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SAN JACINTO CENTER FOR ENVIRONMENTAL EDUCATION

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

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


by
Susanna Catherine Hamilton
June 2006

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Approved by:



Dr. Darleen Stoner, First Reader



Dr. Randall Wright, Second Reader

May 8, 2006

Date

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ABSTRACT

This thesis addresses the topic of nature centers from a critical theory perspective. This research assumed in part, the question: What are the characteristics of a functional and successful nature center that includes environmental education goals and programs? Nature center administrators from across the United States were surveyed and asked to share their opinions on this topic. Six overall characteristics pertaining to management and vision were identified through an exploratory mixed-method design. Other components of these characteristics were discovered during the analysis of the data, and include factors such as approaches to education. Recommendations for improving nature centers and their programs are also discussed.

ACKNOWLEDGMENTS

I am grateful to Susan Nash, founder of and my partner in forming the San Jacinto Center for Environmental Education. It is her vision that has brought me to this project and my position as Executive Director of the center. I am grateful to Dr. Darleen Stoner for the opportunity to be a part of the exciting and growing field of environmental education. I am grateful to Dr. Randall Wright for his guidance in my continual development as a critical theorist. I am grateful to each of you for the time and energy freely offered; for your ideas, suggestions, and helpful comments as I wrote this thesis.

Finally, I am grateful to my best friends MaLisa Martin and Javaughn Fernanders; thank you for your continued enthusiasm and support on my journey through graduate school.

DEDICATION

To Shawn

For your support, encouragement and love

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CHAPTER ONE

INTRODUCTION

It is good to realize that if love and peace can prevail on earth, and if we can teach our children to honor nature's gifts, the joys and beauties of the outdoors will be here forever.

(Jimmy Carter, President of the United States, n.d., para. 2)

In March 2004 I was offered the opportunity to assist in the formation of a nature center for the San Jacinto Wildlife Area, managed by the California Department of Fish and Game. Inspired by the vision of Susan Nash, a long time naturalist, bird watcher, and member of the Friends of Northern San Jacinto Valley, my journey in this beautiful wilderness began.

Founded in 1870, the mission of the California Department of Fish and Game is "to manage California's diverse fish, wildlife, and plant resources, and the habitats upon which they depend, for their ecological values and for their use and enjoyment by the public" (n.d., para. 1). Not only does the Department of Fish and Game maintain natural communities, this agency also works for habitat protection and the survival of all species

within those communities. Department of Fish and Game locations are used for commercial, recreational, scientific and educational purposes (n.d., para. 2).

In 1978 the California Department of Fish and Game and the Department of Water Resources in conjunction with the Metropolitan Water District signed an agreement as partial mitigation for the construction impacts of the State Water Project. These impacts included habitat and wildlife loss sustained in bringing water to Southern California from Northern California. The partial mitigation agreement provided funding for the first acquisitions of land that established the San Jacinto Wildlife Area (T. Paulek, personal communication, January 18, 2006).

During the 1980s the San Jacinto Wildlife Area acquired its first 4800 acres. With the use of citizen bond funds during the 1990s, the San Jacinto Wildlife Area purchased the Mystic Lake acquisitions that increased the wildlife area to 10,000 acres. In December 2003, the California Department of Fish and Game, the U.S. Fish and Wildlife Service and the County of Riverside combined funding sources to acquire the 9100 acre Potrero Canyon site from Lockheed Martin. Today the San Jacinto Wildlife

Area includes more than 19,000 acres (T. Paulek, personal communication, January 18, 2006).

Within the San Jacinto Wildlife Area there are over 600 acres of freshwater marshland, coastal sage scrubs, alkali sink scrub, a 12 mile linear riparian, wetlands, and annual grasslands. It is also part of the Pacific Flyway. The San Jacinto River runs through the wildlife area, although most years it is dry. It is home to Mystic Lake which forms occasionally during heavy rain seasons such as the winter of 2004. Multiple species of birds and animals find refuge at the wildlife area, including the endangered Stephen's kangaroo rat. Native, naturalized and invasive plant species are found in the wildlife area, including several threatened species. Recycled water from the Eastern Municipal Water District treatment plant is used to maintain the wildlife habitat and wetlands on site (Hennessey, 2004).

Purpose of the Project

Since early 1991 the Friends of Northern San Jacinto Valley have been leading public walks, including beginning bird walks and wild flower tours on Saturday or Sunday at the wildlife area. Other programs offered to the public include insect identification, local geography and

archaeology, and astronomy. Occasionally school children have come out to the wildlife area on fieldtrips during the week.

Susan and I have created the San Jacinto Center for Environmental Education from the desire to bring more school-age children and university students to the site, as well as to manage and expand the public walks on the San Jacinto Wildlife Area. In order to create a center that fulfills our vision, I am looking to professionals at nature centers around the United States for their expert opinions and information. Thus my research question is: What are the characteristics of a functional and successful nature center that includes environmental education goals and programs?

Significance of the Project

Situated in a rural portion of Southern California, the San Jacinto Wildlife Area is threatened with residential and commercial development on its northern, eastern and southern edges. Land to the east of the wildlife area is currently utilized by dairy farms, and the north side of the wildlife area is home to a horse ranch. There is currently minimal development on the south side of the wildlife area. Lewis Homes Development is

currently planning to put in an estimated 12,000 new homes and apartments on the wildlife area's south side. Moreno Highlands West Development is currently planning to build an estimate 8,000 new homes to the north of the wildlife area. There is also a proposed Off Highway Vehicle (OHV) Park being considered in the Badlands north of the wildlife area (S. Nash, personal communication, January 31, 2006).

According to the 2000 census the current population of the nearby community of Lakeview is 1619 (Lakeview, CA, n.d.) and of the community of Nuevo is 4135 (Nuevo, CA, n.d.). As the proposed developments adjacent to the wildlife area become reality, the population will increase. Impacts on the community and wildlife area over the next decade and beyond will dramatically increase pressures on the already delicate habitat and wildlife of the San Jacinto Wildlife Area. Providing a forum for education and participation, the San Jacinto Center for Environmental Education strives to involve current residents in sustaining and improving the health of the wildlife area and their communities.

Assumptions

I presume that results of the surveys and interview, from a community of knowledgeable informants based on their experience in the field of nature centers, will assist in the successful development of the San Jacinto Center for Environmental Education.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted.

Limitations

The following limitations apply to the project:

1. Limitations of this thesis occur in my choice of nature centers to survey. I chose administrators from the Association of Nature Center Administrators membership directory, and nature centers surveyed for Evans and Chipman-Evans work on How to Create and Nurture a Nature Center in Your Community. I have chosen these knowledgeable informants based on their experience in the field and involvement in the larger community of nature center administrators.

2. There are many other nature center administrators in the United States that were not considered due to time considerations.
3. The inability to clarify answers provided in the qualitative and quantitative surveys is the source of additional limitations to the questionnaires.
4. Limitations attributed to the telephone interview include the inability to read physical cues as would be possible in a face-to-face interview.

Delimitations

The following delimitations apply to the project:

1. I have chosen to focus this thesis on the characteristics of a functional and successful nature center and how educational programs may be better developed to fulfill the overarching goals of environmental education as identified by The Tbilisi Declaration.
2. My knowledge in the field of environmental education has led me to focus on the interface of local educational institutions and the general public and their relationship with the San Jacinto Wildlife Area.

3. There are many other aspects of nature center development that I chose not to focus on due to the limits of this thesis.

Definition of Terms

For clarification, I define the following terms: environmental education, environmental literacy, nature center, functional, and successful.

According to Dr. Bill Stapp, 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 these problems, and motivated to work toward their solution" (in President's Council on Sustainable Development, 1996, p. 9).

Environmental literacy is defined as "the capacity of an individual to act successfully in daily life on a broad understanding of how people and societies relate to each other and to natural systems, and how they might do so sustainably" (Elder, 2003, p. 14).

A nature center, as defined by the Association of Nature Center Administrators,

brings environments and people together under the guidance of trained professionals to experience and develop relationships with

nature...A nature center consists of: a natural site or home base to conduct educational programs; a separate legal entity with a precise mission statement managed by a governing body; a paid professional staff; an established education program. (as cited in Evans & Chipman-Evans, 1998, p. 39)

Functional, as it pertains to this thesis, is defined as contributing to the development and maintenance of the nature center as it directly relates to everyday needs and interests (Webster's, 1993).

Successful, as it pertains to this thesis, is defined as resulting in the success of attaining the desired results for a nature center (Webster's, 1993).

Organization of the Thesis

The thesis portion of this project is divided into six chapters. Chapter One provides an introduction to the thesis and includes purpose of the project, significance of the project, assumptions, limitations and delimitations, and definitions of key terms. Chapter Two reviews the relevant literature regarding the importance of nature centers, the goals of environmental education, and critical theory as it relates to environmental

education. Chapter Three documents the research conducted in the form of qualitative and quantitative surveys, and an interview, of nature center administrators to determine the characteristics that makes a functional and successful nature center. Chapter Four presents the results of the research and a discussion of the findings. Chapter Five provides conclusions from the research and recommendations to strengthen environmental education goals and programs at nature centers. These recommendations are offered from a critical theory perspective. Chapter Six details the organizational development of the San Jacinto Center for Environmental Education. Thesis references follow Appendices.

The Appendices for the project consist of: Appendix A, Literature Review: Figure; Appendix B, Methodology: Research Materials; Appendix C, Quantitative Survey Results; Appendix D, Transcript of Interview; Appendix E, Organizing Documents; Appendix F, By-laws; Appendix G, Non-Profit Tax Exemption 501(c)3.

CHAPTER TWO

REVIEW OF THE LITERATURE

Children today can identify over 1,000 corporate logos but fewer than 10 plants and animals native to their region. (Smith, 2002-2003, para. 12)

Introduction

Chapter Two reviews the relevant literature regarding the importance of nature centers, the goals of environmental education, and critical theory as it relates to environmental education and nature centers. Orr, in Earth in Mind, illustrated the interconnectedness of these topics clearly when he stated,

All education is environmental education. By what is included or excluded, students are taught that they are part of or apart from the natural world. What is desperately needed are (a) faculty and administrators who provide role models of integrity, care and thoughtfulness and (b) institutions capable of embodying ideals wholly and completely in all of their operations. (2004, p. 14)

Importance of Nature Centers

Nature centers and the land they provide are educational grounds for learning. According to Gross and Zimmerman,

A nature center is land based, serves a local community, and fosters a sustainable relationship between the people and the earth... and they have three basic roles: they preserve or restore vernacular landscapes for learning; they serve a local community; they foster sustainable life-styles. (2002, p. 15)

Elder concluded that environmental programs designed in schools with access to natural areas, including nature centers, have been a vital resource to students (2003). Over time nature centers have provided school children and the public a broader range of educational programs, encompassing conservation and appreciation (Evans & Chipman-Evans, 1998, p. 48).

Outdoor education programs began in the early 1800s and in 1892 John Muir founded the Sierra Club, considered by many to be the first step in preserving nature. Also during this time period, in response to the inhumane hunting of egrets and herons, a group of citizens took it upon themselves to begin a campaign of advocacy and public

education, later forming the National Audubon Society. Thanks to the work of these early pioneers and John Ripley Forbes who founded the Natural Science for Youth Foundation, nature centers have been in existence since the 1950s. In the 1960s and 1970s the National Audubon Society took on the leading role in the emergence of nature centers across the United States (Evans & Chipman-Evans, 1998, pp. 40-41).

Nature centers were initially established to preserve habitat. The end of World War II saw the rapid spread of urban sprawl into areas that had formerly been considered countryside. Many people across the United States began to notice the disconnection between nature and the human spirit; thus museums stepped forward with leadership, monetary and technical assistance for many nature centers (Gross & Zimmerman, 2002; Simmons, 2005).

Nature centers can be defined as sanctuaries, as they provide a sense of place and reconnection to the land (Gross & Zimmerman, 2002). Sobel noted the necessity of place-based educational experience and how it provides an opportunity for nature centers to become more involved and develop stronger relationships with local schools (2005, p. 49). Ken Voorhis, Executive Director of Great Smoky Mountain Institute at Tremont explained,

Those pockets of nature in our backyards provide a vital bridge to the larger outdoors and are often the first places where people make connections with nature. Many community nature centers help people see that there is much to be found right where they live. (2001, p. 1)

Programs developed at nature centers, utilizing the knowledge and experience of professionals and expert staff members, have provided assistance to teachers, enriching their curriculum and the relationships of their students with the land and natural resources available in their communities. Volk reported the significance of providing environmental education opportunities to students, beginning in the early grades, as a positive influence on developing their awareness of the local environment and that, "with succeeding grade levels, learners could address issues with greater complexity and scope..." (2005, p. 151). It has been noted that the educational experiences of students given this opportunity are higher in quality, providing greater depth and relevance to the subjects studied by students in school, compared with students who do not have access to these resources (National Education & Environment Partnership, 2002, p. 6).

Keys to Successful Nature Centers

Successful nature centers offer programs that are "designed to be sustainable within the communities they seek to improve" (Hudson, 2001, p. 285). Beginning with a clear vision, successful nature centers focus on what is required, "what the organization must become" (Grace, 2003, p. 52) to fulfill the needs expressed within the mission statement. Vision provides the flexibility necessary to allow an organization to evolve, providing for actions that are guided, and sustained motivation for the employees and the community it serves (Meadows, Meadows & Randers, 1992, p. 224).

The vision of the organization becomes more focused with the development of the strategic/business plan. A strategic plan, "can help an organization to focus its vision and priorities in response to a changing environment and to ensure that members of the organization are working toward the same goals" (Byrd, 2000, p. 63). According to Grace, "successful organizations always have a three to five year plan in place. They use the 'rolling base' process that requires an annual evaluation of the current year progress and the addition of a new year to plan" (2003, p. 20). Approximately every three to five years the strategic plan needs to be readdressed and

modified to meet the changing needs of the organization (Byrd, 2000; Grace, 2003).

From vision, an identity is created telling the story and journey of the organization. Wheatley reported that, "identity includes such dimensions as history, values, actions, core beliefs, competencies, principles, purpose, and mission" (1996, p. 58). Different aspects of the organization's identity will tell the community and world about the organization and what it hopes to become.

Identity is the story about the journey of the organization and provides the foundation through which a strong mission statement must be designed (Grace, 2003, p. 52). From a solid mission statement, goals and objectives can be identified, and for the nature center these are the key elements of a smooth running and focused organization (Evans & Chipman-Evans, 1998, p. 42).

Challenges

Nature centers play a vital role between community and the environment; yet many centers do not meet the goals of environmental education. These goals are usually not met because nature centers try to avoid the controversy that surrounds the political nature of action in and for the environment. Many centers instead focus on

encouraging lifestyles that are environmentally sound (Simmons, 2005).

An examination of environmental education programs reveals that many nature centers are not meeting the goals as defined in The Tbilisi Declaration or other nationally and internationally established goals. For a program to be successful, Simmons (2005) noted that it must address each of the defined goals of The Tbilisi Declaration. Simmons reported that "only 36.9% of the centers combine disseminating local environmental issues information with nature study as a means of encouraging environmentally sound behavior" (pp. 370-371). Influencing attitudes was found to exist in only 41.9% of programs (p. 371). Simmons suggested that "a combination of influencing people's attitudes and nature study can form an expanded model of how a center might encourage responsible environmental behavior" (p. 370).

Nature centers have the opportunity to assist in the creation of environmentally literate citizens, but their programs must be comprehensive and continuous. Collaborative environmental education programs are imperative to the development of environmentally literate citizens. Therefore programs must also be combined with issue-specific information, relating to the communities

they serve (Simmons, 2005). Elder noted, "While non-formal environmental education programs tend to be less intensive and structured than formal environmental education programs, they also tend to reach greater numbers of people" (2003, p. 62). It is estimated that for children, adults and underserved populations, nearly 95% of all learning occurs outside of the classroom. The "teachable moments" that occur in this non-formal setting are more experiential and thus highly valuable in the development of open-minded, environmentally literate citizens (Elder, 2003).

Goals and Objectives of Environmental Education

Stapp et al. (2005, pp. 34-35) outlined the major objectives of environmental education, which provided the foundation for the development of a definition of an environmentally literate citizen. They include a thorough understanding that humans are inseparable from the biophysical environment and as such have the ability to alter it. Additionally, humans must understand how the natural and human-made environment interacts. Human beings must also understand problems that arise in the biophysical environment, how to solve these problems, and be willing to work toward their resolution. These

"attitudes of concern" must be the driving force in environmental education (2005, pp. 34-35).

In 1976 the Belgrade Charter, as established by the United Nations Education, Science and Cultural Organization (UNESCO), and the United Nations Environmental Programme (UNEP) was created as a vision of what environmental education should accomplish. It stated,

The goal of environmental education is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the preventions of new ones. (as cited in Simmons, 2005, p. 69)

A year later, based on the principles of the Belgrade Charter, The Tbilisi Declaration of 1977, also written by the UNESCO and UNEP, established clear goals and objectives for environmental education. The goals of The Tbilisi Declaration are principle to the foundation of multiple national and international organizations. They are:

- To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas;
- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment;
- To create new patterns of behavior of individuals, groups and society as a whole towards the environment. (The Tbilisi Declaration, 2005, p. 15)

The Tbilisi objectives are broken down into five categories as follows:

- Awareness - to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems;
- Knowledge - to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems;

- Attitudes - to help social groups and individuals acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection;
- Skills - to help social groups and individuals acquire the skills for identifying and solving environmental problems;
- Participation - to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems. (The Tbilisi Declaration, 2005, p. 15)

Almost 30 years later and complementary to The Tbilisi Declaration, Sia, Hungerford & Tomera reported that environmentally responsible behavior, "...is a learned response/action...contingent on several variables interacting with one another" (2005, p. 32). The eight variables they derived that contribute to this behavior are those established in The Tbilisi Declaration. They also added a variable, the locus of control (2005, p. 32),

or the belief that the individual has a measure of control over the events to the list. Hungerford and Volk (2005) also defined an environmentally responsible citizen using these same objectives.

