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ENVIRONMENTAL FAIRS: AN EXAMINATION  
OF THE 1999 INLAND EMPIRE ENVIRONMENTAL EXPO

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Environmental Education

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by  
Bruce Vincent Broxson

June 2001

ENVIRONMENTAL FAIRS: AN EXAMINATION  
OF THE 1999 INLAND EMPIRE ENVIRONMENTAL EXPO

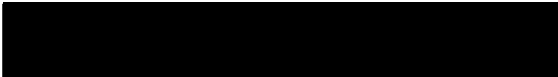
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by  
Bruce Vincent Broxson  
June 2001

Approved by:

  
Dr. Darleen Stoner, First Reader

  
Dr. Gary Negin, Second Reader

*May 18, 2001*  
Date

## ABSTRACT

This project articulates the foundational purpose for environmental fairs and how they encourage an environmentally literate and responsible citizenry. One environmental fair is described and evaluated. The project includes: (1) a literature review examining the social significance and justification for environmental fairs; (2) a summary of the Inland Empire Environmental EXPO's 13 year history at the California State University in San Bernardino; (3) a specific description of the 1999 EXPO; and (4) an evaluation of the 1999 EXPO.

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## CHAPTER ONE

### INTRODUCTION

At the dawn of the 21st century, planet Earth's natural resources are expected to support a human population of over six billion people. We share a planet only 24 thousand miles across, approximately 75% of which is covered with water. The resulting demands on the planet's resources, the collective ability (natural and scientific) to renew those resources at the same rate in which they are used, and our ability to effectively process and dispose of the pollution which results from the extraction, manufacturing, distribution, and use of natural resources, pose frightfully significant and immediate questions for the human race. In light of these increasing demands on the planet, environmentally concerned coalitions have emerged which employ various means of educating the public about environmental problems and issues in an effort to promote environmentally sound behavior among our citizens.

Noteworthy efforts in terms of increasing environmental attitudes, knowledge, and skills is being conducted by educators who promote environmental education. These strategies hold as their core the value of an environmentally literate society which conducts commerce, development, as well as personal habits in a manner which

pays high regard to the need for a healthy and sustainable environment.

To whatever degree the public is currently concerned with environmental affairs, people are thinking about such matters. With respect to sheer overcrowding, science fiction literature from such authors as Jules Verne (20,000 Leagues Under the Sea) and Arthur C. Clark (2001: A Space Odyssey), as well as current proposals from the modern scientific community (e.g., the National Aeronautics and Space Administration (NASA) and the Jet Propulsion Laboratory's research pertaining to the colonization of the moon or Mars), have suggested that we attempt to expand our limited habitat by exploring new frontiers such as colonizing the seas or even space. Intriguing as these proposals initially seem, they offer us only cold, lonely, and inhospitable options which, at best, require technological advances which are a very long way off. Testimony to this harsh reality was recently demonstrated in the Arizona desert just north of Tucson in 1996 where an experiment of colossal proportions, conducted by a team of privately funded scientists under the auspices of Texas billionaire Edward Bass, attempted to recreate Earth's primary life-giving biomes in a closed system. Appropriately deemed the "Biosphere II" experiment

(Biosphere I being Earth itself), this effort attempted to prove that humankind's knowledge of the natural environment was currently sufficient to construct and maintain a closed environmental system (with the exception of incoming sunlight) capable of supporting human life by entirely natural means with absolutely no intervention from the outside for a two-year period of time. In summary, the enclosure's three-acre habitat consisted of scaled-down models of Earth's biomes, such as rain forest, grassland, and desert, and their primary resources such as soil for agriculture, fresh water, fish and wildlife--all intended to support the occupants (a small group of hardy scientists) without any outside assistance. The enclosure itself would cost the wealthy Texan \$200,000,000 to construct, and an additional \$50,000,000 for management to be provided by Columbia University's Lamont-Doherty Earth Observatory staff scientists. The experiment seemed to demonstrate careful planning and attention to detail and was fully expected by many optimistic on-lookers to succeed. After a valiant and punishing performance of sheer human endurance, and perhaps a good measure of suffering, Biosphere II had to be breached relatively soon in order to provide fresh air and adequate nutrition to the residents as they were ultimately unable to manage their artificial environment ("Nothing to fear,"



1998). Though Biosphere II's occupants were eventually able to "serve" the intended duration of their stay, and planners and participants would declare success, the habitat would be breached multiple times. The occupants would report crippling nutritional and psychological discomfort, hence seriously undermining the integrity and purpose of the experiment. Although Biosphere II's intended outcome was not nearly realized, perhaps some degree of benefit was accrued to humankind's current disposition. The experiment's results indicate that we do not yet possess the technology required to support ourselves without aid from Earth's existing natural systems. Thus, the citizenry need to recognize there is only one biosphere: planet Earth. Placing a high priority on the conservation and preservation of natural resources, as well as actively working to solve environmental problems, must be universal goals. We must accept our present scientific and technological limitations in solving and mitigating such human impacts to the environment as nonrenewable resource depletion, deforestation, air, soil, and water pollution, atmospheric ozone depletion, the over-harvesting of fish stocks, and possible global warming from greenhouse gas emissions. This acceptance is fundamental to providing us the necessary motivation to place a high priority on the conservation and

preservation of natural resources and natural ecological systems today. Unlike Biosphere II, these goals are much more realistic and obtainable. However, accomplishing these goals will require significant overall support from the general public both in life style choices and as political actions such as legislation. Educating the populous should equate in a more environmentally literate, sensitive, and responsible public. A well informed public will be the result of effective environmental education programs.

This project provides an in depth review of how to conduct an environmental fair which promotes environmentally responsible attitudes, knowledge, and behavior. Specifically, the 1999 Inland Empire Environmental EXPO is reviewed and evaluated.

## CHAPTER TWO

### LITERATURE REVIEW

A review of existing literature pertaining to the origin of the environmental movement can be traced to such literary architects of environmental concern as Aldo Leopold, author of A Sand County Almanac (1949); the philosophical Henry David Thoreau, author of one of America's first classic nature books entitled simply Walden (1960); Rachel Carson, author of Silent Spring (1962); Edwin Teale, author of The Wilderness World of John Muir (1954); and of course John Muir himself, best noted for his written works focusing on the intrinsic value of nature, preservation of the Sierra wilderness, and for waging the first major environmental battle in this country to save Hetch Hetchy in Yosemite National Park.

One of the most significant and enduring contributions to the environmental movement was made in 1970 by Gaylord Nelson. Nelson, a former United States Senator from Wisconsin (1963-1987) founded the first Earth Day celebration which occurred April 22, 1970. This annual, internationally recognized day of environmental distinction is celebrated by communities around the world by focusing attention on our environmental problems and their solutions.

Nearly 30 years later, Earth Day continues to serve as a forum for communities around the world to recognize environmental problems and issues and the need to work toward viable solutions. The actions of these and other activists of a similar theme are largely responsible for initiating environmental concern in our society. If humankind is eventually able to strike a sustainable balance between our species and nature, much credit should be attributed to these foundational "trailblazers."

Though the writings and accomplishments of these legendary environmental martyrs cannot be understated, modern society still requires a means of effectively perpetuating environmentally responsible behavior among citizens. Environmental education is the viable means of accomplishing this goal. Environmental education fosters within citizens a greater appreciation for the value and significance of Earth's delicate ecological balance through producing a more environmentally literate population.

Justification for public environmental education efforts, be they curricular or community based, is best articulated by examining the public's present and primary source of such information as it exists today--the popular press. Newspaper and television news organizations comprise the public's primary source for domestic and international

news (Hanson, 1993; Kohat & Toth, 1998; Ostman & Parker, 1987). It follows that public opinions regarding current events are largely formulated by what is reported by these media and most importantly, how those issues and events are represented. Kohat and Toth, in their 1998 analysis focusing on mass media, media bias, public opinion, and trust, criticized the television news media with respect to inaccuracy, unfairness, and bias. Further, and of unsettling significance, was their conclusion that the vast majority of the public believes most of what the television media reports. Of concern to proponents of environmentally sustainable development practices is the manner in which television news media report matters concerning current environmental issues (Huckle, 1995, p.1):

It is by watching television that many of the world's people acquire an awareness and understanding of environments and environmental issues near and far. Images and sounds from television are increasingly significant in shaping their beliefs, attitudes, and identities. Much television is an agent of cultural imperialism and homogenization which supports forms of development which are not ecologically and socially sustainable.

With respect to the print news media, Furlow (1994) examined specifically how environmental issues and concerns were reported in 27 U.S. daily newspapers. One hundred twenty-eight articles published from 1989 to 1993 were analyzed with respect to the depth in which biological and

ecological issues were reported. Furlow's analysis concluded that newspaper reporting of biological and ecological issues was conceptually shallow, and the representation of environmental issues (e.g., logging practices vs forest habitat preservation) was conveyed as a "...polarized and superficial matter of jobs vs the environment" (1994, p.15). Furlow discussed how people's lives are overwhelmingly consumed by personal and professional matters which pertain to their own upward-mobility, and that an ordinary citizen could not realistically be expected to research every political, social, economic, and environmental issue which comes their way. Rather, the public relies on the media to provide a public information and education service. Therefore, the media has an enormous responsibility to provide balanced, in-depth reporting with particular attention paid to fair and accurate representation. Furlow's analysis addresses the inadequacies that exist in media, inadequacies which invariably skew and distort the public's conceptual understanding of environmental issues.

Further justification for the need of a greater degree of public environmental awareness comes into sharp focus by acknowledging recent concerns brought to the attention of world governments. Our Common Future, prepared and

submitted to the United Nations by the World Commission on Environment and Development (1987), concluded that rapid deterioration of the global environment was occurring at an alarming rate and that economic development was collectively to blame. Further, the Commission's recommendation for resolution identified environmental protection and a greater public awareness as the most likely strategies in accomplishing sustainable development. Lending support to the urgent tone conveyed by Our Common Future are similar reaffirming conclusions presented by one of the largest global environmental conferences of its kind to date. The United Nations Conference on Environment and Development, held in Rio de Janeiro, Brazil, in 1992, was attended by over 100 heads of state from 175 nations and 1500 officially accredited nongovernmental organizations. Documents produced by the conference are in strong support of a more environmentally literate public and specifically identify the need to further the public's understanding of the need for sustainable development by way of environmental related education programs to be implemented at the university level (Lemons, 1995). The enormous turn out for this conference testifies to the very real environmental, and hence, economic, political, and societal concerns which presently exist and have yet to be put to rest.

Proponents of environmental education share a common theme which emphasizes the critical need to preserve and conserve natural resources and natural intrinsic beauty by way of a more environmentally literate citizenry. Perhaps the most comprehensive document available for review which itemizes the guiding principles of environmental education found in literature is a 12 item declaration drafted at the United Nations Educational, Scientific, and Cultural Organization Conference which was held in Tbilisi, Georgia (located within the former USSR) in 1980. This document provided clear and concise tenets which guide the development of environmental education today. The document (Tbilisi Declaration 1980, p. 14-26) stated that environmental education should:

1. Consider the environment in its tonality-natural and built, technological and social economic, political, cultural-historical, moral, aesthetic;
2. Be a continuous lifelong process, beginning at the pre-school level and continuing through all formal and non-formal stages;
3. Be interdisciplinary in its approach, drawing on the specific content of each discipline in making possible a holistic and balanced perspective;
4. Examine major environmental issues from local, national, regional and international points of view so that students receive insights into environmental conditions in other geographic areas;



5. Focus on current and potential environmental situations, while taking into account the historical perspective;
6. Promote the value and necessity of local, national, and international cooperation in the prevention and solution of environmental problems;
7. Explicitly consider environmental aspects in plans for development and growth;
8. Enable learners to have a role in planning their learning experiences and provide an opportunity for making decision and accepting their consequences;
9. Relate environmental sensitivity, knowledge, problem-solving skills and values clarification to every age, but with special emphasis on environmental sensitivity to the learner's own community in early years;
10. Help learners discover the symptoms and real causes of environmental problems;
11. Emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem-solving skills;
12. Utilize diverse learning environments and a broad array of educational approaches to teaching /learning about and from the environment with due stress on practical activities and first-hand experience.

Literature identifying the rationale and purpose of environmental education seems to fit well within the frameworks put forth by the Declaration's 12 defining principles. William Stapp et al. (1969) stated:

"Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment

and its associated problems, aware of how to help solve those problems, and motivated to work toward their solution" (p. 30-31). Stoner and Overbey (1989) articulated the objectives of environmental education as the promotion of ". . . awareness, appreciation, understanding, and knowledge of the interrelationship between one's self and one's total environment" (p. 146). Disinger and Roth (1992) identified the goal of environmental education as producing an environmentally literate citizenry who possess ". . . the capacity to perceive and interpret the relative health of environmental systems and take appropriate action to maintain, restore, or improve the health of those systems" (p. 1). O'Brien and Stoner (1987) provided a goal which largely holds consistent with Disinger and Roth's definition: "The primary goal of environmental education is to develop citizens who are knowledgeable about the world around them and involved in working toward a more livable future" (p. 15). Their definition further emphasizes basic understandings such as similar needs shared among people and wildlife, ecological interdependency of living and nonliving things, that people both affect and are affected by the environment, and that humans are accountable for the consequences of their effects on the environment. Tanner (1980) interpreted environmental education's ultimate goal

as teaching: ". . . the maintenance of a varied, beautiful, and resource-rich planet for future generations" (p.20).

