



# *CORPORATE LANDS FOR LEARNING<sup>SM</sup>*

## **CERTIFICATION WORKBOOK 2009**

*As a fellow conservationist, we encourage you to save paper, ink, copy costs, and postage by submitting an electronic copy of your application via a CD or USB stick. We regret that we cannot accept emailed applications. Thank You*



## The *CLL* Certification Application Process and Scoring Process: A note from WHC's Director of Conservation Education

Thank you for applying for the Wildlife Habitat Council's Corporate Lands for Learning (*CLL*) Program. We've created this work book to help you as you prepare your application for *CLL* in 2009. This workbook contains all the forms you will need (see Sections I. and III.), exhaustive explanations for each section, "Helpful Hints" (look for the boxes in 'green type') and new this year, we even offer a "Template" feature (Appendix I.): you have the option to use this template to create your entire application by simply answering each question on the document.

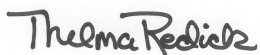
No matter how you elect to prepare your *CLL* Certification Document, I'd like to offer some key advice: You have worked diligently to establish a good program—**please take the time to make sure your application reflects the quality and hard work your team has put into your *CLL* Program!**

***When your application is received, first and foremost,*** we look to see that you have included all necessary and applicable documents with your application. Please refer to the CHECKLIST on page 3 and make sure that you have included ALL REQUIRED APPLICATION MATERIALS. It is easy to accidentally omit something, especially if you rush to complete the application. Remember, we can not process an incomplete application.

When your application is received, it is immediately checked into our database (to record whether it is in by the early-bird or standard deadline), or if it was received late (after July 31); **late applications are ineligible for award nominations.** When it is determined that your application contains all required materials, your application is initially reviewed at least twice by WHC Education Department Staff, based upon a rubric, or scoring sheet, which is applied to all *CLL* applications. The rubric is thorough and rigorous and applies a scale of points to various topic areas including, but not limited to, *curriculum* (what is taught and learned at your site and how it benefits learners), *volunteer involvement*, and *how well integrated your education programs are to the opportunities available in your habitat and community.*

The average of both scores is taken as your "final score." All first year *CLL* Certifications receive a two-year certification for their initial cycle. Recertifying *CLL* sites receive a two-year or three-year recertification for that cycle, based upon their score on the evaluation rubric. Award nominees are selected from applications scoring exceptionally high, representing a combination of excellence in curricula, the establishment of strong partnerships, and several other factors that are noted as being indicators of exemplary programs.

So, remember, as you prepare your *CLL* application—this is your chance to show us all that you've done. Don't leave anything out!



Director of Conservation Education & Outreach, Wildlife Habitat Council

**Helpful Hint:** If you need assistance in preparing your application, contact us at [CLL@wildlifehc.org](mailto:CLL@wildlifehc.org) or by phone at 301.588.8994 (Silver Spring MD) or 301.357.4874 (T. Redick, Director)

### **Checklist for Application:**

Please make sure you include everything listed below, as the application will not be processed or reviewed until the education staff has received all components.

#### **Section I: Forms**

- Certification Form (C-2)** (*must* be signed)
- Payment:** Applications will not be processed until payment is received. Applications will be considered late if payment is not postmarked by July 31, 2009
  - **Check:** On check stub or memo, please describe payment as *CLL* Certification
  - or-
  - **Credit Card Form:** must be signed and filled out completely
- Media Information Sheet** (Internal Press Contact information *must* be filled out)

#### **Section II: CLL Management Plan**

These items are integral portions of your management plan. Please see the workbook text for more detailed instruction and the Sample *CLL* Management Plan for examples.

- Mission**
- Goals and Objectives**
- Relating *CLL* and your Habitat**
- CLL* 3 year plan**
- Curriculum**
- Partner Plan**

#### **Section III: Additional Documentation**

- Audience Information**  
Please use form HAL or equivalent
- Education References**  
Three references are required. Please see Section V for further instructions
- Community Partners**  
Please list- this information is for reference for education staff
- Digital Photographs**  
A minimum of *five* is required. Please see Section for further instruction
- Optional Materials*  
Please see the final page of the application for information on applying for additional recognition

## **SECTION I: FORMS**

In this section you will find the following:

