacity was approximately 700. The total annual operating budget for these facilities, including state support, was approximately \$1,000,000 in 2000. Annual income generated through user fees, grants and contracts was in excess of \$650,000. This position was also responsible for the direct supervision of ten full time staff members, which included seven state funded positions. In addition, the centers employed up to 40 on call or seasonal staff at any given time.

***Program Director, Environmental Workshops.*** Touch of Nature Environmental Center, Southern Illinois University (1977-1994). Designed, implemented and evaluated K-12<sup>th</sup> grade residential environmental education/natural resource programs, Elderhostel programs, adult education and interpretive activities. These programs engaged youth and other populations in outdoor education programming that included backpacking, canoeing trips, wilderness treks, and on site residential experiences. The educational components of these programs focused on conservation and the use of natural resources with varied topics including wildlife management, soil conservation, forestry, wilderness preservation and other timely issues. Also worked in collaboration with other University Departments and K-12 schools in the development and implementation of teacher in-service and pre-service workshops, classes and grant projects in ecology, environmental issues, ornithology and nature photography. Responsibilities also included coordinating natural resource management activities and research projects conducted on the 3200-acre site. Administrative

responsibilities included marketing and promotion, staff training, scheduling, fund raising and coordinator for the Elderhostel programs. Supervised a staff of 4-6 full time and 6-10 seasonal staff.

***Lecturer, Science and Environmental Education. Curriculum and Instruction Department, Southern Illinois University, (1989-1990).*** The primary responsibilities for this position included the instruction of elementary science methods courses required for graduation from the teacher education program at Southern Illinois University. Course content centered on science, technology and societal issues. Additional instruction was provided in the areas of traditional classroom science methods, environmental studies, outdoor education and textbook evaluation.

## **PROFESSIONAL DEVELOPMENT ACTIVITIES AND CERTIFICATIONS**

LEAD 21, (2011-2012). A national leadership development program designed for the Land Grant System and partially sponsored by the USDA NIFA. Included thirteen days of training during three sessions.

Faculty Enhancement Opportunity Award, (2011). Support provided by UF Provost's Office to prepare and present a graduate level course on qualitative research design and methods. Taught at the University of Suriname in 2011.

LEAD IFAS (2010-2011) A University of Florida, Institute of Food and Agricultural Sciences (IFAS) leadership development institute. Included nine days of training over three sessions.

Project Learning Tree (PLT) Facilitator, (Current). UF School of Forest Resources and Conservation Extension environmental education program. Provides in-service training for forest resource related curriculum.

Extension Professional Development Award (2005). Provided support to develop a study abroad program in Belize on the topics of marine ecosystems and Maya history.

National Diffusion Network: Certified Trainer for Investigating and Evaluating Environmental Issues and Actions Environmental Education Program, (1992-2006). U.S. Department of Education. Five day training workshops conducted nationally and internationally for teachers and natural resource professionals.

Florida Elderhostel UF/IFAS Coordinator, (1995-2005). This position served as liaison between the University of Florida and the State and National Elderhostel Offices for the purpose of designing, scheduling, planning, marketing and implementing Elderhostel programs for the University of Florida. Also served in similar capacity at Southern Illinois University (1983-1994). Project WILD Facilitator, National environmental education program sponsored by Florida Fish and Wildlife Conservation Commission. Focused on wildlife resources and management.

Teacher Certification Illinois eligibility for 6<sup>th</sup>-12<sup>th</sup> grades effective August 1975.

## **TEACHING, ADVISING AND/OR INSTRUCTIONAL ACCOMPLISHMENTS**

## **Teaching Philosophy, Goals and Methods**

My teaching experiences have included children of all ages, high school level teaching, undergraduate and graduate course work and numerous experiences working with adults in formal and nonformal settings. In whatever setting or age group we engage in, teaching is always a dynamic process and social in nature. Therefore, teaching excellence is not just about pedagogical methods, but includes connecting to students, developing a rapport, being supportive, becoming a mentor and tapping into student interests. By understanding diverse teaching styles, and applying this to how students learn and in what context, we can maximize learning. The essence here is to instill in our students the desire to learn to learn and to extend learning to a lifelong pursuit.

I believe that curriculum design and instructional methods must not only provide the necessary content-based information but must provide the skills needed for the development of individuals capable of critical thinking, decision making and other higher level cognitive skills necessary to be successful in today's rapidly changing world. In my curriculum development efforts, courses, in-service programs and workshops I emphasize the need for research based information centered on instructional methods that produce the desired outcomes, impacts and behavior change. After any teaching experience should come reflection and self-assessment which are the heart of teaching excellence. It is not just a matter of asking what did my students learn but will they use this knowledge, can they apply it and how will they apply it. While we may never know the accomplishments that our students achieve we should always examine the potential long term impacts and outcomes of our teaching efforts. We owe this to our students and to ourselves.

## **Instructional Activities: Nature and Description of Courses Taught**

**FYC 4941 Practicum in Family, Youth and Community Sciences** Credits: 2-3. Required.

A work experience in a human/community services agency to provide students hands-on experience in their chosen profession. Students work under the direct supervision of agency or organization personnel, while practicing the cognitive and relational skills learned in previous major courses. In addition to the work experience, instructor supervised course assignments and readings provide assistance in processing and assessing the practicum experience and include topics related to professional issues, understanding the culture of the organization, issues of communication, ethics, technology in the workplace, and career planning. Extensive information regarding the Practicum and potential sites is maintained on the FYCS website. Numerous students have been placed in positions at or related to their practicum site and experiences. The recruitment and maintenance of practicum sites for the practicum course is a major factor in job placement for students. Course format is online. Annual enrollment ranges from 175-200 students. Taught 19 times with 100% responsibility.

**FYC 4622 Planning and Evaluating Family, Youth and Community Science Programs**

Credits: 3. Required. Course format lecture. Enrollment 103. Taught 1 time with 100% responsibility.

Basic philosophy, theory and process of planning and evaluating family, youth and community programs. Students engage in activities/assignments about the components of program planning including community needs and assets, logic models, program development, implementation,

review and evaluation. Extension, nonprofit and other social programs are examined and discussed relative to short and long-term program outcomes and impacts.

**FYC 6331 Involving Youth in Community Issues** Credits 3. Course format lecture. Enrollment 5-7. Taught 2 times with 100% responsibility. Course developed by faculty member.

Provides an overview of methods of investigating and analyzing community issues and how to engage youth in scientific, technological and societal issues at the community level. The course prepares the students in the implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision making skills as they relate to community issues. As part of the course students investigate and evaluate a community issue of interest. The course also provides a current overview of Community Youth Development (CYD) theory, research and practice as it relates to youth-serving organizations and youth workers.

**FYC 6933 Graduate Seminar in Family, Youth and Community Sciences** Credits 1. Required. Course format lecture/seminar. Enrollment 10-11. Taught 2 times with 50% responsibility.

Exploration of current topics, trends, and research findings in human resource development. This course provides instructions in the preparation and oral presentation of a published research paper, non thesis project or student's own research/thesis work. The instruction includes contemporary computer peripherals and software used in the preparation of slides and digital presentations as well as the presentation design and mechanics. All participants are required to present one seminar.

### **Scholarship of teaching and curriculum enhancement.**

Curriculum changes in FYCS have helped improve the overall quality of students. Beginning in 2007 a requirement for UT course work of C's or better and an overall UT GPA of 2.5 or better has helped improve the quality of transfer students and restricted some change major students from entering the degree program. In addition, changes to the FYC core undergraduate curriculum have increased the number of FYC credits required for the major. This move was enabled by the increase in FYC elective courses that faculty have developed in the past several years. Curriculum changes continue with the emphasis on improving the quality of the major as well as to provide broader experiences for the students. A change in the 2012-13 catalog year will add two additional FYC elective courses to the curriculum increasing the total hours required for a FYC major to 40. In both 2011 and 2012 there has been a major effort to develop assessment plans for the upcoming SACS accreditation review. The plan for FYCS includes a comprehensive exam for seniors, successful completion of the practicum course and satisfactory completion of core courses where stated outcomes for the major are reviewed and taught.

As a faculty member in FYCS, I have served on seven peer review committees (one external to the department) and one mentoring committee also external to the department. In 2004-2006, I also served as the FYCS Club student organization faculty advisor.

A new graduate level course was developed and taught internationally for the first time in Suriname, South America during the summer of 2011. The course, "Qualitative Research and Design" was developed to provide an introduction for those FYC and CALS students interested in pursuing qualitative research projects for their degrees.

### **TEACHING EVALUATIONS**

**Summary of student course evaluations.**

Note: All teaching evaluation scores based on the following rating system: 5 = Excellent; 4 = Above Average; 3 = Satisfactory; 2 = Below Average; 1 = Poor.

Term	Course	Enroll ed	Respond ed	Opte d-out	Respon se Rate	Mea n	Dep t Mea n	Colle ge Mean	Requir ed Cours e	Team Taug ht %
2013 Fall	<a href="#">FYC4931</a> FYCS Senior Seminar	107	31	0	28.97%	3.96	4.43	4.32	yes	
2013 Fall	<a href="#">FYC4941</a> Practicum in FYCS	45	9	0	20.00%	3.91	4.43	4.32	yes	
2013 Summer	<a href="#">FYC4941</a> Practicum in FYCS	85	16	0	18.82%	4.23	4.55	4.31	yes	
2013 Spring	<a href="#">FYC4931</a> FYCS Senior Seminar	86	36	0	41.86%	3.99	4.46	4.28	yes	
2013 Spring	<a href="#">FYC4941</a> Practicum in FYCS	75	27	0	36.00%	4.33	4.46	4.28	yes	
2012 Fall	<a href="#">FYC4941</a> Practicum in FYCS	41	12	0	29.27%	3.59	4.42	4.28	yes	
2012 Summer	<a href="#">FYC4941</a> Practicum in FYCS	79	11	0	13.92%	4.55	4.66	4.32	yes	
2012 Spring	<a href="#">FYC4941</a> Practicum in FYCS	84	30	0	35.71%	4.14	4.39	4.29	yes	
2012 Spring	<a href="#">FYC6933</a> Seminar Human Res Dev	11	8	0	72.73%	2.92	4.39	4.29	yes	50%
2011 Fall	<a href="#">FYC4941</a> Practicum in FYCS	40	11	0	27.50%	4.14	4.38	4.27	yes	
2011 Summer	<a href="#">FYC4941</a> Practicum in FYCS	79	20	0	25.32%	3.93	4.46	4.32	yes	
2011 Spring	<a href="#">FYC4941</a> Practicum in FYCS	73	23	0	31.51%	4.12	4.34	4.36	yes	
2010 Fall	<a href="#">FYC4941</a> Practicum in FYCS	43	18	0	41.86%	4.35	4.23	4.32	yes	
2010 Summer	<a href="#">FYC4941</a> Practicum in FYCS	109	44	0	40.37%	4.03	4.38	4.47	yes	
2010 Spring	<a href="#">FYC4941</a> Practicum in FYCS	69	30	0	43.48%	4.27	4.30	4.40	yes	
2008 Spring	<a href="#">FYC4622</a> Eval FYC Programs	103	62	0	60.19%	3.26	4.07	4.33	yes	

2007 Summer	<a href="#">FYC4941</a> Practicum in FYCS	92	21	0	22.83%	4.35	4.41	4.41	yes	
2007 Spring	<a href="#">FYC4941</a> Practicum in FYCS	51	28	0	54.90%	4.49	4.33	4.32	yes	
2006 Fall	<a href="#">FYC4941</a> Practicum in FYCS	20	8	0	40.00%	4.06	3.87	4.25	yes	
2006 Summer	<a href="#">FYC4941</a> Practicum in FYCS	99	37	0	37.37%	3.97	4.20	4.39	yes	
2006 Spring	<a href="#">FYC4941</a> Practicum in FYCS	32	13	0	40.63%	4.11	4.00	4.34	yes	
2005 Fall	<a href="#">FYC4941</a> Practicum in FYCS	15	9	0	60.00%	4.41	4.14	4.35	yes	
2005 Spring	<a href="#">FYC4941</a> Practicum in FYCS	32	25	0	78.13%	3.80	4.09	4.37	yes	
2004 Fall	<a href="#">FYC6331</a> Invol Youth Commu n Is	5	5	0	100.00 %	4.58	4.22	4.30		
2003 Fall	<a href="#">FYC6932</a> Youth & Comm Issu es	7	7	0	100.00 %	4.54	4.30	4.31		

## Peer assessments

FYC 4941 “Practicum in Family, Youth and Community Sciences” Summer 2012.