A study conducted by the State Education and Environment Roundtable examined the results of schools that used the environment as an integrating context (EIC) for learning. The environment as an integrating concept is education about the environment, for the environment, experienced in the environment (Disinger, Hungerford & Volk, 2005; Winther, 2005). Palmer (1998) provided a model for teaching and learning in the environment that best demonstrates the goals and objectives of environmental education (see Appendix A). EIC programs utilize the community and surrounding natural areas of a school where teachers guide students in constructing their own learning through real-world experiences, allowing students to integrate what they learn in a personal manner. These programs are project-based, and provide students with "minds-on," real-world-learning experiences, working within their local communities (Lieberman & Hoody, 1998, p. 14).

Using the environment as an integrating context is directly aligned with the superordinate goal for

curriculum development as identified by Hungerford and Volk (2005). The superordinate goal in environmental education is, "to aid citizens in becoming environmentally knowledgeable and, above all, skilled and dedicated citizens who are willing to work, individually and collectively, toward achieving and/or maintaining a dynamic equilibrium between quality of life and quality of the environment" (Culen, 2005, p. 39). Each of its four goal levels, ecological foundations, conceptual awareness, investigation and evaluation, and action is designed to identify curricular requirements that meet the goals of The Tbilisi Declaration (Culen, 2005; & Hungerford & Volk, 2005).

Further support for using the environment as an integrating context is provided by the World Commission on Education and the Environment. In Our Common Future the necessity of integrating environmental education "throughout the other disciplines of formal education curriculum at all levels" (1987, p. 13) was emphasized. In doing so, students would develop a sense of responsibility for the environment and learn "how to monitor, protect and improve it" (1987, p. 13). Also emphasized was the need to continue non-formal environmental education programs to

further knowledge and skills of individuals as environmental issues rapidly change (1987).

In developing the skills outlined by The Tbilisi Declaration, integrated through EIC programs and the superordinate goal for environmental education, Peterson (2005), along with Hungerford (2005), noted that environmental sensitivity should be the first attribute attained by individuals. Environmental sensitivity as defined by Peterson is, "a set of affective attributes which resulted in an individual viewing the environment from an empathetic perspective" (2005, p. 296). Developing environmental sensitivity at a young age, children are more likely to be interested in, and with continued environmental education opportunities, grow up to be environmentally literate adults involved in caring for the environment (Hungerford & Volk, 2005; Peterson, 2005).

A Brief History of Critical Theory

Critical theory arose in Germany in the 1840s as a result of the "integration of philosophy and social analysis" (Jay, 1973, p. 42). Capitalism was on the rise and the structure of social, economic and political systems under the new capitalist movement created inequalities between leaders and laborers. These

inequalities became the focus of a growing revolution from the proletariat (1973).

It was not until the 1920s, the end of World War I and the emigration of members of the Institute of Social Research that critical theory formally made its way to the shores of the United States. At this time the proletariat was rapidly being integrated into modern capitalist Germany. In the United States there was a noticeable increase of corporate "monopolies and governmental intervention in the economy" (Jay, 1973, p. 43).

The Institute found its new home at Columbia University and critical theory continued to evolve and examine the roles of social, economic and political institutions. Karl Marx has been most notably associated with the early foundations of critical theory. Other philosophers involved in critical theory include Max Horkheimer, Herbert Marcuse, Jean Paul Sartre, Max Weber, Martin Heidegger, G. W. Hegel and Antonio Gramsci (Jay, 1973).

Born in Germany in 1929, Habermas has become one of the leading critical theorists of the twentieth century. Habermas is most noted for his theory that the greatest problem facing society is the lack of individual freedom (Habermas, n.d., para. 2). He expressed this lack of

individual freedom as a concept of crisis: "the crisis is that modern society is not meeting individual needs and that institutions in society are manipulating individuals" (n.d., para. 3). Resolution, according to Habermas, is derived from "communicative action or rationality...the process of problem solving and conflict resolution through open discourse" (as cited in Andrew, 2001, para. 8).

Critical theory suggests that the "state and laws are instruments of oppression...and structural conflict" (Wright, n.d., p. 16). It examines the struggle between the powerful and powerless; those who are in control and those who are subject to being controlled. Furthermore, critical theory attempted to address solutions to these struggles through reconstructive action (Palmer, 1998).

Critical Theory as it Relates to Environmental Education

Herbert Marcuse (as cited in Leiss, 1972) postulated that the way in which humans utilize nature's resources for their own purposes is a direct interpretation of domestic and international, political and social conflicts. Leiss continued this discourse when he stated,

For example, a concern with ecology necessarily becomes part of a social movement because the problem of reversing the present

self-destructive treatment of the environment cannot be separated from that of challenging the authoritarian decision-making powers vested in corporate and governmental institutions. (1972, p. 22)

The role of critical theory in environmental education is to make a strong connection between social justice, economics, and environmental issues. It is interactive, based in fieldwork that provides students with an understanding of the issues and discussion around those understandings. Critical theory links this understanding and dialogue with the perspective that the context of the external society plays a major role in the internal views students hold (Palmer, 1998).

Critical theory requires students to be analytical of the issues they are researching to determine the best solution for increasing the quality of life for the common good. In the critical theory model, one goal is to raise consciousness about environmental issues. This can be achieved by providing students with activities in the environment. Students must be afforded opportunities to spend time and do research in the environment to attain environmental sensitivity. Students must be afforded opportunities to create and initiate action for the

environment. Finally, to be true to the critical theory approach, students must be given the opportunity for self-reflection. It is necessary that students process their experience, critically analyzing their views and beliefs, as well as the actions they prescribe (Palmer, 1998).

Critical theory is ideological in nature, yet it creates a benchmark for what environmental education strives to achieve. Through practical reasoning, the intent of this theory is to transform education. Changing the status quo for the common good is the ultimate goal (Palmer, 1998).

Critical theory has an extensive history in environmental education. Australia and New Zealand have the best-known, longest running and most in-depth environmental education programs in its public schools. For more than three decades, research in environmental education has led to the creation of programs that are based in critical theory. Chapman, in a paper presented at the Australian Association for Research in Education (AARE)/New Zealand Association for Research in Education (NZARE) Conference, noted that,

The potential role of environmental education as a socially transformative agent...concludes that

belief in a future constructed around social and environmental justice and the common good requires us to expand our role beyond the educational into the arena of politics in order to counter political intrusion in education.

(1999, abstract)

Loughland, Walker, and Brady (2000) confirmed this view when they suggested the way to provide solutions to environmental issues is to require an all inclusive approach that integrates social, political and economical avenues and the involvement of the entire community.

According to the North American Association of Environmental Education (NAAEE), environmental education usually begins close to home and allows students and adults to attain the objectives of The Tbilisi Declaration through understanding and connecting their actions with the health of their communities. This allows citizens to "move out into larger systems, broader issues, with a more sophisticated comprehension of causes, connections, and consequences" (2004, p. 4). The Tbilisi Declaration has therefore been interpreted as "favoring the actualizing of local reconstructive action" (O'Donoghue & McNaught, 1991, p. 392).

Recognizing the "interdependent web of global threats...regional destruction of life-support systems through overexploitation of resources...and, socio-political issues..." (O'Donoghue & McNaught, 1991, p. 391), reconstructive action has become the key to overcoming this environmental injustice. "It provides a venue to demystify complex social and historical patterns of prevailing environmental conditions; bring the socially constructed perspectives of everyday life under scrutiny and ultimately into question; foster a vision of possibilities for evaluation and change" (p. 400). Environmental education has an obligation to present the social, economic, political and cultural influences, the human influences that affect the environment. (NAAEE, 2004).

For more than three decades research has been pointing to the limits of the earth's natural resources and that soon, if not already, the tipping point between what is and is no longer available will be reached. Wasting time is no longer an option. "There is just exactly enough energy, enough material, enough money, enough environmental resilience, and enough human virtue to bring about a revolution to a better world" (Meadows et al., 1992, p. 236).

Clover emphasized the need to address this tipping point and politicize environmental education, while at the same time recognizing human dependence on the natural resources of the earth (2000). Environmental education, according to Clover, has the opportunity to be more creative, utilizing "nature as a teacher and site of learning and not just as an object of study by involving students directly with their environments and in their communities" (2000, p. 214). By developing creative problem-solving skills through active and critical educational opportunities, children and adults can make conscious choices and decisions about their actions and effects on the environment on a daily basis (2000).

In 1996, Hicks found that the youth of today are deeply aware of their interconnectedness with their local communities and the world, "including the environment, social equality and justice, and politics. Environmental damage follows second only to war as their greatest fear" (pp. 103-104). Hutchinson (1998) reported that providing place-based, local community environmental education programs gives students the opportunity to integrate responsible action for local economic, social and political factors that affect their communities. Students acquire skills in sustainability as they recognize their

communities' interdependence with the natural world. "To know one's place is to have an intimate knowledge of the local environment (both natural and built)...their living space and the living space of other species" (Hutchinson, 1998, p. 129).

Sustainability as a result of environmental education was further supported by Keating in The Earth Summit's agenda for change: A plain language version of Agenda 21 and the other Rio Agreements. When children and adults are educated with the tools to connect their social, economic and political actions with the biological environment, ethical awareness and action can occur. According to Keating, environmental education should be, "available to people of all ages...with an emphasis on training decision makers" (1993, p. 57). Students should be given the opportunity to study the health of their local environment, "including safe drinking water, sanitation, food and the environmental and economic impacts of resource use" (p. 57).

Critical theory as it relates to environmental education attempts to provide answers to the following questions.

- What are the sources of environmental knowledge acquired by students in schools, and what are

the sources of knowledge about environmental education acquired by educators in professional associations?

- What impact do schools and professional associations have on students and educators in environmental education?
- Whose interests are being served by the perspectives and values immanent in the policies, organization and practices of schools and professional associations active in environmental education?
- How can students and practitioners in environmental education be moved toward greater liberation, equity and social justice? (Tomlins & Froud, as cited in Palmer, 1998, p. 25)

Summary

Weilbacher discussed the critical role of nature centers in the 21st century, noting that it is imperative for every elementary school student to have consistent access to and educational opportunities because they "serve as an island of green in a sea of McAsphalt" (1998, pp. 26-27). Environmental education is a vital tool for improving mainstream education because it is hands-on and

minds-on. It is learner-centered, integrates multiple disciplines, and promotes critical thinking and problem-solving. Citizens who develop an environmental ethic are more likely to live sustainably, "weighing the rights of individuals and society along with the ecological integrity of the natural community" (Peterson, 2005, p. 296).

Environmental education programs offered at nature centers have the potential to be a socially transformative agent by addressing the very problems, issues and components that have created the environmental crisis we are currently experiencing. While critical theory was not found in the literature for nature centers it is the founding theoretical principle for the San Jacinto Center for Environmental Education and the educational programs it will offer. It is a tool to restructure society for the common good in social and environmental justice.

"Effective and meaningful environmental education is a challenge we must take seriously if we and future generations are to enjoy the benefits of our natural heritage" (Hudson, 2001, p. 283).

CHAPTER THREE

METHODOLOGY

The significant problems we face cannot be solved at the same level of thinking we used when we created them. (Albert Einstein, n.d., para. 1)

Introduction

Chapter Three documents the steps used in developing the thesis. Specifically, an exploratory mixed method was used to form a case study of the target population, nature center directors in the United States. Initially, a open-ended qualitative survey was completed that led to the development of a quantitative survey. These combined surveys created a tentative interview guide. It was assumed that the results of the surveys and interview, from a community of knowledgeable informants based on their experience in the field of nature centers, would assist in the successful development of the San Jacinto Center for Environmental Education.

Qualitative Methodology Development

Trustworthiness of Data

The Institutional Review Board (CSUSB) granted authorization to conduct the research. There was minimal

impact on the social setting of this research as the open-ended qualitative survey was conducted via email. This researcher did not have personal contact or conversation with any of the individuals or organizations involved.

The interview was conducted via telephone. Steve (name changed for anonymity) has over 30 years of experience in the field. A copy of the transcripts was emailed to Steve to verify the information was correct and true to the conversation. Finally, after completing Chapter Four, Results and Discussion, a copy of the chapter was emailed to Steve to verify that he was a truthfully. He replied on March 24, 2006 that his comments were accurate.

Credibility was further established in the consistency of responses received from the open-ended qualitative surveys. Three main patterns arose during data analysis, including management, vision and education. There was tremendous overlap between the responses to two questions used in this portion of the research. While the ranking of importance varies for the categories within the patterns, the categories and the patterns were consistent between the two questions. This overlap suggested continuity between the characteristics of a functional and

successful nature center and the characteristics that propagate and sustain longevity.

Design

An integrative, exploratory mixed method was utilized to conduct the research. This method of research provided a more comprehensive look at the functional and successful characteristics of a nature center, and included the ability to rank the characteristics most dominant within the field. The exploratory mixed method also provided this researcher the ability to produce more complete data, expanding the questions to include the role of environmental education in these nature centers.

Using the open-ended qualitative surveys and the interview a case study of nature center directors was created. This information will provided a clearer understanding of how nature centers are currently dealing with the factors of environmental education. It has further provided guidance in the development of the San Jacinto Center for Environmental Education with a greater chance of success.

The open-ended qualitative portion of this thesis took the form of a survey and an interview. Approval was obtained from the Institutional Review Board for this research. Informed consent forms were provided to all

participants of the survey. (See Appendix B for the letter of consent for the survey and the qualitative survey questions.) The open-ended qualitative surveys were sent via email February 1, 2006 with a response deadline of February 14, 2006.

Approval was also obtained for the interview aspect of this project from the Institutional Review Board. (See Appendix B for letter of consent.) The questions from the open-ended qualitative and quantitative surveys (see the Quantitative Methodology Development section of this chapter) provided a tentative interview guide. A one and one-half hour interview was conducted on February 13, 2006.

Population

A heterogeneous target population of 255 directors from different nature centers across the United States was used for this research. Directors were chosen from the Association of Nature Center Administrators and from Evans and Chipman-Evans, How to Create and Nurture a Nature Center in Your Community. One interview was conducted with Steve, the Executive Director of a nature center in the United States.

Limitations. The following limitations apply to the project:

1. Limitations of this portion of the thesis occur in the choice of nature centers to survey. Administrators were chosen from the Association of Nature Center Administrators membership directory, and nature centers surveyed for Evans and Chipman-Evans' work on How to Create and Nurture a Nature Center in Your Community. These knowledgeable informants were chosen based on their experience in the field and involvement in the larger community of nature center administrators.
2. There are many other nature center administrators in the United States that were not considered due to time considerations.
3. The inability to clarify answers provided in the qualitative and quantitative surveys is the source of additional limitations to the questionnaires.
4. Limitations attributed to telephone interview include the inability to read physical cues as would be possible in a face-to-face interview.

Delimitations. The following delimitations apply to the project:

1. This thesis focused on the characteristics of a functional and successful nature center and how educational programs may be better developed to fulfill the overarching goals of environmental education as identified by The Tbilisi Declaration.
2. Personal knowledge in the field of environmental education led this researcher to focus on the interface of local educational institutions and the general public and their relationship with the San Jacinto Wildlife Area.
3. There are many other aspects of nature center development that were not focused on due to the limits of this thesis.

Treatment

No treatment of research subjects was used in this research as it does not pertain to the research question.

Data Analysis Procedures

This thesis began with the following question: What are the characteristics of a functional and successful nature center? For the purposes of this thesis the following question from the qualitative survey best

contributed to answering the initial question: How do you propagate or sustain longevity of your organization?

These two questions were analyzed by drawing out the key words from each response, developing a list of codes, from which categories were determined. Analysis of these categories led to the subsequent patterns of management, vision and education. These patterns enabled this researcher to explore the characteristics of a functional and successful nature center.

For the interview, a discovery analysis was conducted to be clear that the information Steve provided was correctly interpreted. A copy of reflections was sent to Steve for verification of the clarity in my analysis of our conversation. He replied his approval on March 24, 2006. The qualitative survey and interview analysis are provided in Chapter Four.

Quantitative Methodology Development

Resources and Content Validation

The Institutional Review Board granted authorization to conduct the research. Minimal impact on the occurred on the social setting of this research as the survey was conducted via email. No personal contact or conversation

occurred with any of the individuals or organizations involved.

Design

The quantitative portion of this thesis took the form of a survey. Approval was obtained from the Institutional Review Board for this research. Informed consent forms were provided to all participants of the survey. (See Appendix B for letter of consent and survey questions.) The quantitative surveys were sent separately from the qualitative surveys via email February 1, 2006 with a response deadline of February 14, 2006.

The quantitative survey was designed to determine the cohesiveness of the findings from the qualitative survey. Three of the quantitative questions included other as a possible answer, allowing the respondent to write in an explanation. One of the quantitative questions included a place for respondents to list resources utilized in developing curriculum. Additionally, this researcher was interested in the role of environmental education in the field of nature centers, and to what extent the goals of environmental education were being met.

Population

The target population was the same as for qualitative survey.

Limitations. The following limitations apply to the project:

1. Limitations of this portion of the thesis occur in the choice of nature centers to survey. Administrators were chosen from the Association of Nature Center Administrators membership directory, and nature centers surveyed for Evans and Chipman-Evans' work on How to Create and Nurture a Nature Center in Your Community. These knowledgeable informants were chosen based on their experience in the field and involvement in the larger community of nature center administrators.
2. There are many other nature center administrators in the United States that were not considered due to time considerations.
3. The inability to clarify answers provided in the qualitative and quantitative surveys is the source of additional limitations to the questionnaires.

