

**FINAL REPORT
FOREST SERVICE GRANT NO. NA-97-0313**

Issued to: Cornell Cooperative Extension of Jefferson County

Address: 223 J. B. Wise Place, Watertown, NY 13601-2597

Project Name: Tree Heritage Program

Contact Person/Principal Investigator:

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E-Mail Address: rem8@cornell.edu

Your Organization's internet home page address:

Date of Award: August 22, 1997

Grant Modifications: On 4-15-98, the grant was modified with permission from Bob Neville to adjust the program audience to parochial schools. In late November 1999, I talked to Suzanne M. del Villar concerning the need for a bit more time to complete several program products.

Date of Expiration: October 31, 1999

Funding: Federal Share: \$19,550 plus **Grantee Share:** \$20,600 = **Total Project:** \$40,150

FS Grant Manager: Phil Rodbell

Address: USDA Forest Service-NA, 11 Campus Blvd., Suite 200, Newtown Square, PA 19073

Phone Number: (610) 557-4133

Fax Number: (610) 557-4136

Provide an abstract on your project and its results (approximately 200 words). This abstract will be posted on the Council's internet home page.

Tree Heritage Program

After two ice storms and a "Microburst," the residents of Watertown, NY, especially the children, had become very up close and personal with their trees. Downed power lines, damaged roofs and blocked roads were often caused by a downed tree. The resulting landscape looked like a toothless mouth grinning bleakly. Residents on in years remembered those old trees as friends from childhood. Youngsters lost shade and a place to play. A common thread — the urban forest, connected these generations. To help bridge the gap, the "Tree Heritage" program was developed which hoped to bring the memories of seniors together with youth to learn about our urban forest and celebrate the memories of by-gone days. The program also focused on the trees of the future in a properly planned and managed urban forest.

To reach the goal of making a connection between seniors and youth, a great audience to work with was found in two local parochial schools in Watertown, NY - Holy Family and Sacred Heart. These two schools had all the ingredients: senior teachers who knew some of the history of the site, the appropriate age children, and a property that had trees and room for more. With the help of the Tree Watertown Committee, instructors were secured to man and teach five learning stations — *Planting Trees*, *What Eats a Tree?*, *How Trees Benefit Our Yard*, *The History of Trees At Our School and Watertown*, and *Which Tree Am I and Where Should I be Planted?*. A total of 116 youth and approximately 10 teachers were reached with these educational sessions. Twenty-four trees were planted at the two schools in conjunction with the educational program. Students, with input from their senior teachers, then produced a "Heritage Book" with information about the trees that were once there, photos, stories and other artifacts that may help tell the story of their urban trees.

To help document and record the program, a videotape was produced to tell the story of Tree Heritage and illustrate how it could be replicated in other urban settings. A booklet outlining the steps was also developed.

So, what was the end result? Beyond the deliverables required by this grant, a real sense of a "teachable moment" was realized. As mentioned earlier, the past urban forestry disasters brought to the forefront that it was time to wake up and deal with our aging urban trees. Connecting the past with the present and the future also allowed the Tree Heritage program to span generations. These youth, our future, will be planting and managing our new millennial urban forests with a better understanding and appreciation of trees. They will indeed inherit the new tree heritage!

Project objectives:

- Senior teachers will be identified from local schools. Schools with plenty of land and a rich history of urban trees will be targeted for this project.
- These senior teachers will help prepare a "Heritage Story" about the trees at the site with memories about the trees, past and present.
- Each senior teacher will work with his or her class of about 20 students (from grades 4, 5, or 6). Over the 2-year period of this project nearly 400 youth will be reached.
- The Education Coordinator will develop the learning methods, schedule the instructors and activities, implement the educational components, and secure the program's documentation.
- The youth will participate in a half-day urban tree awareness program followed by a tree planting day.
- The youth will prepare a "Heritage Book" about the trees planted including pictures and stories about their school's urban trees. Documentation to put into this book may include dried leaves, photos, written history, or other narratives.
- The "Heritage Books" will be donated and displayed by the local public library and the historical society as part of a community celebration of Watertown's urban forests.