The California Department of Education's Point of View on Environmental Education (1990, p. 10), written in collaboration with state agencies and environmental educators, stated:

A continuing and comprehensive program of environmental education will teach the value of persistence and discipline; encourage an entire generation to take responsibility for its actions and choices and energize them to act rather than react. Comprehensive efforts must be made to bolster recognition with understanding and appreciation. More underpin all natural systems and sustain the resources they can provide an enlightened society, in perpetuity.

Strengthening the justification of environmental education, the California Department of Education (1990, p. 10) further stated:

There is no better place than our schools nor a more critical time than now to embark on a new course toward those essential objectives. These goals are best reached through a restructuring of and more vigorous commitment to environmental education.

Taken on the whole, a cumulative definition of environmental education's mission, purpose, and justification in application to this project is summed by this author as: Those school and community educational efforts which promote environmentally literate citizens who demonstrate environmentally responsible behavior and are prepared to

take appropriate action to sustain an ecologically sound natural, as well as built, environment.

Implementing environmental education in our schools is clearly identified in the literature as a likely means of encouraging environmentally literate stewardship of planet Earth. However, the value and significance of environmental fairs in furthering this mission can also be identified in literature, though perhaps not as conspicuously and specifically.

The purpose of environmental fairs is to provide a community event which acts as an educational out-reach effort sharing environmental understanding and appreciation with participants which will in turn equate to more environmentally responsible behavior (D. Stoner, 1999, personal communication). As Furlow (1994) and Ostman and Parker (1987) have shown, the popular press is largely responsible for the formation of public opinion regarding environmental issues and concerns. Shallow, uninformed representation by these organizations introduce inaccurate information that may do more harm than good. Therefore, a need exists for an effective public environmental education campaign which will contribute to a more balanced and literate understanding among citizens. Environmental fairs offer adults and children a fun and informative community

event whereby accurate environmental information can be obtained in an enjoyable setting (D. Stoner, 1999, personal communication).

At present, research specifically addressing the social and psychological significance of environmental fairs is scant. However, literature which can be interpreted as supportive of this effort does exist and has already in large part been presented, though the sources have been more specific to environmental education in schools. Important to note is the underlying and obvious premise that an environmentally educated or literate public will equate to more environmentally sound and responsible behavior. Environmental fairs share this same objective.

In order to provide further evidence for the justification, social significance and purpose of environmental fairs as a social event, the concept of environmental sensitivity is worthy of examination and can be extracted from available peer reviewed literature. One of the most prominent sources which associates life experiences with environmentally sound behavior is Tanner's 1980 paper. Tanner explored the autobiographical recollections or life experiences of people who demonstrate environmentally literate activism as adults to determine if those experiences involved some degree of environmental

education and if those experiences contributed to their present world view. His research, qualitative in nature, focused on 45 leaders of conservation groups who provided data by way of a survey which ultimately sought to establish the inspiration for conservation work these subjects would later commit to. In summary, Tanner concluded that significant life experiences with nature and environmental education were the basis for later environmental activism. Further, he concluded that educators must commit themselves to "the kinds of learning experiences which produce such persons" (p.1). Though Tanner introduced the autobiographical antecedents now considered to be precursors to sensitivity, he never actually used the term. However, his research may be quite appropriately inferred as applicable to the body of qualitative evidence addressing sensitivity which implies early experiences with nature and environmental education result in more environmentally responsible behavior later in life. The term "sensitivity" was actually introduced into literature by Peterson and Hungerford (1981). Following Tanner's conclusion that early life experiences are related to environmentally literate behaviors later in life, Peterson and Hungerford (1981) interviewed 22 environmental educators attending a North American Association of Environmental Education meeting in

1980, asking them to provide their motivations for pursuing a career in environmental education. Their findings were very consistent with Tanner's. Further research in support of the theory that life experiences contribute significantly to later environmentally sound behaviors can be found in Hungerford and Volk's (1990) model of environmental citizenship where the findings of Tanner (1980) and Peterson and Hungerford (1981) are in large part reaffirmed. Hungerford and Volk equated sensitivity with empathy, searching their subjects for "an empathetic perspective toward the environment" (p. 11). Developmental psychology, in defining empathy as a sense of feeling with another by sharing the perceived emotions of another (Eisenberg & Strayer, 1987), seems to support Hungerford and Volk's conclusion that life experiences shape later adult behaviors.

A recent contribution to the literature identifying environmental sensitivity as a result of early life experiences with nature comes from Chawla (1998). Chawla reviewed the growing body of literature which builds on Tanner's premises and his challenge to understand the influences which result in a public willing to work toward the maintenance of "a varied, beautiful, and resource-rich planet for future generations" (Tanner, 1980, p. 20).

Chawla's work involved an analysis of existing research focusing on stated motivations from environmental professionals as to their reasons for choosing an environmental career such as being an environmental educator or conservation professional. The specific research questions within those studies she reviewed included: influences on choice of conservation work (Tanner, 1980); influences on attitude toward the environment (Peterson, 1982); influences on practical concern for the environment (Palmer, 1993); influences on interest in the environment (Peters-Grant, 1986); influences on path to work in environmental education (James, 1993); influences on attitude toward the environment (Sward, 1996); and influences on commitment to environmental protection (Chawla, in press). Her analysis of the results from these studies indicate that establishing a scientific correlation between life experiences and resulting environmentally sound behaviors is a complex endeavor. However, to date, existing research does seem to support the hypothesis, and further research should be conducted.

Lastly, four articles in support of the significance of life experiences and published in comparative form are summed below and presented together, as they all share the same stated objective: the identification of formative



influences on the development of adults' environmental awareness. These research efforts sought to identify the primary life experiences of hundreds of environmental educators (in those educators' own words) which motivated them to practice and promote environmental literacy as adults. The research took place from 1993 to 1998 and involved environmental educators from Australia, Canada, Slovenia, Greece, the United Kingdom, Hong Kong, South Africa, Sri Lanka, and Uganda. In summary, these educators were asked to provide written explanations outlining the significant life experiences/influences which eventually led to the choice to become environmental educators.

Cumulatively, listed by order of frequency, respondents cited their influences most frequently as childhood experiences with nature and the outdoors, work (a "responsibility" to share nature with their students), their own prior environmental related academic course work, the influence teachers and friends, books or articles about threats to the environment, and living near and the enjoyment of nature (Palmer, 1993; Palmer & Suggate, 1996; Palmer, Suggate, Bajd, Hart, Ho, Ofwondo-Orecho, Peries, Robottom, Tsaliki, & Van Staden, 1998; Palmer, Suggate, Bajd, & Tsaliki, 1998).

Though the significance of environmental fairs as a

specific primary and identifiable category of research is absent from the literature at present, evidence which can be interpreted as supportive of its purpose and justification has been presented. Literature confirms that our life experiences shape our world view and this literature contributes to a sound rationale for providing environmental education in our schools and to our communities.

Environmental fairs are a means of sharing valuable information about our natural and built environments. This in turn provides positive experiences for persons who, as Furlow's 1994 media analysis points out, might have some gross misconceptions regarding nature's critical significance and influence on our quality of life both now and in the future.

CHAPTER THREE  
HISTORY OF THE INLAND EMPIRE  
ENVIRONMENTAL EXPO

The Inland Empire Environmental EXPO, an environmental fair, originated in 1986 as a community outreach event of the Network for Environmental Science Teaching (NEST). NEST, founded in 1985 at California State University, San Bernardino (CSUSB) by one of the university's professors, Dr. Darleen Stoner, is a CSUSB-based organization which provides educational resources and activities to educators who wish to promote a further understanding of environmentally responsible citizenship. NEST's stated mission and purpose, according to Dr. Darleen Stoner (1999, personal communication), is consistent with that of the EXPO:

To enable educators in Riverside, Inyo, Mono, and San Bernardino counties to attain the environmental knowledge and teaching skills necessary to conduct environmental literacy programs, resulting in students who demonstrate citizenship decisions based on responsibility.

The purpose of Environmental EXPO is three-fold: (1) Provide an opportunity for teachers, naturalists, youth group leaders, and the general public to have access to a wide variety of science and environmental education materials; (2) encourage networking among educators,

agencies, business, industry, and the community for improved use of available resources; and (3) give students and community members the opportunity to expand their knowledge of the environment (Stoner, 1999, personal communication). Environmental EXPO continues to provide educational as well as fun exhibits and activities involving local schools, industry, and public organizations, all contributing to the fundamental purpose of environmental education.

The first meeting of NEST in 1985 included a group needs assessment which identified that environmental education in our local communities and adjacent counties was lacking. EXPO was developed to help meet that need. Environmental EXPO serves as the flagship of community outreach projects promoting environmental education by the NEST organization. Many of those who form the alliance of the NEST organizational network also participate, support, and sponsor EXPO and return year after year. This alliance consists of students, faculty, staff and alumni of CSUSB, and personnel from environmental agencies, organizations, and industries. Each year EXPO promotes a different theme (e.g., "recycling, waste management and resource conservation" or "taking pride in our community and environment") which sets the over-all tone and consistency of the exhibits and activities one can expect to experience

at a given annual event.

Funding for the event comes from grants, public donations, sponsorship fees, and exhibitor fees. Major sponsors of the 1999 EXPO included the County of San Bernardino Waste System Division, NORCAL/San Bernardino, Inc.; the San Bernardino County Sun newspaper; South Coast Air Quality Management District; California State University, San Bernardino; California Department of Education; San Bernardino County Superintendent of Schools; Riverside County Office of Education; San Bernardino Valley Municipal Water District; and the City of San Bernardino Public Services. The public's admission is always free.

Evaluations completed by participants provide an avenue for continuous and vital feedback necessary for EXPO organizers that results in on-going improvements to be made in future events.

Over the past 13 years, the Inland Empire Environmental EXPO has proven to be the largest event of its kind in southern California, providing the local communities with a high-profile and diverse forum in which to celebrate Earth Day, an internationally recognized event. Participation in the event has never been exclusive to any specialized area of industry or politically motivated education agenda. Rather, the event welcomes participation from individuals

and public or private organizations who wish to contribute to furthering our community's environmental awareness. All that is required of the contributor(s) is a desire to contribute time, energy, creativity, and/or expertise to furthering the mission of environmental education in our local communities. Having successfully sustained itself for 13 years, the Inland Empire Environmental EXPO has proven to be a long-term effort thanks to the diligent and dedicated efforts of its planners. EXPO can be expected to continue to make future contributions to the betterment of our communities understanding of environmental issues and the ways our public can seek solutions to those issues.

CHAPTER FOUR  
DESCRIPTION OF THE 1999 INLAND  
EMPIRE ENVIRONMENTAL EXPO

The 1999 Environmental EXPO was held Saturday, April 24, 1999 from 9 a.m. to 3 p.m. at CSUSB's Coussoulis Arena. The theme for this EXPO was "Taking Pride in our Environment and Community." EXPO is considered to be the largest event of its kind in all of southern California. The Event is described in terms of five components: (1) planning committees and their respective tasks, (2) entertainment, (3) schools participating in event competitions, (4) exhibitions, and (5) miscellaneous activities. The following narratives describe each of these five components

Committees and Before EXPO  
Activities

The organization for the 1999 Environmental EXPO was administrated by EXPO's founding director, Dr. Darleen Stoner; EXPO coordinator, Carolyn Creel; and a private consultant/volunteer, Mark Sorensen. The planning committees for the 1999 event are listed below. A summary of those tasks specific to each of the committees is provided in Appendix A.

Activity Round-up  
Awards  
Donations

Evaluations  
Logistics  
Nature Bowl  
Publicity/General  
Printing and Mailings  
Stage & Entertainment  
Volunteers  
ASI Liaison  
CSUSB Club Liaison  
Environmental Educator Award  
Exhibits  
Multimedia Fair  
Parade  
Publicity/Campus  
Special Characters  
Teacher Workshops

Each of these committees had specific tasks. Combined, these committees completed the planning for the 1999 EXPO. Committee meetings were held monthly beginning in the fall.

Because attendance is always of great concern to public exhibition planners, special efforts were undertaken to help ensure high turnout. Publicity efforts included a 30 second local public service announcement video tape for television; ads donated by the San Bernardino Sun newspaper; a news release sent to all local papers; telephone calls to local business requesting they post flyers for their staff; the distribution and posting of posters on the CSUSB campus and throughout the community; and numerous flyers mailed to area schools soliciting attendance and participation (see Appendix B).



## Entertainment

Though some of the activities and exhibits (such as the all species parade and recycled art show) can be interpreted as entertaining, the main attraction at this year's EXPO was the Paul Cash Eco-Magic show. This accomplished performer has made appearances at local schools and the Los Angeles County Fair, and has participated in many past EXPO events, bringing professional quality entertainment. His recycling education combined with humor and magic made for an entertaining and innovative educational program. An additional on-stage performance provided by naturalist Mark Lynn entertained the audience with songs, stories, and live animals. In addition to the animal and magic shows, a concert band organ played by perforated paper rolls entertained guests throughout the day by "flavoring" the atmosphere of EXPO with a unique carnival-like, "merry-go-round" sound.

## Schools and Competitions

School competitions designed for students to apply their environmental knowledge included Nature Bowl and Multimedia Fair.