*Certification Application Form*

*Credit Card Payment Form*

*Media Information Sheet*

*CORPORATE LANDS FOR LEARNING*  
CERTIFICATION FORM C-2



Please postmark all required materials by July 31, 2009, including the application fee. Make checks payable to: Wildlife Habitat Council at 8737 Colesville Road, Suite 800, Silver Spring, Maryland 20910. Outstanding applications will be nominated for the “*Corporate Lands for Learning* Rookie of the Year” (CLLROY) award. Applications postmarked by June 30, 2009 will receive an Early Bird \$50 discount. **Applications postmarked after July 31, 2009 and before August 31, 2009 will be assessed a \$200 late fee and will not be considered for the CLLROY award.** **Applications postmarked after August 31, 2009 will not be considered for 2009 certification.**

**1. \$450 Application Fee** (Check, money order, or credit card. Nonmembers - application fee of \$900)  
**Important!** On check stub or memo, describe payment as *CLL* Certification.  
To pay by credit card, correctly complete the attached Certification Credit Card Payment Form.

**2. Required Site Information:**

Company Name (**exactly** as it should appear on certificate):

Site Name (**exactly** as it should appear on certificate):

Site’s city, state, and zip code:

Number of Hours of Active Learning per year:

Does *CLL* Program exist:    On-site     Off-site     Both

Total Number of Employee Volunteers:\_\_\_\_\_ Total number of audience members:\_\_\_\_\_

**3. Required Certification Contact Information**

Certification Contact:

Title:

Contact mailing address:

City:

State/Province:

Country:

Zip Code:

Telephone number:

Fax number:

Email address:

**4. Required Application Materials – please see checklist on the second page of this workbook**

(Application will not be considered until all required information is received. A \$200 late fee will be assessed if required information is not postmarked by 7/31/2009)

\* I, the undersigned, do hereby release all rights to photographic materials that serve as part of this application for certification. I fully authorize the Wildlife Habitat Council (WHC) to keep and use this material in any manner, including media coverage, slide presentations, and WHC-inclusive documents, with the understanding that due credit will be given to the photographer and company responsible for producing the picture.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



CERTIFICATION CREDIT CARD PAYMENT FORM

Company Name: \_\_\_\_\_

Site Name: \_\_\_\_\_

Fax #: \_\_\_\_\_

Phone#: \_\_\_\_\_

1. Cardholder Information

Name: \_\_\_\_\_

Billing Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

2. Certification Type (Check all that apply)

- Wildlife at Work Certification (\$900)
- Early Bird Wildlife at Work Certification (deduct \$100) *please check if application is postmarked by June 30, 2009*
- Wildlife at Work Recertification (\$450)
- Early Bird Wildlife at Work Recertification (deduct \$50) *please check if application is postmarked by June 30, 2009*
- Corporate Lands for Learning Certification (\$450)
- Early Bird Corporate Lands for Learning Certification (deduct \$50) *please check if application is postmarked by June 30, 2009*
- Corporate Lands for Learning Recertification (\$225)
- Early Bird Corporate Lands for Learning Recertification (deduct \$30) *please check if application is postmarked by June 30, 2009*
- Community Partner of the Year Nomination (\$100)
  
- Late Fee (\$200) *please check if application is postmarked after July 31, 2009*

3. Credit Card Information

Card type: (Please Circle) Visa                      Mastercard                      American Express

Card number: \_\_\_\_\_

Card expiration date: \_\_\_\_\_

Total amount to be charged to card: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Cardholder's signature: \_\_\_\_\_

*(credit cards will not be processed without cardholder's signature)*

Send this completed form with your application or fax to:

Certification Coordinator  
Wildlife Habitat Council  
8737 Colesville Road, Suite #800  
Silver Spring, Maryland 20910

E-mail: [certification@wildlifehc.org](mailto:certification@wildlifehc.org) • Tel: 301-588-8994 • Fax: 301-588-4629

**MEDIA INFORMATION SHEET  
(FORM MIS)**



Company Name: \_\_\_\_\_

Site Name: \_\_\_\_\_

WHC is very pleased to work with you and your media this year.

**Please check one of the following:**

- No, I will review the content regarding my *Corporate Lands for Learning* program but I will handle the press myself. I filled out all information for *one company press contact* below as accurately as possible.
- Yes, I would like WHC to handle the external press content regarding my *Corporate Lands for Learning* program. I filled out all information for *one company press contact and three (3) external media contacts* below as accurately as possible.

Please completely fill out the following information for EACH contact.