Objectives met successfully:

- Two parochial schools in the city of Watertown which contained the appropriate age youth, senior teachers, land and a rich history of urban trees were identified and secured.
- The Education Coordinator, in association with the Tree Watertown Committee, developed the learning methods and successfully implemented the program with evaluations.
- One hundred and sixteen youth and approximately ten teachers received the educational session and the tree planting experience.
- Twenty-four trees were planted at the above mentioned sites.
- Media coverage reached up to 250,000 residents in the three-county North Country region - please see attached publications. Two TV news segments were also completed.

Objectives Not Yet Met:

- The video is almost, but not quite finished. A preview of the raw footage has been viewed. The completed video should be available in February 2000. The booklet, also unfinished, will accompany the video.
- Neither of the parochial schools has completed their "Heritage Books." They should be done, according to their schedule, by spring 2000. The books can then be displayed at the public library and then donated to the historical society.

List the major research or policy findings of your project.

N/A

If not apparent in the above, or if your project did not involve research, how did the project increase the knowledge we have about urban forestry? How did (will) the public benefit?

Every project focused on urban forestry will tend to increase the knowledge we have in this field. The City of Watertown is clearly a suitable subject to work with, as the task of urban forestry management must be tackled. Proper site and species selection, pruning techniques, tree conflict resolution management, and hazard evaluation are just a few of the categories that could potentially produce new knowledge. The resources of Cornell University, known for its outstanding Urban Horticulture Institute, and the NYS Department of Environmental Conservation, can also assist with the documentation of new learning.

Above and beyond the fact that a well-managed urban forest will provide safety, health, and beauty for its residents, perhaps the greater knowledge and identifiable public benefit realized would be what is learned by our youth. Youth are a natural audience open to learning about their urban forests. By participating in the **Tree Heritage Program**, these youth will become decision-makers and volunteers dedicated to the proper intelligent management of their urban forest. This generation will really need to take charge and bring new meaning to the relatively new study of trees in an urban environment, which will benefit us all.

What recommendations might you make for community foresters or others who might benefit from your project?

The Program Coordinator found that working with an established, grassroots urban forestry citizens committee such as the Tree Watertown Committee, was key to the success of this project. This group, comprised of State Foresters, a landscape designer, a representative from the American Chestnut Association, city leaders and various other highly motivated residents, were a great resource to tap from for input and instructors.

Secondly, parochial schools seemed more willing to have a non-formal educational program conducted within their curriculum than the public schools based on their response to participate in this project. In addition, these parochial schools had all the ingredients for success — the correct age youth, senior teachers, and urban property that had a history with room for more trees.

Finally, one must also be associated with excellent resources of unbiased, research generated information such as Cornell University's Urban Horticulture Institute, Cooperative Extension System, and Community Forestry Education Project, and the New York State Department of Environmental Conservation; just to name a few.

Attach copies of reports, publications, or videos. If your work has been published (journals, popular press, etc.), provide where they have been published or reported and how copies can be obtained.

Please see attached copies. A copy of the video, "Heritage Book", and booklet will be sent as soon as possible at a later date. Two TV news spots were taped and can be obtained from the following sources:

Tape from November 2, 1998, for 6p.m. and 11 p.m. news

WWTI Newswatch 50
Stateway Shopping Plaza
Watertown, NY 13601
Phone: (315) 785-8850

Tape from October 20, 1999, for noon, 6p.m. and 11 p.m. news

WWNY —TV 7
120 Arcade Street
Watertown, NY 13601
Phone: (315) 788-3800

How were your results disseminated to the public?

1. News releases.
2. Media events.
3. Pending Video/booklet.
4. Pending "Heritage Books."

List the active partners (key individuals or organizations) involved in the project:

1. Cornell Cooperative Extension of Jefferson County.

2. Tree Watertown Committee. (Includes NYS Department of Environmental Conservation Foresters, a landscape designer, a representative from the American Chestnut Association, city leaders, and other highly motivated individuals.)

