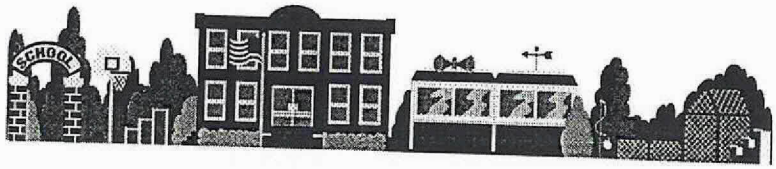


Member Schools

Ainsworth Elementary
Portland
Banks Elementary
Banks
Beach Elementary
Portland
Binnsmead MS
Portland
Bridger Elementary
Portland
Deep Creek Elementary
Damascus
Deer Creek Elementary
Tualatin
Environmental MS
Portland
Findley Elementary
Beaverton
Robert Frost Elementary
Silverton
George MS
Portland
The Gardener School
Vancouver
Hayesville Elementary
Salem
Hayhurst Elementary
Portland
Highland Elementary
Gresham
Humboldt Elementary
Portland
LaCreole MS
Dallas
John McLoughlin Elem.
Oregon City
Kellogg MS
Portland
Kelly Elementary
Portland
Lewis Elementary
Portland
Llewellyn Elementary
Portland
Mary Woodward Elementary
Tigard
Ocean Crest Elementary
Bandon
Ockley-Green MS
Portland
Parkrose HS
Portland
Barbara Roberts HS
(Teen Parent Program)
Salem
Sauvie Island Elementary
Sauvie Island
Sitton Elementary
Portland
Waldo MS
Salem
Walker MS
Salem
West Gresham Elementary
Gresham
William Walker Elementary
Beaverton
Wolf Creek Job Corps
Roseburg
Woodland Elementary
Reynolds

Wildlife Stewards

WILDLIFE STEWARDS PROGRAM

The Wildlife Stewards Program is a cooperative venture between OSU Extension/4-H and the National Wildlife Federation.

Wildlife Stewards are volunteers in partnership with public and private organizations to assist students and teachers in the development and use of Schoolyard Wildlife Habitats™.

WILDLIFE STEWARDS
VOLUNTEER OFFICE
OSU Extension/4-H
211 SE 80th Ave
Portland OR 97215
(503)725-2048
(503)725-2020 (fax)
MaryAnn.Schmidt@orst.edu

SCHOOLYARD UPDATES

Ainsworth Elementary Dan Mathews, Wildlife Steward is working with the fifth graders on a site map of their greenspace site. They will also be analyzing the soil with a soil test kit as well as testing for texture and permeability. The habitat committee met and attending were at least eight students representing the third grade. They talked about the demonstration garden which they have been developing plans for with support from Berry Botanic Gardens and Seven Dees Nursery. The fifth grade class will be helping to construct propagation boxes with help from Project Green Thumb which can also be used for raised beds for class projects.

Beach Elementary Parent volunteers who are 4-H Resource Leaders are developing several sites on the school grounds. There is a traditional vegetable/herb garden and a large wildlife area where over 120 plants have been installed, mostly trees and shrubs. They have developed a garden portfolio which can be used by the students to help document their project. They have also recruited a community member to help with bird house construction and they have gotten "how to" materials from the Extension office on how to construct different styles of bird and wildlife "furniture".

Binnsmead Middle School The Binsmead Green Club has been busy preparing their habitat site. They have (*continued from page 2*)

broken up into five groups 1: water feature 2: bird plants 3: butterfly plants 4: site mapping 5: notebook data collection. They are going to use a drip water irrigation system and water meter for water maintenance needs. The custodians have been very helpful and the activities going on in the courtyard are being watched by the whole school.

Deep Creek Elementary Jan Stiver, Wildlife Steward and artist is working with students on a mural for the school in which the wildlife habitat will be the theme. They will kick off their project on Earth Day. All classrooms will be involved. They will also be doing soil testing, planting seeds and finishing the dry stream bed and pond areas in the habitat.

Deer Creek Elementary Deer Creek is a brand new school in the Tigard-Tualatin area. It is built in a wetland area and the school has a strong environmental education focus. The first phase of their project will be to develop a hummingbird and butterfly garden. They have two wetland areas on site, a 2 1/2-acre bioswale to help trap and filter run-off from the parking lot, a combination wetland/pond area and a woodland area.

Environmental Middle School The Wildlife Stewards assigned to EMS will be working on Tuesdays and Thursdays with students in the garden areas. They will be working with an Extension Master Gardener who has been on staff at the school since fall. They are planning a field trip, possibly to Berry Botanic Garden to view mature species of native plants and to get some ideas for future projects that may include a Japanese Garden and landscaping around a new outdoor learning center. They are also starting to design a bird garden for the south side of the building.

Walker Middle School Four Leadership students and their Wildlife Steward, Kathy Westcott, went to Interstate Rock to choose boulders for their wetlands area. Students have weeded, raked leaves and pruned plants in the butterfly courtyard. They have observed changes in both areas. Spring is coming and they are now making plans for activities for Na-

SCHOOLYARD UPDATES

(Continued from page 2)
National Wildlife Week and Earth Day.

George Middle School The focus for students this year will be a native plant garden at nearby George Park. The garden area will include a transplant area. Plants grown for transplant would be available for community members to use in their own yards. George also has several habitat areas on site including an internal courtyard area with a re-circulating stream.

Hayhurst Elementary Students and Wildlife Stewards continue to work on developing a butterfly garden and bird habitat.

Highland Elementary The Wildlife Stewards are helping to develop a habitat area in the front of Highland School. Initially the fifth grade classrooms will be involved in the project development but all classes will eventually be involved. They have a new science adoption and are very interested in integrating the habitat project with the new curriculum. The school sees this as a family/community project and will work on outreach to include these elements in their project.

Humboldt Elementary The garden committee is still in the development stage in that the contract has not been finalized and they are

still looking to Portland Public Schools to sign off on the project. This is a large project, with many elements and will be a great asset to the community when it is completed.

Kellogg Middle School Margie Ann Parks, Wildlife Steward, is helping with the design and lay out of a habitat area next to the school annex. Students are digging a bog garden and preparing the site in order to construct a dry stream bed that winds through the habitat area. They are researching native plants that would do well in a mostly shaded area. Frank Graham's science class is doing the 4-H Water Quality/STEP (Salmon Trout Enhancement Project) project. They received 500 Winter Steelhead eggs on Tuesday, March 10 from ODFW (Oregon Dept. of Fish and Wildlife). They will be incubated in a cold water aquarium where they will hatch and develop into fry, which then can be released in a designated stream.

Kelly Elementary Students are continuing to maintain and develop a courtyard wildlife garden. Several fruit trees were donated from Friends of Trees that will be planted in the courtyard area. Kelly is continuing their restoration project on nearby Johnson Creek. They will be planting up to 700 native trees and shrubs on March 19, 1998.

Lewis Elementary Students and the Wildlife Stewards will be working on spring clean-up, spreading mulch and looking into fixing the pump on the pond. Classroom projects are being planned for the Outdoor Education Center. Students will be involved in all aspects of planting and maintenance of the site.

LLewellyn Elementary Students have been weeding and grooming perennial plants in preparation for spring growth. The lined puddle water feature has been cleaned of debris. They will be assessing the plant placement in the habitat and making decisions about future plantings. They are looking forward to installing four benches that are being built by technology students at Sellwood Middle School, some of them are Llewellyn graduates. These benches will be used to create an outdoor classroom in the front of the school.