The Nature Bowl competition involves student teams (4-8 students) from area schools who compete for cash and product awards by testing their knowledge and problem solving skills

about environmental science. All participants earned a certificate. This year's topic focused on water quality, human effects on groundwater, coastal wetlands, and estuaries. In preparation for the competition, team coaches were offered a workshop where the content of the subject areas to be tested was shared. Team categories were defined as lower division (grades 5-6) and upper division (grades 7-8). Qualifying coaches could be classroom teachers, scout leaders, or interested parents. Cash and prize awards were given for first, second, and third place.

The Multimedia Faire competition has student teams (two-four students) who demonstrate their multimedia program creations. Each participating school is permitted to enter up to three teams to present original projects with diverse sources of media reflecting themes consistent with the 1999 EXPO's theme. The competition includes three educational levels: elementary, middle, and high school. Cash and prize awards were issued for first, second, and third place.

#### Exhibits

Exhibitors participating in Environmental EXPO can be public or private organizations, business and industry representatives, and special interest coalitions. However, the exhibits must have an educational focus consistent with the purpose of the fair. All applications are screened.

Exhibitors pay a fee ranging from \$20.00 to \$200.00. In some cases, the director may approve a fee waiver for an exhibitor, in lieu of helping in some way with EXPO (publicity or set-up). The following organizations were present as exhibitors at the 1999 EXPO:

Aero Vironmment Inc.  
Bakersfield College Environmental Technology Program  
Big Rock Creek Outdoor Science Center  
Boojum Institute for Experiential Education  
California Department of Conservation  
California Foundation for Agriculture in the Classroom  
California State Parks, Silverwood Lake State  
Recreation Area  
California State University Chemistry Club  
Chambers Group, Inc.  
Children's Forest  
Chino Basin Water Conservation District  
City of Rialto  
City of San Bernardino Public Services Department  
CSUSB Alumni Association  
CSUSB ASI Environmental Committee  
Department of Water Resources  
DK Family Learning  
Earthsave  
East Valley Resource Conservation District  
Friends of the Northern San Jacinto Valley  
Habitat for Humanity  
High School Drawings  
Humane Society of San Bernardino Valley  
Inland Auto Dismantlers Association, Inc.  
Inland Empire West RCD,  
San Bernardino Co. Stormwater Program  
Inventors make America's Future--Fred Ferino (Inventor)  
Jen-Par Enterprises  
Joshua Tree National Park and Joshua Tree National Park  
Association  
Libreria Del Pueblo, Inc.  
Network for Environmental Science Teaching  
NORCAL/San Bernardino, Inc  
Project Wet, Project Learning Tree, Project Wild  
Regional Environmental Business Assistance Center  
Riverside Land Conservancy  
San Bernardino County Environmental Health Services

San Bernardino County Fire Hazardous Materials Division  
San Bernardino County Museum  
San Bernardino County Stormwater Program  
San Bernardino County SUN Newspaper  
San Bernardino Mountains Land Trust  
San Bernardino Valley Audubon Society  
San Bernardino Valley Municipal Water District  
Sierra Club, San Gorgonio Chapter  
South Coast Air Quality Management District  
Southwest County Multi-Species Reserve  
Springfield College School of Human Services  
Sunbow Ecology Center  
Trailhead & Co. Llama Treks  
Trout in the Classroom  
U.S. Plastic Lumber, Ltd.  
University of California Cooperative Extension  
Ven-Par Enterprises  
Zero Population Growth, Inc. (ZPG)

#### Miscellaneous

The following activities also took place at the 1999 Environmental EXPO. They include:

All Species Parade  
Take Three: A Recycled Art Show  
Smogbuster's Club  
Children's Activity Round-up  
Environmental Education Workshops  
Inland Empire Environmental Educator of the Year award

The All Species Parade was an activity which could be interpreted as both a competition as well as entertainment. Designated for children 13 and under, participants of the parade constructed "home-made" costumes exclusively from recycled materials which represented endangered and extinct plants and animals. Kids were judged in three categories: (1) best use of used and/or recycled materials, (2) most impressive depiction of an endangered species (plant or

animal), and (3) most impressive depiction of an extinct species (plant or animal). All participants were recognized with a special parade button.

The Take Three Recycled Art Show was an entertaining exhibit of unique, original works of art made from used and recycled materials. Designated display categories included sculpture, collage, masks, fashion/accessories, and photography/imagery. This show was developed by Norcal, Inc.

The Smogbuster's Club, sponsored by the South Coast Air Quality Management District, was present to solicit new students from local communities for their youth-club. Boasting a membership already 3000 strong, the Smogbuster's club seeks to foster a greater understanding among their club members of what constitutes, as well as threatens, good air quality in the Inland Empire, and how poor air quality threatens human health.

The Children's Activity Round-Up consisted of activities designed specifically for children. These activities included paper making, face painting, endangered species mask making, recycle relay, environmental bingo, owl pellets, composting, and the small materials recovery facility.

The 1999 EXPO offered four environmental education

workshops this year. The workshops provided local educators with programs, activities, curriculum materials, and lessons applicable to grades K-12 focusing on such areas of interest as urban environmental education, environmental impacts, school grounds gardening, and teacher training for educational grant writing skills. Think Earth, a K-6 workshop, provided interested educators with a review of an award winning program which focuses on urban environmental education with a multidisciplinary approach. The Earth Resources workshop, for grades 9-10, provided a free 500 page curriculum which has human environmental impacts as its theme, and a hands-on lesson demonstration drawn from a new integrated/coordinated science curriculum designed for 9th and 10th grade students. School Gardens from the Ground Up, K-12, was a workshop presented by educators familiar with school garden projects. Teachers attending this presentation obtained information on how to begin and maintain a school garden and how such a project could be used as a valuable educational resource. Lastly, a special presentation by the County of San Bernardino enlightened educators on what constitutes successful grant writing for the counties' "Grants for Teachers" program. This program provides grants for waste prevention curriculum activities.

The Inland Empire Environmental Educator of the Year

Award is presented annually at EXPO in recognition of exemplary efforts and accomplishments in environmental and conservation education by a nominated individual teaching within Inyo, Mono, Riverside, or San Bernardino Counties. Teachers are permitted to nominate themselves or a colleague and are subsequently evaluated and judged with respect to such areas as new curriculum development contributions, school/community activities, environmental field observation programs, recent political action, and impact/service on and off their school site. Applicants must submit a brief paper describing the nominee's experiences in promoting environmental education.

## CHAPTER FIVE

### 1999 INLAND EMPIRE ENVIRONMENTAL EXPO EVALUATION AND DISCUSSION

The 1999 EXPO was evaluated with respect to four specific areas: (1) Nature Bowl; (2) Multimedia Faire; 3) Exhibitors; and (4) General Audience. Feedback from respondents was collected from survey forms completed by some attendees present at the EXPO. Survey forms to address each of the four evaluations are in Appendix D. The Nature Bowl and Multimedia Faire shared the same form and were annotated at the top as to event. The Nature Bowl, Multimedia Faire, and Exhibitor evaluations were intended for and conducted exclusively among the applicable participants. The general evaluation form, entitled 1999 Inland Empire Environmental EXPO Evaluation, was used to collect feedback from randomly selected EXPO attendees. All survey forms were distributed during the event by this author and volunteers, and were collected physically and by way of a drop-box located at the main entrance/exit to the building.

The Nature Bowl evaluation form was completed by event participants only. A total of 33 forms were returned or collected. All information collected from the Nature Bowl evaluation form is contained in Appendix C.



Of 33 forms on Nature Bowl completed, 24 were completed by middle school students, 4 by teachers, and 5 by accompanying parents or adults. All 24 respondents indicated that participation in the EXPO had a positive impact on their day-to-day activities with 9 citing increased water quality awareness, 3 citing recycling awareness, and 12 citing that they had acquired a greater understanding of environmental awareness and the need to protect the environment. Only 4 responses from teachers identified materials or experiences which would be useful to them in the classroom. All responses were individually cited as: handouts; Project Wet materials; guest speaker information; and other resources. Four survey forms yielded responses from teachers and/or parents (survey did not distinguish the two) which indicated their students or children demonstrated a change in behavior or application of knowledge resulting from an increased awareness regarding environmental problems such as recycling (1 response); pollution (1 response); future environmental problems (2 responses); and the need for the protection of ecological systems (1 response). Lastly, 31 surveys offered opinions as to how the event could have been improved. The responses included better organization (8 responses); more time to conduct events (7 responses); more exhibits and events (6

responses); contest questions too difficult (5 responses); no improvements needed (4 responses); and improved food services (2 responses).

The Multimedia Faire survey form was intended for participants only. Children's responses are excluded from the evaluation due to difficulties with the interpretation of their answers. Therefore, only adult responses are examined. A total of 22 survey forms were returned or collected. All information collected from the Multimedia Faire survey form is contained in Appendix C.

Only 4 of the survey forms returned from Multimedia Faire contained information which could be interpreted. Three of 4 respondents indicated they were teachers. One was an accompanying parent/adult. All 4 respondents indicated that their participation in the EXPO made a difference in their day-to-day activities. Benefits cited included: obtained knowledge of where to access further information; a commitment to recycling and composting; providing help after school to students working on related projects; and understanding the importance of participation in projects of this kind. Materials and experiences useful in the classroom for the 3 teachers were all individual answers and were cited as: handouts; information on raising trout in the classroom, Joshua Tree, several brochures,

enjoyed chemistry demonstrations; and the value of culminating projects of this kind. Two of the 4 respondents identified behavioral changes in students/children after attending EXPO and provided individual responses including: the children are writing more; and my child shows greater enthusiasm in approaching educational projects. Lastly, suggestions offered by 3 of the 4 adult respondents for the improvement of the event were individually stated as: provide more defining information on modalities and equipment being used; provide more defined criteria for media to be used such as standards, examples of prior winners, and a rubric; and more exhibits.

The Exhibitors evaluation form was completed by exhibitors only. A total of 34 forms were returned or collected. All information collected from the Exhibitors evaluation form is contained in Appendix C.

Exhibitors rated how useful the EXPO was in presenting and sharing their organization's purpose on a Likert 1 to 5 scale (1 being poor and 5 being best). Of the 31 responses received, 16 answered with a 5 rating, 11 with a 4, 1 with a 3, 3 with a 2, and 3 were nonresponsive, yielding an average rating of 4. When asked if they would attend next year's EXPO, 28 exhibitors answered yes; 2 answered no; 4 were undecided. Of those who indicated yes, 16 cited their

reason as good exposure; 4 cited enjoyment; 2 cited EXPO as a good source of information; and 1 cited EXPO as a valuable community event. Seven did not provide a reason. The 2 which indicated they would not attend again both felt EXPO provided the wrong audience and, hence, a lack of interest among attendees. Three of 4 who indicated they were undecided cited the need for employer permission. One did not respond. When asked if the exhibitor fee was appropriate, 16 answered yes; 6 answered no; and 12 were nonresponsive. Yes responses were not accompanied with comments. Comments from those answering no cited budget related restraints (2 responses); the use of a fee table in the determination of fees (1 response); prices too high for nonprofit organizations (2 responses); and that government organizations should accommodate each other with respect to fees (1 response).

Exhibitors recommended numerous changes to better accommodate them at EXPO (see Appendix C for breakdown). Twelve indicated that accommodations were good; 12 indicated some measure of dissatisfaction; 10 did not respond. The 12 favorable responses were not accompanied with comments. Those who suggested improvements most frequently cited the need for better advertising to attract more visitors (4 responses); temperature control inside the building (3

responses); and the need for more exhibitors (2 responses). Other miscellaneous responses were primarily logistical. Lastly, exhibitors were asked to comment as to whether other exhibitors seemed to enjoy the event. Twenty seven indicated yes. Two indicated no. Five did not respond. Those answering yes simply stated as much (see Appendix C for breakdown). Those answering no expressed concern over low attendance.

The general audience survey, using the form 1999 Inland Empire Environmental EXPO Evaluation, was intended for the general audience and yielded a total of 98 randomly selected respondents. All information collected by this survey is contained in Appendix C.

Of 98 survey forms collected, 39 were students; 27 were teachers; and 32 were categorized as "others" being a parent or adult accompanying a child involved with EXPO or a member of the general public. The student category included 10 kindergarten through sixth graders; 9 junior high students; 6 high school students; and 14 college level students. Of the 27 teachers who responded, all most all were elementary level (see break down in Appendix C).

Activities which respondents participated in or observed included exhibits (89 responses); teacher work shops (6 responses); Nature Bowl (27 responses); Recycled

Art Show (46 responses); Activity Round-Up (27 responses); Multimedia Faire (26 responses) and entertainment activities (46 responses). Participants and observers rated the exhibits, Recycled Art Show, Multimedia Faire, teacher work shops, Activity Round-Up, entertainment, and Nature Bowl on a Likert 1 to 5 scale (see Appendix C for break down). All activities evaluated yielded an average rating of 4.

Suggestions for how EXPO could have been better focused on the need for more exhibits (16 responses); improvements in advertising to increase turnout (5 responses); improvements in food services (4 responses); temperature control in the building (3 responses); and that exhibitors should remain until closing (3 responses). Other less frequently cited responses are itemized in Appendix C.

Respondents were asked if food services, parking, and rest room facilities were adequate by indicating yes or no, and to provide comments. Of 98 responses collected, 83 answered yes; 6 answered no; and 9 did not respond. Those answering "yes" did not provide comments specific enough to justify the response. The 6 "no" responses complained of unclean rest rooms, distance from the parking lot to the arena, and inadequate food services.

To obtain information on where attendees were traveling from, the survey asked respondents to identify their city

and county of origin. Ninety responded, 8 did not.