**Internal Company Press Contact- REQUIRED, regardless of which box you checked**

*This person will be the sole contact on the release as well as responsible for reviewing all content and acquiring approval from your internal contacts. We ask that only this person be the contact for working with WHC's Communications Department. It is important that the company's press contact approve the release for all content including the site's Wildlife at Work program information for inclusion in the online Registry of Certified Programs.*

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Street address: \_\_\_\_\_

City \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

**MIS Page 2: REQUIRED if you checked the second box**

If you checked the second box and would like WHC to handle your external press, please provide the following information. **An e-mail for each external media contact is required for our service.** If there is a specific editor, city or metro desk or bureau office, please specify with the appropriate e-mail.

**External Media Contact #1**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Media Group: \_\_\_\_\_

Street address: \_\_\_\_\_

City \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

**External Media Contact #2**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Media Group: \_\_\_\_\_

Street address: \_\_\_\_\_

City \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

**External Media Contact #3**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Media Group: \_\_\_\_\_

Street address: \_\_\_\_\_

City \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_



## **SECTION II: *CLL* MANAGEMENT PLAN**

In this section you will find:

*Detailed instructions and suggestions for filling out your CLL Management Plan*

## II. *CLL* MANAGEMENT PLAN

Please include a *CLL* Management Plan for your certification application. This document will be the basis for all actions regarding *CLL* programming and is a living document. We encourage your *CLL* program to evolve over time. Even if programming remains much the same at your site year after year, some goals and methods are bound to change and grow. It is imperative that a plan exist to support these changes and that your plan reflect those same changes, therefore, re-evaluate and use this document year after year to reflect your program, efforts and successes.

### a. Mission

State your overarching mission for the program. This is the reason for all program actions.

Your mission statement is a very broad statement that speaks to the overall goal of your *CLL* program. In developing this mission, think about what you are challenging your site to achieve as an education and/or outreach facility, and answer directly to those challenges.

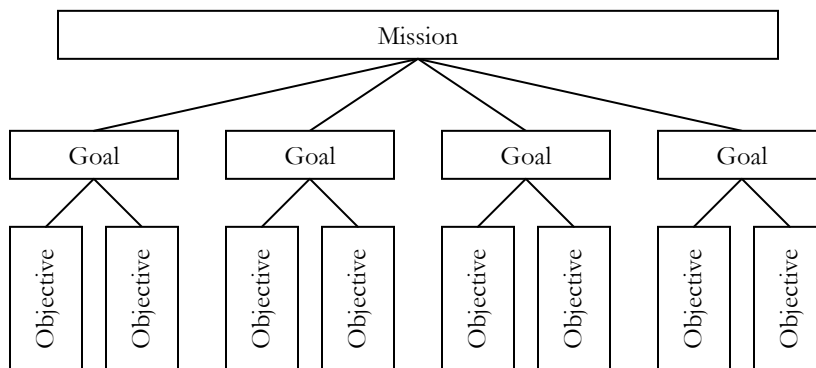
**Helpful Hint:** For example, if your site hosts Scout groups doing service projects to acquire merit badges, your mission statement might look like the following:

*The mission of Sample Site's Corporate Lands for Learning program is to expose Boy Scouts to its wildlife habitat enhancement projects and facilitate Scouts in completing projects of their own to acquire merit badges while developing leadership skills and knowledge in environmental conservation.*

### b. Goals and Objectives

Goals and objectives are more specific; they are the things that your site will actually do in order to achieve its mission. Goals are *measurable* achievements that your site will set to fulfill your mission, and objectives are the methods you will use to reach your goals. If we put your mission, goals, and objectives on a hierarchical scale, this is what the sum would look like:

Figure: Mission, Goals & Objectives



### c. Relating the *CLL* Program to Your Habitat

This section demonstrates how you will manage the *CLL* Program to correlate with the *Wildlife at Work* Program.

- i. **Describe how your *CLL* program uses your habitat as a teaching tool or platform for outreach**

Describe the specific areas of your habitat that you will use for education and/or outreach. If your programs focus on a “satellite” or “adopted” location, such as a schoolyard or park, please describe how that site is used to provide learning experiences.

**Helpful Hint:** you could use a chart to describe how you use your habitat as a teaching tool:

Habitat Component	Education/Outreach Component
Building and installing nest boxes on area of property managed for habitat.	Ms. Smith's 7 <sup>th</sup> grade class visits twice a month to record observations and help maintain the boxes as a complement to their classroom instruction.
Planting pollinator garden at staff entrance of main building.	Girl Scout troop #731 helps weed and record observations of garden throughout the year.