New Member School Updates

The following is an update of the eleven new Member Schools who joined the Wildlife Stewards Program this fall. For future editions of the Wildlife Stewards Update, please send a 1-2 paragraph update about your school's habitat project and send it to Mary Ann Schmidt, Wildlife Stewards Volunteer Coordinator at MaryAnn.Schmidt@orst.edu.

Findley Elementary is a new school located in Beaverton. The landscape architect, Kitty Firth from Mitchell Nelson, specializes in using native plants to attract and support wildlife. Kitty teaches the landscape design portion of the Wildlife Stewards training.

Findley was originally the Findley Family Farm and has open spaces as well as access to a managed wetland area. A steeply sloped area has been planted with native plants to attract birds and butterflies. There are feeders and nesting boxes to enhance the habitat for song birds.

Future projects may include developing a bog garden with amphibian habitat in a wet area near the portables. There is also a creek on the property which the students may have an opportunity to name. Another possibility is a grassy slope that could be terraced to create an outdoor classroom.

The Gardener School is a private pre-school through 8th grade in rural Clark County. The school has been awarded a Metro Greenspaces Grant to restore a seasonal 1.5 acre wetland on site. Students will plant native trees, shrubs and groundcovers that are adapted to this wet environment. They also plan to construct a swale, walkways to access the wetland, nesting boxes and an outdoor covered classroom so the space will get year-round use.

This project will try to support Howard Gardener's theory of multiple intelligences (the school's namesake) which defines a particular intelligence called Naturalist Intelligence - the ability to understand and respond to the natural environment.

The Gardener School is partnering with WSU Vancouver for technical and educational support as well as Landworks Northwest, who will do the site preparation. They also have the support of an ecologist and a landscape designer.

Bridger Elementary in southeast Portland has a magnet program, the Southeast Science Learning Center. They are planning to develop two areas of the playground into butterfly gardens as well as an area on the east side of the building into a "bird friendly" area. They would also like to build nesting boxes and feeders that can be mounted to be visible from the classrooms. The playground area is mostly asphalt so they are looking forward to enhancing the appearance of the playground by installing native plants. Skate boarders use the playground and like to "grind" on the benches next to the beds. The possibility of placing sturdy planted containers made of cement next to these benches was discussed to try to discourage this practice.

John McLoughlin Elementary is our first Wildlife Stewards Member School in Clackamas County. Oregon City partnered with the Environmental Learning Center for a Metro Greenspaces Grant for the 1996-1997 school year to develop an Arboretum/Park project on

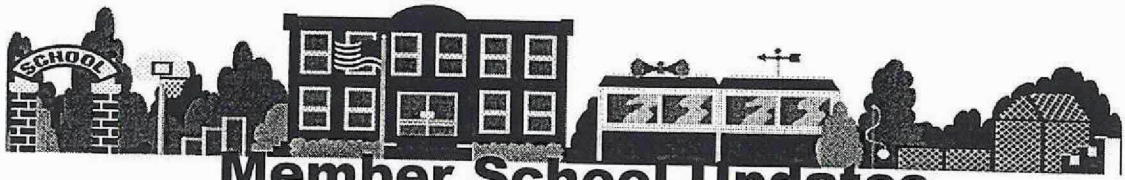
South End Road at Lafayette Avenue in Oregon City. Other partners on this project are the South End Neighborhood Association and the United Methodist Church. In April/May 1998 the site was prepared and there was an initial tree planting on Arbor Day. Sites were developed to attract birds and insects with structures and special plantings. This fall a "wetland" area was constructed with classroom participation, and more plants and signage were installed. Spring will see playground equipment installed, more plantings, pathways and a celebration to recognize student and neighborhood effort.

Ocean Crest Elementary is in Bandon, Oregon. Robin Holmes, Wildlife Steward Fall 1998, has a second home in Bandon and grandchildren in school there. Robin sent in the following report. "Dateline - Bandon, OR, December 15 1998 - Bandon is all aflutter about the new Cocoon Condo Development at Ocean Crest Elementary School. Soon the courtyard will be full of swinging singles attracted by the organic food-based cuisine and casual dining areas. The third grade will complete soil testing and site mapping in January. Plant reearch and naturescaping plans by the third grade in February will segue to groundbreaking, mulching and the premier performance of the Ocean Crest Habitat Song. Casting for the video and "before" takes are in the works. Interest was larval this fall, but receipt of a Wild Seed Fund Grant from National Wildlife Federation sent teachers and students into creative pupation in their storm-lashed classrooms. Stop by if you're in Bandon!"

Parkrose High School, located in East Multnomah County, is a new high school and community center. The facility includes a public library and a community policing office. Students have been involved in a naturescaping project at the school as well as in the Parkrose community, educating the public on the use of native plants. The students have developed a large courtyard area 150' x 50' and the site has great diversity of plant materials and two ponds. They have also developed a retail plant nursery with the profits going into supporting the program as well as to provide scholarships for students in horticulture.

The school received two Bureau of Environmental Services Grants totaling close to $10,000. The school also has a large commercial greenhouse that was donated and would like to find it a home. There is a large retention pond that is being developed for wildlife habitat on the campus and this will be a great opportunity to get students involved in the design and implication of the project.

Sitton Elementary is located in North Portland in the St. Johns area. Dennis Poklikuha is a third grade teacher. He is into his second year of developing a wildlife habitat in the enclosed courtyard next to his classroom. He has a door that leads from his classroom into the garden area which provides his students with great access as well as viewing. Dennis received a Wild Seed Fund Grant from National Wildlife Federation last spring and he used it to purchase tools and supplies. Colleen and Bruce Lower, Wildlife Stewards from Astoria, provided five nest box kits that the students assembled and installed in the habitat. One was mounted on a mature pine tree and the other four were free standing. All the boxes had activity this past spring. The Wildlife Stewards placed here will be working in the classroom once a week. They will work with students to study habitat requirements for developing a place for amphibians in the



Member School Updates

courtyard. Sitton is a certified Schoolyard Habitat ®. They have the "official" sign installed and their certificate is proudly displayed in the hallway.

William Walker Elementary is located in Beaverton. They have completed a wildlife habitat in a large wooded area on the school property with native plants and bird feeders. National Wildlife Federation as well as the PTC helped to fund this project. Master Gardeners have helped to implement the project. The next area to be developed is an interior courtyard which has windows on all sides which gives students visibility into the habitat. They would like to provide a water feature that incorporates naturescaping to attract and sustain butterflies, birds and possibly amphibians. This project will help to support their curriculum goals.

Mary Woodward Elementary is located in Tigard. The Woodward Gardens Project is conceived of as a collection of garden rooms that will provide students at the elementary school level a hands-on approach to science as well as provide learning opportunities in art, mathematics, social studies and writing projects throughout the year. The "rooms" will provide habitat for butterflies, birds and a wetland area which is adjacent to the school grounds. Students will be involved in all phases of the project from researching, planting, maintenance, observing and record keeping. The City of Tigard Parks and Recreation Department, the Boy Scouts, local Garden Clubs and individual community members have initially committed time and resources to this project. The school received a WILD SEED FUND grant, also. The Wildlife Stewards will initially be involved in developing an amphibian habitat in an enclosed courtyard. This will be a "captive breeding" program of sorts with eggs to be hatched and habitat to be developed to support five species of amphibians, two species of frogs, two species of salamanders, and one species of newt. The area contains mostly non-native plants, but good cover is already available. The students will be involved in researching habitat requirements for these species as well as native plant species that are adapted to wet conditions. Mary Woodward is certified Schoolyard Habitats® site Number 400! National Wildlife Federation's Chief Naturalist, Craig Tufts, will be at the school in February to help dedicate the habitat.