Delimitations. The following delimitations apply to the project:

1. This thesis focused on the characteristics of a functional and successful nature center and how

educational programs may be better developed to fulfill the overarching goals of environmental education as identified by The Tbilisi Declaration.

2. Personal knowledge in the field of environmental education led this researcher to focus on the interface of local educational institutions and the general public and their relationship with the San Jacinto Wildlife Area.
3. There are many other aspects of nature center development that were not focused on due to the limits of this thesis.

Treatment

No treatment of research subjects was used in this research as it does not fit the needs of the research question.

Data Analysis Procedures

Three of the questions from the quantitative survey directly related to the focus of this thesis. Those questions are:

1. Please rank in order of importance the following characteristics of a functional and successful center

(1 - 6, with 1 being most important and 6 being least important):

- ___ Strong leadership/Board of Directors
- ___ Strong local support/meets community needs
- ___ Sound fiscal planning
- ___ Sound strategic/business plan
- ___ Solid mission statement
- ___ Well-trained staff/volunteers

(These categories were chosen based on findings during the literature review for this thesis, as well as early conversations with nature center administrators prior to developing and sending out the survey.)

2. Which of the following areas of environmental education are your programs oriented towards? (Please check all that apply)

- ___ Ecological awareness and sensitivity
- ___ Knowledge of environmental problems and/or issues
- ___ Development of ecological values/feelings of concern
- ___ Skills for investigation/experimentation of environmental problems and/or issues
- ___ Action

This researcher focused on these two questions and created two charts to express the information collected for the first question regarding the characteristics of a functional and successful nature center. The first chart represents the frequency of distribution for the responses. The second chart represents the calculated mean and subsequent ranking of importance. For the remaining question a bar graph was developed to represent the response to the question. Quantitative analysis is provided in Chapter Four.

Summary

An exploratory mixed method approach was utilized, including qualitative and quantitative surveys and an interview, through which a case study of nature center administrators across the United States was created. Approval was obtained from the Institutional Review Board to conduct the surveys and the interview, which occurred February 1 to February 14, 2006.

Three main patterns emerged, management, vision, and education, which were focused on for the purpose of determining the characteristics of a functional and successful nature center. For the quantitative survey charts and graphs were developed to clearly present the

findings. Analysis of the data can be found in Chapter Four.

CHAPTER FOUR

RESULTS AND DISCUSSION

Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has. (Margaret Mead, Anthropologist, n.d., para. 23)

Introduction

Included in Chapter Four is a presentation of the results of completing this thesis. It includes a thorough analysis of the data collected in both the qualitative and quantitative surveys. The interview with Steve validates and expands on the relevance of the data. Important information related in the literature review has been added as additional support for the results discussed in this chapter. The patterns that arose in the surveys include management, vision, and education.

Presentation of the Findings

A total of 255 surveys were sent via email to nature centers across the United States. Of the surveys sent out 41 responses to the qualitative survey were received, a 16% return. Also received were 22 responses to the quantitative survey, an 8.6% return. The patterns of

management, vision, and education that were focused on in the discussion of the findings were found throughout the case study.

The qualitative and quantitative surveys created for this thesis are found in Appendix B. Appendix C provides analysis of data collected in the quantitative survey. Table 1 shows the identity of the organizations responding to the quantitative survey. Table 2 illustrates how long responding nature centers have been in existence. Table 3 and Table 4 in provide analysis of the quantitative question regarding the characteristics of a functional and successful nature center. Table 5 identifies the types of programs offered at responding nature centers. Appendix C, Figure 1 represents how the goals of environmental education were being met in nature centers across the United States. Appendix D contains the transcript of the interview conducted with Steve, the Executive Director of a nature center in the United States.

Discussion of the Findings

Data were collected from a knowledgeable base of informants from nature centers across the United States. Table 1 in Appendix C shows the identity of the organizations responding to the quantitative survey. The

nature centers were predominantly non-profit. Second most common were nature centers that identified themselves as operated by government agencies. Table 2 in Appendix C illustrates how long responding nature centers have been in existence. More than half of the nature centers reported having been in existence for more than 20 years, with just less than half in operation between six and 20 years.

Three emergent patterns developed from the analysis of data from the qualitative surveys. These patterns were management, vision, and education, and the categories within these patterns. Consistency in responses to the questions was clear, even though rank of importance varied for the categories within the patterns. Quantitative data analysis indicated a strong correlation to the qualitative data analysis, including the interview with Steve.

Management

There were five clear categories for a functional and successful nature center. The first category was strong leadership. Strong leadership includes the board of directors, which operates and guides the organization. Quantitative analysis supports these findings, illustrating that strong leadership was the most important aspect of a functional and successful nature center (see

Appendix C, Tables 3 and 4. Steve discussed the importance of strong leadership and the board of directors,

Another way to ask that question is what would I have done differently when I first started here 20 years ago, now that I know what I should have done? And the first thing would have been to build a Board and concentrate on Board development immediately, which I did not do for years and years. (Appendix D, response 26)

Strong local support through meeting the needs of the community was the second category in the management pattern. Quantitative analysis supported the importance of strong local support through meeting the needs of the community, which ranked second in importance (see Appendix C, Tables 3 & 4). The primary focus of local support stems from partnerships in the local community. These partnerships may include schools, boys and girls clubs/organizations, service organizations, local government agencies, churches, parents, other nature centers, and state parks. Steve suggested local community support goes even further, stating that many nature centers

...have tried to do too many things for too many people...with sort of a shot-gun approach to

what we were trying to do...the more people we serve in a lot of different ways the more support that we will bring in.... And so the one word answer to that question is focus....

Looking at what that center could do best in its particular environment with the particular needs of its primary stakeholders. (Appendix D, response 16)

Meeting the needs of the community comes with efficient utilization of the natural resources of the location. This led to the second focus of local support, which includes providing land with quality natural resources that is located within a useable proximity to the community. Qualitative data analysis also showed that it is important for the location to be continually improved to meet changing community needs with respect to the changing needs of the plant and animal habitats on the land. The interview with Steve further illustrated this point,

...how many more rotting logs do we have to learn about? Which is ironic and I use that story a lot when I teach because of every nature center, every national park, every state park, every visitor center I have been at almost.

anywhere in North America, there is always a display, there is always a stop along the trail about a rotting log. How many times do I need to learn about a rotting log? So the other thing that I am getting at here is what is unique and special about your area that you can use to accomplish your mission and focus in on, in your areas of expertise, combined with the needs of your community? (Appendix D, response 17)

Next in the management pattern was the category of a well trained staff and volunteers. Quantitative data analysis shows that well trained staff and volunteers is the third important category (see Appendix C, Tables 3 and 4). In qualitative data analysis three main patterns emerged, equally important; strong volunteer ethic, effective communication, and professional development.

A strong volunteer ethic comes from volunteers who are excited and devoted to the nature center and its programs. It has been suggested that a supportive and flexible work atmosphere contributes highly to creating this ethic. Effective communication of the organizations vision, programs, and expectations with staff and volunteer members was equally important. This also

included listening to the opinions of, and utilizing the strengths of staff and volunteers.

Finally, well trained staff and volunteers should be provided professional development opportunities.

Professional development should include education that builds subject matter competency, whether the staff and volunteers are in the field educating students and/or the public, or in the office dealing with administrative and funding duties. Also, staff and volunteers should be offered development opportunities in personal communication to better work with the each other and the public.

A sound strategic/business plan ranked fourth in the quantitative data analysis (see Appendix C, Tables 3 & 4), and was the next category in the management pattern. The most important aspect of this category that consistently arose in the qualitative data analysis was the need to create and/or update the strategic plan every few years. From the literature review, "successful organizations always have a three to five year plan in place" (Grace, 2003, p. 20).

The final category of the management pattern was sound fiscal planning, which ranked fifth in the quantitative survey (see Appendix C, Tables 3 & 4).

Funding includes, "income, interest income, and charitable contributions" (Byrd, 2000, p. 229). The board of directors was also linked to the fiscal strength of a nature center. According to Steve, "...eventually your board will need to be a fundraising board...able to connect to and raise the funds necessary to operate the 501(c)3" (Appendix D, response 26).

Sound fiscal planning also included grant writing, donors, participant fees, and endowments. Most consistently found in the data was that endowments provide for the greatest long-term fiscal stability. It was suggested that fiscal planning will be best accomplished by hiring someone specifically educated for the position, with a strong background in finance.

Vision

As noted in the literature review, an organization is identified by its vision from which its identity is created. Wheatley reported that "identity includes such dimensions as history, values, actions, core beliefs, competencies, principles, purpose, and mission" (1996, p. 58). Nearly half of the qualitative survey responses stated that a clear, concise mission statement was necessary to focus the operations of the nature center and staff.

It was suggested that the development of an organization's vision should include key community stakeholders, therefore instilling a sense of community partnership in its mission, goals and obtainable objectives. This allows the community to be involved in determining what the organization is about, what is important, and what is not important. The mission statement relates directly to the needs of the community the nature center serves.

Since nature centers are concerned primarily with "...fostering a sustainable relationship between the people and the earth..." (Zimmerman, 2002, p. 15) it is important that the vision of the center include environmental goals. Through an organizations vision, one way to achieve the inclusion of environmental goals is to create a sense of stewardship. Community members and visitors should leave the center and its programs motivated to do something to help their local environment or the environment in general.

Education

There were two distinct categories in the qualitative data analysis that arose in the education pattern; programming and outreach. Programming included the various educational experiences offered at the nature center.

Outreach included the various methods of communicating with the local community, visitors, and organizations that will participate in the educational programs offered at the nature center.

Results suggest that quality programs should be fun, hands-on, and interactive. Quality programs should also be innovative and created to meet the specific the needs of the participants. Programs should be unique and provide something that cannot be found at home or at school. It has further been suggested that recreational programs may be an effective way to interest a greater number of people in the nature center. If at all possible, every program should always be held outdoors. And all programs should be delivered with enthusiasm.

Some suggestions for programs included relating to the natural and cultural history of the local area, with an emphasis on native plants and animals. Programs that promote stewardship not just of the center, but also the planet can be highly effective. Advocacy programs should be scientifically based. Guest speakers can provide new and valuable information from diverse perspectives.

Quality programs should focus on local issues and concerns. Programs should be place-based. As noted in the literature, the necessity of the place-based educational

experience is that it provides an opportunity for nature centers to become more involved and develop stronger relationships with schools, and the community (Sobel, 2005). It is recommended that programs be changed as needed to maintain the interest and changing needs of the community.

It was also suggested that quality curriculum is necessary for effective programs. Information provided throughout the curriculum must be accurate. Every nature center that responded to the quantitative survey develops their own curriculum, including adapting other curriculum materials to meet the needs of their own center and programs.

Furthermore, it was suggested that attention should be paid to the layout and display of exhibits and other interpretive materials. It was suggested that it is necessary to regularly change exhibits and interpretive materials to reflect current trends in environmental interests. These changes can also reflect the seasonal changes of the center's site.

The quantitative survey focused on the programming perspective and the objectives of environmental education (see Appendix C, Figure 1). According to The Tbilisi

Declaration there are five objectives to meet the goals of environmental education:

- Awareness - to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems;
- Knowledge - to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems;
- Attitudes - to help social groups and individuals acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection;
- Skills - to help social groups and individuals acquire the skills for identifying and solving environmental problems;
- Participation - to provide social groups and individuals with an opportunity to be

actively involved at all levels in working toward resolution of environmental problems. (The Tbilisi Declaration, 2005, p. 15)

Meeting these objectives varies greatly depending on the nature center and its vision.

The nature centers that responded to the quantitative survey offer a wide variety of programs to the communities they serve. The most widely offered programs include school education, general public education, environmental education, youth programs, nature walks, and interpretive programs. Offered less frequently, but by more than half of those surveyed, are university/scientific research opportunities, cultural programs and on-site museums. Also found was a variety of other programs offered by one or two nature centers, including family programs, live animal/rehabilitation programs, corporate events, community outreach, professional development, adult lectures, hunting programs, and special events (see Appendix C, Table 5).

Quantitative survey results also showed that ecological awareness is where most nature centers focus heaviest in their programs (see Appendix C, Figure 1). Second, focus of nature center programs is in the

development of ecological values, or attitudes. Third, programs focus on the skills for investigation and experimentation. Fourth, nature center programs attempt to instill knowledge of environmental problems and issues. Finally, least focused on was providing an action, or participation element in the programs.

Steve discussed his center's programs in relation to the objectives of The Tbilisi Declaration. The programs were designed to meet the needs of the communities they serve, and that is what dictates the extent to which the objectives are met. He explained,

If we start chronologically in terms of age, the fourth grade program includes ecological awareness and sensitivity, knowledge of environmental problems and issues, and development of ecological values and feelings of concern, and skills for investigation and experimentation of environmental problems.

Now if we look at the middle school program, those are inner city kids that come up from the city... It is really probably most focused on the first two, ecological awareness and sensitivity, and knowledge of environmental problems and issues. And it is actually in many

ways more about them learning about themselves...being able to build the self-confidence in even being outdoors because this is the first time they have had this experience, and we've actually had the kids say, "we've never seen stars before."

The high school program leads through skills for investigation because those kids are actually taking equipment out in the field and doing water sampling and things like that...The college program is...natural resource development. Professional development because if these folks may become a wildlife biologist then we want to make sure they have a working knowledge of forestry and equipment that goes along with field forestry techniques, soil science techniques, and so forth. (Appendix D, responses 11 & 12)

Outreach was expressed as necessary to the survival of the nature center. Many centers noted that the key to success in their educational programs is high visibility. Data analysis suggests that it is necessary to reach out to the community and supporters about the educational programs offered in as many different ways as possible.

Media used for outreach includes educational flyers and brochures handed out at the nature center; a quarterly or biannual newsletter; a website about the center and with an updated calendar of activities; public service announcements on radio and television; and hosting special events on site.

Summary

Analysis of the qualitative and quantitative data, including the interview with Steve, focused on management, vision, and education. Data analysis demonstrated that management includes having strong leadership, strong local support through meeting the needs of the community, a well-trained staff and volunteers, a sound strategic/business plan, and sound fiscal planning. Analysis of the data further demonstrated that vision includes having a clear and concise mission statement to focus operations, and including key stakeholders and community members in the creation of the vision is necessary for success.

Data analysis also illustrated that education includes providing quality programs and curriculum. It included the integration of the goals and objectives of environmental education as developed by The Tbilisi

Declaration, based on each nature center's vision and goals. Also included was outreach to the community utilizing multiple forms of media.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Let every individual and institution now think and act as a responsible trustee of Earth, seeking choices in ecology, economics and ethics that will provide a sustainable future, eliminate pollution, poverty and violence, awaken the wonder of life and foster peaceful progress in the human adventure. (John McConnell, Founder of International Earth Day, n.d., para. 1)

Introduction

Chapter Five presents the conclusions of the thesis. Recommendations are presented based on the results of the research conducted and analyzed. The chapter concludes with a summary of the conclusions and recommendations for nature centers and future research possibilities.

Conclusions

The conclusions extracted from the thesis follow.

1. The characteristics of a functional and successful nature center include: strong leadership, which includes the board of

directors; strong local support through meeting the needs of the community; a well-trained staff and volunteers; a sound strategic/business plan that is reviewed and updated every three to five years; and sound fiscal planning.

2. The final characteristic of a functional and successful nature center is a solid vision from which the organizations identity is created, and also includes a solid mission statement.
3. These six characteristics are interrelated; each is dependent upon the other for the nature center to be functional and successful.
4. Quality programming and curriculum are necessary to meet the needs of the program participants.
5. Outreach through various forms of media provides necessary information to potential participants about educational and experiential opportunities offered by the nature center. Without this outreach the nature center would not connect with as many potential participants and would not thrive.
6. For a nature center to be functional and successful, local community involvement is mandatory. The greater the involvement of the

local community with the nature center, the greater the potential in meeting the needs of the community and the populations it serves.

Implications for the Environmental Educator

When approaching environmental education from a critical approach it is necessary for educators at nature centers to consider the implications of promoting social responsibility to environmental issues. As environmental education is impacted by issues of social justice and economics, therein lays the responsibility to offer programs across the state mandated curriculum. It is of utmost importance that the nature center educator is able to correlate environmental issues into all subject matter areas.

Nature centers offer a unique opportunity for collaboration with students, a critical component for teaching environmental education. It is important to allow the students to guide as much of their own inquiry and investigation as possible, based on their own interest and skill level. In critical theory students are considered to be active learners who generate new knowledge based on their experiences. Students construct their own views and

beliefs through the process of using reconstructivist tools and methods.

Curriculum used in environmental education must be diverse and interdisciplinary. Standard textbooks are suitable as supplemental references for basic knowledge and techniques, but should not be used as the primary sources of information. There are a wide variety of environmental curricula guides available on almost every subject imaginable. These guides can be adapted and/or modified by the nature center as the educator sees fit for their own programs' needs. Also highly desirable are biographies and autobiographies about environmentalists. Introducing students to the people who have been involved in environmental problems and issues provides students with impressions of how they can apply what they learn during their experience at the nature center, and how their actions are relevant and may have an impact on social, economic and environmental levels. Additionally, outcomes of emerging information on local critical environmental issues provide an up-to-date resource for students to see the immediacy of their own research.

Furthermore, it is of utmost importance that the nature center includes the affected community in its programs. Community members are external interpreters of

the environment and are able to provide insight, information, and resources that the educator of which may or may not be aware of. Nature centers, community members, educators, and students become participants in new problem solving networks, leading to a deeper and richer experience. Not only does community inclusion enrich and enhance the experience for the students, it also provides an additional stimulus for community members to become more involved in environmental issues and the nature center.