Summary of Procedures: A committee consisting of two FYCS Faculty members was formed to review the online practicum course for the FYCS majors. An initial meeting with the committee discussed course materials, course objectives and online organization. A follow up meeting after the faculty reviews discussed the materials, activities and recommendations.

Course Organization: The course is delivered through UF Sakai, courseware that is familiar to most undergraduate students in FYCS. The structure of the website follows the expected organization for syllabus, assignments, resources and grades. Likewise, the structure of the website follows the organization of the syllabus; assignments are given the same titles and the location of the assignments are where the students are instructed to go on the syllabus. One improvement would be to organize the assignments in the “Assignments” tab into categories: Journals, Journal Summaries, Read and Respond, and Final Paper/Signature page. This would make it easier for students to access instructions for specific assignments based on the category.

Instructional Design/Learning Objectives: The committee indicated that the course is well structured and the learning objectives are clearly stated. In addition, the learning objectives are easy to understand and describe outcomes that are assessable through course assignments and activities (e.g., the link between learning objectives and assignments is clearly stated). The learning objectives are appropriate for advanced undergraduate students and focus on both synthesis and evaluation. It is clear from the review that Dr. Culen has taken great care in describing the



expectations for the course. Students are provided with specific step-by-step instructions about assignments, due dates, and procedures for submitting assignments. Suggested improvement would be to create a separate document that students are required to read before they examine the syllabus. The document would include specific expectations for performance as well as course-specific technology skills/procedures. This information would then be deemphasized in the syllabus and more specific attention would be devoted to a description of course, assignments, and grading.

Resources and Materials: Students are encouraged to “develop an understanding of their professional role in the agency” through read and respond assignments that encourage students to evaluate the organizational climate of their practicum site. The read and respond assignments tackle specific issues that are relevant for new professionals including: organizational culture, diversity, communication, and ethics. Students “reflect on the practicum experience” through journals and journal summaries that actively engage students in self-reflection. Students are specifically instructed to explain how prior knowledge and skills from previous courses impact their experience, as well as how their practicum experiences are shaping their career goals. Perhaps an example journal entry to assist students in preparing and writing a journal entry to encourage self-reflection and at the same time brevity.

Communication and Interaction: The course differs somewhat from other online courses in that it is designed to accompany the student’s practicum experience. Although students are encouraged to respond to other student’s experiential journals, most of the student’s time is spent at the practicum site (approximately 160 to 300 hours). Overall, the course is encouraging of student interaction but could benefit from more chat sessions or online discussions so students can have the opportunity to share and receive support from one another.

Student Evaluation and Assessment: Students are given clear guidance on how to complete their assignments and how they will be evaluated. Likewise, guidelines for submitting assignments are clearly stated along with a policy on late assignments. The instructor acknowledges that there may be technological glitches that delay the submission of an assignment due to the geographical diversity of the practicum sites (a number of students have worked internationally) and asks students to contact the UF-HELP desk to resolve issues as soon as possible. Students can monitor their progress in the course through the Sakai grade book where Dr. Cullen appears to post grades for assignments relatively quickly. Overall, Dr. Cullen has developed an excellent online course to supplement FYC student practicum experiences.

FYC 6331 “Involving Youth in Community Issues” Fall 2004

Summary of Procedures: A committee was formed in the beginning of Fall 2004 consisting of two FYCS Department members and one external member. The committee reviewed the syllabus and all course materials during a pre-visit meeting. Course goals and objectives were reviewed and discussed. Committee members observed this course on eight occasions. A post-visit committee meeting discussed/critiqued observations with the instructor.

Findings: Overall, the review panel rated Dr. Cullen's performance as outstanding. Particularly high marks were given for the fit of the course in the department and its potential as an elective course for other departments. This course fills a need for a significant number of FYCS graduate students who are interested in the intersection between youth and community development. It clearly attracts

students outside the department, particularly those with a focus on environmental studies who want to work with youth.

The committee awarded high marks for instructor enthusiasm. The instructor's expertise and dedication to teaching and to the topical are is clear. Student interaction and teaching methods were also very highly rated. He maintains good control in the classroom, but also encourages interaction between students and interacts well with students himself. He uses a variety of pedagogical techniques to maintain classroom interest and activity. The course materials were found to be excellent. An area for improvement concerned the use of better quality audio-visual materials. While the instructor's discussions and comments were cogent and clear, the presentation style would more effectively capture the interest of the students with improved audio visual materials. The strong components were the level of the course, the course content, the syllabus, and grading procedures, all of which were rated excellent. The reviewers were especially impressed with the combination of hands-on practice, cutting edge issues and application of the learning experience to the professional development of the students in the course.

## **GRADUATE COMMITTEE ACTIVITIES**

\*Note: The graduate (MS, Master level) program in Family, Youth, and Community Sciences (FYCS) started in Fall 2001. There is currently no Ph.D. program offered in FYCS.

<b>Applicant's Role</b>	<b>Student</b>	<b>Home Dept.</b>	<b>Complete Date</b>
Chair Master's	Tiffany Morrow	Family, Youth and Community Sciences	May 2013
Chair Master's	Angela Spoto	Family, Youth and Community Sciences	May 2009
Chair Master's	Sheda Morshed	Interdisciplinary Ecology	August 2005
Chair Master's	Amy Lohrer	Family, Youth and Community Sciences	December 2004
Chair Master's	Preethi Mony	Interdisciplinary Ecology	August 2002
Co-Chair Master's	Tina Loughlin	Family, Youth and Community Sciences	May 2012
Co-Chair Master's	Wendi Zimmerman	Family, Youth and Community Sciences	December 2010
Co-Chair Master's	Josh Hirsch	Family, Youth and Community Sciences	December 2005
Member Master's	Reta Scott	Agricultural Education and Communication	Did not complete
Member Master's	Fernanda Pernambuco	Family, Youth and Community Sciences	August 2009
Member Master's	Stefanie Duda	Family, Youth and Community Sciences	May 2009
Member Master's	Kellee Saunders-Ferguson	Family, Youth and Community Sciences	December 2006
Member Master's	Sarah Maass	Family, Youth and Community Sciences	May 2004
Minor Master's	Pam Forrestel	Art Education	August 2004

## **ADDITIONAL EXPERIENCE: TEACHING, EXTENSION AND RESEARCH**

Graduate Faculty, Family Youth and Community Sciences, University of Florida, 1996- present.

Affiliate Associate Professor, School of Natural Resources and the Environment, University of Florida, 1997-present.

Graduate Faculty, Department of Interdisciplinary Ecology, University of Florida, 2001-present.

Instructor/Coordinator, Ecology Workshop for Teachers, Curriculum and Instruction Dept., Southern Illinois University, 1981-1993.

Adjunct Instructor, College of Business and Administration, Southern Illinois University, 1992-93.

Instructor, Science, Technology and Society Issue Investigation and Evaluation Institute, Title II Project, Illinois State Board of Education, 1989

Visiting Instructor, Murray State University, Murray, Kentucky. Topics presented include Environmental Education Activities for Teachers, Aquatic Resources, 1985-86.

Instructor, National Science Foundation Teacher Institute, Investigating and Evaluating Environmental Issues and Actions, Southern Illinois University, Summer, 1983, 1985-88.

Senior Staff Member, National Science Foundation, Ecology and Ecological Resources Training Project, Southern Illinois University, 1979-1980.

Student Teacher, Science and Biology, Benton Consolidated Community High School, Benton, Illinois, 1976.

## **CONTRIBUTION TO DISCIPLINE/RESEARCH NARRATIVE**

*Afterschool Programming and Research Efforts.* Research efforts in afterschool programming and curriculum development continue with completion of the USDA Children, Youth and Families at Risk (CYFAR) New Communities Project (NCP) and the addition a new five year grant for the Sustainable Communities Project (SCP) CYFAR Project. Both of the grants support the County Extension programs by funding long term afterschool care sites. The CYFAR NCP Afterschool Project, completed in 2009, in Polk and Bradford Counties contributed data supporting the value of afterschool programming in the areas of academics, healthier lifestyles, school attendance and community service. Evaluation data from these afterschool sites was completed and presented at the 2009 CYFAR Conference in Baltimore Maryland. The SCP afterschool projects are located in Seminole and Volusia Counties engages teenagers and is measuring the impacts of an issue investigation curriculum on the participants and their communities. The State CYFAR Staff will implement evaluation data collection and monitor curriculum efforts for the duration of the project. Several research initiatives involve the investigation of self-esteem and the use of mentors within these populations. These evaluation efforts are in collaboration with Dr. Rose Barnett who is Co-PI.

<b>CRIS Project #</b>	<b>Title</b>	<b>Start Date</b>	<b>End Date</b>
FLA-FYCS-04623	NCP Florida After School Enrichment Project	5/15/2004	5/14/2009
<b>CRIS Project #</b>	<b>Title</b>	<b>Start Date</b>	<b>End Date</b>
FLA-FYCS-04914	SCP Involving Teens in Community Issues	8/01/2009	7/31/2014

***Environmental Sensitivity and Significant Life Experiences.*** This research area examines life experiences that may play a role in determining future sensitivity/interest in the environment. While environmental sensitivity is recognized as an important part of achieving certain objectives in environmental education very little is known about its' development from a how, when or why perspective. A Study of the Effects of the Florida 4-H Residential Camping Program on Participants Level of Environmental Sensitivity, examined how repeated participation in the Florida 4-H residential camping program affects the level of environmental sensitivity.

***Environmental Literacy.*** The purpose is to obtain base-line information on the level of environmental literacy among several populations including Florida 4-H participants. A longitudinal study was conducted from 2002-2007 on the island of Molokai Hawaii with 5<sup>th</sup> and 6<sup>th</sup> grade students. This research effort included both quantitative and qualitative data collection. This research is primarily descriptive in nature and utilizes a modified form of The Middle School Environmental Literacy Instrument (MSELI). The MSELI tested for the acquisition of select variables, which appear to impact responsible environmental behavior. The MSELI assessed Florida 4-H youth who participated in various levels of environmental education curricula at the county level. Data suggest that knowledge gain is significantly greater for the environmental education curricula than for the control group. The data guided the development of future environmental education curriculum development at the state level. An article was published in the *Journal of Environmental Education*, the lead journal for this field and several presentations were given at international conferences.

***Coastal Marine Environmental Issues: An Extended Case Study for the Investigation and Evaluation of Marine Issues of the Gulf Coast and Florida Peninsula. A Pilot Curriculum Testing Project.*** After completion of this new curriculum, a pilot project was initiated in the spring of 1998 to evaluate the effectiveness of this model on the environmental literacy of the participants involved in the instruction. Seven different sites and settings (i.e., classrooms, home schools 4-H after school groups) were selected in Florida and Texas. n = 225. This curriculum demonstrated significant differences in the environmental action strategies and behavior changes that occur as a result of using a skill development curriculum model.

## **PUBLICATIONS**

### **Books, Sole Author**

Culen, G.R., (2001). *Organics: A Wasted Resource?* Teachers Edition. Champaign, Illinois: Stipes Publishing Company, 164 pp. ISBN 1-588740-047-1

Culen, G.R., (2001). *Organics: A Wasted Resource?* Student Edition. Champaign, Illinois: Stipes Publishing Company, 114 pp. ISBN 1-588740-046-3

### **Books, Co-authored**

Culen, G.R., Hungerford, H.R. and Volk, T.L. (2000, Second Edition 2002). *Coastal Marine Environmental Issues: An Extended Case Study for the Investigation and Evaluation of Marine Issues of the Gulf Coast and Florida Peninsula*, Teachers Edition. Champaign, Illinois: Stipes

Publishing Company, 204 pp. ISBN 1-58874-026-9

Culen, G.R., Hungerford, H.R. and Volk, T.L., (2000, Second Edition 2002). *Coastal Marine Environmental Issues: An Extended Case Study for the Investigation and Evaluation of Marine Issues of the Gulf Coast and Florida Peninsula*, Student Edition. Champaign, Illinois: Stipes Publishing Company, 133 pp. ISBN 1-58874-138-9.