Photo or Illustration: If possible, please provide a photo or illustration for our use that summarizes or represents the project. Indicate how this illustration should be credited.

Please see attached photo.

If a no—cost time extension was granted for this project, why was it needed?

There are some final loose ends to finish up on the video, booklet and "Heritage Books.". These products will be completed very soon.

How would you evaluate the grant process? What changes, if any, would you recommend?

I think that the idea of a pre-proposal is good as it allows you to develop a basic outline from which you can later flesh-out in the final proposal. This method also allows one to complete the initial process a bit quicker. An additional six months tacked on from the beginning of the grant would allow for completing pending items that were not completed due to the nature of the project.

Comments considered of importance but not covered above:

The program Coordinator would like to personally thank the National Urban and Community Forestry Advisory Council for the opportunity to complete this project. This program was timely and well received by all involved. Watertown's urban forest will continue to play an important role in the new millenium as our youth intelligently replant our new forests for the next generation.

This report was prepared by:

Name: Ralph E. Mitchell

Title: Extension Educator, Horticulture

Phone Number: (315) 788-8450, ext. 231

Date: January 4, 2000

CREDIT: DONNA GONYEAU, CCE OF JEFFERSON COUNTY-1998



Cornell Cooperative Extension of Jefferson County Receives Grant to Conduct Tree Heritage Program

Cornell Cooperative Extension of Jefferson County has been awarded a \$19,550 grant by the National Urban & Community Forestry Advisory Board to conduct a "Tree Heritage" Program. This will pair youth and senior citizens as they address the issue of overly mature trees, or trees which have already been removed, and their replacement through a non-formal educational process. In association with Tree Watertown, Cornell Cooperative Extension will develop an urban model which can then be used in communities nationwide. Senior citizen homeowners with old trees will share their story of the tree with local youth in preparation for its replacement with an appropriate species.

The City of Watertown has many overly mature trees. They frequently are sited on property owned by older citizens. These trees represent a perceived or real "threat" to the safety of the home and residents, especially in geographic areas prone to wind, snow and/or ice storms. As a result, trees are cut down and, in many cases, not replaced. When they are, often the replacement types and sites are inappropriate to an urban environment.

Over the two year implementation of this project, twenty senior citizens and four hundred youth will participate. Working in groups of one senior to a group of twenty youth, the project Coordinator will lead an experience to increase their knowledge about urban trees; site and species selection; proper planting techniques; pruning methods; plant protection and after care procedures. These youth will also prepare a "Heritage Book" about the trees including pictures and stories from the homeowner as well as current pictures, dried leaves, photos of the replanting process, and a narrative.

Youth within the City of Watertown from grades 4, 5 or 6 from schools, scouts, 4-H, Big Brothers/Big Sisters, etc. are encouraged to participate as groups for the 1998 program will be forming soon. For more information on this project, please contact Ralph E. Mitchell at 788-8450, ext. 231.

IMPACT Cornell Cooperative Extension

A QUARTERLY REPORT FROM CORNELL COOPERATIVE EXTENSION • JEFFERSON COUNTY • VOL. 2 - 4 • 1997

F ort Drum and Cornell Cooperative Extension Working Together for Strong and Healthy Families and Soldiers

In March 1993 Cornell Cooperative Extension Association of Jefferson County entered into a contract with the Fort Drum Army Community Service Family Advocacy Program. The Agreement calls for Cornell Cooperative Extension to provide educational programming addressing needs identified by the military community in regards to child abuse and domestic violence prevention. Currently, two Extension Educators work in cooperation with the Manager of the Family Advocacy Program to develop, implement, and coordinate family violence prevention and education services to over 10,000 soldiers, their families, and federal employees.

There are stressors unique to being part of the military community for both the soldier and the soldier's family. Frequent moves, deployment and limited support from extended family due to geographical distances increase the normal stressors of daily living. During the past several years, the 10th Mountain Division has taken part in both peacekeeping and humanitarian efforts around the world. Presently, over 150 troops are in Bosnia. With deployments come added pressures and tensions for military families and the potential for violence within the family.