Visitors identified a total of 30 cities and 3 counties (see Appendix C for break down). Cities and counties most frequently cited were within Southern California's Inland Empire and Beach Cities areas and included: San Bernardino, San Bernardino County, with 27 visitors; Perris, Riverside County, 10 visitors; and Riverside, Riverside County, 8 visitors.

When attendees were asked if they would attend EXPO again, 86 indicated they would, 9 indicated they would not, and 3 did not respond.

APPENDIX A:  
1999 INLAND EMPIRE ENVIRONMENTAL  
EXPO COMMITTEE TASK LIST



## 1999 INLAND EMPIRE ENVIRONMENTAL EXPO COMMITTEE TASK LIST

### General--All Committees

The Environmental EXPO can be a very rewarding experience for those who help organize the event...it can also be *a lot of work!* We have found that by following a couple of basic rules stress can be kept to a minimum and the enjoyment factor increased. These basic rules are:

**Start early**--Don't put off till tomorrow what you can do today.

**Plan**-- Know what you want to do and when you want to do it

**Communicate**--Stay in contact with your committee members and the EXPO Coordinator.

**Relax**--This is a fun event. If it doesn't go just right, the sun will still rise the next day!

*Please take a moment to read this...*

### Responsibilities

Because unforeseen circumstances do occur, it is important that all committees and activities have at least two people that understand the organization and implementation of the activity tasks. If one person should get sick or be unable to attend to their responsibilities, it will be necessary that there is someone to complete their duties. Contact the EXPO Coordinator if you do not have someone to help "share the load."

### Volunteers

When you give your volunteer requests to the Volunteer Coordinator, please indicate the following information:

How many volunteers do you need? (Important! Do not "pad" this number! The volunteer coordinator will assure that you receive the number of volunteers requested.)

What responsibilities will the volunteer be given?

Are there any age/maturity considerations, physical requirements, or skill

requirements?

What are the times that you will need the volunteers?

Where and who should they report to?

Are there any unusual or special circumstances that should be considered?

## **Organization**

### **EXPO DIRECTOR**

The EXPO Director is responsible for the overall running of the event—the big picture. Tasks include developing and working with sponsors, budgeting, University relations, directing the EXPO Coordinator, and a multitude of other items. The Director is the moving force behind EXPO.

### **EXPO COORDINATOR**

The EXPO Coordinator is responsible for working closely with all of the committee members to ensure that all tasks are completed. Tasks that are not completed or committee assignments that have not been filled usually fall into the Coordinator's workload. This position also serves as the on-campus contact for EXPO, and arranges the majority of activities involving campus services and off-campus vendors.

This position is usually filled by someone who has been involved with EXPO in other capacities and is familiar with the nature and intricacies of the event.

### **COMMITTEE TASKS**

The following pages indicate the basic tasks of each committee, and the general timeline for completion of these tasks. Due to the often changing nature of EXPO, these tasks cannot be considered "set in concrete", and will change according to the requirements of the individuals on the committee or the event itself.

## **ACTIVITY ROUND-UP**

**Oct.-Dec.**

Plan activities (refer to file folder for past activities and ideas)

Obtain presenters (it is best to follow-up phone conversations with letters so there is no misunderstandings regarding expectations, dates, times, etc.)

Make list of materials, supplies and all equipment that will be needed

Count materials already available, start collecting and/or order needed materials

If there is going to be any need for use of the stage (awards, announcements, etc.), discuss with the EXPO Coordinator

**Jan.-Feb.**

Determine location and set up arrangements, discuss with EXPO Coordinator

If outside, have a back-up plan for poor weather

Discuss with EXPO Coordinator a location for storing materials and start stockpiling

Check materials list (let other committee members know what materials you are looking for—they may be able to help!)

Decide if a passport will be used. If yes, design/update and print

**March**

Make sign for each event (8.5" X 11" or 14" is good)

Determine number and location of tables and chairs; give table/chair order to EXPO Coordinator

Determine volunteer needs; give list to Volunteer Coordinator (Please see "Volunteers" under "General—All Committees")

**April**

Contact all presenters to remind them about the event and check for any last minute changes

Box and transport materials to site (Friday before EXPO)

**Event Day**

Supervise set-up and takedown

Supervise event at EXPO

Return extra materials to the Resource Center

Ensure that area is clean at end of EXPO

**May**

Write and send thank you letters to presenters

## **ASI LIAISON**

Responsible for helping with coordinating with ASI activities. Also can assist with on-campus publicity.

Discuss with the EXPO Coordinator the following:

- Amount of time available to help with the event
- Current class schedule and anticipated Spring class schedule
- Any factors which may limit involvement (grades, job, etc.)
- Availability on specific dates and times

Taking into account these considerations, the EXPO Coordinator will help determine a realistic task list and timeline

## **AWARDS**

Oct.-Dec.

- Discuss with EXPO Coordinator to determine budget for awards
- Discuss with committee members—NB, MMF, EE of the Year & PARADE what awards will be needed
- Make list of all awards needed
- Check inventory--order medals, ribbons, certificates, etc. as needed

Jan.-Feb.

- Arrange for printing of certificates
- Coordinate with Donations for awards for EE of the Year and Parade awards

March

- Print up "Stage Information Form" and "Check Information Form" for NB and MMF—give these form to the NB and MMF committee members
- Discuss presentation schedule with EXPO Coordinator, Stage, NB, MMF, Parade, and EE of the Year committees

April

- Get awards for EE of the Year and Parade from Donations
- Consolidate and group all awards according to activity categories—label and box
- Coordinate with Stage for location of table and procedure for safekeeping and distribution of awards
- Event Day
- Work with Stage to help organize, guard and distribute awards

May

Mail any unclaimed awards to the recipients

### **CSUSB CLUB LIAISON**

Responsible for tie-in with student groups and campus clubs. Assists with obtaining student volunteers.

Discuss with the EXPO Coordinator the following:

Amount of time available to help with the event

Current class schedule and anticipated Spring class schedule

Any factors which may limit involvement (grades, job, etc.)

Availability on specific dates and times

Taking into account these considerations, the EXPO Coordinator will help determine a realistic task list and timeline.

### **DONATIONS**

Oct-Dec

Coordinate with EXPO Director on contacts and approach to be used to secure donations

Jan.

Coordinate with EXPO Coordinator and Awards on needed donations

Oct-April

Locate potential donors--phone, write letters, or contact personally

Maintain notes of contacts made, dates, etc.

Process checks received

Maintain list of all donations

April

Give EE of the Year and Parade donations to Awards

Immediately after EXPO

Send thank you letters to all donors

### **ENVIRONMENTAL EDUCATOR OF THE YEAR AWARD**

Oct.-March

Get updated flyer from Publicity—make copies and start distributing

Personally contact educators you know that may be interested, explain the award and encourage them to enter

Jan.

Coordinate with Awards on prizes available

March

Find at least three people to serve as judges—arrange a time to judge after application deadline

Discuss with EXPO Coordinator who will present award; arrange/contact presenter

Discuss with Stage award presentation time and procedure for presentation

April

Judge applications—use “EE of the Year Judging Criteria”

Forward winning application with EXPO Director

Call winner—find out if they will be able to attend (if not, try to get them to send a proxy)—follow-up with a letter

Write non-winners

Develop & send press release to newspapers

Print award certificate

Coordinate with Awards on final prize list—print list for use by the presenter

Communicate with Awards on exactly how prizes will be handled (from Resource Center to stage presentation)

Supply Stage with a short script or notes for the introduction of the awards

Supply the presenter with a short script or notes for the presentation of the awards

May

Send congratulations and “thanks for attending” letter to winner

Mail letter to winner’s Principal

Event Day

Assist Stage with introduction

Assist presenter with presentation of awards

## **EVALUATIONS**

Nov.-Dec.

Discuss with EXPO Coordinator specific evaluation needs

Determine method of distributing and collecting information

Jan. - March

Update/design survey—send to EXPO Coordinator for approval  
Make appropriate number of copies  
Discuss with EXPO Coordinator specifics of how surveys will be handled

Event Day  
Handle all aspects of data collection and survey retrieval

May  
Tabulate and analyze data  
Forward results to EXPO Coordinator

## **EXHIBITS**

Aug.  
Update exhibitor letter and application; arrange printing  
Arrange printing of mailing labels for potential exhibitors  
Check supplies of envelopes; contact EXPO Coordinator if more are needed

Sep.  
Arrange stuffing, labeling, stamping, and mailing out of letters to potential exhibitors

Sep.--March  
Seek new exhibitors that are not listed on database

Jan-April  
Process exhibit forms received--send initial confirmation letter, make out check payment memo to University Foundation, input form information into database  
Attend to all phone calls, faxes, e-mail, and written correspondence regarding exhibitors

March  
Forward exhibitor list to Publicity for program  
Discuss details with EXPO Coordinator and Logistics—arena availability, signage, parking, special needs of exhibitors  
Update and send confirmation letter and map

Early April  
Give initial table and chair list to EXPO Coordinator  
Ensure that all exhibitor signs are printed  
Give volunteer needs list to Volunteer Coordinator (Please see "Volunteers" under "General—All Committees")  
Make list of exhibitor donations and give to Donations Committee

Develop map of exhibits and procedures

Discuss arena details with EXPO Coordinator and the Coussoulis Arena Director

Discuss arena layout with EXPO Coordinator—especially sponsor locations, special exhibit considerations, electrical needs, traffic patterns and emergency/safety considerations

Handle late minute exhibitor sign-ups—devise fee payment method to minimize mail snafus

For outside exhibits, develop a poor weather plan

Week of EXPO

Monday

Give updated table and chair count to EXPO Coordinator

Map out exhibit floor—be sure consider electrical needs and capabilities

Develop exhibitor list

Monday-Thursday

Handle all unforeseen exhibit related issues—last minute sign-ups, etc.

Confirm set-up arrangements with EXPO Coordinator

Friday

After tarp layout, measure and mark all exhibit spaces, stage, and special activity areas

Supervise and assist with table and chair set-up

Indicate space assignments—label with signs

Update list and layout of exhibit floor map—make 3 copies of each for use by helpers Sat. **EXHIBITS, page 2**

Event Day

Direct exhibitors to their spaces

Handle special needs and problems

Talk to all exhibitors, thank them for attending, and inquire as to their needs

Supervise and assist with take-down

Ensure that entire area is clean

Return extra materials to Resource Center

May

Send out thank you letters to all non-sponsor exhibitors

## **LOGISTICS**

Oct.-Feb.

Discuss with EXPO Coordinator event layout, placement of signs and special



needs

Map out location of events on campus

Identify campus contacts and review current paperwork and requests

Feb.-March

Indicate campus supplied equipment needs to EXPO Coordinator

Inventory signs and banners (use list in folders)—arrange printing or painting of more

signs if necessary

Determine volunteer needs; give list to Volunteer Coordinator (Please see "Volunteers" under "General—All Committees")

April

Confirm event information with campus contacts

Arrange for trash and recycling containers

Determine exact location of all signs and banners

Coordinate with Exhibits on Friday sign set-up

Use materials list (in folder) to determine tools and materials needed for the Friday and Event Day set-up; gather items

The day before EXPO-Friday

Assist EXPO Coordinator and Exhibits with set-up

Get signs from Resource Center—prep sandwich board signs if possible

Set up "EXPO Exhibitor" signs; remove at designated time

Hang banners in arena

Event Day

Set up large EXPO signs by 6 a.m. (Because of graffiti concerns, do not set-up overnight!)

Set up smaller signs and sandwich boards

After event remove all signs (remove protruding staples, nails, screws, etc.)

Assist with arena clean-up

## **MULTIMEDIA FAIRE**

Sep.

Update rules & event particulars—relay information to Publicity

Get updated flyer from Publicity—arrange flyer duplication

Sep.-March

Assist with mailing and e-mailing flyer to schools

Mail flyers to last year's entries

Identify and contact potential participants by phone

Process sign-ups; send confirmations  
List teams, get name & addresses of students

Oct.-Dec.  
Coordinate with Awards on necessary award items and certificates

Jan.-Feb.  
Discuss award presentation with Stage, EXPO Coordinator and Awards; arrange time, procedure, and personnel for presentation of awards

March  
Obtain judges; follow-up with letter  
Discuss set-up with EXPO Coordinator and Exhibits (ensure sufficient electrical access & capacity)  
Mail out letters and map; confirm via phone on participants  
Determine number of tables & chairs needed; give order to EXPO Coordinator  
Determine volunteer needs; give list to Volunteer Coordinator (Please see "Volunteers" under "General—All Committees")

April  
Handle last minute registrations, forward new information to EXPO Coordinator  
Confirm with judges and awards presenter

Day before EXPO—Friday  
Assist with table and chair set-up; arrange according to needs  
Remember electrical considerations

Event Day  
Supervise and assist with set-up; handle problems  
Supervise judging—consolidate judging information for award presentation  
Facilitate/announce/present awards  
Assist with post event take down, ensure that area is clean

Immediately following the Event  
Send letter to Foundation for award \$ to be sent  
Send out unclaimed awards  
Send thank you notes to all teams and judges  
Submit all information and evaluation forms received

## **NATURE BOWL**

Sep.  
Update rules & event particulars—relay information to Publicity

Get updated flyer from Publicity—arrange flyer duplication  
Update informational booklet and print

Sep.-March

Assist with mailing and e-mailing flyer to schools  
Mail flyers to last year's entries  
Identify and contact potential participants by phone  
Process sign-ups; send confirmations  
List teams, get name & addresses of students

Oct.-Dec.