Critical theory is an ideological approach to teaching environmental education. Students are required to be involved at every level, from conception to action. They must be allowed to provide input for decision-making and problem-solving. Environmental sensitivity is a prerequisite and must be provided in the early years of education. Self-reflection is required to be successful. Nature centers provide a unique and natural environment for these activities to take place.

This is an interdisciplinary approach, mandating that all subject areas be included in the process to allow students to fully participate in inquiry and investigation. Students must be able to participate in actions to improve the environment for the common good. It

is at its core a benchmark to be strived for; an opportunity to create a learning environment that empowers the students, the educator, the community, and the world.

Recommendations

The recommendations resulting from this research follow.

1. Wherever appropriate in the programs and curriculum of nature centers, it is recommended that education about local problems and issues be increased in order to comply with and fulfill the objectives and goals of environmental education as detailed by The Tbilisi Declaration.
2. It is recommended that nature centers provide greater access to relevant action-oriented opportunities within their programs to comply with and fulfill the objectives and goals of environmental education as detailed by The Tbilisi Declaration.
3. The rate of compliance to and fulfillment of environmental education goals and objectives, as detailed by The Tbilisi Declaration, in nature

centers presents an opportunity for future research.

Summary

Chapter Five reviewed the conclusions extracted from the thesis. There are six overarching characteristics of a functional and successful nature center. These characteristics are interrelated and dependent upon each other for the effective function and overall success of the organization. Quality educational programming and curriculum, and outreach further provide for the success of a nature center. Involving the local community also allows a nature center to function in the best interests of the community and populations it serves.

Lastly, the recommendations derived from the project were presented. It is recommended that nature centers more closely comply with the objectives and goals of environmental education as detailed by The Tbilisi Declaration. Further research is suggested to more clearly identify the areas in which these goals and objectives are lacking. Research is also suggested to determine the various forms of local community involvement in nature centers.

CHAPTER SIX

DEVELOPMENT OF THE SAN JACINTO CENTER

FOR ENVIRONMENTAL EDUCATION

How do we support our natural desire to organize and the world's natural desire to assist us? It begins with a change in our beliefs. We give up believing that we design the world into existence and instead take up roles in support of its flourishing. We work with what is available...we foster tinkering and discovery...we help create connections...we nourish with information. (Margaret Wheatley, 1996, p. 38)

Introduction

Development of the San Jacinto Center for Environmental Education has been a labor of love and perseverance. Being new to the process of creating a nature center, I, along with my co-director Sue Nash, spent many hours reading through the latest literature and talking with professionals in the field. We also visited other nature centers in California, those on Department of Fish and Game land, and those not associated with Fish and Game. Visiting nature centers and witnessing their

organizational processes and programs proved to be the most exciting part of the process. It has provided both Sue and I with great ideas and renewed our enthusiasm during the highly technical and tedious process of putting together our organizing documents.

This chapter details the organization of our center. It includes our vision, mission statement, goals, and objectives. Our organizing documents can be found in Appendix E, Appendix F, contains our By-laws. Our Non-Profit Tax Exemption paperwork 501(c)3 is in Appendix G.

Vision

Our vision is to provide educational programs that educate about the detailed meaning of sustainability in action and to promote the implementation of sustainability of in the local region, including the San Jacinto Wildlife Area and the surrounding communities. Sustainability, as it pertains to our vision, is defined as

a means of configuring civilization and human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present, while preserving biodiversity and natural

ecosystems, and planning and acting for the ability to maintain these ideals indefinitely. (Wikipedia, n.d., para. 1)

Mission Statement, Goals and Objectives

The San Jacinto Center for Environmental Education is dedicated to providing environmental and cultural education for students grades K-12 and the general public, and to providing scientific research opportunities for university students. We are committed to the goals for environmental education: fostering environmental sensitivity, promoting an understanding and awareness of ecological concepts, instilling investigation, evaluation, and issue resolution skills.

Our mission is supported by two goals with objectives for each goal.

Goal 1: To develop education and research programs on the San Jacinto Wildlife Area.

Objectives:

- A. To develop curriculum for area schools using the San Jacinto Wildlife Area as a field-based classroom.
- B. To accommodate university-level research programs on the San Jacinto Wildlife Area.

- C. To build a nature center to accommodate students and the general public.

Goal 2: To continue and expand the weekend wildlife educational programs and walks offered to the general public on the San Jacinto Wildlife Area.

Objectives:

- A. To continue monthly weekend wildlife educational programs and walks on the San Jacinto Wildlife Area, September through June.
- B. To expand weekend wildlife educational programs to include a wider variety of topics than is currently offered.

Implementation of Programs

The San Jacinto Center for Environmental Education is dedicated to the environmental and cultural education of students, grades K-12. It is the intention of the Center to bring children from local school districts into the field for hands-on programs. All kindergarten through twelfth grade curriculum will be correlated to California State Content Standards and will be multi-disciplinary. For example, we recently worked with the Early Reading Readiness preschool program from Nuevo to provide on-site education.

Our programs will provide students with direct guided and self-guided experiences in the natural world by turning the outdoors into a learning laboratory for problem solving, observation, discovery and action. Students will be provided opportunities to expand their awareness and appreciation of the environment by developing a personal land ethic critical in making informed decisions that are relevant to the area's environmental issues. Our programs will involve participants in hands-on, mind-on activities that demonstrate how students can be involved in responsible decision-making that will assist them in becoming environmentally literate citizens.

We hope to work closely with each grade and/or school for at least a year, by providing three-season programs whereby the same students visit the wildlife area once in the autumn, winter and spring. This program opportunity will allow students to develop and maintain their connection to the environment. We will provide resources and learning opportunities in addition to the field trips through teacher materials for use prior to and after the field experience. We will also provide assistance in developing after school programs for interested schools that relate directly to the wildlife area.

We will customize programs to meet the needs of teachers and the curriculum they are teaching. Confirmation materials and classroom activities will be sent prior to the field trip. All programs will be held outside, rain or shine. Cancellations due to weather or road conditions will be the teachers' or schools' decision. Programs will be offered Monday through Friday, 8:00 a.m. - 5:00 p.m. Field trips for public schools will be offered free of charge.

Expected Outcomes

It is our intention that our program will open up the vast resources of the San Jacinto Wildlife Area to the local communities who are interconnected to the well-being of the site. Young students will have opportunities to develop environmental sensitivity. Older students will acquire ecological foundations, as well as develop the skills necessary for investigation and experimentation, leading to action on behalf of the environment. The welfare of the wildlife area directly affects the welfare of the surrounding communities. It is expected that through these environmental education programs that the local citizens will become stewards for the San Jacinto Wildlife Area.

Ultimately it is the aim of our environmental education program to raise consciousness about environmental issues and sustainability; to provide activities in the environment; to establish action for the environment; and to provide opportunities for self-reflection. Educational implications of our programs include teaching social responsibility concerning environmental issues utilizing reconstructivist tools and methods. Students will be active learners and generators of new knowledge. Participants in our programs will have the opportunity to become participants in new problem-solving networks.

APPENDIX A
LITERATURE REVIEW: FIGURE

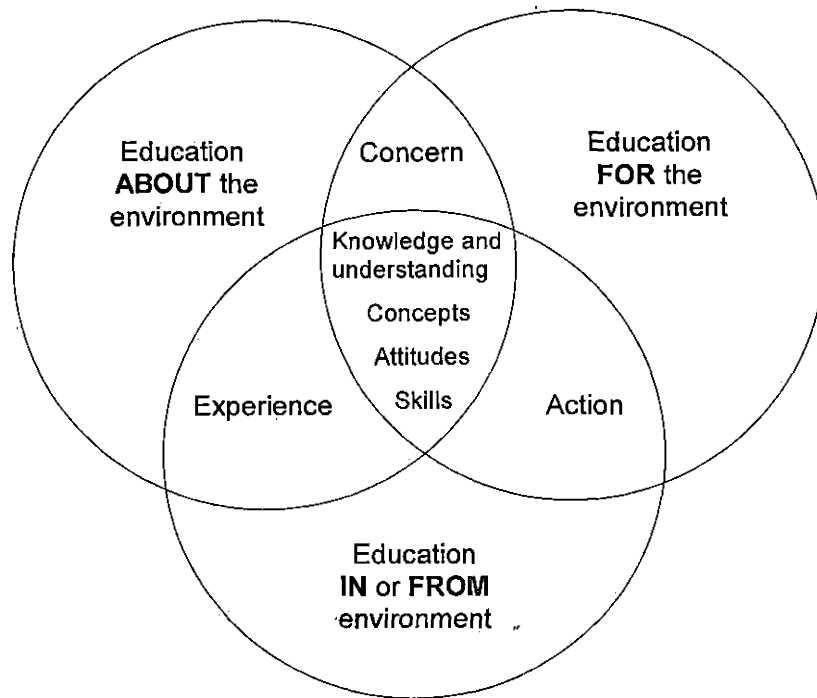


Figure 1. Model for teaching and learning in environmental education

(Palmer, 1998, p. 145)

APPENDIX B

METHODOLOGY: MATERIALS USED IN RESEARCH

Qualitative Survey

My name is Susanna Hamilton and I am a new member of the Association of Nature Center Administrators. I am a graduate student in Environmental Education at California State University, San Bernardino. I am also the Executive Director, and working closely with my business partner Sue Nash, in creating the San Jacinto Center for Environmental Education at the San Jacinto Wildlife Area in Nuevo, California. We have filed and received approval for our Articles of Incorporation and By-laws with the State of California, and are beginning the process of filing our 501(c)3.

Development of this center is also my Master's Thesis. I am beginning to write my thesis and am looking to professionals who are working at nature centers and in environmental education for reference and resource information. I was hoping you would be willing to take a few minutes to answer the following questions regarding your thoughts about what characteristics make a functional and successful nature center.

Our mission at the San Jacinto Center for Environmental Education is to provide environmental and cultural education for students grades K-12 and the general public, and providing scientific research opportunities for university students. We are committed to the goals for environmental education; fostering environmental sensitivity, promoting an understanding and awareness of ecological concepts, and instilling investigation, evaluation and issue resolution skills.

This survey is being conducted under the supervision of Dr. Darleen Stoner, professor of Environmental Education. This survey has been approved by the Institutional Review Board, California State University, San Bernardino.

Participation in this survey is purely voluntary. You may choose to not answer any or all of the questions. Known risks, immediate or long-term, to the participants of the survey are organization or person recognition due to inclusion of personal information by participant. Researcher will remove any organization or personal information from survey results. All data will be reported in group form only. All responses will be held in strictest confidence by the researcher, stored in a locked filing cabinet. Your name will not be reported with your responses. Benefits of this survey will be the availability of the group results to each participant and to those who read the thesis for future reference and/or

research. I will send each participant a copy of the group results via email, or if requested by U.S. Post on June 1, 2006. All surveys will be destroyed on June 1, 2007.

I will be accepting responses from February 1, 2006 to February 14, 2006. If you have any questions or concerns about this survey, please feel free to contact me through Dr. Darleen Stoner at (909) 537-5640.

By responding to this survey I acknowledge that I have been informed of, and that I understand, the nature and purpose of this survey, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

The survey included the following questions:

1. What characteristics do you believe make a functional and successful nature center?
2. What is the mission of your organization?
3. What are the goals and objectives of your organization?
4. How are your personnel and financial operations organized?
5. How is your organization different from others in existence?
6. What are the greatest strengths and weaknesses of your organization?
7. How do you propagate or sustain longevity of your organization?
8. What brought you to your current position and organization?
9. What are your qualifications, or what training have you received for your position?
10. What books or other literature do you refer to for your work or for inspiration?

Interview

My name is Susanna Hamilton and I am a new member of the Association of Nature Center Administrators. I am a graduate student in Environmental Education at California State University, San Bernardino. I am also the Executive Director, and working closely with my business partner Sue Nash, in creating the San Jacinto Center for Environmental Education at the San Jacinto Wildlife Area in Nuevo, California. We have filed and received approval for our Articles of Incorporation and By-laws with the State of California, and are beginning the process of filing our 501(c)3.

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Participation in this interview is purely voluntary. You may choose to not answer any or all of the questions. All interviews will be audio taped. Known risks, immediate or long-term, to the participants of the interview are voice recognition from the audio tape by someone other than the researcher. All audiotapes will be held in strictest confidence by the researcher, stored in a locked filing cabinet after transcription is finalized, within 48 hours of interview. A copy of the transcripts from interviews will be provided to the interviewee to review for identifying details prior to submission to thesis within one week of the interview date. A pseudonym will be assigned in place of participants' name. Benefits of this interview will be the availability of the interview transcripts to the interviewee and to those who read the thesis for future reference and/or research. I will send each participant a copy of the group results via email, or

if requested by U.S. Post on June 1, 2006. All audio tapes will be destroyed on June 1, 2007.

By responding to this survey I acknowledge that I have been informed of, and that I understand, the nature and purpose of this survey, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Both the qualitative and quantitative survey questions were used as the tentative interview guide.

Quantitative Survey

My name is Susanna Hamilton and I am a new member of the Association of Nature Center Administrators. I am a graduate student in Environmental Education at California State University, San Bernardino. I am also the Executive Director, and working closely with my business partner Sue Nash, in creating the San Jacinto Center for Environmental Education at the San Jacinto Wildlife Area in Nuevo, California. We have filed and received approval for our Articles of Incorporation and By-laws with the State of California, and are beginning the process of filing our 501(c)3.

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By responding to this survey I acknowledge that I have been informed of, and that I understand, the nature and purpose of this survey, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

The survey included the following questions.

1. Please rank in order of importance the following characteristics of a functional and successful nature center (1 - 6):
 - ___ Strong leadership/Board of Directors
 - ___ Local support/meets community needs
 - ___ Sound fiscal planning
 - ___ Strong strategic/business plan
 - ___ Solid mission statement
 - ___ Well-trained staff/volunteers
2. Please identify your organization:
 - ___ Non-profit
 - ___ Government
 - ___ Foundation
 - ___ School-based
 - ___ Other _____
3. How long has your organization been in existence?
 - ___ Less than 1 year
 - ___ 2 - 5 years
 - ___ 6 - 10 years
 - ___ 10 - 20 years
 - ___ 20 + years

4. What type of programs do you offer? (please check all that apply)
- ☐ School education programs
 - ☐ University/Scientific research opportunities
 - ☐ General public education programs
 - ☐ Environmental programs
 - ☐ Cultural programs
 - ☐ Youth programs
 - ☐ Nature walks
 - ☐ Interpretive programs
 - ☐ On-site museum
 - ☐ Other _____
5. Which of the following areas of environmental education are your programs oriented towards? (Please check all that apply)
- ☐ Ecological awareness and sensitivity
 - ☐ Knowledge of environmental problems and/or issues
 - ☐ Development of ecological values/feelings of concern
 - ☐ Skills for investigation/experimentation of environmental problems and/or issues
 - ☐ Action
6. If you offer school education programs, do you develop the curriculum or utilize other program curriculum guides?
- ☐ Yes, we develop our own curriculum.
 - ☐ No, we utilize other program curriculum guides.
 - ☐ If no, what other program curriculum guides do you use? _____
7. What is the age-range of your program participants? (please check all that apply)
- ☐ 3 - 5 (Preschool)
 - ☐ 6 - 9 (Grades K - 3)
 - ☐ 10 - 11 (Grades 4 - 5)
 - ☐ 12 - 14 (Grades 6 - 8)
 - ☐ 15 - 18 (Grades 9 - 12)
 - ☐ 18 - 25
 - ☐ 26 - 40
 - ☐ 40 - 60
 - ☐ 60 & above

8. How many people work for your organization? (please
give totals for all that apply)

____ Administrators

____ Educators

____ Volunteers

____ Others _____

APPENDIX C
RESULTS OF SURVEYS

Table 1. Identity of organizations responding to quantitative survey

	Number identified with each type
Non-profit	12
Government	5
Foundation	1
School-based	1
Other: Non-profit & Government Cooperatives	2

Note: Number of respondents = 22.

Table 2. Length of time responding organizations have been in existence

	Nature centers responses
Less than 1 year	0
2 - 5 years	0
6 - 10 years	4
10 - 20 years	6
20+ years	12

Note: Number of respondents = 22.

Table 3. Functional & successful characteristics of a nature center Frequency of distribution Six-point scale

	1	2	3	4	5	6	No response
Strong leadership/Board of Directors	10	4	6	1	1	0	
Strong local support/meets community needs	5	6	2	1	3	3	2*
Sound fiscal planning	3	2	3	6	5	3	
Sound strategic/business plan	0	3	4	3	4	4	2*
Solid mission statement	5	2	2	2	0	10	1*
Well-trained staff/volunteers	3	6	2	5	5	0	1*

Note: Number of respondents = 22. The frequency of distribution used a six-point scale, where 1 = Most important and 6 = Least important. *Frequency of distribution calculated with "no response" results.