### **Books, Contributor of Chapter(s)**

Culen, G. R. (2010). "Human Impact on the Environment" *Holt McDougal Middle School Science*, Austin, Texas: Holt McDougal Publishing Company, pp. 386-403.

Culen, G. R. (2005) (2001) (1998). "The Status of Environmental Education With Respect to the Goal of Responsible Citizenship Behavior." *Essential Readings in Environmental Education*, Champaign, Illinois: Stipes Publishing Company, pp. 37-46. ISBN 1-58874-469-8

### **Refereed Publications**

\*Graduate Student

Barnett, R.V., Culen, G.R. & Payne, C.M. (2013). Correlates of vulnerable youth perceptions of community involvement and exposure to risk behaviors. (In review: *Journal of Community & Applied Social Psychology*.)

Morrow, T.\*, Culen, G.R., Barnett, R.V., Stedman, N.L.M. (2013). Adolescent perspectives on the functioning mentor role. (In review.)

Morrow, T.\*, Culen, G.R., Barnett, R.V., Payne-Purvis, C.M. (2013). The function of mentors in comparison to the parental bond: A literature review. (Revise and resubmit: *Journal of Child and Family Studies*.)

Barnett, R.V., Neely, J.C., Payne-Purvis, C., Culen, G.R. (2013). At-risk youth in after-school programs: How does their use of media for learning about community issues relate to their perceptions of community connectedness, community involvement, and community support? (In press: *Journal of Youth Development for Special Issue: Youth and Media*).

Loughlin, T.M.\*, Barnett, R.V., Culen, G.R., Stedman, N.L.M., & Payne-Purvis, C.M. (2013). Self-esteem and feelings of community connectedness of at-risk adolescents attending community-based afterschool programs. *Journal of Youth Development*, 8, 1, pp. 78-92.

Barnett, R. V., Culen, G.R., Moore, S. A., Fletcher, K. H., Gouin, K. L. (2007). "Engaging at-risk youth in nutrition and healthy lifestyles in an afterschool program setting." Published on *National Afterschool Association* website [www.naaweb.org](http://www.naaweb.org).

Saunders-Ferguson, K\*., Barnett, R. V., Culen, G. R. & Tenbroeck, S. H. (2006). "Self-Esteem Assessment of Adolescents Involved in Horsemanship Activities." *Journal of Extension*.

Maass, S\*, Wilken, C. S., Jordan, J. C., Culen, G. R. & Place, N. T. (2005). "Life Skill Development of Oklahoma 4-H Alumni." *Journal of Extension*.

Culen, G.R., Mony\*P. (2003). "Assessing Environmental Literacy in a Nonformal Youth Program." *The Journal of Environmental Education*, 34(4), pp. 26-28.

Culen, G.R., Volk, T. L. (1998). "The Effects of an Extended Case Study on Environmental Behavior and Associated Variables in Seventh and Eighth Grade Students." *The Journal of Environmental Education*, 31(2) pp. 17-25.

Culen, G.R., Hungerford, H. R., Tomera, A. N., Sivek, D. J., Harrington, M\*, Squillo, M\*. (1986). "A Comparison of Environmental Perceptions and Behaviors of Five Discrete Populations." *The Journal of Environmental Education*, 17(3), pp. 24-32.

#### *Refereed Proceedings*

Culen, G. R., Easton\*, J., Cassie\*, E. (1998). "Assessing Environmental Literacy in a Non-formal Youth Program." Proceedings of the North American Association for Environmental Education, Atlanta Georgia, September 7, 1998, 6 pp. Reviewed and selected by panel with relevant experience in topic areas.

Culen, G.R. (1994). "The Effects of an Extended Case Study on Environmental Behavior and Associated Variables in Seventh and Eighth Grade Students." Cancun, Mexico, September 1994. Published in ERIC/CSMEE, Reference # ED 376 055, 19 pp. Reviewed and selected by panel with relevant experience in topic areas.

#### **Non-refereed Publications**

Culen, G. R. (2012). "Florida 4-H Shooting Sports Program Objectives." University of Florida Cooperative Extension, Publication. 1 p.

Culen, G. R. (Revised 2012, 2004). "Florida 4-H Shooting Sports Program Risk Management State Plan and Guidelines." University of Florida Cooperative Extension, Publication. 5 pp.

Culen, G.R. Editor and contributing author (2009). "CALs Guidelines for Submission of Co-taught Undergraduate and Graduate Course Proposals". For CALs Curriculum Committee. 1 p.

Culen, G. R. (Edited and Revised 2009, 2000). "Skills and Concepts for Life" A 4-H Shooting Sports Guide for Volunteers. University of Florida Cooperative Extension Publication. 123 pp.

Culen, G. R. editor and contributing author. (2004-1999). "Charting the Future." Camp staff training manual, University of Florida Cooperative Extension, Environmental Education/Camping Program, 47 pp.

Culen, G. R. (1999). "Goober Etus." Environmental Education Activity, University of Florida Cooperative Extension, EDIS Publication # 4HESA01, 4 pp.

Culen, G. R. editor and contributing author. (1998). "New Beginnings." Camp staff training manual, developed for University of Florida Cooperative Extension Environmental Education/Camping Program, 56 pp.

Sammons, W., Culen, G. R. (1998). "The Outdoor Playhouse Teachers' Guide." University of Florida Cooperative Extension, Environmental/Camping Program Publication, 27 pp.

Sammons, W., Culen, G. R. (1998). "The Sellers Lake Interpretive Canoe Trail Guide." University of Florida Cooperative Extension Pamphlet, In Cooperation with the United States Forest Service, 2 pp.

Culen, G. R. (1998). "Camp Cloverleaf 4-H Center." Brochure. Design and layout by IFAS Media. University of Florida Cooperative Extension, EDIS Publication # 4HGCB2, 2pp.

Sammons, W., Culen, G. R. (Ed.). (1998). "The Outdoor Playhouse" Environmental Education/Camping Newsletter, University of Florida Cooperative Extension, Volume 2(3), 4 pp.

Sammons, W., Culen, G. R. (Ed.). (1998). "The Outdoor Playhouse" Environmental Education/Camping Newsletter, University of Florida Cooperative Extension Volume 2(2), 4 pp.

Sammons, W., Culen, G. R. (Ed.). (1998). "The Outdoor Playhouse" Environmental Education/Camping Newsletter, University of Florida Cooperative Extension Volume 2(1), 4 pp.

Culen, G. R., et al. (1997). "Aquatic/Marine Ecosystems: Leader's Activity Guide." University of Florida Cooperative Extension, IFAS for-sale system EDIS Publication # SP MRL 20, 253 pp.

Culen, G. R., et al. (1997). "Florida 4-H Camp Operating Guidelines." University of Florida Cooperative Extension, EDIS Publication # 4HCAGO 01, 76 pp.

Sammons, W., Culen, G. R. (Ed.). (1997). "The Outdoor Playhouse" Environmental Education/Camping Newsletter, University of Florida Cooperative Extension, Volume 1(2), 4 pp.

Sammons, W., Culen, G. R. (Ed.). (1997). "The Outdoor Playhouse" Environmental Education/Camping Newsletter, University of Florida Cooperative Extension, Volume 1(1), 6 pp.

Peterson, N. J., G.R. Culen. (1997). "Food Webs." Environmental Education Activity, University of Florida Cooperative Extension, 3 pp.

Culen, G. R. (1996). "Owl Prowl Night Hike." Environmental Education Activity, University of Florida Cooperative Extension, EDIS Publication # 4HESA07, 3 pp.

Culen, G. R. editor and contributing author. (1996). "Round Two: Bigger and Better." Camp staff training manual, University of Florida Cooperative Extension Environmental Education/Camping Program, 49 pp.

Culen, G. R. (1996). "Camp Ocala 4-H Center" Brochure. Design and layout by IFAS Media,

University of Florida Cooperative Extension, EDIS Publication # 4HGCB1, 2pp.

Culen, G. R. (1996). "Roles and Responsibilities of Camp Advisory/Planning Committees." University of Florida Cooperative Extension, 2 pp.

Culen, G. R. (1995). "Mission and Goals for Non 4-H User Groups Utilizing 4-H Camp Facilities." University of Florida Cooperative Extension, 2 pp.

Culen, G.R. (1995). "Camp Curriculum and Scheduling." University of Florida Cooperative Extension, available at <http://www.ifas.ufl.edu/~4hweb>. 3 pp.

Culen, G. R. (1995). "Environmental Education Goals." University of Florida Cooperative Extension, Environmental Education/Camping Program, 2 pp.

Culen, G. R., et al. (1995). "Management Procedures for Out-of County Youth Participation in Florida 4-H Programs." in the Florida 4-H Program Handbook, University of Florida Cooperative Extension, 2 pp.

Culen, G. R. (1995). "Energy Menu." Environmental Education Activity, University of Florida Cooperative Extension Environmental Education/Camping Program, 7 pp.

Culen, G. R. (1995). "Environmental Impact Study." Environmental Education Activity University of Florida Cooperative Extension, EDIS Publication # 4HESA04, 9 pp.

Culen, G. R. (1995). "Environmental Lifestyles." Environmental Education Activity, University of Florida Cooperative Extension, EDIS Publication # 4HESA05, 7 pp.

Culen, G. R. editor (1995). "Instructional Strategies for Outdoor Educators." University of Florida Cooperative Extension, Environmental Education/Camping Program, 25 pp.

Culen, G. R. (1995). "Environmental Education Activity Abstracts." University of Florida Cooperative Extension, Environmental Education/Camping Program, 2 pp.

Bond, S. R., Wickett, K., Culen, G. R. (editor). (1995). "H2O You Make A Difference." University of Florida Cooperative Extension, 353 pp.

Culen, G. R. (1994). "Protective Coloration as an Adaptation for Survival" University of Florida Cooperative Extension, EDIS Publication # 4HESA03, 4 pp.

Culen, G. R. (1994). "Interpretive Orienteering." University of Florida Cooperative Extension, EDIS Publication # 4HESA02, 7 pp.

Culen, G. R. (1992). "Wetlands: A Major North American Issue." An extended case study developed for middle school teachers. Research Document Southern Illinois University, 95 pp.

Culen, G. R., Simpson, P., (H.R. Hungerford, J.M. Ramsey, and T.L. Volk, Eds.). (1988). "Canada Geese: A Wildlife Management Case Study." Research Document Southern Illinois University



Science Education Center, 108 pp.

Culen, G. R. (Senior editor), Hungerford, H. R., et al (1980). “Ecology and Ecological Resources” National Science Foundation (NSF), 189 pp.

## **CREATIVE WORKS OR ACTIVITIES**

### **Instructional Multimedia Presentations.**

Culen, G.R., (2012). “Managing County Shooting Sports Programs” Power point presentation for Extension faculty and volunteers. Presented at the Youth Development Institute, Ocala, Fl. January 2012 and 2008 4-H Symposium.

Culen, G.R., and H. Kent, (2010) (2005). “Risk Management in the 4-H Shooting Sports Program” Power point presentation for Extension faculty and volunteers. Presented six to eight times annually at 4-H Shooting Sports volunteer certification training.

Culen, G.R., (2010). “Experiential Learning Model” Power point presentation and print materials for Extension faculty, teachers and volunteers. Presented six –eight times.

Culen, G.R., (2009). “Environmental Education Program Goals and Objectives” Power point presentation and print materials for Extension faculty, teachers, and volunteers. Presented eight-ten times.

Culen, G.R., and J. Gove, (2008). “Family, Youth and Community Sciences Recruiting” Power point presentation and print materials for recruiting students into undergraduate and graduate FYCS Programs. Presented ten – twelve times.

Kent, H., and G. R. Culen, (2008) (2003). “4-H Philosophy and the Role of 4-H Shooting Sports” Power point presentation for Extension faculty and volunteers. Presented six to eight times annually at 4-H Shooting Sports volunteer certification training.