Seeing the need for strong prevention programming, the Fort Drum Family Advocacy Program looked at models used by other installations throughout the country. Nationally, prevention education curricula and training developed and implemented by land grant colleges was being utilized. Because Cornell University is New York State's land grant college and Jefferson County Cooperative Extension is the local agency which brings the resources of Cornell to our county, our local Extension was identified as the partner for the Army's needs. Extension's diverse and innovative programs in the areas of parent education, communication, health, nutrition, stress and anger management, and family safety have been developed in cooperation with the College of Human Ecology at Cornell University and designed to address the specific needs of county participants.

Current offerings of Cornell Cooperative Extension of Jefferson County at Fort Drum include **Stress Management and Anger Reduction Training (SMART)** classes. These monthly classes are delivered to the military community with information and techniques on anger control and stress management. During the program year of 1996-1997, a total of 2,742 soldiers, family members, and federally employed civilians participated in this prevention program.

Forty parents attended **parenting programs** addressing issues and concerns of child development, discipline, child abuse prevention and being effective parents. Eight families completed parenting classes for parents of teens focusing on the challenges of raising a responsible young adult.

Fort Drum introduced the **Pregnant/Postpartum Soldier Wellness Program (PPSWP)**. This program is mandatory for all active duty pregnant/postpartum soldiers assigned to Fort Drum. The program entails aerobics both on land and in water. It also includes education classes on topics like nutrition, child care, parenting, etc. The Family Advocacy Program has been providing monthly parenting classes and quarterly stress classes to participants. The Wellness Program has reached over 150 active soldiers with parenting techniques and strategies, and 176 active soldiers with stress management programs to reduce potential health problems.

The program has implemented "outcome based measures" to calculate the direct "impact" to the Jefferson County community, as well as the military community itself.

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(Continued on page 2)

The Fort Drum *Single Parent Support Group*, open to the entire military community, has increased its outreach by expanding its mailing list by 50% leading to a 30% increase in monthly meeting attendance. The Single Parent Support Group has become a network of resources for single parent families. During the summer the group had the opportunity to attend its first retreat at Beaver Camp, Lowville NY. The family wellness of eight adults and 14 children was enriched during the one night stay.

Family Advocacy has been invited by some units to help in pre- and post-deployment training for families facing and undergoing separation. *Couples Communication Classes* along with classes called *Coping With Separation Anxiety, Homecoming and Reunion Stress* were held for 41 couples preparing for deployment. During the separation, 13 spouses attended two workshops entitled *Temporary Single Parent*, and *Coping with Time* (too much or too little).

Another success story for the program involved an Extension Educator presenting six hours of Stress and Anger Management workshops to a non-English speaking military spouse. Following the workshops, utilizing a volunteer military spouse as

interpreter, the family reports that there has been **no recurrence** of stressful incidents which had threatened the wellbeing of the family.

The results and impact of the Family Advocacy Program on the military participants caused other Jefferson County community based organizations to invite an Extension Educator from the Program to do anger reduction training for their staff and clients. The Jefferson County Children's Home and Catholic Charities sponsored workshops for their staff and program participants. Additionally, an Extension Educator co-facilitates Watertown High School Health classes dealing with "Assertive Communication Techniques to Resist Drug Use," and "Promoting Sexual Health Through Abstinence Education."

Because the effects of family violence result in expensive interventions by County Social Services, human service agencies and the court system, the positive **impact** of the Fort Drum Family Violence Prevention Program is a cost savings to public and private service providers. The decline of substantiated family violence cases is significant as a result of the joint effort of the Fort Drum Family Advocacy Program and Cornell

Cooperative Extension. The program has implemented "outcome based measures" to calculate the direct impact to the Jefferson County community and the military community. Although only in the early stages of measuring outcomes, initial indications **are that individuals** participating in Family Advocacy classes are increasing their knowledge and coping skills as a result of their attendance. In addition, from 1996 to 1997, substantiated abuse cases at Fort Drum declined. The impact for the community will be fewer cases added to the caseload of the Department of Social Services, the Jefferson County Women's Center, school counselors, and the Jefferson County Court System, etc., and a financial savings to these agencies which are hard-pressed for funding.