Banks Elementary is a brand new school in Banks, Oregon. The goals of the habitat project will be to designate "study areas," including a wetland that is on the property. The landscape architect has done the initial landscaping with the Habitat in mind. Students will be involved in planning and planting study areas and accessing the wetland area. The school property encompasses 8 acres. There is a swale in front of the school on Main Street which was mitigated when the road was improved. This area could be developed as a seasonal wetland or dry stream bed. There are also logged off areas nearby which could be used as a source for salvage plants of trilliums, Johnny jump-ups, and vine maple for understory transplants. The Junior High is close by and is interested in the habitat project as well. They may do some reciprocal work with them through their community service class. The Wildlife Steward lives in Forest Grove so this was a great placement and a long commute into the Portland area was avoided.

(continued on page 8)

SCHOOL UPDATES

Member School Updates

Deer Creek Elementary Update:

Fifteen 4th and 5th grade students at Deer Creek Elementary will be taking part in science discovery lessons in March. The six-week after-school program will enable the students to form hypotheses and to conduct experiments to confirm and deny those hypotheses about seed and plant growth needs. The program will culminate in a presentation during the school's First Annual Science Fair. The program has been set up to follow the CIM requirements for Scientific Inquiry, on which the 5th grade students will be tested later this year. The students will also be presenting their findings at the Wildlife Stewards Student Presentations and at a Metro presentation. Working on this project are Lisa Albert, Susan Wieske and Paul Thornton (OSU MG).

Ocean Crest Elementary School

Robin Holmes, Wildlife Steward from Ocean Crest, shares this song she helped create with her students from Ocean Crest Elementary School in Bandon. This is a song the students sing about their wildlife habitat project:

At Ocean Crest their is a creek
That runs behind the school.
Where birds and bats and butterflies
And fish might think it's cool.

But first we have to clean it up
And haul off all the junk.
We'll plant some trees and rushes there . . .
THE WATER'S FULL OF GUNK!
(could be shouted)

In Spring red currant offers food,
The spruce trees offer shade.
The gorges and Salamanders live
In pools where herons wade.

Gross Creek can offer all the things
That plants and creatures need
Food, shelter, water, room to grow . . .
OUR EFFORTS WILL SUCCEED!

PLEASE share with us your stories about your wildlife habitat project for our Wildlife Stewards newsletter. This could be a good assignment for one of your students. Wildlife Habitat updates should be sent to : Mary Ann Schmidt/OSU Extension 4-H/211 SE 80th/Portland, OR 97215 or fax us your story at 725-2020 or e-mail at MaryAnn.Schmidt@orst.edu.

New Member School Updates

Deep Creek Elementary School

On February 18 Deep Creek celebrates the arrival of rainbow trout eggs which students will care for and release in still water this spring. Paul Chambers, teacher, and fourth grade students work along with Wildlife Steward, Jan Stiver, and volunteer coordinator, Mary Ann Schmidt, to head up the project. Placement of the tank allows students and teachers throughout the school to use it in their science curriculum.

Plans are being made now to build and assemble bluebird houses to install in the habitat next fall. Parent volunteers will cut the wood pieces to be assembled by students, teachers, and other volunteers.

Last year on Earth Day, nearly 400 students and teachers collaborating with Jan Stiver, artist-in-residence and Wildlife Steward, kicked off the Wildlife Habitat Mural Project. Later, on June 2, the finished mural which had been assembled in pieces, was unveiled in a ceremony and further celebrated outside by broadcasting seeds for a wildflower meadow at the edge of the habitat. In still further celebration the same day, Deep Creek hosted Grant McComie who featured some of the students and their mural on his Outdoor Talk program.

Because the mural project last year created excitement and helped bring the entire school on board, another habitat-related art project for Earth Day is in its planning phase this year called, "Rainbows and Bluebirds," tying together the rainbow trout and bluebird house installations.

The National Wildlife Federation recently awarded Deep Creek School their Certificate of Achievement as a Schoolyard Habitat Site. The habitat area has been named after Gary Paxton, last year's principal who helped initiate the wildlife program at Deep Creek and now serves as principal at Powell Valley School.

Parkrose High School PLANT SALE:

The Parkrose High School Environmental Projects Class, led by Mike Hess, is having a plant sale on March 13, from 9 AM to 12 noon. The sale will be held outside in the southwest naturescape of the school. Students will be selling over 50 different species of flowers, shrubs and trees ranging from conifers, Pacific Nine Bark, and Trilliums. All plants are priced extremely reasonable and a 30% discount is given to those who spend $100 or more. All proceeds from the sale go toward the development of the Environmental Projects Class and benefit student learning. Please call Mike Hess at 408-2667 if there are any further questions.

SCHOOL UPDATES

Member School Updates

Sauvie Island School

The Sauvie Island community celebrated their wildlife habitat project with a "Garden Party" on Friday, April 30th. The students shared poems, songs, and artwork they had created with parents and other visitors to their habitat site. Their habitat includes a bird feeder which was visited by a Black Capped Chickadee and a water feature made from a large rock with a depression to capture water.

The students, with assistance from an artist-in-residence, created a wonderful mural depicting native plants and the wildlife that they will attract and support. The background was painted in vivid colors to illustrate the different plant species and the wildlife was done in mosaic. The wildlife included a Great Blue Heron, various ducks, hummingbirds, and song birds. The mural curves around a corner wall in the front area of the school across from the office.

Sitton Elementary School

Sitton school has been enhancing their courtyard habitat and anticipating visitors to their five bird nesting boxes that were installed last spring.

Students made pinecone bird feeders and they have been hung from a flowering tree just outside the classroom. They have also been working on a bird and butterfly garden. The class is having a plant sale at the end of the month featuring plants to attract birds and butterflies with the proceeds going to a student with cancer.

Friends of Trees recently helped students plant ten trees around the perimeter of the playground. The trees will eventually create shady areas so the students can escape the sun on warm days.

Hayhurst Elementary School

Hayhurst has continued to develop their habitat even though their Wildlife Stewards have taken more of a consultant role. There are several parents that are very involved with the habitat project and are interested in finding out more about becoming Wildlife Stewards.

They are applying to receive grant funds to develop a water feature as well as money to purchase children-size tools. A patio was poured over winter break and there are plans to do a mosaic border with the students in May. It will be an all-school show piece for the Art and Science Fair.

The first grade classes planted in the raised beds in April and the third grade students are adding to their butterfly gardens.

When City Meets Country, Wildlife Wins.

By Jean Nelsen

Jean Stiver considers herself an environmentalist. The Portland-based artist and musician believes deeply in the preservation of wildlife habitat, and has some strong viewpoints about the impact of ranching on it.

"It is apparent that the well-managed ranch is a stronghold for a healthy ecology and economy," she says. "I think our economic future is dependent on food production and open spaces. I also believe in preserving ranching because it's consistent with conserving wildlife. We must preserve wildlife as part of a precious and evolving ecosystem that appears to be dangerously out of balance. We are in danger of losing wildlife and wilderness in the same way we are losing the American farmer and rancher."