Table 4. Functional & successful characteristics of a nature center Mean and rank of importance

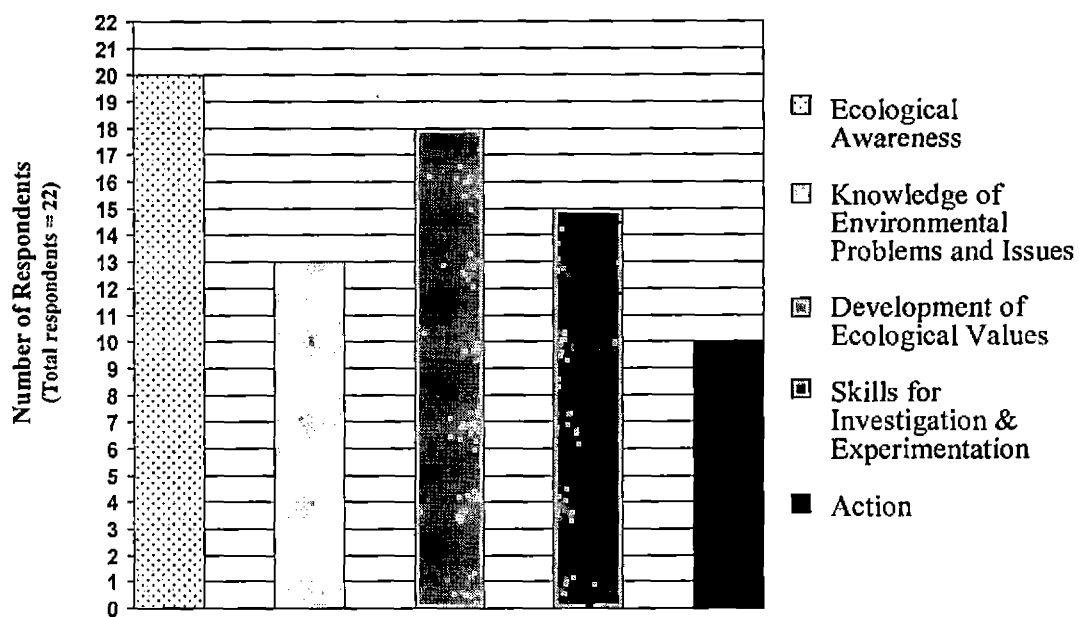
	Overall Mean	Rank of Importance
Strong leadership/board of directors	2.045	1
Strong local support/meets community needs	3.000*	2
Sound fiscal planning	3.772	5
Sound strategic/business plan	3.700*	4
Solid mission statement	3.952*	6
Well-trained staff/volunteers	3.142*	3

Note: Number of respondents = 22. The mean rating used a six-point scale, where 1 = Most important and 6 = Least important. *Mean calculated without "no response" results.

Table 5. Types of programs offered by responding nature centers

	Number of nature centers offering the program
School Education Programs	20
University/Scientific Research Opportunities	15
General Public Education Programs	21
Environmental Programs	21
Cultural Programs	13
Youth Programs	20
Nature Walks	20
Interpretive Programs	18
On-Site Museum	11
Other: Includes a variety of programs including family, live/animal rehabilitation, corporate events, community outreach, adult lectures, hunting, and special events	9

Note: Number of respondents = 22.



**Figure 1. The Tbilisi Declaration
Objectives for Environmental Education**

APPENDIX D
TRANSCRIPT OF INTERVIEW

TRANSCRIPT OF INTERVIEW

13 February 2006

Susanna: Good Morning.

(1) Steve: Good Morning. Before you start asking me questions on the survey, tell me a little bit about where you are and how this is becoming an academic project as well as an actual working project for you.

Susanna: This originally started three years ago, I went back to school to get my teaching credential because I wanted to teach elementary school. About a year into the program I realized that I had no financial ability to simultaneously work, student-teach, and take classes. I had to find a way to afford to live while student teaching and taking classes and not have to work. So I decide to do a Master's degree, ergo greater financial aid. I had looked at the Environmental Education program a few years earlier and at the time it did not fit my career path. A few years later I found myself changing careers into education and it was the only program that I was interested in. I knew I could make it my own and design it the way I wanted it to fulfill my needs. About two weeks before I started my classes for my Master's program I bumped into a woman I had known through the local Quaker meeting who asked what I had been up to and I told her I was going into environmental education. Her husband is the on-site field manager for the San Jacinto Wildlife Area in Lakeview/Nuevo in Southern California, managed by the Department of Fish and Game (DFG). She was interested in setting up an environmental education program out there, and to manage the public field walks that have been occurring since the early 1990s because she felt it was important to get the local community involved with the wildlife area. There is new development being proposed in the near future. Currently the land around the wildlife area is predominantly agriculture: there is a horse ranch on one side and a couple of dairy farms. She felt it was important that we also begin bringing students out to the wildlife area for educational programs. The development around the wildlife area is going to directly influence and affect the wildlife and habitat. With my experience in environmental education she asked me to become her Executive Director, and I said yes.

Here we are, almost two years later and we are finalizing our organizing documents. We will file our 501(c)3 later this week. We are driving up to Northern California to visit two nature centers, both on land owned

by the DFG. We want to see how these nature centers are managing to work side by side with the DFG.

(2) Steve: So, are you saying that the actual property is owned by the State of California?

Susanna: Yes.

(3) Steve: And then you are becoming a 501(c)3 with a lease or contract to operate the educational programs?

Susanna: Yes.

(4) Steve: And what about the facility? Do you have a facility?

Susanna: Currently, we do not have a facility. I am running the office from my home about 20 miles from the wildlife area. Sue, my partner, lives on the wildlife area. We are trying to negotiate a lease for a part of one of the buildings that the DFG currently uses on site, and then move forward from there. Sue is spearheading that part of our development. I am finalizing the organizing documents and will be working to get some schools on board for educational programs, or after school clubs.

(5) Steve: Okay. I am looking at a map of Southern California. Where are you?

Susanna: Between Los Angeles and Palm Springs, our office is in Redlands, near San Bernardino. The wildlife area is south from here, east of Riverside, near Lake Perris.

(6) Steve: There is a Perris Reservoir.

Susanna: Yes. We are just east of the Reservoir. The wildlife area is a very open, arid area. Most of the water for the wildlife area is reclaimed. The wildlife area was established in 1984 as partial mitigation for the State Water Project. It began with 4800 acres and with citizen bond money DFG acquired the Mystic Lake acquisitions in the 1990s. The wildlife area now has about 10,000 acres. DFG acquired the additional 9100 acre Potrero unit from a Lockheed site. Potrero is not currently open to the public due to lack of funding for an on-site manager. Potrero and the wildlife area are not connected sites. There is discussion about how to acquire the land in between so that a residential or commercial development corridor is not established, but our center is not focusing on that issue.

(7) Steve: Alright. I see where you are at then and that sounds good, and so I guess I will let you start.

Susanna: What is the mission of your organization?

(8) Steve: Our mission is to integrate natural resources, education, management, research and recreation.

Susanna: What are the goals and objectives of your center?

(9) Steve: Primarily, our first and major goal is to provide undergraduate education to our majors in natural resources at our parent university. We are owned and operated by the university, and specifically within the College of Natural Resources. Our center was established to provide our undergraduates with a part of their degree program. So, for twelve weeks in the summer our center is operating with about 100 undergraduates here, faculty from campus, teaching assistants, and so forth. That is our major goal.

Our second goal is to provide other types of undergraduate and/or graduate programs to other students at the university. We have a fairly large program going on right now for health and physical wellness students, adventure education leadership; all different types of undergraduate programs that they can take here at our center as part of their degree that they are working on.

Our third goal is to expand our current programs that reach out to fourth graders, middle school students and some high school student programs. We concentrate on those three areas here in terms of our non-college academic programs. We have a fourth grade program that we are looking at expanding, we have a middle school program for inner city kids that we are looking at expanding, and we have a high school program that we are looking at expanding.

Then, our next major goal, from a programmatic perspective, is to figure out a way to expand our public programs to people in the northern part of the state. We have several public programs that are going on now. For instance, one of them is called The Study of Wolves, a weekend credit option type of program that people come in from all over the Midwest to take. We are looking at what the next big topic down the road will be that people would be interested in taking that are not necessarily enrolled in college programs, but are looking at some type of personal or professional development.

So, from a programmatic perspective those are our major goals. From an operational perspective, our one major goal is that we are starting up a \$3million capital campaign to help us with the needs that I just mentioned in terms of some brick and mortar things we want to do, as well as programmatic things. When it comes to the organization, it is driven by our program goals, but

personally as Director that is where most of my time is being spent.

Susanna: Are you aware of The Tbilisi Declaration from 1977?

(10) Steve: Yes.

Susanna: It was developed as a goal for what environmental education should be, including the five objectives: ecological awareness, knowledge of environmental problems/issues, development of values and feelings, investigation and experimentation skills, and action skills. On the survey questions I emailed you it is quantitative survey question number five. When you are doing your programs with the general public or with the school children, or even your programs that involve the university students, where does your center focus its energy? Do you go as far as promoting action for local environmental issues that arise, or do you stay within a knowledge and development of ecological values?

(11) Steve: It depends on the program. If we start chronologically in terms of age, the fourth grade program includes ecological awareness and sensitivity, knowledge of environmental problems and issues, and development of ecological values and feelings of concern, and skills for investigation and experimentation of environmental problems, as you have written them here. That is a day program where those students are out here three different times throughout the year, and each time that they are here it progresses toward that area. Their third visit here in the spring, the fourth graders actually go through an investigation of the local river which flows nearby. They all live within the river valley and so we get into some skill development in looking at land use issues of the river valley. That is at the fourth grade level.

Susanna: Sounds like an amazing program.

(12) Steve: They do a big simulation. They build this big thing in the auditorium here and look at the land use issues that are affecting all that.

Now if we look at the middle school program, those are inner city kids that come up from the city, and that program would be more or less the first three. They do not get involved in skill development, environmental issues or action. It is really probably most focused on the first two, ecological awareness and sensitivity, and knowledge of environmental problems and issues. And it is actually in many ways more about them learning about themselves than anything else because it involves not just some ecological awareness and natural history, it is actually

more about, in many ways, more about them being able to build the self-confidence in even being outdoors because this is the first time they have had this experience, and we've actually had the kids say, "we've never seen stars before."

And so it is more about them because they get out and do snow shoeing, cross country skiing, and activities that help them build more of a self-awareness and self-confidence more than anything else.

The high school program leads through skills for investigation because those kids are actually taking equipment out in the field and doing water sampling and things like that; mostly aquatic sampling in those programs.

The college program is probably more devoted to... I am not even sure how to describe that. It is not really environmental education at all. It is really the application of natural resource content and the application of field experience to that. So, for instance, if the student was a forestry major they are taking courses up here not only in forestry, they have to take courses in soil science, aquatic science, wildlife biology and stuff like that. It is really about the integration of natural resource topics rather than anything that has to do with specifically environmental education. So, our college program is not an environmental education program that we have here. It is basically natural resource development; professional development because if these folks may become a wildlife biologist then we want to make sure they have a working knowledge of forestry and equipment that goes along with field forestry techniques, soil science techniques, and so forth.

Susanna: Can you tell me a little bit about your center? What does your property look like? What types of features do you have?

(13) Steve: My website is listed on some of the emails we have sent back and forth, and there are some pictures of our center there and what we are doing. But, our center itself is located in the north central part of the state and we have 1400 acres that was all donated by an original donor over time. It has all been logged in the past. It is aspen, birch, balsam fir, red pine, white pine, some hemlock, a few northern hardwoods, and things like that; mostly forested. And we have a couple of cold water streams that flow through the property, a couple of beaver ponds and things like that. But, we are not on a lake. There is actually a small lake on the property, but it is

still owned by the original donor. We do not have access to that yet. It is gently rolling topography, sort of at the southern edge of what would be called the north woods which is mostly lake and forest country.

And so we manage the 1400 acres actively. We have a logging, timber stand improvement program going on and various kinds of things that we are doing both from an educational perspective and from a wildlife management perspective, general timber improvement kinds of things we are trying to do. We manage about 12 miles of trails. We maintain cross country ski trails, and separate snow shoe trails in the winter, hiking trails in the summer, that sort of thing.

Susanna: How long has your center been in existence?

(14) Steve: We are in our 21st year. Our first programs occurred here in the fall of 1985.

Susanna: If we could shift gears a little bit to talk more about running your programs and the center, looking at the qualitative survey questions I sent to you. Question 1, what characteristics do you believe make a functional and successful nature center? This question is really where the entire survey and interview process began for me. What are the things as a newly forming nature center/environmental education center should we be focusing on to someday be celebrating our 21st year?

(15) Steve: Well, let me give you some quick background about myself. I have been in the profession for 30 years. I have started and developed two environmental centers, this center being one. My master's was in Environmental Education. So I have been involved in the profession for a long time. I have also been a member of the Association of Nature Center Administrators (ANCA), on their board, past Vice President and President. I also consult nationally in this field when it comes to evaluation of centers and planning of centers. When I answer these questions they are both going to be from a combination of my personal, professional experience here as Director, combined with my observations of being out there in the profession for the last 30 years.

Susanna: Thank you.

(16) Steve: In the first question, what characteristics do you believe make a functional and successful nature center? Focus. I think we here at our center, as well as centers that I have been a part of, observed and consulted with over the years, we in this general profession have tried to do too many things for too many people and tried to do them all at once. I think

a lot of our centers ended up with sort of a shot-gun approach to what we were trying to do. I think we were basing that on thinking that the more people we serve in a lot of different ways the more support that we will bring in. And I don't think that has necessarily been found to be true. And so the one word answer to that question is focus.

Or another word would be niche. Looking at what that center could do best in its particular environment with the particular needs of its primary stakeholders. And in our case we have very determinedly been trying to keep narrowing that focus although I have a very enthusiastic Assistant Director who can quickly expand things again. But, we are really trying to focus on what we can do best with the facilities and land base that we have and combine with what are the perceived needs of the community. So, we don't do day, two-hour programs, we don't do kindergarten through third grade, as a matter of fact we only have the fourth grade niche, we don't even do fifth, sixth, seventh graders. We have a fourth grade program, we have an inner city middle school program, and we have a very specific high school program, and maybe even that is still too much.

But, the point is that centers that can find a niche and focus their attentions and resources towards doing that the absolute best that they can and then trying to find the support and resources to do that. Versus getting caught into the thinking that by doing this and that and everything else and getting into outreach, then that will help us build community support or involvement and then that will then help translate into program revenue dollars or something else. I think generally we are finding that is not really the case. I am trying to encourage us to do and other organizations to do, is to find the resources necessary to do what you can do best, best. And not try to do everything for everybody.

Susanna: I think that is one of the things my partner Susan and I are looking at. It is really just the two of us at this point in time and we have a very small Board of Directors who is currently involved in so far as getting our organizing documents together. Susan is on the Board of the Northern Friends of the San Jacinto Valley which is in support of the wildlife area and working on issues that arise around residential and commercial development that is being proposed around the wildlife area. Many of the Friends have backgrounds as lawyers, in urban planning and land use issues, as well as interests in ornithology. They

have been involved in mitigation with the developers. Between the two of us, with Susan's expertise and interests, and my expertise and interests, one of the issues we are dealing with is how do we narrow our focus and not end up trying to do too much for too many people and then either burn out ourselves, or have a center that does not succeed. I don't believe we have thought about narrowing our focus, but instead do have that grande picture of what we would like to see happen in the long term.

(17)Steve: If you have expertise in issues in your area, which just by looking at the map is overwhelming to me, in terms of land use issues and continual encroachment onto what is left of your natural areas, just being able to develop programs that specifically can help the public, and you define public in whatever way that you best can. How do you build something like that; that people can actually experience and participate in so that it gets to the definition of environmental education as we know it and it focuses on the expertise that you folks already have within your organization.

In other words, how many more rotting logs do we have to learn about? Which is ironic and I use that story a lot when I teach because of every nature center, every national park, every state park, every visitor center I have been at almost anywhere in North America, there is always a display, there is always a stop along the trail about a rotting log. How many times do I need to learn about a rotting log? So the other thing that I am getting at here is what is unique and special about your area that you can use to accomplish your mission and focus in on, in your areas of expertise, combined with the needs of your community? To me that means developing something that is truly wild and wonderful, and can really make a difference in your particular area, and not try to do it all. And then finding the resources...if you can do something really well like that you can go to foundations and donors and other people and say, "This is what we are trying to do and can you help us do this?" That is so much more effective than going, well let's have a Halloween hike and raise money and you end up with \$1000.00 net and it cost you \$10,000.00 in volunteer time and energy to put together and then you have to back up and ask yourself what did that really have to do with our niche with our site. So, trying to focus more on the true mission of the organization and to have a real clear idea of what that

niche can mean, I think is the trend that we all need to be pursuing.

Susanna: Staying with that focus, I can see that in doing so it would encompass some strengths and weaknesses in staying within the mission of the organization. Would you talk about your center and some of the strengths and weaknesses that you see within your organization and how you look at making modifications within your programs, or how you run the organization to creating more strengths and lessening your weaknesses?

(18) Steve: Our center is a residential center first of all, so we have about 130 beds here and four different structures. We have our own food service operation, with two full time service staff. We have our maintenance staff. We have our Assistant Director and he has his part time educators. We have office staff and so forth. The strength of our center is that we are 1400 acres of nice wonderful north woods and we have some wonderful facilities that have been designed and built for an undergraduate program. But we have been able to modify and grow those facilities to accommodate the rest of the types of programs and conferences and stuff that we host here. Those we do because part of our mission is to provide places for environment based organizations to host meetings and so forth. So, one strength of our center is having the basic infrastructure to be able to do that.

The limitation of our center is that these facilities were conceived, built and completed in 1985. They were state of the art in 1985. Today our limitation is that our residential centers are in need of renovation already to stay up with the expectations of our users; even our undergraduates are demanding different things than they did twenty years ago. And so that is one of the reasons we have developed a \$3 million campaign right now is primarily for renovations of buildings. It's like going to a hotel for the last twenty years and it's clean and it's nice, but gosh it is the same look and suddenly the look is no longer modern. And so we have a lot things we need to do here and we are trying to invest a lot of money actually renovating our infrastructure. But our limitation is that there isn't money in the state coffers to do that. We have to go out and find other ways to generate donations and interest in helping to support that part of our program.

The other limitations that we have; we have done a really good job in the last few years in developing a Board of Directors, which is really a Board of Advisors.

They know that they are an advisory board because we are not a separate 501(c)3, we are an academic department within the university. But, we are functioning as and doing business as a not-for-profit organization. So you would think we are a 501(c)3 if you came here. But, the limitation is that although we have a great group of community people involved and are now helping us set policy and so forth, the general perception of the community is that we are state funded. And I say that specifically because you are going to be developing a 501(c)3, but you are going to be identified with, and your image is going to be with, the state institution of the Department of Fish and Game. So that is going to be a challenge that you will continually face because they will think that you are a state operated, state funded center. And there will be a continual effort on your part to help potential supporters, donors and users understand that while the land is owned by the state, it is really private money that is involved in providing the programs and so forth that you are going to be trying to do.

