

Partnering for Relevancy and Inclusion: A regional approach

August 1, 2017





SOCIETY OF
OUTDOOR
RECREATION
PROFESSIONALS

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SORP is the voice for advancing the outdoor recreation profession.

Today's Presenter

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- Director of Outdoor Engagement
- Principal Investigator for IIC
- Associate Professor of Outdoor Recreation
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Learning Objectives

Participants will

1. Consider how your management objectives can become education opportunities (why & who)
2. Identify options for education partnering in your region (how & who)
3. Learn how to start and operate a regional educational partnership (how and where)
4. Reflect on the value of partnerships for relevancy and effective management (why)
5. Know where to find additional resources and references

Today's Journey

- Regional partnerships with higher education institutions can be an effective and rewarding endeavor to achieve youth goals and management objectives in a way that rejuvenates staff and educates the next generation of public land professionals.

Can management objectives become education opportunities?

➤ Experiential Education

- Intention
- Preparedness and Planning
- Authenticity
- Reflection
- Orientation and Training
- Monitoring and Continuous Improvement
- Assessment and Evaluation
- Acknowledgement

National Society of Experiential Education, 2013

SORP Principles for Implementation

- Implementing Partnerships
- Institutional Accountability
- Plan Adaptability
- Review and Revision

Society of Outdoor Recreation Professionals, 2011

Can management objectives become education opportunities?

- What issues are you working on?
- Outreach & education
- Data collection
- Surveying
- Conservation work
- Special projects
- Community relations
- Relevancy?

What options do you have for education partnering in your region?

- What higher education institutions do you have in your area?
- What contacts do you have within these institutions?
- Places open to partnering
 - Individual departments
 - Career centers
 - Diversity centers

Starting your own: the IIC as an example



➤ IIC's Mission

- The Intergovernmental Internship Cooperative (IIC) develops public land leaders of tomorrow through being a centralized resource of committed and engaged partners. We are collaborating to provide relevant and meaningful educational experiences and career opportunities to university and other youth in the region and meet partner needs. We encourage stewardship of and appreciation for the richness of the region's lands and resources.

Where?

REGIONAL PARTNERS

National Park Service

Bryce Canyon National Park^
 Cedar Breaks National Monument^
 Grand Canyon Parashant National Monument
 Great Basin National Park
 Pipe Springs National Monument
 Zion National Park