According to the U.S. Census Bureau, as of 1993 those who make a living off their own land are considered statistically insignificant. "I think that's a tragedy," she says. "Just as tragic as the dramatic decline in wildlife due to urbanization."

Stiver found a way to address the wildlife tragedy through a new program in Oregon. "I got involved with the Wildlife Stewardship Program because it seemed like a way to do something positive rather than being an activist," she says. "Some activists say they feel like they are in front of runaway truck trying to stop it. The program was analogous to building a runaway truck ramp."

The program is a product of the Oregon State University 4-H Extension office in Portland, and is operated in partnership with the U.S. Fish and Wildlife Service and the National Wildlife Federation. It is a community-education springboard for the environmentally-concerned. Volunteers attend 40 hours of training and are expected to give 50 hours back to the community. The payback comes when they help teachers and students build wildlife habitat on school grounds.

Habitat projects come in all shapes and sizes. At Kelly Elementary, for instance, a crew put bird boxes and a butterfly garden in a courtyard. Another school's team tackled a nearby creek that was in crummy condition.

"It goes under an interstate overpass, and had old grocery carts and other trash in it," program coordinator Maureen Hosty says. "The wildlife stewards worked with the kids to clean up the litter and planted trees on the banks. The vegetation will benefit birds and insects, as well as prevent erosion."

The volunteers also work with community forums to build coalitions. "In the summer, schools are closed," Hosty says, "so at Loewellyn Elementary they got a lot of people in the neighborhood together to help maintain the habitat."

Hosty provides leadership to the Wildlife Stewardship Program through her job as a 4-H extension agent. Born and raised in Kansas City, she took a liking to community development during a stint in the Peace Corps. She went home and got a master's degree in international development. But stateside work with several international organizations turned into a lot of paper pushing and she was looking for a way out.

"I was studying Chinese at the time, and a woman in the class said I should look into extension work. I did, and found the perfect job. I love facilitating and teaching."

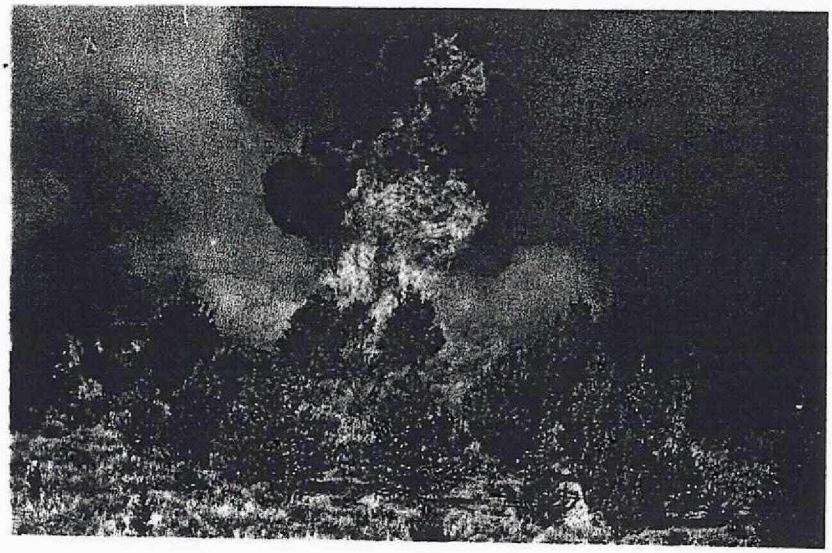
It was that talent that led her into the Wildlife Stewardship Program. The Portland public was inundating the extension office with requests for teaching on environmental issues.

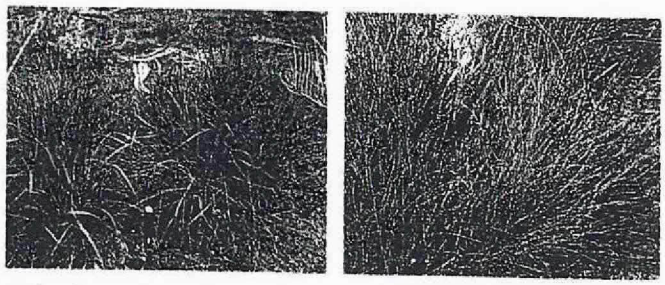
"I have no formal background in natural resources," says Hosty. "My expertise is in facilitating, bringing people together, and then bringing in experts."

Hosty mentioned the wildlife stewards in passing at a statewide meeting of extension agents and volunteers. And she immediately got Lynne Breese's attention.

Now a 4-H volunteer, Breese spent years as an extension agent, following in the footsteps of her father who ran an Oregon State University agricultural experiment station in the eastern part of the state.

"If I were starting out now, I'd go into rangeland





Before fire suppression became the norm on federal lands, the water-sucking trees burned regularly for the benefit of the range. Now, the Forest Service tries to mimic Mother Nature with a controlled burn (left). Central Oregon's perennial range grasses need either fire or grazing to keep them from slowly dying (right). The healthy grass (center) is the result of regular pruning via a grazing animal.

diagnosing a stream's health by looking at its present condition. Historical knowledge, such as whether or not the creek's been grazed, is back-burnered. Leonard vividly illustrated the importance of shrinking preconceived notions by sharing slides.

"Our perceptions really changed during the slide show," Hosty says. "He would show us before and after pictures of creeks that had been obviously devastated and were now vastly improved. Then he'd ask us which sets of improvements were the result of excluding livestock totally, and which were the result of merely changing management practices. We were wrong so many times that, pretty soon, we refused to guess."

The group got a real feel for how complex streamside management is. They saw that just fencing a creek is an oversimplified and often ineffective means of protecting a riparian area. "The secret is to keep the cattle moving," Hosty says. "If they are only there for a short period of time, it benefits the rancher and allows the grasses time to regrow. Putting up a fence won't work in a lot of cases because it can keep the deer and antelope out and causes unnecessary hardship for the landowner."

Another surprise for the group was the role juniper trees play in a high desert ecosystem. The prolific conifer species dominates much of Central Oregon. Government land managers and ranchers alike commonly cut them down. They either burn the fallen tree or lop and scatter the branches so the nutrients cycle back to the earth.

"On the west side of the Cascades, we tend to think that all clear cutting is a negative thing," tour participant Allen Meyer says. "Conventional wisdom says the more trees the better, but the tour changed our minds. Junipers are indicative of an ecosystem gone wild. By burning them, we are correcting the man-made error of controlling fire. It was my biggest surprise."

The trees suck precious water from the arid high desert—and not just a little of it. Thirty gallons a day is the norm for an average-sized tree. In an area where rainfall averages 10 inches a year, the end result is reduced water supplies and dwindling vegetation. Native deer, elk, and antelope suffer the effects as well as livestock.

Before the trip to Central Oregon, Gary Tuyls had no idea junipers were even an issue. "After the workshop," Tuyls said, "I told the BLM they should try and find some surplus napalm and go after them aggressively."

By tour's end, the stewards were impressed with the way government agencies worked so well together in Central Oregon and they believed that something else can work together, too—wildlife habitat protection and livestock protection.