Susanna: Speaking from there, how are your center's financial operations organized? Are they maintained by you and the center, or does the university have a say in them, and are they a stakeholder in you operations?

(19) Steve: When I say we operate like a 501(c)3, we maintain our own Quick books systems for our finances. And we bring in money here, but instead of depositing that money into a local bank, the money goes to the university to our accounts on university campus. It is sort of a quasi situation, but the bottom line is that our center is a unit of the university so our accounts are ultimately the responsibility of the university. And so we are not operating a 501(c)3 in that regard. We do have separate foundation accounts, and those are within the university foundation. So, if you were to donate \$10.00 today, that money would go into our foundation account not into our university accounts. We use the university accounts for the program revenue that we generate here and the expenses that we generate here, but not the money that comes in from grants and donations and so forth.

Susanna: Does your center actually do the work for sustaining longevity/propagating future programs for the center and the university? How much does the university play in setting up where you are going in the future and how much interaction you have with the general public and school children?

(20) Steve: That is all driven here by our center. Even the summer camp program; which again remember that the physical facility we have here and our location within the organization, our center was born to house the summer camp program for the College of Natural Resources. So for those twelve weeks that is why our center exists. But, from an organizational perspective it is almost like for twelve weeks we have a given audience that utilizes our center. For its overall direction, strategic future, its victories, its mistakes and everything, its good years and its bad years, that is all driven by our staff, and Board of Advisors. Our Board of Advisors includes an Associate Dean of the College, the Dean of the College, and others that are associated with the university. So, there are no surprises. It is an integrated institution and nothing is going to come out of our center's Board of Advisors that would surprise the Dean because the Dean serves on the Board of Advisors.

Susanna: That is really good.

(21) Steve: That is very good, and it is the only way to do it because it would make no sense at all to be viewed as a totally separate entity, but not be able to carry out the functions of a separate entity. And so, I do not know how it will work in your case, but if you have, of course you will have a Board of Directors for you 501(c)3, but whatever that 501(c)3 does you don't want to do in a vacuum without somebody in the state being involved or knowledgeable with what is going on because you don't want to keep putting yourself in the position of trying to second guess what they may or may not want to do or allow you to do. So that person, or persons, needs to be intimately involved in the programmatic and strategic direction of the organization. It does not mean that they would serve on the Board necessarily, maybe it does, but you have to keep making sure that whatever direction you move into, it isn't 'A' developing those thoughts and then having to turn it over to 'B', and letting 'B' look at it and say well yes we agree or we don't agree. 'A' and 'B' should be working continuously together toward whatever that is.

Susanna: We do have Tom Paulek, the on-site field manager for the wildlife area on our Board of Directors. He is also a member of the Friends of Northern San Jacinto Valley.

(22) Steve: I would assume that there are other examples within Fish and Game in California where these things are going on?

Susanna: Yes, and that is the focus of the trips I am taking next week. Susan and I are going to visit nature centers on Fish and Game land.

(23) Steve: What is the actual name of your 501(c)3?

Susanna: San Jacinto Center for Environmental Education.

(24) Steve: Okay.

Susanna: Also, because we are part of the Pacific Flyway we have wonderful opportunities for bird watching, and currently we work closely with Audubon to lead monthly bird walks, September through June. There are also a couple of duck clubs on the wildlife area, so there is also hunting that occurs September through January two days a week. We already have a number of people with vested interest in the wildlife area who are interested in seeing the land and boundaries maintained. We are hoping that we can branch out from here and into the surrounding communities. The population in these communities is currently around 6000. This is currently a highly undeveloped region, with agricultural land currently along the border of the wildlife area. There is a local Early Reading Readiness program that has just begun to utilize the wildlife area to teach very beginning reading skills to preschool children. Other than this group, many residents in the surrounding community have not been out to the wildlife area, so even just beginning to develop an environmental/ecological sensitivity is very important. Susan and I are currently focusing on where to start. We want to start small, and trying to determine what age group to begin with. That is our next step now that we are finalizing the last of our organizing documents.

(25) Steve: Let me go back to our fourth grade program. The reason why we are involved with our fourth grade program is because the state curriculum at the fourth grade level ties right into us being able to use our facility for that. In other words, there is a natural tie between the state curriculum for the fourth grade and what our center could do to meet those needs. So, that is why we chose the fourth grade which explains why it is not a huge program and why we are not at the second grade level or the sixth grade level. The fourth grade curriculum just happened to match with what we thought we could help them accomplish.

Susanna: That is what we are considering here as we look at the California state standards. California is currently looking at legislation to adopt environmental education into its state standards. In the meantime, we

have to be rather creative to come up with a program that we can present to the schools. We are even considering after-school programs or clubs as an option.

(26) Steve: One of the questions that you ask here in your survey that I started to answer, but I want to come back to it, "how do we propagate or sustain longevity for our organization?" Another way to ask that question is, "what would I have done differently when I first started here 20 years ago, now that I know what I should have done?" And the first thing would have been to build a Board and concentrate on Board development immediately, which I did not do for years and years because we were a part of a parent organization and it was basically the Dean and I deciding what to do. As things changed within the organization and state dollars began to dwindle, we needed broader community support and so we started developing a Friend's of organization which then became a Board of Advisors which will ironically probably convert back to a Friend's of organization.

But, I would have done that sooner and my advice to you is you really have two things going here. What is the programmatic niche that you are going to try to fill within the mission of your organization? At the same time you have to develop the infrastructure of the organization and that is a different sort of skill set. But, that is probably ultimately even more important. The Board and its development for the long range, or longevity, is the key to that. And eventually your Board will need to be a fundraising Board; it will be a board that will be responsible for the strategic direction of the organization and being able to connect to and raising the funds necessary to operate the 501(c)3, and to do what you want to do. We are there now. We have done a really good job of pulling that all together and I've got some heavy hitters on my campaign committee and so forth, but that is one thing as a director of a center is ultimately a more important responsibility than the actual program itself.

And so you are earning a degree in environmental education, but when you become the director of this organization you are no longer an environmental educator. You are in a separate profession and you will use your skills and content knowledge and methodology in environmental education to guide our mission, but that is not your job. So that will be an interesting thing for you in terms of building the longevity of the organization. I counsel people in this all the time. We get into this business because of our training in natural history,

education, environmental education or something, but once we become that director it is a different profession than perhaps what we were early trained in.

Another question here is what brought me to our center, and very briefly, I had started a nature center in another state, been there for ten years and saw that it was time for me to move on to something else and when this center came up it was a brand new center and I was going to be hired as its first Director and that is what really interested me, looking at starting something new. What surprises me though is that I have been here 20 years. I thought I would be here for five years. But I think I have been here longer because I am not only involved in directing the center, but I teach university courses, and I do research, and I consult, and I am doing a whole bunch of other things as well as having to worry about the administrative aspect of the organization.

Susanna: Can you elaborate on your educational background?

(27) Steve: My Bachelor's is in Environmental Studies. I have a secondary teaching certificate with that. My Master's is in Environmental Education. Bill Stapp is really the originator of environmental education in this country so I was able to take a couple of courses from him, but my master's degree work was more focused on the organizational aspects of things versus environmental education curriculum. My Ph.D. is actually in Organizational Leadership so my research interest was really in taking environment based organizations and helping them build a capacity, so I concentrated on leadership and administration.

Susanna: So you have really found your niche.

(28) Steve: Definitely. I am pretty much the go-to guy when it comes to helping organizations look at their building capacity for themselves. I have worked with the National Environmental Education Advancement Project. I assist with strategic planning. I consult mostly with boards and staff in developing a strategic plan and then secondarily I do consulting in board development and executive coaching. I keep my nose in with anything that has do with helping us continue to build capacity in our organizations.

Susanna: I do not have any further questions at this time. Thank you very much for taking the time to speak with me. You have raised points beyond the scope of my thesis that is ultimately what I will be looking at as we continue the development of our center.

(29)Steve: I am forgetting how you first contacted me. Was it through the Association of Nature Center Administrators?

Susanna: Yes.

(30)Steve: Are you a member of that?

Susanna: Yes, I joined for the professional contacts and the resources it provides to nature centers. I also joined the North American Association of Environmental Education.

(31)Steve: When you joined ANCA did you order the book, Director's Guide to Best Practices?

Susanna: Yes, I have that, and I also have Evans and Chipman-Evans, How to Create and Nurture a Nature Center in Your Community.

(32)Steve: Good. The reason I bring up the Director's Guide is because inside the guide itself there are tons of resources and information. For instance there is reference under the Board chapter to Karl Mathiasen and the work he had done on board development and it is a good way to get a little background on his work. It also gives you the references where you can track down some additional resources. Just the resources alone would help you build your library.

Susanna: I have utilized those resources for strategic planning information.

(33)Steve: Good luck to you, Susanna. Feel free to contact me anytime for anything. Hopefully you can make it to the ANCA summit. It is going to be in Texas next summer.

APPENDIX E
ORGANIZING DOCUMENTS

State of California
SECRETARY OF STATE
BUSINESS PROGRAMS DIVISION
NAME RESERVATION CERTIFICATE

SUSANNA C HAMILTON
243A FOURTH STREET
REDLANDS, CA 92373

RESERVATION # R0843054

ISSUE DATE 09/08/04

EXPIRES 11/08/04

RE : SAN JACINTO FOUNDATION

The above-referenced name is reserved for a period of sixty (60) days, commencing on the above issue date, for use by the addressee as specified by California Corporations Code section 201(c), 5122(c), 7122(d), 9122(c), 12302(d), 15613 or 17053.

NOTE: This reservation does not guarantee that the reserved name complies with all federal and state laws. At the time of filing the document containing the reserved name, it is your responsibility to ensure that you have complied with all federal and state laws, including specific name requirements. In some circumstances, the reserved name may require additional approval/consent pursuant to applicable law at the time of filing. Name styles for particular types of business entities and the need for consent/approval required by law are not considered at the time of the name reservation.

Therefore, no financial commitment relating to the proposed name should be made based on the reservation, as the business entity is not created or qualified until the appropriate documents have been submitted to, and filed by, the Secretary of State.



Kevin Shelley
Secretary of State

2676966

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

SEP 07 2004

KEVIN SHELLEY
Secretary of State

**ARTICLES OF INCORPORATION
OF
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

ONE: The name of this corporation is San Jacinto Foundation.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are environmental and cultural education for students and the general public, and assisting in facilitating scientific research.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Susanna C. Hamilton, 243A Fourth Street, Redlands, CA 92373.

FOUR: (a) This corporation is organized and operated exclusively for charitable, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name	Address
<u>Susanna C. Hamilton</u>	<u>243A Fourth Street, Redlands, CA 92373</u>
<u>Susan L. Nash</u>	address removed for purpose of privacy
<u>Tom Paulek</u>	address removed for purpose of privacy

Ann McKibben

address removed for purpose of privacy

George Hague

address removed for purpose of privacy

SIX: The property of this corporation is irrevocably dedicated to charitable, educational and scientific and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, educational and scientific and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 07 April 2004

Susanna C. Hamilton
Susanna C. Hamilton, Director

Susan L. Nash
Susan L. Nash, Director

Tom Paulek
Tom Paulek, Director

Ann McKibben
Ann McKibben, Director

George Hague
George Hague, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Susanna C. Hamilton
Susanna C. Hamilton, Director

Susan L. Nash
Susan L. Nash, Director

Tom Paulek
Tom Paulek, Director

Ann McKibben
Ann McKibben, Director

George Hague
George Hague, Director





**State of California
Secretary of State**

**STATEMENT OF INFORMATION
(Domestic Nonprofit Corporation)**

Filing Fee \$20.00. If amendment, see instructions.

IMPORTANT — READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. **CORPORATE NAME** (Please do not alter if name is preprinted.)

San Jacinto Foundation

05-674726

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

APR 29 2005

This Space For Filing Use Only

DUE DATE:

COMPLETE PRINCIPAL OFFICE ADDRESS (Do not abbreviate the name of the city. Item 2 cannot be a P.O. Box.)

2. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY.	CITY	STATE	ZIP CODE
801 E. Lugonia Avenue	Redlands	CA	92374

NAMES AND COMPLETE ADDRESSES OF THE FOLLOWING OFFICERS (The corporation must have these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

3. CHIEF EXECUTIVE OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
Susanna Hamilton	801 E. Lugonia Avenue	Redlands, CA	92374
4. SECRETARY/	ADDRESS	CITY AND STATE	ZIP CODE
Susan L. Nash	address removed for purpose of privacy		
5. CHIEF FINANCIAL OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
George Hagua	address removed for purpose of privacy		

AGENT FOR SERVICE OF PROCESS (If the agent is an individual, the agent must reside in California and item 7 must be completed with a California address. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to Corporations Code section 1805 and item 7 must be left blank.)

6. NAME OF AGENT FOR SERVICE OF PROCESS			
name removed for purpose of privacy			
7. ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL	CITY	STATE	ZIP CODE
address removed for purpose of privacy			

DAVIS-STIRLING COMMON INTEREST DEVELOPMENT ACT (California Civil Code section 1350, et seq.)

8. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act and proceed to items 9, 10 and 11.

NOTE: Corporations formed to manage a common interest development must also file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code section 1363.5. Please see instructions on the reverse side of this form.

9. ADDRESS OF BUSINESS OR CORPORATE OFFICE OF THE ASSOCIATION, IF ANY	CITY	STATE	ZIP CODE
10. FRONT STREET AND NEAREST CROSS STREET FOR THE PHYSICAL LOCATION OF THE COMMON INTEREST DEVELOPMENT	9-DIGIT ZIP CODE		
(Complete if the business or corporate office is not on the site of the common interest development.)			
11. NAME AND ADDRESS OF ASSOCIATION'S MANAGING AGENT, IF ANY	CITY	STATE	ZIP CODE

12. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

<i>Susanna C. Hamilton</i>	<i>Susanna C. Hamilton</i>	<i>Executive Director</i>	<i>18 April 05</i>
TYPE OR PRINT NAME OF PERSON COMPLETING THE FORM	SIGNATURE	TITLE	DATE

SI-100 (REV 03/2005)

APPROVED BY SECRETARY OF STATE

A0630180

Certificate of Amendment of
Articles of Incorporation

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUN - 2 2005

The undersigned certify that:

1. They are the executive director and the secretary, respectively, of the San Jacinto Foundation, a California corporation.
2. Article One of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this corporation is San Jacinto Center for Environmental Education
3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 27 May 2005


Susanna C. Hamilton, Executive Director


Susan L. Nash, Secretary



APPENDIX F

BY-LAWS

BYLAWS
OF
SAN JACINTO FOUNDATION,
A California Nonprofit Public
Benefit Corporation

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BYLAWS
OF
SAN JACINTO FOUNDATION,
A California Nonprofit Public
Benefit Corporation

ARTICLE 1. NAME AND OFFICES.

1.01. Name. This corporation shall be known as SAN JACINTO FOUNDATION (hereinafter referred to as the "Corporation").

1.02. Principal Office. The principal office of the Corporation shall be initially located at 243A Fourth Street, Redlands, County of San Bernardino, California 92373. The board of directors of the Corporation (hereinafter referred to as the "Board of Directors") is hereby granted full power and authority to change said principal office from one location to another both within and without said county.

1.03. Other Offices. Branch or subordinate offices may at any time be established by the Board of Directors at any place or places.

ARTICLE 2. MEMBERS.

2.01. No Statutory Members. The Corporation shall have no members.

2.02. Associated Persons. Nothing in this Article 2 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone a member, within the meaning of Section 5056 of the Nonprofit Corporation Law of the State of California, as amended from time to time (hereinafter referred to as the "Nonprofit Corporation Law"). The Corporation may confer by amendment of its articles of incorporation (hereinafter referred to as "Articles") or of these bylaws (hereinafter referred to as "Bylaws") some or all of the rights of a member, as set forth in the Nonprofit Corporation Law, upon any person or persons; provided, however, that no such person or persons shall be a member within the meaning of said Section 5056 unless such person(s) is/are given the right, pursuant to a specific provision of the Articles or Bylaws, to vote for the election of a director or directors, to vote on a disposition of all or substantially all of the assets of the

Corporation, to vote on a merger or dissolution of the Corporation, or to vote on changes to the Articles or Bylaws.

ARTICLE 3. ACTIONS BY MEMBERS.

Any action which would otherwise require a vote of members shall require only a vote of the Board of Directors, and no meeting of members shall be required, any provision of the Articles or Bylaws to the contrary notwithstanding. All rights which would otherwise vest in the members shall vest in the Board of Directors.

ARTICLE 4. DIRECTORS.

4.01. Powers. Subject to the limitations stated in the Articles, these Bylaws and the Nonprofit Corporation Law, and subject to the duties of directors as prescribed by the Nonprofit Corporation Law, all corporate powers shall be exercised by or under the direction of, and the business and affairs of the Corporation shall be managed by, the Board of Directors. The individual directors shall act only as members of the Board of Directors, and the individual directors shall have no power as such.

4.02. Number of Directors. The authorized number of directors of the Corporation shall be between six and twenty-one as set by resolution of the Board of Directors until changed by a bylaw duly adopted amending this Section 4.02. The Board of Directors shall initially consist of six individuals.

4.03. Election, Term of Office and Qualifications.

A. The directors shall be elected at least annually at any regular or special meeting of the Board of Directors held for that purpose.

B. The term of a director shall be one (1) year. A director shall hold office until the earlier of (1) the expiration of the term which shall not exceed one (1) year for which such director was elected and either such director's successor is elected and qualified or the Board of Directors declares such director's position to be vacant, or (2) the death, resignation or removal of the director.