Cornell Cooperative Extension, in conjunction with the Fort Drum Family Advocacy Program, is proud that in fulfilling its mission to improve lives and communities with learning partnerships, we are contributing to the 10th Mountain Division in the fulfillment of its mission to maintain outstanding quality of life for soldiers, civilians, and family members in their "Climb to Glory." ■

THE TREE HERITAGE PROGRAM

By: Ralph E. Mitchell

On October 20, 1999, approximately 55 fourth, fifth and sixth grade students at the Sacred Heart School in Watertown participated in Phase II of the Tree Heritage Program. The program is designed to teach youth about their urban forests and share past memories about trees with seniors. With the help from a grant awarded by the National Urban and Community Forestry Advisory Council, Cornell Cooperative Extension Association of Jefferson County, in association with the Watertown Tree Committee, helped youth learn how to plan before you plant trees, how to plant trees, how trees benefit our homes, the history of trees in Watertown and what eats a tree. As part of this half-day educational program, 14 trees were planted around the school grounds to be cared for by the students.

Phase I of this program was completed last year at Holy Family School. Both schools will also complete a "Memory Book" which will contain blurbs and items from the present and the past about their urban trees. A video and "How To" booklet will also result from this project to inspire others to care for their urban forests.



Project/Activity Form

- Complete and submit this form for ALL projects and activities.
- Form must be submitted at least eight (8) weeks before a project/activity is proposed to start.
- Items in regular font, complete as part of project/activity review.
- Items in *italic*, complete and submit as part of monthly report.
- The form is a protected document. You can enter information in the open fields only.
- Incomplete forms will be returned.

1. **Name.** Ralph E. Mitchell
2. **Program Area.** Primary Program Area: Agriculture and Natural Resources
Secondary Program Area: Youth Development
3. **Project/activity summary.**

Title: Tree Heritage Program

Program/activity summary: The Tree Heritage Program is a grant generated program involving increasing the awareness of youth about the urban forest. Senior citizens also participate with their contribution of history and memories about the trees in their lives. Phase I has already taken place at the Holy Family School in Watertown. This was perfect site with youth, senior teachers, and land in need of trees. Phase II will take place at the Sacred Heart School during the spring of 1999 where the educational and tree planting portions of this program will take place.

Delivery method: Hands-on Learning Stations
& Classroom instruction

Target audience: Youth - 4th, 5th, and 6th grades & senior teachers

4. **Dates.**

Proposed: 4/99

Actual: 10/20/99 for Phase II

5. **Educational objectives.** (Must include at least one educational objective. You are encouraged to have more than one educational objective. Identify Strategic Plan Goals each objective supports using codes only. See Goal Codes sheet.)

Educational Objectives

After completing the Tree Heritage program, youth will be able to demonstrate how to properly plant a tree.

Strategic
Goal Codes
Y1

6. **Outcome objectives.** (Must include at least one outcome objective. You are encouraged to have more than one outcome objective. Identify Strategic Plan Goals each objective. supports using codes only. See Goal Codes sheet.)

Outcome Objectives

Ninety percent of individuals who participate in the Tree Heritage Program will properly select and plant a tree in their own yard within six months.

Strategic
Goal Codes
Y1

7. Participating staff

Ralph E. Mitchell

8. Evaluation strategy. (Summarize evaluation strategy you will conduct to measure objectives. Group educational projects/activities must use the standardized Program Evaluation.)

Teacher Feedback via an evaluation form and grant requirements.

9. Evaluation results. (Summarize evaluation results. Group educational projects/activities must attach completed standardized Project Activity Evaluations.)

See attached evaluation sheets and grant report

10. Marketing strategy.

Proposed
Invitation to program

Actual
Proposed program and accepted

11. Co-Sponsors

Tree Watertown Committee and DEC

12. Number of participants.

Projected
100+

Actual
Approximately 155 for both years of the project.