Coordinate with Awards on necessary award items and certificates

Jan.-Feb.

Discuss award presentation with Stage, EXPO Coordinator and Awards; arrange time, procedure, and personnel for presentation of awards  
Decide on questions, format and rules  
Obtain judges; follow-up with letter

March

Discuss room locations set-up with EXPO Coordinator  
Mail out letters and map; confirm via phone on participants  
Determine number of tables & chairs needed; give order to EXPO Coordinator  
Determine volunteer needs; give list to Volunteer Coordinator (Please see "Volunteers" under "General—All Committees")

April

Handle last minute registrations, forward new information to EXPO Coordinator  
Confirm with judges and awards presenter

Day before EXPO—Friday

Assist with table and chair set-up; arrange according to needs  
Remember electrical considerations

Event Day

Supervise and assist with set-up; handle problems  
Supervise judging--consolidate judging information for award presentation  
Facilitate/announce/present awards  
Assist with post event take down, ensure that area is clean

Immediately following the Event

Send letter to Foundation for award \$ to be sent  
Send out unclaimed awards

Send thank you notes to all teams and judges  
Submit all information and evaluation forms received

## **PARADE**

Sep.

Update rules & event particulars—relay information to Publicity  
Get updated flyer from Publicity—arrange flyer duplication  
Update Parade Handbook if necessary

Sep.-March

Assist with mailing and e-mailing flyer to schools, and other youth groups—  
Scouts, 4-H, Boys and Girls Clubs, etc  
Identify and contact potential participants by phone and send follow-up flyer  
Visit school sites and youth groups to encourage participation by individuals,  
classes, and groups

Oct.-Dec.

Coordinate with Awards on necessary award items and certificates; inventory  
and order  
Discuss materials/supply needs and set-up with Activity Round-Up

Jan.-Feb.

Discuss award presentation with Stage, EXPO Coordinator and Awards; arrange  
time, procedure, and personnel for presentation of awards  
Obtain judges; follow-up with letter  
Assist with gathering materials and supplies

March

Discuss volunteer and set-up needs with Activity Round-Up  
Assist with gathering materials and supplies  
Coordinate Parade needs with Special Characters

April

Confirm with judges and awards presenter  
Coordinate with Awards  
Locate appropriate music for the Parade; discuss procedure for playing on PA  
with Stage  
Determine Parade procedure and route; discuss with EXPO Coordinator and  
Stage

Event Day

Supervise and assist with set-up; handle problems

Supervise judging--consolidate judging information for award presentation  
Facilitate/announce/present awards  
Assist with post event take down, ensure that area is clean  
Where appropriate, return materials to Resource Center

## **PUBLICITY GENERAL**

July

Develop strategy and timeline for implementation of publicity efforts (press releases, radio and video PSA's, etc.)  
Develop strategy for increasing school participation

Aug.-Dec.

Identify and contact non-traditional media outlets (company and organization newsletters, billing inserts, etc.) for requirements--develop materials and distribute  
Implement strategy for increasing school participation

Sep.

Update and design flyers & posters as needed  
Develop preliminary Media Information Kit

Oct.-Dec.

Identify potential contacts for assistance with media  
Evaluate media efforts to date; initiate modifications if necessary  
Review & update mailing lists  
Assist with video PSA

Oct.-April

Distribute traditional press information according to timeline  
Distribute posters and other EXPO information

March

Supply information for major poster for The SUN  
Develop final program for EXPO with The SUN

## **PUBLICITY CAMPUS**

Jan.

Design campus specific poster & get printed

Feb.

Contact campus newspaper; arrange for lead up articles and event coverage  
Arrange for campus electronic sign

Mar.-April

Post campus specific posters

Immediately after the Event

Remove campus posters

### **PRINTING & MAILINGS**

Sep.

Coordinate with Publicity on general and specific event fliers

Oct.-March

Work with the EXPO Coordinator to complete the following:

- Arrange printing by county schools office
- Arrange other printing on campus or off-campus
- Transport printing for mailing needs
- Arrange for stuffing & mailing
- Deliver prepared mailings to county offices
- Deliver prepared mailings for campus mailing

### **SPECIAL CHARACTERS**

Oct.-March

Contact potential costume sources (Cities, Agencies, etc.); follow-up agreements with a letter  
Arrange for transportation (pick-up and return) of all costumes

March

Determine volunteer needs; give list to Volunteer Coordinator (Please see "Volunteers" under "General—All Committees")  
Discuss security for costumes with EXPO Coordinator

Pre-Event Day

Pick-up or arrange for drop-off of all costumes  
Secure all costumes

### Day of the Event

Take responsibility for the care and safety of all costume characters

### May

Send thank you letters to all cities or agencies who lent their costumes

## **STAGE & ENTERTAINMENT**

### Oct.-Feb.

Work with EXPO Coordinator to obtain appropriate entertainment; follow-up with letters

### Feb

Coordinate with NB, MMF, Parade, EE of the Year, and the EXPO Coordinator to arrange stage schedule and presentation of awards

### March

Confirm stage award presentations and entertainment

Determine stage needs (audio equipment, stage flooring size, # chairs, configuration, etc.) and forward to EXPO Coordinator

Determine volunteer needs; give list to Volunteer Coordinator (Please see "Volunteers" under "General—All Committees")

### April

Confirm equipment order with EXPO Coordinator

The day before the Event--Friday

Supervise setup of stage

### Day of the Event

Supervise stage during EXPO

Make announcements and introductions

Assist with presentations

Make sure area is clean at end of EXPO

### May

Send thank you notes to entertainment

Check with EXPO Coordinator on status of payment (where applicable)

## **TEACHER WORKSHOPS**

### Sep.

Determine type and number of workshops

Contact and secure presenters—follow-up phone conversations with letters  
Get updated flyer from Publicity—arrange flyer duplication for limited distribution  
(large mailing will be handled by Printing and Mailing)  
Discuss room needs with EXPO Coordinator

Sep.-March

Assist with mailing and e-mailing flyer to schools  
Mail flyers to last year's workshop attendees  
Identify and contact potential participants by phone  
Process sign-ups; send confirmations

March

Discuss room locations set-up with EXPO Coordinator  
Mail out letters and map; confirm via phone on participants  
Determine number of tables & chairs needed; give order to EXPO Coordinator  
Determine volunteer needs; give list to Volunteer Coordinator (Please see  
"Volunteers" under "General—All Committees")

April

Handle last minute registrations

Event Day

Supervise and assist with workshop set-up  
Handle registration and needs of attendees  
Assist with workshop take down, ensure that area is clean

Immediately following the Event

Send thank yous to all presenters  
Submit all information and evaluation forms received to EXPO Coordinator;  
check on payment status to presenters (where applicable)

## **VOLUNTEERS**

Volunteers will be need through-out the year as well as on event day. Various volunteer needs will require various volunteer abilities. It is important to be in contact with all committee members to help them assess their needs. Be sure that the committee members do not overstate their need for volunteers—it will be up to the Volunteer Coordinator to add additional coverage (fudge factor)

Sep.

Discuss budget and procedure for volunteers with the EXPO Coordinator

Oct.-March



Obtain/call/confirm volunteers

Feb.

Order items for volunteer gift bags

March

Obtain list of volunteers needed from committees; determine assignments

Handle volunteer check-in and assignment at EXPO

April

Schedule volunteers; confirm by mail/phone

Print volunteer certificates

Arrange for stuffing of volunteer gift bags

Event Day

Supervise volunteers

Record names and addresses of all volunteers

Record volunteer hours (where necessary)

Assist with distributing volunteer gift bags

May

Send thank you notes to volunteers/teacher coordinators; include record of hours served where necessary

APPENDIX B:  
PUBLICITY FLYERS

Inland Empire Environmental EXPO  
presents the

# ALL SPECIES PARADE

California State University, San Bernardino

**Saturday, April 24, 1999**

The All Species Parade is a free parade for kids ages 13 and under, and is a fun activity that celebrates Earth Day. Kids participate by wearing "home-made" costumes or masks representing a wild animal or plant, living or extinct.

*All participants will receive a special parade button!*

**AWARDS for the following three categories:**

Best Use of Used and/or Recycled Materials

Endangered Species (Plant or Animal)

Extinct Species (Plant or Animal)

Bring your costume or mask, or come early and make a mask at the children's art and activity table!

**Parade Rules:**

Children must be supervised by an adult.

No live animals or pets.

Costumes must represent a wild, non-domestic animal or plant (no dogs, cats, robots, etc.).

Costumes and Masks must be "home-made" using as much recycled and used materials as possible.

No "store-bought" costumes or masks!

Pre-registration is encouraged (especially for large groups). Please 909-880-5681 before April 9<sup>th</sup>.

**Parade line-up and judging starts at 1:00 p.m. Parade starts at 1:30 p.m.**

For more information, call 909-880-5681

A "Costume Hints & Helpers" packet is available for \$1. To receive a copy, please send one dollar cash and your name & address to: Dr. Darleen Stoner, EXPO Parade, School of Education, CSUSB, 5500 University Parkway, San Bernardino, CA 92407



The Inland Empire Environmental EXPO is an educational activity fair for the whole family. EXPO has exhibits for adults, activities for kids, workshops for teachers, and entertainment for everyone! EXPO is FREE and runs from 9 a.m. to 3 p.m.

THIS IS AN INVITATION FOR YOUR SCHOOL TO PARTICIPATE IN THE

# MULTIMEDIA FAIRE

at the

## Inland Empire Environmental EXPO

Saturday, April 24<sup>th</sup>, 1999, 9 a.m. - 3 p.m.

California State University, San Bernardino

**Student teams are invited to demonstrate their multimedia program creations for teachers, students, and other community members at EXPO!**

**Three levels of competition: Elementary, Middle, and High School**

**Rules:**

- Each team may have from two to four students.
- A school can send up to three teams to participate in the event.
- Projects must be original and reflect the EXPO '99 theme: *Pride in Our Community and Environment*
- A teacher must accompany the team(s).
- Projects can use such programs as HyperCard and HyperStudio, or involve more than one form of technology (such as CD-ROM and videodisc).
- Each team must bring their own equipment. EXPO will provide a power source, table and chairs.
- Multimedia Faire competition runs from 9 a.m. to 12 noon.

**Awards will be given for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place at each level.**

### **IT'S GOING TO BE A FUN EXPERIENCE FOR ALL!**

**Submit the application below right away! Deadline for entry is March 26, 1999.**

- ❖ A \$10 refundable deposit is required for each team. Checks will be returned at the event.
- ❖ Please make check payable to: CSUSB Foundation-EXPO. (*Please, no purchase orders!*)
- ❖ Use one application for each team entered.
- ❖ You will receive additional information after your application is received.
- ❖ Please complete and tear off the application form below, and mail (along with your check) to:  
John Muratet, Curtis Middle School, 1472 East 6th Street, San Bernardino, CA 92410  
Hm: (909) 425-0934 Wk: (909) 388-6332 e-mail: john\_muratet@sbcss.k12.ca.us

---

School Name \_\_\_\_\_ District \_\_\_\_\_

School Address \_\_\_\_\_ Zip \_\_\_\_\_

School Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Team #	1	2	3
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Teacher Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Student #1 \_\_\_\_\_ Student #2 \_\_\_\_\_

Student #3 \_\_\_\_\_ Student #4 \_\_\_\_\_

Project Description \_\_\_\_\_

# Your Students, Grades 5-8, Can Participate in NATURE BOWL '99

And also enjoy attending the Environmental EXPO  
Saturday, April 24, 1999

**WHAT:** Teams of students are tested on knowledge and problem-solving skills about environmental science. Topics this year are water quality, the human effects on groundwater, coastal wetlands, and estuaries. Project WET (Water Education for Teachers) will be a key resource book.

**WHO:** Lower Division Teams (Grades 5 and/or 6) and Upper Division Teams (Grades 7 and/or 8) plus an adult coach for each team—classroom teacher, scout leader, interested parent.

**AWARDS:** Teams placing 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> receive cash and product awards. All earn a Certificate.

**INFORMATION AND RULES:** We highly recommend that coaches attend the "Coaches' Workshop" to receive the source materials and the Nature Bowl '99 Guide. Send in the Registration Form on the back side.

**COACHES' WORKSHOP:** Tuesday, January 19, 1999, 4:30 - 8:30 p.m. Receive your Nature Bowl '99 Guide, Project WET book and other materials. \$15. Held at California State University, San Bernardino. Bring a brown-bag supper or buy dinner on campus. Parking permit at entrance, \$1.50 (bring correct change). Workshop will include an introduction to Project WET and a review on how the competition works. If you are not able to attend the workshop, you can obtain the materials via mail (except Project WET) for \$15. Project WET can only be obtained by workshop attendance.

**REGISTER TEAM:** Friday, April 2, 1999 is the last day for receipt of team registration. This form is in Nature Bowl '99 Guide; no additional fee.