C. Not more than forty-nine percent (49%) of the persons serving on the Board of Directors of the

Corporation may be interested persons. For the purpose of the foregoing, "interested person" means any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise (excluding any reasonable compensation paid to a director as a director), or any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person.

4.04. Resignation. Any director may resign at any time by giving written notice of such resignation to the Chairman, the Secretary, or the Board of Directors of the Corporation. Such resignation shall take effect at the time specified in the notice; provided, however, that if the resignation is not to be effective upon receipt of the notice by the Corporation, the Corporation must accept the effective date specified. Except upon notice to the Attorney General, no director may resign where the Corporation would then be left without a duly elected director or directors in charge of its affairs. If the resignation is effective at a future time, a successor may be elected to take office when the resignation becomes effective.

4.05. Removal.

A. The Board of Directors may declare vacant the office of a director who has (a) become subject to an entry by a court of competent jurisdiction that appoints a guardian or conservator for the director or estate of the director; (b) been convicted of a felony; or (c) been found by a final order or judgment of a court of competent jurisdiction to have breached any duty under California Corporations Code Sections 5230 through 5239 or any successor provisions thereto.

B. Any or all directors may be removed by the Board of Directors, with or without cause, by a vote of at least sixty percent (60%) of the directors then in the office.

C. No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of such director's term of office.

4.06. Vacancies.

A. A vacancy in the Board of Directors shall be deemed to exist in case of the death, resignation or removal of any director or if the authorized number of directors is increased or if the Board of Directors declares vacant the position of any director whose term has expired.

B. Vacancies on the Board of Directors may be filled by a majority of the directors then in office, whether or not less than a quorum or by a sole remaining director. The term of a director so elected shall be the unexpired portion of the term of the director being replaced.

4.07. Organization Meeting. Immediately after each meeting at which a majority of the Board of Directors is elected, the Board of Directors shall hold a regular meeting for the purpose of organization, the election of officers and the transaction of other business. No notice of such meeting need be given.

4.08. Other Regular Meetings. The Board of Directors may provide by resolution the time and place for the holding of regular meetings of the Board of Directors; provided, however, that if the date so designated falls upon a legal holiday, then the meeting shall be held at the same time and place on the next succeeding day which is not a legal holiday. No notice of such regular meetings of the Board of Directors need be given.

4.09. Calling Meetings. Regular or special meetings of the Board of Directors (other than regular meetings held pursuant to Sections 4.07 and/or 4.08 of these Bylaws) shall be held whenever called by the Chairman, the Vice Chairman or any two (2) directors of the Corporation.

4.10. Place of Meetings. Meetings of the Board of Directors shall be held at any place within or without the state of California which may be designated in the notice of the meeting, or, if not stated in the notice or if there is no notice, designated by resolution of the Board of Directors. In the absence of such designation, meetings of the Board of Directors shall be held at the principal office of the Corporation.

4.11. Telephonic Meetings. Members of the Board of Directors may participate in a regular or special meeting through use of conference telephone or similar

communications equipment, so long as all members participating in such meeting can hear one another. Participation in a meeting pursuant to this Section 4.11 constitutes presence in person at such meeting.

4.12. Notice of Special Meetings. Written notice of the time and place of special meetings of the Board of Directors shall be delivered personally to each director or sent to each director by first-class mail, telephone, telegraph or any other means of written communication. In case such notice is sent by mail, it shall be deposited in the United States mail at least four (4) days prior to the time of the holding of the meeting. For purposes of determining whether such four (4)-day requirement has been satisfied, the day of the meeting and the day notice is given shall each be counted as one (1) full day regardless of the time of the day the meeting is held or the notice is given. Each notice shall be deemed given to a director when deposited, with postage thereon prepaid, in a post office or official depository under the exclusive care and custody of the United States post office department and addressed to such director at the address designated by him for that purpose or, if none is designated, at his last known address. In case such notice is delivered personally, by telephone, telegraph, or other means of written communication it shall be so delivered at least forty-eight (48) hours prior to the time of the holding of the meeting. Such notice may be given by the Secretary or by the persons who called said meeting. Such notice need not specify the purpose of the meeting, unless the meeting is to consider the removal of a director or an amendment to the Bylaws that will increase the number of directors of the Corporation. Notice shall not be necessary if appropriate waivers, consents or approvals are filed in accordance with Section 4.13 of these Bylaws.

4.13. Waiver of Notice. Notice of a meeting need not be given to any director who signs a waiver of notice, or a written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Neither the business to be transacted nor the purpose of any regular or special meeting of the directors, or of a committee of directors, need be specified in any such waiver, consent or approval.

4.14. Action Without Meeting. Any action required or permitted to be taken by the Board of Directors may be taken without a meeting, if all members of the Board of Directors shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board of Directors. Such action by written consent shall have the same force and effect as a unanimous vote of the Board of Directors.

4.15. Quorum. A majority of the directors then in office shall constitute a quorum for the transaction of business. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be the act of the Board of Directors, unless the Articles, these Bylaws, or the Nonprofit Corporation Law specifically requires a greater number. In the absence of a quorum at any meeting of the Board of Directors, a majority of the directors present may adjourn the meeting as provided in Section 4.16 of these Bylaws. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of enough directors to leave less than a quorum, if any action taken is approved by at least a majority of the required quorum for such meeting.

4.16. Adjournment. Any meeting of the Board of Directors, whether or not a quorum is present, may be adjourned to another time and place by the vote of a majority of the directors present. Notice of the time and place of the adjourned meeting need not be given to absent directors if said time and place are fixed at the meeting adjourned; provided, however, that if the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time and place shall be given, prior to the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

4.17. Inspection Rights. Every director shall have the absolute right at any time to inspect, copy and make extracts of, in person or by agent or attorney, all books, records and documents of every kind and to inspect the physical properties of the Corporation.

4.18. Fees and Compensation. Directors shall not receive any stated salary for their services as directors but, by resolution of the Board of Directors, a fixed fee

may be allowed for attendance at each meeting. Directors may be reimbursed in such amounts as may be determined from time to time by the Board of Directors for expenses paid while acting on behalf of the Corporation or expenses incurred in attending meetings of the Board of Directors. Nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity as an officer, agent, employee or otherwise and receiving compensation therefore.

ARTICLE 5. EXECUTIVE COMMITTEE AND OTHER COMMITTEES.

5.01. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office (provided a quorum is present), create an executive committee, consisting of two (2) or more directors. The Board of Directors may designate one (1) or more directors as alternate members of such committee, who may replace any absent member of any meeting of the committee. The executive committee, subject to any limitations imposed by the Nonprofit Corporation Law, or imposed by the Articles, by these Bylaws or the Board of Directors shall have and may exercise all of the powers of the Board of Directors which are delegated to the executive committee from time to time by the Board of Directors; provided, however, that the executive committee shall have no authority with respect to:

A. The filling of vacancies on the Board of Directors or on any committee;

B. The fixing of compensation of the directors for serving on the Board of Directors or on any committee;

C. The amendment or repeal of the Bylaws or the adoption of new Bylaws;

D. The amendment or repeal of any resolution of the Board of Directors which by its express terms is not so amendable or repealable;

E. The appointment of committees of the Board of Directors or the members thereof;

F. The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; and

G. The approval of any self-dealing transaction within the meaning of Section 5233 of the Nonprofit Corporation Law (except as otherwise permitted by subdivision d thereof).

5.02. Other Committees. The Board of Directors may, by resolution adopted by a majority of the directors then in office (provided a quorum is present), create such other committees, each consisting of two (2) or more directors appointed by the Board of Directors, as it may from time to time deem advisable to perform such general or special duties as may from time to time be delegated to any such committee by the Board of Directors, subject to the limitations contained in the Nonprofit Corporation Law or imposed by the Articles or by these Bylaws. The Board of Directors may designate one (1) or more directors as alternate members of any committee who may replace any absent member at any meeting of the committee.

5.03. Minutes and Reports. Each committee shall keep regular minutes of its proceedings, which shall be filed with the Secretary. All action by any committee shall be reported to the Board of Directors at the next meeting thereof, and, insofar as rights of third parties shall not be affected thereby, shall be subject to revision and alteration by the Board of Directors.

5.04. Meetings. Except as otherwise provided in these Bylaws or by resolution of the Board of Directors, each committee shall adopt its own rules governing the time and place of holding and the method of calling its meetings and the conduct of its proceedings and shall meet as provided by such rules, and it shall also meet at the call of any member of the committee. Unless otherwise provided by such rules or by resolution of the Board of Directors, committee meetings shall be governed by Sections 4.11, 4.12, 4.13 and 4.14 of these Bylaws.

5.05. Term of Office of Committee Members. Each committee member shall serve at the pleasure of the Board of Directors but not to exceed such committee member's term as a director.

ARTICLE 6. OFFICERS.

6.01. Officers. The officers of the Corporation shall be a Chairman, a Vice Chairman, a Secretary and a Chief Financial Officer. The Corporation may also have, at the discretion of the Board of Directors, other officers as

may be appointed in accordance with the provisions of Section 6.03. One (1) person may hold two (2) or more offices; provided, however, that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chairman.

6.02. Election and Term. The officers of the Corporation shall be chosen by the Board of Directors and shall serve at the pleasure of the Board of Directors, subject to the rights, if any, of an officer under any contract of employment. Officers need not be chosen from among the directors.

6.03. Subordinate Officers, Etc. The Board of Directors may appoint such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are required in these Bylaws or as the Board of Directors may from time to time determine.

6.04. Resignation. Any officer may resign at any time by giving written notice to the Board of Directors, subject to the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

6.05. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to such office.

6.06. Chairman. The Chairman shall, if present, preside at all meetings of the Board of Directors. The Chairman shall be the General Manager and Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and control of the business and officers of the Corporation. The Chairman shall have the general powers and duties of management usually vested in the office of president of a corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

6.07. Vice Chairman. In the absence or disability of the Chairman, the Vice Chairman shall perform the duties

of the Chairman, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice Chairman shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors or these Bylaws.

6.08. Secretary. The Secretary shall keep, or cause to be kept, a book of minutes in written form of the proceedings of the Board of Directors and committees of the Board of Directors. Such minutes shall include all waivers of notice, consents to the holding of meetings or approvals of the minutes of meetings executed pursuant to these Bylaws or the Nonprofit Corporation Law. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by these Bylaws or by law to be given, and shall cause the seal of the Corporation to be kept in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or these Bylaws.

6.09. Chief Financial Officer. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account in written form or any other form capable of being converted into written form. The Chief Financial Officer shall deposit all monies and other valuables in the name and to the credit of the Corporation with such depositaries or depositories as may be designated by the Board of Directors. The Chief Financial Officer shall reimburse all funds of the Corporation as may be ordered by the Board of Directors, shall render to the President and directors whenever they request an account of all of the Chief Financial Officer's transactions as Chief Financial Officer, and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or by these Bylaws.

6.10. Compensation. The compensation, if any, of the officers shall be fixed from time to time by the Board of Directors, and no officer shall be prevented from receiving such compensation because the officer is also a director of the Corporation.

ARTICLE 7. BOOKS AND RECORDS.

7.01. Books and Records. The Corporation shall keep adequate and correct books and records of account and minutes of the proceedings of the Board of Directors and committees of the Board of Directors.

7.02. Form of Records. Minutes shall be kept in written form. Other books and records shall be kept either in written form or in any other form capable of being converted into written form. If any record subject to inspection pursuant to the Nonprofit Corporation Law is not maintained in written form, a request for inspection is not complied with unless and until the Corporation, at its expense, makes such record available in written form.

7.03. Annual Report. The Board of Directors shall cause an annual report (hereinafter the "Annual Report") to be sent to the directors not later than one hundred twenty (120) days after the close of the Corporation's fiscal year. The Annual Report shall contain in appropriate detail the following:

A. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

B. The principal changes in assets and liabilities, including trust funds, during the fiscal year;

C. The revenue or receipts of the Corporation both unrestricted and restricted to particular purposes, during the fiscal year;

D. The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year; and

E. Any information required by Section 6322 of the Nonprofit Corporation Law.

The Annual Report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

ARTICLE 8. GRANTS, CONTRACTS, LOANS, ETC.

8.01. Grants. The making of grants and contributions, and otherwise rendering financial assistance for the purposes of the Corporation, may be authorized by the Board of Directors. The Board of Directors may authorize any officer or officers, agent or agents, in the name of and on behalf of the Corporation, to make any such grants, contributions or assistance.

8.02. Execution of Contracts. The Board of Directors may authorize any officer, employee or agent, in the name and on behalf of the Corporation, to enter into any contract or execute and satisfy any instrument, and any such authority may be general or confined to specific instances, or otherwise limited. In the absence of any action by the Board of Directors to the contrary, the Chairman shall be authorized to execute such instruments on behalf of the Corporation.

8.03. Loans. The Chairman or any other officer, employee or agent authorized by the Board of Directors may effect loans and advances at any time for the Corporation from any bank, trust company or other institutions or from any firm, corporation or individual and for such loans and advances may make, execute and deliver promissory notes, bonds or other certificates or evidences of indebtedness of the Corporation and, when authorized by the Board of Directors so to do, may pledge and hypothecate or transfer assets of the Corporation as security for any such loans or advances. Such authority conferred by the Board of Directors may be general or confined to specific instances or otherwise limited.

8.04. Checks, Drafts, Etc. All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or other evidences of indebtedness of the Corporation, shall be signed on behalf of the Corporation in such manner as shall, from time to time, be determined by resolution of the Board of Directors.

8.05. Deposits. The funds of the Corporation not otherwise employed shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select or as may be selected by an officer, employee

or agent of the Corporation to whom such power may from time to time be delegated by the Board of Directors.

ARTICLE 9. INDEMNIFICATION OF DIRECTORS AND OFFICERS.

9.01. Indemnification by Corporation.

A. For the purposes of this Section 9.01, "agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Section 9.01D or Section 9.01E.

B. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the Corporation to procure a judgment in its favor, an action brought under Section 5233 of the Nonprofit Corporation Law, or an action brought by the Attorney General or a person granted related status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner which such person reasonably believed to be in the best interests of the Corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere, or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the Corporation or that the

person had reasonable cause to believe that the person's conduct was unlawful.

C. The Corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of the Corporation, or brought under Section 5233 of the Nonprofit Corporation Law, or brought by the Attorney General or a person granted related status by the Attorney General for a breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 9.01C:

(1) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to the Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(2) Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(3) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General.

D. To the extent that an agent of the Corporation has been successful on the merits in defense of any proceeding referred to in Section 9.01B or Section 9.01C above, or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

E. Except as provided in Section 9.01D above, any indemnification under this Section 9.01 shall be made by the Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Section 9.01B or Section 9.01C, above, by:

(1) A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or

(2) The court in which such proceeding is or was pending upon application made by the Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by the Corporation.

F. No indemnification or advance shall be made under this Section 9.01, except as provided in Section 9.01D or Section 9.01E(2) above, in any circumstance where it appears that:

(1) It would be inconsistent with a provision of the Articles, the Bylaws or an agreement in effect at the time of the occurrence of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(2) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

9.02. Advancing Expenses. The Corporation may advance to each agent the expenses incurred in defending any proceeding referred to in Section 9.01 of these Bylaws prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in Section 9.01 of these Bylaws.

9.03. Insurance. The Corporation shall have power to purchase and maintain insurance on behalf of any agent of the Corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not the Corporation would have the power to indemnify the agent against such

liability under the provisions of this section; provided, however, that the Corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the Corporation for a violation of Section 5233 of the Nonprofit Corporation Law (relating to self-dealing transactions).

ARTICLE 10. INVESTMENTS.

10.01. Standards Retention of Property.

A. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets held for use or used directly in carrying out a public or charitable program of the Corporation, the Board of Directors shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of the Corporation's capital.

B. Unless limited by the Articles, the Corporation may continue to hold property properly acquired or contributed to it if and as long as the Board of Directors, in the exercise of good faith and of reasonable prudence, discretion and intelligence, may consider that retention is in the best interests of the Corporation. No retention of donated assets violates this Section 10.01, where such retention was required by the donor in the instrument under which the assets were received by the Corporation, except that no such requirement may be effective more than ten (10) years after the death of the donor.

C. No investment violates this Section 10.01 by virtue of the investment's speculative character, where the investment conforms to provisions authorizing such investment contained in the instrument or agreement under which the assets were contributed to the Corporation.

10.02. Endowment Fund.

A. The Corporation may receive donations earmarked for an endowment fund from any source in cash or in other property acceptable to the Board of Directors, provided the terms and conditions, if any, are consistent with the purposes and powers of the Corporation as set forth in the Articles or the Bylaws of the Corporation. All donations so received, together with the income therefrom

(hereinafter referred to as the "Fund"), shall be held, managed, administered and paid out in accordance with any terms and conditions with respect thereto. Unless otherwise specifically required, the Corporation may mingle such restricted donations with other assets of the Fund. The Corporation may reject any donation carrying restrictions deemed by the Board of Directors to be incompatible with the purpose of the Fund or the Corporation.

B. The Corporation shall keep a complete record of the source of all gifts made to the Fund and shall take such steps as the Board of Directors deems appropriate to recognize and commemorate each such gift, to the end that the memory of the gift and of the donor shall be appropriately preserved.

C. The Corporation shall disburse the Fund or the income therefrom at such time and in such a manner and in such amounts as the Board of Directors may, in its discretion, determine for the Corporation or its related activities.

ARTICLE 11. DISTRIBUTION OF INCOME AND PROHIBITED ACTIVITIES.