Hosty reports the group was absolutely "glowing" after the tour. "I have shared what I learned with at least 30 people," says Hosty. "If everyone does that, it could have a big impact." And the group took home some tools. "The stewards, students and teachers are managing small parcels, where ranchers are managing hundreds of acres, but the same principles apply."

Breese and the members of COSRM could not be more pleased. "Now that the stewards actually know land managers east of the Cascades, they can go straight to the source for accurate information. They don't have to depend on the media," Breese says. "By actually being on the land, they were able to see things in a different light—and that's precisely what members of the society were trying to accomplish. The open communication and relationship building—which I believe will continue over the long term—thrills me to no end." ■

Jean Nelsen is a writer living in Prineville, Ore.

Elk numbers soar. Ranchers help!

When John Breese's ancestors settled near Prineville, Ore. in 1888, they quickly named their new homestead Gravy Gulch. "They had a milk cow and could buy flour, so they knew they would at least have gravy to eat," says Lynne Breese. "Game was scarce and an unreliable food source."

Their experience was not unusual. In October of 1826 explorer Peter Skene Ogden was camped at Harney Lake, roughly 100 miles southeast of the Breese's homestead. *"General gloom prevailing in camp, with all in starving condition...,"* he wrote in his journal. *"Should we not find animals our horses will fall to the kettle. I am at a loss how to act."*

Were Ogden or Breese's ancestors to venture into Central Oregon today, they would find something else for the kettle—elk. Herd sizes have fluctuated over the last 100 years, but as recently as 10 years ago the Oregon Department of Fish and Wildlife (ODFW) didn't even inventory elk because they were at such low numbers. Today elk populations across Oregon are skyrocketing. In about a 4,300-square-mile area east of Prineville alone, 6,300 of them make their home.

Corey Heath, assistant district wildlife biologist for ODFW's Deschutes District attributes the increases in part to the kind of grazing management techniques the wildlife stewards learned about on their trip to Central Oregon.

"Land managers are doing a better job and range grasses are improving," Heath says. "There's no question that it's benefited elk as well as cattle because they both thrive on the same kinds of feed."—*JN*

THE NORTHWEST

Ranch tours for urbanites cultivate stewardship

■ City dwellers spending time on Central Oregon habitat projects take home to Portland a better understanding of what's required

By GORDON GREGORY
Correspondent, The Oregonian

PRINEVILLE — The day was a wet one for building a fence through soggy sagebrush, and moist conditions in the Maury Mountains southeast of Prineville chilled the 17 urbanites.

But the cool mid-October weather was expected. What did surprise some of the Wildlife Steward trainees from the Portland area was finding the land being cared for by real ranchers, ones who have long put their energies and their money into habitat improvement. Yet, here they were, on Bill McCormack's cattle ranch, helping him pound steel posts and string smooth wire along a half-mile of Soldier Creek to keep his cattle from the running water and an ever-deepening head cut, a sharp drop that creates a small waterfall,which erodes the creek bed.

"The thing that surprised me is that the people out here have done so much to repair the streams," said Louise Ring, a volunteer trainee from Portland. "I've always had the impression that cattle just run through the streams. When you live in a city, you know, all you hear is the bad stuff."

"A lot of hope"

After seeing controlled burning on one rancher's land, a selective timber harvest meant to prevent disease on another's and the long lines of fence McCormack has built during the years, Ring's two days in Central Oregon changed her mind. "It just gives me a lot of hope for the future, to see what they're doing," she said.

That's what those who brought Ring and the other 16 Wildlife Steward trainees wanted to accomplish. The Wildlife Stewards program is a partnership between the Oregon State University Extension Service's Portland office and the National Wildlife Federation. Its purpose is to train volunteers who will work with urban children to create wildlife habitat improvement projects on their school grounds. Twenty-three Portland-area schools participate in the program.

The Central Oregon tours were initiated two years ago to help give the Wildlife Stewards a taste for land management, as practiced by conscientious ranchers east of the Cascades, said Maureen Hosty, OSU Extension Service 4-H youth agent.

Hosty said tours help bridge the intellectual gap between ranchers and their urban cousins. Children taught by the stewards eventually might learn to look at complex environmental issues in more than the black-and-white terms put forward by competing interest groups, she said.

Encouraging communication

"A part of this is getting communication going between rural and urban (sectors)," Hosty said.

Building a fence, she said, can help participants see that the landowners are trying to protect the environment, as well as give them a perspective about how much work is required to fence cattle out of riparian areas.

Educating people from the city about today's ranching is increasingly important, said McCormack, 40, who was raised on his ranch. In part, that's because of ballot measures that could have big impacts on ranching, farming and logging.

"The younger people have no idea what happens on the land," he said. "A lot of them now, even their parents and grandparents, haven't been on the land."

McCormack and his family voluntarily have completed eight habitat fencing projects on their ranch, much of it along Bear Creek, which feeds into Prineville Reservoir. He said they no longer allow cattle to graze at will in riparian areas. They cut down juniper trees in some areas to increase water flows, and they control grazing to improve rangeland conditions.

"It's been an eye-opener," said Arlan Madsen, a Portland resident making his third trip to Central Oregon on the tour.

Hosty said the Wildlife Stewards program promotes a serious discussion of environmental questions, not any political view. The aim is to give children the skills, knowledge and values to be good caretakers of the land so that they're "not learning about it from little blips on the TV," Hosty said.

OSU Extension project wins Presidential Service award

The program recognizes volunteers who fill public needs.

Statesman Journal

An Oregon State University Extension project to bring Mother Nature back to school campuses has won a Presidential Service award.

The Wildlife Stewards program was one of 48 finalists selected for the award out of 3,500 nominees nationwide.

Started by former President George Bush as a "1,000 Points of Light" program, the service awards honor volunteers who make a real difference in solving unmet human, educational, environmental or public safety needs.

Responding to concern

Wildlife Stewards was started in 1996 in response to growing public concern about environmental deterioration and the resulting loss of wildlife habitat in the fast-growing Portland area.

The program involves teachers, parents and students in creating an oasis of native soils, plants and brush on school campuses to lure butterflies, small birds and other wildlife.

Although there was no money in the Portland School District to launch the program, Oregon State University Extension agent Maureen Hosty and Mary Ann Schmidt, program assistant in the Multnomah County Extension Office, developed the idea as part of OSU Extension's 4-H Youth Development Program.

The National Wildlife Federation and the U.S. Fish and Wildlife Service united to craft the program.

With help from Master Gardeners and a grant from the Metro Greenspaces Program, participating schools can transform anything from a 3-foot-by-30-foot grass strip to a 14,000-square-foot lawn into a combined natural science laboratory and sensory delight.

More than 48 citizen volunteers have completed a 40-hour wildlife training course and donated at least 50 hours to the program.

"Through the work of these dedicated and enthusiastic Wildlife Steward volunteers, entire communities are coming together and working to improve their natural environment," Hosty said. "Most important, however, Wildlife Stewards helps our young people develop the skills, knowledge and attitudes that will enable them to become good stewards of our environment."

Hands-on learning

The students observe firsthand how the land and the creatures interact to survive.

They see butterflies fluttering above the nodding heads of native flowers and hear songbirds greet the morning.

The program is especially valuable in urban Portland, where many students may not otherwise be exposed to the natural world on a daily basis.

"When you are giving students an opportunity to plant and nurture native plants, you are giving them a chance to invest in the future," Schmidt said.

For example, she said, some elementary students who have graduated to middle school return to their former school to visit the natural areas they created. And they continue to participate in the program.