Bureau of Land Management

Color Country^
 Grand Staircase-Escalante National Monument

Arizona Strip/Vermillion Cliff

US Forest Service

Dixie National Forest^
 Fishlake National Forest
 Kaibab National Forest

State of Utah

State Parks^
 Division of Wildlife Services
 Workforce Services

Tribes

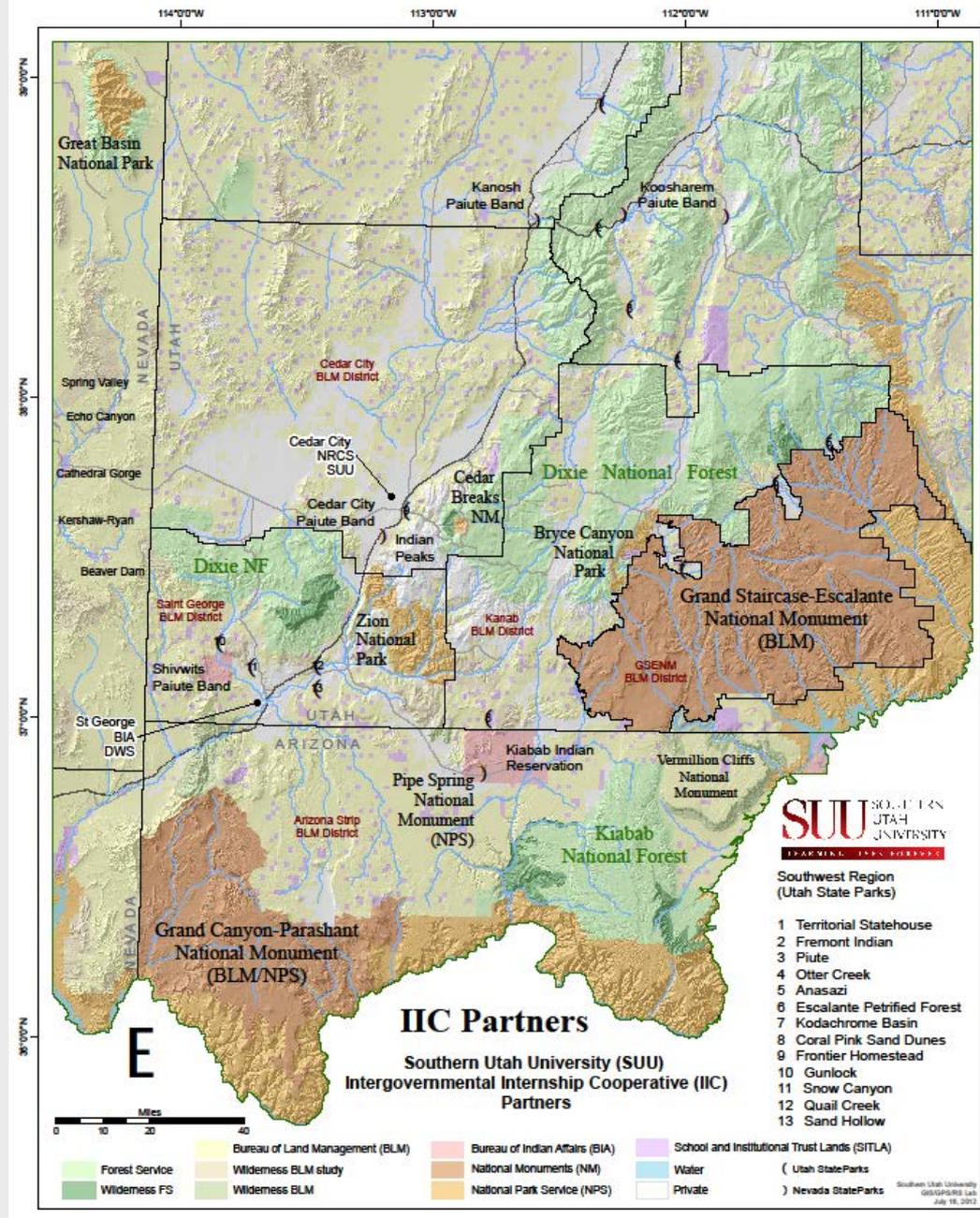
Cedar City Paiute Band
 Kaibab Band

Universities

Southern Utah University*^
 Dixie State University
 Southwest Applied Technology College
 Mojave Community College

*host

^Founding organization



What does it look like after 10 years?

Internships (228 in 2016)

- 40 majors (biology...zoology) in 18 internship categories:
 - Administration/Accounting
 - Botany
 - Dispatch
 - Engineering
 - Fisheries
 - GIS
 - Graphic Arts
 - Historic Preservation
 - Hydrologic
 - Interpretation
 - IT
 - Land Law Examiner
 - Maintenance/Facilities Management
 - Range
 - Recreation
 - Tribal Relations
 - Visitor Use Management
 - Wildlife