In the event that the Corporation shall at any time be a private foundation within the meaning of section 509 of the United States Internal Revenue Code of 1986, as amended (hereinafter referred to as the "Code"), the Corporation, so long as it shall be such a private foundation, shall distribute its income for each taxable year at such time and in such manner as not to subject it to the tax on undistributed income imposed by Code section 4942, and the Corporation shall not (1) engage in any act of self-dealing as defined in Code section 4941(d), (2) retain any excess business holdings as defined in Code section 4943(c), (3) make any investments in such manner as to subject the Corporation to any tax under Code section 4944, or (4) make any taxable expenditures as defined in Code section 4945(d).

ARTICLE 12. SEAL AND FISCAL YEAR.

12.01. Seal. The Board of Directors may adopt a corporate seal which shall be in the form of a circle and shall bear the full name of the Corporation and the year and state of its incorporation.

12.02. Fiscal Year. The fiscal year of the Corporation shall be determined, and may be changed, by resolution of the Board of Directors.

ARTICLE 13. AMENDMENTS.

New Bylaws may be adopted or these Bylaws may be amended or repealed by the affirmative vote of at least sixty percent (60%) of the Directors then in office or by the written consent thereof, except as otherwise provided by law or by the Articles.

CERTIFICATE OF SECRETARY

I, Susan C. Nash, hereby certify that:

I am the duly elected and acting Secretary of SAN JACINTO FOUNDATION, a California nonprofit public benefit corporation; and

The foregoing Bylaws comprising 13 pages constitute the original Bylaws of said Corporation as duly adopted by the incorporator on 30 August, 2004.

IN WITNESS WHEREOF, I have hereunder subscribed my name this 30 day of August, 2004.

Susan C. Nash
Secretary

APPENDIX G

501(c)3

Form 1023 Checklist

(Revised October 2004)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- ☒ Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, Power of Attorney and Declaration of Representative (if filing)
 - Form 8821, Tax Information Authorization (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes ___ No <input checked="" type="checkbox"/> | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0055

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)
San Jacinto Center for Environmental Education		n/a
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)
801 E. Lugonia Avenue		02-0765254
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)
Redlands, CA 92374		12
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: (909) 228-6710
a Name: Susan Nash, Associate Director		c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: n/a		
b Organization's email: (optional) sanjacintoecenter@earthlink.net		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 04 / 07 / 2004		
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT** file this form unless you can check "Yes" on lines 1, 2, 3, or 4.

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ Yes ☐ No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☒ No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☒ No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ Yes ☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT** file this application until you have amended your organizing document. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): 1.2.1 ☒
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. 4.0.2
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your past, present, and planned activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Susan L. Nash	Director/Secretary	address removed for purpose of privacy	none
George Hague	Director/Treasurer	address removed for purpose of privacy	none
Tom Paulek	Director	address removed for purpose of privacy	none
Ann McKibben	Director	address removed for purpose of privacy	none

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Susanna Hamilton	Executive Director	801 E. Luapaha Avenue Redlands, CA 92374	\$50000.00

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to past, present, or planned relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☒ Yes ☐ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
e	Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.	
5a	Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?	
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?	
	Note: A conflict of interest policy is recommended through it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.	
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Describe any written or oral arrangements that you made or intend to make.	
c	Identify with whom you have or will have such arrangements.	
d	Explain how the terms are or will be negotiated at arm's length.	
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.	
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.	
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
 c Identify with whom you have or will have such arrangements.
 d Explain how the terms are or will be negotiated at arm's length.
 e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
 f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to past, present, and planned activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☒ Yes ☐ No
 b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☒ Yes ☐ No
 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to past, present, and planned activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. ☐ Yes ☒ No
 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
 b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☒ No
 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
 b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make. Identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
 c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☒ Yes ☐ No

- ☒ mail solicitations
☒ email solicitations
☒ personal solicitations
☐ vehicle, boat, plane, or similar donations
☒ foundation grant solicitations
☒ phone solicitations
☐ accept donations on your website
☐ receive donations from another organization's website
☒ government grant solicitations
☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☒ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☒ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☒ No

5 Are you affiliated with a governmental unit? If "Yes," explain. ☐ Yes ☒ No

6a Do you or will you engage in economic development? If "Yes," describe your program. ☐ Yes ☒ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☒ No

b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☒ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☒ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☒ No

b Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☒ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☒ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☒ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☒ Yes ☐ No

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☒ **Yes** ☐ **No**
- 12a** Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ **Yes** ☒ **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ **Yes** ☒ **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ **Yes** ☐ **No**
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. ☐ **Yes** ☐ **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ **Yes** ☐ **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ **Yes** ☒ **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ **Yes** ☐ **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ **Yes** ☐ **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ **Yes** ☐ **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ **Yes** ☐ **No**

Part VIII Your Specific Activities (Continued)

- 15 Do you have a close connection with any organizations? If "Yes," explain. ☒ Yes ☐ No
- 16 Are you applying for exemption as a cooperative hospital service organization under section 501(c)? If "Yes," explain. ☐ Yes ☒ No
- 17 Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. ☐ Yes ☒ No
- 18 Are you applying for exemption as a charitable risk pool under section 501(g)? If "Yes," explain. ☐ Yes ☒ No
- 19 Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. ☐ Yes ☒ No
- 20 Is your main function to provide hospital or medical care? If "Yes," complete Schedule C. ☐ Yes ☒ No
- 21 Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F. ☐ Yes ☒ No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. ☐ Yes ☒ No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses					
Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From 01/2005 to 12/2005	(b) From 01/2003 to 12/2003	(c) From 01/2004 to 12/2004	(d) From 01/2005 to 12/2005	
Revenues					
1 Gifts, grants, and contributions received (do not include unusual grants)	0.00	1000.00	200.00	0.00	1200.00
2 Membership fees received	0.00	0.00	0.00	0.00	0.00
3 Gross investment income	0.00	0.00	0.00	0.00	0.00
4 Net unrelated business income	0.00	0.00	0.00	0.00	0.00
5 Taxes levied for your benefit	0.00	0.00	0.00	0.00	0.00
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0.00	0.00	0.00	0.00	0.00
7 Any revenue not otherwise listed above or in lines 8-12 below (attach an itemized list)	0.00	0.00	0.00	0.00	0.00
8 Total of lines 1 through 7	0.00	1000.00	200.00	0.00	1200.00
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0.00	0.00	0.00	0.00	0.00
10 Total of lines 6 and 9	0.00	0.00	0.00	0.00	0.00
11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0.00	0.00	0.00	0.00	0.00
12 Unusual grants	0.00	0.00	0.00	0.00	0.00
13 Total Revenue Add lines 10 through 12	0.00	0.00	0.00	0.00	0.00
Expenses					
14 Fundraising expenses	0.00	0.00	0.00	0.00	0.00
15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0.00	0.00	0.00	0.00	0.00
16 Disbursements to or for the benefit of members (attach an itemized list)	0.00	0.00	0.00	0.00	0.00
17 Compensation of officers, directors, and trustees	0.00	0.00	0.00	0.00	0.00
18 Other salaries and wages	0.00	0.00	0.00	0.00	0.00
19 Interest expense	0.00	0.00	0.00	0.00	0.00
20 Occupancy (rent, utilities, etc.)	0.00	0.00	0.00	0.00	0.00
21 Depreciation and depletion	0.00	0.00	0.00	0.00	0.00
22 Professional fees	0.00	0.00	0.00	0.00	0.00
23 Any expense not otherwise classified, such as program services (attach itemized list)	0.00	0.00	0.00	0.00	0.00
24 Total Expenses Add lines 14 through 23	0.00	0.00	0.00	0.00	0.00

Part IX Financial Data (Continued)**B. Balance Sheet (for your most recently completed tax year)**

Year End: 2005

Assets		(Whole dollars)
1	Cash	981.58
2	Accounts receivable, net	0.00
3	Inventories	0.00
4	Bonds and notes receivable (attach an itemized list)	0.00
5	Corporate stocks (attach an itemized list)	0.00
6	Loans receivable (attach an itemized list)	0.00
7	Other investments (attach an itemized list)	0.00
8	Depreciable and depletable assets (attach an itemized list)	0.00
9	Land	0.00
10	Other assets (attach an itemized list)	0.00
11	Total Assets (add lines 1 through 10)	981.58
Liabilities		
12	Accounts payable	0.00
13	Contributions, gifts, grants, etc. payable	0.00
14	Mortgages and notes payable (attach an itemized list)	0.00
15	Other liabilities (attach an itemized list)	0.00
16	Total Liabilities (add lines 12 through 15)	0.00
Fund Balances or Net Assets		
17	Total fund balances or net assets	0.00
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	0.00
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☒ No

b As a private foundation, section 509(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☒ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(ii)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B. ☐

c 509(a)(1) and 170(b)(1)(A)(ii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status (Continued)

- a** 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f** 509(a)(1) and 170(b)(1)(A)(v)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g** 509(a)(1) and 170(c)(1)(A)(v)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h** 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐
- 6** If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.
- a** Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

For Organization

.....
(Signature of Officer, Director, Trustee, or other authorized official).....
(Type or print name of signer)

(Date)

.....
(Type or print title or authority of signer)

For Director, Exempt Organizations

By Date

- b** Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 5b(i) if you checked box g in line 5 above. Answer line 6b(f) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(f) and (i). ☐
- (f)** (a) Enter 2% of line 8, column (c) on Part IX-A, Statement of Revenues and Expenses. ☐
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (g)** (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box. ☐
- (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐
- 7** Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☐ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$500. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$150. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$150 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$500 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$150 (Subject to change). ☒
- 3 Check the box if you have enclosed the user fee payment of \$500 (Subject to change). ☐

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here

Susan L. Nash
 (Signature of Officer, Director, Trustee, or other
 authorized official)

Susan L. Nash

(Type or print name of signer)

16 March 2006

(Date)

Director Susan L. Nash
 (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filed-in-application.

Form 1023 (Rev. 10-2004)

Part IV - Narrative Description of Your Activities

Past Activities

1. Completion of organizing documents to begin the San Jacinto Center for Environmental Education, including Articles of Incorporation, By-laws, and Amendments.
2. Percentage of time allocated for these activities was 95%.
3. Assisted with field trip for Early Reading Readiness program & Friends of Northern San Jacinto Valley nature walks.
4. Percentage of time allocated for this activity was 5%.

Present Activities

1. Completing all organizing documents for the San Jacinto Center for Environmental Education, including Form 1023 for 501(c)3 Non-Profit Status.
2. Percentage of time allocated for this activity is 100%.

Future Activities

Organizing Activities

1. Fundraising and grant writing.
2. Outreach to schools.
3. Obtaining volunteer status with California Department of Fish & Game for purposes of liability for activities: public school, general public, and scientific research.
4. Percentage of time allocated for this activity is 30%.

Public School Activities

1. Public school activities will include class field trips to the wildlife area. Curriculum will be designed by the classroom teacher, a Director for the San Jacinto Center for

- Environmental Education, and environmental educator and/or adapted from already existing curriculum programs, such as Project Learning Tree, Project Wet, Project Wild Aquatic...
2. All activities will be led by a Director and/or future employee/educator for the San Jacinto Center for Environmental Education.
 3. All activities will take place Monday through Friday.
 4. All activities will take place at the San Jacinto Wildlife Area in Nuevo, California.
 5. All activities are free of charge.
 6. Percentage of time allocated for these activities is 50%.
 7. Funding for the activity will be provided by future grants.

General Public Activities

1. General public activities will include bird walks, plant and wild flower walks, and insect identification, and geography, astronomy and archaeology tours.
2. All activities will be led by a Director and/or future employee/educator for the San Jacinto Center for Environmental Education, and/or a member of an invited organization.
3. All activities will be conducted on Saturday or Sunday.
4. All activities will take place at the San Jacinto Wildlife Area in Nuevo, California.
5. All activities are free of charge.
6. Percentage of time allocated for these activities is 10%.
7. Funding for the activity will be provided by future grants.

Scientific Research

1. Scientific research activities conducted through the San Jacinto Center for Environmental Education will be designed by the scientist/researcher and approved by the Directors of the San Jacinto Center for Environmental Education.

2. All activities will be conducted by the scientist/researcher.
3. All activities will take place at the San Jacinto Wildlife Area in Nuevo, California.
4. All activities will be conducted as scientist/researcher deems necessary, Sunday through Saturday.
5. All activities are free of charge.
6. Percentage of time allocated for these activities is 5% - 10%.
7. The scientist/researcher will be responsible for all expenses incurred during research.

Part V

2a. Family Relationships

Associate Director Susan Nash and Board Member Tom Paulek are married.

3a. Qualifications & Duties of Directors

1. Susan Nash, Associate Director/Secretary
 - a. Qualifications
 - i. Founder San Jacinto Center for Environmental Education
 - ii. Co-Founder and Board Member, Friends of Northern San Jacinto Valley
 - iii. Bird/Nature Walk Leader, since 1987
 - iv. Retired Teacher
 - v. Attorney
 - b. Average Hours Worked
 - i. Varies, up to 5 hours per week.
 - c. Duties
 - i. Assist with writing organizing documents
 - ii. Assist with field trips
 - iii. Assist with scientists/researchers
 - iv. Secondary signer under Treasurer
 - v. Outreach to local community
 - vi. Bird/Nature walk leader
 - vii. Board of Directors

2. George Hague, Director/Treasurer
 - a. Qualifications
 - i. Co-Founder and Board Member, Friends of Northern San Jacinto Valley
 - ii. Mathematics Teacher
 - iii. Executive Committee Member, San Gorgonio Sierra Club, 30+ years
 - b. Average Hours Worked
 - i. Varies, up to 5 hours per month
 - c. Duties
 - i. Treasurer
 - ii. Board of Directors
 - iii. Attend annual meetings
 - iv. Attend special meetings
3. Tom Paulek, Director
 - a. Qualifications
 - i. Biologist
 - ii. Manager, San Jacinto Wildlife Area, since 1991
 - b. Average Hours Worked
 - i. Minimal, 1 hour per month
 - c. Duties
 - i. Board of Directors
 - ii. Attend annual meetings
 - iii. Attend special meetings
4. Ann McKibben, Director
 - a. Qualifications
 - i. President, Friends of Northern San Jacinto Valley
 - ii. Bird/Nature Walk Leader, since 1992
 - b. Average Hours Worked
 - i. Minimal, 2 hours per month
 - c. Duties
 - i. Board of Directors
 - ii. Attend annual meetings
 - iii. Attend special meetings
 - iv. Bird/Nature walk leader

5. Susanna Hamilton, Executive Director
 - a. Qualifications
 - i. Working on Master of Arts degree, Environmental Education
 - ii. Educator, Multiple Subject Teaching Credential, California
 - iii. Founder/Organizer Community Organizations, since 1988
 - b. Average Hours Worked
 - i. Varies, up to 20 hours per week
 - c. Duties
 - i. Assist with writing organizing documents
 - ii. Assist with fieldtrips, public school and general public
 - iii. Assist with scientists/researchers
 - iv. Develop/adapt curriculum
 - v. Fundraising/grant writing
 - vi. Outreach to local educators
 - vii. Board of Directors

**San Jacinto Center for Environmental Education
801 E. Lugonia Ave.
Redlands CA 92374
PO Box 635
Moreno Valley CA 92556**

Minutes of January 25, 2006, meeting of the Board of Directors

The Board of Directors met by telephone and unanimously authorized a bank account to be opened for the San Jacinto Center for Environmental Education by the following persons:

George Hague, Treasurer
Susan Nash, Secretary

Other persons authorized to sign checks for the Center may be added to this bank account by George Hague or Susan Nash without further Board action.

By resolution, the Board adopted a compensation-setting practice which specifies that employees shall be paid no more than "reasonable compensation" which is the amount that would ordinarily be paid for like services by like organizations under like circumstances as of the date the compensation arrangement is made. As the current compensation paid to the Executive is nominal, there is no purpose at this time in obtaining comparable compensation data. Such comparables will be obtained from other like non-profits, such as the Sierra Club if and when a regular salary is paid to any employee.

The Board also adopted A Conflict of Interest Policy as follows:

Article I
Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (San Jacinto Center for Environmental Education) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Part VI - 1a/b

1. In carry out our exempt purposes we will provide services in the form of environmental education programs to the individuals of the general public, and assistance with research free of charge.
2. In carry out our exempt purposes we will provide services in the form of Environmental Education programs to public and private schools, school districts, and research institutions free of charge.

Part VIII

4a. Fundraising Programs

1. Our quarterly newsletter will provide for the following solicitations:
 - a. Mail
 - b. Email
2. Visitors and participants will provide for the following solicitations:
 - a. Personal
 - b. Phone
3. Formal Applications will provide for the following solicitations:
 - a. Foundation grants
 - b. Government grants
4. Kick-off Event
 - a. Fundraising event to attract local community and council members, duck club members, and other interested members of the general public to introduce the San Jacinto Center for Environmental Education. This will also provide an opportunity to expand the Board of Directors and sign up potential volunteers.

4d. States and Local Jurisdictions in which we will conduct fundraising:

1. California (for grants and fundraising)
 - a. Counties of San Bernardino and Riverside
 - i. All cities therein
2. All 50 United States (for grants)
 - a. All Counties
 - i. All cities therein

10. Intellectual Property

1. Any and all music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property which the Center publishes/owns or has rights to will be owned, copyrighted, or trademarked by the Center.
2. Determination will be made on a case-by-case basis regarding fees, production, distribution, and marketing.

11. Contributions

1. Center will accept all contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses, royalties, automobiles, boats, planes, or other vehicles; or collectibles of any type; without condition, except that real property must be in fee or pursuant to a conservation easement recorded in compliance with California statutes and law.

15. Close Connection

1. Four Board Members of the Center are also Board Members of the Friends of Northern San Jacinto Valley, formed in 1991.
2. The two groups will have no financial ties, but will both participate in educational and research activities of the Center.
3. The two groups have different Treasurers, fundraisers, grant applications, newsletters, web pages and email accounts.

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