

**PLT/BLM Fire Education Initiative: Year 5
Final Report: September 2005–August 2006**

State: Nevada

Coordinator: Dan Allison

1. Grant-related PLT-Fire Facilitator Trainings...

a. Conducted During First Period (September 2005–February 2006):

Date	Location	Workshop/ Training Title	# Facilitators Trained
2005-10-08	Las Vegas NV	Facilitator	12
TOTAL			12

b. Conducted During Second Period (March 2006–August 2006):

Date	Location	Workshop/ Training Title	# Facilitators Trained
TOTAL			

- Total number of PLT-Facilitators Trained During Year 5: 12

2. Grant-related PLT-Fire Educator Trainings...

a. Conducted During First Period (September 2005–February 2006):

Date	Location	Workshop/Training Title	# Educators Trained
TOTAL			

b. Conducted During Second Period (March 2006–August 2006):

Date	Location	Workshop/Training Title	# Educators Trained
2006-08-11	Lamoille NV	Lamoille Institute for Educators	11
TOTAL			11

- Total number of PLT-Educators Trained During Year 5: 11

3. Other Fire-related Trainings that Did Not Incorporate PLT or Did Not Include a Full PLT Training...

a. Conducted During First Period (September 2005–February 2006):

Date	Location	Workshop/Training Title and <u>Brief Description</u>	# Educators Trained
TOTAL			

b. Conducted During Second Period (March 2006–August 2006):

Date	Location	Workshop/Training Title and <u>Brief Description</u>	# Educators Trained
2006-05	Winnemucca	After school training	7
TOTAL			7

- **Total Number of Educators Trained in Other Fire-related Trainings that Did Not Incorporate PLT or Did Not Include a Full PLT Training: 7**

4. Feedback on overall BLM, NIFC, BIA, NPS, USFS, state or regional support (or lack thereof) of your efforts throughout the Year Four Initiative. Specific personnel can be named (for positive or negative feedback).

The Nevada Division of Forestry (NDF) no longer has the resources to be the lead for PLT-Fire, so the responsibility has been passed to NNREC. NDF has provided materials for all workshops including PLT guides, supplementary materials, Burning Issues CDs, and BLM fire program incentives. We have had informal discussions with BLM (Nevada state office and area offices) and Forest Service (Humboldt-Toiyabe NF and ranger districts), but have not developed any formal programs nor received any specific support.

5. Please list specific challenges and/or successes you experienced during year 5 of the PLT/BLM fire initiative.

NNREC and NDF are being challenged by low enrollment in workshops, whether PLT, PLT-Fire, or combined. The Lamoille Institute for Educators (LIFE) program which contained a PLT and PLT-Fire 4-hour workshop had low enrollment. A workshop scheduled for September 30, 2006, which we hoped would bring our numbers into line, was postponed because there were only six enrollees. A full PLT workshop in Winnemucca was cancelled due to low enrollment, and replaced with an informal after school training. A PLT and PLT-Fire workshop has been scheduled for Winnemucca in November. We have tried to work with a partner to bring a workshop to Ely, without success so far. We have tried to get the facilitators trained last October to lead a workshop in southern Nevada (Las Vegas), without success, and it appears that the lead facilitator will have to travel from western Nevada in order to bring a workshop off this winter. All environmental education providers in Nevada are having the challenge of low enrollment, we think primarily because teachers are saturated with math and reading training required by their schools or districts.

6. Please give any other thoughts or comments you would like to share about this initiative.

We have recently provided multiple copies of the Burning Issues CDs to several computer lab instructors, with abbreviated instruction in use, at the middle school level, but do not yet have feedback on whether they are getting used or student reaction.

We are going to be taking several approaches to increasing enrollment in our workshops this year, including: 1) formally surveying teachers to determine topics of interest and preferred workshop formats; 2) trying several workshop formats, including school day, weekend, after-school, and various lengths; 3) developing short workshops targeted a specific issues of interest to teachers, with lessons including PLT and PLT-Fire packaged into a unit of study; 4) developing literature connections with forest, fire and natural history books (we have recently acquired a number of literature and nonfiction books for this purpose); 5) more effectively marketing our workshops directly to teachers and resource professionals.