13. Volunteer personnel. (Number of hours contributed.)

Projected
42

Actual
55 for both years.

Project/activity submitted as part of Implementation Plan. Reviewed by Executive Director.

Approved YES NO

Comments:

Executive Director

Date

Project/activity submitted as an addition to Implementation Plan. Reviewed by Issue Team Leader Committee.

Approved YES

NO

Comments:

Issue Team Leaders

Date

EVALUATION

(Circle appropriate answer)

Teachers: Please complete this evaluation in regards to the Tree Heritage program which your class experienced on October 20, 1999. Please return this completed form to Mrs. Doell by November 9, 1999. Thank you in advance for your time and consideration!

2. How would you rate the session "How Trees Benefit Our Yard"?

Useless *Poor* *OK* *Good* *Excellent*

3. How would you rate the session "The History of Trees in Watertown and Sacred Heart"?

Useless *Poor* *OK* *Good* *Excellent*

4. How would you rate the session "What Eats a Tree"?

Useless *Poor* *OK* *Good* *Excellent*

5. How would you rate the session "Where and What Trees Should be Planted"?

Useless *Poor* *OK* *Good* *Excellent*

6. How would you rate the session "Planting Trees"?

Useless *Poor* *OK* *Good* *Excellent*

7. Overall, how would you rate this Tree Heritage Program?

Useless *Poor* *OK* *Good* *Excellent*

THANK YOU!

I didn't get to visit each station But the feedback I received and what I did observe were great! The contacts and visit for preplanning were helpful. We look forward to working on the memory banks. Jan Doell

EVALUATION

(Circle appropriate answer)

Teachers: Please complete this evaluation in regards to the Tree Heritage program which your class experienced on October 20, 1999. Please return this completed form to Mrs. Doell by November 9, 1999. Thank you in advance for your time and consideration!

2. How would you rate the session "How Trees Benefit Our Yard"?

Useless

Poor

OK

Good

Excellent

3. How would you rate the session "The History of Trees in Watertown and Sacred Heart"?

Useless

Poor

OK

Good

Excellent

4. How would you rate the session "What Eats a Tree"?

Useless

Poor

OK

Good

Excellent

5. How would you rate the session "Where and What Trees Should be Planted"?

Useless

Poor

OK

Good

Excellent

6. How would you rate the session "Planting Trees"?

Useless

Poor

OK

Good

Excellent

7. Overall, how would you rate this Tree Heritage Program?

Useless

Poor

OK

Good

Excellent

THANK YOU!

It was an excellent program - I wish we could have it every year!

EVALUATION

(Circle appropriate answer)

Teachers: Please complete this evaluation in regards to the Tree Heritage program which your class experienced on October 20, 1999. Please return this completed form to Mrs. Doell by November 9, 1999. Thank you in advance for your time and consideration!

2. How would you rate the session "How Trees Benefit Our Yard"?

Useless

Poor

OK

Good

Excellent

3. How would you rate the session "The History of Trees in Watertown and Sacred Heart"?

Useless

Poor

OK

Good

Excellent

4. How would you rate the session "What Eats a Tree"?

Useless

Poor

OK

Good

Excellent

5. How would you rate the session "Where and What Trees Should be Planted"?

Useless

Poor

OK

Good

Excellent

6. How would you rate the session "Planting Trees"?

Useless

Poor

OK

Good

Excellent

7. Overall, how would you rate this Tree Heritage Program?

Useless

Poor

OK

Good

Excellent

THANK YOU !

EVALUATION

(Circle appropriate answer)

Teachers: Please complete this evaluation in regards to the Tree Heritage program which your class experienced on October 20, 1999. Please return this completed form to Mrs. Doell by November 9, 1999. Thank you in advance for your time and consideration!

