



Directions

The digest of the Association of Nature Center Administrators

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Directions is a quarterly publication of the Association of Nature Center Administrators, distributed to members of ANCA as a membership benefit. ANCA is a private, non-profit organization, dedicated to promoting and supporting best leadership and management practices for nature and environmental learning centers.

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Reading Program For Children Builds Links With Community

Overview

Aullwood READS (**R**esources of **E**arth and **A**griculture **D**iscovered and **S**hared) is an innovative program linking students enrolled in an after-school program with volunteers and/or employees from area businesses and Aullwood Audubon Center and Farm. This model initiative, for twenty children in 2nd – 3rd grades, integrates reading and writing skills with hands-on experiences in nature and farming. Children who are enrolled in an after-school learning program visit Aullwood once a week for 90-minute sessions during a four-month period. Aullwood naturalists provide hands-on learning experiences for the children at Aullwood's nature center and organic farm. Caring adult volunteers tutor children, helping them read books on nature or farming that relate to that day's hands-on, outdoor activities in order to improve their reading skills and attitudes toward reading.

Program Activities

In 1999, Ohio Governor Robert Taft created Ohio Reads in order to improve the literacy of children. Motivated by this state initiative, **Aullwood READS** is a collaborative effort between an area school, a sponsoring corporation, volunteers, and Aullwood's staff to provide a reading improvement program which integrates reading and writing skills with hands-on experiences in nature

and farming.

Students who have reading deficiencies visit Aullwood weekly for 90 minutes and are paired with an adult volunteer tutor. The school's principal and teachers identify the students who would benefit most from this reading enrichment program. After a 45-minute discovery activity outside, the volunteers help the children read books with natural history or agriculture themes in order to improve their literacy. During a four-month period, the children read and learned about insects, birds, mammals, farm animals, and farming. Some of the activities include catching and identifying butterflies, looking through binoculars for birds, hunting for animal tracks, feeding the farm animals, and churning butter, etc.



Aullwood naturalists lead the field experiences and the volunteers actively participate with their child as they discover nature together. The volunteers provide positive role models and soon establish a deep rapport with their children. The weekly hands-on learning experiences relate to the books the children are reading. Reading takes place after the hands-on activities

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Reading Program

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in order to generate more excitement and interest about the theme related books. By focusing on active activities at the beginning of each program, the children are able to have fun in an exciting environment after spending a full day in the classroom.

Each child creates a journal to record, through writing and drawing, their experiences in **Aullwood READS**. The journal is used as an assessment tool of their attitudes toward reading and the program in general. Children read at least sixteen books during the four-month program. At the conclusion of **Aullwood READS**, the volunteers, the children and their families attend a special "graduation" celebration at Aullwood. Each child chooses a book from the **Aullwood READS** library to take home along with their journal and a Friends of Aullwood membership. This membership entitles the child and his/her family to attend Aullwood for free for an entire year. This encourages parents to become active partners with their child as they discover the natural world together. Evaluation of the program is internal, both formal and informal, and is conducted by Aullwood staff and the school's teachers.

Getting Started—Keys for Success

1. Support of the school principal and teachers is key to creating this education initiative.
2. A team approach is an effective way to develop this program, engaging teachers, volunteers, and administrators with providers of informal education to create the best possible product.
3. A reliable volunteer base is vital. The one-on-one relationships that develop between the caring adult volunteer and child motivates the

child to explore and learn. It is also a wonderful way to increase a child's confidence.

4. Learning is enhanced by multiple experiences at natural areas like Aullwood involving the same staff so that children identify with the staff as individuals and embrace the natural area as their special place.

5. Creative approaches to nature and science education which integrate art, reading, and journaling often increase the involvement of children who previously showed little interest in science. Thematic, hands-on outdoor leaning activities often enhance the children's interest and desire to read and learn more about the subject.

Program Development Process

Aullwood uses the following process to implement **Aullwood READS** with a corporate sponsor and a nearby school.

STEP 1: COMMITTEE FORMATION. An **Aullwood READS** steering committee is organized. It is composed of the following individuals: two Aullwood staff (education coordinator and naturalist); two school staff members (principal and teacher); the after-school coordinator; and a representative from corporation if they decide to assist in volunteer recruitment. This committee develops the program parameters, i.e. when it will begin and end, how many children will be involved, etc. The committee may meet once or twice before the **READS** program begins. The teacher and the Aullwood naturalist will form a sub-committee to develop the **Aullwood READS** curriculum.