"Former students from Llewellyn Elementary School built benches in their technology classes at Sellwood Middle School and helped install them in their school-yard habitat to create an outdoor classroom," Schmidt said.

So far, 20 schools in the greater Portland area and two in Salem have created mini-wildlife refuges on their campuses. These natural areas range from a small plot reclaimed from worn turf to an elaborate system of trails through a wetland, complete with nature stops for instruction along the way.

Raising money

Schools need to raise between $3,000 and $5,000 to start building their school-yard habitats. But the program requires more than money, Hosty said.

The schools must be able to recruit parent and community volunteers and commit three to five years to the project.

They also must get school district approval and ensure that the project will be planned, designed, planted and maintained by students.

Anyone wishing to learn more about how to begin a Wildlife Stewards program may contact Hosty at (503) 725-2046 or Schmidt at (503) 725-2054.

SCHOOLS

Students become landscape

Fifth-graders earn how to build wildlife habitat

MICHELLE MEYERS
The Outlook staff

It's a place colored with flowers ıd native plant life, where butter- es and birds abound and croaking ɔgs pursue insects.

What sounds like pure paradise is ːcoming reality at Highland ementary School, where fifth- ade students became landscape chitects, designing their own ildlife habitat.

The students' designs came to life rly this month when about 60 stu- nts, parents and community mem- rs spent a rainy Saturday turning il, planting seeds and making other eparations for Highland's hands-on ıtdoor classroom.

"For 60 people, we could really do lot for the environment," said fifth- ader Brittany Scheel, who was strumental in designing the ildlife habitat, located in front of e school on what used to be lawn.

Fifth-grade teacher Mary acAuley spearheaded the project in hich students in Highland's three th-grade classes broke into small oups last month, assigned with the sk of designing a wildlife habitat ı the patch of walled-in land.

Classroom discussions, field trips ıd presentations by guest architects ıd wildlife and gardening experts ught the students to include basic ements in their designs: a form of ildlife, food, water, a home to raise ɔung, protective cover and student ɔservation areas.

Wildlife stewards Becky Jaczko ıd Claudia Lothrop guided ighland students. Jaczko and tributed sweat labor to build the habit Nov. 7 at the school. The supplies were donated by community members and businesses, she said.

"It rained the whole time, but we just had a great time," she said.

Some of the habitat's features include a pond, composter and raised beds that are handicapped-accessible.

Fifth-grader Jackie Ayles, who was also on the winning design team, said she envisions the garden as a place "to sit down with a book."

Even though she'll be in middle school next year, design team member Hannah Kuk said she plans to come back to see how it's doing.

Team member Jessica Stevenson, who referred to the birdhouse as a "fly-through restaurant," said the garden "is a nice, peaceful place."

"Coming back and seeing it in the spring will make a difference," she said.

Fifth-graders Darylann DeWitt and Jacob Voetberg were also on the winning design team.

PHOTOS BY RYAN GARDNER / Ti

Students study, improve habitats

A biology program is turning playgrounds into outdoor laboratories.

BY STEVE LAW
Statesman Journal

Bugs are taking over the school yard at Hayesville Elementary School. At least that's the goal.

Students, teachers and community volunteers crouched on hands and knees one day last week, trowels in one hand and fertilizer in the other. Their goal: creating an urban wildlife habitat on the grounds of the Salem school.

Salem

"I've found three spiders — poison ones," insisted 8-year-old Colton Fainnin, one of many enthusiastic students planting pansies.

A buddy shouted out two of his discoveries: a spider's nest and a potato bug.

"Beforehand, this whole, entire place was up to here with weeds," bragged 9-year-old Colin Jabin, his hand waist-high. But during the summer, Colin faithfully came to school once a week for two hours of weeding, weeding and more weeding.

Hayesville teacher Jeri Gamaney's class built a greenhouse at the school two years ago. Now the outdoor gardening effort is mushrooming, thanks to the Wildlife Stewards program sponsored by the Oregon State University Extension Service and the National Wildlife Federation.

OSU Extension was overwhelmed with calls from people wanting help with environmental education, explained Maureen Hosty, extension agent. Since the agency couldn't respond to all the requests, it latched onto the idea of training volunteers to go into schools and lead wildlife habitat projects. The program's credo is "Caring for our wildlife heritage, one school at a time."

Volunteers, who can come from the community or from inside the schools, undergo 40 hours of training. Then they agree to lead students into an ongoing series of projects.

At West Salem's Walker Middle School, students are tackling a blackberry-infested wetlands area and creating a butterfly garden. They have planted native plants, such as willow trees and cattails.

"It's tree frog heaven out there," said Jeanne Christian, a Wildlife Steward who launched the Walker program and then moved on to Hayesville.

Habitat projects turn schoolyards into living biological laboratories, she said. "We can have field trips right on our own school yards."

Teachers can use simple flower-planting exercises to launch into more formal classroom lessons. Gamaney's second- and third-grade students wrote miniature books last week about planting pansies.

One of the side benefits of the project has nothing to do with biology, though. When kids put sweat equity into their school grounds, it gives them a sense of ownership of their school, causing vandalism to be less likely, said Christian, Hayesville's community outreach coordinator.

Kids began planting 1,440 pansies last week. Come spring, that will give a blue and yellow glow to the beds outside Hayesville classrooms — the school colors.

"We have so many children that grow up in the city," Gamaney said. "They never think about the fact that there's wildlife around us."

Not any more, at least at Hayesville.

About the program

People interested in becoming Wildlife Stewards in local schools can attend a training class starting Oct. 7 in Portland. The class meets for five full-day sessions and includes an optional weekend trip to Central Oregon. The fee is $25.

To apply, call Mary Ann Schmidt at the Oregon State University Extension Service in Multnomah County, (503) 725-2048.

A Salem class will be offered in January. For information, contact Lois Sullivan in the Marion County OSU Extension office, 373-3764.

METRO GREENSPACES
OSU Extension 4-H Wildlife Stewards

FINAL REPORT

PROGRAM SUMMARY OF ACCOMPLISHMENTS

It didn't take long for 7-year old Connor Sallach to catch the attention of his classmates. Minutes after stepping out into his school's butterfly and hummingbird garden, he scooped up a fat, black and orange caterpillar. "I found one!" he shouted gleefully. Lisa Albert, a volunteer Wildlife Steward joined the crowd of Deer Creek Elementary school students squeezing in for a look. "This is what I mean about paying really close attention when you are out in the garden," Albert said. "That's why we've put in these plants."

Deer Creek School is one of 35 schools in the Portland urban area that is supported by a Wildlife Stewards team. Wildlife Stewards are unpaid volunteers working in partnership with public and private agencies to assist students and teachers in the development and use of wildlife habitats on school grounds. Grant funds from the METRO Greenspaces Program supported a Wildlife Stewards Volunteer Coordinator for the program.

A nature field trip used to mean piling into a crowded school bus for a teeth-jarring ride out to the country and hauling back dead specimens to the classroom. Not anymore. During lunch breaks, after school and on weekends, pint-size conservationists are working side-by-side with Wildlife Stewards to transform 35 small plots of land into wildlife habitats.

The Oregon State University Extension 4-H staff began the program in 1996 as a result of growing public concern over the deterioration of our environment and the resulting loss of wildlife habitat. Furthermore, due to diminishing funds for Portland schools, nearly all science enrichment programs and field trip budgets were cut. Local citizens were concerned and wanted to do something. The Wildlife Stewards program gave them that opportunity.