**ii. Explain how you will manage your site to enable your *CLL* programs**

Please describe existing infrastructure on your site. It is very important to make sure that your site is capable of supporting the activities that you plan on implementing as a part of your *CLL* program. For instance, if school children will be taking field trips to your site, they will need bathrooms, potable water and perhaps a gathering place for class discussion. Describe your site's efforts to establish these basic amenities.

Please describe your Education Advisory Committee in this section as well. Your site's program can only ever be as strong as the people who run it. Who is involved with your team? Where are your partners from (local schools, scout troops, community groups)? What role do they play on your team? Do they help identify useful areas of your site? Maybe they assisted in the building of your curriculum or infrastructure? Please outline why they are a useful person to know and work with regarding *CLL* on your site.

**Helpful Hint:** Don't forget to include pictures of your projects! Please remember to send images as individual TIF or JPEG files only (see section VII)

**Helpful Hint:** An example of describing your site's efforts:

"In managing our habitat for native species, we have replaced 45 acres of unused farmland with native prairie grasses. We have also provided additional cover for native birds by erecting nest boxes with predator guards. To ease monitoring these boxes we have created an access path."

OR

"We will also be extending the trail to the wetland portion of our site where we have constructed a boardwalk to enhance the wetland wildlife viewing experience and decrease disturbance of the habitat. A circular terraced platform at the end will provide a place for trail users to convene and rest or discuss what they've learned. This trail assists the audience in learning the differences between native prairie and wetlands, the importance of both, and how they each depend on the other."

**d. The Future: Plans for management and upkeep of your *CLL* program over the next three years**

Describe plans for management and upkeep of your program over the next three years.

This section should include:

- Plans for or changes to construction or acquisition of new infrastructure to accommodate your *CLL* program

Any changes you wish to make in the future should be outlined here. Anything from educational materials or resources you plan to acquire for your program, to major changes to your habitat or learning areas, should be stressed. If you plan to leave your infrastructure as is, please indicate this as well.

A plan to review and evaluate your *CLL* program

In order to maintain a meaningful and sustainable *CLL* program, an effective evaluation system should be in place from the day it is launched. It is important to evaluate and monitor your program because this highlights what is working and what is not working (immediately *and* over time), increases efficiency in delivery and absorption of educational efforts, and makes the program accountable. The productive implementation and impact of a *CLL* program can be clearly proven, at any time, to anyone who may be interested, through a good evaluation system.

### Methods used in monitoring your program

Please indicate to us what means you used to accomplish your evaluation.

- Was a verbal question/answer session used?
- How about a written pre-post test?
- Interviews (or questionnaires) from teachers, scout leaders?
- If you have examples of written results, include them here.

Please tell us if you used this data (feedback, evaluations) to make your program better. (You may wish to enact changes over the course of months or years).

- Plan showing existing and future employee involvement.

Convey the percentage of the entire site staff is on the Education Advisory Committee or supports *CLL* projects. Outline the amount of time that is volunteered and the amount of time your company pays for work in *CLL*, and how specific individuals supported the *CLL* program.

- Plan showing existing teacher/employee training events.

Training for teachers and employees allows both groups to become more interested in, involved in, and comfortable with the curricula you choose to use, and with using the site as an educational platform. Curricula may include any lessons that the site's EAC has developed, or established curricula such as Projects Wet, Wild, Flying Wild, Learning Tree and more. Enthusiasm for, accessibility to and the ability to use the program are huge motivators for teachers. These program attributes increase the likelihood that teachers will continue to use the site and program, and develop programs and further their relationship with site staff.

## e. Curriculum

This is ***the most*** important section of your *CLL* application. Here you tell us what is being taught and what is being learned from lessons, and how this is done. Include any and all audiences you may be involved with (scouts, schools, colleges & universities, teacher training, community events, open access days, community groups, and off site programs – you do not need to work with ALL of these groups, you may work with only one, or several of them). This section of your application proves that your *CLL* program is relevant to your audience. To do this, please describe how each objective (method of meeting your goals) fulfills a need in your community.