STEP 2: CURRICULUM DEVELOPMENT. The sub-committee determines the weekly themes of the program and selects children's books that are most effective for improving

Director's Guide to Best Practices



The *Director's Guide* includes chapters on five essential areas: leadership, strategic planning, boards, staff, and fund raising.

ANCA developed this book for busy directors and staff people with many roles and responsibilities. It is a handbook for those new to the profession and will also challenge and inspire the most experienced directors and their staffs. ANCA members have also found it valuable to give to board members, and volunteers.

Directors from 23 states and 40 different facilities reviewed and commented on the chapter drafts and evaluated the book's effectiveness.

Price of the book is \$60.00 plus \$5.00 shipping and handling.

Send to:
ANCA
1000 Aullwood Road
Dayton, OH 45414
Or call 1-800-490-2622



the reading skills and attitudes for the children. Books (25 copies each) are purchased with funds the corporate sponsor. Because of the wide range of reading levels, it is wise to supplement the weekly purchased books with library books. This allows the children greater freedom to choose what they are interested in reading.

The weekly themes are based upon the season and Aullwood's regular activities. The themes are fairly broad (i.e. "mammals") so the naturalists may tailor their activities based on the weather or the group's interests.

STEP 3: IMPLEMENTATION OF PROGRAM. Volunteers are recruited from Aullwood's pool of volunteers as well as from the sponsoring corporation. A teacher and Aullwood staff provides a 75-minute volunteer training session. This workshop explains the **Aullwood READS** program, and ways that volunteers can encourage and help the children to read. Because of the duration of the program, many volunteers may be unable to attend every weekly session for the full four months. Their absences are filled by either pairing their child with another **Aullwood READS** volunteer or recruiting an extra volunteer for that day.

The children from the after-school program are chosen to participate in **Aullwood READS** by the school's principal and teachers. The corporate sponsorship provides funds for the school bus to take the children to and from the school and Aullwood as well as the salary for a teacher to accompany the children to **Aullwood READS**. The teacher carries all the necessary medical release forms and also provides discipline.

The program meets once a week from 4:00 to 5:30 p.m. When the children arrive, they catch-up with their volunteer before participating in an outdoor activity for approximately 45 minutes. An Aullwood naturalist

leads hands-on activities and volunteers actively participate with their child. The final 45 minutes are spent reading and writing in journals. Simple, hand-made journals are created, and the children may draw or write about **Aullwood READS** activities. Often these journals include worksheets that in a fun way build proficiency skills that relate to the book or outdoor activities.

At the conclusion of **Aullwood READS**, the volunteers, the children and their families attend a special "graduation" celebration at Aullwood. A pizza party is provided. The children chose a book from **Aullwood READS** library to take home along with their journal. They also receive an **Aullwood READS** T-shirt, and a family membership to Aullwood.

STEP 4: ON-GOING ASSESSMENT. Aullwood staff discusses the program regularly with volunteers, teacher, principal and the children to secure their feedback. The volunteers and children complete a survey form. Their subjective responses were overwhelmingly positive. Some of the comments include:

- "The most important ingredient in becoming a successful reader is the desire to read. The children in the **Aullwood READS** program had a variety of reading skill levels, but shared a common disinterest in reading. Now, the picture is changed. The students are eager to read and write because they are excited about the connections made by them through the READS program."
- "The children learned many interesting things, and the connections between what they saw and the books [they read] kept them interested."
- "This is a great opportunity to show the child that reading can be enjoyable and not just required."

Often it is difficult to determine the effectiveness of programs, but proficiency tests are one way to objectively validate the success or failure of programs. A teacher who coordinated READS for an inner city school system writes – "The state proficiency tests are for five areas: reading, writing, math citizenship and science. All of the children who participated in Aullwood READS had failed the reading section during the spring or fall. They were what we call the "bubble children." This means that they were close to passing the tests, but their scores ranged from 191-215 (217 is passing). Since all tests are basically reading, this effects all other scores. Of the fifteen children enrolled in READS, thirteen had also failed the science test."