In the past 18 months with funding from METRO, the Wildlife Stewards Program has grown in popularity and public support beyond everyone's wildest dreams. In the fall of 1997, the Wildlife Stewards Program served 15 Wildlife Stewards Member Schools, 38 Wildlife Stewards, 1600 students and 77 teachers. Today, with the support from METRO Greenspaces to hire a Wildlife Stewards Volunteer Coordinator, the program serves 35 Wildlife Stewards Member Schools, over 9000 students, and 225 teachers. Eighty-eight volunteers have completed the Wildlife Stewards course and 71 Wildlife Stewards remain active. The program expanded into Salem this winter. Five more Oregon counties will start Wildlife Stewards programs this fall. A training for local and county coordinators was held in the Spring of 1999 for 9 county extension staff teams.

The Wildlife Stewards Program will also establish demonstration habitat restoration sites in each local area. Plans for a demonstration site in Oregon City in the fall of 1999 have been established and approved. The design and planting will be completed by the fall 1999 class of Wildlife Stewards as a part of their training. Wildlife Stewards Member Schools receive curriculum support, access to education kits and supplies such as water quality test kits, training, bi-monthly newsletters, and a minimum of 100 volunteer hours from two Wildlife Stewards volunteers.

The program has brought new wildlife to Portland and has teachers excited. "Kids are not only learning that science can be fun, but they are creating a project that they'll be able to visit for years," said teacher Beck Bard. "Best of all, they say, 'I made that!'" Through Wildlife Stewards, parents and community neighbors who traditionally have a hard time connecting with the school have joined in the excitement. Entire communities have been mobilized and new Wildlife Stewards have been recruited when the habitat project begins. School vandalism has also decreased. When kids put sweat equity into their school grounds, it gives them a sense of ownership of their school. Wildlife Stewards have improved the world around them through the habitats they create and the young minds they inspire.

PROGRAM DESCRIPTION

Wildlife Stewards are trained volunteers working in partnership with public and private organizations to assist students and teachers in the development and use of schoolyard wildlife habitats. The vision of the Wildlife Stewards program is to create sustainable wildlife habitat sites on school grounds and promote stewardship among youth by inspiring, educating and connecting communities, schools, and natural resource agencies and organizations.

The three primary goals of the program are:

- To assist youth in developing skills, knowledge and attitudes that will enable them to become good stewards of our natural resources;
- To train, place, and support volunteers in public schools to assist teachers and students in the development and use of schoolyard habitats;
- To increase the quantity and quality of wildlife habitats by developing partnerships with schools, local citizens, and community organizations to address local environmental issues.

Multnomah County 4-H is the lead agency for this program. With funds from METRO Greenspaces, a part-time/seasonal program assistant who is familiar with naturescaping, wildlife habitat, and knowledgeable about natural resource education and attuned to youth development was hired to coordinate this project. The Wildlife Stewards Volunteer Coordinator was responsible for the recruitment, screening, selection, placement and support of the Wildlife Stewards into Member Schools. The Coordinator also conducted recruitment, selection, screening and support to the Member schools.

The Wildlife Stewards Volunteer Coordinator worked under the guidance of the 4-H Youth Extension Agent to specifically:

1. Identify, recruit, screen and support Wildlife Stewards Volunteers and Member Schools.
2. In cooperation with local partners, assist with leader trainings for the volunteers
3. Establish and organize monthly meetings/trainings with the Wildlife Stewards and Member schoolteachers to share ideas and resources, and provide additional training
4. Identify, recruit, and collaborate with local partners, schools and community agencies
5. Coordinate communication between the volunteers and schools and conduct site visits as needed.
6. Assist with project evaluation and submit reports as needed
7. Provide curriculum support to teachers and Wildlife Stewards

The Volunteer Coordinator was housed in the Multnomah County Extension Office and supervised by the 4-H Agent. Wildlife Stewards and Member Schools received ongoing support and training including bi-monthly newsletters, monthly meetings/trainings, and

site visits by the Volunteer Coordinator. Wildlife Stewards and Member Schools also received educational materials, plant and wildlife species resources, and curriculum from OSU Extension/Multnomah County 4-H and National Wildlife Federation, a partner in this project.

Volunteers pay $35 to join the program, undergo a 40-hour Wildlife Steward training and commit to a minimum of 50 hours to a local school.

All Wildlife Steward Volunteers are screened and trained by the project partners. The five training sessions are:

- Elements of a Successful Habitat Project
- Helping Children Learn
- Wildlife Habitat Requirements
- Designing Your Habitat Project
- Developing a Habitat Team
- OPTIONAL TRAINING: A three-day tour to Central and Eastern Oregon co-hosted by the Central Oregon Society of Range Management

Wildlife Stewards work in teams of two or more and are assigned to "Member" Schools. To become a "Member" School, a school representative must complete a school application and be interviewed. Schools are screened and selected for their commitment to education and schoolyard habitats. In order to become a Wildlife Steward member school, schools must commit a minimum of 5-7 years to the project, identify and recruit a team of two or more teachers, recruit additional partners, secure funds for tools, equipment, plants, and supplies and demonstrate a willingness and ability to sustain the project long-term. Schools must also provide funds for habitat supplies and materials, additional parent and community volunteers, attend a Member school representative orientation and gain site approval from the school district and principal. Furthermore, each school must ensure that the project is planned, designed, planted and maintained by students. In return, each Member School receives a minimum of 100 hours of volunteer support from the Wildlife Stewards and access to the resources and curriculum of the partner agencies. Wildlife Stewards are trained to support schools by:

- participating in planning committees to ensure project longevity
- working in teams with small groups and large classes to research and plant the schoolyard habitat
- helping map and inventory the schoolyard wildlife habitat site
- help students research, select, and order plants and seeds for the habitat
- assist teachers in presenting lessons and activities in or about the habitat
- work with students to help them learn gardening skills and gain an appreciation of nature
- help students keep portfolios of their work

SUMMARY OF ACCOMPLISHMENTS

- The project intended to reach 1500 youth in 10 schools during a one-year period. Furthermore, a goal of 68 Wildlife Stewards would be trained and supported to lead this project. The Wildlife Stewards far surpassed this goal. Nine thousand youth, 35 schools, 225 teachers and 88 Wildlife Stewards have been served by this program.
- Three Wildlife Stewards training courses have been conducted in this 18-month period.
- Three Wildlife Stewards Member School Orientations have been conducted for 54 teachers involved in the program.
- Three Wildlife Stewards tours to Central/Eastern Oregon have been conducted for 39 Wildlife Stewards.
- Support was provided to teachers and Wildlife Stewards volunteers. Eight Wildlife Stewards Newsletters were distributed, four educational kits were developed and available for check out, and bi-monthly training updates were held.
- Two Wildlife Stewards Member School Student Presentation Days were held.
- Wildlife Steward, Jan Stiver, was recognized by Multnomah County as an Outstanding Volunteer.
- The Wildlife Stewards Program was recognized as a 1998 Presidents Service Award Citationist by President Bill Clinton.
- The Wildlife Stewards program won the National 4-H Environmental Stewardship Award form NAE4-HA.
- A Wildlife Stewards Advisory group was established in the fall of 1998. Teachers, Wildlife Stewards, youth, a National Wildlife Federation representative and 4-H staff serve on this committee and meet bi-monthly. Their purpose is to establish a volunteer middle management system.
- The Wildlife Stewards Program was featured in several news articles and on TV and radio.
- A 76-page Wildlife Stewards Volunteer Handbook was developed, printed and distributed to Wildlife Stewards
- A 118 page Wildlife Stewards Trainers Guide was developed, printed and distributed to County Extension staff interested in starting this program.