**NATURE BOWL at INLAND EMPIRE ENVIRONMENTAL EXPO, Saturday, April 24, 1999**

8:30 a.m.	Sign-in
9:00 a.m. - noon	Competition Activities
1:30 p.m.	Stage Program, immediately followed by Awards Ceremony

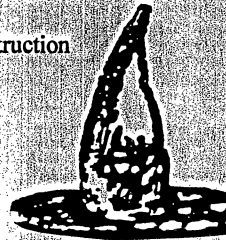
#### INFORMATION AVAILABLE FROM:

Kathy Haveri, Nature Bowl Chairperson, 909-845-0940  
Bonnie Trusler, Nature Bowl Co-Chairperson, 909-880-1334  
CSUSB Environmental Education Resource Center, 909-880-5681

*"The children's excitement and enthusiasm for environmental science,  
and their commitment to caring for the environment,  
make the Nature Bowl a real success!"*

Delaine Eastin, State Superintendent of Public Instruction

Presented With The Assistance Of  
Network for Environmental Science Teaching (NEST)  
California State University, San Bernardino  
Riverside County Office of Education  
San Bernardino County Superintendent of Schools  
California Department of Education



Come Celebrate Earth Day!



FREE!

FREE!

Saturday, April 24<sup>th</sup>, 1999

9 a.m. to 3 p.m.

California State University, San Bernardino

\*\*\*\*\* FEATURING THESE GREAT ACTIVITIES! \*\*\*\*\*

Take 3 Recycled Art Show

Multimedia Faire & Nature Bowl

(Student Competitions)

Workshops for Educators

"All Species Parade"

(Children wear masks and costumes of plants and animals made of used and recycled materials.)

Children's Activity Area

Smogbusters Club

(Especially for kids! Special AQMD Interactive Exhibit!)

Exhibits

Entertainment

**For Information Call 909-880-5681**

**Major Sponsors**

County of San Bernardino Waste System Division, NORCAL/San Bernardino, Inc.  
San Bernardino County SUN Newspaper ☆ South Coast Air Quality Management District  
California State University, San Bernardino ☆ California Department of Education  
NEST - Network for Environmental Science Teaching  
San Bernardino County Superintendent of Schools ☆ Riverside County Office of Education  
San Bernardino Valley Municipal Water District ☆ City of San Bernardino Public Services

APPENDIX C:  
EVALUATION RESULTS

## Evaluation Results Nature Bowl

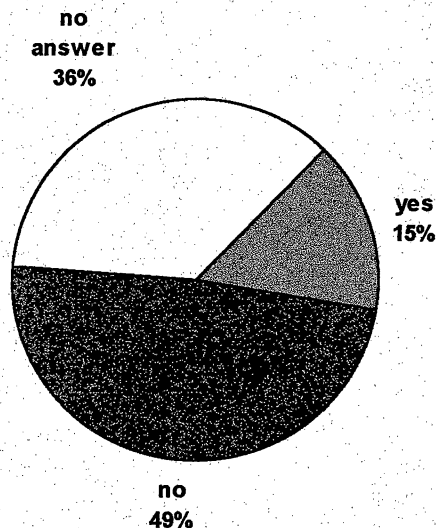
### Evaluation Results, EXPO 1999

The Nature Bowl evaluation survey was intended for distribution among Nature Bowl participants only. The results from this survey are organized in the order they appear on the actual form though the form itself is not organized in numerical order.

A total of 33 survey forms completed by those participants were returned or collected successfully, and yielded the following results:

1. **Are you a student?:** 24 indicated yes. Of these, all were middle school students.
2. **Are you a teacher?:** 4 indicated yes. Of these, all were middle school level teachers.
3. **Are you a parent/adult accompanying...?:** 5 answered yes, 16 answered no, 12 did not indicate.

**Breakdown #3**

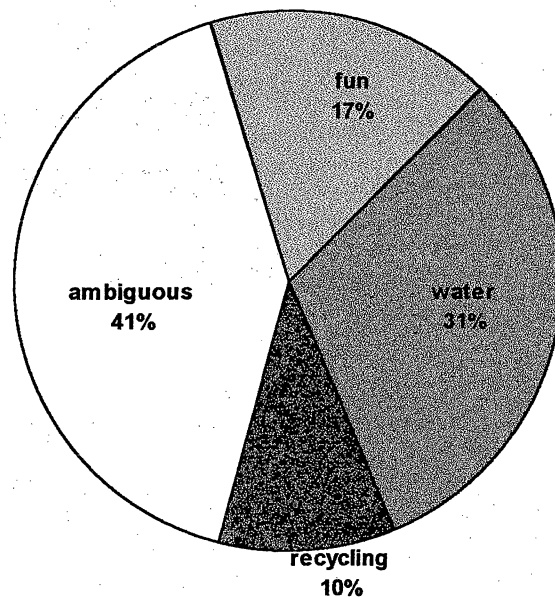


4. **Has participating in the EXPO made a difference...?:** 27 responded, 6 did not. The responses can be grouped into the following categories and are summarized as follows:



- a. Increased understanding related to water quality awareness: 9
- b. Recycling awareness: 3
- c. Yes/ambiguous answer given: 12. These respondents generally stated yes, and that they acquired a greater understanding of environmental awareness and the need to protect the environment.
- d. A fun activity: 5. These respondents indicated that they simply enjoyed the event.

**Increased Awareness**



5. **Teachers--what materials...?:** Only four questionnaires yielded a response to this question. They include:
- a. The handouts: 1
  - b. Project Wet materials: 1
  - c. Guest speaker information: 1

d. Resources...: 2

6. **Teachers and/or parents--...?:** Five survey forms yielded the following responses:

a. "Awareness" related to " environmental problems, recycling, pollution, future environmental problems, protection of ecological systems.

b. Too early to tell.

7. **Please give us your opinion...?:** Thirty one surveys responded; two did not. A variety of comments related to how the event could be improved were provided. Similar responses are summed. Unique excerpts are also included:

a. Start event later in the day: 1

b. More time needed to conduct event: 7

c. No improvement recommended: 4

d. Questions too difficult: 5

e. Better organization: 8

f. Have more exhibits/events: 6

g. Improve food services: 2

Comment excerpts:

Make questions easier to understand;

I think you should give the kids more time to solve the problems;

Give players 20 minutes instead of 15;

Be set up and ready for teams to start on time;

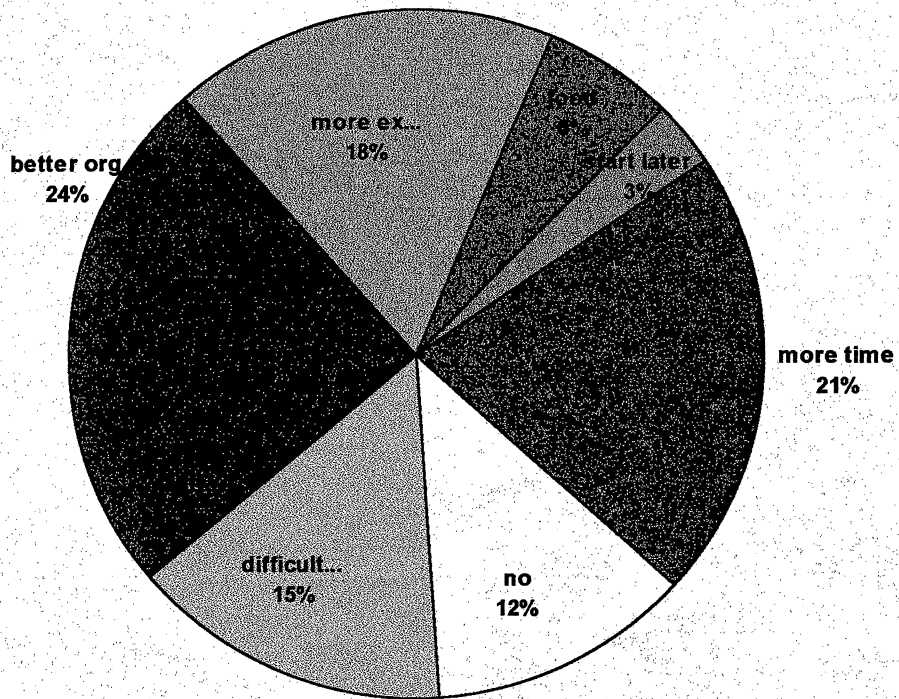
Rapid recall should have multiple choice questions;

Should practice the event prior for better organization;

Events should not be scheduled so far apart;

Get a screen for rapid recall events;

### Breakdown #7



## Multimedia Faire Evaluation

### Results, EXPO 1999

The Multimedia Faire evaluation survey was intended for distribution among the participants of the event only. Due to difficulties in interpreting children's responses, only adult responses are examined here. Responses are organized in the order they appear on the form.

A total of 22 survey forms completed by those participants were returned or collected successfully. Unfortunately, only 4 are interpreted to have come from adults, and yielded the following results:

1. **Are you a student?:** N/A
2. **Are you a teacher?:** Three of four indicated yes. Two were elementary school teachers, one was middle school/Jr. High.
3. **Are you a parent/adult accompanying...?:** One of four indicated yes.
4. **Has participating in the EXPO made a difference...?:** All four indicated yes and stated the following responses:

By giving me knowledge of where to access further information;

I believe strongly in recycling, composting, ect;

I helped the children after school to complete their project;

learned the importance of participation in projects of this sort.

5. **Teachers--what materials...?:** Three of four questionnaires responded with the following:

Handouts: 1

Received information on raising trout in the classroom, information on Joshua Tree, and several useful brochures,

enjoyed chemistry demonstrations: 1

Culminating projects like this are great: 1

6. **Teachers and/or parents...?:** Two of the four responded:

Yes. They (the children) are writing more;

Yes. My child has displayed more enthusiasm in approaching educational projects.

**7. Please give us your opinion...?:** Three of four responded:

Could you provide more defining information regarding modalities and equipment being used?;

Provide more defined criteria for media to be used such as standards, examples of prior winners, and a rubric;

More exhibits.

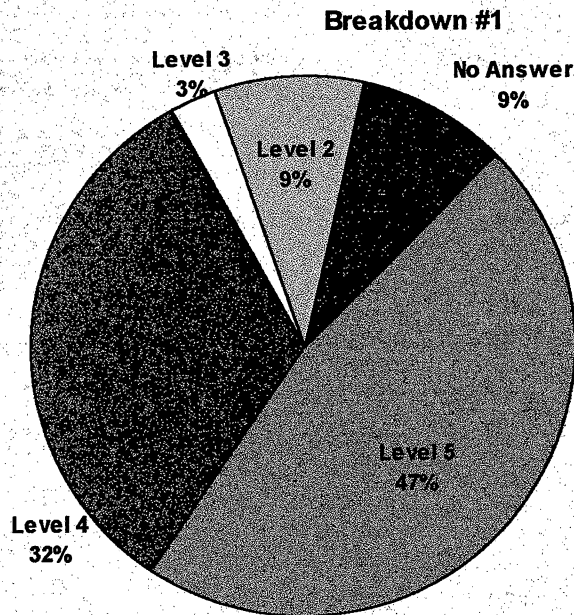
## Exhibitors Evaluation Results,

### EXPO 1999

The Exhibitors evaluation survey was intended for distribution among the participants of the event only. Responses from the survey are organized in numerical order as they appear on the form. Written responses containing like and similar content are summed. Some of the more unique responses are cited. All answers are included.

A total of 34 survey forms were successfully collected from respondents and yielded the following results:

1. **How useful was EXPO for presenting...?:** 16 answered with a 5 rating, 11 with a 4 rating, 1 with a 3, 3 with a 2, and 3 as no answer. ( $\chi=4$ )



2. **Would you attend...at the next EXPO event?:** 28 answered yes, 2 answered no, 4 were undecided. Answers accompanying the "yes" response included:

- a. Good exposure: 16
- b. Valuable educational event for community: 1
- c. Enjoyed participating (ambiguous): 4

d. Good way to obtain information: 2

e. No answer given: 7

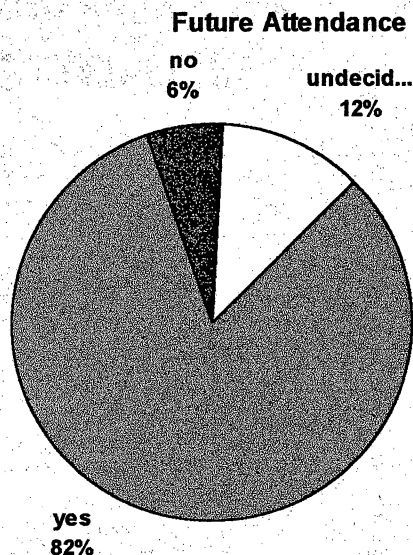
Answers accompanying the "no" answer included:

a. Wrong audience and lack of interest: 2

"Undecided" responses included:

a. Must have employer's permission: 3

b. No answer given: 1



3. **Was exhibitor fee appropriate?:** 16 answered yes, 6 answered no, 12 were ambiguous or nonresponsive. Respondents answering "yes" did not accompany answer with comment. Those answering "no" provided the following comments:

Some organizations cannot afford fee, but appreciate EXPO lowering price for us;

Too high! Gov't organizations typically don't have that much for special events;

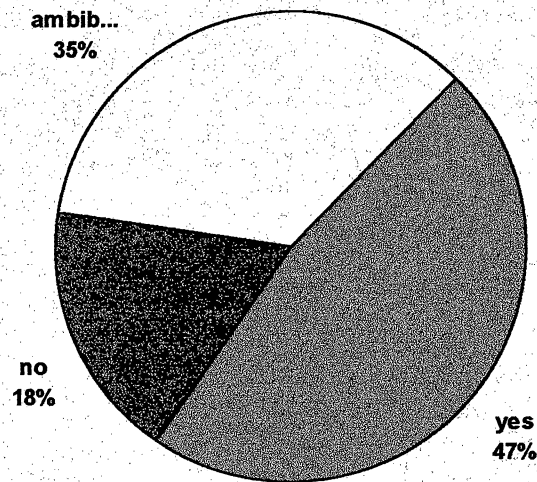
Somewhat excessive. Should charge by organization not table;