"We had experienced three wonderful months (out of five) at Aullwood READS when the children were retested. This group of 100% reading non-passers" went to 33% passing, and 67% making improvement. In science, 47% passed and 53% made improvement. Two of the children passed all 5 tests! There were two children who had scores, which jumped off the page. In science, two people tied for the "highest scores" of 273. That is passing – plus 56 more points! One of these children did the same in reading. She had a score of 267! That is an excess of 50 points above passing. These are huge jumps! I'm not sure if the success of this program is because of the extra time reading or the one-on-one attention and rapport with each student's own special adult. Which ever it is, it seems to work! This program is making a difference with these students!" 🌟

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ANCA Summit IX

Wilderness, Plain & Simple

August 21-24, 2003

The Wilderness Center, Wilmot, Ohio

www.wildernesscenter.org

Come to learn, come to renew, come to connect.

The Summit, provides an opportunity to share with colleagues, celebrate our successes, learn from our failures, recognize and prepare for challenges, network, mentor, and renew our vision. The Summit is a peer conference with continual interchange between teaching and learning.

Summit Workshops - Thursday, August 21

Special Events College - Learn to use special events to take your center to the next level. It is ideal for Directors of small centers who are ambitious to grow their organization. It will be most useful to nonprofit centers that need to raise money.

Using Technology in Environmental Education - Develop a philosophical basis for the implementation of technology into your programs - when is it appropriate, and what are the implications. We'll ask "what's possible?" and temper it with "what's worthwhile?".

Getting the Big Gift - What is your record of accomplishment in securing major donors? Are you aware that more than 80% of the charitable dollars raised today come from individuals, not foundations or corporations? This workshop is a must for those planning a capital campaign.

Navigating the Human Resource Course - Dealing with personnel is often the most challenging part of a leader's job. This interactive workshop includes practical activities and group intervention.

Dealing with Diversity (Staff, not Species) - This activity-based workshop presents a model for working with sensitive issues of diversity, especially around race and sexual orientation.

Facilitated and Open Space Sessions - Friday & Saturday, August 22 & 23

More than 20 facilitated sessions are available that span the gamut of issues facing today's leaders!

Question: Do you have a issue or problem of special interest to your organization?

Answer: "Open Space" sessions allow you to customize your Summit experience.



Summit IX Highlights

This year's Summit combines innovation with some of the best ideas from previous Summits.

- The Wilderness Center is surrounded by the largest Amish community in the world. This year's Summit will include Amish cooking—throughout the Summit. You'll have a chance to clog your arteries with wonderful food!
- Those who arrive early on Wednesday can join a field trip to the unique Lehman's Hardware Store.
- On Wednesday evening, come for a reception at The Wilderness Center, with finger food and beverages, so you can begin to catch up with your ANCA friends. The entertainment is the conversation you have with new and old friends.
- In a departure from previous years, the Summit Keynote Address will be Thursday evening. This year's speaker is John Flicker, President of the National Audubon Society. The ambitious plans of NAS will have an impact on the entire nature center profession.
- You will create the entertainment for Friday evening. When you register for the Summit, you'll be invited to e-mail a few PowerPoint slides about your nature center to share with everyone.
- Saturday evening will be devoted to the ANCA Leadership Award, a special Amish meal served family style, and the ANCA auction fund raiser where we will all get to make fun of Richard Haley, Gordon Maupin, Ken Voorhis, Tracy Kay, and others recently departed from the ANCA Board.
- Sunday don't miss out on a visit to nature centers or view beautiful birds on exciting field trips.

Scholarship Opportunities

ANCA provides scholarship funding based on financial need to directors of centers with limited budgets. Scholarships awards are based on two main criteria: Budget size and first time applicants. Award categories are as follows:

- \$0-\$150,000 budget, awards up to \$400
- \$150,001- \$300,000 budget, awards up to \$300
- \$300,001 and up budget, awards up to \$250

All scholarship recipients must attend the entire summit and attend a meeting during the summit at a time set by the scholarship chairperson.

If you are interested in finding your own funding for the summit we have developed a grant template for you to complete and send to the foundation or corporation in your neighborhood. E-mail Wayne Clark at wayne.clark@fortworthgov.org for a copy or for questions regarding ANCA Summit scholarships.

Field Trips!

Sunday field trips complete the Summit experience. Visit one of Ohio's oldest residential outdoor environmental education programs with the newest facility at the Mohican School in the Out-of-Doors. Visit two examples of nature centers that have "gone green" as we visit Geauga Park District's West Wood, and the Nature Center at Shaker Lakes. Anxious to get outside after several days of Summit festivities? Well then grab your binoculars and head out with us as we enjoy a sample of fine Ohio birding. Anyone of these trips are a perfect end to your stay.