### On Site Activities:

In this section, you will want to be sure to:

- Name, and provide a brief description of, each *individual and separate* group you work with on site
  - Provide a brief description of each *individual and separate* educational activity conducted with this group

- Explain how each activity helps learners achieve goals (community needs), and how the activity allows the site team to meet their goals.
  - How do students' activities relate to state learning standards, Scouts' activities fulfill badge/patch requirements, etc.?
- Provide examples of materials used during activities (worksheets, etc.), if available. This step greatly increases and asserts your credibility as a working conservation education program. It allows us to see what your audience sees.

**Helpful Hint:** Here is an example of what an objective and the description could look like:

*Objective: Bring students of the sixth and seventh grades from Local Middle School on-site to learn about the native prairie grasses and the native wildlife that thrive on these grasses.*

*This objective fulfills a need in our community because as an agricultural community, most of the native prairie has been transformed into farmland and students are unable to see the original state of the land. Seeing the land transformed back to its original state and completing investigations of this land is the only way for students to get a hands-on account of the natural ecosystem of their local community. Because students are exposed to inquiry-based learning techniques that they may not experience in the classroom, this objective is fulfilling the needs of students to learn from hands-on experiences.*

Follow the same directions above (see **On Site** programs), to fill out information for **Off Site** programs, and again for **Open Access and Event Days**.

#### Individual Groups:

When working with specific groups there are individual, group specific considerations we would like you to examine in your application. See below.

#### *Scouts*

If you work with Scout groups in your habitat or in the community, please include this section and use it to:

- Describe the activities that Scouts do while on-site.
- Explain how these activities help them reach their service goals and fulfill badge/patch requirements.
- Include material used as a part of the curriculum, documentation such as pictures (Please remember to send images as individual TIF or JPEG files only; see section VII) of Scouts on the site, and examples of work.

#### *Schools*

If you offer a program for students, please indicate what grade(s) you are working with and explain the activities these students participate in using your habitat and how they correspond to your state learning standards (for public schools) or other clear learning goals.

There are three main components required for your application when working with schools. Include:

- Who you are teaching
- What you are teaching
- How what is being taught and learned relates to the school's overall curriculum goals or State or National learning standards

Most states have curriculum standards online; however, if you need an electronic link to your State's Standards, feel free to contact WHC's Education and Outreach office for assistance.

Helpful Hint: Here's an example of how to present the relation between lessons conducted as a part of your *CLL* program (in this case, lessons from *Flying WILD*) and state standards:

*Flying WILD Activities and Correlations to California's Grade 6 Learning Standards*

Activity	Description	Correlates to...
Teacher Led Activity: <i>Create Your Own Food Web</i> , p. 70	Students learn the interdependence of different species through a food web and discern the role that birds play in this web.	5. Ecology (Life Sciences)—(b) Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
Volunteer Led Activity: <i>Bird Olympics</i> , p. 187	Students compare various aspects of themselves to those of birds and learn more about how birds have adapted to perform specific functions.	7. Investigation and Experimentation—(a) develop a hypothesis, (b) collect data, (c) develop qualitative statements about the relationships between variables, (d) communicate the steps and results from an investigation in written reports and oral presentation.
Student Led Activity: <i>Just Ducky</i> , p. 225	Students further understandings of flyways used by migratory birds.	5. Ecology (Life Sciences)—(e) Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

*Colleges/Universities*

If your team works with colleges or universities use this section to describe how the site is being used as any of the following:

- As an outdoor laboratory for a college or university class
- As a venue for research by a professor
- As a venue for research as a part of a thesis project
- For an other type of project by a college or university

You may choose to include samples of student work, published papers, thesis projects, research results (that have been shared with the site's team), or descriptions of class and/or research objectives from professors.

*Teacher Training, Employee or Community workshops*

When sites host teacher training workshops or training sessions for employees and other community partners, they have taken on the role of facilitating learning and ensuring the long-term sustainability of their education projects. If your site holds any type of training in conservation education or curriculum planning for your habitat, please include at least one of the following:

- An agenda of the events of the day
- Descriptions of the goals to be reached through the training
- Examples of material used at the training

## Community events

If your site hosts an Earth Day, Arbor Day, Migratory Bird Day, or other conservation-themed day for your site's employees and families and surrounding community, please be sure to list it in this section of your application. Please include the name and date of your event along with at least one of the following:

- An agenda of the events of the day or examples of flyers or other materials used to publicize the event
- A description of the goals of the event
- Pictures or other documentation of the day
  - o Please remember to send images as individual TIF or JPEG files only (see section VII).

## Open access to your community

If your site is open to the public, be sure to include a description of this in your application. Please list the different ways that your site is used by the community and/or describe how your site is used during these visits.