WILDLIFE STEWARDS SUPPORT GREENSPACES MASTER PLAN

The Metro Master Plan is based on the premise that if we acquire and manage Greenspaces now we will have a more livable metro area in the future. Investing in programs that assist youths in developing values related to environmental stewardship is a sure way to insure that this premise will come to fruition. The Wildlife Stewards Program carefully screens Member Schools to ensure their long-term commitment to this project. A school must be willing to commit 5-7 years to the project.

Through the Wildlife Stewards Program, wildlife habitats were enhanced. Student participants, their teachers, and the families and community members of the students were actively involved in developing a wildlife habitat on school grounds and becoming stewards of that habitat. What makes this project so unique is that students were actively involved year-round in providing stewardship. This is not a one-time project. Instead, students, teachers, leaders and community members were making a long-term commitment to their wildlife habitat project. Furthermore, this project provided University-trained volunteers. This helps ensure that the habitat projects are developed using research-based knowledge. Through this on-going educational process and active involvement, the following benefits were realized:

1. Thirty-five Wildlife habitats were developed and maintained.
2. Local school communities made long-term commitments to their environment.
3. The program has had a ripple effect, as the program grew in popularity, more and more people have joined the efforts.
4. There is a greater awareness in the community about the ecological principles and the value of protecting and caring for all of our natural resources.
5. The Wildlife Steward's tour to Central and Eastern Oregon has helped bridge understanding and appreciation of habitat issues from both and urban an rural perspective.

WILDLIFE STEWARDS SIX MONTH FOLLOW-UP EVALUATION

Three schools and five Wildlife Stewards participated in 6-month follow up evaluations of the Wildlife Stewards program in May of 1998. These schools and volunteers began in the program in the fall of 1997.

- The school representatives reported that the Wildlife Stewards were "always" prepared, had good skills and abilities, completed their assignments, helped increase students awareness of wildlife issues, help build partnerships, and help build bridges between students and wildlife professionals. All three-school reps would recommend this program to others.
- The Wildlife Steward volunteers did not rate the program as high. In most cases they reported "usually" rather than "always" in the same categories. The two areas that were weakest were in building partnerships (2 reported "sometimes" and two reported "never".) and bridging Wildlife professionals with students (3 reported "sometimes" and one reported "never")
- Wildlife Stewards reported that they contributed the following volunteer hours to the Wildlife Stewards Program during last quarter:

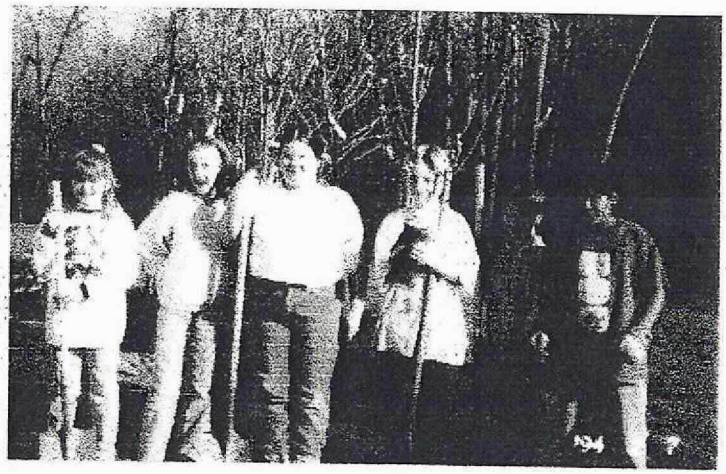
- 95 hours in planning meetings
- 10 hours making phone contacts
- 124 hours in classroom projects
- 2 hours in trainings
- 63 hours in field projects
- 65 hours conducting research

Water Quality Education is part of the Wildlife Stewards Training

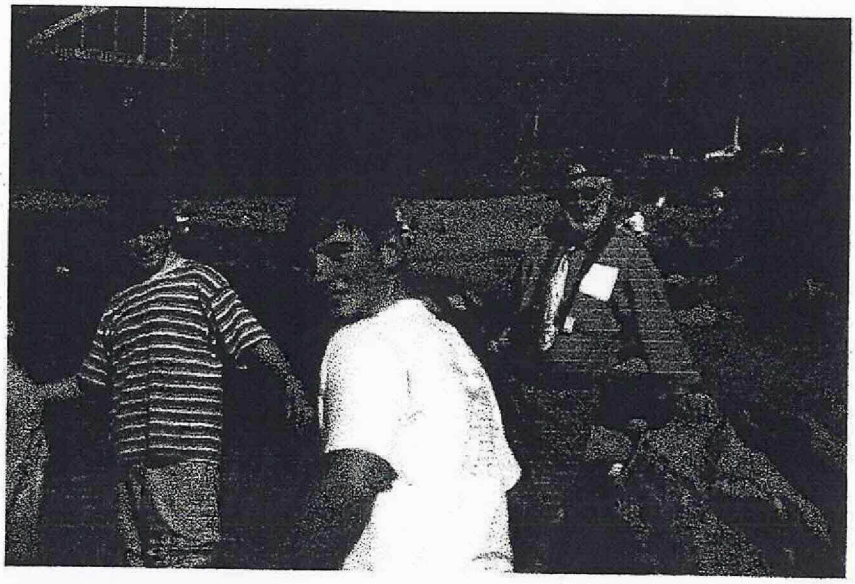
Wildlife Stewards Tour a Native Plant Nursery

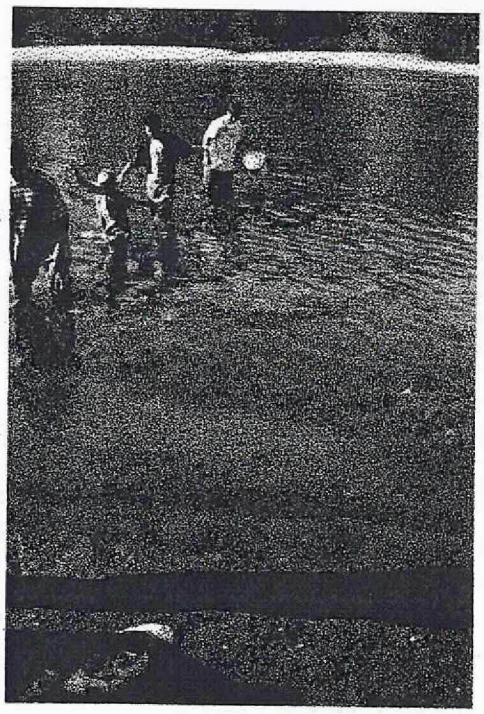
Wildlife Stewards are trained to assist students and teachers in the development and use of Wildlife Habitats on School grounds.

Students from Wildlife Steward Member School - Woodland Elementary



Wildlife Steward trainees tour school habitat sites and Wildlife Stewards Member Schools





Students from Kellogg Middle School, a Wildlife Stewards Member School prepare to release the salmon fry they raised from eggs in the classroom.