SPECIAL ADVENTURE!

Lehman's Old-Time Hardware

Wednesday, August 20 - the afternoon before the Summit starts

Depart from The Wilderness Center at 3:30 p.m.
Return to The Wilderness Center 5:30 p.m.

Lehman's is the country's largest purveyor of historical technology. At Lehman's, you will enjoy a short talk by Wilderness Center Board Member Glenda Lehman Ervin, who is also the Director of Marketing for Lehman's.

This store is internationally famous for its non-electric goods. It was started primarily to serve the needs of the Amish community surrounding Kidron. Over the years, its unique set of merchandise attracted customers from all over the world. In addition, Lehman's is a must-see tourist stop for all who visit Ohio's Amish Country.

Summit Participants will receive a 15 per cent discount on any purchases up to \$50.



Cancellation Policy

Cancellations made on, or before, August 1st will be assessed a \$100 fee. After August 1st no refunds will be made. No refunds will be made for field trips or family options.

Visit the ANCA website at www.natctr.org for more information.

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Can You Help Write “Manual II”?

As announced in the last issue of *Directions*, the ANCA Board of Directors has set as a strategic direction to provide professional development monographs as a follow-up to the Director’s Guide to Best Practices Manual. There has been some interest to the original RFP, but it seems there are a number of very good questions people may have about the details. For this reason it was decided that at the Summit in August, there will be a meeting for anyone interested.

The vision for “Manual II” is to enlist a number of authors each addressing one or more of the following topics: capital campaign, volunteer programs, marketing, land management, education, diversity, finance and accounting, safety/risk management, exhibit design, buildings and facilities—old and new.

Each monograph will include ten to twenty pages (plus appendices and references). It will include samples of best practices and/or case histories from nature centers. Each monograph will have a checklist of recommended practices that serves as an outline for the text. Refer to the Director’s Guide to Best Practices for format. The author will be responsible for gaining copyright releases from other works that are quoted in the monograph. It is expected that the author will provide copyright “permission to reproduce” in multiple formats as deemed necessary by the ANCA Board of Directors. The review process will encompass one round of peer review/acceptance and two drafts.

At the Summit, anyone interested in sharing their knowledge and skill about a topic, spending some time to prepare a monograph and earning some extra income and prestige for their effort is invited to attend the open space session on Saturday, August 23rd, dedicated to “Manual II”. At that time significantly greater detail on the anticipated process and need will be discussed.

Anyone who is unable to attend, but is interested in being involved is encouraged to contact Robert Mercer, 215-785-1177 or ramercer@co.bucks.pa.us.

ANCA on the Web

Visit ANCA’s web site at:

www.natctr.org

Be sure and check the site for expanded “Member’s Only” information.

Endowment Update

Recent contributors to the fund include:

Kristin Alexander
 Andy Brown
 Cathy Devendorf
 Tim Sandsmark
 Paul Tebbel

Calling All Authors!!

If you have a desire to share your ideas and experiences with the ANCA membership. We Need You!!

The best articles come from you - the members. Articles need to be 1 - 2 pages (700 - 1,400 words). Technical language can be used as needed, but, remember your audience may not have your level of expertise in the subject. Fun, light-hearted, and inspirational articles are always welcome as well.

Submit your articles to:

ANCA
 1000 Aullwood Rd.
 Dayton, OH 45414
lbrown@audubon.org

Some Things I've Learned From Children

Someone asked me who it was that had taught me the most. After some thought I replied, "my children." The following story is based on experiences shared with several children. I've combined them and have sometimes used this story with students coming to our center as an introduction to what they should expect and be looking for during their brief visit with us in the Smokies.

I once knew a very special boy. His name was Travis. Even though he had a fairly unique name he considered himself to be very normal. He did the normal things that other normal kids do and lived what he considered to be, a fairly normal life. One of the things he liked to do the most was go to the woods near his house and look under logs and hop from rock to rock across a little stream. He didn't realize that a lot of kids didn't have a woods close by to play in. Travis's parents liked to take him hiking, which Travis thought must be fairly normal as well. On one fine fall Saturday he and his family climbed to a mountaintop.