2. How would you rate the session "How Trees Benefit Our Yard"?

Useless *Poor* *OK* *Good* *Excellent*

3. How would you rate the session "The History of Trees in Watertown and Sacred Heart"?

Useless *Poor* *OK* *Good* *Excellent* *The kids found this one especially fascinating!*

4. How would you rate the session "What Eats a Tree"?

Useless *Poor* *OK* *Good* *Excellent*

5. How would you rate the session "Where and What Trees Should be Planted"?

Useless *Poor* *OK* *Good* *Excellent*

6. How would you rate the session "Planting Trees"?

Useless *Poor* *OK* *Good* *Excellent*

7. Overall, how would you rate this Tree Heritage Program?

Useless *Poor* *OK* *Good* *Excellent*

THANK YOU !

Haley Family

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 4 1/2 The program overall.
- 4 Information about the program before the event.
- 5 Coordination of event.
- 5 Presenters.
- 4 Topic.

How can we make the program better?

Were there any presentations that you didn't like? (Which ones and why?)

Were there any presentations that excelled? (Which ones and why?)

The station that covered what eats or harms trees. It was hands on and involved all the children. The station that conducted the walk outside, where the children were shown good locations to plant trees, and different types of trees.

Thank you!

Name (optional) Brian Phillips

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
 CCE of Jefferson County
 223 J.B. Wise Place
 Watertown, N.Y. 13601

The historical presentation of Watertown was very interesting. I think the children enjoyed seeing old pictures and trying to identify the current area.

RECEIVED OCT 27 1998

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
- 5 Information about the program before the event.
- 5 Coordination of event.
- 5 Presenters.
- 5 Topic.

How can we make the program better?

I did not have the opportunity to view any presenter other than Sam. He was excellent. The comments from participating

Were there any presentations that you didn't like? (Which ones and why?)

teachers & students has been very positive. Teachers felt it was "time well

Were there any presentations that excelled? (Which ones and why?)

spent." Thank you for including us.

Do you have any comments or suggestions for us?

Thank you!

Name (optional) *Dr. Ellen Rose, S.D.G.*

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall
- 4 Information about the program before the event.
- 3 Coordination of event.
- 5 Presenters.
- 5 Topic.

How can we make the program better? *If it has to be inside have stations all on one floor, or in the same room like the gym. Using the art room was out of the way, especially, when we went in and out, too.*

Were there any presentations that you didn't like? (Which ones and why?)

No, all were well prepared and interesting.

Were there any presentations that excelled? (Which ones and why?)

They were all good but I especially liked the planting of the tree and Mr. Mitchell's paper bag idea, also, actually going outside to identify the different trees was beneficial.

Do you have any comments or suggestions for us?

Thank you for what you are doing for the community, as far as education of how and where to plant the trees. It was a very informative presentation.

Thank you!

Name (optional) _____

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
- 5 Information about the program before the event.
- 5 Coordination of event.
- 5 Presenters.
- 5 Topic.

How can we make the program better?

keep the groups small so all can participate...
don't do half + half of a group... leaving treats
Were there any presentations that you didn't like? (Which ones and why?) sitting + waiting
all - very hands-on!!

Were there any presentations that excelled? (Which ones and why?)

all were great

Do you have any comments or suggestions for us?

Thank you!

Name (optional) _____

Sharon Gardner

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

what a great day!
Thanks!

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
- N/A Information about the program before the event.
- 4 Coordination of event.
- 5 Presenters.
- 4 Topic.

How can we make the program better?

I liked it as it was presented

Were there any presentations that you didn't like? (Which ones and why?)

no

Were there any presentations that excelled? (Which ones and why?)

The planting of the trees

Do you have any comments or suggestions for us?

none

Thank you! Name (optional) _____

Please return these forms by November 2, 1998 to: Ralph E. Mitchell

CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
- 3 Information about the program before the event.
- 5 Coordination of event.
- 5 Presenters.
- 4 Topic.

How can we make the program better? *I thought the whole program was great.*

Were there any presentations that you didn't like? (Which ones and why?)

The history of trees - Mr. Thomas - did not seem to interest or involve the students. Don't know how to make it better, though.

Were there any presentations that excelled? (Which ones and why?)

What eats trees - Ralph Mitchell - kept the students' interest, mine too!!

Do you have any comments or suggestions for us? *No.*

Thank you!

Name (optional) _____

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601