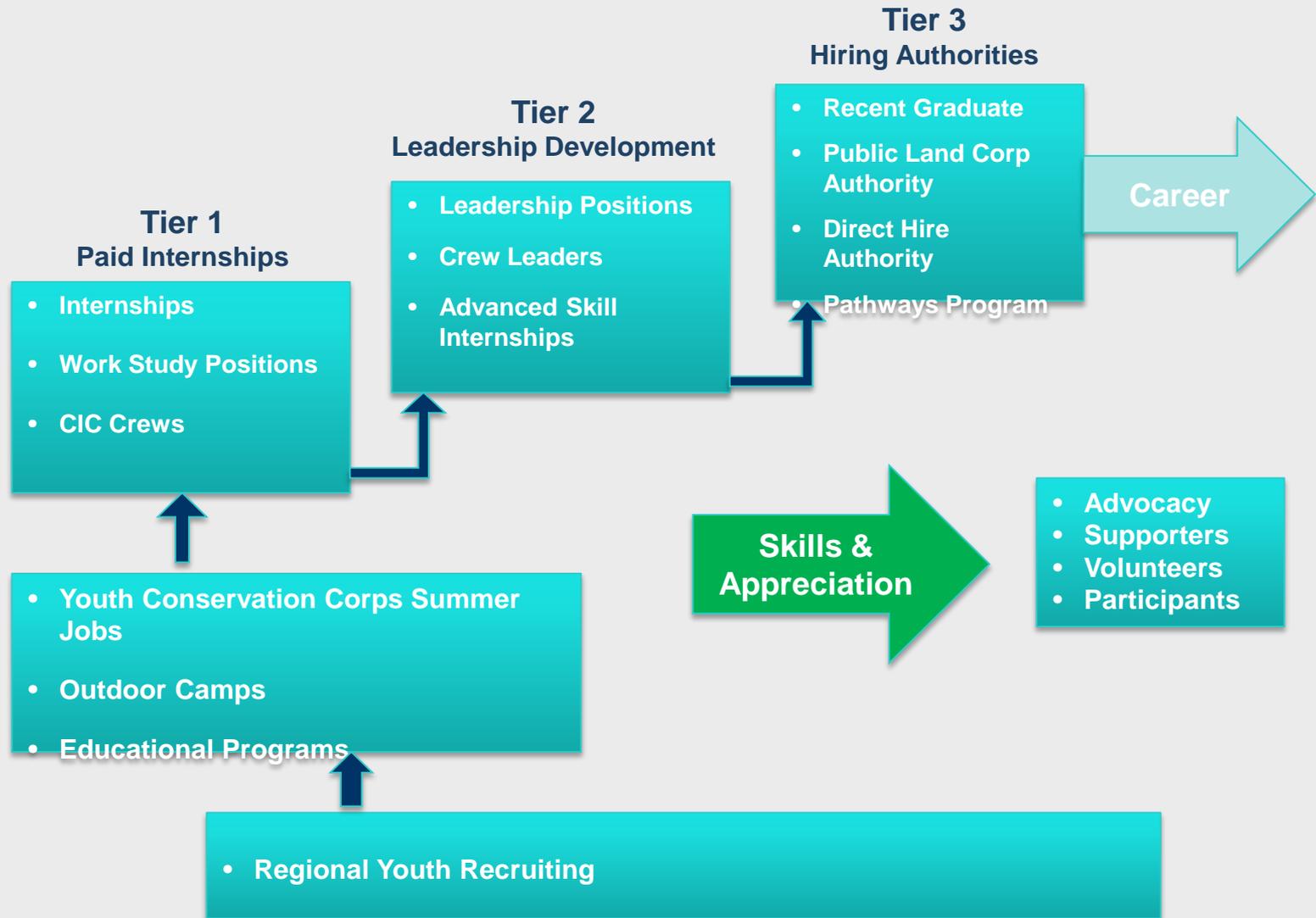
Youth Crews (9 leaders, 3 assistant crew leaders, 40 youth)

- **IIC Youth Conservation Corp**
 - Members can be 16 to 18 years. Beginner level skills and learning experiences encouraged
 - Emphasis on teamwork and developmental educational experiences
- **IIC Career Internship Corp (CIC) Crew program**
 - Members can be 18 or older
 - College level learning and challenging skill application encouraged
 - Emphasis on leadership development for all participants

How do you start? Start small

	2007	2017
Partners	6	23
Interns/hours	12interns/5,280 hours	228 interns/80,416 hours
Youth Crews	0	6
Governance	Steering Committee (monthly meetings)	Steering Committee (monthly), Advisory Board (Semi Annual)
Funding	\$50,000 Challenge Cost Share	\$6 Million over five year agreements (wages = \$1.5 million/year); Projects, grants, initiatives, & base funds
Staff	1 part time coordinator	3 dedicated staff, 2-3 interns
PI	1 PI	1 PI, 1 Assistant
Campus Support	HR, Chair of PE, Outdoor Rec Coordinator, 1 Dean	HR, SPARC, Contoller's Office, Payroll, Professors, Deans, Provost, President
10 year summary	1,596 interns 	Average intern cost \$6,300 

Make your work relevant to education: IIC Career Development Model



What do you need in the mix?