Helpful Hint: Making a chart is an easy and reader-friendly way to describe these outreach activities. You may create a chart that lists 1.) the date of your outreach event, the 2.) audience you brought your event to and how many people attended, 3.) the topic of your event, 4.) the "hours of active learning" that took place, 5.) goals for the event (yours and the audiences) and 6.) how those goals were met.

## Outreach Activities

Many sites are unable to host community members on-site due to security restrictions or the hazardous nature of the site. In these situations, **CLL programs can be held off-site**. If this applies to your site, use the previous sections as guides to provide thorough descriptions and examples of the programs you are doing off-site, so they may be considered as we evaluate your *CLL* program.

### f. Partner Plan

WHC recognizes that productive partnerships are essential to the establishment and sustainability of an education program. In this section you are asked to detail who your partners are and describe how you plan to work with them. Please present information on current partners and your plans for involving new partners.

#### Partner Plan

**Current Partners:** In this section please *list* current partners and describe how you are working with them. Explain how you plan to keep them involved and continue to work with them.

#### Future Partners:

Please list partners you would like to work with in the future and describe how you will approach them.

### SECTION III: ADDITIONAL DOCUMENTATION

In this section you will find:

*Audience Information (and Form)*

*Education References (and Form)*

*Digital Photos*

*Optional Additional Materials*



## a. Audience Information

Your “audience” consists of those who are participating in your hours of active learning (HAL), of which you are required to have ten each year. Your site may choose to use Form HAL, which is included on the following page of this workbook. You may duplicate this form as necessary, or use an equivalent method of your own to record your data. Notice that the provided chart includes the date, audience, activity, and number of hours spent on the activity for each occurrence of *CLL* activity.

*Helpful Hint:*

Some examples of correct calculation of HAL are as follows:

$$(1 \text{ hour on site}) \times (30 \text{ students}) = 1 \text{ HAL.}$$

OR

$$(2 \text{ hour on site}) \times (1 \text{ scout group}) = 2 \text{ HAL.}$$

OR

$$(3 \text{ hours on site}) \times (1 \text{ individual college level researcher}) = 3 \text{ HAL.}$$

OR

$$(2 \text{ hours}) \times (4 \text{ employees planning an earth day event}) = 2 \text{ HAL}$$

Count the following as hours of active learning

- School groups studying in your habitat
- Scouts studying or working on your habitats
- Wildlife team planning for *CLL* events and volunteer/employee/teacher training
- Teacher training and curriculum planning meetings\*
- Community events featuring your habitat

To qualify for *CLL* certification/recertification, remember that a **minimum of 10 hours of active learning are required *per year***. Planning time should not account for more than 1/3 of total hours of active learning.

**CLL HOURS OF ACTIVE LEARNING  
FORM HAL**



The chart below is a useful tool for keeping track of your audience information; you may duplicate this form as necessary, or use an equivalent method of your own to record your data. Record all Program Hours, Planning Hours, Teacher Trainings, and Community Events. Please note: one hour on site with 30 students is one hour of active learning, not 30 hours. **You must have a minimum of 10 hours of Active Learning per year to qualify for certification.**

Company and Site Name: \_\_\_\_\_

Date	Visitor	Activity	Hours
<b>TOTAL HOURS OF ACTIVE LEARNING:</b>			

## **b. Education References**

The Reference Questionnaire can be submitted with your application materials or mailed or faxed directly to WHC by the reference. The necessary form is on the following page. Please feel free to reproduce this form as needed. We must have three references to process your application

If you work with an organized educational group (i.e. scouts, schools, etc), please include:

- At least two references from anyone involved with your *CLL* program that is not an employee volunteer
- One reference from an educator who uses your program (teacher, administrator, Scout leader, professor, camp leader, etc)

If your site is open to its employees and the general public (i.e. open trail system) but *does not work* with an organized educational group, please include:

- Three (3) references from people involved with your *CLL* program

REFERENCE INTERVIEW  
QUESTIONNAIRE



**Reference Interview Sheet to be completed by *Corporate Lands for Learning* References**

The following **questionnaire is to be completed by references, which shall be identified by the site, and returned to the site to be included with other required application materials.** If desired, references may send this form directly to the Wildlife Habitat Council at 8737 Colesville Road, Suite 800, Silver Spring, Maryland, 20910; fax to: 301-588-4629; email to [CLL@wildlifehc.org](mailto:CLL@wildlifehc.org)