Culen, G.R., and M. Brennan, (2007). “Land Use and Sustainable Development” Power point presentation and print materials for Extension faculty and volunteers. Presented four-six times.

Culen, G.R., (2007). “Teaching Youth to Investigate Natural Resource Issues” Power point presentation and curriculum materials for Extension faculty, teachers, resource managers and volunteers. Presented eight-ten times.

Culen, G.R., (2002). “Florida’s Ecosystems” Power point presentation and print materials for Florida visitors, Elderhostel and volunteers. Presented 15-18 times.

Harrington, M. J., and G.R. Culen. (1997). “4-H Camping Programs” A slide tape presentation for the University of Florida Cooperative Extension Service, 15 minutes.

## **Video Productions**

Schnell, L., J. Easton, and G.R. Culen, editor (1999). "Organics: A Wasted Resource" A videotape produced by New Century Multimedia for the University of Florida Cooperative Extension, EDIS Publication # WMV51, 14 minutes.

Schnell, L. and G. R. Culen, editor. (1998). "The University of Florida's Camping and Conference Centers" A videotape produced by VizPro for the University of Florida Cooperative Extension, EDIS Publication # 4HGCV1, 9 minutes.

Schnell, L. and G. R. Culen, editor. (1998). "The University of Florida's 4-H Camping Program: Camp Cherry Lake, Camp Cloverleaf, Camp Ocala, and Camp Timpoochee" A four tape series produced by VizPro for the University of Florida Cooperative Extension, EDIS Publication #'s 4HGCV2, 4HGCV3#, 4HGCV4, 4HGCV5, 12 minutes.

## **Website Development**

Navitsky, K. and G. R. Culen, editor (1998). "The 4-H Program and Camping Web Site."  
<http://www.ifas.ufl.edu/~4hweb>.

## **Abstracts**

Barnett, R. V. (Presenter), Culen, G.R., Schmidt, L.M., & Fletcher, K.M. (2008). "Florida After-School Enrichment Program: Using Research-Based Evaluations for Program Improvements Targeting At-Risk Youth." [Abstract]. *CYFAR Annual Conference Proceedings*.  
<http://www.cyfernet.org/cyfar08/posters.html>

Barnett, R.V. (Presenter), Culen, G.R., Gouin, K. & Fletcher, K. (2007). "Florida After-School Enrichment Program: Research-Based Evaluation." [Abstract]. *CYFAR Annual Conference Proceedings*. <http://www.cyfernet.org/cyfar08/posters.html>

Culen, G. R. (1998). "Assessing Environmental Literacy in a Non-Formal Environmental Education Program." Proceedings Southern Region 4-H Leadership Triennial Conference, Williamsburg, Virginia, March 1999.

Culen, G. R. (1998). "Assessing Environmental Literacy in the Florida 4-H Program." Proceedings of the Florida Association of Extension Professionals Annual Meeting, St. Augustine, Florida, September 1998.

Culen, G. R. (1998). "The Effects of a Wetlands Case Study on Environmental Behavior and Associated Variables." Proceedings of the Natural Resources Forum '98: Linkages in Ecosystem Science, Management & Restoration, Gainesville, Florida, June 1998.

Culen, G. R., Craft, N. (1998). "4-H Camp Timpoochee Shoreline Stabilization and Marsh Creation Project." Proceedings of the Natural Resources Forum '98: Linkages in Ecosystem Science, Management & Restoration, [http://gnv.ifas.ufl.edu/~cnr\\_web/](http://gnv.ifas.ufl.edu/~cnr_web/). Gainesville, Florida, June 1998.

Culen, G. R., Minot, C. (1998). "Promoting 4-H Programs Using the Sunshine State Standards." Proceedings of the Florida Association of Extension Professionals Annual Meeting, St. Augustine, Florida, September 1998.

Culen, G. R. (1996). "The Effects of an Extended Case Study on Environmental Behavior and Associated Variables in Seventh and Eighth Grade Students." Recent Graduate Works and Graduate Programs in Environmental Communication and Environmental Education: Prepared for the North American Association for Environmental Education, Vol. XIV, p. 23

Culen, G. R. (1994). "The Effects of an Extended Case Study on Environmental Behavior and Associated Variables." Proceedings of the North American Association for Environmental Education, Cancun, Mexico, September 1994.

### **Reviews**

Culen, G. R. (1998). "Maintaining Landscape Integrity: Wetland Emphasis." Summary of twenty oral and poster presentations from the Natural Resources Forum '98: Linkages in Ecosystem Science, Management & Restoration, [http://gnv.ifas.ufl.edu/~cnr\\_web/](http://gnv.ifas.ufl.edu/~cnr_web/). Gainesville, Florida, June 1998. 2 pp.

Culen, G.R. (1995) "Earth Wise." Activity guides on rain forests, migratory birds and energy issues for use in the United States and Costa Rica. Reviewed for Education Development Center Inc. Funded by USAID.

## **LECTURES, SPEECHES OR POSTERS PRESENTED AT PROFESSIONAL CONFERENCES/MEETINGS**

### **International Presentations**

#### *International – Invited*

Culen, G. R. "Grant Writing for Environmental Education Training Programs." Moderator and panelist, Environmental Educators Leadership Conference, Camp Ocala, Altoona, Florida, June 21-28, 1998.

Culen, G. R. "Environmental Education Goals for Curriculum Development." Presented at the annual meeting of Earth Education Partnership Program, College for the Study of Agriculture in the Humid Tropics, Costa Rica C.A. August 9-11, 1995.

#### *International – Contributed*

Culen, G. R. "Teaching Youth How to Investigate Natural Resource Issues." Presented at the North American Association of Environmental Education, Anchorage, Alaska, October, 2003.

Culen, G. R. "Assessing Environmental Literacy in a Non-formal Youth Program." Presented at the

North American Association for Environmental Education, Atlanta Georgia, September 7, 1998.

Culen, G. R. "The Effects of an Extended Case Study on Environmental Behavior and Associated Variables." Presented at the North American Association for Environmental Education, Cancun, Mexico, September 23-27, 1994.

### **National Presentations**

#### *National – Invited*

Culen, G. R. "Special Needs of Non-formal Populations – Curricular and Instructional Aspects." Presented at the Center for Instruction, Staff Development and Evaluation/Investigating and Evaluating Environmental Issues and Actions Summit Conference, Carbondale, Illinois, July 16-18, 1999.

#### *National - Contributed*

Barnett, R.V., (co-presenter); Fox, M.\* & Culen, G., (co-presenter); (2010) Lessons On and Off the Field: Exploring At-risk Youth Self-Esteem and Competitive Behaviors in an After-School Program Setting. (Poster Display and Presentation). Annual Meeting of CYFAR. San Francisco, CA. Presented May 4-7, 2010.

Culen, G., (co-presenter); Barnett, R.V., (co-presenter). Walker, N., Diaz, A. & Fogarty, K. (2009). Strategies for planning, programming, evaluating and sustaining an after-school program. (Workshop and Presentation). Annual Meeting of CYFAR, Baltimore, MD. Presented May 19, 2009

Barnett, R. V., (co-presenter); Culen, G.R., (co-presenter) Schmidt, L.M., & Fletcher, K.M. (2008). Florida After-School Enrichment Program: Using Research-Based Evaluations for Program Improvements Targeting At-Risk Youth. (Poster Display and Presentation). Annual Meeting of CYFAR, San Antonio, TX. Presented May 6, 2008.

Barnett, R.V., (co-presenter); Culen, G.R., (co-presenter) Gouin, K. & Fletcher, K. (2007). Florida After-School Enrichment Program: Research-Based Evaluation. Annual Meeting of CYFAR, Chicago, IL. Presented May 2007.

Culen, G. R. (Presenter) "The Effects of Residential Camping On the Level of Environmental Sensitivity" at CYFAR 2006, Atlanta GA., May 1, 2006.

Culen, G. R. (Presenter) "Investigating and Evaluating Environmental Issues" at CYFAR, Boston, MA, May 1, 2005.

Culen, G. R. "Assessing Environmental Literacy in 4-H Programs." Extension Galaxy Conference, Salt Lake City, Utah, September, 2003.

Culen, G. R. "Use It or Lose It: Connecting EE Curricula to State Standards." Presented at the North American Association for Environmental Education, Cincinnati, Ohio, August 26-30, 1999.

Culen, G. R. “Assessing Environmental Literacy in a Non-formal Youth Program.” Presented at the North American Association for Environmental Education, Atlanta, Georgia, September 7, 1998.

### **Regional Presentations**

#### *Regional - Invited*

Culen, G. R. “Environmental Education and Responsible Citizenship.” Presented at the 10<sup>th</sup> Annual Earth Kinship Conference, University of North Florida, February 5-7, 1999.

Culen, G. R. “Creating Significant Life Experiences.” Co-presented at the 10<sup>th</sup> Annual Earth Kinship Conference, University of North Florida, February 5-7, 1999.

Culen, G. R. “Child Development - The Human and Natural Neighborhood Connection.” Co-presented at the Earth Stewardship Conference, Jacksonville, Florida, February 2-4, 1996.

#### *Regional – Contributed*

Culen, G. R. “Organics A Wasted Resource? An Introduction to a New 4-H Curriculum.” Southern Leaders Forum, Madison, Georgia, October, 2003.

Culen, G. R. “Introduction to Aquatic/Marine Ecosystems: Leader's Activity Guide for 9-14 year olds.” Presented at the Southern Region 4-H Volunteer Leader Forum. Rock Eagle 4-H Center, Georgia. October 2-5, 1997.

Culen, G. R. “Environmental Education: From Awareness to Action.” Presented at the Southern Region Triennial Extension 4-H Faculty Conference, Memphis, Tennessee, March 12, 1996.

Culen, G. R. “An Introduction to the Ecosystems of Florida.” Presented to Florida Elderhostel programs, Camp Ocala 4-H Center. 1995-98.

### **State Presentations**

#### *State - Invited*

Culen, G. R. “Maintaining Landscape Integrity: Wetland Emphasis.” Theme reporter and panelist at the Natural Resources Forum '98: Linkages in Ecosystem Science, Management & Restoration, Gainesville, Florida, June 9-10, 1998.

Culen, G. R. “Educating about Marine and Coastal Issues.” Presentation for the “4-H Master Anglers” training program, St. Johns County, Florida, 1996.

#### *State – Contributed*

Culen, G. R., Fuller, A., and Cash, L. “Managing Your County Shooting Sports Program.”

Presentation at the 4-H Youth Development Institute, Ocala, Florida, January 16, 2014.

Culen, G. R. “Managing Your County Shooting Sports Program.” Presentation at the 4-H Youth Development Institute, Ocala, Florida, January 11, 2012

Culen, G. R. “Assessing Environmental Literacy in a Non-formal Youth Program.” Presentation at the League of Environmental Educators in Florida, Inc. Conference, Live Oak, Florida, March 26-28, 1999.

Culen, G. R. “Oceans Away: Marine Ecosystems.” A seminar presented at the Florida 4-H Youth Congress, Gainesville, Florida, July 28-29, 1999 and July 29-30, 1998.

Culen, G. R. “The Effects of a Wetlands Case Study on Environmental Behavior and Associated Variables.” Presented at the Natural Resources Forum '98: Linkages in Ecosystem Science, Management & Restoration, Gainesville, Florida, June 9-10, 1998.

Culen, G. R. “4-H Camp Timpooshee Shoreline Stabilization and Marsh Creation Project.” A poster presentation at the Natural Resources Forum '98: Linkages in Ecosystem Science, Management & Restoration, Gainesville, Florida, June 9-10, 1998.

Culen, G. R. “The Effects of a Wetlands Case Study on Environmental Behavior and Associated Variables.” Presented at the League of Environmental Educators in Florida 18<sup>th</sup> Annual Conference, Camp Blanding, Florida, March 27-29, 1998.

Culen, G. R. “Owl Prowl Activity Presentation.” Presented at the Florida 4-H Leader’s Forum, Camp Ocala 4-H Center, April 18, 1997.

Culen, G. R. “Environmental Education Curriculum: From Issues to Action.” Presented at the League of Environmental Educators in Florida 17<sup>th</sup> Annual Conference, DeLand, Florida, March 14, 1997.