The IIC Recipe

Key components

- Monthly Steering Committee meetings & semi annual Advisory Board meetings*
- Mentors*
- Interns*
- Dedicated staff*
- Administrative support*
- Partnership celebration gatherings*
- Website*
- Intern Handbook
- Orientation & Trainings*
- Campus resources
 - Professors*
 - Career services
 - Multicultural Center
 - Human Resources*
 - Payroll
 - Controller's Office
 - Sponsored Programs, Agreements, and Contracts*



Putting the pieces in place: Proposals, Modifications, Financial Plans & Reports

Task Agreement Number (BLM will assign approval number)

Under
Master Cooperative Agreement F14AC00021
Revisions
The United States Department of the Interior
National Park Service
ASB
Southern Utah University/USU No. 020917620
211 West University Boulevard
Cedar City, Utah 84702

CEEA 17.945
Project Title: INTERGOVERNMENTAL INTERNSHIP COOPERATIVE (IC)
YOUTH PARTNERSHIP PROJECT 2016
Park Use: *BLM is the lead, working with with CROSC, FHE, GBOF, DIOC, and OGDOR.*
Funding source: (Describe, e.g. Park Use, BLM, MCC, FLECA, CFF, 600-NPS, appropriated, etc.)
Period of Performance: March 2016 - December 2017
Student recruitment: *Yes*
Inventory Information: *No*

ARTICLE I - BACKGROUND AND OBJECTIVES

REVISED PROJECT PROPOSAL - GENERAL
(Suggested Template)

Date: 04/28/2016
BLM Agreement No.: F14AC00021
Project Title: *Kanab Field Office Youth Recreation Internship Opportunities Program.*
Period of Performance (POP) for this project: 03/16/2016 to 12/31/2017

I. Describe how the Project Management Plan is being revised. (Below are some reasons for a change to the PMP)
The project management plan is being revised to add additional interns and internship hours.

II. Technical Approach
The IC will utilize these funds to complete BLM work plans associated with the following internships:

- 2 Recreation Technician Internships
- 1 Forest Technician Internship
- 1 Wildlife Technician Internship

III. Qualifications, Experience, and Past Performance
This project will be managed by a partnership between the BLM and the IC. The recruiting, payroll, and personnel management for the interns will be handled through the IC and Southern Utah University. The BLM will provide daily leadership and mentoring for the interns. The IC will provide recruiting, training and all human resource requirements for the interns. The IC Partnership Director is responsible for coordinating between the agency partners, SUU University, and the IC.

In the past year, the IC placed over 200 interns in regional land management agencies. We have a successful track record of recruiting, hiring, and supervising interns in natural resources and public lands. We work closely with our agency partners, including the Kanab Field Office, to provide meaningful learning experiences for our interns, tied to their academic degree through internship and field experience centers. Since 2008 we have placed and supervised over 1,000 interns. From our 2009 cohort, one third of the interns are still working for public lands. Our mission is to develop public land leaders of tomorrow through being a committed resource of committed and engaged partners. We currently have 10 active regional partners including the BLM, National Park Service, and Forest Service offices.

Attachment A
COFS Agreement No: 14-04-11040700-000
Master No: 0

Financial Plan Matrix:

Note: This Financial Plan may be used when:
(1) No program income is expected and
(2) The Cooperator is not going cash to the PI and
(3) There is no other Federal funding.

Agreements Financial Plan (Short Form)
Note: All columns may not be used. Use appropriate to report and use of contributions.