**REFERENCE: PLEASE COMPLETE THE FOLLOWING:**

Your name: \_\_\_\_\_  
Your professional affiliation and/or title: \_\_\_\_\_  
\_\_\_\_\_  
Your address: \_\_\_\_\_  
Your phone number: \_\_\_\_\_ Your email: \_\_\_\_\_  
Name of the corporate wildlife site you are affiliated with (company and site name): \_\_\_\_\_  
\_\_\_\_\_  
Your contact at that site: \_\_\_\_\_  
\_\_\_\_\_

PLEASE ANSWER THE FOLLOWING QUESTIONS. YOU CAN USE ADDITIONAL SPACE IF NECESSARY. BE SURE TO TYPE OR PRINT CLEARLY.

- 1) How exactly are you are involved with this Corporate Lands for Learning (*CLL*) program?
  
  
  
  
  
  
  
  
  
  
- 2) Can you describe the ways this program is benefiting learners in the local community?
  
  
  
  
  
  
  
  
  
  
- 3) Are there any weaknesses that the program should address in the future?
  
  
  
  
  
  
  
  
  
  
- 4) Is there anything you would like to share with the Wildlife Habitat Council about this *CLL* program?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS REFERENCE

### c. Digital Photographs

Please provide at least *five* digital photographs. These are necessary for the processing of your application.

Photo documentation of activities should support information provided in the rest of your application. They should depict educational areas or features, your audience learning or participating, and/or Education Advisory Committee activities. Digital photos are for use at WHC's Annual Symposium, if the program obtains certification and will be kept by WHC for possible use in future publications.

**Important Note:** Please send photo documentation as digital TIF or JPEG files only. Photos should be included with applications on a CD ROM or USB data stick. Please note, CD ROMs and USB data sticks will not be returned to sender. We regret that email submissions will be not be accepted. **Do Not Embed Photos in PowerPoint or Microsoft Word Documents.** Embedding photos reduces resolution and makes the images difficult to work with.

### **Optional Application Materials: Apply for additional recognition**

Download the following additional award applications at <http://www.wildlifehc.org/apply/>

**\*\*Please check the optional applications that you included with this application.**

#### **Wildlife Habitat Council Award**

- Community Partner of the Year Award Nomination** – consult online WHC Form “CPY”  
The Community Partner of the Year Award (CPY) recognizes the outstanding contribution that community-based organizations and individuals make to WHC’s *Wildlife at Work*<sup>SM</sup> and *Corporate Lands for Learning*<sup>SM</sup> programs. Nominees will receive a certificate recognizing their contribution to the site and wildlife habitat enhancement. WHC will waive WHC Symposium registration and meal fees for up to three attendees representing the award-winner. The nominating site is responsible for accommodations and travel to and from the Symposium.  
**\*\*Please include a \$100 application fee with your CPY application.**

#### **Wildlife Habitat Council Partner Awards**

**\*\*Please include \$100 per award application if submitting without a *Wildlife at Work* or *Corporate Lands for Learning* recertification/certification application.**

- Wild Turkey Management Award** – consult online WHC Form “WTM”  
The Wild Turkey Management Award was developed in cooperation with the National Wild Turkey Federation (NWTf). This award is presented annually at WHC’s Symposium to a WHC member company for incorporating outstanding wild turkey management into their on-site habitat program. This is a unique opportunity for companies to be recognized for the work they conduct for wild turkeys at their sites.
- Pollinator Friendly Practices Award** – consult online WHC Form “PFP”  
WHC and North American Pollinator Protection Campaign (NAPPC) offer a unique challenge to advance corporate stewardship and the value of WHC certification. In 2002, WHC, in partnership with NAPPC members including the Xerces Society and Coevolution Institute, developed the Pollinator Friendly Practice (PFP) Guidelines. The guidelines augment existing land use incentives and are to be used by organizations such as WHC in promoting pollinator habitat conservation. Applicants who satisfy the requirements and actively manage habitat for the benefit of pollinators will receive a certificate of recognition. The NAPPC/WHC Pollinator Friendly Practices Award is presented at WHC’s Annual Symposium to a WHC certified program that implements outstanding land management practices to benefit pollinators according to specific guidelines.
- Wings over Wetlands Award** – consult online WHC Form “WoW”  
The Wings over Wetlands Award was developed in cooperation with Ducks Unlimited in 2007. This award is presented annually at WHC’s Symposium to a WHC- certified site for incorporating outstanding wetland and waterfowl management into their on-site habitat program. This is a unique opportunity for companies to be recognized for the work they conduct for waterfowl and other wetland species at their sites.
- Prairies for Tomorrow Award**– consult online WHC Form “PFI”  
The Prairies for Tomorrow Award was developed in cooperation with Pheasants Forever (PF) in 2008. This award is presented annually at WHC’s Symposium to a WHC- certified site for incorporating projects that involve active participation through one of several channels, including volunteers, grass seeding beyond basic ground cover requirements to include native prairie grasses, and/or participation in PF’s No Child Left Indoors program.