As Travis hopped about on rocks and looked under logs his parents sat and gazed out across the mountains. Travis's mom called him over just as the sun was dropping over a far ridge and the mist had begun to rise from the valleys. "Travis", she said pulling him close, "Do you feel the magic of this place? It seems so peaceful and perfect. Do you feel connected to all of this life around us?" Travis's mom often said things like that and he figured that it was fairly normal for adults to talk that way. Travis smiled and said "sure mom", and raced down the trail as they headed on home.

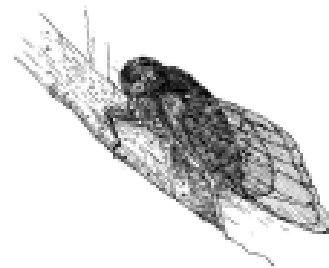
Several weeks later Travis's teacher announced to his class that

they would be going on a field trip to a special place in the mountains where they would stay for several days and learn about nature. When he told his parents about the trip that night they were excited about it as well.

Months passed, the teachers spoke more about the trip, until the day to load the bus and head to the mountains had come. All of the kids were excited if for no other reason than to get out of school for a few days. Upon their arrival Travis and his class met the naturalists that would be working with them. "This is a magically special place", one of them said, "We are going to work to help you enjoy it and learn about your relationship, your connection to the natural world around you." This sounded somewhat familiar to Travis, but he was anxious to get up the trail, to turn over a few logs, to hop across the rocks in the stream. As he and his classmates spent time with his teachers and the naturalists he realized that they weren't as ordinary as he thought. They liked to explore too, and they knew a lot of fun stories, and songs and games that taught about the natural world. He began to see that his teachers were people he could talk to and even enjoy doing things with. That didn't really seem too normal to him before.

One day along the trail, one of his teachers challenged the class, "I want you to spread out along this hillside and try to find a living creature. Once you have found something I want you to just watch it for about 15 minutes". Travis liked this idea and while some of the kids stared into the wood thinking that this was an impossible task, Travis and several others started combing the area, looking under rocks and logs and in crevices and holes.

The others soon joined in as well. It wasn't to long before Travis spotted something. He noticed a cicada crawling up the trunk of a tree. Its shell was muddy and he found at the base of the tree a hole from which the buried insect had emerged. As he watched he noticed that the cicadas shell was split along the back and that the winged stage of this insect was trying to break out of its old skin. From out of the dirty brown casing crawled a beautiful black, green and white creature. Travis was watching intently as his teacher came by. "What did you find Travis?" Travis showed his teacher the cicada and told about how he watched it emerge, where its burrow was and that he thought that it's wings would soon be dry and it would fly away. Travis's teacher smiled and said, "Travis that is extraordinary, and you are an extraordinary boy to be so



observant." Travis smiled as he began to think that maybe his life was not so ordinary after all. All the students gathered around to see his discovery. They sat quietly, watched, and then let out a cheer when this extraordinary creature, which had crawled out of a fairly ordinary shell, flew off into the trees.

On the last day of the trip, one of the naturalists had gathered their group into a small circle to share some of the discoveries and exciting moments that had occurred that week. They passed a deer antler - the one holding it had the power to speak and share what they wished. When it got to Travis he said that he learned that

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ordinary things sometimes turn out to extraordinary. The naturalist was the last to hold the antler and said, "I hope you now feel the magic of this place.

"I hope you now feel the magic of this place"

Do you feel connected to all of this life around us? If you can feel it here perhaps you can begin to feel it where you live. You are a part of nature. You can make a difference "As they walked down the trail to their last meal Travis rushed to catch his naturalist friend's attention. The naturalist paused, "What's up Travis?" Travis replied, "Well you know my parents and teachers and you, well you all talk about getting a special feeling when you're out in nature. Well, I never really knew what ya'll were talking about but you know what? I think I'm startin' to feel it." The naturalist smiled at Travis and said, "Travis you are an extraordinary boy. Keep that feeling alive. That's the best thanks you could give me. Remember to keep looking for those extraordinary things out there."

And you know what? Travis continued to find extraordinary things wherever he went. 🍄

Reprinted and revised from an article in Great Smoky Mountains Institute at Tremont's quarterly newsletter Walker Valley Reflections
www.gsmit.org

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From A Rookie's Perspective

(Editor: The following article is reprinted from Directions, January–March 1995. Throughout the years ANCA's mission and focus remain the same. To promote leadership and quality management for the nature center profession)

Sitting at my desk, I wait for inspiration. The winds of autumn dance at the window and my thoughts drift over my encounters with members of ANCA. A quote I read somewhere springs to mind, "Do not flinch from a task which by its nature can never be completed." The ANCA Directors embody that concept.