	COOPERATOR CONTRIBUTIONS		COOPERATOR CONTRIBUTIONS		(6) Total
	(2) Non-cash	(3) Cash in-kind	(4) Non-cash	(5) Cash	
COFS EXPENSES					
Direct Costs					
Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Equipment	\$7,200.00	\$0.00	\$0.00	\$0.00	\$7,200.00
Supplies/Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Printing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Indirect	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cost Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Direct Costs	\$7,200.00	\$0.00	\$0.00	\$0.00	\$7,200.00
Total	\$7,200.00	\$0.00	\$0.00	\$0.00	\$7,200.00
Total Project Value					\$7,200.00

Multiple Costs Allocation	
Total Forest Service Share =	0%
COFS/BLM/USU	100.00%
Total Cooperator Share =	100.00%
COFS/BLM/USU	100.00%
BLM/USU = 0%	0.00%

Abstract

Award Number: F14AC00050
Title: YPP: Intergovernmental Internship Cooperative (IC) Youth Partnership Project 2013
Project Dates: July 1, 2013 - December 31, 2016
Administered through the Colorado Plateau Cooperative Ecosystem Studies Unit Cooperative Agreement Number H5200-09-0005: CCSI Coordinator, Todd Chubbly, 928-523-6638.

Project Contacts:
Pi: Brigit Lopez
Director of Outdoor Engagement
Southern Utah University 16C 101
435-546-7829
NPS Certified: Jeff Ault
Chief of Interpretation and Partnerships
Grand Canyon-Parashant National Monument
Office: 435-688-3377

The purpose of this agreement was to continue a partnership between Southern Utah University's Intergovernmental Internship Cooperative (IC) and the National Park Service to provide a project based internship and service-learning program in the southern Utah region. We accomplished this work by matching the needs of land management government agencies with college students and departments seeking meaningful real world learning opportunities. The cooperative promotes professionalism in land stewardship and creates opportunities to conserve and preserve cultural and natural resources while effectively serving communities and visitors. Interns receive hands on learning opportunities in National Parks and Monuments as interpreters, natural and cultural resource interns, fee collectors, researchers, trail builders, information technology interns, administration, finance and accounting, and other similar positions. The final report shows the number of interns, the diversity of fields, the education outcomes, and discusses the lessons learned through implementing this agreement in diversity recruitment, youth engagement through education, project management, and program stability.

From 2013-2016 the IC employed 190 interns in 24 different fields through this agreement, but as a cooperative we hired a total of 503 interns, including a total of 342 within regional National Park units. In these internships students met many of SUU's essential learning outcomes: Increased knowledge of the natural and cultural resources on public lands (4.6/5 avg intern response), practiced teamwork (4.8/5 avg intern response), had opportunities to problem solve (4.6/5 avg), applied knowledge and skills in real world applications (4.6/5 avg), and increased their appreciation of public lands (4.6/5 avg). These learning outcomes are tied to the mentoring our interns received from their agency mentors.

In assessing the lessons learned from implementing this agreement, the final report discusses:

- The ongoing challenge of recruiting a diverse pool of candidates in an area that is predominantly white
- Our focus on education and professional development outcomes
- Progress in project management and partnership relations, and
- Sustainability of the IC

In reflection we have made progress in each of these areas due to the substantial involvement of our NPS partners.

What is the value of partnerships?

- Action Research is a form of qualitative methodology which places systematic inquiry into practice.
 - Intention
 - Group Inquiry Sessions (2)
 - Analysis (Dedoose)
 - Interpretation
 - Practice



Action Research: The value of partnerships

- The purpose of this research project is to begin a **reflective ritual** based on IIC community members' understanding of their own actions and experience and how collectively we have developed relationships, found value, overcome obstacles and established best practices.



The questions we are asking

1. From your experience, how have we, as a community, expressed the IIC's mission and vision?
2. What relationships have you developed from being part of the IIC?
3. What outcomes or results have made a difference for you?
4. How do you receive and exchange information regarding the IIC?
5. What challenges do you see the IIC encountering in the next few years?
6. What changes would you make to improve the IIC?
7. What do you value about the IIC?
8. Is there anything else you want to say about being part of the IIC that you want to share with the IIC community?