Culen, G. R. “Environmental Education Activities.” Presented at the Florida 4-H Leader’s Forum, Camp Ocala 4-H Center, April 21-23, 1995.

## **CONTRACTS AND GRANTS**

### **Funded Externally 2001-Present**

**Note:** From 1994-2001 I was awarded an additional \$828,275 in externally and internally generated funds.

<b>Role</b>	<b>Agency</b>	<b>Grant Title &amp; Dates</b>	<b>Amount</b>
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PI	USDA/CYFAR Sustainable Communities Project	Involving Teens in Community Issues After School Program 2013-14	\$108,800 (\$120,000)
PI	USDA/CYFAR Sustainable Communities Project	Involving Teens in Community Issues After School Program 2012-13	\$108,800 (\$128,000)
PI	USDA/CYFAR Sustainable Communities Project	Involving Teens in Community Issues After School Program 2011-12	\$119,000 (\$140,000)
PI	USDA/CYFAR Sustainable Communities Project	Involving Teens in Community Issues After School Program 2010-11	\$119,000 (\$140,000)
PI	USDA/CYFAR Sustainable Communities Project	Involving Teens in Community Issues After School Program 2009-10	\$100,000
PI	USDA/CYFAR	Florida After School Enrichment Program 2008-09	\$134,000
PI	USDA/CYFAR	Florida After School Enrichment Program 2007-08	\$134,000
Investigator	EPA	Environmental Literacy Study Molokai, Hawaii 2007	\$2,500
PI	USDA/CYFAR	Florida After School Enrichment Program 2006-07	\$134,000
PI	USDA/CYFAR	Florida After School Enrichment Program 2005-06	\$150,000
Investigator	USDA/CYFAR	Florida After School Enrichment Program 2004-05	\$12,000
PI	U.S. Department of Education	Environmental Education Camp Curriculum Development 2001-05	\$100,000

### Summary of External Grant Funding, 2001 – Present

ROLE	TOTAL
Principal Investigator	\$1,222,100
Co-Principal Investigator	0
Investigator	\$14,500
Sponsor of Junior Faculty	0
	\$1,236,600

**Funded Internally.**

<b>Role</b>	<b>Agency</b>	<b>Grant Title &amp; Dates</b>	<b>Amount</b>
PI	Dean for Extension	4-H Shooting Sports Support 2012	\$9,000
PI	Florida 4-H	4-H Shooting Sport Program Support/Training and Participant Travel 2012	\$2,500
PI	UF Provost's Office	Faculty Enhancement Opportunity Award 2011	\$4,181
PI	Florida 4-H Foundation Inc.	4-H Shooting Sports Program Support 2007	\$5,000
Co-PI	School of Natural Resources and Environment	Land Use Issues In-service Training and Curriculum 2006	\$3500
PI	Florida 4-H Foundation Inc.	4-H Afterschool Extension Staff Training 2005	\$3,600
PI	IFAS Extension Professional Development Award	Travel/Study Program planning and Development for Belize 2005	\$3000
Co-PI	Florida 4-H Foundation	Marine Ecology Web Study Guide 2001	\$1,226

**Summary of Internal Grant Funding, 2001 – Present**

<b>ROLE</b>	<b>TOTAL</b>
Principal Investigator	\$27,281
Co-Principal Investigator	\$4,726
Investigator	0
Sponsor of Junior Faculty	0
Totals	\$32,007



## **In-kind Contributions**

The 4-H Shooting Sports Program has over 300 active volunteers who are certified to teach shooting sports to youth participants and adults. These individuals provide thousands of volunteer hours for youth clubs within the counties and also provide support for State events and matches. In addition, the 4-H Shooting Sports Program has a core group of volunteers who participate on the Shooting Sports State Committee, train the trainers for State volunteers, are discipline coordinators and conduct State and regional events and matches. This core group contributes hundreds of hours of time and other resources to this program. It is difficult to assess the exact dollar amount that these volunteers contribute but it would be in the tens of thousands of dollars.

## **Monetary Contributions** (includes fees and contributions to foundations, etc.)

Year	Donor	Amount
2014	Rocky Mountain Elk Foundation	\$500
2013	Friends of NRA/ County 4-H Grants	\$120,000
2012	Civilian Marksmanship Program	\$200
2009	Wild Turkey Federation for 4-H Shooting Sports	\$2500
2001	National Rifle Association Foundation	\$3000
2000-12	Friends of NRA/ County 4-H Grants	\$300,000
Total		\$426,200

## **UNIVERSITY GOVERNANCE AND SERVICE**

### **University**

- 2013-2015 UF Sick Leave Pool Committee.
- 2010-13, UF Faculty Senate, member.
- 2009-2010, IFAS Senior Vice President Search and Screen Committee, member.

### **College**

- 2012-2014, CALS Curriculum Committee, member.
- 2007-present, Chair, 4-H State Committee for Shooting Sports.
- 2011-2012, CALS Distance Education Committee, member.
- 2008-2009, CALS Curriculum Committee, Chair.
- 2008-2009, CALS Curriculum Enhancement Committee, member.
- 2008-2009, IFAS Faculty Assembly and Executive Committee, member.
- 2008 Seminole County Extension Program Review Team, member.
- 2007-2010, CALS Curriculum Committee, member.
- 1997-2007, Member, 4-H State Committee for Shooting Sports.
- 2006, UNIFAS Revisions Committee for the Academic Reporting Section

- 2003, Faculty Peer Review Committee Nick Place Agricultural Ed and Communication
- 1999, IFAS Florida First Strategic Plan, Committee for Wildlife Resources, member.
- 1997, Faculty Search and Screen Committee, Environmental Education and Natural Resources Assistant Professor, School of Forest Resources and Conservation, member.
- 1996-97 State Committee on Environmental Education (SCENE), IFAS representative.

### **Extension State Major Programs Focus/Design Team Membership.**

- 1994-present, Goal Area II, Team 3, ENVIRONMENTAL EDUCATION formally FL 714 Design/Focus Team Leader/Co-Leader 1994-2008, Member, 2009 - present.
- 2006-2007, Goal Area VI, Team 2, BROAD BASED CITIZEN PARTICIPATION AND ACTIVE COMMUNITIES, Member.
- 1994-2006, FL711 ANIMAL SCIENCES EDUCATION, Member.
- 1994-2001, FL712 PLANT SCIENCES, Member.
- 1994-1996, FL414 NATURAL RESOURCE CONSERVATION EDUCATION, Member.
- 1995-1996, FL113 SUSTAINABLE COMMUNITY DEVELOPMENT AND ENHANCEMENT OF NATURAL SYSTEMS IN FLORIDA, Member.

### **Department**

- 2013-present FYCS Undergraduate Committee.
- 2010-present, FYCS Ph.D. Proposal Committee, member.
- 2008-present, FYCS Curriculum Committee, member.
- 2011 and 2012, Faculty Peer Review Committee Larry Forthun, Chair and member.
- 2010 and 2011, Faculty Peer Review Committee Dale Pracht, Chair.
- 2011, Faculty Peer Review Committee Kate Fogarty, Chair.
- 2011, FYCS Faculty Search and Screen Committee, Personal and Family Finance, Chair.
- 2011, FYCS Faculty Search and Screen Committee, Family and Youth, member.
- 2009, Faculty Peer Review Committee David Diehl, Chair.
- 2009, FYCS Faculty Search and Screen Committee, Community Sustainability, Chair.
- 2009, Faculty Peer Review Committee Carolyn Wilken, member.
- 2009, FYCS Faculty Search and Screen Committee Lecturer Community Development, Chair
- 2008, FYCS Bylaws Development Committee, member.
- 1994-2004, 4-H Camp Advisory Committees for Camp Cherry Lake, Camp Cloverleaf, Camp Ocala, and Camp Timpooshee. Faculty meets with county 4-H faculty two-four times per committee per year for the purpose of planning, implementing and evaluating the county camping programs. This faculty member has major responsibility for the presentation of information at these meetings which may include: Current financial status, budgeting, staff recruitment, activity and programming needs, member.
- 2000, Faculty Peer Review Committee Mickie Swisher. Member
- 1998, FYCS Faculty Search and Screen Committee, Program Planning and Evaluation, member.
- 1998, FYCS Faculty Search and Screen Committee, Youth Development. 1999, Search and Screen Committee, Coordinator of Education/Training Programs, Chair

- 1998, Search and Screen Committee, 4-H Events Coordinator, A&P Position, Chair.

## **CONSULTATIONS OUTSIDE THE UNIVERSITY**

*Research Team Member.* Molokai, Hawaii Kualapu'u School Environmental Education Assessment Project. This comprehensive assessment of the environmental education program in the fifth and sixth grades evaluated students quantitatively as well as qualitatively. 2001-2007.

*Investigating and Evaluating Environmental Issues and Actions: Integration into a Magnet School Curriculum.* Hillsborough County School District and City of Tampa Water Department, 1998.

*Environmental Literacy Assessment Instrument for Undergraduate Students.* Validity panelist for environmental studies undergraduate evaluation program. University of Tennessee, Knoxville, 1998.

*Observing a Living Ecosystem.* Content validity panel member for scoring protocol on in-service evaluation for teacher education project in ecology. Minnesota Public Schools, 1998.

*Investigating and Evaluating Environmental Issues and Actions: Train the Trainers Workshop.* Workshop leader for Illinois State Board of Education in-service training for middle school teachers on how to implement district workshops. Makanda, Illinois, 1997.

*National Diffusion Network: Certified Trainer for Investigating and Evaluating Environmental Issues and Actions Environmental Education Program.* U.S. Department of Education. Five day training workshops conducted for Kansas City, Missouri School District, Lincoln, Nebraska School District, and New Hampshire Schools, 1992-95.

## **EDITOR OF A SCHOLARLY JOURNAL, SERVICE ON AN EDITORIAL ADVISORY BOARD OR REVIEWER FOR A SCHOLARLY JOURNAL**

### **Editor**

*Journal of Environmental Education,* Executive Editor (2007-2010). Published quarterly. Reviewed and approved manuscripts and reviews from associate editors, proofed articles prior to publication.

### **Editorial Advisory Boards**

*International Journal of Environmental and Science Education* (2011-Present).  
*International Electronic Journal of Environmental Education.* (2011-Present).

### **Reviewer for Scholarly Journals**

*Journal of Extension,* (2006-2008).

*Journal of Environmental Education,* consulting editor (1999-2006). Reviewed and edited research articles. Journal published quarterly.

*Journal of Applied Communications* (1999) Article Review "The Sources Iowans Trust: The Impact

of Involvement on Credibility Perceptions and Channels Used for Environmental Issues”.

### **Book Manuscripts Reviewed**

*Journal of Environmental Education*, Book Reviewer, (1999).

### **INTERNATIONAL ACTIVITIES**

***Graduate Course in Qualitative Research Design and Methods:*** Suriname, SA. I was awarded a Faculty Enhancement Opportunity grant (FEO) to develop a graduate level course in qualitative research and evaluation methods for the social sciences. The faculty member was invited to teach this course in Suriname, South America for master’s level students in the Institute of Graduate Studies and Research at Anton de Kom University. This course will was developed as a 6000 level, three credit/45 contact hour equivalent presentation. The course was designed here at UF during the latter part of Summer A and the beginning of Summer B 2011. The faculty member then traveled to Suriname for implementation during July and August. Upon completion of the course in Suriname, the syllabus was reviewed and revised for submission as a new course proposal for the graduate programs in Family, Youth, and Community Sciences (FYCS) within the College of Agricultural and Life Sciences (CALs). Secondary to the new course development, the faculty member consulted with members of the education community, including administrators, K-12 teachers and pre-service teachers in the implementation of environmental education programs. One environmental education workshop was co-presented during this same visit in the Instituut Opeiding Leraren -Teachers College of Paramaribo for pre-service teachers/biology students. July 13-August 5, 2011.