Mike Link first introduced me to ANCA at a Minnesota Audubon Council meeting three years ago. I had just become the director of the Hunt Hill Audubon Sanctuary in Sarona, Wisconsin. Although in great demand by others that day, Mike graciously gave me his attention for an hour, answering a plethora of questions; offering encouragement and sage advice. I left that meeting confident I would join ANCA. If there were more people in ANCA, like Mike, knowledgeable and willing to share their experience and wisdom, I wanted access to them. It could save time, money, and my sanity!

Genial, hardworking and dedicated were my thoughts about the directors at the ANCA Board meeting last January, at the Audubon Center of the Northwoods in Sandstone, Minnesota. I was attending as a local member, which is one of the many great benefits of ANCA membership. It was an excellent opportunity to see this group in action as they executed and action plan for 1994. I felt as though I was in the presence of enlightened beings; "the wise old guys of nature center administration."

Accomplishing a lot while maintaining an ambience of humor has always been a sign to me of people who have weathered the tribulations of their chosen vocation and love their work. It was manifest with this group. The cumulative knowledge and experience of the group was impressive and I thought to myself, "decidedly underutilized by rookie administrators like myself." It seemed as if someone had expertise in every aspect of nature center administration from strategic planning and board development to operations and facility design. Corky McReynolds, ANCA strategic planning guru, stayed up late after a full day to answer questions about our strategic planning process.

My next encounter with ANCA occurred at a crucial time for the Friends of Hunt Hill Board of Directors, and myself, as director. We were still in the water, not knowing what to do to regain focus and momentum. My conversations with Tim Merriman and Bob Thomas provided direction, clarity, and equally important, empathy. To hear Tim say, "I've been there; most nonprofit organizations face the same issues at this stage of development and there is a way out," eased my feelings of anxiety and isolation. Their personal response, professional insights, and recommendations for the actions and resources needed to progress were greatly appreciated.

The ANCA Board of Directors is a phenomenal group of people. They work well together. Dedication to a common vision lifts them above their personal perspective. They have a lot to offer to other nature center administrators. The ANCA newsletters and other publications are excellent. They address "real" issues

we all face as administrators and offer attainable solutions. An ANCA consult team is available to assess organization, operations for facility, and provide expert guidance.

I thought you should know about these people; people who have embraced the opportunity and shouldered the responsibility for the direction and advancement of nature center administration. People who live their values; busy people; caring people with hope in their hearts for the future; people committed to making a difference. I hope each of

you makes it a priority to join ANCA and interact with these people. Your life will be richer. Mine is. 🌿

Patricia Buck
Former Executive Director
Hunt Hill Audubon Sanctuary

(Editor: As we welcome new members to the Board, we need to take this opportunity to recognize and thank departing Board members who have given so much to the organization. Richard Haley, Tracy Kay, Gordon Maupin, and Ken Voorhis)

ANCA Technical Consults: Your Friend In The Business

ANCA offers consulting assistance to nature centers and other environmental education organizations at very reasonable fees. The charge is costs of transportation, lodging and meals for the team, plus a \$2,750 fee that goes toward supporting ANCA's professional services and planning. Our Board of Directors, and members, provide these services with no personal financial gain, while you gain the advantage of advice and guidance from some of the profession's most respected and experienced leaders.

What can be covered? Well, just about anything involved with planning, funding, and operations. Some topics include:

- √ assistance with long range and strategic planning
- √ review education programs, exhibits, or trails
- √ mission focus
- √ fundraising and fiscal management
- √ facility planning
- √ starting a center
- √ management strategies
- √ land use planning

To find out more about ANCA's Peer Consults, contact any ANCA board member or Wayne Clark at 817-237-6940 or Wayne.Clark@fortworthgov.org.

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ANCA Membership Form

If you would like to become a member of ANCA, please fill out this form and mail it to the address given. Members receive 4 quarterly issues of *Directions*, special publications, and admission to ANCA Summits and workshops. Institutional memberships allow for two staff members to receive benefits. Questions? Call 1-800-490-2622.



Name: _____

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Please check the desired membership level

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1000 Aullwood Road

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Directions

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