What we are learning: Best practices identified



- Processes matter
 - Centralized resource
 - Efficiency in shared programming
 - **Collaboration**
 - Network
 - **Focused goal: youth development**
 - **Offers bureaucratic options**
 - Aligned with national and regional initiatives
 - Offers flexibility

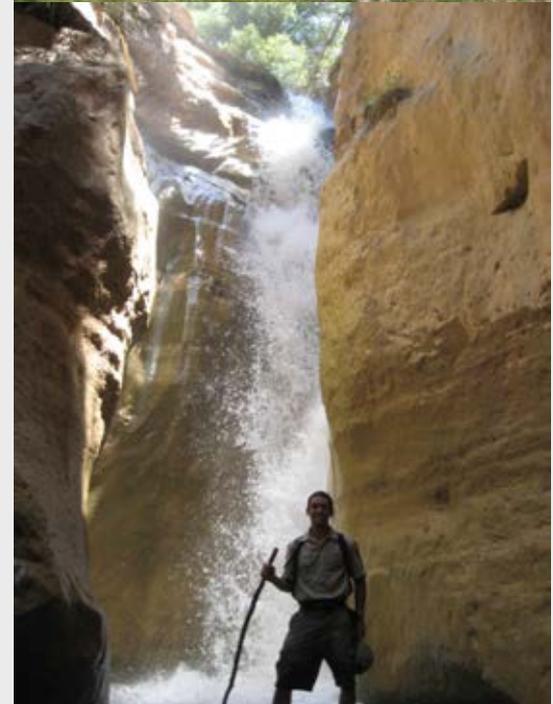
What we are learning: Relationships & outcomes

- Outcomes
 - Stewardship
 - Career opportunities
 - Engage youth
 - Develop public land leaders for tomorrow
 - Education outcomes
 - Associate tribal youth to their homeland
 - Employ local (and tribal) youth
 - Decreases silos
 - Empowers and motivates employees
 - Changing lives
- Day in the Parks
- University of the Parks
- Students become professionals
- Sense of place
- Informing curriculum
- Local connections through families
- Changing community perceptions
- Real world application
- Experimentation
- Build resumes with real experience

Students **University** **Public**
Land Agencies

What we are learning: Overcoming obstacles (together)

- Challenges we're facing
 - Increasing **diversity** in application pool
 - Increasing connecting agency staff with professors
 - Limitations in hiring interns
 - Need more jobs for talented interns
 - Vehicle insurance
 - **Translating** lingo between partners
 - Disseminating success to others
 - Growing the pool of interns
 - Housing for interns



What we are learning: Shared values



Summing it up

- Processes matter
- Collaboration
- Alignment is key
- Intended outcomes
- Unintended outcomes
- Problem solving challenges

1, 596 interns later, through partnering we have developed relationships, found value, overcome obstacles and established best practices.



Where do you find additional resources and references?

- Southern Utah University IIC
- Cooperative Ecosystem Studies Units
- Your regional higher education institutions
- Your alma maters
- Partnership coordinators within regional public lands

Presentation Review

1. Consider how your management objectives can become education opportunities (why & who)
2. Identify options for education partnering in your region (how & who)
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Questions?

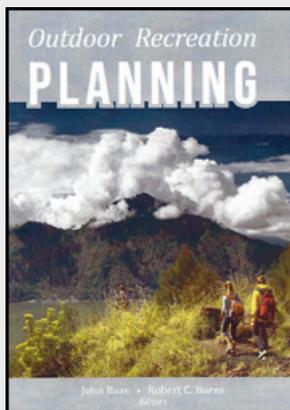
Type your question in the QUESTION pane
of the Control Panel.



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Thank you!

Watch for a follow up email and survey
about this webinar.

Check out the SORP website (www.RecPro.org) for
more outdoor recreation technical resources.

Questions about SORP?

Contact Brenda Adams-Weyant – Brenda@RecPro.org