***Investigating and Evaluating Community and Environmental Issues Teacher Workshop:*** Suriname, SA. I was invited to co-facilitate a six-day teacher training workshop on investigating and evaluating community and environmental issues. The training focused on a skill development curriculum model that I co-authored and used in youth development and natural resource education programs in Florida. The intent is to provide participants with the knowledge and skills to implement this curriculum model in various educational settings (e.g., high schools, colleges and teacher training programs) in Suriname. The two week stay also presented opportunities to explore a travel study program associated with teaching and Extension. Co-sponsors of the workshop were the Instituut Opeiding Leraren -Teachers College of Paramaribo and The Anton de Kom University of Suriname. July 15-31, 2006

***Belize Study Abroad:*** I organized and conducted a study abroad trip Spring break of 2006 in Belize C.A. Focus of study was marine ecology and ecosystems, Maya history and cave ecology. Ten students and two Extension agents participated on the nine day trip. A CALs mini-grant for the improvement of instruction was award for my travel and the Extension agents travel expenses. March 11-19, 2006.

***Investigating and Evaluating Environmental Issues and Actions Workshop:*** Junin de los Andes, Argentina. Skill development curriculum presented during a five day workshop involving local and regional environmental issues. Participants consisted of 42 teachers, resource managers and local scientists interested in the resolution of regional issues. The program’s goals were to foster responsible behavior in students through analysis and evaluation of environmental problems at the

community level. The workshop was co-sponsored by the Amigos de la Patagonia Association and the Municipality of Junin de los Andes. April 2-6, 2001.

**Camp America Staff Recruitment and Training:** The Florida 4-H Camping Program is an active member of the Camp America training program that brings European students to the United States for summer employment at the 4-H Camp Facilities. Generally 6-8 students are recruited at job fairs held in Europe during February and March of each year. A University of Florida 4-H camp staff member travels to Europe each year to interview prospective students. This program provides highly motivated, quality summer staff that bring an international perspective to the 4-H Camp Program. These college level students are trained in environmental studies, recreation or other related fields. Students may also be enrolled in college internship or field study programs. A two-week training program is conducted with these individuals prior to their participation as camp staff. 1995-2005.

**Earth Education Partnership Program:** This was a cooperative effort with environmental educators in the United States and Costa Rica that encouraged youth to analyze environmental issues and to develop action plans for the remediation of issues that cross international boundaries. *Earth Wise* activity guides on the rain forests, migratory birds, and energy issues have been developed and are being used by students in both countries who then share information and action plans related to each topic through the Internet. I participated as a member of the Board of Directors and as a curriculum advisor during the summer of 1995. Participation involved a three-day annual board meeting at Earth College, Costa Rica and a presentation to the board members and participating teachers on the goals for environmental education. 1995-96.

## **EXTENSION PROGRAMS**

### **Description of Extension Job Responsibilities**

*Extension Specialist-Youth Development, 50% FTE.* The focus here is on the development of comprehensive and innovative educational programs in the areas of environmental education, natural resources, shooting sports, and environmental issues. The setting for these content areas includes 4-H clubs, schools, afterschool programs, home schools, state and regional events, day camps and residential camps. The primary emphasis is placed on the presentation of programs and in-service training for county faculty, camp staff, afterschool staff and volunteers to meet the expanding programmatic needs in these areas.

Specific program areas and percentage breakdown are:

<b>4-H Shooting Sports</b> .....	25%
<b>Children, Youth and Families at Risk (CYFAR)</b> .....	20%
<b>Environmental Education</b> .....	5%

(Prior to 2004 this area was greater than 50% of the specialists total FTE)

### **Title for Program I: 4-H Shooting Sports Program**

#### **Program Situation**

The Florida Shooting Sports Program supports the development of life skills via the disciplines of

archery, shotgun, rifle (small bore 22 and air rifle), muzzle loading and hunting/natural resources. In addition to life skills development, training for each discipline provides the participants with a thorough understanding of the safety and skills necessary to successfully participate in the discipline as well as to compete in various State and National events. Youth participation in Florida may include 4-H Clubs (led by trained and certified volunteers), residential camps, day camps, afterschool programs and schools. Participants may also participate in competitive events at the local, regional, State and National levels. There is continued emphasis on the training of volunteer leaders to facilitate county programs and activities. A number of Level 1 training/in-service certification events that require 20 hours of contact are offered each year to accommodate the growing demand for county based programs. These programs are conducted by Level 2 Nationally certified trainers and follow a very structured curriculum.

The faculty member is currently the State Program Leader/Coordinator and State Committee Chair for the Florida 4-H Shooting Sports Program. This involves responsibility for coordinating events, in-services, volunteer training, camps, fund raising, grants, National Invitational and committee activities. Current volunteer certification list includes over 500 volunteers in five disciplines. The Program Leader is responsible for maintaining certification records, state equipment inventories, match results, and financial records. The program is one of the largest 4-H programs in Florida and is offered in 46 other states by 4-H.

<b>Target Audience(s)</b>	<b>Primary Audience(s)</b>
State Extension Faculty Florida Residents	4-H Extension Faculty Adult Volunteers; School Age Youth ages (8-18)

### **Program Goals and Objectives**

The Florida 4-H Shooting Sports Program provides young people an opportunity to become responsible and productive members of society through the development of life skills, character enhancement and personal growth. Using the subject matter expertise and resources of Extension through training in the shooting sports, county faculty, volunteer leaders and coaches transfer knowledge, skills and values to compliment the participants' abilities and help develop human capital. The following are the program objectives.

Participation in the Florida 4-H Shooting Sports program will....

- enhance development of life skills such as problem solving, teamwork, leadership, self-esteem, and personal growth through safe, educational and socially acceptable youth development methods.
- teach safe and responsible use of firearms and archery equipment including sound decision making and self-discipline using experiential educational methods.
- encourage the highest standards of safety, sportsmanship and ethical behavior.
- promote participation in natural resources and related natural science programs by exposing participants to the content through target shooting, hunting and related activities.
- strengthen families through participation in these life-long recreational activities.
- provide training for adult volunteer leaders in the development of life skills for youth and to be positive role models and mentors.
- provide volunteer instructors safe and proper instructional techniques and information on how to plan, conduct and manage 4-H shooting sports clubs.

In addition, it is the intent of the 4-H Shooting Sports program to ....

- expand 4-H membership and involve additional 4-H adult volunteers.
- maintain and expand a State level committee of nationally trained and certified 4-H Shooting Sports instructors.
- enhance fund raising efforts for equipment, training support, camp scholarships and other needs,
- increase opportunities for state, district and regional competitive events.

### **Educational Methods and Activities**

The **specialist's** role is to manage the program to conform with National and State policies and procedures, maintain volunteer discipline certification and recertification lists, review program curriculum and discipline specific training materials, organize participants and coaches for the National Competition, assist with fund raising, assist with event planning and management, and provide support when needed for volunteer training and presentations. As the State Shooting Sports Committee Chair, the specialist provides leadership and oversight to the committee and acts as a liaison with the State 4-H Office and Extension Administration. This position is responsible for organizing committee meetings, conference calls, fund raising and providing financial updates. The instructional aspects of this position support the presentation of current and relevant youth development strategies as well as program management for faculty and volunteers. The content areas include life skills development, risk management, ethics, wildlife ecology, and discipline skill development.

The **State committee members** include both county faculty and volunteers who, for the most part are Level 2 trainers. This training level permits them to organize Level 1 volunteer trainings within the state. To achieve Level 2 status an individual must attend a six day National training in a specific discipline. These Level 2 trainers are then expected to return to their home state and provide training for Level 1 volunteers. To be certified in all disciplines would take six years at a minimum. So, typically each committee member has one specific discipline that he or she is responsible for training within Florida. Currently a mix of county faculty and volunteers are assigned as discipline coordinators for Florida. Committee members also organize and plan the State events related to their discipline as well as provide input to overall policies, procedures and other program decisions.

Each **volunteer** interested in starting a Shooting Sports Club or program must be certified in Level 1 training. Level 1 training provides a minimum of 16 face to face contact hours in each discipline and an additional four hours of offsite instruction through online Power Point presentations, homework assignments or other instruction as determined by the State discipline leader. Each discipline follows an activity guide provided at each training along with a general program guide to help facilitate the management of the county programs. Each year Level 1 trainees are encouraged to advance to Level 2 status

### **Support Materials**

During each Level 1 training, volunteer instructors are given two program manuals for use with their 4-H club program. One manual is a discipline specific guide to knowledge, skills and safety activities and the other is a general guide, "Skills and Concepts for Life", that provides information on life skills, risk management, volunteer job description, teaching tips, and other resources essential

to organizing a shooting sports club. A total of six manuals have been prepared for use in this program. These manuals have been developed specifically for Florida from the 4-H National Curriculum that is provided to Level 2 trainers. These manuals are not posted on the EDIS system and are only available by attending a certification training. The National 4-H Curriculum is the established and accepted model for teaching 4-H youth. Curriculum, certification, and training by other organizations are a welcome supplement but cannot replace the 4-H curriculum. During the Level 1 training sessions, several Power Point presentations have been developed and are used to supplement the manuals in the areas of life skills, risk management, roles and responsibilities of the 4-H leader. Several of these presentations are available online for volunteers to review as part of a certification training. In addition, a document titled "Shooting Sports State Plan and Guidelines" is posted on the State 4-H website. This provides information related to instructor certification, age requirements, program objectives, equipment and other resources.

### **Number of professional presentations**

Multiple Level 1 training events are scheduled annually depending on district demand. Typically six to ten Level 1 certification training sessions are offered each year with one State training scheduled that offers all disciplines. These sessions are typically taught by a combination of instructors including county faculty and volunteers.

### **Outcomes and Impacts**

Volunteers trained and recertified annually ranges from 125-175. The number of youth currently enrolled in the Florida 4-H Shooting Sports Programs exceeds 3,600. Events held annually and sponsored by the State Committee include ten state matches, the certification trainings mentioned above, a five day residential camp, a National Invitational Event and several regional activities. Program evaluation for the Level 1 training sessions is completed via a pre/post test administered to the volunteer participants. Typically, 95% plus of the participants indicate a knowledge and skill gain. Current assessment of youth participants in shooting sports programs indicate significant increases in knowledge and skills related to their chosen discipline. Life skill development is also enhanced especially in the areas of leadership and decision making. Several other research studies on shooting sports from other states have been completed and indicate critical strengths in the areas of reinforcing family relationships, citizenship skills, strengthening personal and social competence, promoting sportsmanship and ethical behavior, willingness to help others and the development of lifelong recreational pursuits. Annual demographic information is collected from the ES237 report and submitted to the National Shooting Sports Program. The overwhelming evidence here suggests that this program recruits a large number of male volunteers to the 4-H program and retains the older youth participants. Both of these demographic groups are typically lower in other 4-H programs making the 4-H Shooting Sports program an important recruitment avenue for these individuals.

### **Title for Program 2: Children Youth and Families at Risk (CYFAR)**

#### **Situation**

*Children, Youth and Families at Risk (CYFAR) (2004-present)*



The purpose of the CYFAR *Involving Teens in Community Issues Sustainable Communities Project* (SCP) is to increase the quantity and quality of programs serving at-risk teens and their families as well as to continue building the capacity of Florida Extension to serve at-risk populations. Two after-school programs have been established in two Central Florida communities where no comprehensive after-school programming exists for teens. These programs reach mostly low-income, Hispanic and African-American teens in the 12-19 age range. The focus of the program content is investigating timely and relevant issues within the respective communities. Teens analyze issues; develop research strategies including data collection, asset mapping and surveys to investigate issues. Teens then develop appropriate citizenship action plans to be implemented in collaboration with community partners for the purpose of remediating problems and issues within the community. Teens become involved in the decision making process.

The rationale for the selection of teens as the target audience centers on the limited number of teen afterschool programs generally available in Florida and particularly in the communities selected as SCP sites. In many instances existing programs are offered on a limited basis i.e., once a week or less, and typically do not have an educational focus. Most programs are providing recreational time to participants with limited opportunities for youth/adult partnerships that work together on community issues and decision making. Needs were determined by examining 4-H enrollment records that indicate a sharp drop in teen participation. Those teens remaining involved in 4-H tend to be of a higher socioeconomic status and/or have specialty interests in a particular club or activity. The target teen audience of SCP is focused on lower socioeconomic communities where 4-H has a very limited presence if any.