Excessive, especially for groups which are not selling anything;

Too expensive for non-profit organizations;

Too high for another gov't organization. organization

### Fee Response Breakdown



4. **Changes to better accommodate exhibitors...?:** Of the 34 surveys collected, 12 indicated accommodations were collectively "fine." 12 voiced some measure of dissatisfaction, 10 did not respond. The 12 who indicated satisfaction merely responded to the question by stating "fine," "adequate," "no," "OK," "none," without an accompanying comment. Those who suggested improvements stated:

**(as summed statements)**

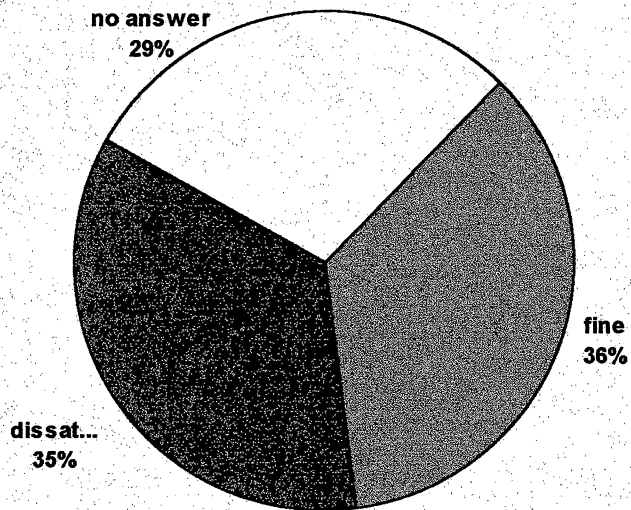
- a. Should have more exhibits: 2
- b. Improve advertising to attract more people: 4
- c. Too cold inside the building: 3

**(individual unique statements)**

Hold event twice per year;  
Would like the option of having walls or backdrop for exhibits;  
Provide live music;  
Bring in more companies. Most exhibits are from gov't organizations;  
Have exhibitor competition/contest;  
Provide more booth space;  
Bigger loading/unloading area;  
Closer parking;  
Some gov't exhibitors not knowledgeable of exhibit;



### Accommodations



5. **Did other exhibitors seem to enjoy EXPO?:** Of the 34 surveys collected, 27 indicated yes, 2 indicated no, 5 did not answer or were nonresponsive. Those answering "yes" commented:

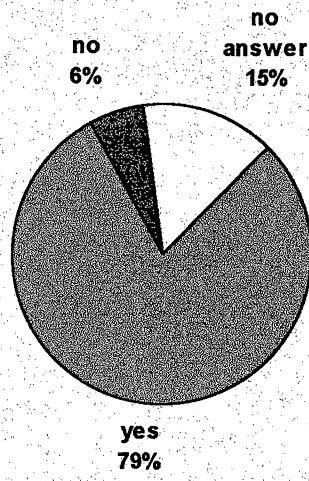
**(as summed statements)**

- a. Yes, with no accompanying comment: 15
- b. Yes, "seems like it": 2
- c. Yes, positive comments exchanged between exhibitors: 2
- d. Yes, though comments in this category did not address the question directly: 8

Those answering "no" expressed concern re attendance and commented **(summed)**:

- a. Fewer in attendance this year: 2

### Exhibitor Satisfaction



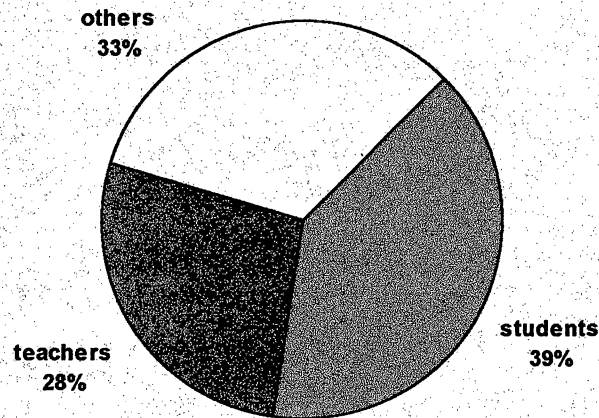
# 1999 Inland Empire Environmental EXPO

## Evaluation General Audience

### Results, EXPO 1999

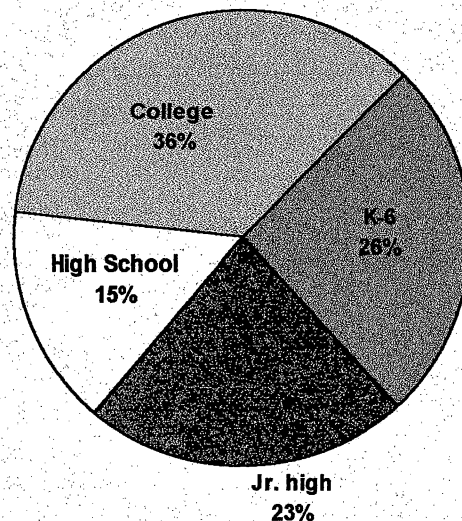
There were 98 responders to the 1999 Inland Empire Environmental EXPO Evaluation. Of this group 39 were students, 27 teachers, and 32 others.

#### Breakdown of Respondents

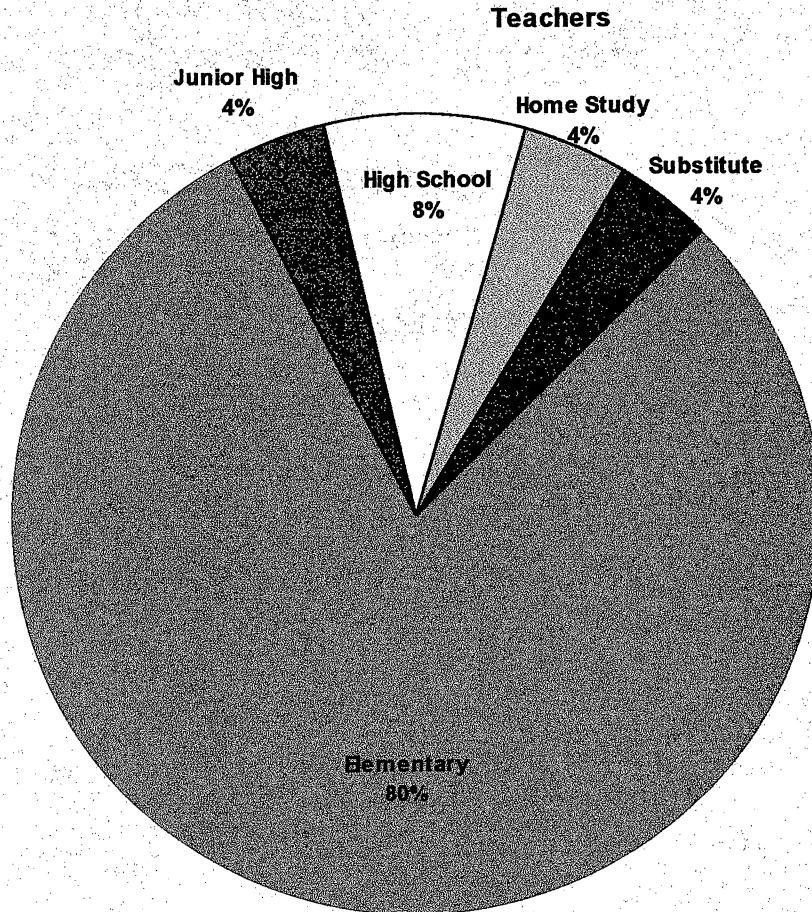


Of the 39 students who responded, 10 were K-6 students, 9 were junior high students, 6 were high school students, and 14 were college/university students.

#### Students

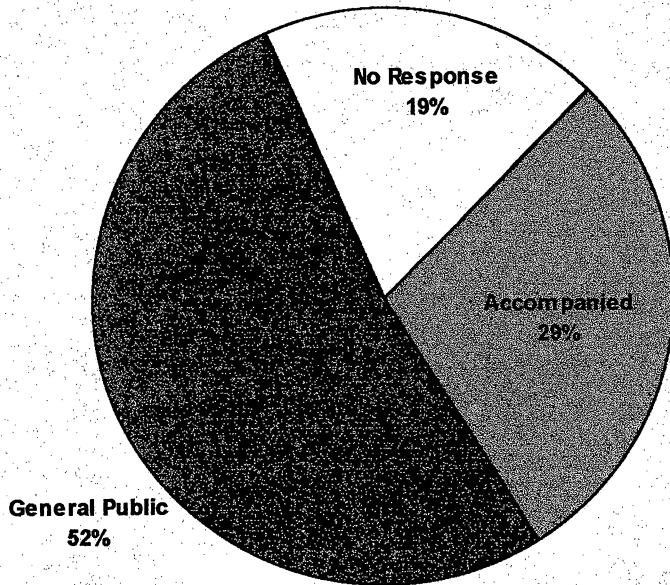


Of the 27 teachers who responded, 20 were elementary teachers, 1 was a junior high teacher, 2 were high school teachers, 1 was a home study teacher, and one was a substitute teacher.

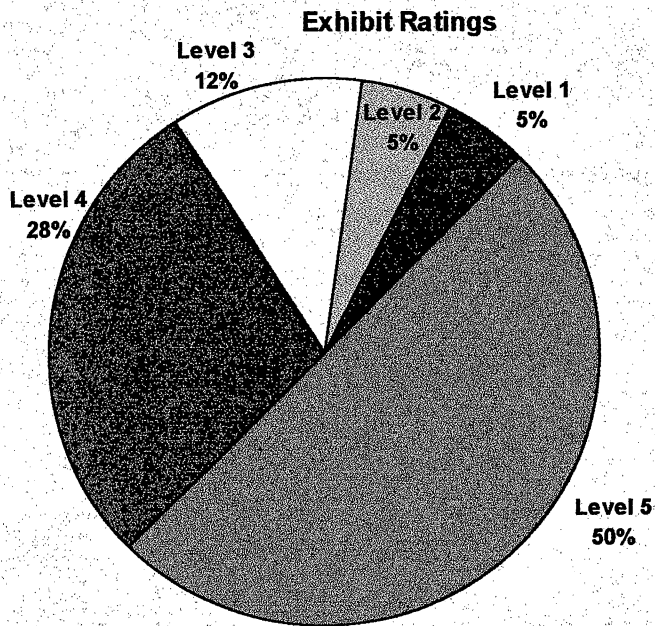


The teachers responding stated that they represented several school districts. The breakdown is 6 from San Bernardino Unified, 1 from Riverside Unified, 2 from Jurupa Unified, 1 from Alvard, and 17 from other districts. The respondents stated that 27 attended as a parent/adult accompanying a child who is participating or competing, 49 stated that they were members of the general public, and 18 did not respond.

### Reasons for Attending

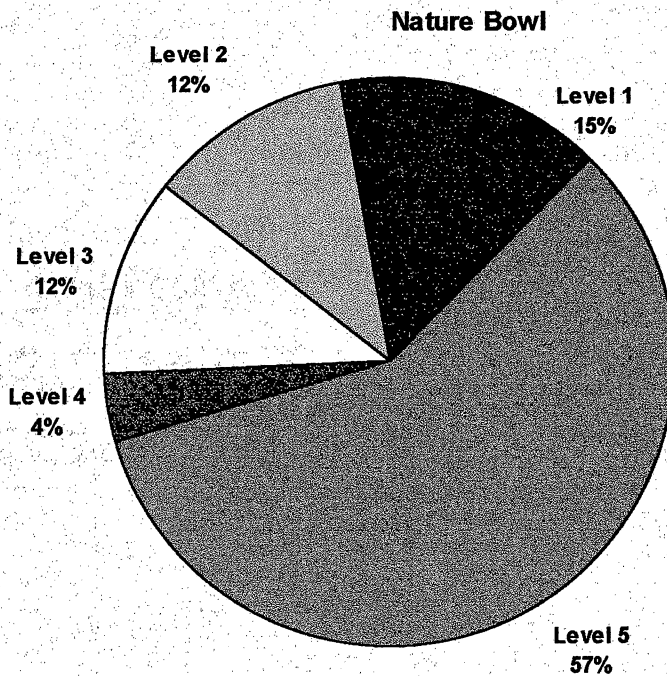


The respondents stated that they participated as follows: 89 visited the Exhibits, 6 attended the teacher workshops, 27 participated in the Nature Bowl, 46 visited the Recycled Art Show, 27 participated in the Activity Round-Up, 26 observed the Multimedia Faire, and 46 attended the entertainment activities. Of this group, 39 rated the exhibits at level 5, 22 rated the exhibits at level 4, 9 rated exhibits at level 3, 4 rated Exhibits at level 2, and 4 rated Exhibits at level 1. ( $\lambda=4$ )

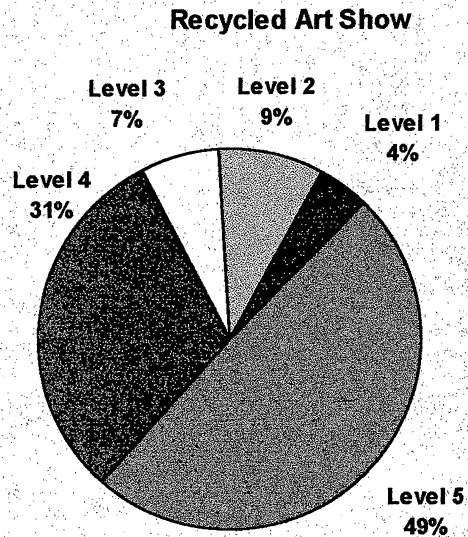


Four respondents rated the Teacher Workshops. Three rated them at level 5 and one rated them at a level 3. ( $\lambda=4$ )