## **APPENDIX I: *CLL* MANAGEMENT PLAN TEMPLATE**

In this section you will find:

*An easy- to- fill template covering all topics of your CLL Management Plan*

# CLL MANAGEMENT PLAN TEMPLATE

## a. Mission

State your overarching mission for the program. This is the reason for all program actions.

**Remember that your mission statement may change as your *CLL* program grows—each time that you re-certify your program is an opportunity to update your mission!**

## b. Goals and Objectives

Please state your Goals (or the broad action followed to accomplish the mission) and the Objectives (smaller, measurable, defined steps to accomplish the Goals).

## c. Relating the *CLL* Program to Your Habitat

Demonstrate how you will manage the *CLL* Program to correlate with the *Wildlife at Work* Program.

- i. **Describe how your *CLL* program uses your habitat as a teaching tool or platform for outreach**
- ii. **Explain how you will manage your site to enable your *CLL* programs**
  - Please describe existing infrastructure on your site.
    - What structures, amenities, resources, do you have on hand to facilitate educational use?
  - Please describe your Education Advisory Committee.
    - What role do they play on your team?
    - Please outline why individuals are useful people to know and work with regarding *CLL* on your site.

## d. The Future: Plans for management and upkeep of your *CLL* program over the next three years

Describe plans for management and upkeep of your program over the next three years. As this is a “future plans” section, please include some sort of timeframe for your activities. This may be done via a separate timeline, or within your narrative.

- i. **Plans for or changes to construction or acquisition of new infrastructure to accommodate your *CLL* program**
  - This should include any changes to the following: educational materials, resources and changes to your habitat or learning areas
  - If you plan to leave your infrastructure as is, please indicate this as well.
- ii. **A plan to review and evaluate your *CLL* program**
  - Methods used in monitoring your program
    - Please include any written examples
  - Please tell us if and how you used this data to improve your program
- iii. **Plan showing existing and future employee involvement.**
  - Define the percentage of entire staff on the Education Advisory Committee or supporting *CLL* projects
  - Outline amount of volunteered time vs. amount of time your company pays for work in *CLL*
  - Explain how specific employees supported the *CLL* program.
- iv. **Plan showing existing and future teacher/employee training events.**
  - Training for teachers and employees in any or all of the following areas
    - Curricula the site has developed for itself



- Established, published, curricula
- Site and habitat familiarity

### e. Curriculum

This is *the most* important section of your management plan. For the required future sections, please include some sort of timeframe for your activities. This may be done via a separate timeline, or within your narrative.

- i. **Name, and provide a brief description of, each individual and separate group you work with On Site**
  - Provide a brief description of each individual and separate educational activity conducted with this group
  - Explain how the activities help learners achieve goals, and how the activity allows the site team to meet their goals.
    - How do students' activities relate to state learning standards, Scouts' activities fulfill badge/patch requirements, etc.?
  - Provide examples of materials used during activities (worksheets, event agendas, photo documentation, materials used, notes, meeting minutes, etc.), if available.
- ii. **Name, and provide a brief description of, each individual and separate group you work with Off Site**
  - Please follow the same directions as in section i. for each of your Off Site programs
- iii. **Name, and provide a brief description of, each individual and separate group you work with for Open Access and Event Days**
  - Please follow the same directions as in section i. for each of your Open Access and Event programs

### f. Partner Plan

Productive partnerships are essential to the establishment and sustainability of an education program. For the required future sections, please include a timeframe for your activities.

- i. **Current Partners**
  - In this section please *list* current partners and describe how you are working with them.
  - Explain how you plan to keep them involved and continue to work with them.
- ii. **Future Partners**
  - Please list partners you would like to work with in the future and describe how you will approach them. Please include a timeframe for your activities.