As Principle Investigator for CYFAR this faculty member is primarily responsible for program management, budgeting, and staff training. A Co-PI manages evaluation and individual projects with graduate students. County faculty participate in direct supervision of staff and program development. The current Sustainable Communities Project (SCP) grant continues through 2014 and consists of funding for two afterschool programs, one in Volusia and one in Seminole Counties. A previous funding cycle, New Communities Project (NCP), was also an afterschool program conducted in Polk and Bradford Counties. To date \$1,072,000 of grant funds have been awarded for these county Extension activities.

### **Program Goals and Objectives**

The two primary goals for this project include providing teens with a healthy, safe, and supportive environment for growth and development and....

To increase youth involvement for greater community connectedness by teaching citizenship skills, community service skills, critical thinking and problem solving skills.

Specific objectives are: As a result of the program participants will....

- Increase their knowledge of local community issues.
- Demonstrate increased positive attitudes related to community involvement and community connectedness.
- Improve skills related to human relations, leadership, cooperation and goal setting skills.
- Demonstrate improved skills related to technology and the use of social media.

## **Educational Methods and Activities**

The curriculum selected is entitled: Investigating and Evaluating Environmental Issues and Actions: Skill Development Program. With the use of this curriculum the students have been focusing on the environment and what community service can do to improve the environment within their local community. Community involvement in Seminole County has included monthly community meetings at the Midway Safe Harbor that members of CYFAR and University of Florida Extension attend. These meetings help inform the members of the community of the events at the Midway Safe Harbor, including those related to CYFAR. The CYFAR staff have also used these meetings to better understand the needs of the community and to recruit involvement in the CYFAR Afterschool Program. During the summer the students created a bulletin board within the Safe Harbor that discusses community service and what it means to be a part of a community. The bulletin board remains and the students periodically update the information on the board. At the beginning of the fall semester, the students along with the staff went to a variety of places within their community to complete a needs assessment for their community. The students ask individuals in their community to complete a survey on what areas they would like to see improved in their community. The students then used this information to begin planning activities for the 2011-2012 school year. The CYFAR staff and students helped to plan and implement a Domestic Violence Awareness Rally that took place at the Midway Safe Harbor.

**Technology Integration:** At the start of both afterschool programs the State Staff evaluated the technology needs of both sites. Internet connectivity was established at both sites and email accounts set up for each student. Each day students are allowed access to the computer lab during homework time to complete school projects. Once homework time has been completed, students participate in elective activities which may include computer time. During this time the students are supervised on their computer ventures, but are allowed to explore the internet.

## **Outcomes/Impacts**

**Results:** Four separate instruments were designed and/or selected for use in the project evaluation to and improve teen knowledge, attitudes, skills and behaviors related to community involvement. These efforts align to the project logic model in regard to assessing teen involvement in community issues. The primary evaluation instrument, Youth Involvement in Community Issues (YICI) (Barnett, Payne, Culen, 2010) has the objectives of assessing demographics, grade, type of community involvement and other aspects of their community. Additional items assess youth attitudes related to adults in their community and their relationships with these adults. This corresponds to the mentoring aspects in these types of programs. Correlations have been conducted on both sites to examine relationships between total youth community development scores and each individual community variable, including environment, support, involvement, connectedness. In addition, means have been conducted regarding knowledge of community issues. Correlations have been conducted on both sites to examine relationships between total youth community knowledge and each individual knowledge variable including individuals, institutions, and media. Means scores, t-test, and correlations were conducted to begin to examine participant responses. Based on the findings from the YICI, youth at both sites indicated that they “agreed” with the 20 items that assessed the variables of community involvement, community support, community environment, and community connectedness (You and Your Community) as well as the Knowledge of Community Issues 18 items assessment which

includes items from whom they learned community issues from including: individuals, institutions, and media. YICI mean scores for two indices were determined based on a scale of 1-5 (Strongly Disagree-Strongly Agree), You and Your Community (3.70) and Knowledge of Community Issues (3.72). Within the You and Your Community Index four subcategories existed with the following means scores: Community Environment (3.95), Community Support (3.84), Community Involvement (3.62), and Community Connectedness (3.46). Within the Knowledge of Community Issues three subcategories existed with the following means scores: Individuals (3.81), Institutions (3.73), and Media (3.52). Overall youth felt the most positive regarding their community environment including: that their community is a good place to live, safe, clean, and they enjoy being there. The least positive findings relate to the variable of Community Connectedness which indicates that youth do not feel as positive about having a voice, able to influence decisions that affect their community, having a positive impact, or being interested in what goes on.

### **Program 3 Title: *Environmental Education***

#### **Situation**

The rate at which Florida continues to develop, the growing population and the increased interest by tourists raise issues about the future of Florida's environment and natural resources. Environmental education opportunities must provide Florida youth and adults with the knowledge necessary to better understand the State's fragile ecosystems, diverse natural resources and the many issues that occur as a result of human/ environment interactions. Therefore, it becomes imperative that environmental education programs engage youth and adults in the investigation of relevant and timely topics in the areas of environmental issues and resource management. Even more critical is the presentation of methods by which individuals can become responsible citizens in the resolution of environmental problems and issues. Environmental education through the Extension 4-H Youth Development Program provides opportunities for 4H clubs, home schools, after school programs, classroom students, and camp participants to build a foundation of knowledge and skills to become informed about the environment, engaged in decision making and involved citizens in their communities.

#### **Program Goals and Objectives**

The major goal of this Extension Environmental Education program focuses on the need to improve environmental literacy of Florida's youth through science-based information and educational methods. The educational objectives that define and ultimately measure environmental literacy require that as a result of the program, youth participants will have...

1. ...acquired a substantial amount of science and social foundation knowledge that directly relates to Florida's environmental problems, issues and changes.
2. ...increased their awareness of the varied and critically important environmental problems, issues and changes that exist within Florida and extend beyond its borders.
3. ...acquired and applied the skills needed to understand the complex and multiple perspectives that surround environmental issues.
4. ...acquired investigation skills needed for the independent investigation and evaluation of environmental problems, issues and changes.
5. ...developed and evaluated community based action plans focused on the need for

responsible citizenship behavior related to environmental issues.

Ultimately, these goals and objectives are operationalized and implemented through the educational methodology employed in the program. A description of specific implementation and methodological strategies follows.

## **Educational Methods and Activities**

### ***Curriculum***

The educational materials/services for the environmental education program are developed dependent upon need expressed by counties or as determined at the state level under the leadership of this faculty member. Materials can then be individually selected to address the needs of the clientele whether they are youth or adults. Curricular materials thus far developed for the environmental education program generally are in the form of “Leader’s Guides” and “Project Books.” These guides provide activities within a specific content area (e.g., Aquatic/Marine Ecosystems) that 4-H faculty, teachers and volunteers can implement in their particular instructional situation. Scope and sequence are important aspects of these materials as this provides a framework to guide the instructional effort. Most curricular materials also contain student activity supplements and/or project books that can be distributed to the youth participant. In addition to these materials, “informational” handouts are often used to provide content for specific events (e.g., Marine Ecology) or to supplement existing programs. A current list of available materials follows.

Aquatic/Marine Ecosystems Leader's Activity Guide. This 260-page curriculum was the culmination of a design team effort involving county faculty, volunteers, and UF extension faculty. Five chapters, which contain from six to ten activities each, provide hands-on activities that explore the freshwater and saltwater environments of Florida. Extension Publication SPMRL20.

Coastal Marine Environmental Issues: An Extended Case Study for the Investigation and Evaluation of Marine Issues of the Gulf Coast and Florida Peninsula. Teacher/Leader’s edition 204pp. Student Edition 133pp. This publication is commercially available and has been distributed widely in Florida through workshops and grants.

Organics: A Wasted Resource? Teacher/Leader’s edition 164 pp. Student Edition 114pp. and 14 minute video. This publication was produced under a grant from the Southeastern EPA Solid Waste Office and has been distributed to all counties.

“Ecological Foundations Activities” In 2005 a series of outdoor environmental education activities was developed for individual distribution and use in 4-H clubs, camps and afterschool programs. Concepts covered include predator prey relationship, food webs, abiotic influences, and other ecological concepts.

In addition to the curricula described above and in response to the need for environmental education materials for FL714, various Extension faculty have developed seven other activity guides that are currently available through the for sale system. Titles for these environmental educational curricula include:

1. Earth Connections (ages 5-8).

2. Earth Connections (ages 9-11).
3. Soil, Water and Land Use I: Understanding Pesticide Interaction (ages 15-18).
4. Soil, Water and Land Use II: Understanding Nitrogen Interaction (ages 15-18).
5. Water Wise Guys (ages 9-11).
6. Recycling Adventures (ages 5-11).
7. Energy Encounters (ages 9-11).

### ***Residential Camping Programs***

Residential camping programs, another type of educational experience under the direction of the faculty member until 2005, were designed to meet the needs of youth within a particular area or to address particular topics or issues (e.g., the State Marine Institute). The camp curriculum is presented by camp staff, 4-H county faculty, volunteer leaders, extension faculty, and other resource specialists. A description of current and past programs follows.

“County 4-H Camps” In collaboration with the 4-H County Faculty, approximately 24 weeks of camping programs are completed each year. This represents participation by 60 of the 67 County Extension programs in Florida. These camps host over 3,000 Florida youth in five-day (typical) residential camping programs that provide training in environmental education, leadership development skills, and other outdoor/ recreational skills. Typically, the county 4-H programs work cooperatively with the camp staff to select activities and implement the educational program for the youth participants.

“Environmental Ed-Venture Camps” A one-week session of open enrollment (i.e., open to youth in all counties) camp that provides programming in environmental education and natural resources. Held at different camp locations depending on scheduling. 4-H camp staff are responsible for the majority of programming and activities during this session additional resource people are utilized for specific educational programs. To date six weeks of programming have occurred.

“Marine Institutes” These one week sessions are cooperatively planned and implemented with Sea Grant agents. These open enrollment programs are offered at various locations in the State. Past locations include Marineland, the Florida Keys, and Camp Timpoochee. The intent is to expose participants to the different marine ecosystems present in Florida. To date twelve weeks of programming have been conducted.

“Shooting Sports Camp” This national 4-H program has been adopted in Florida and is coordinated by several county faculty. Weeklong and weekend youth activities are scheduled annually for the purpose of providing instruction in safety related to the disciplines of shooting sports (e.g., archery, air pistol, and shotgun). The nationally certified trainers also conduct intensive adult training.

“Energy Education Camp.” A five-day energy education program for youth 8-18 was designed and implemented at the Cherry Lake 4-H Center. This program involved approximately 115 participants from Florida in an education program centered on energy conservation and other display projects at the Center. Scholarships were provided to all individuals through a Gift from the Chevron Corp.

### ***County Extension Faculty and Staff In-service Training (Selected list)***

“Investigating Land Use Issues In-service Training.” Three day program introduced Extension staff and secondary education agricultural teachers to the issues and problems of land use.

“Aquatic Marine In-service Workshop.” This workshop was designed to introduce the new 4-H curriculum Aquatic Marine Ecosystems: A Leaders Activity Guide. 260 pp. to county faculty and volunteer leaders.

“Investigating and Evaluating Environmental Issues and Actions.” (IEEIA) These five-day workshops introduced adult leaders and teachers to an innovative approach to teach youth from 6<sup>th</sup> to 12<sup>th</sup> grades how to use higher order thinking skills in the investigation and evaluation of environmental issues. Participants were also presented with methodologies and assessment strategies for students to use decision-making skills in the resolution of community or regional environmental issues.

“New Agent Training.” A segment of this in-service was devoted to the 4-H camping program: goals and objectives, program planning, and guidelines.

“Getting More from Your Camping Program.” The focus here was on program planning for the 4-H county summer camping programs. Objectives, curriculum, counselor training and camper recruitment were topics for the day.

“Environmental Issue Awareness Training.” This session provided faculty with an overview of the goals for environmental education and techniques that could be used to present issues in an unbiased manner.