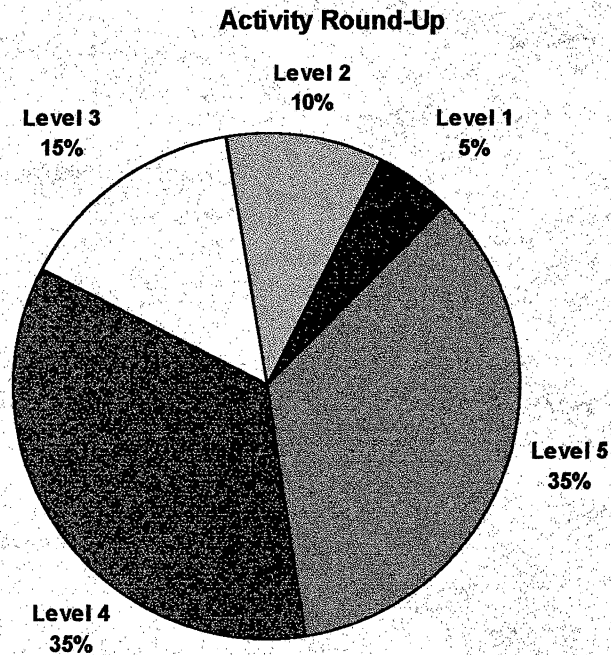
The responders rated the Nature Bowl as follows: 15 at level 5, 1 at level 4, 3 at level 3, 3 at level 2, and four at level 1. ( $\lambda=4$ )



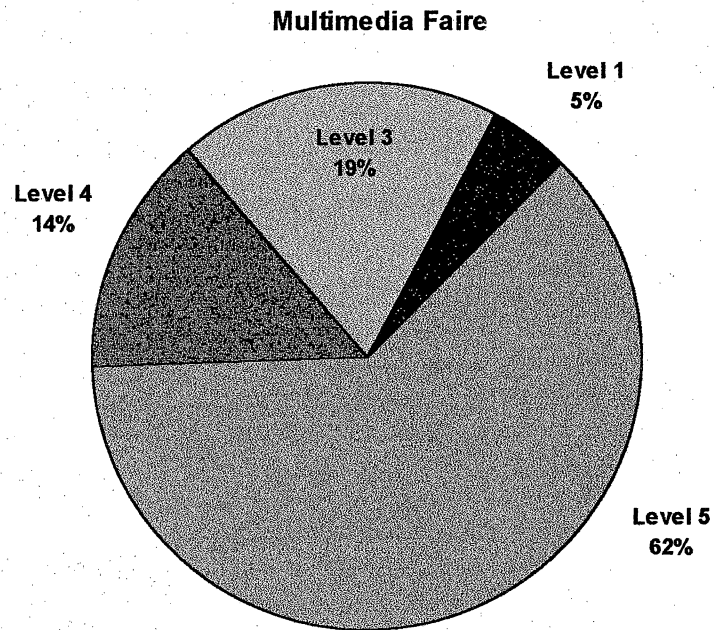
The responders rated the Recycled Art Show as follows: 22 at level 5, 14 at level 4, 3 at level 3, 4 at level 2, and 2 at level 1. ( $\lambda=4$ )



Responders rated the Activity Round-Up as follows: 7 at level 5, 7 at level 4, 3 at level 3, 2 at level 2, and 1 at level 1. ( $\lambda=4$ )



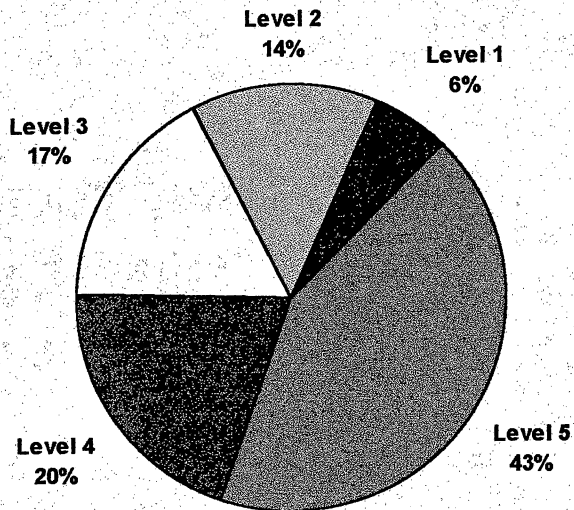
The responders rated the Multimedia Faire as follows: 13 at level 5, 3 at level 4, 4 at level 3, 0 at level 2, and 1 at level 1. ( $\lambda=4$ )



The respondents rated the Entertainment as follows: 15 at level 5, 7 at level 4, 6 at level 3, 5 at level 2, and 2 at level 1. ( $\lambda=4$ )

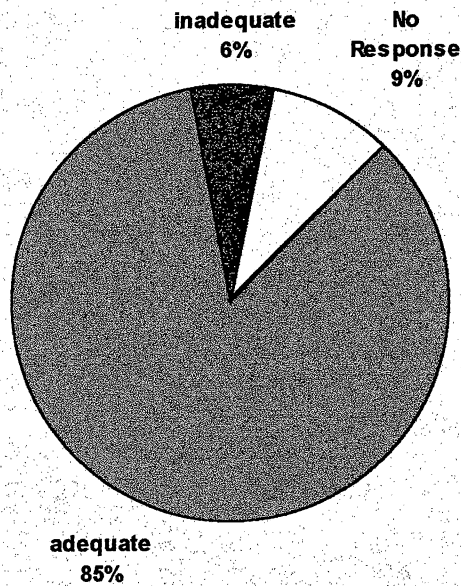


### Entertainment

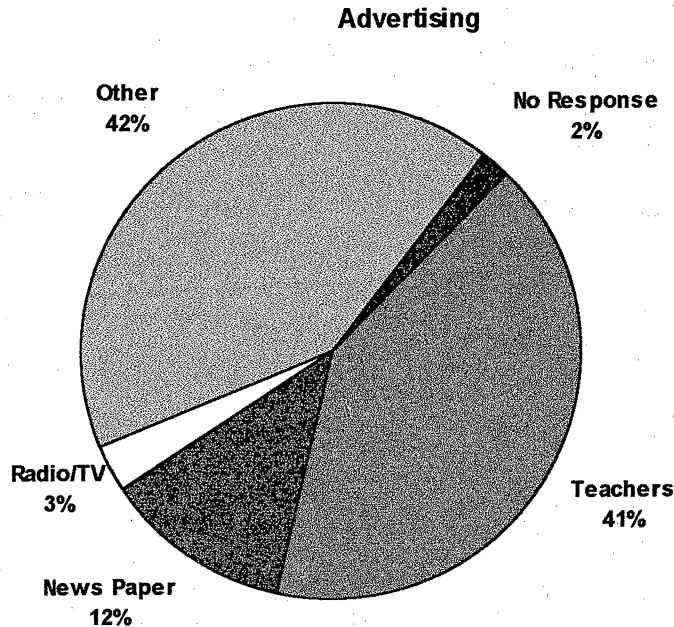


Of the total group, 83 rated the facilities as adequate, 6 stated that they were inadequate, and 9 did not respond. The comments of the six complained about unclean rest rooms, distance from the parking lot, and inadequate food service.

### Facilities



Of the total group, 40 stated that they had heard about the EXPO from Teachers, 12 from the Newspaper (primarily the Sun), 3 from the radio, 41 from other sources, and 2 did not respond. Other sources included letters, call-ins, drop-ins, and fellow employees.



Suggestions from respondents to make the EXPO better included:

1. 16 stated there should be more exhibitors.
2. 5 stated the EXPO should be advertised better.
3. 4 stated that food services needed improvement.
4. 3 stated that the building was too cold.
5. 3 stated that the exhibitors should stay open until closing.
6. 1 stated that there should be an exhibit on solar power.
7. 1 stated that there should be a live animal exhibit.
8. 1 stated that there should not be any dead animals in the exhibits.

When attendees were asked to identify their city and county of origin, 90 responded, 8 did not. A total of 30 cities and 3 counties (San Bernardino, Riverside, and Los Angeles) were identified. Cities and their respective counties are as follows:

For San Bernardino County:

Phelan	1
Ontario	2
Highland	5
Fontana	1
Crestline	1
Victorville	2
Running Springs	2
Alto Loma	1
San Bernardino	27
Fontana	1
Rancho Cucamonga	2
Upland	2
Apple Valley	3
Bloomington	3
Rialto	1
Hesperia	1
Redlands	3

For Riverside County:

Temecula	1
Moreno Valley	4
Perris	10
Riverside	8
Lake Mathews	1
San Jacinto	1
Pinon Hills	1

For Los Angeles County:

La Verne	1
Los Angeles	1

Origins not clearly identified were cited as:

Green Valley Lake	1
Sacramento	1
New York	2
Placentia	1

When attendees were asked if they would attend EXPO again, 86 indicated "yes"; 9 "no"; and three did not respond. Comments were asked only of those citing "no" and yielded no definitive responses.

APPENDIX D:

EXPO QUESTIONNAIRES

**1999 INLAND EMPIRE ENVIRONMENTAL EXPO  
EVALUATION FORM**

Nature Bowl

Multimedia Faire

Are you a student?  
If so, please circle one:    Elementary            Middle School/Jr. High    High School            College

Are you a teacher?  
If so, please circle one:    Elementary            Middle School/Jr. High    High School            College

Are you a parent/adult accompanying a child who is participating or competing?     Yes             No

Has participating in the EXPO made a difference in your day-to-day activities? If so, please tell us how:

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Teachers--What materials and/or experiences are most useful to you in your classroom? \_\_\_\_\_

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Teachers and/or Parents--Have your students/children applied the knowledge they have gained at EXPO to action either at home or at school? Have you seen any difference in your students' /children's behavior since attending EXPO? Please explain:

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---

Please give us your opinion on how this event may be improved: \_\_\_\_\_

---

---

**Please turn this evaluation form in today to your event coordinator.**

*This evaluation form is a requirement of the funding received from the California Dept. of Education.*

***Thank you for your comments!***

**1999 INLAND EMPIRE ENVIRONMENTAL EXPO EVALUATION**

---

**EXHIBITORS**

*Name of Organization* \_\_\_\_\_  
.....

1. How useful was EXPO for presenting and sharing your organization's purpose? (rate from 1 to 5, 1 being poor, 5 being great) \_\_\_\_

2. Would you attend as an exhibitor at next year's EXPO? \_\_\_\_ . If yes, why. If no, why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Was the exhibitor fee appropriate?  
(comments) \_\_\_\_\_  
\_\_\_\_\_

4. What changes might be made to better accommodate exhibitors' needs?  
\_\_\_\_\_  
\_\_\_\_\_

5. Did other exhibitors seem to enjoy EXPO?  
comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1999 INLAND EMPIRE ENVIRONMENTAL EXPO EVALUATION**

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1. Are you a student? Yes \_\_\_ No \_\_\_ (if no, skip to #2) If yes, are you in:  
\_\_\_ a. Elementary/Middle School \_\_\_ b. Jr. High \_\_\_ c. High School \_\_\_ d. College
2. Are you a teacher? Yes \_\_\_ No \_\_\_ (if no, skip to #3)  
\_\_\_ a. Elementary/Middle School \_\_\_ c. High School  
\_\_\_ b. Jr. High School \_\_\_ d. College-Specify \_\_\_\_\_  
What District \_\_\_\_\_ What School \_\_\_\_\_
3. Are you: \_\_\_ a. A parent/adult accompanying a child who is participating or competing  
\_\_\_ b. A member of the general public attending EXPO?
4. Check any of the following activities in which you participated/observed:  
\_\_\_ a. Exhibits \_\_\_ b. Recycled Art Show \_\_\_ c. Multimedia Fair  
\_\_\_ d. Teacher Work Shops \_\_\_ e. Activity Roundup \_\_\_ f. Entertainment  
\_\_\_ g. Nature Bowl
5. Rate the following activities in which you participated in from 1 to 5, 5 being excellent and 1 being poor: (Mark N/A if you have no opinion or did not participate)  
\_\_\_ a. Exhibits \_\_\_ b. Recycled Art Show \_\_\_ c. Multimedia Fair  
\_\_\_ d. Teacher Work Shops \_\_\_ e. Activity Roundup \_\_\_ f. Entertainment  
\_\_\_ g. Nature Bowl
6. How could the event have been better? \_\_\_\_\_  
\_\_\_\_\_
7. Were food services, parking, and rest room facilities adequate? \_\_\_ Yes \_\_\_ No  
comments \_\_\_\_\_
8. How did you hear about the EXPO?  
\_\_\_ a. From a teacher \_\_\_ b. A letter \_\_\_ c. A Flyer \_\_\_ d. Radio and TV Ads  
\_\_\_ e. Newspaper (name) \_\_\_\_\_ f. Other (explain) \_\_\_\_\_
9. Where are you from? (city, county) \_\_\_\_\_
10. Would you like to attend EXPO again? \_\_\_ Yes \_\_\_ No If not, why \_\_\_\_\_  
\_\_\_\_\_

Thank you for helping us by completing this evaluation.

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