“Community Water Education for Youth: Focus on Watersheds.” This four hour long interactive national videoconference was a cooperative effort with the Department of Family, Youth and Community Sciences (FYCS), the Soil Science Department, the Center for Natural Resources and the University of Wisconsin Cooperative Extension Program. Audience targeted included youth leaders, county faculty, and others interested in developing water education programs in their communities. Five down link sites were established.

“South Florida Environmental Education Initiative.” This initiative provided funding to disseminate 4-H environmental education curriculum in the southeastern counties of the South Florida area. The second phase of this initiative organized additional community clubs in the South Florida area. This is a district-wide effort that will use mid-management volunteers to train new club leaders in the use of the 4-H environmental education materials.

“Summer Camp Staff Training.” Phase one of the training begins with the approx. 25 staff members present at a single location for an intensive five-day program. The schedule for this training typically includes goals and objectives for environmental education, camp philosophy, policy review related to 4-H, safety/health issues, CPR/first aid as well as the content areas. These content areas include environmental education, natural resources, shooting sports, orienteering, outdoor education techniques and interpretation. After the initial immersion week, staff return to their respective camps for additional time to plan and design individual program/content areas. Held each May 1995-2005.

## **Outcomes/Impacts**

***Environmental Literacy Studies in Florida 4-H.*** The faculty member conducted several studies to obtain base-line information on the level of environmental literacy among Florida 4-H participants. This research is primarily descriptive in nature and utilizes a modified form of The Middle School Environmental Literacy Instrument (MSELI). The MSELI tested for the acquisition of select variables, which appear to impact upon responsible environmental behavior. An extensive validity assessment of the instrument was completed using a panel of 19 professional environmental educators. Since that time the instrument has been used to collect data on these variables at a national level. The MSELI assessed a significant number of Florida 4-H youth (n=165 and n=128) who have participated in various levels of environmental education curricula at the county level. Data determined the level of environmental literacy among Florida 4-H learners experiencing substantial environmental education curricula as compared to those youth who are not engaged in these learning activities. Data suggest that knowledge gain is significantly greater for the environmental education curricula than for the control group. The examination of data related to these variables and the self-reported history of taking environmental actions presents a comprehensive view of the effectiveness of the environmental education programming. The data collected has been used to help identify exemplary 4-H and other environmental education programs. An additional study was completed to examine the effectiveness of a new marine education curriculum “*Coastal Marine Environmental Issues: An Extended Case Study for the Investigation and Evaluation of Marine Issues of the Gulf Coast and Florida Peninsula*” on the environmental literacy of the participants involved in the instruction. Seven different sites and settings (i.e., classrooms, home schools 4-H after school groups) were selected in Florida and Texas with an n = 225. This project used instruments from other studies of a similar nature to assess variables thought to be precursors to environmental action and citizenship behavior. The data suggest that this curriculum produces significant differences in the environmental action strategies and behavior changes that occur as a result of using this curriculum as compared to control groups. The data collected is used to determine future environmental education curriculum development.

The following is a summary of activities from the “Reports of Accomplishment” submitted through the county extension programs and program information that was developed through the environmental education state program. A number of formal evaluation and survey instruments were utilized to evaluate various activities within the program. These include: A pre and posttest that demonstrated an increase in ecological knowledge by 80% of 4<sup>th</sup> and 5<sup>th</sup> graders (n=120) after attending an Ecology Day Program. A 30% increase in pre and post test scores related to participant knowledge of soil, water and land conservation concepts occurred as a result of activities implemented by county faculty. Participants in a recycling program (n=3,620 youth/adults) indicated they recycled 367 tons of household material over the course of a year. Another survey indicated that solid waste recycling efforts increased from 17% to 38%. Post evaluations indicate that 50% of program participants in a county Extension program changed consumer behavior relative to buying products with less packaging. A survey of a youth 3R’s program indicated 100% participation in recycling/reusing efforts by 4-H club members involved in the program. Another 1,389 youth who participated in a day camp, with a focus on waste reduction and management demonstrated an increased knowledge (31%) of related concepts on posttest evaluations. Other efforts related to the environmental education activities and programs conducted at the county level include: 97 community clubs reported participating in urban greening events in which several thousand trees and shrubs were planted in neighborhoods. Several nature trails and schoolyard ecosystem areas were

developed and maintained by 4-H community clubs. An Eastern bluebird nest box trail was established and maintained by one group of 4-H participants.

***Curriculum Distribution and Program Activity.*** The curricula described above in **Educational Methods and Activities** have been distributed in 5 countries, 22 states and Florida's 67 counties and are being implemented in a variety of settings including: day camps, traditional 4-H clubs, classrooms, residential camps, after school programs and home school settings. Environmental education county programming, residential camping efforts and curriculum have made a significant contribution to the overall youth development efforts in the University of Florida's Cooperative Extension Program. Past reports indicate up to 66% of the 67 county programs report activities (other than camping) under environmental education activities on an annual basis. If the camping effort is considered in total, then 89% or 61 of the 68 (includes Seminole Reservation) extension programs in the State of Florida participate in some method of environmental education programming annually. County Major Programs (CMP) provided accounts of activity in environmental education. These programs take on various titles which include: Coastal Environment and Water Quality; Natural Resources and Science Education; 4-H Natural Resources; Environmental Issues; Coastal Fisheries and Habitats; Environment the World Around Us; and Environmental Education for Florida's Youth. Most of these programs report the use of Florida Extension curricula, events and/or camp events as the source of information/activities.

## **E. Other Extension Effort and Responsibilities**

### **4-H Camping Program Fiscal Management and Operational Responsibilities (1994-2005).**

In addition to the programmatic components of this position, the faculty member had direct responsibilities for the financial and operational aspects of the four residential facilities (Cherry Lake 4-H Center, Madison County; Cloverleaf 4-H Center, Lake Placid; Camp Ocala 4-H Center, Lake County; and Timpoochee 4-H Center, Niceville) operated under the University of Florida and the Florida 4-H Foundation Inc. Since 1994, the faculty member has guided the development and implementation of a financial restructuring plan for the four 4-H residential camping centers and their programs. The implementation of the plan has included the development of standardized fees, contract forms, deposit procedures and monthly financial reports that identify income and expenditures for better management of resources. The financial aspects of this plan include a deficit reduction plan to reestablish fiscal solvency of the 4-H Camping Programs. Prior to 1994 the 4-H Camping Program in Florida accrued a deficit in excess of \$200,000 within the 4-H Foundation Accounts. In October of 1994, the faculty member in cooperation with the 4-H Foundation Board and Extension Administration implemented a deficit reduction plan. This plan consisted of an annual payback from the operation accounts of the camps that would be derived from improved efficiency, increased enrollment of both 4-H and outside user groups and spending cuts. This payback amount was established at a level that would eliminate the deficit within five years. Each year during the plan, the goal for the deficit reduction was exceeded.

The faculty member had direct fiscal responsibility for nineteen (19) Florida 4H Foundation accounts totaling over \$700,000. Twelve (12) of these accounts related to the camping programs generate over \$600,000 annually in user fees, grants, and contracts. The total annual operating budgets for these facilities including state support, is approximately \$1,000,000. The faculty member was also



responsible for the supervision of full time staff members which include six state funded positions and five grant funded positions (six of which are A&P positions). In addition, these facilities employ up to 50 on call or seasonal staff including instructional, foodservice and maintenance staff.

**Elderhostel Programs (1999-2005).** These programs are conducted internationally under the administrative guidance of Elderhostel Inc. in Boston, Massachusetts. The intent is to provide opportunities for lifelong learning with individuals 55 years and up. Attendees are both Florida residents and out-of-state visitors. Program objectives are similar to the extension program (i.e., to improve environmental literacy, enhance the understanding of natural resource management and to promote environmental stewardship about Florida's environment). Program requirements demand 32 hours of college level instructional activity and related field trips. The focus of the Ocala programs is on the natural history and management of Florida's ecosystems. Twelve six-day sessions have been conducted to date. Specific program topics have included: The Natural Florida: Introduction to Ecosystems; Birding the Ocala National Forest; The Endangered Scrub/Sand Pine Habitat; Aquatic Ecosystems; and Marine Ecology. The faculty member has been responsible for program development including content areas, organizational support and instruction. Outside instructors are used for selected topics with the remainder of the instructional load conducted by the faculty member and the 4-H camp staff. Evaluations relative to program content and presentation are good to excellent.

## **SERVICE TO SCHOOLS**

*Florida Science Course In-service Workshop Hillsborough District Schools.* June 15-19, 1998. At the invitation of the District Science Curriculum Supervisor a five-day teacher in-service/training program was conducted for issue investigation and evaluation in the 9<sup>th</sup> grade. This workshop was co-presented with two other nationally certified trainers.

*St. Augustine School for the Deaf and Blind Environmental Education Program:* March-April 1998. This special population program was made possible through several gifts. Instruction focused on environmental education, marine science and recreational activities. A combination of residential and day programs for the schools population was conducted over a period of four days. Planning was coordinated directly with teachers from the school as was the implementation phase.

*Andrew Robinson Elementary School Environmental Education Program:* September 26-27, 1996. This residential camping program involved 225 inner city students from Jacksonville, Florida. Activities focused on environmental education, ecological concepts and recreational activities during the two-day period. The program activities and schedule were cooperatively planned and implemented with camp staff.

*Lake County Schools Environmental Education Program at Camp Ocala.* February 8, March 19 and May 6, 1996. These programs targeted 3<sup>rd</sup> and 4<sup>th</sup> grade students for a daylong environmental education program. Students participated in activities focusing on aquatic food chains, sand pine habitat, and predator prey relationships.

## **MEMBERSHIPS AND ACTIVITIES IN THE PROFESSION**

## **Memberships**

### **a. International**

North American Association for Environmental Education (NAAEE), member, 1979-2009.

### **b. National**

National Academic Advising Association (NACADA), member 2007-present.

Association for Environmental Studies, member 2009-2010

American Camping Association, member, 1994-2000.

American Educational Research Association (AERA), member, 2001-2006.

Association for Supervision and Curriculum Development, member, 1998-2002.

### **c. State**

Florida Association of Extension 4-H Agents, member 1995, 1998-2007

League of Environmental Educators in Florida, member, 1995-2000.

Florida Marine Science Education Association, member 1998-2002.

## **Activities in the Profession**

### **a. International**

Reviewer for North American Association for Environmental Education Conference Presentations, 2008 and 2009.

### **b. National**

Co-chair, Research Poster and Review Selection Committee, CYFAR Conference 2010 and 2011.

Board Member and Reviewer, CYFERNet School Age Review Board 2004-2009.

Project Wet (Water Education for Teachers) Investigating and Evaluating Environmental Issues and Actions. Workshop Co-Leader. Bozeman, Montana October 2-6, 2001.

National 4-H Council Environmental Vision Team Summit. Chevy Chase, Maryland June 15, 2001.

Grant proposal reviewer for the National Fish and Wildlife Foundation 1998.

Investigating and Evaluating Environmental Issues and Actions: Train the Trainer Planning Conference. Hosted national environmental training for certified trainers of trainers planning session for 1998 programs. Camp Ocala 4-H Center, Nov. 14-16, 1997.

USDA National Review Team for Youth Water Education Programs, member/participant, 1994-1996.

Give Water a Hand: National 4-H Curriculum. State coordinator for this national disseminated environmental education curriculum distributed through the University of Wisconsin with USDA funding support. 1994-96.

c. State

Division of Marine Fisheries Environmental Programs Advisory Group. Florida Fish and Wildlife Conservation Commission, 1999-2004

Sharing Success in Environmental Education Awards Program. Member of the review team to evaluate environmental education projects for the Office of Environmental Education, Gulf Coast University, April 17, 1998.

Interdisciplinary Guide to the Florida Sunshine State Standards Workshop. Participated in presentations and activities demonstrating the correlation of Department of Education Sunshine Standards with environmental education programs. Winter Park, Florida, May 9, 1997.

**HONORS**

2005, Outstanding Extension Specialist Award, Florida Association of Extension 4-H Agents.

1996, University of Florida's President's Award for the Design of a Promotional Publication, Given for the Ocala 4-H Center Brochure.

1994, Audrey N. Tomera Award in Science and Environmental Education, Southern Illinois University Foundation and the Department of Curriculum and Instruction.